REPORT

OF THE

COMMITTEE ON INDIAN STUDENTS

1921-22.

PART I:
The Report and Appendices.

PART II:
The Evidence.

LONDON:

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TERMS OF REFERENCE.

To report and make recommendations in regard to—

(1) The adequacy of existing arrangements in India for facilitating the access of Indian students to the United Kingdom, including the constitution and working of the Advisory Committees and their future relations to the Provincial Governments;

(2) The extent and directions in which the Secretary of State's control should be exercised as distinct from the actual work of administration which will be entrusted to the High Commissioner;

(3) Details of the work to be undertaken in the United Kingdom and the relations that should be established with Universities and other institutions or bodies or with manufacturers or commercial firms in order to provide for the admission of Indian students and the provision of any special or technical training that may be required; and

(4) Any other question affecting the education or well-being of Indian students in this or any other country upon which the Committee may desire to make recommendations.

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PART I.

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REPORT OF THE COMMITTEE ON INDIAN STUDENTS.

SYNOPSIS.

CHAPTER I.

THE CONSTITUTION AND WORK OF THE COMMITTEE.

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REPORT

OF

THE COMMITTEE ON INDIAN STUDENTS.

CHAPTER I.

THE CONSTITUTION AND WORK OF THE COMMITTEE.

1. THE Committee was appointed by the Secretary of State for India in a Minute dated the 11th May, 1921, as follows:— **Date of appointment of the Committee.**

"I appoint a Committee, consisting of—

"The Right Honourable the EARL OF LYTTON, Parliamentary Under-Secretary of State for India (*Chairman*); **Its constitution.**

"SIR DEVA PRASAD SARVADHIKARY, C.I.E., Member of the Legislative Assembly and lately Vice-Chancellor of the University of Calcutta;

"DIWAN BAHADUR M. RAMACHANDRA RAO, Member of the Legislative Council, Madras;

"MR. C. E. W. JONES, Indian Educational Service, Director of Public Instruction, North-West Frontier Province;

"SIR MURRAY HAMMICK, K.C.S.I., C.I.E., and SAHIBZADA AFTAB AHMAD KHAN, Members of the Council of India;

"MR. ERNEST BARKER, M.A., Principal of King's College, London;

"MR. A. P. M. FLEMING, C.B.E., M.Sc., M.I.E.E., of the Metropolitan Vickers Electrical Company (Limited);

"MR. M. N. CHATTERJEE, General Secretary of the Y.M.C.A., Indian Students' Union and Hostel;

"MISS L. M. BROOKS, Warden and Secretary of the London (Royal Free Hospital) School of Medicine for Women;

"SECRETARIES: MR. E. G. HOWARTH, of the Universities Branch of the Board of Education, and MR. R. E. FIELD, of the Indian Students' Department of the Office of the High Commissioner for India;

"to report and make recommendations in regard to— **Terms of reference.**

"(1) the adequacy of existing arrangements in India for facilitating the access of Indian students to the United Kingdom, including the constitution and working of the Advisory Committees and their future relations to the Provincial Governments;

"(2) the extent and directions in which the Secretary of State's control should be exercised as distinct from the actual work of administration which will be entrusted to the High Commissioner;

"(3) details of the work to be undertaken in the United Kingdom and the relations that should be established with Universities and other institutions or bodies or with manufacturers or commercial firms in order to provide for the admission of Indian students and the provision of any special or technical training that may be required; and

"(4) any other question affecting the education or well-being of Indian students in this country upon which the Committee may desire to make recommendations.

E. S. MONTAGU."

At the request of the Committee, the Secretary of State subsequently (in July) extended the terms of reference by the **Extension of terms of reference.**

addition of the words "or any other" between "this" and "country" in paragraph 4.

Resignation of Mr. Barker.

Mr. Ernest Barker eventually found his duties as Principal of King's College too exacting to permit of his serving as a member of the Committee, and, after attending some of the meetings held at Cambridge and Oxford, he tendered his resignation, which was accepted with regret. His services during the short time that he was with us were very helpful, and later on he kindly appeared before us as a witness and gave us the benefit of his experience and ideas.

Resignation of Mr. Chatterjee and appointment of Dr. S. K. Datta in his stead.

Mr. M. N. Chatterjee served with the Committee until the 22nd June, when he resigned in order to proceed to America on private business, and was replaced by Dr. S. K. Datta, M.B., Ch.B., of the National Council of the Indian Y.M.C.A. Mr. Chatterjee's knowledge and experience of Indian students, both in the United Kingdom and in America, were of much assistance to us while he was with the Committee.

Preliminary meeting held prior to arrival of Members from India.

2. Owing to the short time available for making arrangements to complete a tour of the University centres in the United Kingdom before the commencement of the Long Vacation, it was necessary to hold a preliminary meeting of those members of the Committee who were already in England prior to the arrival from India of Sir D. P. Sarvadhikary and Diwan Bahadur M. Ramachandra Rao. This meeting took place at the India Office on the 11th May, and the following memorandum of the lines along which the Committee's enquiries would be directed was drawn up for publication and distribution to persons who would be invited to give evidence before us :—

The Committee on Indian Students.

Memorandum distributed to witnesses.

The Committee's enquiries will be directed along the following main lines :—

(1) The reasons which at present induce Indian students to leave India for education or technical training.

(2) The nature and extent of Government responsibility—

(*a*) for the provision in India of more adequate facilities so as to remove or reduce the necessity for study abroad; and

(*b*) for making the necessary arrangements in the United Kingdom to provide adequate facilities for such educational training as cannot at present be provided in India.

(3) How far the experiment of sending Indian students to the United Kingdom has been justified by the experience of those who have been sent and the results that have been achieved.

In the course of their investigations in the United Kingdom the Committee will pay particular attention to the following points :—

(1) The adequacy, or otherwise, of the facilities available to Indians for admission as undergraduates or students at the Universities and other educational institutions of the United Kingdom, and the suitability, or otherwise, of the system under which such admission is now granted.

(2) The desirability and practicability of having a more definite and uniform standard of qualification for admission to those Universities and institutions.

(3) The point at which it is most beneficial for Indian students to break off their education in India in various branches of study and proceed to the United Kingdom.

(4) The sufficiency or insufficiency of the facilities available in the United Kingdom for the higher and post-graduate training of Indian students.

(5) The desirability, or otherwise, of establishing hostels for Indian students at University centres to which they go in appreciable numbers.

(6) The adequacy and suitability, or otherwise, of the organisation at present existing for the assistance of Indian students studying in the United Kingdom, including the desirability of creating Local Adviserships at centres other than at Manchester, Glasgow and Edinburgh, where they already exist.

(7) The method and means of providing greater facilities for the practical training of Indian students in technical subjects, such as engineering, pottery, leather manufacture, oils and fats (including margarine manufacture), soap-making, textile manufacture (including dyeing of textile fabrics), paper-making, &c.

(8) The desirability of inducing firms who tender for Indian Government contracts to admit to their works for practical training a limited number of Indian students.

(9) The means of providing adequate and suitable lodging accommodation in London and elsewhere, including holiday quarters.

(10) The desirability of making Indian students better acquainted with literary, educational, charitable, social, economic, commercial and industrial movements and associations in this country and the means of bringing this about.

(11) The provision of facilities for suitable social and intellectual intercourse with the people of the United Kingdom, especially at the important centres of learning.

Arrival of Members from India.

3. Sir D. P. Sarvadhikary and Diwan Bahadur M. Ramachandra Rao arrived in England on the 18th May and a meeting of the full Committee was held at the India Office on the 20th May to decide the itinerary and the main points upon which witnesses should be examined.

Itinerary of tour to University centres.

4. The Committee left London on the 23rd May and carried out the following tour :—

Cambridge, 23rd to 26th May.
Oxford, 30th May to 3rd June.
Bristol, 6th and 7th June.
Birmingham, 8th to 11th June.
Sheffield, 13th and 14th June.
Manchester, 15th to 20th June.
Liverpool, 21st and 22nd June.
Leeds, 23rd to 25th June.
Edinburgh, 27th to 30th June.
Glasgow, 1st and 2nd July.

Impossibility of giving University authorities longer notice of intended visits.

We regret that in fixing these dates we were unable to consult the authorities of the Universities concerned as much in advance as we could have wished. Arriving as we did at a period of the year when the authorities were busily engaged on work connected with the conduct of examinations and the winding-up of the academic session, we fear that our visits caused some inconvenience to the University officers who were good enough to appear before us as witnesses. We therefore desire to repeat here the apologies offered at the time to those on whom our visits threw a burden of work which they would naturally have preferred to shoulder at a more convenient date.

Meetings held in London.

5. On the 11th July we reassembled in London and held meetings for the purpose of taking evidence at 42, Grosvenor Gardens, in rooms kindly lent by the High Commissioner for India, until the 20th August, when we adjourned until the 26th September.

Visit to Newcastle.

6. From the 26th September until the 11th October further meetings were held at 42, Grosvenor Gardens; and on the 12th October we proceeded to Newcastle where we took evidence from the authorities of the Armstrong College and the Medical College and from representatives of some of the leading industrial firms in the neighbourhood

Appreciation of hospitality and assistance received.

7. We desire to express our warm appreciation of the hospitality and assistance given to us at every centre we visited. At each of the Universities the authorities were good enough to place a room at our disposal for the purposes of our meetings, and afforded other facilities. Many of them arranged social gatherings which gave us the advantage of informal discussion of the problem before us with representative members of the University and College staffs, and with many of the Indian students.

Special efforts made to secure the opinions of representative Indian students.

8. At each centre visited we made a special point of obtaining the views of the Indian students themselves. In order that those students who appeared before us should be as representative as possible, we asked that they should be elected by their own organisations, and thus be the chosen spokesmen of their fellows. Except in one instance our request was everywhere acceded to, and we were placed in possession of the views of such representative associations of Indian students as the Cambridge Majlis, the Oxford Majlis, the All-England Indian Conference, and the Indian Associations at Edinburgh, Glasgow and Manchester. The London Indian Association declined our invitation to send representatives to give evidence, but other organisations representing considerable bodies of Indian students working in London, such as the Indian Students' Union and Hostel, sent witnesses to lay their views before us; and we are satisfied that the opinions we have obtained are those, not of a selected minority, but of a large majority of the Indian students now present in the United Kingdom.

Evidence, p. 351.

Misapprehensions as to objects of appointment of the Committee.

9. At the outset we found that considerable misapprehension existed among a section of the Indian students as to the object of our enquiry, and there are indications in the evidence placed before us by their representatives of a fear that the object of the Secretary of State, in appointing the Committee, was to devise a means for securing greater control over them or of reducing the numbers admitted to British Universities; while in some quarters the Committee was criticised on the ground that it was "official" and unrepresentative of the students in whose interests it purported to have been set up. We have made every endeavour to dispel these misapprehensions, and we believe that our efforts in that direction have been to a large extent successful. The majority of the students whom we have met have, we hope, been convinced that our enquiry was initiated solely in their own and their country's interests, and that our investigations have throughout been directed to the object of helping them to overcome their difficulties.

Evidence, pp. 15, 11 151, 340,

We had the advantage of meeting, in a less formal manner, considerable numbers of Indian students at some centres where we were invited by them to social gatherings at which we obtained valuable information as to their views upon matters connected with our enquiry; and we desire to express our appreciation of the assistance rendered to us in this way. In other places individual members invited students to meet them and visited them at their own residences in return.

Industri

10. Our visits to those University Centres which are also centres of industry were of too short duration to enable us to interview as many representatives of commercial firms as we could have wished: but we were able to take evidence at Manchester from representatives of the Textile Industry, the Engineering Industry, including electric power supply, and the Chemical Industries, and on our return to London we were able to secure the attendance of witnesses representing the Institutions of Civil, Electrical and Mechanical Engineers, the British Electrical and Allied Manufacturers' Association, the Federation of British Industries, and other Trade and Industrial Associations. Acting on the advice of those best qualified to help us in this matter of securing practical training for Indian students, we have sought the views of Trade Associations and Federations and Engineering Institutions rather than of individual firms.

Total n witness classific

11. We received evidence either orally or in writing from 260 witnesses, a full list of whom will be found in Appendix I to this Report. As will be seen, they include:—

(1) Representatives of Indian Students.
(2) Representatives of Universities, Colleges and other educational institutions (including representative British students).
(3) Representatives of Industry, and Trades Associations and Federations.
(4) Representatives of the Indian Students' Department and of certain departments of the India Office.
(5) Representatives of unofficial organisations concerned with the welfare of Indian students.
(6) Private individuals interested in Indian students.

Refus Assem needed enquir to In

12. From the outset of our enquiry we had understood that our investigations in the United Kingdom would be completed in India. That this would be necessary was evident both from our terms of reference and also from the nature of the problem we were investigating. All arrangements had been made for us to leave England on the 27th October, 1921, to make a tour of the principal educational and industrial centres in India in order to discuss with the proper authorities there those aspects of the problem which could not be examined in the United Kingdom. At the last moment, however, we received intimation from the Secretary of State that the Indian Legislative Assembly had refused to vote the funds needed to meet the expenses involved, and our visit to India had to be abandoned. Apart from the considerable personal inconvenience which this change of plan caused to us all, we deeply regret that we have been prevented from completing the enquiry which we were appointed to undertake. For the reasons which are set forth later in this Report, we share the view expressed to us by those who have had most experience of the position of Indian students in the United Kingdom that their difficulties and the conditions of which they complain can only be removed by changes in India, and had we discovered at an earlier date that the field of our enquiry would be restricted to the United Kingdom we should have asked permission to suspend our proceedings until we had been authorised to make our examination of the problem complete.

When the necessity for the curtailment of our investigations was first made known to us, it was too late to take such a step, but some of us were disposed to think that, as our recommendations could not be complete, it would be better for us not to attempt the preparation of any report. As, however, will be seen from the correspondence printed as Appendix II hereto, the Secretary of State appealed to us to make such tentative recommendations as were possible; and we agreed to endeavour to do so. This Report is the result of our efforts to comply with that request; but we are conscious that it falls far short of the report we had hoped to be able to present when we embarked upon our work.

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The fact that prior to the abandonment of the Indian part of our investigations two of our number, Sahibzada Aftab Ahmad Khan and Diwan Bahadur M. Ramachandra Rao, had already left for India in advance of the remainder of the Committee considerably increased the embarrassment caused to us by the decision of the Legislative Assembly. Two other members, Sir D. P. Sarvadhikary and Mr. Jones, were unable to remain in England after November 1921, and the completion of this Report has consequently been carried out under exceptionally difficult conditions.

The first drafts had to be considered by those members who were in England and sent by Mail to each of the members in India. Their comments were returned by Mail and had to be compared and discussed without them. But for the fact that the Chairman was appointed Governor of Bengal in January 1922 the process of exchanging opinions through the post might have gone on indefinitely. This circumstance, however, enabled meetings to take place at Darjeeling during May 1922, at which the Chairman, Sir D. P. Sarvadhikary, Sahibzada Aftab Ahmad Khan, Diwan Bahadur M. Ramachandra Rao, Dr. Datta, Mr. Jones and Mr. Field were present. The draft which the members in England had been prepared to sign was considered and a number of amendments were inserted in it. These amendments were accepted by the members in England and a unanimous Report was thus eventually obtained.

CHAPTER II.

A Review of the Problem.

13. At the outset of our enquiry an initial difficulty presented itself. In order to estimate the extent and character of the problem which confronted us, we were anxious to obtain accurate figures of the total number of Indian students in the United Kingdom, the qualifications they had obtained in India, and the subjects they were studying. Neither the India Office nor the Office of the High Commissioner for India was able to supply us with the figures we required; and we found from particulars given to us in evidence that the information contained in the list of "Students from the King's Dominions Overseas and from Foreign Countries in the Universities of the United Kingdom," published by the Universities' Bureau of the British Empire, did not take into account those students who were studying elsewhere than at Universities. We were therefore obliged to apply direct for the desired particulars to all the educational institutions in the United Kingdom at which Indian students were believed to be in attendance; and from the answers received to our enquiries the tables of statistics printed as Appendix III to this Report have been compiled.

In addition to those Indian students whose names appear in the returns supplied to us, there are a certain number at schools, in works and with private tutors. Concerning these it is impossible to obtain accurate information, and the figures regarding them given in our tables are admittedly conjectural.

As will be seen, we estimate the total number of Indian students in the United Kingdom in October 1921 at 1,450. This total falls considerably short of the estimate of 2,000 which was given to us in evidence, probably because that estimate included twice over those who are studying at a University as well as reading for the Bar at one of the Inns of Court; whereas, in the compilation of our figures, particular care has been taken to ensure that any student whose name appears in the returns of more than one educational institution is counted as one individual only.

Evidence, pp. 189, 202, 235, 263.

Of the 1,301 Indian students who are known to be at the various centres mentioned in the tables, 501 came to this country in 1921, 498 in 1920, 205 in 1919, and 219 in 1918. Assuming the average length of time spent in the United Kingdom to be two and

a half years—some are here for less than two years, while a few remain for five years or more—and allowing for the fact that some go in the first instance to schools, works or private tutors, we may estimate the average number of Indian students who have come to the United Kingdom in each of the last three years at 550. It has been suggested to us that the number of new arrivals in 1918 and 1919 was above the average, owing to the fact that many students had delayed their departure from India until the conclusion of hostilities; but, even if that assumption is more correct than it appears to be in the light of the particulars supplied to us, we do not anticipate that the yearly number of Indian students seeking admission to British Universities and Colleges is likely to fall below 500 in the near future. Indeed, the number is likely to be larger in the future than in the past. This opinion is based partly upon an examination of the reasons which have up to now induced Indian students to proceed to the United Kingdom and partly upon a consideration of the increased educational needs of India arising out of the constitutional changes already made or in contemplation.

Numbers likely to be larger in the future.

14. We made particular enquiries from the Indian students as to the reasons which induce so many of them to face the inconvenience and expense of the journey to England for the purpose of completing their education. An examination of their evidence, both written and oral, shows a remarkable similarity of view with regard to the general reasons which weigh with them, while the special reasons given by some individuals are either supplementary to these or arise out of the particular needs of their own case.

Reasons advanced by the students for completing their education in the United Kingdom.

Evidence, pp. 11, 13, 15, 31, 44, 53, 61, 79, 102, 103, 115, 118, 134, 150, 174, 241, 244, 266, 273, 275, 343.

15. The reason which is generally stated first, and certainly bulks largest in the evidence, is that for one cause or another they feel that by obtaining their education in the United Kingdom they have a better chance of securing suitable employment in India, especially in the Indian Public Services. This view is expressed in many different forms; but it is undoubtedly held, in one or other of these forms, so strongly, so widely and so consistently that it may be accepted as fundamental. The students state that under existing regulations the Indian Public Services are still largely recruited in the United Kingdom; that even in regard to the recruitment made in India men with British qualifications are preferred to men with Indian qualifications; that such men are alone eligible for the higher type of posts; and that in some cases they even receive a higher rate of salary.

Better prospects of securing suitable employment in India, especially in the Public Services.

What is asserted in regard to the Public Services is also, to a lesser degree, alleged to be true of private employment, where, if a choice has to be made, the man with Western qualifications is said to be given a preference.

In the same connection it was stated that the Selection Boards in the United Kingdom for some of the Indian Services recognise only British qualifications, and that the age limits for entrance into all of them are such as to give an advantage to the student who proceeds to the United Kingdom as an undergraduate over one who defers leaving India until after he has graduated there.

Evidence, pp. 11, 16, 31, 44, 53, 61, 76, 79, 88, 102, 103, 115, 116, 118, 134, 150, 174, 241, 244, 266, 275.

16. The second main reason given by the students is that the educational facilities available in the United Kingdom are better and more extensive than those available in India, and that in some special subjects facilities in India are altogether absent. This cause is said to explain the presence in British Universities of Indians studying many different subjects and also to account for certain defects in their preliminary training to which our attention was called by several Professors.

Inferiority and inadequacy of educational facilities in India.

We were informed that the facilities in India for research work and for higher studies are very limited, and that many students who wish to carry their education further than the stage

of a first degree are therefore compelled to go abroad. Libraries in India were said to be few in number and, for the most part, inadequate for higher work; and we were told that, although some of the laboratories there are lavishly furnished and equipped, the atmosphere necessary for enquiry and research is lacking. In this connection we were informed that since the war the stream of post-graduate students has flowed increasingly towards the British Isles.

Even in regard to undergraduate study, it was stated that facilities in many of the Indian Universities leave much to be desired, and that, until the standard of teaching in India is raised above its present level, it is necessary for Indians to go abroad if they wish to gain a thorough and efficient education.

We were told that, as Departments of applied science and technology (other than engineering) have not been established as yet in the Universities in India, large numbers of Indian students have to go abroad, to the United Kingdom, to Germany, America and elsewhere, for training in technology and applied science. Even in engineering, adequate provision was stated not to exist as yet in India. We met at almost all the Universities we visited Indian students receiving instruction in civil and mechanical engineering. This large influx of engineering students was said to be due to the fact that there are only four Engineering Colleges in India with limited accommodation; that the courses at these colleges have been too much influenced in the past by the immediate requirements of the Public Works Department; and that recruitment for the Engineering Service is partly made in the United Kingdom.

The Industrial Commission examined the whole question in 1918, and, as regards those four Colleges, expressed the opinion that "it is only in recent years that the Government Engineering Colleges have recognised that they ought to be something more than mere appanages of the Public Works Department; but, so far, the attempts made to train students for courses other than those offered by service under Government, District Boards or Municipalities have taken the form of alternative or additional courses of instruction, and until quite recently no radical reforms have been contemplated, much less introduced."

In regard to Agriculture and Forestry, complaint was made that in most of the Indian Universities no provision is made for teaching these subjects, and that the courses of training and the accommodation available are under the control of the Government Departments concerned and are limited to departmental needs. In the same connection criticism was raised of the Government policy of sending their forestry probationers to England instead of making fuller use of their Institute at Dehra Dun.

17. The reasons given for the presence in the United Kingdom of the large number of Indian medical students, who are concentrated mostly in London, Edinburgh and Glasgow, are set forth in the written statement submitted to us by Dr. A. R. Mehta, which is printed on pages 342–343 of the Volume of Evidence.

In this connection the evidence of Dr. Freeland Barbour, M.A., LL.D., of the University of Edinburgh, is interesting: "Had there been placed in India," he said, "thirty years ago even one Medical School free to develop on the same lines as Edinburgh University with a staff of men, each an expert teacher in his own subject and devoted to it and appointed to his post solely on the ground of his knowledge and efficiency as a teacher in that subject, with laboratories equipped for research and associated with a hospital set apart for clinical teaching, am I wrong in thinking that had this been done some of the questions which are now engaging attention would have found their solution? The best intellects to-day would have been devoted to medical science

Evidence p. 128.

and practice. The Indian lad would not have been taken from his natural environment at an age when such transference cannot be effected without risk, nor been obliged to spend the formative years of life without the influence of home."

18. The students' criticisms of the defective educational facilities in India were supported by many Professors who appeared before us, and in this connection we would call attention to the evidence of Professor A. Smithells (Professor of Chemistry in the University of Leeds), who stated that "defective preparation in Chemistry was obvious in the case of graduates as well as undergraduates," and Professor J. Stephenson (now a Lecturer at Edinburgh University, and lately a Colonel in the Indian Medical Service, Principal of the Government College, Lahore, and acting Vice-Chancellor of the Punjab University), who expressed the opinion that "Indian students would have to come to this country until the standard of education in India was raised and further facilities were provided for research work."

19. Such is the nature of the evidence submitted to us. In recording these criticisms we must not be taken as accepting a description of conditions which we have not ourselves investigated, but their cumulative effect, taken in conjunction with the published reports of such bodies as the Public Services Commission, the Industrial Commission and the Calcutta University Commission, is such as to convince us that the conditions of recruitment to the public services and the state of education in India have been the cause of the presence in the United Kingdom of large numbers of Indian students. We have every sympathy with those who have to leave their own country for these reasons, and we should like to see an improvement in the conditions of which they complain. These conditions have in fact already been the subject of other enquiries. We have endeavoured to ascertain to what extent recommendations regarding recruitment, which are contained in the reports of the Royal Commission on the Public Services and the Industrial Commission, have been carried into effect. The information we have obtained regarding the regulations at present governing recruitment to the Indian Public Services in the United Kingdom will be found in the correspondence printed on pages 280–286 of the Volume of Evidence appended hereto. As regards recruitment in India and the improvement of education generally, we were told that full information could only be obtained by the examination of witnesses in India.

So long as the present system of recruitment is in force, under which the Secretary of State for India in Council is the ultimate authority, and so long as any recruits, whether British or Indian, for the Indian Services are obtained in the United Kingdom, students seeking admission to those services will continue to proceed there. Even in the case of services which are now partly recruited in India, the training of the selected candidates in the United Kingdom for a definite period is an essential part of the system of recruitment under the present regulations. The number of students, therefore, visiting the United Kingdom, either as candidates for, or probationers in, the Indian Public Services, is not likely to decrease, but may, on the contrary, substantially increase in the future.

We hope that ultimately admission to all Indian Public Services will be open to Indians in India, and that the standard of education there will be so improved that it will not be compulsory for Indians to complete their education abroad. In the meantime, so long as the method or conditions of recruitment involve any obligation on students seeking admission to the Services to be educated in the United Kingdom, there is a corres-

ponding obligation on the Government to help them to secure admission to British Universities in order to obtain the education they require. This obligation does not apply with the same force to students from any other Dominion in the British Empire. When the necessity has disappeared, and education in India has been improved, the Government should set an example by discontinuing the preference now shown to the man educated in the United Kingdom. But even when all that is possible in this direction has been accomplished, some Indians will probably always be attracted by the advantages which they expect to derive from a course of study at a British University, and will hope that such a course of study will improve their chance of gaining admission to the Government service; and thus one of the main reasons for the presence of Indian students in the United Kingdom will never be completely removed.

20. Another reason given for the presence in the United Kingdom of a large number of Indian students is the necessity experienced by many of those who enter the legal profession to get called to the English Bar. There were 337 students at the various Inns of Court in October 1921—nearly a quarter of the total number of Indian students in the United Kingdom. Of this large number a few are vakils who have passed an examination in law in India, and who, being therefore able to obtain certain exemptions from the Inns of Court, do not stay for more than two years. A considerable number, however, have not graduated in India, and gain admission to the Inns of Court after passing one or other of the examinations mentioned in the Consolidated Regulations. The representatives of the students at various centres stated that, though legal education in India is on a satisfactory footing, the main reason why so many of them proceed to the United Kingdom to be called to the Bar is the present invidious distinction prevailing in some of the Courts in India between Vakils and Advocates.

Evidence, pp. 15, 31, 44, 91, 102, 106, 120, 150, 175, 215, 220, 245, 264, 312.

Sir William Meyer and some other witnesses expressed the opinion that many Indian students were attracted by the fact that the courses of legal study prescribed by the Council of Legal Education in the United Kingdom were easier than those in India; this, however, was denied by Sir Ernest Trevelyan. Lord Haldane believed that by coming to England the Indian student of law got a worse education for his future calling in life than he would get if he pursued it in India, and he advocated the establishment of an Indian Bar as the only satisfactory remedy for the evil to which he drew attention.

Evidence, pp. 192, 264, 324, 326.

We are not qualified to express any opinion on the merits of Lord Haldane's suggestions, but we desire to point out that unless some change such as he proposed is carried out in India, the annual stream of law students to the United Kingdom is certain to continue.

Evidence, pp. 158–9.

21. A brief reference must be made to those students who seek a higher commercial education and who are likely to be attracted in increasing numbers to the London School of Economics and to the Provincial Universities. Among these are men who proceed to the United Kingdom to qualify themselves as members of the Institute of Chartered Accountants or of the Incorporated Society of Accountants and Auditors. In this connection we would draw attention to the evidence of Mr. S. C. Ray and two other graduates of the University of Calcutta which appears on pages 176–177 of the Volume of Evidence appended hereto. These witnesses pointed out that as there is at present no provision in India for training in higher accountancy, they had been obliged at great cost and personal sacrifice to proceed to England and enter upon a course of training there.

idence, 225–8, 2, 344.

22. Finally, the development of the education of women in Indi is beginning to cause Indian women students to proceed to th United Kingdom for their education, and their presence ther adds to the complexity of the problem for which we have to seel a solution.

idence, 31, 44, 79, 4.

23. In addition to these considerations which have operated in th past, it must be remembered that the educational needs of Indi are certain to expand in the future, and this will involve an eve larger demand on the British Universities for the training o Indian students. A number of student witnesses have stated tha Indian industries are in a much more backward stage than thos in the United Kingdom and that there are in India raw material and labour from which new industries could be developed if sta with the requisite experience were available. They urge that it i necessary for Indians to undergo training in the United Kingdo or in some other industrial country, such as America or Japan, i order to secure the knowledge and experience needed to enabl them to play their part in the industrial development of their ow country.

idence, 13, 14, 16, 79, 151. 1.

24. The new political status of India is also referred to as reason for a more complete training of Indians in every departmen of national activity. Facilities are demanded for the study o such subjects as Shipbuilding, Aeronautics, Town-planning Municipal Administration, Social Service, co-operation in Agr culture and Industry, as well as the general principles of nava and military organisation and strategy. These demands are mad by students who take a wider view of their aims than the me improvement of their prospects in life. They regard their educa tion abroad as not merely a personal concern, but also a matter c great national importance; they hope to use the knowledge an experience they gain for the benefit of India; they feel that thei work in the United Kingdom affects their future careers as servant of their own country; they consider that on the training of th younger generation depends the political and economic destin of India and the success of the parliamentary institutions recentl established there. We sympathise entirely with their aspiratio and we do not think there can be any question that in this wide outlook on the part of the students and in the desire for tl development of India through the education of her sons an daughters lies much of the hope for the future.

In our opinion, therefore, it is highly desirable in the interes both of India and of the Empire that those Indian students wl wish—and in present circumstances are often obliged—to obtai higher education abroad should be given all the assistance th require to make their venture a success in whatever country th may select, and that those who proceed to the British Isles shoul always be welcomed.

25. With the exception of those few who have relatives or clo friends resident in England to whom they can turn in any dif culty, practically all Indian students who proceed to the Unit Kingdom require, at some time or another during their stay ther information or help beyond that which is given them in the ordina course by the authorities of the School or University at which th study or is available in handbooks. The nature and extent of the need varies with the characteristics and circumstances of tl individual students. Those who know definitely the courses c study they intend to pursue, who have ascertained that the quali cations they possess are such as to secure them the exemptio they require, who have obtained before leaving India a defini promise of admission to the University or College they wish join, and whose means are sufficient to enable them to comple their course of study, need but little help during their sojourn

England. They may be glad of assistance in securing temporary accommodation until they can proceed to the University of their choice, or are able to make arrangements for suitable permanent quarters; but beyond that they have no need of any special help. They are generally men of mature age, who have already taken a degree at an Indian University, and they are thus able not only to derive full benefit from a course of study abroad, but also to cope for themselves with those ordinary difficulties of life which must inevitably present themselves to all students, of whatsoever nationality, who pursue their education in a foreign land.

Unfortunately students of this class appear to be comparatively few in number, and the majority of the Indian students who visit the United Kingdom stand in need of a much larger measure of assistance.

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26. We have been unable to obtain definite figures on the subject, but there seems to be little doubt that a considerable number of students arrive in the United Kingdom each year without having made beforehand any effort to secure a promise of admission to the educational institution which they desire to join; and some of them are thus compelled to wait for many months, or even for a whole year, before they can enter a University and begin the study of the subject they wish to take up. The effects of this delay are obviously bad. Failing to appreciate the fact that the pressure on all educational institutions since the end of the war has been quite abnormal, they are sometimes inclined to attribute their difficulties to racial prejudice, or to a supposed desire on the part of the Government or certain officials to hinder them in their educational aspirations; and the enforced period of idleness, besides involving waste of time and money, sometimes has an adverse effect upon their characters and their academic careers.

Evidence, pp. 2, 22, 141, 261, 302, 305, 316.

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27. The evidence which we have received from the authorities of British Universities and Colleges leaves us with no uncertainty whatever that, while they are ready to admit students from abroad, they will only do so if certain conditions are observed. The pressure on their space is, they state, still very heavy, and although it may diminish to some extent as the large number of ex-service students disappears, there is every likelihood that the demand of young Englishmen for higher education will be much greater in the future than in the days before the War. In this respect the older and residential Universities are more embarrassed than the others. If the special facilities afforded by the newer Universities, and the high quality of their teaching, were as well known in India as they deserve to be, there is little doubt that a larger number of Indian students would apply for admission to them; and, although even in their case some limits are set to the number of students they can admit by the size of their staff, their lecture rooms and their laboratories, they would probably be able to accept the bulk of the properly qualified applicants. At the present time, however, the majority of Indian students who proceed to the United Kingdom to study arts and science apply in the first instance for admission to Oxford or Cambridge, on account of the prestige and the reputation attaching to the older foundations. They do not appreciate the fact that Oxford and Cambridge Colleges can admit but a limited number of students; that a considerable proportion of English applicants are rejected on account of lack of accommodation; that the total number of students in residence can only be increased by an increase of the number of persons living outside the Colleges; and that at Cambridge the size of the town itself sets a narrow limit to the possibility of expansion even in that way. If it were realised in India that some Colleges at Oxford and Cambridge which in normal times have a total of 80 to 100 students now have as many as 250, and still have to refuse many English applicants every year, the difficulties with which the Colleges are faced in dealing with applications from considerable numbers of Indian students would perhaps be better appreciated.

Evidence, pp. 2, 3, 21, 24, 29, 38, 47, 55, 82, 84, 95, 141, 301, 348.

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Difference in the attitude of British Universities towards students from the United Kingdom and those from other parts of the Empire.

Moreover, there is undoubtedly a difference in the attitude of British Universities towards students from the United Kingdom and those from other parts of the Empire. We have had it brought home to us that the British Universities and Colleges consider it their primary duty, as it was the object of their foundation, to provide education for the young men and women of the British Isles. To these they assign a preference, as having the first claim upon them, and they are unwilling, even though at present they are in many cases compelled, to turn away any of them who come with such qualifications and recommendations as custom and experience have prescribed. While they are fully aware that as educational institutions in the centre of a great Empire they have responsibilities towards those of its members who wish to come to the United Kingdom in order to obtain education which they cannot get in their own country, the demands made by the various parts of the Empire—Canada, Australia, New Zealand and South Africa, as well as India—are large when taken together, and they undoubtedly feel that on such students as they are able to accept from each part they are conferring something of a special privilege. Accordingly, they expect that the places they are able and ready to allot should be filled by those who are specially fitted to benefit from the training they can give. They lay the greatest stress on this point, and they have impressed upon us that the growth in the number of Indian applicants in recent years has made the need for a careful selection increasingly imperative.

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2, 5, 29.

Difficulties peculiar to Oxford and Cambridge.

The conditions prevailing at Oxford and Cambridge are wholly different from those prevailing, as a rule, at other Universities both in England and, more especially, in Scotland. The jealously-guarded autonomy of the Colleges, so far as admissions are concerned, creates difficulties which are not found elsewhere. While they desire that the Indian students who come to them should be the best that India has to send, and while they would welcome some agency in India which would save them from receiving the applications of persons who are obviously unfitted to benefit from the education they have to offer, they have not as yet shown a willingness to admit students on the recommendations of an outside body.

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, 55,

Considerations which restrict the number of overseas students admitted to the newer Universities.

In many of the newer Universities, though the limitations of space are not so great, other considerations restrict the number of foreign students that can be admitted. A substantial portion of their funds is contributed by local ratepayers, who naturally resent increased expenditure rendered necessary by the admission of a large number of students from outside their locality.

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, 42, 49,
, 86, 96,
41, 347.

Difficulties regarding Indian applicants which are common to all Universities.

All the Universities to which Indian students are in the habit of applying—and in this respect Oxford and Cambridge are in the same position as the rest—would be glad to be spared much of the direct correspondence with Indian students which they are now compelled to undertake. They complain that they are called upon to deal with many questions to which the answers should be obtainable in India. They are particularly embarrassed by those students who, without any warning and often just before a term begins, appear in person and expect to be admitted. In many cases they have accepted these applicants, although their lists had already been closed for some time, out of sympathy with the student, whom they are reluctant to turn away after he has come several thousand miles, however inadvisedly; but they naturally desire to avoid being placed in so difficult a position. The students, on the other hand, are for the most part far from realising to what an extent the attitude of the British Universities towards applicants from abroad is dictated by their responsibilities towards students from the United Kingdom. Their zeal to secure a place often leads them to write a circular letter to several Universities at the

same time, asking for a promise of admission, and to forget the fact that this course of action imposes on the Universities a considerable burden of correspondence, and may result in the unnecessary exclusion of other applicants owing to the reservation of places at one University for students who subsequently elect to go to another.

Difficulties regarding applications for exemption from examinations or courses of study.

Evidence, pp. 32, 42, 44, 49, 51, 53, 55, 57, 59, 73, 85, 89, 104, 116, 136, 219, 299, 301, 314, 327, 332, 334.

28. The exemptions, whether from residence or from examination, which are claimed by the holders of qualifications obtained in India, are a continual source of difficulty, both to the British Universities and to the students. Apart from the fact that the Universities are often at a loss to determine the precise value in their educational currency of a degree or diploma obtained in India, or what standard the passing of a particular examination represents, there is a marked difference of attitude in this matter between the Universities and the students. The Universities look upon their ordinary degrees as of the nature of a hall-mark which indicates that a person has been through a particular course, and they are reluctant to stamp a person with their mark merely because he may be able to pass a particular examination. The students, on the other hand, are said to be too often more anxious for the degree than for the education which it should represent, and to use all their powers of ingenuity and persistence to secure such concessions as will enable them to procure a degree in the shortest possible time.

At those Universities in which Indian qualifications receive little recognition the students complain that they frequently have to waste valuable time in passing preliminary examinations or in repeating courses of study which they have already followed in India. In other Universities, where in response to their pleadings the educational authorities grant special exemptions, the students often find themselves handicapped throughout their course by the necessity of making good their initial deficiencies while pursuing more advanced work.

The confusion arising from lack of uniformity in recognising Indian qualifications; and the necessity for the question of "equivalence" to be investigated.

We were impressed by the difficulties and confusion arising from the present lack of uniformity in recognising Indian University examinations and qualifications at the Universities of the United Kingdom. For example, one British University, under certain conditions, exempts from its preliminary examination a student who has taken a first-class in the Intermediate Arts Examination of certain Indian Universities, but does not recognise for this purpose the final B.A. degree of the same Universities unless the student has passed with first or second-class honours; while other British Universities do not recognise the first-class Intermediate of an Indian University, but accept the final B.A. degree either with or without conditions. Others again recognise the Indian Intermediate irrespective of class obtained, and one or two accept the Indian Matriculation Examinations. This variety of procedure is a source of infinite trouble and difficulty, and the time has certainly arrived when the question of the equivalence of the courses in the two countries should be studied by some competent body with a view to establishing greater uniformity of practice.

Difficulties of a general nature experienced by Indian students.

29. Although the securing of admission and the gaining of adequate recognition of their Indian qualifications are perhaps the two most important difficulties of the Indian students, there are many others of a general nature which they encounter to a greater or lesser extent.

The difficulty attendant upon arrival in a strange land.

Evidence, pp. 196, 324, 345.

30. In the first place, there is the difficulty attendant upon arrival in a strange land, in which they have no friends and no point of contact. In this connection we have been assured by persons who have gone to meet particular students, of whose arrival they have been notified, that they have sometimes found at the station a crowd of Indian students, bewildered by their strange surroundings, and, as they had made no previous arrangements, at a loss to know what to do or where to go. The problem of knowing where to find temporary accommodation on their first arrival is very serious for young students landing in a strange country from homes several thousands of miles away, where customs and habits are very different; and the difficulties which many of them experience in this respect impose unnecessary obstacles between them and the purpose of their visit, and may lead to a feeling that they are far from welcome.

Difficulties regarding the purchase of outfit.

Evidence, p. 228.

31. Then there is the difficulty of the choice and purchase of a suitable outfit. As regards this we have been told that some students, especially the younger men, are apt to spend more than they need, and thus hamper their financial resources at the very outset, owing to ignorance of what is required for the English climate and where to obtain what is needed at reasonable prices.

Difficulties regarding lodgings, &c.

Evidence, pp. 34, 45, 47, 53, 239, 273, 315, 327, 345.

32. Another difficulty is that of securing lodgings or admission to an English family. In the case of those who go to a residential University this difficulty is only felt before they go into residence and during the vacations, but it is a cause of much anxiety to a large proportion of the others throughout their stay. We have received evidence that there is some reluctance on the part of landladies to admit Indian students; that in some cases such students are asked to pay exorbitant prices; and that their special requirements in the way of food further restrict their field of choice. We gather that it is rare for Indians to live as paying guests in good English families where they can see something of the best side of English domestic life, and that in too many cases they find accommodation in surroundings from which they are likely to receive a far from favourable impression. These considerations have special importance in a place like London where the largest number of Indian students is to be found and the size and cosmopolitan life of which add both to their temptations and to their difficulties.

The extent to which University authorities feel any official responsibility for the welfare of their students outside the lecture rooms varies very widely. The residential system of Oxford and Cambridge carries with it a discipline which is very complete while the students are in residence; while at the other extreme the Scottish Universities are apparently unconcerned to know how their students live or what they do outside the University buildings. At some Universities, where there is no system of licensed lodgings, a spasmodic attempt is made to secure lists of suitable lodgings for the use of students, but such lists require considerable personal effort to compile and to keep up to date, and there appears to be a tendency on the part of Indian students to avoid making use of the help which is offered to them in this way.

Difficulties regarding suitable vacation arrangements.

Evidence, pp. 2, 3, 5, 8, 33, 36, 104, 159, 330.

33. As Indian students are so far removed from their own country and have, as a rule, no relations in the United Kingdom with whom they can stay, the problem of their vacations is an anxious one for them. A certain number stay in their rooms at Oxford and Cambridge with the special permission of the college authorities, but the majority spend their vacations in other parts of the country or in travelling on the Continent. The Secretary of the Inter-Collegiate Committee at Cambridge and some of the College Professors stated that they occasionally made suggestions to the Indian students regarding their vacation plans, but that their advice was not often accepted. In this connection we received some interesting evidence regarding the work of the Student Christian Movement in organising summer schools to which Indian students have been freely invited. The object of the Movement is to develop friendly relations between British students and those from other countries, and to make arrangements for the profitable employment of the long vacations. It is in vacation time, too, that the London hostels

at 21, Cromwell Road and the Shakespeare Hut are of value to students from other parts of the country.

Difficulties regarding social intercourse between British and Indian students.

Evidence, pp. 1, 5, 6, 20, 22, 23, 24, 26, 28, 32, 33, 34, 36, 37, 40, 52, 54, 58, 76, 84, 88, 97, 98, 102, 119, 127, 129, 137, 152, 175, 205, 242, 318, 325, 332, 338.

34. It is obviously desirable that if students are to get the best value from their stay at a foreign University they should be able to share in the social life of the place and to mix freely with their fellow students. With persons of different race this, of course, will always be more difficult, but we were anxious to ascertain whether students from India had any special difficulties in this respect at British Universities. We think it must be admitted in the first place that the British and the Indian student each has a racial characteristic which imposes an initial barrier to intimacy. The British has a reserve which causes him to be slow in making friends even with his own countrymen, and he is apt to regard with suspicion the first attempts of any stranger to cultivate his acquaintance. The Indian, whilst naturally of a sociable disposition and highly appreciative of any expression of sympathy, possesses where the British are concerned, as a result, no doubt, of the political relationship between their respective countries, a sensitiveness which makes him over-ready to suspect patronage in any advances towards friendliness. A difference in tastes between the two races is also in some cases a bar to intimacy. Indian students who have been to an English public school probably get on best with British undergraduates, but this advantage is gained at the expense of national characteristics which it should be the object and pride of every Indian to retain. On the other hand, distinction in athletics and games, which can be acquired by Indians without any curtailment of their own racial traditions, is undoubtedly a bond of sympathy with British undergraduates in whose lives sport plays so prominent a part. Individual Indian students at one or two Universities have alleged that a prejudice against Indians is general among their fellow students, but this was denied by others. Such an allegation is not borne out by the bulk of the evidence we have taken, and in this respect it is satisfactory to note that criticisms of the kind which appear in the report of the Committee under the Chairmanship of Sir W. Lee Warner, which investigated the position of Indian students in the United Kingdom in 1907, are almost wholly absent from the evidence which we are able to publish. That racial prejudice exists in the minds of some undergraduates and some professors is undeniable, but nowhere does it appear to be general. It was perhaps more apparent at Oxford and Cambridge than at the English Provincial Universities, where it was practically non-existent. The presence of Rhodes scholars from countries like America and South Africa, which have their own racial difficulties, may partly account for this at Oxford, but among the Public School men at both the older Universities there exists a certain pride of class which is not apparent at the Provincial Universities, and this tends to keep them aloof from men of a different race as well as from those of a different class. At Edinburgh and Glasgow also the relations between the British and Indian students appeared to us to be less intimate than at the English Provincial Universities, but there the barrier seemed to be political rather than racial. So long as British policy is felt by young Indians to be hostile to the political freedom of their own country, sentiments of patriotism will naturally cause them to hold opinions which cannot be acceptable to their British fellow students, and it is inevitable that the more freely they express these opinions the less cordial will be the attitude towards them of British students, whose patriotism is as strong as their own. This political barrier exists of course at all the Universities, but the conditions of University life in Scotland are more apt to accentuate it than those at Oxford and Cambridge, and as the number of Indian students at Edinburgh and Glasgow is so much larger than at any of the Provincial Universities, it is naturally more marked there. This is a barrier

Allegations of general race prejudice not borne out by the evidence.

The political barrier.

which we hope that time may remove. On the whole we are inclined to think that the most satisfactory relationship we found was at Leeds, where, in addition to a Vice-Chancellor with strong Indian sympathies, there is an Indian Member of the University Staff in the person of Mr. P. K. Dutt, who is able to render valuable help to his own countrymen and also to the University authorities in all matters connected with Indian students.

The satisfactory relationship achieved Leeds University.

We were glad to find that at many centres definite efforts are being made to cultivate friendly relations between British undergraduates and students from other countries. Societies like the Student Christian Movement, the Lotus Club at Oxford, the East and West Society at Bristol and the International Society at Edinburgh appear to us to be doing good work in this direction.

Evidence, pp. 2, 8, 20, 40, 59, 63, 85, 115, 127.

The need of organise effort to bring India students into touch v the best side of Engl life.

35. We have endeavoured to ascertain what efforts, if any, are being made, at the various centres which we visited, to bring Indian students into contact with the best side of English life both socially and intellectually and to make them acquainted with the literary, scientific, educational, industrial and charitable activities of the country. We found that although something is being done in this direction by individuals at some centres, no regular or organised effort is being made for this purpose, and this is a need which certainly requires to be met.

Difficulties peculiar t special classes of Indi students.

36. Apart from these general difficulties which confront the great majority of Indian students who visit the United Kingdom, there are particular difficulties which present themselves only to special classes of students, and vary with the characteristics of the individual or the particular subject which he proposes to study.

Evidence, pp. 12, 40, 42, 45, 50, 55, 56, 63, 65, 66, 67, 69, 76, 84, 86, 99, 109, 114, 120, 134, 142, 148, 196, 205, 250, 259, 319, 323, 342.

The problem of pract training.

37. For example, those students who come here for the study of any subject involving a period of practical training meet with a number of peculiar difficulties.

We have been informed that considerable difficulties have recently been experienced in finding firms and employers willing to admit Indian students for the practical training which they desire. In times of trade depression—and this is especially the case when the depression is as severe as that which began in the United Kingdom towards the end of 1920, and still continues—employers are reluctant to take students of any nationality into their works, partly because they have little work for them to do, and partly because, at a time when they are being compelled to discharge many of their regular employees, they do not regard the admission of others as reasonable. Trade depression is not, however, the only cause of the difficulty experienced in this matter. In Engineering, the metallurgical industries and the manufacture of machinery, there should be little difficulty in normal times in securing the practical training required, but in other industries, such as textiles, chemical and allied trades, leather and glass-making, the difficulties are much greater, and employers contend that the necessity of guarding their trade secrets, and the fear of trade competition would prevent them from admitting Indian students to their works even if they had plenty of work to do. Students, therefore, who wish to study these subjects, are likely to meet with disappointment unless they make careful enquiries into their chances of obtaining practical training before they leave India.

Mere admission to w or factories not a sol of the problem.

The problem in regard to practical training, even where it is available, is, however, much wider than that of merely securing admission to works or factories. If the money required for practical training is to be spent to the best advantage, both of the Indian students themselves and of India as a whole, it is of the utmost importance, first, that the students should be of such a type as will enable them to profit by an industrial training, and secondly, that they should get the precise kind of training which will be of the most use to them on their return to India. From the

evidence which has been placed before us, it appears that many of the Indians who now visit England with the object of being trained for an industrial career have not had the kind of initial up-bringing which predisposes them to the practical side of their work, and that they consequently suffer, in comparison with English students, from a lack of the mechanical turn of mind which, in the case of the latter, has been fostered by their environment and tradition. This lack of natural aptitude or preparation for mechanical training necessarily has its effect both on the employers who admit the students to their works and on the students themselves in the course of their career. Industrial training is something which is gradually acquired rather than specifically taught; and, provided he knows what he wants, and secures admission to the right kind of works, an apt pupil only needs the opportunity of remaining for a certain length of time in order to obtain the experience which will be of most value to him. On the other hand, a student with insufficient knowledge of the precise kind of training he needs may seek admission to works so highly specialised that he is unable to obtain there the general training which is required for the conditions to which he will return. Moreover, while many employers are ready enough to offer facilities to students whose knowledge is such as to make them useful in the works, they not unnaturally fight shy of admitting those who are merely in the way and encroach on the time of other employees owing to their greater need of instruction. Accordingly, if an Indian student is to get the kind of training which will be of most use to him in taking a share in the development of Indian industry, it is essential that he should know from his own experience, or from that of others, exactly what are the conditions of the particular industry in India which he desires to enter, and the type of post which he is likely to secure on his return. Unfortunately, it appears that this knowledge is often lacking; and Indians desiring practical training are apt to spend unnecessary time in the endeavour to gain experience in all branches of an industry with only one branch of which they will eventually find themselves concerned. Again, there is a danger that a student who does not possess the necessary knowledge may spend a long time in becoming familiar with industrial processes which are so far in advance of, or differ so widely from, those in use in India, that many years must elapse before he has any opportunity of applying to Indian industry the experience he has gained in the United Kingdom. It would be well to bear in mind that as a rule factories in India are not equipped or run with anything like the complete and up-to-date methods which exist in English factories. The training, therefore, that a student receives in an English factory is often of very little use to him when he returns to his own country. It is easy to understand, for instance, that the training received by a student in a thoroughly equipped and up-to-date motor works in England can be of little use to him when he returns to India, where the manufacture of motors is still probably in a rudimentary stage; and the same remark would apply to many other industries.

Difficulties resulting from failure to ascertain before leaving India that the desired facilities are available.

In some cases Indian students appear to proceed to the United Kingdom for the purposes of studying particular processes of manufacture, and then to find, after their arrival, and after months of search and enquiry, that they are unable to obtain the facilities they require because the particular process in question is not in use by British manufacturers or because the premium required is quite beyond their means; and as a result they have either to return home or to renew their search in other countries. In both cases they incur expenditure which uses up their resources, and they eventually carry with them back to India a belief that neither the Government nor the British manufacturers desire to promote in any way the development of Indian industries.

Evidence, pp. 49, 59, 45, 147, 201, 02, 215, 273, 02, 343.

The undesirable e arriving in the U Kingdom without plans of study.

38. Particular difficulties also confront those students who leave India with no settled plans as to the course of study they wish to pursue or the work to which they will return. Such cases are by no means rare; and we have heard of students who arrived in England with the intention of studying engineering, but on arrival decided to study economics instead; of others who have expressed their intention of studying agriculture, but have ultimately taken up leather manufacture; and of others who have come for medicine, but have studied law. Students whose plans are so unsettled inevitably waste time in seeking advice from those whose lack of knowledge of Indian conditions renders them unable to help, and not infrequently they embark upon a course for which they have no aptitude and which their previous education does not qualify them to pursue to advantage, with the result that they either struggle on unsuccessfully with a training which is distasteful to them or abandon it, after having wasted both time and money, in favour of some other course.

Evidence, p. 3, 5, 114, 20, 132, 185, 88, 192, 225, 28, 271, 324, 37.

Difficulties experi by unsuitable stu and the adverse e their presence up whole Indian stu community.

39. Finally, we cannot shut our eyes to the fact that there is a small class of Indian students whose characteristics are such that, while they experience exceptional difficulties themselves, their very presence in England prejudices adversely the well-being of the whole Indian student community. Although their numbers are small, the damage which they do to the reputation of their fellow-countrymen is quite disproportionate to those numbers. They are generally men whose qualifications are insufficient to enable them to pursue to advantage any course of study abroad, and some of them appear to have been sent to the United Kingdom, after having attempted without success to pass examinations in India, in the hope that the change of environment or the supposed easier curricula will give them a chance of succeeding where they have previously failed. If, as is frequently the case, their means are inadequate to meet the expenses involved, their case is hopeless from the start. In the interests of everyone concerned it would have been better if they had never left India. From the moment that they land in England they are an embarrassment to themselves and to others; they attempt course after course without achieving success in any; their lack of knowledge of English conditions leads them into foolish extravagances which speedily exhaust their slender means and cause them to run into debt, from which they seek to extricate themselves by borrowing from their fellow-students; and, finally, after having spent perhaps several very unhappy years in the United Kingdom, they have to be assisted to return to India even less fitted to earn their livelihood than they were before. In this connection the Chairman of the Distressed Indian Students' Aid Committee has informed us that the demands of this class of student have depleted the resources of his Committee to such an extent that they have been unable to help as many as they would wish of the better and more deserving students who have found themselves in financial difficulties through no fault of their own. The position is regarded with considerable apprehension by the members of that Committee, who anticipate a large increase of genuine and acute financial distress among Indian students in the near future. It seems probable that many Indian parents do not realise that, since the rupee has fallen to its pre-war value, it is impossible for their sons to live in England on the same number of rupees per month as was sufficient when the value of the rupee was 2*s*. or more, while some students, whose resources were sufficient so long as the rate of exchange remained high, have found themselves in serious pecuniary difficulties since it has dropped to its present figure.

vidence, . 2, 3, 5, 6, 20, 28, 35, , 42, 45, 54, , 62, 73, 84, 4, 127, 148, 8, 321.

The cost of living.

40. The question of adequate financial means is a serious one for all students and deserves careful consideration. We made enquiries of the witnesses who appeared before us at all the centres

we visited as to the cost of living, and, though opinions differed considerably, the fact that the allowances of Government scholars at Oxford and Cambridge have recently been raised from £250 to £345 per annum is an indication that previous standards are no longer sufficient. Though many students are able to manage with less, £350 to £400 per annum was considered necessary at Oxford and Cambridge and £300 per annum elsewhere. It is important that parents and guardians in India should recognise the increased cost of living in the United Kingdom since the war, and also the importance of making punctual remittances at regular intervals, which should not be less frequent than every three months.

Health.

41. Another important consideration which is too often overlooked is the question of health. Sound physical health is as necessary as academic qualifications or adequate financial means, and disregard of this vital consideration has sometimes led to the failure, and even the death, of some very promising young Indians in the past.

Evidence, pp. 35, 112, 127, 139, 221, 309.

The urgent need for a solution of the problem.

42. Such, then, are the main aspects of the problem which have presented themselves to us.

We can understand that to persons in India, removed by thousands of miles from the realities of the situation, our task may appear to be the comparatively simple one of securing such a number of places for Indians in the British seats of learning and in the works of British manufacturers as will absorb all who wish to pursue their education or undergo training in the United Kingdom. Our examination of the actual conditions and the experience of many of our witnesses have, however, convinced us that this view is at variance with the facts of the case. The problem is complex and many-sided, and its solution is far from easy.

That a solution should be diligently sought both in India and in England is, however, a matter of the utmost importance in the interest of the Indian and British peoples. Each year that passes without the present evils being remedied adds to their gravity and aggravates their evil effects alike on the Indian student community and on British educational authorities. For the moment the problem mainly concerns men students only; but now that Indian women are also beginning to look to Great Britain for higher education it is imperative that some means of safeguarding their interests, meeting their requirements and enabling them to avoid the obstacles with which the path of the men has been so thickly strewn should be devised and put into operation before their numbers undergo the increase which those best able to judge confidently predict for the near future.

CHAPTER III.

The Present Organisations.

Existing organisations.

43. We now proceed to review the organisations which at present exist in the United Kingdom for the purpose of meeting the difficulties to which we have drawn attention in the preceding chapter.

The Indian Students' Department. An outline of its history and development.

44. In the first place there is the Indian Students' Department. As we have found that considerable misapprehension exists as to the origin, constitution and functions of this Department, we feel it desirable to give here a brief outline of its history and development.

No official organisation prior to 1909.

45. Up to the beginning of 1909 there existed in the United Kingdom no Government organisation for the assistance of Indian students who came to England for the purpose of study. Certain unofficial organisations, such as the Northbrook Society and the National Indian Association, had been in existence for many years

prior to that date, and, so long as the number of Indian students in the United Kingdom remained small, these bodies were able to supply much of the advice and assistance which the students sought. For nearly thirty years Miss Manning, acting as Honorary Secretary of the National Indian Association, and with ample private means at her disposal, devoted the whole of her time to the care of such Indian students as desired her aid; but, by the time of her death in 1905, the number of Indian students in the United Kingdom had so increased that their demands for help could no longer be adequately met by a few private individuals.

The educational institutions, especially the Colleges at Oxford and Cambridge to which Indian students were applying for admission in increasing numbers, had begun to look for some organisation to which they could apply for information, such as they were accustomed to get from the students coming to them from the English Public Schools, with regard to their antecedents and the value of their qualifications. It had also become apparent to many persons, both English and Indian, who were interested in the welfare of Indian students and in the future of India, that the lack of any organised means of helping them over the difficulties, which they were undoubtedly experiencing, had induced among the Indian students in the United Kingdom feelings of discontent and dissatisfaction.

Recommendations of the Lee Warner Committee of 1907.

46. The attention of Lord Morley, then Secretary of State for India, was drawn to the problem, and on the 14th April, 1907, he appointed a Committee "to enquire and report upon the position in this country of young Indians who come to England, otherwise than as Government scholars, to study for University degrees, or for the Bar, or other professions, and to make recommendations."

This Committee, which consisted of Sir William Lee Warner (*Chairman*), Sir Curzon Wyllie, Mr. (now Sir) Theodore Morison and Mr. (now Sir) J. E. Shuckburgh (*Secretary*), reported in November 1907. They recommended, *inter alia*, the setting up in London of an Advisory Committee, consisting of Indian and English gentlemen of standing, whose main functions should be to act *in loco parentis* to Indian students in the United Kingdom, to bring forward from time to time proposals for improving their position, and, in order to remove the sense of friendlessness by which so many young Indians were beset, to provide them with social opportunities to which access had hitherto been denied them. They also advocated the establishment in London of a Central Bureau of Information which should act in co-operation with this Committee and discharge the following main functions:—

(*a*) to provide information upon educational matters to Indian parents and students;

(*b*) to draw up and keep on record a list of suitable lodgings and boarding-houses in London, and of suitable families throughout the country who might be willing to receive Indians as paying guests during the vacations or at other times;

(*c*) to furnish Indian students with such references or certificates as might from time to time be required of them by institutions to which they desired admission;

(*d*) to consider cases in which the regulations of British Universities or other academic bodies imposed unintentional hardship upon Indian students, or in which the system in force at Colleges or Universities in India did not harmonise with the requirements of educational institutions in the United Kingdom;

(*e*) to publish periodically a handbook of information on matters relating to academic and technical education, which should also contain general particulars as to the conditions of life in various centres of the United Kingdom, the expenses of living, and any other details

which might be useful to an Indian parent who contemplates sending his son to England;

(*f*) to assist Indian students in Great Britain with advice on all matters—social, financial or educational—on which such advice was sought; also, on the expressed request of parents in India, to undertake, or to entrust to responsible persons, the duties of guardianship of Indian students, either in general or in certain special matters; and, if desired, to send home periodical reports as to the progress and conduct of students.

They also recommended that the Bureau of Information should be brought into touch with parents and students in India by means of local committees to be established at the chief provincial and educational centres of that country. On them was to fall the primary duty of giving to the scheme the widest possible publicity in India, and of securing, as far as possible, the confidence and goodwill of the Indian parents, with whom, in the view of the Lee Warner Committee, the only real remedy for the prevailing unsatisfactory state of affairs was to be found.

As they did not themselves visit India, they were unable to test their ideas by evidence taken on the spot, and accordingly they did not set out detailed proposals regarding the constitution of these Committees. It is clear from their report that they regarded their right constitution and efficient working as of vital importance to the success of their scheme; but they had to leave it to the Local Governments, in consultation with the Indian University authorities, to ascertain how they could best be brought into existence.

47. The Secretary of State, after consultation with the Government of India, decided to act upon these recommendations of the Committee; and, in 1909, an Advisory Committee, under the Chairmanship of Lord Ampthill, was set up, a Bureau of Information, under the charge of Dr. (now Sir) T. W. Arnold, with the title "Educational Adviser to Indian Students," was established, and provincial Advisory Committees for the assistance of students intending to proceed abroad were formed at Bombay, Calcutta, Madras, Lahore, Nagpur, Dacca, and Allahabad.

The Bureau of Information, which started work on the 27th April, 1909, was originally located at the India Office, but it was removed at the beginning of 1910 to a house leased for the purpose at 21, Cromwell Road, where a certain number of rooms was made available for the accommodation of students newly arrived from India. At the same time the National Indian Association and the Northbrook Society, at the invitation of the Secretary of State, removed from their existing premises, and, in accordance with another recommendation of the Lee Warner Committee, were allotted rooms at 21, Cromwell Road, for which they paid rents of £50 and £320 a year, respectively, to the India Office. The rent of the Association was at a later date increased to £70 a year, while that of the Society was reduced by £50 to £270 a year.

The whole house was placed under the control of a Managing Committee consisting of two representatives of the Secretary of State, the Educational Adviser (*ex officio*), one representative of the Northbrook Society, and one representative of the National Indian Association. This Committee, which was directly responsible to the Secretary of State, and was not in any way under the control of the Officer in charge of the Bureau of Information, had no jurisdiction over the affairs of the Society or of the Association, which continued, as before, to be entirely independent of Government control. After the house had been running for a few months, it was found desirable to place the residential side of it under the charge of a resident Warden, and one of the assistants to the Educational Adviser was appointed by the Managing

Committee, with the approval of the Secretary of State, to undertake that duty.

Creation, in 1912, of an Indian Students' Department at the India Office.

48. By the beginning of 1912 the volume of work with which the Bureau was called upon to deal had grown to such an extent that some development of the organisation was felt to be imperative, and, on the recommendation of a Special Committee of the Council of India, an Indian Students' Department was established at the India Office on the 1st July, 1912, under the charge of Mr. (now Sir) C. E. Mallet, with the designation of "Secretary for Indian Students," Dr. Arnold remaining head of the Bureau at 21, Cromwell Road, with the title of "Educational Adviser to Indian Students in London."

Establishment of four more Advisory Committees in India.

At the end of 1912, the number of Provincial Advisory Committees in India was increased from seven to eleven, by the addition of Committees at Gauhati, Patna, Delhi and Ajmer.

The appointment, in 1913, of Local Advisers to Indian students at Oxford, Cambridge, Manchester, Glasgow, and Edinburgh.

49. From 1909 to 1912, Dr. Arnold was assisted in his dealings with the Universities of Oxford and Cambridge by two gentlemen resident at those centres who acted as "Correspondents," and received from Indian revenues small honoraria in respect of their services, but, owing to the considerable increase that had taken place in the number of Indian students studying at those Universities, it was decided at the beginning of 1913 to replace these "Correspondents" by officers able and willing to give a greater part of their time to the work; and after consultation with the University authorities the posts of "Local Adviser to Indian Students" were created at Oxford and Cambridge. About the same time Local Advisers to Indian Students were also appointed at the Universities of Manchester, Glasgow and Edinburgh.

Position of the London Advisory Committee; decision to discontinue it at the end of 1915.

50. The Advisory Committee in London, under the Chairmanship of Lord Ampthill, was not, we understand, as successful as had been hoped for in its efforts to provide the social opportunities for young Indians, which the Lee Warner Committee had regarded as one of its main functions, and the fact that its other functions were purely advisory rendered its position in relation to the Bureau of Information somewhat anomalous from the start. It was reconstituted and reappointed for three years in 1913; but, at the end of 1915, the Secretary of State decided to allow it to lapse, and it has not as yet been revived, although, as will be seen from Chapter VI of this Report, proposals for its resuscitation have lately been made.

Functions of the Local Advisers at Oxford and Cambridge taken over by the University authorities in 1916.

51. The Indian students in residence at Oxford and Cambridge objected from the first to the fact that the "Local Advisers" there were appointed and paid by the India Office. They urged that the interposition of Government officials between themselves and the University authorities was wrong in principle, and that if it was necessary to have Local Advisers, they should be appointed by, and responsible to, the Universities. They ultimately made formal representations on the subject to the University authorities, and, in 1916, the Vice-Chancellors of Oxford and Cambridge intimated their willingness to take over, as a function of the University, the duties hitherto performed by the official Local Advisers. In consequence, the posts of Local Advisers at those Universities were abolished and replaced by a Delegacy for Oriental Students at Oxford, with effect as from the 1st October, 1916, and an Inter-Collegiate Indian Students' Committee at Cambridge, with effect as from the 1st July, 1916, the Secretary of State agreeing to contribute towards the cost of their maintenance. Mr. S. M. Burrows and Mr. E. A. Benians, who had acted since January 1913 as the official advisers at Oxford and Cambridge became Secretaries to the Delegacy and to the Inter-Collegiate Committee, respectively, but they ceased to be in

any way under the control of the Secretary of State or of the Indian Students' Department.

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52. At the end of 1916, when Mr. Mallet resigned, the post of Secretary for Indian Students was abolished, the Department was placed under the charge of Dr. Arnold, with the designation of "Educational Adviser for Indian Students to the Secretary of State for India," and the charge of the Bureau of Information was transferred to Mr. N. C. Sen, who had been serving as assistant under Dr. Arnold for more than three years, the title of the post being changed to "Local (instead of 'Educational') Adviser to Indian Students in London."

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53. With effect as from the 1st October, 1920, the Indian Students' Department was transferred from the control of the Secretary of State for India in Council to that of the newly-appointed High Commissioner for India, Dr. Arnold retired, and the posts of Educational Adviser for Indian Students and Local Adviser in London were abolished. The two branches of the Department have now been amalgamated into one under the charge of two Joint Secretaries to the High Commissioner for Indian Students' Work—Mr. N. C. Sen and Dr. T. Quayle—and are located at the office of the High Commissioner, 42, Grosvenor Gardens, S.W. 1. The rooms at 21, Cromwell Road, vacated by the staff of the Bureau of Information, have been made available for the accommodation of additional students; one of the Assistants to the Joint Secretaries is also Warden of 21, Cromwell Road, and the whole house remains under the control of a Managing Committee, which, however, is now responsible to the High Commissioner instead of to the Secretary of State, and consists of four representatives of the High Commissioner, one representative of the Northbrook Society, one representative of the National Indian Association and (at the discretion of the Committee) a representative of the students elected by themselves from among those residing in, or taking their meals at, the house.

54. The functions of the Indian Students' Department are fully set out in the memorandum on the position of Indian students in the United Kingdom, published by the Government of India in reply to a petition addressed by the Indian Students' Friends Society to the Viceroy on the 19th July, 1916, and may be briefly summarised as follows:—

(1) Corresponding with the eleven Advisory Committees in India; collecting and supplying them with information regarding educational courses and facilities available in the United Kingdom; answering enquiries for information received from them; and generally supporting in every way possible recommendations received from them on behalf of Indian students proceeding to the United Kingdom.
(2) Corresponding with the Secretary to the Delegacy for Oriental Students at Oxford, the Secretary to the Inter-Collegiate Indian Students' Committee at Cambridge, and the Local Advisers at Manchester, Glasgow and Edinburgh, in regard to Indian students seeking admission to, or already in residence at, those Universities.
(3) Supervising the work of Government of India Scholars and other Scholars placed under the charge of the Department by the authorities concerned.
(4) Undertaking the guardianship of such other students as may be placed under the charge of the Department by their parents or guardians in India.
(5) Making arrangements for meeting students on their arrival, and assisting them to obtain return passages on the completion of their studies.

(6) Furnishing such references and certificates as may be demanded from Indian students by educational institutions.
(7) Advising students as to educational facilities available, the choice of a profession, and the most suitable institution at which the desired course of study or practical training may be profitably pursued.
(8) Endeavouring to secure facilities for practical training on behalf of Indian students of technology.
(9) Assisting students to obtain suitable lodgings and holiday quarters.
(10) Compiling, in conjunction with the National Indian Association, a Handbook of Information giving details of the various University and professional studies commonly followed by Indian students in the United Kingdom.
(11) Endeavouring, in co-operation with the Distressed Indian Students' Aid Committee, to be of assistance to students who find themselves in financial difficulties.
(12) Caring for students who fall into ill-health, making arrangements for the funerals and the winding-up of the affairs of any who die in the United Kingdom, and endeavouring to extricate those who seek its assistance from any difficulties into which they may have fallen.
(13) Endeavouring to promote suitable social intercourse between Indian students and English people.

Unofficial and s
organisations.

55. Besides the Students' Department, which is an entirely official organisation, there are various bodies of an unofficial or semi-official character, such as the Northbrook Society, the National Indian Association, the Distressed Indian Students' Aid Committee, the Burma Society, the Indian Women's Education Association, the Indian Gymkhana Club, and the Y.M.C.A. Hostels for Indian Students in London and Edinburgh, which exist for the purpose of promoting in various ways the welfare of Indian students in the United Kingdom.

The Northbroo

The Northbrook Society, which was founded in 1879, has been housed at 21, Cromwell Road since 1910. It was originally started for the purpose of supplying information and assistance to parents and guardians in India who wished to educate their sons in England, and of providing, if desired, a system of guardianship for individual Indian students. Its efforts in these directions did not, however, bear fruit, and since the establishment of the official Bureau of Information its functions have practically been confined to those of a Club for Indian students and others interested in India, and a centre for the promotion of social intercourse between them. The subscription to it is 10*s.* 6*d.* a year for Indian students and £1 1*s.* a year for others. It has four rooms at 21, Cromwell Road—a large reading room, a library, a billiard room, and an office for the Secretary—for which, as has already been stated, it now pays a rent of £270 a year. It receives no financial assistance from Indian revenues and is governed by a Committee of fourteen of its members, of whom twelve (six European and six Indians) are elected by ballot and two are appointed by the Secretary of State for India.

The National I
Association.

57. The National Indian Association, which was founded in 1870, has also been housed at 21, Cromwell Road since 1910. The objects with which it was started were: (1) to extend the knowledge of India in England; (2) to encourage the education of girls in India and to assist social reform movements there; (3) to endeavour to bring Indian visitors into touch with British institutions, a knowledge of which might be useful to them in their own country; and (4) to help Indian students during their stay in the United Kingdom. At that time the number of Indian students coming

ciation were mainly directed towards the first two of its objects; as, however, the flow of Indian students to England increased, the Association devoted itself more and more to their interests, and it is with its achievements in that respect alone that we are primarily concerned. Since it has been housed at 21, Cromwell Road, the Association has had greater facilities than before for providing opportunities for friendly intercourse between Indian students and English people. It arranges periodical social gatherings; and parties to which all Indian students are welcomed are frequently held by the Honorary Secretary, who devotes much of her time to helping students who seek her advice in regard to their studies and other matters.

The Association is maintained by the interest on a legacy bequeathed to it by its founder and the subscriptions paid by its members, of whom there are on the average about 150 ordinary members at £1 1*s*. per annum and from 150 to 250 student members at 5*s*. per annum. It has never received any financial support from Indian revenues, and has always been entirely independent of Government control.

The Distressed Indian Students' Aid Committee.

58. The Distressed Indian Students' Aid Committee is a semi-official body. Some of its members are connected with the Indian Students' Department and the India Office, and it receives each year from Indian revenues a subsidy of three-quarters of the difference between the amounts lent and recovered by it during the preceding twelve months, subject to a maximum of £200. As its name indicates, its primary object is to assist with loans of money Indian students who from one cause or another find themselves in temporary financial difficulties in the United Kingdom. It does not grant scholarships, but it sometimes assists to return to their own country Indian students who, owing to the failure of their remittances, become stranded in England. The sanction of the High Commissioner for India is necessary before any of the advances made by the Committee can be written off as irrecoverable, but, although it frequently seeks the help of the Indian Students' Department in securing repayment of long-standing debts, it is entirely independent of Government control in deciding to which applicants it will make loans and what the amount of such loans shall be.

The Burma Society.

59. The Burma Society, which is concerned only with students who have a Burmese domicile, receives from Indian revenues a grant of £375 per annum, on condition that its income from private subscriptions exceeds £150 a year. It is entirely unofficial, and in no way under the control of the Secretary of State or the High Commissioner. Its primary objects are to unite all Burmans in the United Kingdom into one body, to provide a common meeting-place for them, and to supply information and advice to those who come, or intend to come, to England for purposes of study. Its headquarters are at St. Peter's Square, Hammersmith, London, where it has club premises and residential accommodation; there is a branch of it at Rangoon, which acts as an Advisory Committee to students intending to go to England and to their parents, and as an agency for the collection of funds. It is governed by a Committee of nine—a President, a Vice-President, a Secretary and six members—all of whom are elected at the annual general meeting each year, and a majority of whom are Burmans. The Secretary administers the funds of those students whose parents expressly desire them to be under his guardianship, and the Society performs for Burmese students in the United Kingdom functions similar to those which the Students' Department undertakes on behalf of Indians.

The Indian Women's Education Association.

60. The Indian Women's Education Association is entirely unofficial, and exists for the purpose of promoting female education in India by assisting suitable Indian women and girls to

undergo a course of training in the United Kingdom. Its only connection with Government is that it receives from Indian revenues a grant-in-aid of £100 per annum, which it expends on one of its scholarship holders.

The Indian Gymkhana Club.

61. The Indian Gymkhana Club was established at the end of 1916 to provide, especially for Indian students studying in institutions without athletic Clubs of their own, much-needed opportunities for healthy exercise and social intercourse with Public School and other English athletic clubs of good standing. It is entirely unofficial and receives no grant from Indian revenues. Lord Hawke is the President of the Club, and it numbers among its Vice-Presidents several distinguished Indian Princes. The management is vested in a Committee of not more than sixteen members, of whom ten are elected annually at a general meeting. The present Committee is under the Chairmanship of Lord Carmichael, and a majority of its members are Indians.

The Y.M.C.A. Indian Students' Union and Hostel, London.

62. The Y.M.C.A. Indian Students' Union and Hostel, London, which was started in February 1920, and is at present located at the "Shakespeare Hut," Keppel Street, W.C. 1, is under the control of the Indian National Council of the Y.M.C.A., Calcutta, and is governed by a Management Committee, appointed by, and responsible to, the National Council. The principal objects of this Institution are: (i) to provide for Indian students in London suitable living accommodation and physical, social, recreational, religious and educational facilities, such as are usually found in Y.M.C.A. Hostels in India; (ii) to afford opportunities for Indian students to meet and entertain to their mutual profit British men and women; (iii) to create a centre from which Englishmen can get a true interpretation of India, and Indians can get the best of England. Membership is open to all men and women of all nationalities, subject to the discretion of the Management Committee, and the annual subscription is £1 5*s*. In addition to its Club premises, which include a restaurant, a reading room and library, a lecture hall, a billiard room and a small gymnasium, it has accommodation for 105 residents. The actual administration is in the hands of four Secretaries (graduates of British or Indian Universities with experience of work among students), each of whom is responsible for the proper conduct of his particular branch of the work. The Institution has no connection with Government, receives no grant from the Secretary of State or the High Commissioner, and is entirely unofficial in every way.

The Y.M.C.A. Hostel in Edinburgh.

The Y.M.C.A. Hostel for Indian students in Edinburgh also came into existence early in 1920, and, like the London Hostel, it receives no grant from the Secretary of State or the High Commissioner, and is entirely unofficial. It is governed by a Committee consisting of three representatives of the Scottish Y.M.C.A., three representatives of the three Churches of Scotland and three representatives of the Student Christian Movement, and its objects are similar to those of the London Hostel. The work of administration is in the hands of a resident Warden, who is an Indian, and is advised by a House Committee of five members elected by the student residents, the maximum number of whom is thirty-eight.

Indian students' organisations.

63. Mention should also be made here of the Indian Majlis at Oxford and Cambridge, and the Indian Associations in Edinburgh, Glasgow and Manchester. Representatives of all these bodies, which are organisations of the Indian students working at those centres, have appeared before us, and we understand that they exist primarily for the purposes of social intercourse and discussion. They are all entirely unofficial, and none of them receives any grant from Government.

CHAPTER IV.

The Merits and Defects of the Existing Organisations.

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64. Having reviewed the problem and described the organisations which exist to cope with it, we now turn to an examination of the extent to which those organisations are sufficient to meet the needs both of the Universities and of the students.

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fficial organisation.

Evidence, pp. 3, 21, 31, 33, 35, 47, 49, 57, 61, 63, 70, 74, 76, 83, 92, 107, 113, 118, 120, 147, 166, 182, 187, 195, 200, 209, 225, 236, 238, 251, 288, 289, 310, 340, 346, 348.

65. It is clear from the evidence which has been placed before us that the Indian Students' Department has never enjoyed the confidence of the students, who regard its activities with great suspicion. Many of the student witnesses have told us that they believed that the Department was originally created in order to exercise surveillance over their political opinions, and that, although it ostensibly exists for the purpose of assisting them, its real object and primary function is to act as a Government agency for political espionage. This belief seems to have existed from the start, and in spite of the fact that it has been categorically denied from time to time, both at public meetings and in published documents, there is no doubt that it is still deep-seated and widespread; indeed, from the information which we have obtained as a result of informal discussions with the students at various centres, it would appear to be no exaggeration to state that the belief is almost universal among them. We have made every effort to ascertain whether there is in fact any foundation for this suspicion; we have invited the students to supply us with any information in their possession which shows that the Department is in any way concerned with their political opinions; we have closely examined the past and present officers of the Department who have appeared before us, and have questioned the authorities of every University we have visited; but although we have made enquiries in every possible quarter, no evidence has been forthcoming that the machinery of the Department has ever been used either to obtain or to give information regarding the political views or activities of Indian students. The University authorities have assured us that they have never asked for or received from the Department any information regarding the political opinions of a single student; the Local Advisers have declared that they have never been called upon to exercise any political supervision over the students or to supply any particulars with regard to any of their political activities; the officer in charge of the Public Department at the India Office has told us that his Department has deliberately refrained from applying to the Students' Department for information regarding Indian students; the Departmental witnesses have categorically denied that they have any interest in the political views of the students; and the students themselves have failed to produce any evidence whatsoever in support of their suspicion. The suggestion that the Indian Students' Department exists for purposes of political espionage, therefore, appears to us to be entirely without foundation.

Efforts made to ascertain whether the belief that the Department exercises political espionage has any foundations in fact.

The Committee consider the suspicion to be entirely unfounded.

The extent to which political motives did underlie the establishment of the Department.

66. It is not, however, sufficient merely to dismiss this belief as unfounded. Its existence is so deep-rooted and so disastrous to the success of the Department that we feel bound to seek for some explanation of it. Events in recent years in India have been productive of so much unrest and suspicion that it is not a matter for wonder that a Government Department should not have been altogether trusted by students from that country even if it had started under the most favourable conditions. But the Indian Students' Department was established under conditions which, from this point of view, were anything but favourable to its success.

That there was some political motive in the establishment of the Advisory Committee, the Students' Department and the Hostel

at 21, Cromwell Road, is obvious. The friends of Indian students, both in London and at the University centres, felt that the absence of any organised effort to befriend them on their arrival in a foreign country, or to assist them in their academic career, not only made the position very difficult for them in many ways, but also threw these young men into the hands of those of their countrymen whose assistance was actuated by political motives and rendered them more ready to accept the anti-British doctrines which were being preached among them. The need for some counteracting influence was expressed in evidence before the Lee Warner Committee and also found expression in the recommendations of that Committee. The hope that a more sympathetic interest in their lives, more active assistance in their difficulties and the establishment of closer social intercourse with English friends would counteract the harmful influence of the revolutionary movement was, no doubt, one of the motives for the establishment of an organisation for the benefit of Indian students.

Such an object was in the circumstances very natural and justifiable; there was, however, a danger that the Department might be used by Government as an agency for obtaining information about individuals whom they suspected, or that its officials might use their powers in such a way as to penalise in their academic career students of whose political opinions they disapproved. We are satisfied from the evidence of Sir Thomas Arnold and Sir Charles Mallet that both these dangers were scrupulously avoided by them, and in normal times we think that the Department would ultimately have succeeded in winning the confidence of the students and fulfilling all the objects for which it was established. Unfortunately, there were circumstances which from the first militated against its success. Three months after its establishment, Sir Curzon Wyllie was murdered by an Indian student at the Imperial Institute. Great activity on the part of the Police followed, and owing to the association of some of their number with a revolutionary and anarchical movement the whole body of Indian students came to be mistrusted and closely watched by the authorities of Scotland Yard. During the war Police supervision was even more close and more apparent. This mistrust led to a corresponding mistrust among the students, and they not unnaturally failed to make any distinction between one Department of Government and another. They felt that they were objects of suspicion; they found that all their movements, antecedents and opinions were on record; the Students' Department was a Government organisation; its officials professed an anxiety to establish intimate relations with them. It was very natural for the students to suppose that all information obtained by one Government Department would be passed on to another, and that professions of interest in their welfare were but the cover under which they might be induced to make the dossiers at Scotland Yard as complete as possible. All the official disclaimers of political motives only served still further to strengthen their suspicions. Such has been the misunderstanding which has dogged the fortunes of the Indian Students' Department from the first and such the atmosphere in which Sir Thomas Arnold and his colleagues have had to carry on their work.

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67. In our opinion, the chief cause of this deplorable attitude of the students towards those who only wished to serve their interests was the suppression of the Report of the Lee Warner Committee. There are passages in this Report which would have lent themselves to misrepresentation and others which might have given offence to Indians if they had been published when they were written, and the fear of these results may at the time have appeared to justify the decision to withhold publication; but we cannot help thinking that the effect of suppressing the Report has

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been far more serious than any which could have been produced by its publication. The decision then taken has created the impression that the Government did not wish the world to know the reasons for the establishment of the Students' Department, and opinions adverse to the Members of the Committee, to the Government and to the officials of the Department have become so firmly rooted as to be ineradicable, in our opinion, by any other means than a full disclosure of what has hitherto been kept secret. So convinced are we that the confidence of the students in any organisation established for their benefit can never be won so long as any element of uncertainty is allowed to remain regarding the origin of the Indian Students' Department that we consider that, even after the lapse of thirteen years, the veil of mystery which has hitherto enshrouded the work of the Lee Warner Committee should finally be lifted. We have therefore sought and obtained permission to print their Report in full as an appendix hereto. This document is of historical value necessary to a complete understanding of the problem we have been investigating, and we hope that any impression which might have been created by those passages in it which speak of the unpopularity of Indian students at Oxford and Cambridge in 1907 will now be corrected by the evidence we are able to publish on the same subject in 1921.

Permission obtained to publish the Report of the Lee Warner Committee as an appendix hereto.

Complaint of the students that the Department has hampered rather than facilitated their admission to British Universities.

Evidence, pp. 3, 15, 31 53, 103, 112 118, 141, 147 150, 153, 181-2, 193, 196, 198-9, 200, 234, 252 273-4, 275, 320, 340, 341 347, 351-2.

68. Surveillance of their political opinions is not the only complaint which the students make against the official organisation. They also complain that it has hampered, rather than facilitated, their admission to British Universities. This criticism is no doubt born of the suspicion referred to above, and so far as it applies to the intentions of the officials concerned, we are convinced, after thorough investigation, that it is equally unfounded. Several specific cases were brought to our notice which seemed to justify the assertion that Indian students were more successful in gaining admission to a British University by their own efforts than through the agency of the Department. They were all found to come within one of two categories:—

Specific cases brought to the notice of the Committee.

(1) A student who had been discouraged either by an Advisory Committee in India or by the Department in London from applying to a particular University on the ground that his qualifications were insufficient, had subsequently by application in person succeeded in inducing the University authorities to admit him.

(2) A student, though in all respects qualified, had been told that he could not be admitted to a particular University —or in some cases to any University—on the ground that the Universities were full and that no vacancies existed, had ignored the advice and by personal application obtained admission "without any difficulty."

We investigated these cases and came to the conclusion that in the advice which they gave the officials were not actuated by any antagonism to the student. Whether the officials were in every case justified in their opinion of the academic qualifications of particular students we are unable to say, but when they thought an applicant was below the standard required by the University which he wished to enter, or that he did not possess sufficient means, it was obviously their duty to discourage him from applying. The second class of cases arose from the exceptional congestion at the Universities immediately after the war. General information was issued to the effect that no further applications could be entertained, and admissions were subsequently made without communication with the Department which had distributed the warning, and was naturally criticised when it proved to be unfounded.

Statements of the officers of the Department confirmed by the evidence of University and College authorities.

The assurances we received from the officers of the Department that whenever they have informed a student that no vacancies

existed such information has always been based upon definite statements to that effect by the University or College authorities, were corroborated by the University witnesses who appeared before us and admitted that the information supplied by them to the Department had sometimes proved eventually to be incorrect. These witnesses explained that they had during the past two or three years accepted Indian students who had applied to them in person, although they might already have refused, on the ground that they had no room for them, the same or other students when they applied through the Department. Incidents of this nature, resulting from insufficient co-operation between the Department and the Universities, have inevitably fostered the belief of the students that the Government through the Department aims at restricting their access to British Universities; but, although we have investigated each individual case to which our attention has been drawn, we have failed to discover any justification for the allegation that the Department has ever placed any obstacle in the way of the admission of any properly qualified Indian student to the University or other educational institution of his choice. On the contrary, we are satisfied from the evidence which has been placed before us that had it not been for the efforts of the Department the number of Indians admitted to the Universities of the United Kingdom in general, and to Oxford and Cambridge and the London School of Economics in particular, would have been less than it now actually is.

No justification discovered for the allegation that the Department has hampered admissions.

Evidence, pp. 179, 190, 196, 204, 207, 212, 241, 248, 253, 258, 319, 341.

More justification for the complaint that the Department has failed to render adequate assistance in securing facilities for practical training.

69. The complaint of the students that the Department has failed to render them adequate assistance in securing the facilities for practical works training which are so essential to those of them who study industrial subjects has, in our view, more justification. The Department appears to have relied in this matter almost entirely on the part-time services of a single individual, whose first-hand knowledge of Indian industrial conditions is neither complete nor up to date, as it is many years since he was last in India. This officer has spent most of his time in London, and has conducted his work largely by correspondence. He does not appear to have been encouraged to visit the Universities for the purpose of finding out what were the needs of industrial students, or of relieving their difficulties on the spot as they arose. Although labour troubles and trade depression have recently aggravated the difficulty of securing facilities for practical training, we feel that much more might have been done to assist the students in this matter if greater energy and enthusiasm had been thrown into the efforts of the Department and if advantage had been taken of the help which industrial federations and associations could give. Representatives of the British Electrical and Allied Manufacturers' Association, of the Federation of British Industries, of the Engineering and National Employers' Federation and of the Institutions of Civil, Mechanical and Electrical Engineers, who have given evidence before us, have stated that they have never been approached by the Department in the matter, and have assured us that they would readily have afforded assistance had it been sought.

Advantage not taken of the help which Industrial Federations and Associations could have given.

In negotiating with these bodies and with individual manufacturing firms the Department could have gained by its connection with Government, which enabled its officers to speak with more authority. We think it very regrettable that more has not been done in this one direction in which the Department was helped by its official character. Not only has it been content to wait for the students to come to it, instead of trying to forestall their needs, but in dealing with those students who did approach it, it seems to have shown more anxiety to prove that their difficulties were insurmountable than determination to surmount them.

information and help they needed by doing so; and some of those who did make use of them allege that little personal trouble was taken with their cases, that the information supplied was often inadequate or out of date, and that on the whole they met with discouragement rather than assistance. The Officers of the Department have represented that, so far as they can judge, the Committees need overhauling and strengthening by the introduction of members more conversant with present conditions in the United Kingdom. A complaint common to all critics of these Committees is that they consist largely of men whose ordinary duties are such as to prevent them from being more than figure-heads, and whose knowledge of educational conditions in England is either very limited or behind the times.

In recording these criticisms we must not be understood to endorse them. How far they are justified we are unable to judge, as we have not examined the working of these Committees on the spot. It is probable that, as in the case of the London Department, the students themselves are responsible for some of their shortcomings, and we know that some individuals have devoted a great deal of time to the work of these Committees, and have taken a very keen and sympathetic interest in them. But as an organisation we are satisfied from the evidence we have heard that the Committees are ineffective.

Evidence, pp. 6, 12, 18, 79, 120, 181, 190, 193, 194, 195, 196, 210, 218, 223-8, 236, 237-9, 246, 250-2, 265, 273, 274, 337, 345, 346, 349.

73. As regards the house at 21, Cromwell Road, the fact that the demand for admission to it is usually greater than its limited accommodation can satisfy is a proof that it supplies a real need and is appreciated by many students who have been comfortably housed there. It shares, however, in common with the bodies of which we have spoken, the unpopularity of an official organisation. The house in Cromwell Road may be regarded as the headquarters of official efforts to befriend Indian students. At the time of its acquisition by the Government it was welcomed by retired Civil Servants as affording them an opportunity of expressing, for the benefit of young Indians, some of the interest and affection for India which they had acquired during their official career there. It was hoped by the patrons of the hostel not only to provide a hospitable lodging for Indian students in London, but to afford there opportunities for them to meet English people with Indian sympathies, and thus to establish a friendly social intercourse from which both Indian and English would profit. Miss Beck, who is Secretary of the National Indian Association and also of the House Managing Committee, is the embodiment of this spirit of friendly benevolence; and if she had only been acting for an organisation of private individuals, she would, we think, have succeeded in securing the confidence of the students much more fully than has been possible while she has been regarded as an official. She has an intimate knowledge of India and Indians, she has a genuine love for the work to which she has devoted the greater part of her life and it would be difficult to find any individual who is more entitled to the respect, the gratitude and the affection of the young Indians whom she has sought to befriend for so many years. That she has received all these in abundance from many students we feel sure, and if they have been denied to her by some, that we consider is due to the prejudice against all officials of which we have spoken. To those who think that an official must necessarily be a spy, her very interest in the welfare of the students and her anxiety to learn all about their lives and tastes may have been regarded at times as evidence to justify their suspicions.

Failure.

If the house in Cromwell Road has largely failed, as we regretfully believe that it has, in fulfilling the laudable objects with which it was started, this in our view has been due partly to its official connection and partly to the element of philanthropy which has characterised its management, and which some of the

students have found wounding to their self-respect. It is always pleasant to live on terms of equality with friends, but the relationship is impaired when one becomes the recipient of their charity. As a meeting place for friendly intercourse between English and Indian students the house has not been successful. Young Englishmen have seldom, if ever, been found there. The English men and women who occasionally visit it are, we are informed, for the most part elderly people, with whom young Indian students have little in common, and at whose hands they have experienced much kindness but little intimacy.

Faults in the system management.

The house has been an expensive one to run, and the divided control of its administration has militated against its efficiency. Whilst we have been unable to discover any particle of justification for the serious allegations brought against it by certain members of the Legislative Assembly in the course of the debate upon the Indian Students' Department in March 1921, we think that the present system of management of the house is undesirably complicated and has led to confusion. As we have already explained, the whole house is nominally under the control of a Committee which is responsible to the High Commissioner. The presence in the house, however, of two Societies, the membership of which is beyond the control of the Committee, is a constant source of trouble. The Warden of the house has little or no jurisdiction over the rooms of either of these Societies, while the Secretary of the Committee, who also resides on the premises, has complete jurisdiction over the rooms of the National Indian Association, of which she is Honorary Secretary, but none oustide those rooms. It is obvious that such a situation affords constant opportunities of friction between those who share in this way responsibility for the conduct of those who use the premises.

It appears to us that a house of this kind can only be properly administered if it is under the control of one person, and that the present division of responsibility is unsatisfactory. If the Society and Association had been amalgamated into one body, and if the management had been placed in the hands of that body, it is possible that greater success would have been achieved; but we understand that all efforts to bring about such an amalgamation have failed. As will be seen from their Report, the Lee Warner Committee anticipated that the housing of these two unofficial organisations in one building would result in the proper co-ordination of their efforts and in a greater measure of co-operation between them. That expectation has not been fulfilled, and it seems clear that at present 21, Cromwell Road is a house to some extent divided against itself.

Though we have felt it necessary to record these defects in the establishment at 21, Cromwell Road—defects some of which are due to faulty organisation and some inherent in the official character of the hostel—it is only fair to those who have laboured so zealously there for many years to say that many Indian students who have visited or lived in the house have much to be grateful for, and have returned to their own country with very pleasant memories of the time they spent there.

Summary of conclusi as to effectiveness of official organisation.

74. Our conclusions as to the effectiveness of the existing official organisation may now be summarised as follows :—

(1) The Indian Students' Department, while innocent of the charges of exercising political supervision over the students and of hampering the admission to British educational institutions, has failed either to secure the confidence of the bulk of the students or to meet adequately the requirements of the Universities. It has succeeded in obtaining admission for a larger number of Indian students than would have been accepted without its intervention on their behalf, but its efforts to secure facilities for practical works

The work of the Department highly appreciated by some University authorities, but its functions unknown and its existence but vaguely realised by others.

Evidence, pp. 6, 19, 42, 45, 47, 57, 60, 63, 73, 74, 83, 86, 131, 145, 232, 260, 302, 310, 320 327, 334.

70. So much for the work done by the Department for the students. We now turn to consider its work for the Universities. Here it has met with a greater measure of approval. Some of the authorities expressed high appreciation of the services which it has rendered to them; but from others we were surprised to learn that the functions of the Department were unknown, and even the fact of its existence but vaguely realised. Many of the University witnesses who have appeared before us have insistently demanded the establishment of an organisation to do the very work which the Department was set up to perform; and when asked why they had not availed themselves of the existing organisation, they have either informed us that they have found it of little help to them, or that they were unaware that the assistance they sought might have been obtained through its agency. It would therefore appear that the Department has failed to make itself sufficiently known, and as we have stated in another connection, we regard it as unfortunate that the officers in charge of it have not visited more frequently the various centres at which Indian students are in residence. Such visits would necessarily have cost money, and we realise that possibly the students might have regarded them as an attempt by Government to interfere in their private affairs; we are, however, of opinion that the advantages which would have been gained from such visits were sufficient to justify both the expense and the risk of misunderstanding involved. We feel that if a representative of the Department had regularly and frequently visited University centres, he would have been able to establish a much closer co-operation and understanding between the Department and the University authorities, which, in time, would have improved its relations with the students also. The representatives of the Department to whom we have indicated our views on this matter have replied that, apart from considerations of expense and fear of misrepresentation, the volume of work with which they have been called upon to deal has been such as to render impossible, without an increase of staff, the visits which we consider so desirable. If that is the case, we are of opinion that the necessary additional staff should have been applied for, but such a step does not seem at any time to have been contemplated. We are agreed that it is now too late for this mistake to be rectified, as the feeling of hostility towards the Department which has grown up among the students would probably prevent such visits from being beneficial.

University centres not visited sufficiently frequently by the officers in charge of the Department.

Mistake cannot now be rectified owing to the attitude of the students.

Criticisms by the Universities that the Department has not prevented them from being besieged with applications from unqualified candidates.

As we have already indicated earlier in this report there is one important aspect in which the desires of the students and those of the University authorities are in direct conflict. The students seek unrestricted access to British educational institutions, and claim that the chief function of any organisation established for their assistance should be to secure their admission in larger numbers; but the Universities represent that they are unable to admit more than a certain number of Indians, and emphasise the necessity for some form of selection in India, which will result in the limited number of vacancies they have to offer being filled by the best qualified applicants. While, therefore, on the one hand, the students complain that the Department has not succeeded in securing for them the admission they desire, the Universities, on the other hand, criticise it because it fails to prevent them from being besieged with applications from candidates whose qualifications are not up to the standard which they impose.

The demand for "selection" reiterated.

Evidence, pp. 6, 9, 2 27, 28, 46, 4 59, 64, 83, 8 105, 129, 18 297, 299, 30 307, 318, 32

As will be seen from the evidence appended hereto the demand for selection has been reiterated by a large number of the witnesses from educational institutions, and it is clear that the practice of the Department in forwarding, without discrimination, all the applications it receives neither frees it from criticism by the students nor satisfies the demands of the Universities for assist-

ance in choosing the best candidates for the education they are prepared to offer.

Whether the Advisory Committees in India, as distinct from the Department in London, actually exercise the selective powers with which some British University authorities appear to credit them, we are unable to say, as we have not been able to examine their methods of working. If they do regard any form of selection as part of their functions, they do not appear to have satisfied anyone in their performance of that duty.

Evidence, pp. 3, 6, 8, 12, 17, 22, 23, 24, 28, 29, 31, 33, 35, 37.

Varying opinions a the value of the Local Advisers.

The Oxford Delega Oriental Students a Cambridge Inter-Collegiate Indian Students' Committe

71. The attitude both of the students and of the University authorities towards the Local Advisers varies considerably at different centres. The Secretaries to the Delegacy for Oriental Students at Oxford and the Inter-Collegiate Indian Students' Committee at Cambridge are described as "Local Advisers," although they are officers of the University, and in no way under the control of the Department. The University authorities themselves were mainly responsible for setting them up, and they still regard their existence as necessary. The Colleges, too, for the most part, appear to look upon them with approval, and make considerable use of their services, but the co-operation between them and some of the Colleges is not as complete as could be desired. Some of the students appear to resent the element of tutelage and special supervision implied by the mere existence of such posts; but it is doubtful whether the majority of them would welcome their abolition, and, generally speaking, they seem to have no complaints to make regarding the treatment they have received at the hands of past or present holders of these posts.

Evidence, pp. 63, 70, 73, 74, 76.

The Local Adviser Manchester.

At Manchester the Local Adviser is regarded as of considerable use by the University authorities, and the students informed us that the post itself met with their hearty approval and that none of them wished to see it abolished. They represented, however, that the fact that the present adviser holds an important position on the staff of the College of Technology prevents him from giving up so much of his time to them as they could wish at the beginning of the academic session, when his assistance is most needed.

Evidence, pp. 141, 147, 148, 150, 152, 153.

The Local Adviser Glasgow.

At Glasgow, although the University authorities attach some importance to his services, it is evident that the Local Adviser does not possess the confidence of the students, who evinced considerable hostility towards him, and demanded with some emphasis that the post should be abolished, as they wished to be left quite alone.

Evidence, pp. 112, 118, 119, 120, 127, 132, 134, 135, 136.

The Local Adviser Edinburgh.

At Edinburgh the post of Local Adviser is unpopular with the students and a matter of indifference to the University. The present incumbent, who, it seems, has been received with some disfavour by the students on account of his connection with the Officers' Training Corps, to which they are refused admission, has not succeeded in getting into personal contact with more than a small fraction of the body of students, and the University authorities, while disclaiming any responsibility for his selection, have made it clear that they do not attach much importance to his office.

Evidence, p. 2, 4, 12, 4, 15, 31, 32, 3, 44, 61, 62, 0, 87, 88, 102, 03, 104, 107, 36, 155, 182, 88, 190, 192, 96, 199, 208, 16, 264, 273, 20, 330.

Criticisms brought a the Advisory Comm in India.

72. As we have already pointed out, the Lee Warner Committee regarded the success of the Advisory Committees in India as essential to the proper working of their whole scheme. The work of these Committees appears, however, to receive little or no commendation, either from the Universities, the students or the officers of the Department. The University authorities are, generally speaking, unaware of their existence (which is not unnatural, as the practice of the Committees has been to communicate with the Department in London, and not to write direct to the Universities), but those who have had any experience of them have criticised adversely both their constitution and their methods. The students have been practically unanimous in their condemnation; many of them did not consult the Committees before leaving India because they assert they were satisfied that they were unlikely to get the

training have been too restricted, and it has failed to make its existence and functions sufficiently well known to British educational authorities.

(2) The Local Advisers have, on the whole, proved to be of value to the Universities which, with the possible exception of Edinburgh, would probably oppose their abolition, although the co-operation between them and the University authorities is not in all cases as complete as could be desired. On the part of the students there is some tendency to resent the element of special supervision which to their minds is implied by the mere existence of such posts, but, except in the cases of Glasgow and Edinburgh, it is doubtful whether they would wish to see them done away with.

(3) The Advisory Committees in India appear, from the evidence received, to be of doubtful efficiency, but it is not possible to ascertain how far the criticisms levelled against them are justified without an examination of their methods on the spot.

(4) The house at 21, Cromwell Road, although regarded with suspicion by many of the students, is frequented by considerable numbers of them, and fills a useful purpose as a place of temporary residence for new arrivals and vacation visitors to London. As a means of providing facilities for social intercourse between Indian students and English people it has not been successful, and the system under which it is now managed is unsatisfactory.

defects of the ganisations.

75. In considering the merits and the defects of the unofficial organisations to which we have referred in the previous chapter, it has to be borne in mind that, with the possible exception of the Burma Society, they have no dealings with British educational institutions. They are not, therefore, expected to meet the demands of the Universities and colleges, and their effectiveness must be judged only in relation to the extent to which they serve the needs of the students.

brook Society ational Indian

76. We have already indicated our opinion that both the Northbrook Society and the National Indian Association have largely failed to fulfil the purpose for which they primarily exist, that is to say, the provision of facilities for social intercourse between Indian students and English men and women. The fact that they are housed at 21, Cromwell Road has led, on the one hand, to their being suspected as part of the Government machinery, and, on the other hand, to more rivalry than co-operation between them.

Evidence, pp. 217–8, 223–8, 236, 237–9, 246–7, 251.

a Society.

77. The Burma Society appears to us to have succeeded in achieving the objects for which it was established. Apart from the advantage of its being more obviously free from connection with the India Office, the work of the Society has been facilitated by the fact that the Burmese are a more homogeneous race, and that the number of them in the United Kingdom is comparatively small. It is, therefore, hardly just to compare too closely the success of the Burma Society with that of the Northbrook Society or the National Indian Association. It seems, however, that the Burma Society has gained the confidence of their students to a degree which has not been achieved by any organisation concerned with students from other parts of India. The majority of the Burmese students in the United Kingdom appear to regard the Society with something approaching affection, and they use its Club-house to an extent which makes the enlargement of its premises a matter of immediate necessity.

Evidence, pp. 212–7 242–5.

ressed Indian

78. The Distressed Indian Students' Aid Committee is concerned

Evidence, pp. 225.

cause or another, find themselves in temporary difficulties. We are informed that during the year 1921 it made loans amounting to £821 2*s.* 8*d.* to forty-two applicants, and that in the previous year it assisted forty-one students with advances amounting to £779 19*s.* 1*d.* As we have indicated in Chapter II of this Report, it would be able to help a larger number of cases of genuinely acute and unexpected financial distress if it could be relieved of the demands now made upon its resources by chronically impecunious students; but there can, in our view, be no doubt that it is doing very valuable work.

Evidence, pp. 247–8.

The Indian Women's Education Association.

79. The Indian Women's Education Association is, as we have stated in the previous Chapter, chiefly concerned with the promotion of female education in India by the award of scholarships to enable Indian women to undergo a course of training in the United Kingdom, and, as its resources are small, its activities are necessarily limited in extent. It appears to have the support of the majority of Indian ladies of standing resident in England, and in so far as it provides facilities for social intercourse between them and Indian women students it is serving a useful purpose.

Evidence, pp. 296–7.

The Indian Gymkhana Club.

80. The aims of the Indian Gymkhana Club, which are entirely athletic, are admirable, and, in our opinion, the Club has already done excellent work. The success which attended the matches arranged during the war with teams representing the various Colonial Forces then in the United Kingdom was a notable achievement, and the Club seems to have laid a real foundation for the provision of opportunities for Indians to take part in games, both among themselves and in competition with British teams. During the past year its activities have been greatly hampered by the lack of a playing field, but a suitable site has recently been acquired, and, when it has been developed, there is every reason to hope that the Club will be successful in bringing about, on a larger scale, the social intercourse between Indians and Englishmen which is so readily fostered by friendly rivalry in games.

Evidence, pp. 104, 171, 244, 263, 265, 267–72, 273, 274, 275, 330, 337–8.

The Y.M.C.A. Indian Students' Union and Hostel, London.

81. The objects of the Y.M.C.A. Indian Students' Union and Hostel are largely identical with those which at the time of its establishment it was hoped that the house at 21, Cromwell Road would serve. Helped, no doubt, by the fact that it has no connection with Government, it appears to have succeeded in winning the favourable regard of a larger proportion of the students than the house at 21, Cromwell Road has done.

Although it is criticised in some quarters on account of its religious basis and may be avoided by a certain number of the students on that ground, the residential accommodation it has to offer is in great demand, and the club premises are used as a rendezvous by a large number of the Indian students in London. It has a membership of 783, including 701 Indians and Ceylonese (in addition to 40 Indian women, who are honorary members) and 77 British.

The main causes of its popularity with the students are, we think:—

(1) That it represents an Indian effort on behalf of young Indians in the United Kingdom; the ultimate control is in India, and its Executive Officers are all Indians, most of whom have just left College.

(2) That it is free from India Office control or from anything that might even appear to involve such control.

(3) That the discussion of politics is freely allowed, and political lectures and study circles are definitely organised as a means of education.

As at 21, Cromwell Road, one of the chief objects for which the Y.M.C.A. Hostel was established was to provide facilities for social intercourse between Indian students and English people, and, with that object in view, it was intended that a part of the residential accommodation should be reserved for English students. We understand, however, that it has not been easy to find young Englishmen willing to live at the Hostel, and that the average number of them in residence there has been considerably below what was hoped for.

As this organisation has only been in existence for two years, it is perhaps rather too early to judge whether its efforts to provide facilities for social intercourse between the two will ultimately be successful, but it is admitted that its objects in that direction have not yet been accomplished.

One difficulty in the way of securing the desired number of English residents is that the present accommodation is of a rather unsuitable type, as there are very few single bedrooms and the majority of the residents have to sleep in cubicles. As the Hostel has to remove from the "Shakespeare Hut" in the near future, efforts are being made to find quarters of a more suitable nature, and if these efforts are successful the authorities are hopeful that it will be possible to obtain a larger number of English residents and thus to approach more nearly to the achievement of their aims in the matter of social intercourse. Unfortunately, its finances are in an extremely precarious condition. The heavy rent which it has been obliged to pay for its present accommodation has caused it to run into debt, and substantial financial help from one source or another is imperative if its work is to be carried on.

It may perhaps be open to doubt whether this institution, which owes its existence to the enterprise of a social religious body, whose purpose is service rather than propaganda, but which is not representative of the bulk of the educated classes in India, will be able permanently to retain the confidence of the Indian student community, unless it becomes more broadly based and develops into the centre of an effort directed by Indian students on behalf of their own countrymen in the United Kingdom.

In our view, however, there can be no doubt of the value of the institution to Indian students in London during the past two years. Without it many of them would have experienced the utmost difficulty in obtaining the accommodation they required, and its weekly programme of lectures, conferences and discussions has afforded them valuable opportunities of hearing addresses from men and women distinguished in many branches of public life, and of discussing among themselves every topic in which they are interested.

M.C.A. Hostel burgh.

The Y.M.C.A. Hostel in Edinburgh also appears to be favourably regarded by the majority of Indians studying at that centre. Its establishment was at first opposed by a section of the students, partly on the ground that it might lead to segregation and partly because of a fear that it would be under Government control, but we understand that as soon as it became evident that the Hostel had no official connection the opposition to it almost entirely disappeared, and at the time when we were in Edinburgh the accommodation available was in full use. Like the Y.M.C.A. Hostel in London, it suffers in the estimation of some students on account of its religious basis, and would be more certain of retaining the confidence of the Indian student community if its basis were broadened; but we think there can be no doubt that it has been of great service to Indians in Edinburgh during the past two years.

Evidence, pp. 112, 114, 115, 119, 126-8, 129, 135, 137-8.

1 students' isations.

82. As regards the Indian Majlis at Oxford and Cambridge, and the Indian Associations in Edinburgh, Glasgow and Manchester, we understand that the Association at Edinburgh has been making efforts to supply students in India with information regarding the courses available at Edinburgh University, and that all these

Evidence, pp. 20, 23, 32, 36, 37, 112, 119, 120, 128, 134, 148, 152.

bodies are ready to render what assistance they can, in the matter of finding lodgings, &c., to students newly arrived from India. The Majlis at Cambridge in particular has, we are informed, on occasions, rendered useful help to the Secretary of the Inter-Collegiate Indian Students' Committee in such matters. Generally speaking, however, the objects of these organisations appear to be social, and it is clear that in many directions they are not in a position to meet the needs either of the students or of the University authorities.

CHAPTER V.

Conclusions.

Conclusions.

83. Having examined the merits and defects of the existing organisation, we have now to consider what further changes, if any, are required.

Development of education in India the only permanent solution of the problem.

84. India has now been set on the road to self-government and autonomy, and it must be obvious that her sons and daughters ought to be able to receive their education within her own borders. We believe, therefore, that the only permanent solution of the problem is the development of education in India in all its branches as early as possible. This view has been pressed upon us by all the witnesses that have appeared before us. The position is perhaps best summarised thus by Sir Charles Mallet: "It is, I believe, in the development of education in India that the only permanent solution of our problem lies. Hitherto the tradition has been that only men trained in England were qualified for the prizes of their profession in Indian administration, medicine, law. We have readily encouraged Indian students to come here, fit and unfit, educated or uneducated, and have taught them that a smattering at least of English education was the best recommendation for professional success. Until we frankly abandon that tradition Indian students will inevitably flock here, and probably, as time goes on, in numbers with which British institutions will refuse to cope. We are at present manufacturing the difficulties we deplore. May it not be well to consider whether this tradition should not be given up and a new tradition substituted, namely, that India must and can provide an adequate education even for the ablest of her sons? Instead of trying to make good Indians into indifferent Englishmen, to superimpose a superficial English training in a few years at Oxford or a few years in London at the Bar, might it not be possible to develop an Indian type at least as highly educated and as competent even for administrative purposes as any hybrid? Such an undertaking would be slow and difficult and costly; but may it not be that the change has to come? It would mean raising the standards of Indian Universities, and of Indian education generally, to levels never yet attained. It would mean an Indian Bar and Judicature, trained, organised and developed on their own lines. It would mean a highly-trained Medical Service, and opportunities for medical and industrial training far in advance of anything yet attempted. It would not, of course, mean, for many years at any rate, less intercourse with England or less intellectual stimulus from English sources; quite the reverse. But it would be a natural instead of an unnatural system, and its home would be in India, not here. I do not underrate the difficulties involved in adopting such a policy fully and frankly. But I submit that it may prove to be the only final remedy for the difficulties we find in the Indian student problem to-day." The same view was expressed by Sir W. Meyer as follows: "The great difficulty in regard to Indian students is the number of men who come over, very many of whom would much better be trained in India itself. We cannot, of

Evidence, pp. 186-7.

Sir C. Mallet's views.

Evidence, p. 192.

Sir W. Meyer's view.

course, prevent such students leaving India for study, or so-called study, in England, but a good deal might be done by the Indian Government to minimise the attractions which draw them."

We have expressed the view that the educational side of the problem can only be solved by the improvement of conditions in India; and we desire to repeat our conviction that no Government in India, whatever its constitution, should be satisfied until the Universities of that country are staffed with the teachers and equipped with the material necessary to ensure the best education which any Indian can require. When that has been done no Indian will be under the necessity which now exists to seek his education abroad.

Recommendations in this sense have already been made by the Royal Commission on the Public Services, the Calcutta University Commission, and the Industrial Commission. They have urged among other things the establishment of a forestry school at Dehra Dun, an agricultural training centre at Pusa, and a general improvement in the standard of education. If these recommendations had been acted upon, the problem we have been investigating would have been greatly simplified. Many of them, no doubt, involve considerable expenditure, and others are debatable matters of policy; but we desire to point out that these bodies which have investigated the conditions in India have indicated directions in which the object which we have in view might be accomplished.

The effect which the changes proposed by Lord Haldane would have on the Indian student problem.

85. The position in England would also be greatly eased if the disabilities of the law students to which we drew attention in Chapter II were removed by changes in India. This is not a question of improving the teaching or opportunities for study—there appears to be no lack of legal education in India—and if, as proposed by Lord Haldane, an Indian Bar were established, the existing privileges of advocates and vakils were equalised, a Council of Legal Education constituted, and the practice of reading in Chambers in India substituted for that of reading in Chambers in England, the demands now made by Indian law students on the British Universities and the Inns of Court would be greatly reduced. Whether these changes would be beneficial or otherwise to the legal profession or the administration of justice in India, we are not competent to judge, and how far they would be acceptable at the present time we have had no opportunity of ascertaining. We are only concerned with the effect which such changes would have on the problem we have been investigating, and we desire from this point of view to press upon the Government of India the importance of an early decision in matters which have been under consideration now for many years.

Evidence, pp. 157-9.

The results which any proposals regarding a new organisation must ensure.

86. We realise that the process of improving educational facilities in India is one which must necessarily be slow, and that for many years to come the number of Indian students proceeding abroad for their education will, for the reasons we have pointed out in Chapter II, continue to be large. We are satisfied from the evidence we have collected that it should be quite possible to secure admission both to the Universities of the United Kingdom and, subject to the reservations which we make below, to the works of manufacturing firms also for all Indian students who are competent to profit by the facilities afforded, provided that some machinery exists to ensure their distribution to the places best suited to their requirements; but we are convinced that without such machinery Indian students may find their difficulties greatly increased and existing facilities considerably diminished. The problem, therefore, with which we are confronted is that of devising the best possible organisation to ensure—

(1) that Indian students requiring education or training abroad and competent to profit by it should obtain it with the least trouble and the most advantage to

(2) that Indian students during their stay in the United Kingdom should obtain the best possible results from the time and money spent there;

(3) that the authorities of Universities and other institutions should be supplied with the fullest and most reliable information about the qualifications of the Indians who apply for admission;

(4) that the extra trouble and difficulty caused to these authorities in dealing with applications from India should be reduced to a minimum;

(5) that Indian students should be so selected and distributed among the various educational institutions of the United Kingdom as to ensure to the greatest possible extent that they are received at the University or College where the special characteristics of each are likely to be best appreciated and developed;

(6) that Indian students of technical and industrial subjects should obtain the practical works training which they require in addition to their academic courses; and, finally,

(7) that Indian students on their arrival in England should find, if they require it, some house ready for them where they can be accommodated until they join their University, school or works.

The impossibility of securing what is required by means of an organisation confined to the United Kingdom; and the difficulty of submitting recommendations without having studied conditions in India.

87. We have shown that, in our opinion, the existing organisation has some defects which, in the past, have prevented the best results from being obtained; and it now remains for us to suggest what better organisation can be provided.

It is at this, the most important point in our report, that we are most handicapped by the fact that our inquiry is not complete.

We have been impressed at every stage in our enquiry by the impossibility of securing what is required by means of an organisation in the United Kingdom alone. It is in India that information is needed regarding the requirements of British Universities; it is from India that information is required regarding the qualifications of applicants for admission to British Universities; and unless the proper machinery can be set up in India to fulfil these functions, no organisation in England alone can satisfy the needs of either the students or the Universities. Whilst, therefore, our enquiry has proceeded far enough to convince us that radical changes are required in the organisation in England, we find it difficult to submit any final recommendations with regard to the nature of those changes without having studied the conditions in India, and decided, in the light of such study, what organisation is possible in that country and what measure of co-operation between the Universities in both countries can be achieved. When our enquiry was interrupted we should have preferred to confine our report to the preceding chapters, which deal only with the evidence which has been laid before us, and to leave to a later occasion, or to another Committee, the completion of the work which we were obliged to abandon. It is at the urgent request of the Secretary of State, and with the knowledge that they might have been modified if we had taken further evidence in India, that we have consented to make the following tentative proposals.

Continuance of the Indian Students' Department not recommended.

88. In the first place, we are of opinion that the difficulty of securing the confidence of the students in any purely official organisation makes it useless for us to recommend the continuation of the Indian Students' Department, as at present constituted, or to suggest improvements in its staff and methods with a view to making it more effective. At the same time we are agreed that a purely unofficial organisation would be so handicapped by

financial difficulties that it could not carry out the functions which have to be discharged. If, as we think, the expenses of any organisation must be in the main provided by Government, we are driven to recommend an arrangement which would be partly official and partly non-official—one, in fact, which would require the co-operation alike of the Government of India, of the authorities of both the Indian and the British Universities, of representatives of leading manufacturing firms, both in India and in the United Kingdom, of private individuals interested in the welfare of Indian students and of Indian students themselves.

The organisation suggested for dealing with University students in India desirous of proceeding to British Educational Institutions.

89. The first requisite is a bureau in India from which students anxious to gain admission to British institutions can obtain the fullest and most up-to-date information with regard to the facilities available. Owing to the size of India a single central bureau appears to us to present so many difficulties that, although it might be the ideal if it were practicable, we are not prepared to recommend it without full consultation with the University authorities in India. We accordingly suggest the establishment by each Indian University of a bureau specially staffed and equipped for the purposes—

(1) of supplying students wishing to pursue their education abroad with all the information, advice and assistance which they may require;

(2) of supplying the foreign University authorities with the kind of information regarding the students which will enable them to make their selection from the applications forwarded.

This bureau should be administered by the University, and should be advised by a Board consisting mainly of persons with recent knowledge of the various British Universities. The expenses of the staff should be met by a special grant from Government to the University for the purpose. These University Bureaux would take the place of the existing Advisory Committees. By this means we hope that in time every University in India will be brought into direct communication with every University in the United Kingdom, and the student could pass direct from his Indian University to the British University to which he secures admission without the intervention of any Government official.

The procedure regarding students who have no connection with any Indian University.

90. There will then remain outside the organisation which we suggest only those Indian students who do not obtain their education at any of the Indian Universities, but either go, at an early age, to schools in the United Kingdom, or prepare for admission to a British University with private tutors in India or England. Such students, who are but a small minority, cannot, we feel, be dealt with by any organisation devised to meet the requirements of the much larger number who spend some time at an Indian University before proceeding to the United Kingdom; and the recommendations made above and hereafter do not apply to them. They should remain, as at present, free to make direct application for admission to any British University, and their applications should be dealt with on their merits by the British Universities concerned, without reference to the University Bureaux in India.

The necessity of encouraging University students to make use of the organisation.

91. We are, however, convinced that, as regards students attending Indian Universities, the most satisfactory means of facilitating their access to British Universities is to be sought in a far greater measure of co-operation than now exists between the authorities of the Universities of the two countries; and for that reason we hope that the British Universities will encourage Indian students to avail themselves of the help and advice of the Indian University Bureaux by giving a preference in all cases to applications received through them, for it is obvious

that unless this is done no organisation, however constituted, could achieve the desired result.

Evidence, p. 118, 119, 150, 152, 160-1.

The view of many students that they do not need the assistance of any special organisation not supported.

92. It is clear from the evidence which has been placed before us that there is a considerable body of students who are of opinion that they are well able to make for themselves all the arrangements necessary for their education and residence in the United Kingdom, and who hold that it is an unnecessary interference with their liberty for any organisation, whether official or non-official, to be established for the purpose of rendering them any assistance whatever. Their *amour-propre* is offended by being treated, as they think, in a manner different from other students who go to the Universities. But in this connection they omit to observe that other countries with large groups of students in the United Kingdom have definite arrangements for their general assistance. For the body of Rhodes' scholars at Oxford there is a special organisation which deals with the University on their behalf at all stages of their career; the Siamese and the majority of the Egyptian students are under the guidance of special missions; and in dealing with students from China, Japan and other foreign countries, the University Institutions look to the Embassies of those countries to help them in any difficulties that may arise. It is clear to us that some organisation is also required for Indian students; but we desire to see the question of selection and distribution regulated as far as possible between the University authorities in both countries. The procedure we contemplate should work somewhat as follows: Early in each academic year the Indian University Bureaux would forward to the Secretaries to the Delegacy for Oriental Students at Oxford and the Inter-Collegiate Indian Students Committee at Cambridge a list of the students desiring admission in the following October, with full particulars of the qualifications of each and a list of the Colleges or alternate Universities for which they have expressed a preference. This procedure should, we think, enable the authorities at Oxford and Cambridge to make their selection in time for the students who have not been selected to gain admission elsewhere. It will be necessary, however, for each bureau to employ an agency in London to receive from Oxford and Cambridge and forward the applications of these students to other Universities in the order of preference which they have themselves expressed and to inform them where they are admitted. We are unable to say whether all the Indian Universities would be willing to be represented by a single agency as we have had no opportunity of consulting them. A single agency would obviously be the best arrangement and the one which would be most acceptable to the British Universities, but we are obliged to leave it to the authorities of the Indian Universities to decide whether they prefer to act independently or in concert. We think it should be possible for all qualified students, provided they are willing to accept some advice in the matter, to obtain admission somewhere. It would be desirable that, if possible, in the first instance the Secretaries of each Indian University Bureau, or possibly delegates from groups of Indian Universities, should be sent to England to meet representatives of the British Universities and discuss procedure, and subsequently, in the absence of a central organisation in India, that arrangements should be made for the periodical meeting of such representatives so as to ensure the fullest measure of co-operation between them.

The need for an agency, or agencies, in London.

The High Commissioner to render such assistance as cannot be given by University authorities.

93. The next requirement is an office in England to which the Indian student can apply for any assistance which cannot be afforded to him by his own University authorities. That office, we think, should be found in the Department of the High Commissioner, who is the representative of the Indian people in the United Kingdom. Students would apply to him not as students,

but as Indians, exactly as the nationals of any country would apply to their Ambassador or their Consul in a foreign country, or as the subjects of a self-governing Dominion would apply to their High Commissioner in London. The High Commissioner for India should, we think, make it part of his function to endeavour to satisfy all the demands of Indian students in the United Kingdom which require official intervention; and, when once it was understood that he was not the channel of their admission to the University, that he would exercise no supervision or guardianship over them, and that he was not in fact concerned with them in any way as students, but only as Indians, they would, we hope, be less reluctant to seek the help of his office in obtaining practical works training with British manufacturing firms and in other matters outside their University life.

Private and unofficial agencies needed in addition to the organisation suggested.

94. It will be seen, therefore, that the two main features of organisation which we propose are (1) a system of efficient University Committees in India to deal with admissions, and (2) the office of the High Commissioner for India in London, who will no doubt one day be an Indian, and, as India progresses along the road of responsible self-government, will, in course of time, come to be regarded as the natural upholder of Indian interests in Great Britain. But these bodies require to be supplemented by private and unofficial agencies.

The provision of residential hostels and the organisation of recreation, &c., to be left to private enterprise.

95. The provision of residential hostels, and the organisation of recreation, hospitality and social intercourse should, we consider, be left entirely to private enterprise, and should not be the concern of Government. There are already, as we have pointed out in Chapter III, a number of unofficial organisations which should be quite capable of covering the ground if the work were distributed between them. We think that, as the initiative must be taken by one authority, the Secretary of State or the High Commissioner for India should summon to a conference representatives of the Indian students' societies and of all other organisations interested in the social and intellectual welfare of Indian men and women in Great Britain to discuss the best means of providing for their accommodation, recreation and general social amenities. This Conference might, we think, also consider the formation and recognition of an Indian Students' Representative Council, which would be able to make representations on behalf of Indian students to the Secretary of State, the High Commissioner and the Educational authorities.

A conference to be summoned to discuss the matter.

We do not suggest that there should be any general amalgamation or pooling of resources of these bodies. A committee on which they were all represented would not be a very harmonious body, and it would be incapable of managing either a hostel, a club or a recreation ground. What we have in mind is rather a division of labour and a distribution of activities, in order to avoid duplication and overlapping. We think it desirable that one body should undertake the organisation of hostels, another that of recreation grounds, a third that of the reception of students on arrival and the provision of hospitality, &c. The main result to be sought as the outcome of such a conference should, we think, be the organisation by Indians of their own recreation and social activities. It is to the presence of this feature that we attribute the success of the Burma Club and of the Students' Union and Hostel organised by the Y.M.C.A. at the Shakespeare Hut. We recognise that Miss Beck and the Wardens of 21, Cromwell Road have devoted themselves most generously and unselfishly to the services of Indian students, but the mere fact that that Hostel was provided by Government for Indians has prevented, and, in our opinion, always will prevent it from being appreciated as much as it would be if it were provided by Indians for themselves. For this reason we recommend its dis-

Discontinuance of the hostel at 21, Cromwell Road recommended.

continuance as soon as other arrangements for the accommodation of students on their arrival in England have been satisfactorily made.

The procedure to be adopted in granting financial assistance from Indian Revenues to unofficial bodies.

96. Although we have suggested that the provision of hostels should be left to private enterprise, we recognise that some assistance will probably be required. The experience of the Burma Club and of the Y.M.C.A. Hostel has shown that they cannot pay their way without some support from public funds. The former has received a subsidy from the Government which has proved to be insufficient, and the latter, though unaided by Government hitherto, will (we are informed) find it impossible to continue without some financial help. Both these bodies are doing most admirable work, which is much appreciated by the students for whom they cater, and, in our opinion, they are deserving of support from public funds. The Burma Club does not appear to have suffered in any way in the estimation of Burmese students by reason of the fact that it has received a grant from Government; and, if the grant were increased, we think that the usefulness of the Club would be proportionately greater. We are not so sure that this would be the case with the Y.M.C.A. Students' Union and Hostel. The present attitude of the Indian students towards Government is such that, as we have pointed out in Chapter IV, they are apt to look with suspicion upon any institution which is assisted even indirectly by Government. We regret very much that this should be the case; but, however regrettable it may be, this feeling cannot be ignored. We have endeavoured to analyse the causes to which we think it is attributable and we are anxious to see them removed. As under the present constitution all funds voted from Indian revenues are now subject to public opinion in India, the objections which have been raised in the past should not have the same force, and it is now open to any organisation to apply for assistance either to the High Commissioner or to the Central or Provincial Governments in India direct. We think, however, that a new policy might be inaugurated by extending to unofficial organisations in Great Britain for the benefit of Indian students the principle of grants-in-aid, which, we are informed, exists under definite rules in India. Money so granted would be the gift of the Indian people for the benefit of their own countrymen, and could be accepted by the students without any feeling that it involved Government supervision or control.

The special needs of industrial students.

97. There remain to be considered the special needs of the industrial students. We are agreed that much greater attention should, in the future, be given to this matter, and here we think that an official organisation, assisted by unofficial advisers drawn from large industrial combinations, is required. It is in this connection that the office of the High Commissioner should be chiefly valuable. Here again the only effective solution is the development of facilities for technical studies in India and ensuring their proper co-ordination with the industries there. In the matter of Civil Engineering, as was pointed out by Brigadier-General Magnus Mowat, the Secretary of the Institution of Mechanical Engineers, India is already a better training ground than the United Kingdom, and all that is required is an improvement in the engineering courses at the Indian Universities and the utilisation of existing facilities.

Facilities in India to be explored and properly co-ordinated so that overseas training may be reserved for those most capable of profiting from it.

Preparation for modern industry involves, in every case, both technical and practical training, the amount to be given to each of these depending on the extent to which the technology of an industry has been developed. There are thus two classes of students which have to be considered—those who contemplate entering a highly technical industry and seek practical training as an integral part of their course in the United Kingdom, either before or after their theoretical work at a University; and those

who, being already familiar with the technical aspect of the chosen industry, desire to spend all their time in England in securing such practical experience as is not obtainable in India. If the best, or even good, results are to be obtained, the needs of both these classes require much greater attention than they have hitherto received; this is particularly necessary in the case of students who intend to initiate or develop new industrial enterprises on their return to India. In some industrial establishments the requisite practical training suited to the present stage of development of a particular industry, and, in some cases, the requisite technical instruction also is probably already obtainable in India. We are of opinion that these facilities should be fully explored and properly co-ordinated, and overseas experience thus reserved for students who, having exhausted the facilities for technical and practical training in India, are in the best position to profit by further experience obtainable in various countries abroad.

ommendations of the nmittee of 1912 State Technical olarships.

In this connection we would refer to the recommendations of the Committee on State Technical Scholarships under the Chairmanship of Sir Theodore Morison, which, though primarily confined to a particular class, are applicable to all industrial students. It cannot be too much emphasised in India that to place a student in the faculty of applied science in a British University, and to secure him experience of workshop practice as a part of his training, is not a solution of his particular problem. In order that the training may be suited to his needs and may also bear fruit in India afterwards, it is necessary that the student should have a definite knowledge of the kind of work which he intends to take up on his return to India and of the nature of the industrial conditions which he will find there. This means that he should either have had considerable practical experience before he reaches England, or should be able to obtain there from some persons with a large acquaintance of current industrial conditions in India the guidance which is essential if his efforts are not to be wasted. We believe that what we have stated before, in dealing with educational institutions, is also true here, and that, in all but a limited number of industries, admission to works is obtainable on certain terms, but we are convinced that the doors will not be kept open for persons whom industrial firms do not think it fully worth while to train.

ie organisation oposed.

98. As we have already pointed out in Chapter II, of the Indian students who come to the United Kingdom in search of industrial training, few are at present obtaining such training as will best fit them to play their part in the industrial development of their own country; to remedy this steps must, we think, first be taken in India. If a student is to be trained to fit into industrial conditions in India, it is important that there should be available for him in that country a body of competent persons who would be able to tell him whether he is the right type of person for the career he proposes, and whether he can get the necessary experience in India itself, or should go elsewhere for the exact type of training which he needs to secure. Accordingly, we are inclined to suggest the setting up in India of strong panels of industrialists in each Province, with local representatives who would be prepared to interview students. To what extent this is possible, or how far such panels already exist or could be formed, we are unable to determine without a consideration of local conditions. The responsibility of finding the necessary training in the United Kingdom for the students recommended by the Indian organisation should, we think, be undertaken by the High Commissioner in consultation with a panel of men representing all the important industries. This body, which would be of a character commanding respect from individual manufacturing concerns, would have local representatives in industrial centres who might themselves be

members of the panel. This organisation would receive from the corresponding Committee in India specific information with regard to the character of the training that individual Indian students should receive; and it would be able to determine, from its knowledge of the facilities existing in the United Kingdom, whether such training were procurable, and, if so, exactly where it could best be obtained. Through its local representatives, it would approach individual firms and apply personal influence in securing not only an entry into works, but also the specific kind of training required there. By this means it would secure that the best facilities should be reserved for persons who had come through an organisation in India which possessed a thorough knowledge of what they required.

The High Commissioner should be furnished for this purpose with a small permanent staff: two Secretaries, chosen mainly for qualities of personality and administrative ability, would probably suffice. It should be the particular duty of one of the secretaries to visit all the centres in Great Britain in which Indian industrial students are to be found, and to supply them with any help that they may desire by way of providing facilities or removing difficulties that they may have encountered.

The High Commissioner should issue an annual report giving particulars of the work of this organisation, the number of students studying technical subjects in the United Kingdom, for how many of these it has succeeded and for how many it has failed to obtain practical training. It will then be possible to judge from year to year how far the expense of the organisation has been justified.

We attach importance to a continual interchange of views between the Indian and the English panels or Committees; and to this end we hope that one of the members in India might visit England from time to time, and that such visits might be returned.

Question as to making the admission of Indian students a condition in Government contracts.

99. It has often been suggested that firms which are at present reluctant to accept Indian students into their works might be induced to do so if this were made a condition in all Government contracts, and such a course was, in fact, recommended by the Morison Committee. We enquired whether this advice had been acted upon, and ascertained from the High Commissioner that instructions had recently been given to his departmental officers to give a preference in accepting contracts to such firms as admitted Indian students. How far such action had been of value it is not yet possible to say. In our opinion, before further steps are taken in this direction, the fullest possible use should be made of the panel of expert advisers which we have recommended. We believe that by means of such an organisation the training best suited to his requirements will be obtained for every student in those branches of industry where the objections to which we have referred do not apply. In others where obstacles are encountered, caused by fear of competition or the desire to preserve trade secrets, every effort will be made to overcome the scruples of employers, and where they are insurmountable an authoritative and unprejudiced opinion to that effect will be obtained. To meet such cases, we think that the Government of India should at once consider what steps might be taken to provide in India the training which cannot be obtained abroad.

Recommendation of the Calcutta University Commission as to the establishment of an Inter-University Board in India.

100. We have pointed out in Chapter II that much inconvenience and uncertainty is now caused by the lack of uniformity in the recognition by British Universities of Indian Examinations and courses of study. We hope that the Indian University authorities will take steps at an early date to establish an Inter-University Board as recommended by the Calcutta University Commission for the purpose of co-ordinating the courses of study in India and securing uniformity in their recognition abroad. Such a body when formed would also be of great service in securing common

action by the Indian Universities in the matter of representation in the United Kingdom to which we have referred in paragraph 92 above.

The hesitation felt by the ittee in giving their mendations a te form.

101. We must conclude by repeating that these tentative recommendations are put forward as conclusions to which we were being led at the time when our enquiry was interrupted. We have felt great hesitation in giving them the definite form in which they appear and some of us feel that if we had completed our work these conclusions might have been somewhat different. It has been very difficult in the circumstances to arrive at any agreement; and though we cannot claim to be satisfied with the form of our recommendations, or to have found a complete solution for the difficulties we have been investigating, we hope that our labours may at least have served to indicate the lines along which further development is required.

CHAPTER VI.

MISCELLANEOUS.

ellaneous questions.

102. This chapter deals with a number of miscellaneous questions, some of which have been specially referred to us by the Secretary of State or the High Commissioner, while others concern matters upon which we desire to make recommendations under paragraph 4 of our terms of reference.

tions specially red to the Committee he Secretary of State e High missioner.

103. The questions which have been specially referred to us are :—

(1) The proposal to increase the grants made to the Universities of Oxford and Cambridge towards the expenses of the Delegacy for Oriental Students and the Inter-Collegiate Indian Students' Committee.

(2) The admission of Indians to Nautical Training Colleges in the United Kingdom, with a view to qualifying for appointment as officers in the Royal Indian Marine Service.

(3) The proposed revival of the London Advisory Committee.

grants made from ian Revenues in ect of the Oxford egacy for Orient.l dents and the abridge Inter-legiate Indian dents' Committee.

104. The proposal to increase the grants made in respect of the Oxford Delegacy and the Cambridge Inter-Collegiate Committee was referred to us, at the instance of the Government of India, in a letter dated the 9th June, 1921, from the Secretary to the High Commissioner for India, which with the more important of its enclosures is printed in Appendix V to this Report. It was not easy for us, at that stage of our enquiry, to form any definite opinion upon proposals affecting so closely the subject which we were in the act of investigating; but as we were requested to place the High Commissioner in possession of our views upon his proposals at a very early date, we gave the matter special consideration and decided to reply in the terms set out in our Secretary's letter of the 22nd June, 1921, which is also printed in Appendix V hereto.

We are now in a position to express definite views regarding the future of the Delegacy and the Inter-Collegiate Committee. We consider that the continuance of these organisations is in the interests of everyone concerned. The majority of the Indian students who have had dealings with them would, we believe, regret their disappearance; the University authorities attach considerable importance to their work; and our recommendation that the Indian Students' Department should be abolished and that correspondence regarding individual students should in future pass directly between the Indian and the British Universities, renders the existence of such organisations at Oxford and Cambridge even more necessary in the future than in the past. We therefore recommend that the grants now made from Indian

revenues towards the expenses of the Delegacy and the Inter-Collegiate Committee should be continued. We do not regard the annual subsidies at present paid (£550 in the case of Cambridge and £400 in the case of Oxford) as at all excessive in view of the work performed; and if in the future the number of Indian students in residence increases, and the University authorities find it necessary to ask for larger financial support, we recommend that their applications should receive favourable consideration. We trust, however, that the University authorities on their side will spare no effort to bring about that complete measure of co-operation between the Delegacy and the Inter-Collegiate Committee on the one hand and the heads and tutors of Colleges on the other, which is so essential in the interests both of the Indian student community and of the Universities themselves, but which has not as yet been achieved.

Question as to the admission of Indians t Nautical Training Colleges in the United Kingdom.

105. The question of the admission of Indians to Nautical Training Colleges in the United Kingdom was specially referred to us by the Secretary of State (*vide* the letter from the Military Department of the India Office of the 25th July, 1921, and the accompanying enclosure, which are printed in Appendix VI to this Report). As requested, we have made enquiries on the matter from the authorities concerned, and we have ascertained—

(1) that the Committee of Management of the Training Ship "Conway" regard Indians as ineligible for admission to that Ship on the ground that they are not "British born," and even if the number of purely British applicants were not, as it is at present, greater than can be admitted, they would be unwilling to take them because of "the difficulties of religion, caste and feeding; also the mixture of races and colour in the confined space on the ship" (see the letter of the 3rd October, 1921, from Captain Broadbent, which is also printed in Appendix VI);

(2) that the authorities of the Thames Nautical Training College (H.M.S. "Worcester") would be prepared to admit a limited number of Indians, provided that sufficient notice were given, that no special arrangements were needed in the way of diet, &c., and that there was some one in England who would stand *in loco parentis* to Indian cadets and take charge of them during the vacations, and to whom reference might be made in case of illness or any other unexpected difficulty (see the evidence of Captain M. B. Sayer and Mr. F. H. Stafford, pages 335–6);

(3) that the Managers of the Nautical College, Pangbourne, are not prepared to entertain the suggestion that Indian cadets should be admitted to their College (see the letter of the 4th January, 1922, from Messrs. Devitt and Moore, which is also printed in Appendix VI).

It is therefore clear that, provided certain conditions were ulfilled, it would be possible to obtain admission for a small umber of Indian boys to a Nautical Training College with a view o their eventual appointment as officers of the Royal Indian Marine. It would, however, be necessary for them to commence heir training in England at the early age of 15½, and for definite previous arrangements to be made for the completion of their ourse after leaving the Training Ship. We sympathise with the esire of Indians to render themselves eligible for appointment to he Royal Indian Marine Service, and, in our view, the best way f providing the training required would be for Government to stablish, in Indian waters, a Nautical Training Ship with the ecessary staff of instructors, &c., although we realise that this

plan would involve heavy expense. If, in addition to this, the Government decides to award a limited number of scholarships tenable in England, we would, in view of the rigours of the English climate and the severe strain of a nautical training on such young boys, emphasise the necessity of (1) selecting as the holders of such scholarships only boys of the strongest physique, with a taste for a seafaring life, and (2) making in advance suitable arrangements for the completion of their training after they had been through the course at the Thames Nautical Training College.

Proposed revival of the London Advisory Committee.

106. The question of the revival of an Advisory Committee in connection with the Indian Students' Department was referred to us by the High Commissioner on the instructions of the Government of India (see the letter from the Secretary to the High Commissioner, dated the 20th August, 1921, and the accompanying enclosures which are printed as Appendix VII hereto). As we understand that the Government of India were aware before the end of 1920 that the Secretary of State was proposing to institute an enquiry into the whole problem of Indian students in the United Kingdom, we are surprised that they should, in March 1921, have committed themselves to so important a step as the resuscitation of the London Advisory Committee at a time when the whole organisation known as the Indian Students' Department was about to be examined by a Committee of Enquiry. The question is one so closely bound up with the whole subject of our enquiry that it was not possible for us to make any interim recommendations in regard to it, but we understand that since the receipt of the Government of India's letter of the 7th July, 1921, no further steps have been taken in the matter, and that it is being left in abeyance until the presentation of this Report. We have carefully considered the proposal in the light of the existing conditions and future requirements, and have come to the conclusion that there is no necessity for such an Advisory Committee as has been proposed. We recognise the value of the opinions of representative Indian gentlemen, who reside in the United Kingdom, on matters concerning Indian students, but those opinions are, in our view, more usefully obtained by informal consultation or at occasional conferences such as we have suggested above. As we do not recommend the continuance of the Indian Students' Department in London, we do not consider that there is any need for an Advisory Committee of the kind suggested by the Government of India, and it would not find any place in the organisation we have recommended.

Matters upon which the Committee desire to make recommendations under para. 4 of their terms of reference.

107. The matters upon which we desire to make recommendations under paragraph 4 of our terms of reference are :—

(1) The admission of Indians to the Officers' Training Corps at the British Universities.
(2) The nature of the certificates now demanded from Indian applicants for admission to the Inns of Court in London.
(3) The position of Indian students in other European countries, in the United States of America and in Japan.
(4) Government scholars.

Question of the admission of Indians to University Officers' Training Corps.

108. The question of the admission of Indians to the University Officers' Training Corps was brought to our notice at the outset of our enquiry, and we received representations on the matter from the Indian students at almost every centre we visited. At present Indians are debarred from admission to these Corps; and they very naturally resent strongly their exclusion from this side of the corporate life of the British Universities at which they study. They rightly contend that this differentiation of treatment

Evidence, pp. 5, 11, 12, 16, 23, 28, 32, 33, 37, 45, 46, 54, 57, 61, 63, 84, 92, 99, 102, 104, 112, 113, 118, 126, 130, 136, 146-7, 148, 151, 153, 172, 267, 293, 331-2, 341.

between them and other members of the British Empire (who are not so excluded) is invidious; and, even if it be true, as is often alleged, that the number of them who would desire to join the Officers' Training Corps, if they were permitted to do so, would be inconsiderable, there can, in our opinion, be no doubt that the existence of the embargo against them constitutes a very definite grievance which cannot but have an undesirable effect on their feelings towards the British Government.

We understand that their present disability in this matter is due to an order of the Army Council, and that the reason officially given for its continuance is that such Corps are intended for the training of young men eligible for appointment to Commissions in the British Army, and cannot, therefore, be thrown open to persons who are ineligible for such Commissions or unlikely ever to apply for them. As, however, students from Canada, Australia, New Zealand and South Africa, who under normal conditions are obviously unlikely to seek Commissions in the British Army, are freely admitted to the University Officers' Training Corps, we cannot regard that argument as convincing. From the evidence which we have obtained as a result of the special attention we have given to this matter, we believe that the real reason for the reluctance of the Military authorities to remove the embargo is a fear that the admission of Indians would adversely affect the recruitment of British students to the Corps, and might even result in the resignation of some of those who have already joined. We are informed that at the present time considerable difficulty is being experienced in inducing British students, most of whom saw service in the War and are not desirous of having any further experience of military life for a while, to join the Officers' Training Corps in sufficient numbers; and we entirely appreciate the anxiety of the Military authorities to take no action which might reduce the already thin ranks of the Corps. We believe, however, that the apprehensions which are felt with regard to the result of admitting Indians to the University Corps are mistaken. We have made careful enquiries on the matter, not only from the Indian students, but also from the Officers' Training Corps authorities and from representatives of the British students, and we believe that at some centres the officers in charge of the Corps would be glad to try the experiment of admitting a small number of specially selected Indians, and that their admission would not be distasteful to British students. We are informed that there is no bar to the admission of Indians to the Cadet Corps at the Public Schools, and that even where these Units have taken part in field days and shared camps with University Corps, no objection has ever been raised with regard to the Indian cadets. On the other hand, there can be no doubt of the unfortunate effect of the continuance of the regulation in question upon the Indian students themselves. They point out that during the War the Military authorities were glad to avail themselves of the help of Indian troops who served with distinction side by side with forces from other parts of the Empire, and they complain with some bitterness that, when the time of danger is past, the support which India gave in the Empire's hour of need is forgotten, and her sons are labelled ineligible for a branch of University life which welcomes members of other parts of the British Dominions. One Indian student who came before us stated that during the War he held a British Commission, and lived on terms of the greatest friendliness with his brother officers, but now that he has returned to his studies he is debarred from admission to his University Officers' Training Corps.

We are informed that, even before our appointment, the attention of the Secretary of State had been drawn to the difficulties resulting from the existence of this prohibitive regulation, and that, on his instruction, strong representations for

its withdrawal were made to the War Office. We understand, however, that those representations have not as yet met with success, and we therefore desire to add to them the weight of an opinion at which we have arrived after careful examination of the matter at the chief University centres of the United Kingdom.

In our view, the retention of the regulation in question is quite unjustifiable. We regard the argument officially advanced for its continuance as untenable, and we believe that the fears of the Military authorities with regard to the effect of the admission of Indians on the recruitment of other students would, in practice, prove to be groundless, if the selection were made with due regard to the interests of the Corps. On the other hand, the results of our enquiries leave us in no doubt as to the evil effects of their exclusion on the minds of the Indian students, and we consider that the benefit to be gained by the removal of so definite a ground of complaint is sufficiently important to justify some measure of risk in other directions.

We therefore strongly recommend that the regulation should be withdrawn without delay, and that the officers in charge of the various University Officers' Training Corps should have the same discretion in regard to the enrolment of Indians as they have in regard to persons from any other part of the Empire.

: certificates
ıanded of Indian
licants for admission
he Inns of Court.

Evidence, pp. 33, 156, 160, 162, 163, 164-5, 166, 169, 184, 188, 200, 210, 286-7, 289.

109. The certificates now demanded of Indian applicants for admission to the Inns of Court are another cause of complaint on the part of Indian students.

The Consolidated Regulations of the Inns of Court stipulate that an Indian applicant for admission who has not received his general education in the United Kingdom shall produce—

(1) a certificate from a responsible person who has known him personally for one year or upwards and has had opportunities of judging his character;

(2) either a certificate from the Collector or Deputy Commissioner of the district in which his family resides, or, if his family resides in a Native State, from the Political Officer attached to the Native State or an officer of higher rank representing the Indian Government in that State, or a certificate from the Joint Secretary to the High Commissioner for India for Indian Students' Work.

The Indian students point out that in the case of other applicants not permanently resident in the United Kingdom a certificate from "a Judge, Magistrate, or other person holding a similar official position in the place or district in which the applicant resides" is accepted, and they resent the different treatment accorded to them. They contend that, as the Collector or Deputy Commissioner can in the majority of cases have no personal knowledge of an applicant, a certificate from such an officer must necessarily be based on reports from the police authorities, that such reports primarily relate to the political activities and opinions of the applicant and his family and that politics are thus brought into a purely educational matter. As regards the alternative certificate of the Joint Secretary to the High Commissioner, some of our witnesses asserted that the Advisory Committees, on whose recommendation this certificate is granted, had demanded a guarantee of their loyalty to the British Government before making the desired recommendation. We have not been able to pursue that point with the Advisory Committees concerned, and the officers of the Indian Students' Department have assured us that, so far as they are aware, it is not the practice of the Advisory Committees to enquire into anything except an applicant's fitness on general and educational grounds; but there is no doubt that the students regard the regulation with disfavour, and look upon it as an attempt to compel them

to make use of the services of the Advisory Committees and the Indian Students' Department.

We presume that the requirement of a certificate from a Collector or Deputy Commissioner was the outcome of the recommendation made in paragraph 43 of the Report of the Lee Warner Committee, but while we appreciate the difficulty with which the Inns of Court would be faced, through lack of knowledge of Indian conditions, if they undertook to accept the certificate of any responsible person in India, we consider it desirable that Indian students should be at liberty to obtain certificates for this purpose from gentlemen of standing other than Government officials. We therefore recommend that the Inns of Court be approached with a view to the amendment of their regulations so as to permit Indian applicants to present certificates from persons of recognised position in India, such as Members of the Legislative Assembly and the Provincial Legislative Councils, Judges of High Courts and Principals of Colleges.

Indian students in European countries, United States of An and in Japan.

110. As regards Indian students in other European countries, in the United States of America, and in Japan, we have but little information, and our only object in specially referring to them in this chapter is to draw attention to the fact that the problems concerning Indians who leave their own country for purposes of study are not confined to those who come to the United Kingdom. In the course of our enquiry statements were made to us regarding the number of Indian students believed to be in other countries which caused us some surprise. We were told, for example, that the number in the United States of America had increased very greatly of recent years, and was now probably not much smaller than the number in the United Kingdom. We therefore felt it desirable that we should endeavour to obtain some statistics regarding Indian students pursuing their studies elsewhere than in the United Kingdom, and with that end in view we asked that information on the subject should be sought, through the Foreign Office, from the British Embassies at Paris, Berlin, Washington, and Tokyo. As will be seen from the correspondence printed as Appendix VIII hereto, our enquiries in this direction were not limited to students attending educational institutions, but also embraced those undergoing practical training in factories and works.

From our own experience of the United Kingdom we are now aware that a return of students attending factories or works is very difficult, if not impossible, to obtain with any accuracy, and it has not caused us any surprise that returns on these heads from other countries have not been forthcoming. The figures which we have received show that in October 1921 the Indian students in the Universities and Colleges of the United States of America numbered between 200 and 300; that in the Universities of Germany and France there were 8 and 6 respectively; and that only 8 were definitely known to be in Japan. Fuller details with regard to students in these countries will be found in Appendix VIII. Two of our members, who had occasion to visit America recently on private business, availed themselves of the opportunity to make special enquiries into the number of Indian students in that country and into the facilities which they enjoyed for obtaining practical training in factories or works, and the results of their investigations are embodied in the notes, which are also printed in Appendix VIII. As will be seen, the figures submitted by them generally support those obtained through the Foreign Office, and it therefore appears that the number of Indians studying in the United States is very much less than it is believed by some persons to be.

While we consider that those Indian students who proceed abroad for education are likely to derive more benefit from a course of study in an English-speaking country, on account of the

language difficulty which they would inevitably encounter elsewhere, we are of opinion that it should be a function of the University Bureaux in India (and of the Central organisation there, if one is eventually established) to provide information regarding the educational facilities available for Indian students in all parts of the world to which they may desire to proceed. Efforts have, we understand, already been made by some of the Provincial Advisory Committees to collect information of this nature regarding America and Japan, and we would recommend that those efforts should be continued and developed by the new University Bureaux. We would, however, sound a note of warning against the too ready acceptance by Indian students of statements concerning the comparative ease with which facilities for practical training can be secured in America and elsewhere. The information we have received leads us to doubt whether manufacturers in foreign countries are at all more ready than those in the United Kingdom to throw their works open to potential trade competitors, and we consider that Indian students would be extremely ill-advised to proceed to America or Japan to study industries in which "trade secrets" are involved, unless they have definitely ascertained beforehand that the facilities they seek will be afforded to them.

Government scholars.

111. In the course of our visits to University centres we came in touch with a number of holders of Government of India Scholarships. The majority of them were well spoken of by their Professors, and it would appear that, generally speaking, they have been well selected and are men likely both to do credit to the institution at which they study and also to use to the benefit of India the knowledge they gain in the United Kingdom. In a few cases the Technical Scholars whom we met did not seem to us to be quite the type of men most suited to undergo a training in Great Britain at the cost of public funds, and their subjects of study did not always appear to be well chosen. All that we have said earlier in this report regarding the selection of private industrial students applies with even greater force to those who are sent abroad for training at Government expense, and we would invite the attention of the authorities concerned to the importance of awarding State Scholarships only to the men who are likely to derive most advantage from them. We understand that the whole question of Government Scholarships is at present in the melting pot in consequence of its transfer from the Central to the Provincial Governments. The local authorities will no doubt arrange their scholarship schemes in accordance with the industrial needs of their own Province, but if, owing to the state of financial stringency, the total number of scholarships awarded should be less in the future than in the past, we would recommend that scholars should only be sent out of India for a training in those subjects for which there is a real demand but no adequate provision in that country.

Evidence, pp. 6, 8, 1 63, 66, 70, 9 106, 143, 18 196, 322.

Satisfactory reports received from University authorities regarding the work and conduct of Indian students in the United Kingdom.

112. Having made our recommendations on the specific points which we have investigated, it only remains for us to conclude by recording the general impression which has been left on our minds by our enquiry. We have had the advantage of visiting all the University centres in the United Kingdom at which Indian students are to be found in any number, and, from the evidence we have obtained, we are of opinion that as a whole these students are doing well. The University authorities have testified to their general good behaviour, and to the seriousness with which they pursue their studies. The criticisms they have made have been directed rather to a lack of organisation which creates difficulties for themselves than to any fault in the students. We have referred

living, and we are convinced that the only remedy for any evil which may result from this cause is to be found in the improvement in the political relations between Great Britain and India.

Tribute to the spirit in which of Indian stud been met by B educational aut

113. We recognise that the needs of Indian students in the past have been met in a liberal spirit by most of the Educational authorities in the United Kingdom, and we were given to understand that even further provision would be made when the need arose. We have recognised in paragraph 19 that the obligation of Government towards students from India is greater than that towards students from any other part of the Empire, and we recommend that the Secretary of State should make it his business to watch the growth of Indian needs in this matter and make whatever representations may from time to time be required to the University and College authorities to secure the admission of such Indian students as may, under the conditions we have indicated, require education in the United Kingdom. We are satisfied from the enquiries we have made that such an appeal will receive a generous and sympathetic response.

114. Finally, we desire to express our appreciation of the services of our two Secretaries. Mr. Howarth's knowledge and experience of University conditions in the United Kingdom were of the utmost value to us, and we are grateful to the President of the Board of Education for having spared us so able a man. Mr. Field's intimate knowledge of the working of the Students' Department and his sympathy with Indian students gained as Warden of 21, Cromwell Road for five years were also most helpful to us. His experience was specially valuable in the preparation of Chapter III of our Report. The exceptional circumstances in which the Report as a whole had to be prepared imposed a heavy burden of work upon him. He accompanied the Chairman to India and rendered us assistance without which our task could not have been accomplished.

(Signed) LYTTON.
DEVA PRASAD SARVADHIKARY.
M. RAMACHANDRA RAO.
C. E. W. JONES.
M. HAMMICK.
S. AFTAB.
A. P. M. FLEMING.
S. K. DATTA.
L. M. BROOKS.

E. G. HOWARTH
R. E. FIELD } *Secretaries.*

14th September 1922.

APPENDIX I.

Classified List of Witnesses.

Persons from whom Oral Evidence was taken.

1.—*Representatives of Indian Students.*

Mr. N. C. Ahuja	Student of Agriculture at Armstrong College, Newcastle.
Mr. G. K. Ambadi	Representative of Indian students in Birmingham.
Mr. G. Badhwar	Representative of the Crocodiles Club, Cambridge.
Dr. K. N. Bahl	Representative of the Oxford Indian Majlis.
Mr. J. R. Bhatia	Indian student of Medicine at Liverpool University.
Mr. S. C. Bose	Representative of the Cambridge Indian Majlis.
Mr. M. C. Chagla	Representative of the Oxford Indian Majlis.
Mr. P. C. Chowdhury	Representative of Indian students in Birmingham.
Mr. S. Chuckerbutty	Representative of the Glasgow Indian Association.
Mr. A. C. Devanayagam	Representative of Indian students in Leeds.
Mr. J. N. C. Ganguly	Representative of Indian students in Birmingham.
Mr. N. N. Ghosh	Student of Metallurgy at Sheffield University.
Mr. R. D. Gulati	Representative of the Manchester Indian Association.
Mr. M. Habib	Representative of the Oxford Indian Majlis.
Dr. A. Hamid	Post-graduate student of Medicine at Liverpool University.
Dr. S. W. Hardikar	Representative of the Edinburgh Indian Association.
Mr. P. V. Isaac	Representative of students at 21, Cromwell Road.
Mr. G. A. Kamtakar	Representative of the Edinburgh Indian Association.
Mr. P. D. Kapur	Representative of the Glasgow Indian Association.
Mr. P. N. Kaul	Representative of the Edinburgh Indian Association.
Mr. G. D. Kelkar	Student of Glass Technology at Sheffield University.
Mr. M. G. Kotibhasker	Representative of the Manchester Indian Association.
Mr. K. Kuriyan	Representative of Indian Law Students in London.
Mr. S. Y. Lock	Representative of Burmese students.
Mr. K. G. M. Luke	Representative of Indian students in Birmingham.
Mr. A. R. Malik	Student of Forestry, and representative of the Edinburgh Islamic Society on the Students' Representative Council, Edinburgh University.
Mr. H. S. Malik	Student of Balliol College, Oxford.
Mr. K. T. Matthew	Student of Forestry at Edinburgh.
Mr. S. Mohiyuddin	Representative of Indian students in Leeds.
Mr. N. K. Nag	Student of Civil Engineering.
Mr. Nanji	Representative of Indian students in Birmingham.
Mr. M. B. Narayan	Representative of Indian students in Birmingham.
Mr. D. M. Nursoo	Representative of the Edinburgh Indian Association.
Mr. P. K. Parija	Representative of the Indian Unity League, Cambridge.
Mr. C. C. Po	Representative of Burmese students.
Mr. J. Prasad	Representative of the Crocodiles Club, Cambridge.
Mr. M. I. Rahim	Secretary of the All-England Indian Conference.
Mr. S. C. Ray	Student of Accountancy.
Mr. V. N. Sahai	Representative of Indian students at 21, Cromwell Rd.
Mr. C. B. Samuel	Student of Agriculture at Edinburgh.
Mr. P. N. Sapru	Representative of the Oxford Indian Majlis.
Mr. J. M. Sen	Representative of Indian students in Leeds.
Mr. K. Seshachallam	Representative of Indian students in Leeds.
Mr. B. L. Sharma	Representative of Indian students in Bristol.
Mr. M. K. Singh	Representative of the Manchester Indian Association.
Mr. A. K. Tampi	Representative of the Edinburgh Indian Association.
Mr. Tara-Chand	Representative of the Oxford Indian Majlis.
Mr. B. S. G. Toki	Student of Engineering at Sheffield University.
Lieut. M. Tin Tut	Representative of Burmese students.
Mr. B. C. Vaidya	Student of Law in London.
Mr. R. N. Vaidya	Representative of Indian students of Economics in London.
Mr. M. H. Vakil	Representative of the Manchester Association.

2.—*Representatives of Universities, Colleges and other Educational Institutions (including representative British Students).*

Dr. J. G. Adami	Vice-Chancellor, Liverpool University.
Prof. J. W. Anderson	Dean of the Faculty of Engineering, Liverpool University.
Sir W. Ashley	Dean of the Faculty of Commerce, Birmingham University.
Prof. H. G. Atkins	Assistant Principal of King's College, London.
Mr. J. B. Baker	Censor of Non-Collegiate Students, University of Oxford.
Prof. E. C. C. Baly	Dean of the Faculty of Science, Liverpool University.
Dr. F. Barbour	Lecturer in Gynæcology, Edinburgh University.
Mr. E. Barker	Principal of King's College, London.
Mr. E. A. Benians	Tutor of St. John's College, Cambridge, and lately Secretary to the Inter-Collegiate Indian Students' Committee.
Mr. A. Bennett	Secretary, Scottish Universities Entrance Board.
Sir W. H. Beveridge	Principal of the London School of Economics and Political Science.
Mr. R. M. Brown	Lecturer in Engineering, Glasgow University, and Local Adviser to Indian Students.
Mr. J. Burnaby	Junior Dean of Trinity College, Cambridge, and Secretary to the Inter-Collegiate Indian Students' Committee.
Mr. S. M. Burrows	Secretary to the Delegacy for Oriental Students, Oxford.
Prof. F. W. Burstall	Professor of Mechanical Engineering, Birmingham University.
Sir G. Butler	Assistant Registrary for Research Studies, University of Cambridge.
Prof. E. Cannan	Professor of Political Economy at the London School of Economics and Political Science.
Prof. F. S. Carey	Of the Northern Universities Joint Matriculation Board.
Prof. E. P. Cathcart	Dean of the Faculty of Medicine, Glasgow University.
Sir R. H. Charles	Dean of the London School of Tropical Medicine.
Miss B. A. Clough	Principal of Newnham College, Cambridge.
Prof. J. B. Cohen	Professor of Organic Chemistry, Leeds University.
The Hon. G. Colville	Secretary to the Institute of Chartered Accountants of England and Wales.
Mr. J. H. Costain	Registrar, Birmingham University.
Sir L. Coward	Vice-Chairman of the Council of Legal Education, London.
Major J. M. Crofts	Secretary, Northern Universities Joint Matriculation Board.
Prof. G. W. Daniels	Dean of the Faculty of Commerce, Manchester University.
Dr. E. Deller	Academic Registrar of London University.
Dr. C. H. Desch	Professor of Metallurgy, Sheffield University.
Prof. H. B. Dixon	Professor of Chemistry, Manchester University.
Prof. J. F. Dobson	Dean of the Faculty of Arts, Bristol University.
Mr. D. W. Douthwaite	Under-Treasurer of Gray's Inn, London.
Dr. D. Drummond	Vice-Chancellor of Durham University and President of Durham College of Medicine.
Sir W. Durnford	Provost of King's College, Cambridge.
Mr. P. K. Dutt	Assistant Lecturer in Organic Chemistry, Leeds University.
Sir J. A. Ewing	Principal and Vice-Chancellor of Edinburgh University.
Dr. L. R. Farnell	Vice-Chancellor of the University of Oxford.
Prof. E. Fawcett	Dean of the Faculty of Medicine, Bristol University.
Dr. W. S. Fenton	Dean of Charing Cross Hospital Medical School.
Mr. E. Fiddes	Senior Pro-Vice-Chancellor of Manchester University.
Mr. R. B. Fishenden	Head of the Department of Printing and Photography at the College of Technology, Manchester, and lately Local Adviser to Indian Students.
Sir G. Foster	Provost of University College, London.
Prof. F. Francis	Pro-Vice-Chancellor of Bristol University.
Rev. H. Gibbon	Tutor of Balliol College, Oxford.

Mr. W. M. Gibbons	Registrar, Sheffield University.
Prof. G. A. Gibson	Professor of Mathematics, Glasgow University.
Dr. P. Giles	Vice-Chancellor of the University of Cambridge.
Prof. D. A. Gilchrist	Professor of Agriculture at Armstrong College, Newcastle.
Prof. J. Goodman	Dean of the Faculty of Engineering, Leeds University.
Dr. T. Gray	Professor of Chemistry at the Royal Technical College, Glasgow.
Sir W. H. Hadow	Vice-Chancellor of Sheffield University.
Mr. F. G. Hallett	Secretary to the Conjoint Board of Physicians and Surgeons, London.
Prof. W. F. Haslam	Dean of the Faculty of Medicine, Birmingham University.
Commander C. Hawkes	Professor of Engineering at Armstrong College Newcastle.
Prof. G. G. Henderson	Dean of the Faculty of Science, Glasgow University.
Prof. R. Howden	Dean of the Faculty of Medicine, Durham University.
Mr. J. Huebner	Director of the Department of Bleaching and Dyeing, Calico Printing, Finishing and Paper Manufacture, at the College of Technology, Manchester.
Captain R. D. Hunter	Adjutant, Glasgow University Officers' Training Corps.
Prof. J. K. Jamieson	Professor of Anatomy and Dean of the Medical School, Leeds University.
Mr. R. E. Kelly	Dean of the Faculty of Medicine, Liverpool University.
Sir A. Keogh	Rector of the Imperial College of Science and Technology, London.
Mr. N. King	Registrar, General Medical Council, London.
Prof. J. B. Leathes	Dean of the Faculty of Medicine, Sheffield University.
Mr. H. B. Lees-Smith	Lecturer in Economics and Public Administration at the London School of Economics and Political Science.
Prof. G. H. Leonard	Professor of History, Bristol University.
Prof. H. Littlejohn	Lately Dean of the Faculty of Medicine, Edinburgh University.
Prof. H. Louis	Professor of Mining at Armstrong College, Newcastle.
Mr. P. C. Lyon	Bursar of Oriel College, Oxford.
Sir D. Macalister	Vice-Chancellor of Glasgow University.
Dr. R. W. Macan	President of University College, Oxford.
Prof. D. McCandlish	Professor of Applied Chemistry (Leather Industries Department), Leeds University.
Prof. J. S. Macdonald	Lately Dean of the Faculty of Medicine, Liverpool University.
Prof. A. A. Macdonell	Professor of Sanskrit and Tutor of Balliol College, Oxford.
Dr. G. Mackay	President of the Royal College of Surgeons, Edinburgh.
Mr. R. L. Mackay	Hon. Secretary of the Students' Representative Council, Glasgow University.
Dr. J. E. Mackenzie	Lecturer in Chemistry, Edinburgh University, and Local Adviser to Indian Students.
Prof. J. Mackintosh	Dean of the Faculty of Law, Edinburgh University.
Mr. B. L. Manning	Bursar of Jesus College, Cambridge, and lately Secretary to the Inter-Collegiate Indian Students' Committee.
Sir J. Martin	Adviser to the Council of the Society of Incorporated Accountants and Auditors.
Prof. A. Meek	Dean of the Faculty of Science at Armstrong College, Newcastle.
Mr. F. S. Milligan	President of the Guild of Undergraduates, Birmingham University.
Sir H. A. Miers	Vice-Chancellor of Manchester University.
Mr. J. Moir	Acting Principal and Senior Tutor of the College of Technology, Manchester, and Local Adviser to Indian Students.
Mr. G. P. Moriarty	Director of Studies to the Board of Indian Civil Service Studies, University of Cambridge.
Sir T. Morison	Principal of Armstrong College, Newcastle.
Mr. G. H. Morley	Secretary, Birmingham University.
Mr. A. Morrison	Registrar, Glasgow University.
Mr. W. S. Morrison	Senior President of the University Union and of the Students' Representative Council, Edinburgh University.
Mr. K. N. Moss	Assistant Professor of Mining, Birmingham University.
Prof. T. P. Nunn	Vice-Principal of the London Day Training College and Professor of Education at London University.
Dr. W. Blake Odgers	Director of Legal Studies at the Inns of Court, London.
Dr. J. Gordon Parker	Principal, Leathersellers' Company's Technical College, London.
Prof. W. G. R. Paterson	Principal, West of Scotland Agricultural College, Glasgow.
Captain J. R. Peddie	Lately Adjutant of Glasgow University Officers' Training Corps.
Miss E. Penrose	Principal of Somerville College, Oxford.
Prof. A. G. Perkin	Professor of Colour Chemistry and Dyeing, Leeds University.
Sir R. W. Philip	President of the Royal College of Physicians, Edinburgh.
Mr. A. W. Pickard-Cambridge.	Tutor of Balliol College, Oxford.
Major C. Preston	Adjutant of Edinburgh University Officers' Training Corps.
Prof. F. L. Pyman	Professor of Technological Chemistry at the College of Technology, Manchester.
Mr. H. Rackham	Tutor of Christ's College, Cambridge.
Mr. A. S. Ramsey	President of Magdalene College, Cambridge.
Mr. W. F. Reddaway	Censor of Fitzwilliam Hall, Cambridge.
Mr. E. R. B. Reynolds	President of the Students' Representative Council at Armstrong College, Newcastle.
Dr. W. Ripper	Professor of Engineering, Sheffield University.
Mr. H. A. Roberts	Secretary, Cambridge University Appointments Board.
Mr. C. Grant Robertson	Principal of Birmingham University.
Sir E. D. Ross	Director of the School of Oriental Studies, London.
Mr. R. P. P. Rowe	Under-Treasurer of Lincoln's Inn, London.
Sir M. E. Sadler	Vice-Chancellor of Leeds University.
Captain M. B. Sayer	Superintendent of the Nautical Training Ship *Worcester*.
Mr. C. C. Scott	Treasurer of the Middle Temple, London.
Prof. E. De Sélincourt	Dean of the Faculty of Arts, Birmingham University.
Sir A. Shipley	Master of Christ's College, Cambridge.
Mr. A. L. Smith	Master of Balliol College, Oxford.
Prof. J. Lorrain Smith	Dean of the Faculty of Medicine, Edinburgh University.
Prof. A. Smithells	Professor of Chemistry, Leeds University.
Dr. W. A. Spooner	Warden of New College, Oxford.
Mr. F. H. Stafford	Secretary of the Thames Nautical Training College.
Miss M. C. Staveley	Tutor of Women Students, Bristol University.
Prof. E. P. Stebbing	Professor of Forestry, Edinburgh University.
Prof. J. W. W. Stephens	Head of the School of Tropical Medicine, Liverpool.
Prof. J. Stephenson	Lecturer in Zoology, Edinburgh University.
Dr. H. F. Stockdale	Principal of the Royal Technical College, Glasgow.
Canon B. H. Streeter	Fellow of Queen's College, Oxford.
Prof. H. Stroud	Lately Dean of the Faculty of Science at Armstrong College, Newcastle.
Sir E. J. Trevelyan	Member of the Delegacy for Oriental Students, Oxford.
Miss M. Tuke	Principal of Bedford College for Women, London.
Prof. W. E. S. Turner	Head of the Department of Glass Technology, Sheffield University.
Prof. A. M. Tyndall	Dean of the Faculty of Science, Bristol University.
Mr. J. F. Waley	Secretary to the Council of Legal Education, London.
Rev. E. M. Walker	Tutor of Queen's College, Oxford.
Prof. R. Wallace	Professor of Agriculture, Edinburgh University.
Sir T. H. Warren	President of Magdalen College, Oxford.
Prof. J. Wertheimer	Dean of the Faculty of Engineering, Bristol University.
Mr. A. E. Wheeler	Registrar, Leeds University.
Prof. R. B. Wild	Dean of the Faculty of Medicine, Manchester University.
Mr. W. G. Wrangham	Sub-Treasurer of the Inner Temple, London.
Prof. W. Wright	Dean of the London Hospital Medical College.

Mr. W. M. Gibbons	Registrar, Sheffield University.
Prof. G. A. Gibson	Professor of Mathematics, Glasgow University.
Dr. P. Giles	Vice-Chancellor of the University of Cambridge.
Prof. D. A. Gilchrist	Professor of Agriculture at Armstrong College, Newcastle.
Prof. J. Goodman	Dean of the Faculty of Engineering, Leeds University.
Dr. T. Gray	Professor of Chemistry at the Royal Technical College, Glasgow.
Sir W. H. Hadow	Vice-Chancellor of Sheffield University.
Mr. F. G. Hallett	Secretary to the Conjoint Board of Physicians and Surgeons, London.
Prof. W. F. Haslam	Dean of the Faculty of Medicine, Birmingham University.
Commander C. Hawkes	Professor of Engineering at Armstrong College Newcastle.
Prof. G. G. Henderson	Dean of the Faculty of Science, Glasgow University.
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Mr. G. H. Morley	Secretary, Birmingham University.
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Mr. A. W. Pickard-Cambridge.	Tutor of Balliol College, Oxford.
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Mr. W. F. Reddaway	Censor of Fitzwilliam Hall, Cambridge.
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Mr. A. E. Wheeler	Registrar, Leeds University.
Prof. R. B. Wild	Dean of the Faculty of Medicine, Manchester University.
Mr. W. G. Wrangham	Sub-Treasurer of the Inner Temple, London.
Prof. W. Wright	Dean of the London Hospital Medical College.

3. *Representatives of Industry, and Trades' Associations and Federations.*

General A. C. Baylay - Representing the Engineering and National Employers' Federation.
Mr. S. F. Connolly - - Deputy President of the Federation of Curriers and Light Leather Tanners and Dressers.
Sir G. Hadcock - - - Of Sir W. G. Armstrong, Whitworth & Co., Ltd.
Mr. K. Lee - - - - Of Messrs. Tootal, Broadhurst, Lee & Co., Ltd., Textile Manufacturers.
Mr. T. C. Moore - - - Past President of the North Staffordshire Chamber of Commerce.
Brig.-Gen. Magnus Mowat - Secretary of the Institution of Mechanical Engineers.
Mr. W. Prescott - - Representative of the Federation of British Industries.
Dr. A. Rée - - - Chairman of the Chemistry Committee of the College of Technology, Manchester, and Representative of the Association of Chemical Manufacturers.
Mr. J. A. Robertson - - Electrical Engineer to the Borough of Salford.
Mr. E. Fraser Smith - - Secretary of the North-East Coast Institution of Engineers and Shipbuilders.
Mr. W. F. Spear - - Assistant Secretary of the Institution of Civil Engineers.
Mr. C. A. Weekes - - Assistant Secretary to the British Electrical and Allied Manufacturers' Association.
Mr. F. J. West - - - Past President of the Manchester Engineering Employers' Association, and President of the Manchester Association of Engineers.
Prof. E. Wilson - - - Representing the Institution of Electrical Engineers.

4. *Representatives of the Indian Students' Department and of certain Departments of the India Office.*

Sir T. W. Arnold - - Educational Adviser to Indian Students in London from April 1909 to December 1916, and Educational Adviser for Indian Students to the Secretary of State for India from January 1917 to October 1920.
Mr. J. W. Bhore - - General Secretary to the High Commissioner for India.
Mr. J. M. Campion - - Engineering Adviser to the Indian Students' Department.
Mr. J. E. Ferard - - Secretary, Judicial and Public Department, India Office.
Mr. V. I. Gaster - - Assistant to the Joint Secretary, Indian Students' Department.
Mr. R. M. J. Knaster - - Assistant to the Joint Secretary, Indian Students' Department, and Warden of 21, Cromwell Road.
Sir C. E. Mallet - Secretary for Indian Students at the India Office from 1912 to 1916.
Sir W. S. Meyer - - High Commissioner for India.
Mr. N. C. Sen - - - Joint Secretary, Indian Students' Department.
Mr. W. Stantiall - - Secretary, Public Works Department, India Office.
Mr. W. H. Swain - - Assistant Secretary, Military Department, India Office.
Mr. E. J. Turner - - Secretary, Commerce and Revenue Department, India Office.

5. *Representatives of Unofficial Organisations concerned with the Welfare of Indian Students.*

Miss E. J. Beck - - - Hon. Secretary of the National Indian Association; Hon. Treasurer of the Distressed Indian Students Aid Committee; and Hon. Secretary of the House Managing Committee of 21, Cromwell Road.
Mr. F. A. Cockin - - Foreign Secretary, Student Christian Movement.
Mr. Edwyn Bevan - - President of the Committee of Management of the Y.M.C.A. Indian Students' Union and Hostel, London.
Mr. J. G. Harley - - Secretary of the Committee of the Y.M.C.A. Hostel for Indian Students, Edinburgh.
Dr. S. A. Kapadia - - Secretary of the Northbrook Society.
Mrs. K. P. Kotval - - Representing the Indian Women's Education Association.
Mr. Austin Low - - - Chairman of the Northbrook Society.
Mrs. Bhola Nauth - - Representing the Indian Women's Education Association.
Mr. T. B. W. Ramsay - - Hon. Secretary, Indian Gymkhana Club.

Mr. D. Runganadhan - - General Secretary, Y.M.C.A. Indian Students' Union and Hostel, London.
Mr. S. S. Singha - - Warden of the Y.M.C.A. Hostel for Indian Students, Edinburgh.
Mr. W. H. Tarleton - - Acting Secretary of the Burma Society.
Mrs. P. Villiers-Stuart - Representing the Indian Women's Education Association.
Mr. E. A. Williams - - Secretary, Y.M.C.A. Indian Students' Union and Hostel, London.

6. *Private Persons interested in Indian Students, and other Witnesses not falling within any of the foregoing categories.*

Dr. N. Annandale - - Head of the Indian Zoological Survey.
Mr. Lionel Curtis - -
Mr. G. Elliot - - - Director of the Egyptian Educational Mission in England.
The Viscount Haldane of Cloan.
Dr. A. Hill - - - Secretary of the Universities of the Empire Bureau.
Sir J. H. Stone - - - Officer-in-Charge of Indian Civil Service Nominated Probationers in England.

Persons from whom Written Statements were received but who were not examined orally.

Sir H. Adamson - - - President of the Burma Society.
Prof. A. F. Barker - - Professor of Textile Industries, Leeds University.
Mr. M. P. Bhargava - - Government of India Technical Scholar (Paper-making).
Dr. J. D. Cormack - - Professor of Engineering, Glasgow University.
Prof. W. Dalby - - - Dean of the City and Guilds (Engineering) College, London.
Mr. H. F. Dunkley - - Former Secretary of the Burma Branch of the Burma Society.
Prof. A. H. Gibson - - Professor of Engineering, Manchester University.
Mr. J. W. Graham - - Principal of Dalton Hall, Manchester.
Dr. A. M. H. Gray - - Vice-Dean of University College Hospital Medical School, London.
Mr. M. A. Hla and 12 other Burmese students.
Dr. J. E. Lane-Claypon - Dean of the Household and Social Science Department of King's College for Women, London.
Dr. A. R. Mehta - - - Post-graduate Student of Medicine in London.
Rev. T. Nicklin - - - Warden of Hulme Hall, Manchester.
Dr. K. Platt - - - Lately Principal of the Lady Hardinge (Medical) College, Delhi.
Prof. G. Poole - - - Professor of Mining, Leeds University.
Dr. H. R. Procter - - Honorary Director of the Procter International Research Laboratory, Leeds University.
Mr. N. Senapati - - - Indian Civil Service Nominated Probationer.
Mr. F. H. Skrine - - Retired officer of the Indian Civil Service.
Mr. R. P. Sood and 14 other Indian students of St. Andrew's University.
Mr. P. J. Thomas - - Student of Balliol College, Oxford.
Prof. Miles Walker - - Professor of Electrical Engineering at the College of Technology, Manchester.
Mr. L. Zutshi - - - Student of the Royal School of Mines, London.

SUMMARY.

Representatives of Indian students - - - -	52
Representatives of Universities, Colleges, &c. - -	139
Representatives of Industry - - - -	14
Representatives of Indian Students' Department, &c. - -	12
Representatives of unofficial organisations concerned with Indian students - - - - - -	15
Miscellaneous - - - - - -	6
	238
Written statements from persons not examined orally - -	22
Total - - -	260

APPENDIX II.

Correspondence between the Secretary of State for India and the Chairman of the Committee regarding the refusal of the Legislative Assembly to vote the Funds needed to defray the cost of the visit of the Committee to India.

India Office,
4th October, 1921.

My dear Lytton,

I have heard with great regret that the Legislative Assembly in India has refused to pass the supplementary vote of two lakhs submitted by the Government to defray the cost of the visit of your Committee to India, and I have anxiously considered what my action in the circumstances should be.

When I invited you to accept the chairmanship of this Committee, and you were good enough to accept my invitation, it never occurred to me, any more than it would have occurred to you, that I should have had any difficulty in providing the necessary funds to defray the expenses which might be incurred by the Committee in carrying out the work which I had asked them to undertake in such manner, time and place as they considered necessary. My experience during the time I have been Under Secretary and Secretary of State at the India Office has convinced me that we ought to be able to find some better machinery, at once more adequate and more appreciated, to help young Indians to find in this country the educational facilities which are of such importance to them. I had every reason to believe that this view was shared, not only by Indian students, but by all Indians who had interested themselves in this matter, and by the Legislative Assembly and its predecessor, the Legislative Council. I had further become convinced that it was necessary to secure greater co-ordination of machinery in this country and in India, and that this could only be done by an investigation in both countries by a Committee which had familiarised itself with the opportunities which were offered, or could be made available, in this country.

The terms of reference to your Committee, which I had agreed on with Lord Chelmsford's Government, required the Committee, among other things, to report on the constitution and working of the Advisory Committees in India. This, and the considerations I have set out above, clearly necessitated a visit to India, and indeed we discussed in Council before the appointment of the Committee whether the work should be inaugurated in India and finished at home, or begun at home and completed in India. It was decided that the Committee should start its work in this country, because, as I have said, it did not seem possible to arrange as to how educational opportunities in this country could be made available in India until these opportunities had been fully explored and developed. But, of course, I always understood that a visit to India would be necessary before the Committee could report.

The action of the Legislative Assembly has created a situation which was not anticipated because it was one which would not arise in this country. The investigation of administrative problems by means of Royal Commissions and Committees is a function of the executive, and I do not think that Parliament, although it has often suggested such enquiries and although it does not always accept the results, has ever failed to vote the funds necessary to defray their expenses, or attempted to interfere with the discretion of those investigating problems as to how they should carry on their work. But until the relations between the executive and the legislature in India have come to approximate more nearly to what they are in this country, and more particularly in the opening session of the new legislature, difficulties of this kind are almost inevitable. I cannot but think that if the legislature had had the experience of the dimensions of the problem which you and I, who have been in such close consultation, possess, their decision would have been different. But however strongly I disagree I would be the last to complain of the use by the legislature of powers which, on my advice, were entrusted to them by Parliament. This is clearly not an occasion upon which the restoration of the vote should or could have been insisted upon.

The work, therefore, which you and your colleagues had intended to do in India will have to be abandoned for this year.

I desire to express to you an apology for the personal inconvenience to which you and your colleagues may be put by this decision, and my most profound regret that

the valuable work on which you were engaged cannot be completed now. If you should decide to abandon the enquiry at this stage and leave me without the benefit of your views on the evidence which you have already taken, I could not complain. But I hope very much that you will not think it necessary to take such a step. During the last five months you have made a most valuable examination of the questions affecting the interests and well-being of Indians in this country, and it would be deplorable if we could not obtain the advantages of the results of this part of your labours. I am hopeful that, if you can see your way to make such a report, the Legislative Assembly will not only see more clearly the reasons why the visit of your Committee to India was, in our opinion, necessary, but will be led to hope that the work can be completed in order that Indians can obtain all the advantage possible of the educational and technical facilities in this country. I, therefore, sincerely hope that you will find it possible, even though your recommendations cannot be complete, to present a report to me which will indicate the provisional conclusions to which you have come, the nature and the urgency of the problem which you have been studying, the adequacy or otherwise of the existing organisation designed to deal with it, and the suggestions which you had intended to explore further.

I would conclude by asking you to accept and convey to your colleagues an expression of my thanks for the time and trouble which you have already expended in the service of the Committee, and my regret that this dislocation of your plans should have occurred.

Yours sincerely,
(Sd.) EDWIN S. MONTAGU.

The Right Hon. the Earl of Lytton.

COMMITTEE ON INDIAN STUDENTS.

42, Grosvenor Gardens, S.W. 1.
6th October 1921.

Dear Montagu,

I have read to the members of my Committee who are still in London your letter of 4th October, and they wish me to express to you their thanks for the consideration which you have at all times shown for their efforts to improve the position of young Indians who come to this country to study. It is not within our competence to question the propriety of the decision of the Legislative Assembly, but while agreeing with you that the decision must be accepted, we cannot but deplore the consequences that must result from it; and we feel bound to point out to you that the procedure adopted in our case has been extremely inconvenient. The Committee was appointed early in the year on the understanding, as you explain in your letter, that our enquiry was to begin in this country and conclude in India. Our proceedings have been conducted on that understanding throughout, and it was not till the very last moment that we were informed that the programme must be abandoned. If there had been any reason to anticipate a decision of this kind it would have been more considerate if the opinions of the Assembly had been obtained at an earlier date or even before the Committee was appointed. We do not desire, however, to labour this point and are more concerned to tell you what the consequences will now be.

The decision of the Assembly has, of course, made it impossible for us to complete our enquiry. The evidence we have taken in this country has enabled us to judge of the nature and extent of the problem with which we are faced and has led us to form certain tentative conclusions as to the steps which might lead to a satisfactory solution of it. But it is essential for the crystallisation of the plans we have in mind that their practicability should be thoroughly investigated with the University and other authorities in India. We cannot therefore accept the responsibility of making definite recommendations on the strength of a knowledge necessarily incomplete because it has been gained only in the United Kingdom.

It is evident that neither the Government of India nor the members of the Assembly are aware of the nature or urgency of the problem which we have been investigating. We were not fully aware of it ourselves until we heard the evidence which has been laid before us. The prevailing opinion in the Assembly, if we may judge from the telegrams cabled by Reuter, seems to be that the solution of a problem which arises in the United Kingdom must be sought here, and that our efforts should be confined to securing "the freer access of Indians to British Universities." This opinion ignores the fact, which has been made abundantly clear to us, that this "freer access" is dependent upon conditions which are not at present satisfied, and which cannot be satisfied without radical changes in India as well as in this country.

We began our enquiry with the object of ascertaining what obstacles now exist to the admission of more Indians to educational institutions in the United Kingdom, and how they could be removed. We soon found that the University authorities, and still more the Indian students are far from satisfied with the existing state of affairs, and they both have asked us to recommend changes which would require a closer co-operation than at present exists not only between the British and Indian Universities but also between the authorities of the Indian Universities themselves. It is in order to test whether these changes would work successfully that it is necessary to examine them in India.

At each University we have visited the complaint has been much the same. Students, we are told, arrive from India with little or no knowledge of the regulations and requirements of British Universities, often ill-equipped for the course of study which they propose to follow and sometimes with quite inadequate means for their support. As regards this latter complaint we are assured by the Chairman of the Distressed Indian Students' Aid Committee, who regards the situation with considerable apprehension, that the number of cases of genuinely acute distress among Indian students at the present time is very serious and that in the coming winter the need for help will be severely accentuated.

"What we require," say the University authorities, "is some organisation which "will supply authoritative information to students in India concerning our regulations, "select for the limited number of places which we can offer to them the students best "fitted to profit by our teaching, and supply us with reliable information regarding "the Indians who apply to us—their character and ability and the value of the "academic qualifications which they claim to possess. At present we know little or "nothing about them and have no means of obtaining with regard to them the kind "of information which we require in the case of all British students. Unless more "satisfactory machinery can be devised for this purpose we shall be obliged, instead "of opening our doors wider as you wish us to do, to restrict still further the number "of Indians whom we can admit."

The students have a different story to tell. They resent in the first place the existence of any limitation to their admission to a British University. They complain that in many important respects the education available in India is defective, and that even where it is adequate the holders of British degrees and qualifications are preferred to those whose qualifications have been acquired only in India. This is especially the complaint of those who come to obtain admission to the English Bar. Being compelled as a condition of success in their careers to leave India and come to this country for their studies they expect to find admission to a British University an easy matter, and are disappointed and hurt whenever their applications are refused or their academic qualifications undervalued.

Those who succeed in obtaining admission to the University of their choice have other complaints which they have brought to our notice. Some have found it difficult to make friends and feel themselves excluded on racial grounds from some departments of University life; others experience difficulty in securing suitable lodging accommodation; and those who are following engineering or technological courses find great difficulty in obtaining the practical works training which is necessary to them.

What the students require therefore—and the need will be intensified in future years when women students come here in larger numbers—is an organisation which will obtain for them admission to British educational institutions before they leave India, which will secure adequate recognition of the academic qualifications they have obtained in India, which can help them in any difficulties they may encounter on their arrival and during their stay in this country, and which will more especially assist them to gain admission to manufacturing firms for suitable practical training.

When we turned to examine the existing organisation to ascertain how far it is capable of fulfilling the requirements of these two classes of witnesses, we learnt that hitherto it has failed to do what is required, and we have been driven to the conclusion that the present attitude of so many Indian students towards the Government would prevent any official organisation from being effective. We were informed that the Advisory Committees in India are of little, if any, value. Their existence is unknown to many of the University authorities in this country; many students do not consult them at all, and those who do obtain only negative advice from them. We are of course unable to say how far this complaint is justified as this was one of the subjects which, in accordance with our terms of reference, we should have investigated in India. The work of the Indian Students' Department and of the Local Advisers at

some of the Universities received more approval from the University authorities, but with many of the students it finds little favour. They regard the Department with much suspicion as a Government Agency for the supervision of their political activities, and they resent the element of guardianship and tutelage which results from the existence of Local Advisers at the Universities. They assert that the Department has hindered rather than facilitated their admission to the Universities, and that it has failed to assist them in getting practical works training. We have, however, been assured by the authorities at every University that they have never asked for, or received from, the Department any information regarding the political opinions of Indian students, and we are satisfied that the suspicion that the Department exercises any form of political espionage is without foundation. We are also convinced that if it had not been for the efforts of the Department the number of Indian students, at Oxford and Cambridge at any rate, would be less than it is at present. It is obvious, however, that the attitude of many of the students towards the Department prevents it from being a satisfactory agency for assisting them in their many difficulties. However much its personnel and activities were improved this inherent defect, for which it is not responsible, would remain.

For these reasons and because we consider it imperative, if possible, to obtain the confidence and co-operation of the students, we have been led to consider the advisability of an unofficial rather than an official organisation. Before forming any final conclusions we should, had we visited India, have considered how far existing deficiencies might be remedied by improving the official organisation there, but the evidence we have received up to the present has caused us to believe that the needs of the University authorities and the students can only be met by a new organisation which would be mainly non-official in character, and by establishing much closer relationship than at present exists between the Indian and the British Universities. There are reasons to hope that if the requirements of the Universities here could thus be met they would be more anxious to overcome the obvious difficulties of admitting a larger number of Indian stndents, but the organisation required would, of course, have to start in India and in some respects the Indian part of it would be the more important.

With regard to engineering and other technological students we think that it is insufficiently appreciated that industries in this country are, for the most part, so highly developed that students admitted to them may not always gain the kind of experience that would be of most use on their return to India. Advice as to the type of training required, as well as help in obtaining it, is needed. This would suggest the establishment of a special organisation consisting of men intimately acquainted with industrial conditions both in India and in this country. How far a part of the industrial training required could be suitably obtained in India and how far employment would be available on their return for those who undergo practical training in this country are also questions needing investigation in India.

To obtain representative opinions of Indian parents, from whom of course no evidence has yet been heard, to learn the views of returned students who have had experience of the existing organisation in the past, to discuss with authorities in India the various suggestions that have been made to us and to obtain information which would have enabled us to make comprehensive recommendations were the main objects with which we proposed to visit that country. The action of the Assembly has made this impossible and we shall have to leave our work unfinished. We are, however, firmly convinced that the problem is of such urgency and importance as to require immediate attention, and we hope that some means may be found of completing the work which we have had to abandon.

In response to your appeal we shall now prepare for publication the evidence we have taken and shall endeavour to submit to you a report setting out in detail the conclusions, briefly indicated in this letter, towards which we have been led. As, however, our members have now become scattered—two of them have already sailed for India and two more will be obliged to return there at the end of October—the preparation of this report will have to proceed by correspondence unless other means can be found. It will therefore be many months before it can be completed. It will, we hope, still be possible to prevent the time and money spent on the enquiry from being wholly wasted, but the solution of the problem which we had hoped to be able to recommend must in any case be postponed for some time.

Yours sincerely,
(Sd.) LYTTON.

The Right Hon. E. S. Montagu, M.P.

APPENDIX III.

Tables of Statistics regarding Indian Students in the United Kingdom on 31st October 1921.

TABLE I.

Showing the Distribution of Indian Students at the various Educational Institutions.

Name of Institution.	Number of Indian Students stated to be attending Classes. (*See* Note "A.")	Number after deducting Students also at other Institutions. (*See* Note "C.")
Aberdeen University	11	11
Aberystwyth University College	10	10
Bangor University College of North Wales	3	3
Battersea Polytechnic	1	1
Bedford College for Women	4	4
Belfast, Queen's University	7	6
Bethlem Royal Hospital	1	—
Birkbeck College	3	1
Birmingham University	16	16
Bristol University	22	22
Cambridge University	145	145
Charing Cross Hospital Medical School	9	9
Crystal Palace School of Engineering	5	5
Dundee University College	21	21
Durham University	1	1
East London College	1	1
Edinburgh and East of Scotland College of Agriculture	4	—
Edinburgh, Heriot-Watt College	3	3
Edinburgh, Royal (Dick) Veterinary College	4	4
Edinburgh University	110	110
Edinburgh, School of Medicine of the Royal Colleges	8	8
Faraday House Electrical Engineering College	39	39
Glasgow, Royal Technical College	13	13
Glasgow University	58	46
Glasgow, West of Scotland Agricultural College	1	1
Gray's Inn. (*See* Note "B")	48	30
Guy's Hospital	5	5
Imperial College of Science and Technology	26	24
Inner Temple. (*See* Note "B")	35	18
Institute of Actuaries	1	1
Institute of Chartered Accountants	8	7
King's College, London	29	28
King's College for Women	1	1
King's College Hospital Medical School	6	4
King's Inns, Dublin	1	—
Law Society	6	6
Leathersellers' Company's Technical College	1	1
Leeds University	25	25
Lincoln's Inn. (*See* Note "B")	75	34
Liverpool School of Tropical Medicine	4	4
Liverpool University	10	5
London Day Training College	2	2
London Hospital Medical School	17	17
London (Free Hospital) School of Medicine for Women	11	11
London School of Economics and Political Science	97	95
Carried forward	908	798

Name of Institution.	Number of Indian Students stated to be attending Classes. (*See* Note "A.")	Number after deducting Students also at other Institutions. (*See* Note "C.")
Brought forward	908	798
London School of Tropical Medicine	14	14
Manchester University	13	13
Manchester College of Technology	32	32
Maria Grey Training College	3	3
Middlesex Hospital Medical School	9	9
Middle Temple. (*See* Note "B")	179	119
Midland Agricultural and Dairy College	1	1
National Hospital for the Paralysed and Epileptic	2	2
Newcastle-upon-Tyne, Armstrong College	3	3
Northampton Polytechnic Institute	5	4
Nottingham University College	3	3
Oxford University	144	144
Regent Street Polytechnic, London	5	5
Rothamsted Experimental Station	2	2
Royal College of Art	4	4
Royal Dental Hospital of London School	6	6
Royal London Ophthalmic Hospital	13	13
Royal Veterinary College	10	14
St. Andrew's United College	2	2
St. Bartholomew's Hospital Medical College	4	4
St. George's Hospital Medical School	2	—
St. Mary's College	4	4
St. Mary's Hospital Medical School	2	2
St. Thomas's Hospital Medical School	6	6
School of Oriental Studies	26	11
Sheffield University	12	12
Sir John Cass Technical Institute	1	1
Society of Incorporated Accountants and Auditors	8	8
South-Western Polytechnic Institute	2	2
Stoke-on-Trent Central School of Science	2	2
Trinity College, Dublin	1	1
University College, London	72	53
University College Hospital Medical School	7	7
Westfield College	1	1
	1,508	1,301[1]
Estimated number at schools, in works, or with private tutors		150
Total		1,451
		say, 1,450

Note "A."—Students from Ceylon, the Malay States, the West Indies and Portuguese India, whose names were included in the returns received from some Institutions, have not been included in these figures.

Note "B."—Students whose names were entered at an Inn of Court prior to 1912 have not been included.

* *Note* "C."—The considerable difference between the figures given in this column and those returned by the Inns of Court is accounted for by the fact that students studying at an Inn of Court and also at another educational institution have been included in the total for the latter and deducted from the figure given by the Inn of Court.

[1] Including 45 women students.

TABLE II.

Showing the Provinces (or Native States) in India from which the students came, the Indian qualifications they possessed, the year in which they were admitted, and the subjects they are studying.

Province (or Native State).	Number.
Assam	8
Baluchistan	2
Baroda	6
Bengal	263
Bihar and Orissa	31
Bombay	209
Burma	32
Central Provinces	29
Cochin	10
Coorg	2
Hyderabad (Deccan)	45
Indore	2
Kapurthala	1
Kashmir	4
Kathiawar	4
Madras	128
Malerkotla	1
Mysore	32
North-West Frontier Province	22
Patiala	2
Punjab	271
Rajputana	13
Sind	27
Travancore	24
United Provinces	85
Unknown	48
Total	1,301

Indian Qualifications.	
Degree	580
Intermediate	200
Matriculation	157
None	208
Unknown	156
Total	1,301

Year of arrival in United Kingdom.	
Prior to 1918	68
1918	29
1919	205
1920	498
1921	501
Total	1,301

Subject of Study.	Number.
Accountancy	15
Actuarial Examination	1
Agriculture	66
Art	5
Arts	43
Chemistry (Applied)	5
Commerce	50
Comparative Philology	1
Dairying	1
Dental Surgery	6
Dyeing	2
Economics	63
,, (Research)	1
Education	21
Engineering (Unspecified)	136
,, (Civil)	15
,, (Electrical)	64
,, (Mechanical)	14
,, (Mining)	8
English	14
,, (Research)	1
Forestry	36
Geography	1
History	39
,, (Research)	2
I.C.S. Probationers	23
Journalism	11
Law	287
Leather Manufacture	6
Mathematics	18
,, (Research)	1
Medicine	166
,, (Ophthalmic)	13
,, (Psychological)	2
,, (Tropical)	18
Metallurgy	1
Moral Science	8
,, ,, (Research)	6
Natural Science	66
,, ,, (Research)	12
Naval Architecture	1
Oceanography	1
Oriental Languages	8
,, ,, (Research)	9
Papermaking	2
Phonetics	3
Pottery	2
Social Work	1
Textile Industry	10
Theology	1
Town Planning	1
Veterinary Surgery	14
Total	1,301

APPENDIX IV.

Report of the Committee appointed by the Secretary of State for India in 1907 to inquire into the position of Indian Students in the United Kingdom.

INTRODUCTION.

CONSTITUTION AND WORK OF THE COMMITTEE.

1. On the 14th April 1907 the Secretary of State appointed a Committee "to "inquire and report upon the position in this country of young Indians who come to "England, otherwise than as Government scholars, to study for University degrees, "or for the Bar or other professions; and to make recommendations." The Committee was constituted as follows:—

Sir William Lee-Warner, K.C.S.I. (*Chairman*).
Lieut.-Colonel Sir Curzon Wyllie, K.C.I.E., C.V.O.
Mr. Theodore Morison.
Mr. J. E. Shuckburgh (*Secretary*).

2. The Committee held its first meeting at the India Office on the 2nd May 1907, when the preliminaries were discussed, and the terms of the circular to be issued to witnesses were arranged. Further meetings for the purpose of taking evidence were held at the India Office on the 6th, 10th, and 13th May, the 1st, 5th, 8th, 25th and 26th July, and the 6th August 1907. A conference with representative members of the Northbrook Society, the National Indian Association and the East India Association was held at the India Office on the 10th October 1907.

The following witnesses were examined:—Mr. Sheikh Abdul Kadir; Sir Charles Elliott, K.C.S.I.; Mr. J. W. Neill; Mr. Charu Chunder Ghose; Sir John Edge, K.C.; Sir Charles Lyall, K.C.S.I., C.I.E.; Mr. Mian Sami-ud-din; Mr. A. N. Wollaston, C.I.E.; Mr. D. N. Bonarjee; Pandit Bhagwandin Dubé; Major Syed Hassan, I.M.S.; the Rev. S. D. Bhabha; Mr. Austin Low; Sir Henry Cotton, K.C.S.I., M.P.; Mr. H. H. Shephard; Mr. Cumruddin A. Latif; Sir William Wedderburn, Bart.; Mr. W. Coldstream; Miss E. J. Beck, Hon. Sec. to the National Indian Association; Mr. Gopal Chandra Bhaduri; Sir Walter Lawrence, Bart., G.C.I.E.; Mr. Gerald Ritchie; Sir Mancherjee Bhownaggree, K.C.I.E.; Mr. J. D. Rees, C.I.E., M.P.; Col. C. E. Yate, C.S.I., C.M.G.; Sir Herbert Risley, K.C.I.E., C.S.I.; and certain other gentlemen, who, for private reasons, preferred that their names should be withheld.

Written statements were kindly prepared for the Committee by Mr. J. C. Mukerji; Mr. Algernon Brown, Superintendent of Siamese Government students in England; Sir George Birdwood, K.C.I.E.; Mr. J. Gibbons, of Dulwich College; Mr. Dorab N. D. Khandalawala; Mr. Narendra Nath Ghatak; and Kumar Shri Harbhamji Rawaji. The thanks of the Committee are further due to Mr. T. Matsudaira of the Japanese Embassy, and to Mr. F. W. Verney, M.P., late Councillor of the Siamese Legation, for kindly furnishing information relative to the position of Japanese and Siamese students in the United Kingdom.

It should be added that Mr. Amir Ali and Mr. Dadabhai Naoroji were among those invited by the Committee to give evidence. Neither gentleman was able to comply with the invitation; Mr. Amir Ali was, however, a member of a Committee appointed by the East India Association, under the chairmanship of Sir Charles Elliott, whose memorandum "on the subject of the control and the direction of the studies and social conduct of Indian students sent to England for legal and other training" received our careful consideration.

3. On the 16th May 1907 the Committee proceeded to Cambridge, where it held sittings in St. John's College during the 16th, 17th, and 18th May. Evidence was taken from the Vice-Chancellor (Mr. E. S. Roberts, Master of Gonville and Caius College); the Master of Emmanuel College (Mr. W. Chawner); Sir Raymond West, K.C.I.E.; Sir Edward Candy, C.S.I.; the Censor of Non-Collegiate Students (Mr. T. F. C. Huddleston); the Rev. St. John Parry (Tutor of Trinity College); Dr. J. R. Tanner (Tutor of St. John's College); Mr. W. H. Macaulay (Tutor of King's College);

the Rev. J. W. Cartmell (Tutor of Christ's College); Mr. H. Jackson (Tutor of Downing College); Mr. Oscar Browning; Mr. G. P. Moriarty (Director of Civil Service Studies); Mr. P. J. Lewis, an undergraduate of St. John's College; and from a former missionary in India, at present studying as a Non-Collegiate Student at Cambridge. The following Indian students were also examined:—Messrs. Panna Lall (Government scholar), Jagannath Luxmon Sathé, Naoroji Jehangir Wadia, and Namjangud Subbarao Subbarao (St. John's College); Mr. J. C. Chatterji (Trinity College); Mr. P. N. Dutt (Christ's College); Mr. Deva Brata Mukerjea (Emmanuel College); and Mr. Nazirudin Hasan (Downing College). In addition to the above-named, assistance was kindly given to the Committee by Mr. A. E. Shipley, of Christ's College, and by Mr. Syed Ali Bilgrami, teacher of Marathi at Cambridge University.

We desire to place on record our appreciation of the kindness and hospitality extended to us while at Cambridge, and, in particular, our gratitude to the authorities of Trinity and St John's Colleges for providing rooms for our accommodation.

4. On the 22nd May 1907 the Committee proceeded to Oxford, where sittings were held during the 23rd and 24th May. A room at the Oxford Indian Institute was, by kind permission of the Curators, reserved for our use during the visit. Proceedings were opened on the 23rd May by the Vice-Chancellor of the University (Mr. T. H. Warren, President of Magdalen College), who, attended by the Curators of the Indian Institute, formally welcomed the Committee to Oxford. Evidence was subsequently taken from the following:—The Vice-Chancellor; the Warden of New College (the Rev. W. A. Spooner); Sir Thomas Raleigh, K.C.S.I.; Sir William Markby, K.C.I.E.; the Censor of Non-Collegiate Students (the Rev. R. W. M. Pope, D.D.); Professor Walter Raleigh; Professor A. A. Macdonell (Boden Professor of Sanskrit); Dr. E. J. Trevelyan (University Reader in Indian Law); Mr. J. L. Strachan Davidson (Tutor, since appointed Master, of Balliol College); Mr. A. L. Smith (Tutor of Balliol College); Mr. Sidney Ball (Tutor of St. John's College); Mr. P. E. Matheson (Tutor of New College); Mr. F. E. Pargiter (a Curator of the Indian Institute); Dr. W. Hoey (University Lecturer in Hindustani); the Rev. H. H. Gibbon; Mr. S. F. S. Johnston (an Undergraduate of Trinity College and President of the Oxford University India Society); and Mr. M. de Z. Wickremasinghe (Librarian of the Indian Institute). A paper was also furnished by the Provost of Queen's College (Dr. J. R. Magrath). In addition, the following Indian students were examined;—Mr. R. C. Bonnerjee (Balliol College); and Mr. Satya V. Mukerjea (Exeter College). Some difficulty was experienced in procuring Indian witnesses at Oxford, more than one Indian student declining the invitation sent to him. This reluctance to appear before us seems attributable to the feelings of antagonism towards Government action which are discussed in the final chapter of our report.

We are especially indebted to the Vice-Chancellor for his personal courtesy and for his kind assistance in making known throughout the University the objects of our visit. Our thanks are also due in a special sense to the Curators of the Indian Institute.

Subsequent to the visit to Oxford, an interesting paper on the position of the Rhodes Scholars at the University was furnished to the Committee by Mr. F. J. Wylie, Oxford Secretary to the Rhodes Trustees.

5. In the following July the Committee visited Edinburgh, and during the 18th and 19th held sittings in the Court Room in the old University Buildings, which had been kindly placed at their disposal by the authorities of the University. During our stay in Edinburgh we were greatly beholden to the courtesy and hospitality of Sir William Turner, K.C.B., Principal of the University; and we also wish to record our grateful recognition of the assistance rendered to us by Professor Cunningham, Sir Ludovic Grant, and Dr. Joseph Bell, in procuring suitable witnesses, and generally contributing to the success of our visit.

Evidence was taken at Edinburgh from the following:—Professor D. J. Cunningham, Dean of the Faculty of Medicine; Professor Sir Thomas R. Fraser, M.D.; Colonel W. P. Warburton, M.D., C.S.I., Superintendent of the Royal Infirmary; Professor Julius Eggeling; Professor James Mackintosh; Colonel F. Bailey, R.E.; Dr. Joseph Bell; Mr. J. B. Forbes Watson, President of the University Union; Dr. C. F. Knight; and Messrs. J. Robertson and D. L. Eadie, as representing the office of the Registrar of the Branch Council for Scotland of the General Medical Council and of the Scottish Conjoint Board. The following Indian students were also examined:—Messrs K. R. K. Iyengar, Secretary to the Edinburgh Indian Association; Muhammad Abdul Wajid; C. M. Ganapathy; H. A. Khin; Rustom H. Appoo; M. Musharaful Huk; K. R. Tampi; and T. S. Reddy. Written statements were also received from Mr. D. H. Rai and another Indian student at Edinburgh, who were unable, owing to temporary absence, to give evidence in person before the Committee.

6. The following analysis of the 100 witnesses who gave evidence either orally or in writing before the Committee may be of interest:—

—	Europeans.	Indians.					Total Indians.
		Hindus.	Muhammadans.	Parsis.	Christians.	Burmese.	
London - -	22	7	4	2	1	—	14
Cambridge - -	14	6	2	1	—	—	9
Oxford - -	17	2	—	—	—	—	2
Edinburgh - -	11	5	2	1	1	1	10
Total -	64	20	8	4	2	1	35

One Cinghalese gentleman was also examined at Oxford.

Of the 22 European witnesses examined in London, 10 were past or present members of the Indian Civil Service, 5 either were or had been officially connected with India, and 7 were non-officials.

The 14 European witnesses examined at Cambridge included 9 gentlemen holding positions of authority in the various Colleges, and 2 former members of the Indian Civil Service, now officially connected with the University. Two were undergraduates. Among the 17 European witnesses examined at Oxford were 8 College officials and one undergraduate.

At Edinburgh, the 11 European witnesses comprised 5 members of the Professorial Staff, and 1 student of the University, 2 gentlemen holding high medical appointments, 1 private medical teacher, and 2 representatives of the Scottish Branch of the General Medical Council.

CHAPTER I.

Indian Students in the United Kingdom: the various Conditions under which they Live.

1. It is difficult to form an exact estimate of the total number of Indian students resident in the United Kingdom. At Cambridge, according to figures furnished by Sir Edward Candy in October 1907, the number of Indian students is 85; at Oxford, the latest figures, as supplied by Mr. Pargiter, give 32 as the number of Indian students in residence at the University. At Edinburgh, the figures furnished by Professor Cunningham show that there were during the last session 114 students from India at the University, among whom were 78 men of Indian parentage and several Eurasians, the remainder being of European descent. In addition to these there are at Edinburgh a number of Indian medical students who are not members of the University, but are studying for the diplomas granted conjointly by the Royal Colleges of Physicians and Surgeons, Edinburgh, and the Faculty of Physicians and Surgeons, Glasgow. Forty such students had, up to July last, entered for examinations at Edinburgh during the current year, and it was estimated by representatives of the Scottish Conjoint Board that there were as many as 80 Indians then studying in Edinburgh for the diploma of the Colleges. It must be remembered, however, that many of the candidates for the diploma spend a very brief period at Edinburgh, sometimes coming only for a few weeks to take their examination. In estimating the total number of Indians resident in Edinburgh during the present year, it will be safe to accept as approximately correct the figure (150) given in the preliminary circular regarding the Indian Fair which it is proposed to hold in the city in December 1907, under the auspices of the University and the Royal Colleges. The courtesy of the authorities of Birmingham University, and of the Victoria University, Manchester, enabled the Committee to ascertain the number (11 and 16 respectively) of Indian students working at those institutions, of whom the majority are in receipt of

technical scholarships from the Government of India. There are also, doubtless, a certain number of Indian students scattered about at other educational centres in the country, concerning whom we have not thought it necessary to make special inquiries. There were, for example, eight Indians studying at the Royal Agricultural College, Cirencester, during last summer term. The total number of such students may perhaps be estimated at 25–30.

The number of Indian students in London has been variously estimated. The Committee of the East India Association, in a memorandum prepared in April 1907, put the figure at 250–300; Mr. Mian Sami ud-din put it at 300–400; Sir Henry Cotton estimated the total number at 400. While recognising the difficulty of arriving at an accurate computation, we are inclined to believe that the total number does not fall far short of the figure mentioned by Sir H. Cotton.

The total number of Indian students in the United Kingdom thus works out at about 700, made up as follows:—

London, say, 380; Edinburgh, 150; Cambridge, 85; Oxford, 32; Manchester, 16; Birmingham, 11; other centres, say, 26. Total, 700.

Seven hundred students form a very small item in the Indian population of 300,000,000; nevertheless, the influence which these students will exert upon the rising generation of educated men in India must be regarded as a factor of serious importance.

2. The conditions of life vary widely at the different centres. At Oxford and Cambridge, for example, Indian students are, during term time, subjected to the same local discipline and supervision as other undergraduates. At Edinburgh, where the University system more closely resembles the continental model than that of the older English Universities, they enjoy, in common with other students, a much larger measure of independence and freedom from control. In London they are, for the most part, free from any kind of restraint or supervision. In these circumstances, before making any general observations regarding the conditions of life in the United Kingdom as a whole, we proceed to deal specifically with the four principal centres to which Indian students resort. We take London first, as it is there that the problem we have to consider assumes its largest proportions.

(1) *London.*

3. The great bulk of the young Indians in London are law students, who are reading for the Bar at one or other of the Inns of Court. It has been ascertained that the total number of Indians at present on the books of the various Inns is approximately 320. This figure no doubt includes a certain number of students who are reading at the Universities of Oxford and Cambridge, and have not yet taken up their residence permanently in London; but it indicates sufficiently that the great majority of Indian students in London are studying for one profession, namely, that of the law.

No machinery exists for exercising supervision over Indian students in London, and, indeed, it is difficult to see how any machinery could be devised for dealing with so large a number of young men scattered about among a population of several millions.

The part taken by the Inns of Court in regulating the conduct of students was thus summarised by an official of one of the Inns largely frequented by Indians.

"It is important to remember," he said, "that beyond requiring the student to "be of good behaviour during such time as he attends the Inn—and he is under no "compulsion to attend at all—his Benchers exercise no preventive control over him. "They investigate complaints made to them, and if a member is found guilty of "serious misconduct the Benchers may expel or suspend him. But no attempt is "made to *keep* him from evil courses, nor could this be done unless the whole system "of the Inns of Court were remodelled—a very remote possibility."

We are not concerned to dispute the wisdom of the attitude taken up by the Inns of Court, or to deny that the generality of law students make a proper and profitable use of the liberty accorded to them. But we feel strongly that for the young Asiatic, a stranger from a distant land, and for the most part unattuned to his new surroundings, the entire absence of guidance and control in a large European city may be fraught with serious consequences. We cannot doubt that, in the words of one of our Indian witnesses, "the risk in London is greater than the risk in Calcutta to a young man from the provinces"; and that the young Indian, removed as he is from all home influences, and often devoid of any adequate preparation, is exposed in a far greater degree than any young Englishman to the dangers of London life. "I realise," said a prominent witness, "that students of any sort coming to London are "bound to be subject in some degree to the temptations which London offers; "but these men [the Indian students] meet temptations without any safeguard, and "under conditions which must often make them irresistible."

4. Another unsatisfactory feature of London life is the isolation which it often involves. The conditions of life in a large capital must inevitably tend to isolate strangers, whether from near or far. Many young Englishmen who come up from the provinces, without friends or introductions, to work in London, suffer considerably from the loneliness of their position; and it is only natural that Indian students should experience this sense of loneliness in a still more acute form. Many of them, on arrival, possess no friends in London outside their own community, and even those of them who come armed with proper introductions often fail to form acquaintance with English people of the better sort. Experience has shown that it is extremely difficult, either for individuals or societies, however friendly their intentions, to keep in touch with Indian students once they are settled in London. The evidence of Sir Henry Cotton is worth quoting on this point. "A large number of Indian students," he told us, "came to London with letters of introduction to himself. As a rule they "came to call upon him, and he showed them some civility. Then they disappeared, "and he seldom saw anything more of them. In a mere handful of cases was he "able to follow their career in this country." Very similar was the experience of Sir William Wedderburn, who told us that a certain number of young Indians brought letters of introduction to himself. He found it, however, "difficult to do much for them, and, with a few exceptions, he lost sight of them."

It must, in fact, be recognised that the conditions in which the majority of young Indians must of necessity live in London are such as to arouse considerable apprehension in a careful father. In a European town the Indian student is confronted with many temptations of which he has had no previous experience; he is supplied with considerable sums of money, and there can be next to no check upon the manner in which he spends it; at the same time he is separated from those domestic and religious influences which in all countries operate as powerful restraints upon young men. These are conditions of life to which we believe no English father would expose his son without considerable misgiving.

5. We have received evidence which convinces us that an appreciable proportion of the Indian students in London do succumb to the temptations to which they are exposed. The proportion which such students bear to the whole number visiting England cannot be exactly determined. An official of one of the Inns of Court made, in 1902, a careful examination of the records of the 74 Indian students who were then keeping terms at his Inn, and as the result of his examination he found that there were 10 of whom he could say without any doubt that their sojourn in London and the companions they had made had degraded them so far that they were not likely ever to become respectable men. He went on to say: "I should like to make it clear "that I have not placed on this list any student of whom I know nothing worse than "that he wastes his time or that he has been guilty of one or two discreditable "escapades. These 10 students are men whose daily life has sunk to a low level, "men who are dissolute of habit, some of whom are drunken and all of whom are "dangerous, almost fatal, companions for other Indian students arriving in London "ignorant, eager, and having money to spend." He then gave specific examples of rapid deterioration, among which the following may be quoted:—

"I have on my hands now a young student—young, that is as Western people "measure youth—who admits that he spent 180*l.* in the three weeks after he arrived "in London. When I saw him he had no clear vision of the ways the money went, "but one fact is worth recording. He has told me that during those three weeks he "only once went out before nightfall and then he was taken to a race meeting . . . "In the last 10 years I have known at least eight men who came to England "professing to abstain from meat and alcohol and who became drunkards, some of "them hopeless cases. One of them died in the London County Asylum. He killed "himself with drink and fast living." This statement was made five years ago, and some of our witnesses were of opinion that there had been a considerable improvement in recent years. Thus a very competent Indian witness said:—"Ten years ago cases of Indian students going to the bad were frequent; such cases are now much rarer." We raised this point in the course of evidence with the same gentleman whose conclusions in 1902 have already been quoted, as the large number of Indian students

who came under his observation, and the particular attention which he devoted to them, appeared to make his evidence of exceptional value. In reply to our questions he said that he did not think that the percentage of complete failures had decreased since 1902, and that he saw no improvement during the past 10 years. He added that of the total number of Indians admitted annually to his Inn some 30 per cent. "dropped out altogether." Opinions may differ, according to individual experience, as to the proportion of Indian students who can be described as complete failures, but there is abundant testimony to the fact that their number is not unimportant, and that their conduct causes acute humiliation to their fellow-countrymen. An Indian witness described them to us as "absolute wrecks, the short story of whose life "in England consists in running with unabated energy one uniform course of the "coarsest and most vicious pleasures, procured by means that would disgrace the "cruellest savage, by bullying and frightening an ignorant and indulgent parent out "of his last penny on earth and then rewarding his kindness by breaking his heart "and ultimately sending him to his untimely grave."

6. We wish, however, to state our deliberate opinion that although the number of wrecks is not unimportant they constitute the exception; and that the majority of Indian students get through their time in London without disastrous results. We are satisfied that the proportion of those who come to grief is not greater than it would be among young Englishmen of the same class, supposing it to be possible that the latter should be placed by their parents in similar circumstances. Many witnesses who have good means of forming a competent judgment have assured us that the young Indians in England do not compare unfavourably with students of other nationalities. What is generally recognised is that the surroundings in which the majority of them must necessarily live are unsatisfactory, and in so far as these conditions are capable of improvement, we think that an obligation rests upon those responsible for the government of India to spare no pains to render the stay of young Indians in London as free from danger as possible.

(2) *Cambridge.*

7. At Oxford and Cambridge the difficulties experienced by Indian students are of another order. During term-time Indian students, if they suffer in comparison with English undergraduates through the entire absence of parental control, are at least under adequate supervision. But in the vacations they have no home to go to, and are often at a loss where to spend their time; with the result, it may be feared, that many of them suffer from loneliness, and are unable to turn their holidays to the best advantage.

But while the University system provides for the adequate supervision of Indian students, our inquiries lead us to believe that the conditions of their life at Cambridge are in certain directions capable of improvement. In the first place, the existing means of obtaining information regarding Indian students are clearly insufficient, and the evidence taken by us plainly indicated that the University and College authorities are anxious for the constitution of some authority to whom enquiries could be addressed and appeal made when necessity arises. Under present conditions no effective machinery exists for obtaining information regarding Indian applicants for admission to the various Colleges, and the absence of all direct relations with the parents or guardians of the young men tends in certain cases to place the authorities in a position of great difficulty.

Similarly, it would be advantageous to the students themselves if information respecting the requirements of Cambridge and its Colleges were more readily obtainable in India. In present circumstances, students who wish to become members of a particular College at Cambridge are usually unaware that their names should be entered from six months to a year before they actually go into residence. The majority of Indian students arrive in England in the summer in the expectation that they will be enrolled at the beginning of the October term, only to find that the College is filled up and will admit no fresh names that year.

8. In another respect we are compelled to recognise that the position of Indians at Cambridge is not satisfactory. They appear, in recent years, to have receded in popular favour, and to occupy socially a much less advantageous position than they enjoyed 20 or 30 years ago. Witness after witness testified to the prejudice which at present exists against them, and Indian students who gave evidence before us complained of a want of cordiality in their reception at the University, a want of

cordiality which, it was clear, is keenly felt and in many cases bitterly resented. "The chief complaint made by Indian students at present," said an Indian witness, "is about the reception they receive here at the hands of Englishmen"; and another gave us instances of the manner in which this feeling against Indians manifested itself, from which a sensitive youth, we can well believe, would suffer acute pain.

The unpopularity of Indians at Cambridge is of comparatively recent origin, and it may be that it is only a passing phase of University opinion which will disappear of itself. On the other hand, it is asserted that this unpopularity has steadily increased with the growth of the number of Indians in Cambridge, and that undergraduate society at the University is not able or willing to assimilate more than a limited number of them. That there is a limit to the number of Indians which any one unit of University life can assimilate may be illustrated from the experience of those Colleges to which Indians have resorted in large numbers.

9. Our enquiries showed that there is a general consensus of opinion at Cambridge as to the desirability of a more even distribution of Indian students over the various Colleges. At present, the tendency is for Indians to congregate at particular Colleges in large numbers. For instance, according to the latest figures, Downing College contains 19, Christ's College 14, and St. John's College 11 Indian members, giving a total of 44, or more than half the total number of Indians in the University within the walls of three out of the 17 Colleges. The evil results of admitting Indians in disproportionate numbers have now been realised at Cambridge, and certain Colleges, which in the past opened their gates freely to Indian applicants, have recently found it necessary to restrict the influx. The feeling among English undergraduates, to which Mr. Lewis bears testimony, that their College loses caste in the eyes of the undergraduate world by too free an admission of Indian members, clearly does not conduce to the popularity of the latter.

Apart, however, from such considerations, it is clearly undesirable for the Indians themselves that they should be collected in any one College in sufficient numbers to render them independent of the society of their English fellow-undergraduates, and thus, as it were, to set up a barrier between them and the wider influences of English University life.

10. Indians are freely admitted to the Cambridge University Union, which, like the similar societies at Oxford and Edinburgh, combines the functions of a club with those of a debating society. Indian members have in some instances taken a prominent part in the Union debates, and have even (as in the case of Mr. Reddy) held high office in the society. There also exists at Cambridge a society (the "East and West Society") whose object is to promote friendly intercourse and discussion between Indian and European students. This society is of recent formation, and it would be premature to express any opinion as to the success it is likely to achieve. A third society, the Indian "Majlis," has an exclusively Indian membership. It should be explained that none of these societies, with the exception of the University Union, possess a club-room or local habitation; their meetings are held in members' own rooms.

(3) *Oxford.*

11. At Oxford the system of supervision during term-time is similar to that in force at Cambridge. Similar difficulties too are felt with regard to the vacations, but at Oxford, where the Long Vacation term, which is a recognised feature of Cambridge University life, has no existence, these difficulties are even more prominent. The desirability of making some suitable provision for Indians during their enforced absence from Oxford in the summer months was pressed upon our attention by more than one of the senior members of the University.

The figures quoted at the beginning of this chapter show that Indian students are very much less numerous at Oxford than at Cambridge. This appears in the past to have been partly due to the operation of the rule requiring them to take Latin as a subject for Responsions. Under recent regulations this disability has been removed, and it remains to be seen whether the result of this concession will not be greatly to increase the number of Indian applicants for admission to the University. The general opinion at Oxford seems to be that any considerable increase in the number of Indian students at the University would be undesirable. At present their number is less than half that of the Indian students at Cambridge, and their social position would appear to be correspondingly more satisfactory.

12. The evidence before us shows that a desire exists at Oxford, as at Cambridge, for improved means of obtaining information in regard to Indian applicants. We were informed by the Vice-Chancellor at the outset of our enquiries that at his own College (Magdalen) "the difficulty of finding out anything about Indians was one of the reasons why the College was reluctant to take them." Mr. Matheson, of New College, also spoke of the "great disadvantage" at which the Colleges were placed owing to the absence of information about Indian applicants for admission. This question has already been taken in hand and a scheme promulgated under the auspices of the Indian Institute, by which Mr. F. E. Pargiter (formerly of the Indian Civil Service and a Judge of the Calcutta High Court) will endeavour to bring parents and students in India into closer touch with the University and Colleges of Oxford and to exert a friendly influence with and on behalf of Indians resident at the University.

Mr. Pargiter told us that "he would, if so desired, be the intermediary for arranging that suitable Indians would be taken in at the various Colleges"; and it may be hoped that his good offices will have the effect of facilitating the admission of Indian students into the particular Colleges they desire to enter. Under present conditions it would seem that, as at Cambridge, they often fail to gain their object through ignorance of the special requirements of the College concerned. Thus at Balliol, as Mr. Strachan-Davidson assured us, "applicants ought to give at least one and a-half years' notice," whereas Indians as a rule make their application so late "that it is generally not necessary to apply any other test," or, in other words, the majority of Indian applications cannot be even entertained.

13. Turning to the social question, there can be little doubt that Indians are, on the whole, happier and enjoy a greater measure of popularity at Oxford than at Cambridge. Mr. Wickremasinghe, the Librarian of the Oxford Indian Institute, who is in close touch with the Indian students at the University, gave it as his opinion that "absolutely no unhappiness existed among Indians at Oxford"; while an Indian student who had migrated from Oxford to Cambridge, in consequence of difficulties in regard to exemption from Latin, informed us that he missed at Cambridge the cordiality with which he had been received at the sister University. That Indians meet with a more cordial reception at Oxford than at Cambridge appears to the Committee undeniable, and may be ascribed (1) to the careful restriction of the number admitted to the former University, and (2) to their more even distribution over the various Colleges. It may perhaps be added that more than one Oxford witness suggested as a third reason that the Indians who obtained admission at Oxford belonged on the whole to a better class.

As regards the first point, an Indian witness stated his opinion that "if the number of Indians at Oxford were to increase largely, their popularity would diminish," and the experience of Cambridge goes far to bear out his view. The argument from the more even distribution of Indians over the various Colleges seems to us still more convincing. The latest figures furnished to us show that no College at Oxford at present contains more than four Indians, and the general opinion among the Oxford authorities appears to be that a maximum of about five ought not to be exceeded. Indeed, one witness put the maximum as low as two to three, and considered that "to admit as many as five or six would be fatal, and would at once give the College a bad name among other undergraduates." To mark the contrast it is sufficient to recall that there are at Cambridge three Colleges containing respectively 19, 14 and 11 Indian members.

14. Reference may be made to the existence of a society at Oxford ("The Oxford University India Society") having for its avowed objects—

(1) The dissemination of a knowledge of the social and political conditions prevailing in India.

(2) The cultivation of more sympathetic relations between Indian and British members of the University.

(3) The discussion of the advisability of introducing representative government.

This club, like the "East and West Society" at Cambridge, has no regular habitation; but Indian students at Oxford, besides being admitted freely to the University Union, enjoy the use of the Indian Institute, which contains a reading room and library, and forms, to quote the words of one of the Curators, "a centre "and meeting place for Indians and those who are going to, or are interested in, "India."

(4) *Edinburgh.*

15. The conditions prevailing at Edinburgh are wholly different from those at Oxford and Cambridge. The Edinburgh system, as has been said above, allows students a much larger degree of independence, and the atmosphere of the Scottish University, which is markedly cosmopolitan, appears to be very congenial to Indian students. At the same time the absence of the collegiate system largely obviates difficulties such as have been experienced at Cambridge.

We were assured that the need for improved means of communication was not felt in Edinburgh. In the words of Professor Cunningham, Edinburgh "had already "established a connection in India by its own enterprise, and the University would "regard with disfavour any project which would tend to interfere with this "connection." Professor Cunningham went on to inform us that the Edinburgh authorities were "quite satisfied with the Indian students, and were ready to take them in larger numbers." In a word, the general burden of our Edinburgh evidence, both Indian and European, was to express satisfaction with existing conditions, and to deny the need of assistance from any external organisation.

16. Nevertheless, in the course of our inquiries at Edinburgh, several points came to light in respect of which there appears to us to be room for improvement.

(1) In the first instance, despite the assurances we received as to the general good feeling displayed towards Indian students, it would be too much to say that racial prejudice is non-existent at Edinburgh. Sir Thomas Fraser expressed the opinion that the effects of such prejudice against Asiatics are "reduced to a minimum" at Edinburgh, "because (in the absence of the collegiate system) compulsory contact is reduced to a minimum." But this view was not altogether borne out by the evidence of our Indian witnesses, one of whom went so far as to assert that "colour prejudice was stronger in Scotland than anywhere else." The principal social grievances brought to our notice by Edinburgh Indians had reference, firstly, to their exclusion, apparently at the instance of the British inmates, from certain boarding-houses known as the "University Halls," and, secondly, to their treatment in connection with the University Volunteers.

(2) Further evidence that the position of Indians at Edinburgh is capable of improvement is afforded by the scheme recently promulgated, with the full support and approval of the University authorities, to provide a "habitation" for the Edinburgh Indian Association. The details of this scheme are within the knowledge of the Secretary of State. The "Edinburgh Indian Association," which has been in existence since 1883, was founded for the purpose of (1) affording personal assistance to Indians in the United Kingdom; (2) promoting social intercourse among Indians in this country; and (3) holding debates. It has an exclusively Indian membership, the rules having quite recently been made more stringent in this respect, and contains about 80 members. Hitherto the Association has had no local habitation, but there is a consensus of opinion in the University that this is a defect which should be remedied. The proposal to raise a sum of 5,000*l.* wherewith to build an institute for Indian students residing in Edinburgh has received extensive and influential support, and we are of opinion that if the internal administration of the Edinburgh Indian Association Habitation is conducted with that foresight for which the names of the Trustees are sufficient guarantee, the scheme is one deserving of support. We feel it our duty to call attention to the need for caution, because experience elsewhere shows that the formation of a club exclusively for Indians is apt to emphasise the tendency of Indian students to aggregate together, and that the formation of such a clique or separate society operates as a hindrance to the cultivation of intimate relations with other students of the University. We have no doubt that this danger will be kept in view by the Trustees when framing the rules by which the Habitation will be governed, for we observe from the "Preliminary Circular" regarding the forthcoming Indian Fair that the point has not been overlooked. The promoters of the scheme have declared that "there is every reason for believing that it will not lessen but "rather will increase the intermingling of the Indian with the other students, by the "former becoming members of the University Union in greater numbers than they "now do."

(3) In the third place, we found evidence that a desire exists on the part of the Edinburgh Faculty of Medicine (to which about 80 per cent. of the Indian students at the University belong), and on the part of the authorities of the Medical Colleges, to get into closer touch with the Indian Universities, with a view to inducing the latter

to bring their examinations more into consonance with the requirements of the Edinburgh Medical Schools. In present circumstances, it seems clear that Indian students suffer some avoidable hardships from the existing lack of harmony in this respect. Professor Cunningham's evidence shows clearly the various points in which the present conditions bear hardly upon Indian medical students. The subject was also mentioned by many other of our Edinburgh witnesses, notably by Mr. Appoo, who explained to us in some detail the disabilities to which the existing system has given rise.

CHAPTER II.

General Features of Residence in the United Kingdom.

17. In the last chapter we reviewed the very various conditions in which Indian students live at different educational centres in this country. In this chapter we outline our proposals for dealing with the difficulties and dangers with which these young men are confronted; and in order to make clear the policy which underlies our proposals, we summarise under four general heads the principal evils which attend the residence of Indian students in England.

Before, however, we deal with remedial measures we wish once and for all to dispose of one possible line of action. It has been suggested to us by some persons, who are vividly impressed with the temptations which beset Indians in England, and with the disappointment which Indian parents have experienced through the failure of their sons in this country, that steps should be taken to diminish the influx of young Indians into England. We are satisfied, after mature deliberation, that the British Government cannot interfere with the discretion of Indian parents or place restraints upon the visit of Indian students to this country. It is obvious that for many years to come the educated classes of India will find it necessary and beneficial to visit Europe or America; and as long as this tendency exists, it is clearly best for the young men themselves that they should come to England, where, besides understanding the language, they will find a considerable number of persons predisposed to take a sympathetic interest in their welfare. The disabilities from which they now suffer in England would all be present to a greater extent in foreign countries, and there would be less prospect of remedy.

18. We therefore reject all remedial measures which are based upon the assumption that it is desirable for the State to discourage young Indians from visiting England, and proceed to consider the specific evils which attend their residence in this country under the following four heads:—

(1) Separation from the moral influences of home and religion.
(2) Want of information about means of education in this country.
(3) Want of information about lodgings, social customs, and manner of life in Europe.
(4) Inability to become acquainted with the best side of English life.

(1) *Separation from the Moral Influences of Home and Religion.*—We have placed this evil, which is one that is associated inevitably with residence in a foreign country, in a prominent position because we believe that its effects have a special significance for the problem under our consideration. Indian students in this country are not subject to the same restraits of public opinion as would be present if they were at home, and they are cut off from regular participation in religious observances. Moreover, in a very large number of cases, parents in India have very little idea of the conditions in which their sons live in this country, and are unable to exercise any supervision over them. Complete separation from home influences, such as a visit to England almost necessarily involves, can scarcely fail to be harmful, and there is abundant evidence to show that many Indian parents suffer great anxiety about their sons in this country, and deplore the present lack of supervision. The absence of the restraining influences of home and religion is, in fact, clearly recognised as an evil by thoughtful Indians; and we may point in illustration to the evidence of an Indian witness who referred to the "spiritual downfall," consequent upon abandoning the Hindu conception of morality, as the greatest evil suffered by his countrymen in England.

(2) *Want of Information about means of Education in this Country.*—We are assured that owing to the absence of any compendium of information easily accessible to Indian students, a great deal of time and energy is lost upon first arrival in England. We have already given examples of the manner in which Indian students, desiring to enter themselves at Oxford or Cambridge, are handicapped by their imperfect knowledge of College requirements. Information regarding technical studies is even more difficult to get, and those students, other than Government scholars, who come to Europe with the intention of becoming acquainted with the technical processes of Western industry, have, as a rule, no means of ascertaining which are the proper polytechnics or industrial schools in which to acquire the particular training they need. Mr. J. C. Mukerji put this point very strongly. "Of late," he told us, "any number of "young men are coming over to England with the object of acquiring technical "knowledge in some branch of industry or other, without knowing at all what "opportunities they have here of acquiring that knowledge." "Their great idea," he continued, "seems to be somehow to enter some factory to learn the practical part of "their work, their life's one ambition. They have not the least idea of the great "difficulty there is to obtain admission into a factory here. Apprenticeship with a "premium is very often refused; unpaid apprenticeship is out of the question, and I "have seen letters from proprietors of factories in answer to Indian applicants, even "hesitating whether they can offer them 'a labourer's or a helper's place.' Thus "many young men, not knowing the exact state of things, find themselves stranded "here, paying an unnecessarily heavy penalty for their ignorance, which can certainly "be removed by the dissemination of right information among those who are most "directly concerned."

The case of Mr. Gopal Chandra Bhaduri affords a concrete illustration of what Mr. Mukerji describes. His experience is, we believe, typical. Mr. Bhaduri had come to England to study electrical and mechanical engineering. Before leaving India he had not known where to get information about his electrical engineering course; he had originally intended to go to New York, but had been induced by an English friend to stay in London to wait for a chance here. When we saw him, he had been in London for over seven weeks waiting for an opportunity. He had brought from India a letter of introduction from a missionary to an English gentleman connected with the Press, and the latter, we understood, was still endeavouring to procure for him some information about the course of study he desired to take up. Mr. Bhaduri cited the case of a friend who had come to England for the same purpose as himself, and had obtained the requisite information by practically unassisted personal exertions. The case of Mr. Bhaduri illustrates the advantages that may be expected to follow from the organisation of some agency for supplying information of this kind, for when his wants became known to the Committee they were able to put him into communication with Dr. H. F. Heath, Director of Special Inquiries at the Board of Education, who kindly introduced him to the most competent authority upon the subject of electrical engineering, and thus within a couple of days placed him in the way of acquiring the information for which he had been groping for seven weeks.

Even in the study of law, which is the branch of learning most commonly followed, and with regard to which information is most widely diffused among them, Indians in England are exposed to certain inconveniences and encounter some impediments. Students, for instance, often have difficulty in finding barristers to introduce them when they seek admission to the Inns of Court. Furthermore, we doubt whether information is generally accessible to them regarding the different places in the United Kingdom in which law may be profitably studied; thus it is a matter of surprise that so few Indians study law at Edinburgh University, although that University is so widely and favourably known to them as a school of medicine.

(3) *Want of Information about Lodgings, Social Customs, and Manner of Life in Europe.*—Another disadvantage from which Indian students naturally suffer is the ignorance of how and where to live in England. We heard much, in the course of our enquiries, of the difficulties experienced by young Indians on their first arrival in London. The majority, we were assured, are friendless when they land in this country, and their ignorance of European life makes it extremely difficult for them to find suitable places of residence. The situation cannot be better illustrated than by quoting the words of an Indian witness, who thus described what is, we fear, a common experience of the young Indian in this country:—

"He puts up for the first night in some hotel in the Strand, and the next morning "he finds that the charges are beyond his slender purse; he then goes to some

" boarding-house where he finds that he can meet the expenses. I may incidentally " mention here that these boarding-houses are mostly full of foreigners, who can " hardly speak the language of this country. Thus the young Indian student lives " among these people without any facility whatsoever to improve his English, or " without any opportunity whatever of coming across people representative of this " great nation, from whom he can learn many things to his own advantage and also " to the benefit of his countrymen. After a month's stay or so he makes friends with " Englishmen of low type, and thus, instead of improving his character under the " ennobling influence of well-educated Englishmen representative of the intellect of " this country, he falls a prey into the hands of undesirable people." There is, indeed, reason to fear that young Indians often get into undesirable lodgings, and at times fall victims to the cupidity of lodging-house keepers or other unscrupulous persons with whom they are brought into contact. Moreover, their ignorance of English social conventions often exposes them to misunderstanding, besides making it very difficult for them to discriminate between their English acquaintances. Thus it sometimes happens that the manners of Indian students, or an unwise choice of companions, create an unfavourable impression, which tends to exclude them from English society of the better class. This aspect of the question is dealt with in the succeeding paragraph.

(4) *Inability to become acquainted with the best side of English Life.*—The majority of Indians arrive in England without introductions, and consequently encounter considerable initial difficulty in making acquaintance with any English people other than chance associates of the kind described in the preceding paragraph.

We do not consider that a young man who moves in good society in India can be held to have derived the maximum of advantage from a visit to England if his friends in this country are confined to the relations and *clientèle* of the landlady of his lodgings, or to such casual acquaintances as may be willing to offer him their intimacy in a great town.

Society in London, and indeed elsewhere in the United Kingdom, stands on its guard against strangers; and it is inherently improbable that a young man from a distant country will without introduction make acquaintance with the better side of English social life. But we cannot disguise from ourselves that the Indian student in England suffers from greater disabilities than a stranger from a European country. We regret to say that we have encountered evidence of a disinclination in the United Kingdom to enter into friendly intercourse with Indians. We cannot but attribute this attitude to colour prejudice, and we agree with those witnesses who consider that it has increased in recent years. We do not wish to exaggerate the facts, and we recognise that the fault is not all on one side. The prejudice is in many cases one of class rather than of colour. If Indian students adopt the manners, the speech, and the bearing of undesirable acquaintances, or of a particular class of society, they must expect to be treated with reserve by other classes, whose members do not wish to be drawn into contact with persons of the class in question. The influence of this class feeling is particularly noticeable at the Universities. Again, the reprehensible conduct of a few Indian students has in some places put society unduly on the defensive against others who are not in the least likely to offend in the same way.

Perhaps we ought to add that many Indians appear to be somewhat unduly sensitive, with the result that they see offence in cases where none is intended, and suspect motives of patronage in actions which are dictated solely by friendliness or hospitality. Thus the resentment sometimes shown against well-meant endeavours in their behalf must tend inevitably to discourage friendly advances of any kind. Among minor contributory causes, it may be mentioned that at Oxford and Cambridge the social position of Indian students suffers somewhat from the fact that, for the most part, they hold aloof from the athletic life of the University; so too the constant advocacy of pronounced opinions on political and social matters must often have the effect of checking close intimacy between Indians and their fellow students or others, who hold different views and desire to avoid controversy.

Nevertheless, when all these considerations have been fairly taken into account, we are led by our inquiries to the conclusion that Indian students in this country are confronted with something more than normal British reserve, and that they have to encounter a prejudice directed against Indians as such. We are of opinion that this prejudice is largely due to the inability of the average Englishman to distinguish between one Indian and another, and that it might to a great extent be removed by the provision of facilities for making such distinctions, and by the exercise of greater care in the selection of deserving Indians for admission to social and educational

institutions, a principle which has so largely conduced to the general popularity of Siamese students.

19. From the foregoing review it will be apparent that the evils to which Indian students are exposed in this country are such as must, in a greater or less degree, attach to the position of all strangers in a foreign land. It will therefore be relevant to examine by what means and to what extent the special difficulties of the situation have been met by other administrations that have been confronted with the same problem.

(1) *Siamese Students in England.*

The case of Siamese students seems to us to afford the closest parallel. The excellent conduct and popularity of Siamese students were mentioned by more than one of our Cambridge witnesses, and reports from various quarters show that at all educational centres the Siamese enjoy a uniformly good name. It would appear, however, that this was not always the case, and that the present satisfactory conditions are the result of deliberate policy based upon the experience of the past. By the courtesy of Mr. F. W. Verney, M.P., and Mr. Algernon Brown, we were furnished with full particulars of the system by which the Siamese Government has achieved such admirable results. Mr. Verney's evidence is of special interest as showing how the present arrangements were, so to say, forced upon the Siamese authorities by the unsatisfactory conditions that formerly prevailed, when less care was taken to select suitable candidates or to supervise their lives in this country.

When Mr. Verney first took up the question, so he told us, he found matters in anything but a satisfactory state. There were then " some 20 Siamese students in " England, many of whom were of good family, but, owing to the fact that expert " English advice had not been taken in selecting places of residence and education " for them, they had been placed in an inferior school all together, and were not " making satisfactory progress." Accordingly, Mr. Verney, " with the assistance of " some Englishmen well versed in educational matters, and by the desire of the " Siamese Government, initiated a new system, which, after some years' continuous " advocacy, was at length adopted."

The principal features of this system, as explained to us by Mr. Algernon Brown, who has for many years held the post of Superintendent of the Siamese students in England, are briefly as follows:—(1) Careful selection in Siam from the points of view of health as well as of status, character and attainments, the object being to choose boys who will do credit to their own country as well as profit by their education in England; (2) close supervision and financial control by the Superintendent, under the authority of the Legation, including the power, only exercised in extreme cases, and subject to the approval of the Siamese Government, of sending a student back to Siam; (3) the careful avoidance of grouping the young men together in this country: if more than one are sent to the same school, they are placed in separate houses, and so forth; (4) the selection of suitable families in the country where the students can spend their vacations, &c., care being taken to avoid placing them in lodgings. The value of the personal element is fully realised, and the greatest care and trouble has been taken in building up a connection of suitable families.

It is, moreover, part of the system deliberately adopted by the Siamese Government to commence an English education at an early age, several of the students being sent to school in England at the age of 14–16. Formerly they came at a still earlier age, but since the establishment of good schools at Bangkok, staffed to a great extent by Englishmen, this has been found less necessary.

There were in June 1907 in the United Kingdom 39 Siamese Government students, under the special superintendence of Mr. Brown; 5 private students, under one of the English secretaries of the Siamese Legation; and in addition a few near relations of the King of Siam, who are under the more individual care of the Siamese Minister. The system of management is much the same in regard to both the two former classes of students.

That the policy adopted in regard to Siamese students has been a brilliant success is proved by the good name and general popularity which the young men enjoy. Nor can we doubt that the remarkable results that have been achieved are, as Mr. Verney claims, due to the system adopted and not to any "naturally angelic " temperament in the Siamese themselves," inasmuch as, to quote Mr. Verney's words, " when they were left to shape their own course in London they did not come to any

" good, but were picking up with a fatal facility what is worst in our English town " life, more because they had no chance of seeing the best side of it than from any " extraordinarily big dose of original sin, and because they were several thousand " miles removed from the influence and the discipline of home life."

We recognise that the treatment of Siamese students, most of whom are sent to this country at the expense of Government, is easier than that of the Indians, the great majority of whom are sent at the expense of their parents, and who are here in very large numbers; but though success may not be so complete, we see no reason to doubt that the principles of policy, which have done so much for the happiness and good reputation of Siamese students, might be applied with beneficial results to the case of Indians also.

(2) *Japanese Students.*

Japanese students in England must be placed in a different category. Apart from men sent by the Tokio Government to take some special course in this country, no special control is exercised over young Japanese in England, and no such supervision has ever been required. Such parents are as prepared to incur the expense of an English education for their sons take steps to make proper arrangements for their care.

(3) *Indian Students holding Scholarships from Native States.*

A certain number of the Indian students in the United Kingdom are in receipt of scholarships from the Durbars of Native States. The Government of the Nizam, which formerly took a prominent part in awarding such scholarships, has now abandoned its policy in this respect; but the practice is still followed by other States.

One of the Indians examined at Edinburgh, who holds a Travancore State scholarship, was good enough to furnish the Committee with information as to the conditions imposed by the Travancore Durbar. The dominant feature of these conditions is naturally the power of the Durbar to withhold remittances, should it think fit to do so, and the arrangements made appeared to us to be of an excellent character. As in the case of the Siamese students, the keynote of the situation lies in effective financial control.

(4) *Rhodes Scholars at Oxford.*

More than one of our Oxford witnesses drew the attention of the Committee to the arrangements made by the Rhodes Trustees in regard to the Rhodes scholars at Oxford. These arrangements appear to have been attended with the happiest results, and personal relations of an excellent character have, from all accounts, been established between the scholars and Mr. Wylie, the local Secretary to the Trustees. Regarding the position of the local Secretary, Mr. Wylie's own words may be quoted:—" So far as discipline is concerned he (the local Secretary) has no status, " except in so far as he can bring influence to bear on the scholars from the fact that " he represents the Trustees, who only undertake to pay the scholarships so long as " the Colleges are satisfied with the conduct and industry of the scholars."

It is not, of course, suggested that the circumstances in which the Rhodes scholars come to England, or the position they occupy in this country, afford a close parallel to the conditions to which Indian students are subjected. But the analogy of the Rhodes scholars is instructive in one important particular, namely, the success that has attended the appointment of a local representative of the Rhodes Trustees, who has made it his business to establish close personal relations with the young men. In this respect the policy adopted by the Trustees has been similar to that of the Siamese Legation towards Siamese students in this country, and has been equally fruitful in good results.

It will be clear from this brief survey that the methods by other administrations do not afford a solution which can be applied in its entirety to the problem before us; but the examples quoted contain fruitful suggestions as to the manner in which the question can best be handled, and we have kept these suggestions in view when framing our proposals.

20. The difficulties which Indian students encounter in England are of such a ad which will remove them all. It

would be idle to search for a panacea for evils which arise in large measure from the ignorance of European life which characterises most Indian parents at the present time. The only real remedy is that which will be found in greater precaution upon the part of the father or guardian in India. When the Indian parent becomes fully alive to the necessity of informing himself in detail of the educational facilities open to an Indian youth in England, of placing his son under the guardianship of responsible persons in this country, of keeping himself informed of the young man's progress by regular reports, and of providing him with introductions to persons of the class in which he desires him to make friends; then, and not till then, will residence in England be comparatively free from peril to the Indian student. It is obvious, however, that this change can only be brought about by the gradual spread of exact information regarding England in India itself, and this must be the work of many years. In the meanwhile, we think it is the duty of the Government to put within the reach of Indian parents, should they desire to avail themselves of it, every facility for obtaining the information they need, and for placing their sons in good hands and in healthy surroundings. And though we cannot pretend to make suggestions which will remove all dangers or difficulties from the path of the Indian student in England, we are of opinion that some amelioration in the conditions of his residence is both possible and desirable.

21. We approach the question of remedial measures from the point of view that it is above all things desirable to supply the Indian student in this country with some substitute for the parental care and influence which he must necessarily leave behind him on quitting his home. With this object we consider it essential to enlist the co-operation of those members of the Indian community in this country who are the natural representatives of the parents in India. Our first proposal, therefore, is for the formation of a standing advisory Committee, consisting of Indian residents of standing and position, whose duty it will be to befriend and advise young Indians who come to England for educational purposes, and from time to time to make proposals for organised action in their interest. In order that this Committee may be supplied with the means of furnishing students with accurate and authoritative advice on educational and other matters, we recommend the creation of an official Bureau of Information, which will make it its business to establish a close connection with the Universities and other educational or technical institutions in the United Kingdom. The Bureau of Information will, in its turn, be in correspondence with local Committees to be appointed at the principal centres in India, on which the views and interests of the Indian parents will obtain direct representation. In this manner it should be possible to establish a chain of communication between the Indian parent at one end and the British Universities and technical schools at the other, and to provide an organisation by which the Indian student will, at every step, enjoy the benefit of friendly assistance and well-informed advice. At the same time much will have been done to relieve the Indian parent of the anxiety which, under present conditions, he must often feel when his son passes out of his control into remote and unknown surroundings. As a further means of realising this end, we submit proposals for assisting the work already carried on by unofficial associations on behalf of Indian students.

CHAPTER III.

Major Recommendations.

I.—*Committee of Indian Residents.*

22. We proceed to discuss in further detail the recommendations outlined at the end of the last chapter. We have placed in the forefront of our proposals the desirability of working through the leaders of Indian society in England, because we believe that in their co-operation lies the best hope of finding a successful issue to the whole question. The point was one to which Sir M. Bhownaggree rightly attached great importance. There are at present resident in this country a number of Indian gentlemen of standing and position, who command the confidence of their fellow-countrymen, and who would, we have no doubt, be willing to devote some portion of their time to furthering the interests of the younger generation of Indians. We are convinced that the latter would derive great benefits from a system by which prominent members of the Indian community in England could exercise a controlling

influence upon the thought and conduct of their young countrymen; while it would be of the highest advantage to the Secretary of State and his advisers if some permanent organisation existed, which could be consulted, by means of periodic meetings and personal intercourse, upon such questions as we have been commissioned to consider. Above all, we hold it desirable to constitute some body, predominantly Indian in character, which shall be recognised to be, and shall in fact be, representative of the Indian parents who are unable directly to superintend the education of their sons in this country.

We therefore recommend the formation of a standing advisory Committee, to consist of not more than 11 members, upon which some of the senior Indian gentlemen in England should be invited to serve. We consider that the Political A.D.C. to the Secretary of State and the officer in charge of the Bureau of Information should be *ex officio* members of the Committee, and that the remaining members should be nominated by the Secretary of State. Europeans, as well as Indians, would be eligible for appointment, subject to the condition that the Indian element should be in a majority on the Committee as finally constituted. Care should of course be taken that the various communities obtain proper representation. The period of service on the Committee would probably vary in each case with the duration of the individual member's stay in England, and we prefer not to suggest any fixed term of office; vacancies, as they occur among the nominated members, should be filled by the Secretary of State, the Committee itself having the right of recommending suitable names.

23. The functions of the proposed Committee should, in our opinion, be as follows:—

(1) To stand, as far as possible, *in loco parentis* to Indian students in England, by bringing their influence to bear on the lives and thoughts of the young men, and extending to them such advice and guidance as the junior members of a community may look to receive from its representative men.

We are aware that this is a function which many Indian gentlemen in England actually discharge at present in a private capacity, but the object aimed at in our present proposals is to concentrate their energies and experience for the common good, and to bring them into touch with information which cannot be obtained by private individuals without considerable labour.

(2) To act as a permanent agency for bringing to the notice of the Secretary of State proposals for improving the position of Indian students in this country. From time to time new problems must inevitably arise calling for solution, and we think it desirable that a Committee should be in permanent session to deal with them. In the course of our inquiry several proposals were laid before us, concerning which we are unable at the present time to make any definite recommendations, but which in our opinion deserve careful consideration and might well be referred to the proposed Committee of Indian Residents. We would refer in the first place to a suggestion which emanated from Sir Walter Lawrence, and which commanded the general approval of subsequent witnesses. The suggestion, stated briefly, was that the Political A.D.C. should organise periodical receptions at the India Office on behalf of the Secretary of State, which Indian students should be invited to attend. These receptions would afford an opportunity of introducing young gentlemen from India to persons in England who desired to make their acquaintance and were able to extend hospitality to them, and we would echo the hope expressed by Sir Walter Lawrence, that the Secretary of State might occasionally find time to attend in person. The scheme in its general outline has much to commend it; but the details will require very careful consideration, and we recommend that the question should be referred to the Committee of Indian Residents for discussion and report.

A few words may be added regarding certain other suggestions made to us in the course of evidence, upon which the Indian Committee might suitably be asked for an expression of their views. In this category we would include the proposal of Mr. Bonarjee for the institution of a course of lectures, to be delivered at various centres in the United Kingdom, "to encourage Indian students to take an interest in "subjects to which they are more or less indifferent at present, particular attention "being paid to the principles of self-culture and the formation of character." The same observation may be made regarding Major Syed Hassan's suggestion for the formation of unofficial "reception committees," who would undertake the duty of meeting young Indians on arrival and helping them to overcome the initial difficulties of their stay. Again, the question of repatriating destitute students in extreme cases, which was raised by Sir H. Cotton, might also form the subject of representations by the committee as occasion arises. Lastly, such questions as the provision of special arrangements (in the matter of food, wine, &c.) at the Inns of Court, to which some attention has already been paid, would afford the committee further opportunities of making useful recommendations on behalf of their fellow-countrymen in this country.

(3) Thirdly, it would be the duty of the Indian Committee, in co-operation with the Bureau of Information, to advise young Indians as to the choice of suitable courses of study, and to provide them with the necessary information as to the means of entry into different professions, and the requirements of various academic and technical institutions. We have already endeavoured to show how greatly Indian students stand in need of well-informed and disinterested counsel in regard to these matters, and we cannot doubt that the young men would derive the greatest benefit from the organised assistance of a Committee of their countrymen.

(4) A wide sphere of activity would be open to members of the Committee on the social side. It would be one of their main duties to remove the sense of utter friendlessness by which so many young Indians in this country are beset, and their more intimate experience of the conditions of English life would enable them to provide the Indian student with social opportunities to which access has hitherto been denied him. Moreover, the Committee would be in close touch with the unofficial organisations which make it their business to show hospitality to strangers. We refer not only to such bodies as the Northbrook Society and the National Indian Association, which make the care of Indians in this country their special province, but also to institutions such as the Victoria League, whose activity covers a wider field. Personal hospitality, which the Victoria League, from its position and constitution, has special opportunities of extending, is of the utmost importance in the case of Indian students; and the co-operation of the League, which we believe would be readily given, would be of very material assistance. For the rest, the paramount importance of introducing their young countrymen into good society should be kept steadily in view by the Committee of Indian Residents, and every assistance should be afforded them in compassing so desirable an end.

II.—*Bureau of Information.*

24. We pass to the second of our recommendations, namely, the establishment in London of a Central Bureau of Information for the benefit of Indian students visiting the United Kingdom for educational purposes. We are aware that this proposal is not a new one; indeed, it was before the Secretary of State in Council as recently as 1903, when certain other suggestions for improving the position of Indian students in London were under consideration. The proposal received no little support on that occasion, but it was ultimately abandoned, not without some reluctance on the part of Lord George Hamilton, on the assumption that the functions of the proposed Bureau were already adequately discharged by non-official agencies, to whom the work might safely be left.

While recognising to the full the services rendered towards many young Indians by independent associations, such as the Northbrook Society and the National Indian Association, we are of opinion that something more than voluntary and private effort has become necessary to discharge a function which is of the highest importance both to England and to India, and that the India Office should assume direct responsibility in the matter. With this object we advocate the establishment of a Bureau of Information, having a central office in London and local agents, if the need for them is shown, *e.g.*, at Oxford, Cambridge, or other centres in the United Kingdom, where the number of resident Indian students is sufficient to justify such an appointment.

25. The functions of the proposed Bureau should, in our opinion, be as follows:—

(1) To provide information upon educational matters of every kind, including particulars as to the means of entry, requirements, and educational advantages of the various academic and technical institutions in the United Kingdom. Thus on application to the Bureau, an Indian parent or student would be fully informed as to the steps necessary to obtain entrance to a particular University or College, the certificates needed, and the previous intellectual training required. He could obtain detailed information as to the facilities offered by the various schools in particular subjects, the courses followed, and the standard of examinations for a diploma or degree; he would also be supplied with trustworthy information regarding the cost of living at

different centres such as Oxford, Cambridge, or Edinburgh. In the second place, he would obtain accurate and authoritative advice as to the means of obtaining instruction in technical and industrial matters, to which Indians are turning their attention in increasing numbers. Students desirous of taking up a course in such subjects as chemical dyeing, tanning, electrical engineering, mining (theory or practice), or glass-blowing, often encounter great preliminary difficulties in attaining their object. With the establishment of the proposed Bureau, they would be provided with a ready means of obtaining all the information they desired. The Bureau would make it its business to record and tabulate particulars as regards technical studies of this kind, and as to the places and institutions at which such studies may be most profitably carried on; thereby saving Indian students from much of the delay and disappointment to which they are at present liable. Information of this kind is often of so technical a character that it can only be obtained from an office having a very intimate acquaintance with all phases of educational activity in the United Kingdom. Such an office is the Department of Special Inquiries of the English Board of Education. By a generous interpretation of the principle of inter-departmental comity the Board of Education already renders very important services to the India Office, and we believe that the Board would be willing to extend this principle still further, and to permit the officer in charge of our Bureau to avail himself of the knowledge and experience of the Director of Special Inquiries.

Even in the case of the Bar, which, as an Indian witness informed us, is "the easiest of entry of all the professions," we believe the Bureau could be of some service to Indian students by enabling them promptly to comply with the preliminary requirements for admission to the Inns of Court.

(2) To draw up and keep on record a list of suitable lodgings and boarding-houses in London, and of English families throughout the country, who may be willing to receive Indians as paying guests during vacations or at other times. The difficulties which Indian students frequently experience in obtaining suitable places of residence have been referred to in a preceding paragraph. We consider that it should be an important function of the Bureau to endeavour to remedy this state of affairs, and in particular to form a connection with families of good social position, so that in the course of time large numbers of Indian students may have access to homes where they will breathe a healthier atmosphere and obtain truer insight into English family life than can ever be the case in a chance boarding-house or lodging. We are aware that there are great difficulties in the way of building up a connection of this kind, but, with the example of the Siamese Legation before us, we see no reason to despair of ultimate success. M. Algernon Brown laid particular stress on this point, and his long familiarity with the problem in connection with Siamese students renders his words of special value. "Great care," he said, "is taken to find suitable families in "the country. . . . The choice of a desirable home is not always easy, for not "only must the family be suitable, but the place must not be too dull. To build up a "useful connection of this personal kind is the work of many years, and it is the "personal element that counts for so much. A long list of families is almost as value-"less as a number of good tools or instruments unless you know how to use them."

(3) A third function would be to furnish Indian students with such references or certificates as may from time to time be required of them by institutions to which they desire admittance. It is clear that the question of granting references must be regarded from two distinct points of view, namely, (*a*) that of the students themselves, and (*b*) that of the individual or body by whom the reference is required. The responsibility of the Bureau must of course be held to cover both aspects of the question. We are satisfied that a demand exists at some at least of the educational institutions to which Indian students are freely admitted for detailed and trustworthy information regarding the position, means, and character of Indian applicants. To this demand it should be the business of the Bureau and its local agents as far as possible to respond.

(4) Another function which the Bureau of Information would be called upon to discharge has reference to cases in which the regulations of British Universities or other academic bodies impose unintentional hardship upon Indian students, or in which the system in force at Colleges or Universities in India does not harmonise with the requirements of educational institutions in this country. A specific example of this want of harmony was brought to our notice at Edinburgh, where, as a result of the lack of co-ordination between the regulations enforced by Edinburgh University and the General Medical Council and those of the Indian Universities, an Indian student who has passed the First Arts or Intermediate examination in India may be required to pass a further examination in a modern language, although by the rules of the University this modern language may be the student's own vernacular. The consequence, to quote Professor Cunningham's words, is that "six months or "more of the time which the Indian student spends in this country, to which he has "come for professional study alone, may have to be devoted to a study which he "could pursue to greater advantage at home." The inconvenience thus caused to Indian medical students will be readily understood.

It would be the duty of the Bureau of Information to bring cases of this kind to the notice of the Committee of Indian Residents, with a view to the formulation of ameliorative proposals.

(5) Fifthly, the Bureau might issue, and periodically bring up to date, a handbook containing, in addition to information on matters relating to academic and technical education, general particulars as regards the conditions of life in various centres in the United Kingdom, the expenses of living, and any other details that may be useful to an Indian parent who contemplates sending his son to this country. The handbook would be freely distributed throughout India, and would be specially designed for the guidance and help of Indian parents and guardians.

(6) Lastly, it would be the duty of the Bureau in a general way to assist Indian students in this country with advice on all matters, social, financial, or educational, in which such advice is sought. The Bureau would be prepared, on the express request of parents in India, to undertake or to entrust to responsible persons the duties of guardianship towards Indian students in general or special matters, and, if desired, to send home periodical reports as to progress and conduct; such guardianship might, if so desired by the parents, include a general financial supervision, and even the actual handling of funds, should parents prefer to remit to the officer in charge of the Bureau rather than direct to the students themselves. We are emphatically of opinion, however, that responsibilities of this kind should only be assumed at the spontaneous request of Indian parents, and that it should be made quite clear that the Bureau has no desire to force its guardianship upon young men whose parents have not expressed a wish for it.

26. We agree with the view, expressed by more than one of our leading witnesses, that the Central Bureau should, in the first instance at any rate, be situated at the India Office, and that its superintendent should be an official appointed by the Secretary of State. This opinion has been deliberately formed, after full consideration of the objections which may be urged, on the score of the supposed reluctance of young Indians to come freely to a Government office, and of the distrust and suspicion likely to be entertained towards an agency of so purely official a character. Such objections, though deserving of serious attention, do not appear to us insurmountable, and we anticipate that, as the objects and character of the Bureau become generally known, any initial prejudice that may be aroused will rapidly dwindle, if not disappear. In any case, there are obvious administrative advantages in a Bureau situated at the India Office, where both authority to move the Government of India and knowledge of Indian systems of administration are available; and we fear that without the stimulus of direct official organisation and support the scheme would fail to maintain its efficiency. As we have already indicated, we consider that the time has gone by when work of this character could be relegated to unofficial agencies. At the same time it would be the duty of the Bureau to act in close co-operation with existing associations, and any assistance rendered by the latter would be cordially welcomed and appreciated.

27. The suggestion that the Head of the Bureau should be an Indian gentleman has much to commend it, and has received our careful consideration. On the one hand, it is arguable that an Indian superintendent would be more popular than a European official among the students themselves, would enter more freely into their lives and thoughts, and would more readily win their confidence and trust. It may be urged, on the other hand, that any deficiency in this respect on the part of a European superintendent, supposing such deficiency to exist, would be amply supplied by the Committee of Indian Residents, with whom the Head of the Bureau would be in close and constant communication, and through whom his relations with the students would largely be conducted. Moreover, from the very nature of the case, an Indian superintendent would inevitably be under some disadvantage as compared with a European official. The duties involved would demand an intimate acquaintance with English social conditions and with the educational institutions of this country, which an Indian gentleman, however able and accomplished, could scarcely

be expected to possess; while it seems probable that the authorities of Universities and other educational or technical institutions in the United Kingdom, with whom the Bureau would necessarily be in intimate relations, would co-operate more readily with a fellow-countryman than a stranger. It is hardly necessary to point out that this would re-act to the advantage of Indian students in whose interests the influence of the Bureau would be brought to bear.

Having regard to these considerations, we are clearly of opinion that the balance of advantage lies with the appointment of a European. We therefore recommend that the Central Bureau should be placed under the charge of a whole-time European officer, preferably drawn from the ranks of the Indian Educational Service. It is essential that he should be a man of tact and energy, who is prepared to devote himself whole-heartedly to the work, and that he should possess a sympathetic knowledge of the feelings and aspirations of Indian students, together with the power to attract their confidence and friendship. The greatest possible care should, in our opinion, be exercised in making a selection, as it will be upon the personal qualities of the officer appointed, more than upon anything else, that the success or failure of the scheme will depend.

28. As regards the agents to be appointed at local centres in the United Kingdom, we consider that they should receive emoluments for their services in proportion to the number of Indian students for whom they act, and, as success in any particular case can only be tested by results, we would suggest that arrangements should be made by which the tenure of these appointments is terminable at six months' notice by either party. It is clearly expedient that, in making selections for these posts, care should be taken to appoint gentlemen who are in close touch with local conditions and are acceptable to the local authorities.

While on this subject, it is necessary to refer to the misgivings entertained by the Edinburgh authorities as to the establishment in London of a Bureau of Information or of any permanent office of the kind. The grounds for this opposition were clearly stated to the Committee by Professor Cunningham, whose remarks may be quoted. He said that "it was felt that Edinburgh was able to adjust such matters for herself, "and an office of the kind suggested would be regarded as merely a means of "subsidising the London schools. A complete organisation existed at Edinburgh in "the Deans' offices, which were in constant correspondence with various bodies in "India and with prospective students. A Bureau was not required at Edinburgh, "and, if started elsewhere, would act prejudicially to Edinburgh's interests, as in "the course of time it would probably become a mere recruiting agency for the "London schools."

We fully recognise the important part that has been played by Edinburgh for many years past in the education of Indian students, and we should be most reluctant to make any recommendations tending to interfere with the efficient discharge by the Edinburgh authorities of what they rightly regard as a duty of the highest importance. But we cannot believe that the results apprehended by Professor Cunningham are in any danger of realisation, or that the influence of the proposed Bureau would at any time be likely to be exerted in a way detrimental to Edinburgh or in the direction of checking the influx of Indian students to that University. Indeed, in one important respect, we think that precisely opposite results may reasonably be anticipated, and that the wider diffusion of information which the Bureau will effect may tend to bring more prominently into notice the advantages of the Edinburgh Law School (at present very sparsely attended by Indians), and so divert to Edinburgh some proportion of the Indian law students who now flock in large numbers to the Inns of Court in London. Be this as it may, we consider that the need for some agency of the kind proposed has been clearly established at other centres, and it would be unjust to refuse compliance with so urgent a demand in deference to scruples which we believe to be ill-founded.

29. In conclusion, we recommend that the Bureau of Information should be brought into touch with parents and students in India by means of local Committees to be appointed at the chief provincial and educational centres in that country. To this proposal, which was made to us by Mr. Charu Chunder Ghose in the course of his interesting and valuable evidence, we attach the utmost importance. Indeed, the proper equipment of the local Committees in India, and the appointment of suitable and influential men to serve on them, appear to us essential to the success of the scheme.

It is suggested that, in the first instance, the local Committees should be confined to the five University centres in India, or, at the most, to the provincial capitals. As regards the initial procedure, we consider that the local Governments might invite the Vice-Chancellors of the various Universities (or the provincial Directors of Public Instruction in the case of provincial capitals at which there is no Univerity) to co-operate in bringing the Committees into existence. The principal objects would be to give the scheme the widest possible publicity, and as far as possible to secure the confidence and goodwill of Indian parents. We are convinced that, if success is to be achieved, it is of vital importance that the local agencies should be in close and confidential touch with the parents and guardians of students, with whom the only real remedy of the present unsatisfactory state of affairs is to be found. It is therefore desirable that the Committees should include representative Indian gentlemen of high standing and local reputation, enjoying the confidence of the educated classes of the Province no less than of the Government. Such men would be in a position to make the objects and advantages of the scheme generally known, and to dissipate any suspicion or misunderstanding that might arise in the minds of Indian parents or students.

The next step should, in our opinion, lie with the Committees themselves, who might ask the local Government for the services as secretary of a gentleman already in Government employment. The secretary would conduct all correspondence with the Bureau in London, and would, in a word, form the link by which the local Committees, acting for the parents and guardians in India, would be brought into touch with the central agency.

30. Before leaving the subject of the Bureau, there is one point on which we think it desirable to lay special emphasis. The essence of the whole scheme lies in its purely voluntary character. We are led to believe that a desire exists, both in India and his country, for some organisation of the kind we have proposed, and we hold it to be incumbent upon the Government to meet so legitimate a demand. But to introduce any element of compulsion into the scheme would be both undesirable and impracticable. By means of the local Committees in India, and by the good offices of the Committee of Indian Residents at home, the existence of the Bureau of Information will be made widely known, and its objects and advantages placed in their true light; but it must always remain for the students themselves, and more especially for their parents, to decide whether or not to avail themselves of the opportunities offered.

III.—*Co-operation with Unofficial Associations.*

31. The third point with which we propose to deal in this chapter is the question of co-operation between the official Bureau and the Indian Committee on the one hand, and such unofficial associations as already exist for befriending Indian students in the United Kingdom on the other. The three principal associations of this kind are the Northbrook Society, the National Indian Association, and the East India Association. Of these only the first named is in possession of premises in London which partake of the nature of a club and provide a *rendezvous* for Indian students in the metropolis. The National Indian Association, apart from a room which is used as an office, has no permanent abode, and the same remark is true in respect of the East India Association. The functions of the East India Association are mainly confined to organising lectures and debates, but the other two societies carry on work of a more directly social character, establishing friendly relations with Indian students by means of individual intercourse as well as of periodical social gatherings. That excellent results have been achieved by the National Indian Association, owing in the main to the personal qualities of its present and former secretaries, will be readily admitted, but the evidence before us points to the conclusion that the want of a fixed habitation has militated to some extent against the success of the society. We fully appreciate the admirable character of the work carried on by these associations, and we consider that the importance of acting in close harmony with them needs no further demonstration. At the same time, it is permissible to consider whether, under existing conditions, the maximum of success is attained by their endeavours, or whether it would be possible to concert measures whereby, without impairing the special character of the work performed by each individual body, the sum total of their combined efficiency might be increased.

32. At the outset of our investigations a scheme was laid before us, bearing the *imprimatur* of the East India Association, for strengthening the position and influence of the three societies by co-ordinating their activities and bringing them together under a single roof. It was proposed "to reconstitute the Northbrook Society, only "changing its name to that of the Northbrook Club, on a larger basis, by establishing "an institution with a handsome and convenient set of rooms suitable for ordinary "club purposes, for debates such as those instituted by the East India Association, "and for entertainments such as those of the National Indian Association. Of this "club all young Indians should, on their arrival in England, be made honorary "members for the first six months, after which the fee for membership should be 5*s*. "or 10*s*. a year. The club should be a means of mutual acquaintanceship, not like "an English club, in which no one speaks to another without an introduction, but "should be managed by a secretary who would make it his business to introduce "members to each other, and induce a general air of friendliness; to visit new "arrivals and invite them to join the club; to secure the frequent attendance in the "afternoon of English people interested in the Indian students, and desirous of "showing them friendly attentions, and to introduce them to people who would be "willing to invite them to their houses and give them an insight into English home "life."

Great stress was laid on the importance of choosing a competent secretary to fulfil these duties, "since on him, more than on anything else, would depend the success of the club."

33. As regards the financial aspect of the scheme, it was estimated that an annual income of about 3,000*l*. would be required for the maintenance of the proposed club. Towards this sum 1,500*l*. could, it was thought, be raised from unofficial sources, including the income derived from the endowments of the Northbrook Society; and it was suggested that in place of the annual grant of 150*l*. which that society now receives temporarily from Indian revenues, an annual subsidy of 1,500*l*. should be paid by Government to the club as reconstituted, so as to make up the balance of the total sum required. It was pointed out that the increased subvention from Indian revenues "would entitle the India Office to a large control over the management of the Northbrook Club." The opinion was further expressed that "the work of "supervision should begin in India, by obtaining, through the local Governments, "the names and particulars of all young men who are preparing to come to England "for the purpose of studying for the Civil Service, the Bar, or any other employment "in India. Efforts should be made to induce their parents to place them under the "supervision of the India Office, where some official should be appointed to exercise "this function. If necessary, information should be obtained through the shipping "companies as to the names of Indian students who take their passage, and the dates "of their arrival, which would facilitate their being met at the railway station, and "invited to make use of the advantages offered to them."

A further point raised was the desirability of having a few bedrooms attached to the club in which new arrivals could be accommodated till they decided where to lodge, thus providing an alternative to less desirable places of residence whither young Indians are sometimes attracted on first setting foot in London.

34. It will be observed that the objects contemplated in the East India Association's scheme are to some extent covered by our recommendations as to the Committee of Indian Residents and the official Bureau of Information. Nevertheless, we are decidedly of opinion that the co-ordination of the existing unofficial associations would be a step in the right direction, and that, to quote the words of Sir M. Bhownaggree, a certain "waste of resource" has resulted from each of the three bodies carrying out their operations independently. This view has received a considerable measure of support from various witnesses whose judgment is entitled to every respect. But there has been some variety of opinion as to the degree of co-operation which it is desirable to introduce. Some witnesses were opposed to amalgamation of any kind, on the ground that each of the Associations occupied a special sphere of its own, and that "amalgamation would tend to destroy activities, which, separately carried on, were, or should be, of public utility." Others, again, while opposed to amalgamation, were in favour of providing a common club room for the three societies; while a third shade of opinion advocated amalgamation outright, and the fusion of the three separate associations into one single body.

35. With a view to arriving at a satisfactory solution of this difficult question, we decided to invite the three associations to depute representatives for the purpose of discussing the matter with us at the India Office. In issuing this invitation the following considerations were laid before the three bodies concerned:—

"It is suggested that, while the separate existence and maintenance of independent societies, such as the Northbrook Society, the National Indian Association, and the East India Association, are desirable, their distinctive functions and activities might be assisted by a co-ordination of their efforts for the common purpose. It is thought that the provision of a common centre might promote that object. If, for instance, assembly rooms were provided in which papers of interest might be discussed, social parties held, and club members accommodated, with a separate office for the secretary of each of the allied associations, the general convenience would be secured at a minimum cost. A common building would facilitate the interchange of addresses and other information; dates could be fixed for meetings without danger of overlapping, and it might be possible to add a few rooms for the occupation of students on their first arrival. A common reading-room, with newspapers, might be provided, and persons wishing to entertain their Indian friends might probably obtain the use of the meeting-room."

The proposed conference took place on the 10th October 1907, and was attended by representative members of the three associations. It will suffice here to say that the scheme outlined above was considerably amplified and developed in the course of conversation, and that the proposals as finally put before the meeting received the general assent of the representatives present, subject to certain qualifications made on behalf of individual societies. The principle of co-ordination commanded the agreement of all parties concerned.

36. At a date subsequent to this meeting we received a full expression of the views of the Committee of the Northbrook Society, in which they declared themselves "strongly in favour" of the scheme outlined by us, and stated their opinion "that "any means that can be carried out for bringing the work of these societies into "harmony will be very beneficial, both to the societies in question and to the young "Indian gentlemen in whom they are chiefly interested." The words with which the Committee closed their letter are an indication of the practical spirit in which they are prepared to forward the end we have in view:—"For the speedy and efficient "accomplishment of the proposed scheme, they (the Committee) venture to suggest "that the India Office might now invite all the three bodies to form a committee of "their representatives, to frame and submit to it a working plan for their being "located in one centre and establishing such a method of co-ordination as might "enable them, while preserving in essential respects their separate individuality and "control over their own funds and administration, to co-operate with each other in "the promotion of those objects which are common to them all." Almost simultaneously a letter was received from the Secretary to the National Indian Association, in which we were informed that the Committee of that body "realise that the scheme "suggested would be of great value to the National Indian Association, and are "anxious on their side to give it all the support possible." "With this end in view," the letter proceeded, "they have instructed me to write and say that, should it be "considered possible to found such an Institute as that proposed, they would be "willing to consider their ability to make such moderate contribution to the funds of "the proposed Institution as might be within their limited resources."

37. After duly considering the views submitted to us, and having regard to the advantages likely to accrue from co-ordination, we are united in submitting the following scheme as the outcome of our deliberations:—

A house should be rented in some central part of London, preferably in the vicinity of Piccadilly, which should contain from 15 to 20 rooms in all, in addition to the usual domestic offices, including one large room (such, for example, as the double drawing-room commonly found in big London houses), in which not less than 100 persons could on occasion be seated. Supposing the house to contain 15 rooms, it is suggested that eight of these should be used as bedrooms, three being occupied by servants, and the remaining five reserved for the reception of Indian students during the early period of their stay in London, as contemplated in the East India Association scheme. The seven remaining rooms might be allotted to the three associations in such proportion as is considered necessary in each case to enable the society to discharge its obligations. Thus both the National Indian Association and the East India Association would obtain a room to be used for office purposes. The Northbrook Society would obtain a set of rooms (including kitchen, &c.) in which

accommodation could be provided for its members on the lines of a regular club. The use of the drawing-room would be common to all three associations, and would be equally available for the lectures and debates of the East India Association, the social functions of the Northbrook Society, and the afternoon and evening entertainments of the National Indian Association. Inquiries which we have made of well-known house agents lead us to believe that premises of the kind required could be obtained in the neighbourhood of Piccadilly at an annual rent of about 800*l*.–1,000*l*.

It seems hardly necessary at this stage to discuss in detail the management of the building. Speaking broadly, we consider that the premises allotted to each association should be provided rent free, but that the up-keep, in respect of its own rooms, should fall in every case upon the Association itself. The allocation of rooms should rest with the officer in charge of the Bureau of Information, or with some other representative of the Secretary of State, and should be contingent on the assent of the society concerned, which would naturally be unwilling to undertake heavier responsibilities than its financial resources permitted it to discharge efficiently. All questions of conflicting claims, in regard to the use of the building, should be decided by the officer responsible for the allocation of rooms.

The question of providing a room in the same building for the Superintendent of the Bureau of Information may be deferred for future consideration. We have recommended that, for the present at all events, the Bureau should be situated at the India Office, but we contemplate that, when the whole scheme is in thorough working order, there may be great conveniences and advantages in the transfer of the official agency to the same building in which the unofficial associations are housed.

The provision of bedrooms for the reception of students on their first arrival is a point to which we attach some importance. While in full agreement with the conclusion arrived at in 1903, that the establishment of a permanent residential hostel for Indian students in London is impracticable, we share the anxiety of the East India Association that some provision should be made for the accommodation of young Indians during the first few days or weeks of their residence, when, owing to their friendless position, and their ignorance of European surroundings, they are peculiarly liable to fall into the hands of undesirable associates. The point was pressed upon our attention by Mr. Coldstream, and it is worth remarking that Colonel Warburton, Superintendent of the Royal Infirmary, Edinburgh, advocated, on somewhat similar grounds, the establishment at Edinburgh, on the lines of the existing "University Halls," of a special boarding-house for the reception of Indian students.

38. Such is the scheme which appears to us best calculated to meet the objects which we have in view. We believe that co-ordination on the lines suggested would lead to a great increase of the efficiency of the three associations, both by preventing the overlapping which is to some extent inevitable under present conditions, and by enabling them to carry on their operations at once more effectively and more economically. At the same time, we consider that our proposals require to be submitted to the test of public approval before any final decision is arrived at. A considerable annual expenditure will be necessary if the scheme is to be brought into effect, and it is therefore most important that it should meet a want that is generally felt and recognised, and that it should not add one more to the list of costly failures that have been recorded in the past. But if, as we confidently expect, the scheme which we have outlined meets with general approval in England and India, then we recommend that the Secretary of State should invite the three associations to form a committee of their representatives to frame and submit to him a plan for their being located in one centre. The Secretary of State would then explain to this committee the amount of assistance which he was prepared to grant them from public revenues and the degree of control which he thought necessary to retain in his own hands to ensure continuity of efficiency and equality of treatment to the three societies. If these negotiations are carried to a successful issue, we believe that the advantages which will be gained by co-ordination will fully justify the expenditure of public money which we have recommended.

CHAPTER IV.

Minor Proposals.

39. In the foregoing chapter we have formulated our main proposals for dealing with the problem before us in its general aspects. In the present chapter we propose to deal with certain specific points to which our attention has been drawn, and with the recommendations we desire to make thereon.

(1) *Indian Students at the Bar.*

40. The first case calling for notice is that of Indian students reading for the Bar. The wide popularity of the legal profession among young Indians admits of no dispute. As an Indian witness put it:—"The one ambition of all Indian students is "to come to England and be called to the Bar, perhaps owing to the example of a "few distinguished Indian lawyers." Reference has already been made to the large proportion which Indian law students bear to the whole body of young Indians in this country, and to the peculiar difficulties and dangers to which they are exposed. The circumstances of the case appear to us to justify a careful scrutiny with a view to ascertaining how it has come about that a profession, the training for which involves so many obvious disadvantages, should attract so considerable a proportion of the Indian community in England.

Among the Indian students who flock annually to the Inns of Court in London, there are unquestionably many men of high character and ability; but there seems to be a consensus of opinion that there are also an appreciable number who, to quote the words of Sir Herbert Risley, are "ill-equipped intellectually" for study in England, and "consequently derive very little advantage from their visit." An important Indian witness informed us that in many cases students, whose parents had intended them for other professions, "drifted to the Bar because it was the easiest thing to do"; and he proceeded to say that he had known personally of several instances in which Indians had come to grief through thus choosing a profession for which they were not meant. Sir Henry Cotton deplored the influx into England of Indians of little intellectual capacity, who "reflected no credit on India or on themselves." Another Indian witness spoke in the same strain. A third "felt very strongly that many Indians were sent to England without sufficient "forethought and preparation," while a fourth also expressed himself in decided terms on this subject. What is above all things desirable, as the last-mentioned witness pointed out, is that Indians of the right qualifications, both as regards character and attainments, should come to this country; and the evidence before us points to the fact that, under present conditions, there is an indiscriminate influx to the Bar of Indian students, many of whom do not possess the qualifications required. Such men are of course ill-adapted to secure the full benefits of an English education, and are peculiarly liable to fall victims to the temptations in which London life abounds.

41. It has been represented to us that the presence among Indian Bar students in London of so many men of second-rate ability is due in the main to certain artificial causes, which have combined to give a call to the Bar an adventitious attraction in the eyes of young Indians. These causes may be classified under two heads, viz.:—

(*a*) The special privileges enjoyed by barristers in India.
(*b*) The system of examination for the Bar in England.

We proceed to examine these points in detail, with a view to ascertaining how far remedial treatment is either possible or desirable.

(*a*) *The Privileges enjoyed by Barristers in India.*—It would appear that the first attraction to Indian students of membership of the English Bar is that it qualifies a student for admission to the Roll of Advocates in any of the High Courts of India. The advantages enjoyed by an advocate over the "vakils," who form the great majority of practitioners in Indian courts, may be summarised as follows:—

(1) The advocate has the right, which is denied to vakils, of practising on the original side of the Calcutta and Bombay High Courts.

(2) Advocates enjoy precedence and pre-audience of vakils in all courts. The result of this privilege is, as Sir John Edge pointed out to us, that "if a barrister "advocate of one month's standing and a vakil of, say, 20 years' standing, are "engaged on the same side in a suit or motion, the barrister advocate has the right "to the leading brief."

It may incidentally be observed that this privilege appears in practice to be of rather doubtful advantage to its possessor, as it frequently leads, so Sir John Edge assured us, to the exclusion of barristers from employment in cases in which "the "litigant wishes to have the advantage of the services of a leading vakil of experience "and proved ability to conduct his case as leader."

(3) Vakils are under a further disadvantage, as compared with advocates, in that "no vakil can appear in any case in court for a client until he has obtained from his "client a power of attorney (*vakalatnama*), and has filed it in the court," whereas an advocate can appear for his client without a power of attorney.

Parenthetically, it may be explained that a call to the Bar in England, Scotland, or Ireland, is not the only avenue to admission to the Roll of Advocates in all the Indian High Courts. The same goal can, in some High Courts, also be reached by obtaining an Indian law degree. But the latter process occupies a longer period and involves a severer intellectual test. A vakil of the Allahabad High Court, now studying for the English Bar, informed us that "it would take him 10 years to become an advocate by passing University examinations in India," whereas "he could "achieve the same object in a much shorter period by being called to the Bar in "England."

(4) It would, moreover, appear that, apart from the actual privileges enjoyed by barrister advocates in the Indian courts, the "glamour," to borrow a phrase from Mr. Cumruddin Latif, supposed to attach to the person of a barrister is in itself an attraction; and it is possible that, as Sir Herbert Risley believes, this feeling is not without its practical effects upon Indian clients. Be that as it may, a widespread belief seems to exist in India that certain ill-defined advantages, social or intellectual, are inseparable from the status of a member of the English Bar. Nor is this feeling based wholly on imaginary grounds. An Indian witness, himself a member of the Inner Temple, gave solid reasons for his opinion that "a full-fledged barrister, "provided that he had worked properly for his examinations, was much better "equipped than an Indian vakil, having had the advantage of excellent lectures and "practical work." "In England," he added, "great legal principles were taught; in India only the letter of the law." Another Indian witness spoke of the "additional advantage" conferred by a call to the Bar "of commanding a better position "in the eyes of Europeans, and of acquiring a personal knowledge of the life and "character of Englishmen." He also held that, by becoming a barrister, he would enjoy "greater importance in the eyes of Government," and, in support of this contention, gave his opinion that, *ceteris paribus*, an "advocate would be preferred to a vakil for a High Court judgeship." Mr. Shephard, however, attached little value to supposed advantages of this kind, and summed up the situation briefly by stating that "an idea existed everywhere in India (though it was a pure delusion) that by "becoming a barrister a man obtained a better position, and gained certain indefinite "advantages."

Whatever be the real character of these "indefinite advantages," it seems indisputable that the general belief in their existence, taken in conjunction with the specific privileges enjoyed by barristers in the Indian courts, operates as a strong inducement to Indian students to be called to the Bar.

(*b*) *The System of Examination for the English Bar.*—But apart from the real or supposed advantages attaching to the status of a barrister, we believe that the comparative easiness of the Bar examination affords in itself a very strong motive for selecting this method of entering the legal profession. "A large number of the Indians who come to London," said Mr. Neill, "came merely to pass the Bar "examination, very frequently because they had failed to pass, or would never be "able to pass, the more difficult examination for vakils in India." Sir John Edge put the matter still more strongly by quoting the case, which had come within his personal knowledge, of a man who had "failed hopelessly to pass the Indian vakil's "examination, and had then come to England, where he had no difficulty in passing "the Bar examination." In short, we see no reason to dissent from Mr. Shephard's view that the "comparative easiness of the Bar examination" is one of the main

incentives to Indians to get called to the English Bar; and it is clear that the prevailing conditions tend to bring to England men whose intellectual equipment is of an inferior order.

But while the present system offers special inducements to the Indian student to come to England, it is not equally clear that a call to the Bar furnishes the readiest channel to lucrative practice in India. It has been alleged by some witnesses that the legal profession is already unduly congested in India, and that, in many cases, nothing but disappointment awaits the Indian barrister on his return to India after his call. Opinion, however, is not unanimous on this point. On the one hand, we may turn to the evidence of an Indian witness, who assured us that "barristers often "had to be supported for a long time by their parents, and, in fact, possessed no "advantage beyond the glamour, such as it was, attaching to membership of the Bar "and familiarity with English ways and customs." Or, again, the opinion of another Indian witness may be cited, that "25 per cent. of Indian Bar students would not earn enough to cover the expense of becoming barristers." On the other hand, the testimony of Sir Herbert Risley points to a different conclusion. While seeing much to deplore in the condition of Indian barristers on their return from England, Sir Herbert "considered that the Law was still a good profession for Indians. Some "Indian barristers made as much as Rs. 5,000 to Rs. 6,000 a month, and almost all "of them, unless they were wholly devoid of ability, could make enough to live upon. "On an average Indians made a better livelihood in the Law than in the Public "Service."

42. Apart from this aspect of the question, concerning which we are not disposed to offer any decided opinion, there are in the present condition of affairs certain features, such as the position of the vakil and the disastrous effects of London life upon an appreciable number of Indian Bar students, which cannot be regarded as satisfactory. Sir John Edge, in the course of his evidence before us, submitted proposals for dealing with the whole question in a comprehensive manner. He recommended:—

(*a*) That the Indian High Courts should alter their rules so as to equalise the privileges enjoyed by vakils and barrister advocates.

(*b*) That the Inns of Court should, in addition to the ordinary examinations for a call to the Bar, hold a special and strict examination in the laws of India for those students who desire to practise in India; and that the Indian High Courts should refuse to admit to their Rolls of Advocates any barrister who could not produce a certificate that he had passed the special examination.

We proceed to examine these suggestions in the light of the evidence before us.

(*a*) *Equalisation of Privileges.*—Sir John Edge admitted that such an alteration in practice as he recommended would be "vehemently opposed by barrister advocates, European and Native." He went on, however, to point out that the courts of India "were not established with the object of providing incomes for members of the Bar of England," and to lay down his opinion that "a duly qualified vakil should have "equal rights with barrister advocates in Indian courts, which, after all, are the "courts of his country." Mr. Shephard considered that the right of precedence was not of great importance, and thought it probable that in practice the privilege was not much insisted upon. He questioned whether the High Court Judges would approve of any proposal to dispense with the power of attorney which vakils are at present required to produce. Sir Herbert Risley saw great difficulties in the way of the proposed equalisation of privileges. What it amounted to, he pointed out, was "to make it easier for vakils to obtain admission as advocates to the High Courts." He considered that "any such proposal would meet with enormous opposition from "the Bar Library. The original side of the Calcutta High Court was regarded as "the last refuge of the English barrister, and any attempt to throw this preserve "open to the native vakil would be fiercely contested. Strong opposition would also "be likely to be aroused from the point of view of the dignity of the courts." That the change would be welcomed in some quarters is shown by the opinion expressed by an Indian witness that "it would be a great step forward if there could be some equalisation of privileges enjoyed by barristers and pleaders in India." The proposal also commended itself to another Indian witness.

(*b*) *Imposition of a Special Examination.*—With regard to the second proposal, it seems probable that the authorities of the Inns of Court would have no insuperable

objection to imposing a special examination of the kind suggested, provided that no alteration in the standard required for admission to the Bar was involved. The proviso is an important one, as we are prepared to accept the opinion expressed by one of our witnesses that the Benchers would probably be unwilling to enhance the standard of their examination and so check the influx of Indian students to the Bar. We agree, moreover, with Mr. Shephard's view, that "it would be impossible to make rules applying to Natives of India and not to other candidates to the Bar." At the same time we believe that, in the words of Sir T. Raleigh, "the Inns of Court would "be willing to consider any proposals for regulating the admission of Indians that "might be submitted to them." All that Sir John Edge's scheme contemplates, and all that, in our opinion, the authorities of the Inns of Court could reasonably be asked to do, is to institute a special, optional examination in Indian law, and to award certificates to candidates who shall have passed that examination to their satisfaction. It would be for the Indian courts to decide whether or not to require such certificates of all applicants for admission to their Roll of Advocates. The real initiative, as in the case of the proposed equalisation of privileges, lies with the Indian courts, and it is to them that the first advances must be made if it is decided to take steps with a view to carrying Sir John Edge's scheme into effect.

We are fully in accordance with Sir John Edge's view that if the High Courts consented to adopt a regulation of this kind, it would be necessary to apply it to Europeans who desire to practise in India as well as to Indians. Sir John Edge is of opinion that the regulation "could not reasonably be objected to by anyone who desired to fit himself for the practice of the profession in India," but there is reason to anticipate that the proposal would encounter opposition of the most strenuous kind. Sir H. Risley's evidence on this point is significant. He felt, he told us, "grave doubts as to the suggestion that the Indian High Courts, in admitting to the "Roll of Advocates, should be asked to require candidates to have passed an "examination in Hindu and Muhammadan Law, over and above the usual test "imposed by the Inns of Court. He thought the High Courts would have to be "approached with extraordinary delicacy, especially at Calcutta, where there would "probably be a disposition to regard the proposal as an interference on the part of "Government with the Charter of the High Court. Witness would have great "hesitation in proposing any such scheme."

It will be seen that, while in general sympathy with the objects which Sir John Edge has in view, we are by no means blind to the difficulties which lie in the path of the reforms he advocates. We would content ourselves with recommending that his two proposals, viz., (1) the equalisation of the privileges of advocates and vakils, and (2) the imposition of an additional test, over and above the ordinary Bar examination, on applicants for admission to the Rolls of Advocates of the Indian High Courts, should be referred to the Government of India for consideration and report.

43. A witness with Indian judicial experience submitted further proposals for dealing with this difficult problem. He suggested:—

(*a*) That the Benchers should require, as a condition of admission to the Inn of an Indian student, a certificate of good character given by a magistrate of the district in which the applicant's home is situated, and countersigned by the district judge.

(*b*) That they should require a certificate from the Official Guardian, were such an official appointed, before calling Indian students to the Bar.

With the former of these two suggestions we are in full concurrence, provided that adequate notice of the change proposed can be guaranteed. A system already obtains by which Indian students proposing to visit this country can provide themselves with "certificates of identity," and we believe that no hardship would be entailed, as soon as the rule became generally known, if the Inns of Court were to insist upon all Indian applicants producing a certificate in the form suggested by the witness. We recommend that the Benchers of the different Inns should be consulted as to the introduction of this rule; and, if they concur in its desirability, that steps should be taken to give it due publicity before it is introduced.

With regard to the latter suggestion, the appointment of an official guardian does not come within the scope of our recommendations; but in the course of time, when the Bureau of Information is in full working order, the question may well be

considered whether certificates of the kind suggested might not suitably be granted by the Superintendent of the Bureau and his local representatives. In the meanwhile, we do not recommend any communication to the Inns of Court on this point.

(2) *Pecuniary Grants.*

44. We pass to the consideration of another class of recommendations that have been submitted to us in the course of our inquiries, viz., proposals for financial assistance in one form or another. We desire to state clearly at the outset that, as a general principle, we are opposed to the grant of pecuniary assistance in individual cases, whether in the shape of loans or exhibitions. It appears to us that the Indian parent is, as matters stand, too ready to send his son to England without due forethought and preparation, and that to stimulate this tendency by doles of money, under whatever name, would be undesirable.

The comparative poverty of the majority of Indian students was mentioned by many witnesses, and although the evidence on this point is not quite unanimous, we have little reason to doubt that a large number of young Indians are sent to England at great pecuniary sacrifice to their parents and spend their time in this country in conditions of considerable financial difficulty. It was to meet cases of this kind that one of our Indian witnesses recommended the grant to Indian students of a large number of small exhibitions ranging from 20*l*.–50*l*. in value. The same witness also advocated an increase in the number and value of Indian Government scholarships on the ground that "Government scholars, who were the most successful of all "Indian students, were numerically too few to form a type by themselves, or to "provide a high standard for other students to follow." We have no recommendation to make in favour of these suggestions. Nor are we disposed to lend support to another suggestion, emanating from an Edinburgh student, that an emergency fund should be set apart to enable Indian stndents to pay their class and examination fees in case of the non-arrival of their remittances. We consider any such system of loans or advances to be particularly undesirable, as tending to weaken self-reliance, and so to deprive Indian students of one of the most valuable lessons of a visit to this country.

45. Different considerations, however, govern a case such as that of the scheme now in contemplation at Edinburgh to provide a "Habitation," at a cost of about 5,000*l*., for the Edinburgh Indian Association. The project has received distinguished patronage, and active steps are being taken to obtain the necessary funds. Sir Thomas Fraser, in his evidence before us, suggested, "with some hesitation," that "the Committee might consider whether any action on their part could with propriety "be taken to induce the India Office or the Government of India to give some "financial assistance towards the promotion of this Habitation scheme." One of our Indian witnesses at Edinburgh advocated a "handsome donation" from Indian revenues towards the scheme, and several others intimated that a contribution of the kind would be highly appreciated. We have already stated our views as to the merits of the Edinburgh "Habitation" scheme, and as to the precautions which will, in our opinion, be necessary if certain dangers are to be avoided. Should arrangements be made which will obviate the likelihood of such results as are apprehended, we consider that the question of a pecuniary grant to the scheme is one to which the Secretary of State in Council might well give favourable consideration.

(3) *Indians at Cambridge.*

46. Finally, we wish to deal with a question that was brought prominently to our notice during our visit to Cambridge, namely, the manner in which Indian students are at present distributed over the various Colleges of that University. On the undesirable results of the present uneven distribution, as affecting both the popularity of Indian students and their enjoyment of the full benefits of English University life, we have already dwelt in an earlier portion of this report.

According to the latest figures, there are at present scme 85 Indian students at Cambridge. Of these 44, or more that 50 per cent., belong to three out of the 17 Colleges, viz.:—St. John's, Christ's, and Downing. The aggregate number of students *in statu pupillari* at these three Colleges is about 600, so that the Indian element represents rather more that 7 per cent. of the total body, while at one of the three Colleges (Downing) the proportion of Indians is 13½ per cent. of the total

number of undergraduates (140). Of the remaining 41 Indians at Cambridge, no fewer than 14 are non-collegiate students, the balance of 27 being distributed over the other 14 Colleges, of which three appear to contain no Indian members at all. Seven out of the 27 are members of Trinity College, where they represent something over 1 per cent. of the total number of undergraduates (about 680) in the College, while of the remaining Colleges, seven of the largest, whose combined undergraduate population amounts to some 1,500, contain only nine Indian students (or 0·6 per cent. of the whole undergraduate body) between them.

These figures indicate with sufficient clearness how uneven is the present distribution of Indian students throughout the University. Of the reasons that have led to the excessive accumulation of Indians at particular Colleges, and their practical exclusion from others, we propose to say nothing; but it is, perhaps, permissible to observe that the importance of the question in all its aspects has not everywhere met with due appreciation in the past. We found at Cambridge that opinion was practically unanimous as to the ill-effects of the present uneven distribution of Indian students, and it was generally admitted that a remedy was needed. But it was represented to us that little improvement could be effected without combined action on the part of the different Colleges, and that such co-operation would be rendered difficult by the keenness of inter-collegiate competition and by the reluctance of certain Colleges to modify the policy which they have adopted towards Indian applicants. "One College," said a prominent witness, "would not take action that others refused to take." Another witness "assured us that the Colleges could not be induced to give up their rights of selection"; while a third told us plainly that his own College "would probably hesitate to take any action committing them to a "serious increase in the number of Indian admissions, or to tie their hands in the "matter." It was also hinted that, in any scheme of redistribution, Oxford would be expected to take her share.

47. We are not inclined to regard these difficulties as insuperable, but we agree with the opinion of a prominent member of the University that co-operation between the Colleges "must be stimulated from without," and that if the College authorities are to be induced to act in concert, it is essential that the India Office should take the initiative by raising the question on grounds of public interest. We therefore recommend that a communication should be addressed to the Vice-Chancellor of the University, inviting him to summon to a conference representatives of all the Cambridge Colleges, and to urge upon them the necessity, both in the interests of the University and from the wider standpoint of imperial obligations, of framing some concerted policy for dealing with the admission of Indian students.

It would be impossible at this stage to lay down any hard and fast principle as to the proportion of Indian members which it would be reasonable to expect the various Colleges to accept. The 85 Indians now at Cambridge represent something under 3 per cent. of the whole undergraduate body, and it would therefore appear at first sight that an equitable distribution would be secured by each College consenting to admit Indians up to a limit of 3 per cent. of its total numbers. Whether such a division would afford a practicable basis for redistribution can only be determined after discussion between the Colleges concerned, but we are strongly of opinion that some arrangement is desirable whereby every College shall be prepared to accept a minimum percentage of Indian members. The question is one which, in our opinion, calls urgently for a solution; and we feel sure that the University and College authorities at Cambridge will respond in a broad-minded and patriotic spirit to an appeal addressed to them on the authority of the Secretary of State.

48. At Oxford, where the total number of Indian students is only 32, the question is much less acute than at Cambridge. But it seems probable that, sooner or later, similar difficulties will arise at Oxford, where, we are assured, there is a similar lack of uniformity in the attitude taken up by the various Colleges, though, from the fact that Indians are much less numerous, its effects are far less apparent. It is to be hoped that the subject will not escape the attention of the University authorities.

CHAPTER V.

Indian Students and Politics.

49. In the course of this enquiry our attention has frequently been dr[illegible] antipathy felt by a large number of Indian students to British rule in Ind[illegible] the extent to which that antipathy is aggravated by residence in England result of our investigations, we feel justified in asserting (1) that a consi[illegible] proportion, probably a majority, of the Indian students who come to this countr[illegible] imbued before leaving India with the political opinions of the advanced section of Indian Opposition, and are animated by a feeling of discontent with British rule, and (2) that these political opinions and this discontent are usually strengthened by their residence in England. Remarkable statements to this effect were made not only by our best informed European witnesses, but also by several Indian gentlemen who appeared before us in London. One of the latter gave it as his opinion that about 50 per cent. of the whole body of Indian students in England were imbued with this feeling of hostility. "Of the remaining 50 per cent.," he added, "some were men of "moderate and reasonable political views, others were indifferent to politics and "interested mainly in social and religious matters. Thus the hostile section clearly "predominated." Another Indian placed the proportion as high as 75 per cent. of the total community. A third referred in strong terms to the existence of a class of Indian students whom he described as "the 'blood and thunder' type of Indian "patriots, whose undisciplined passions, so characteristic of youth, readily throw them "into the arms of wide-awake mentors, who feather their own nests, and generally "make a good business of it, by instilling into the minds of their youthful disciples "the sovereign lesson that the alpha and omega of the requirements of a present-day "Indian patriot consist in cultivating things that cannot but lead to outrage and "anarchy." At Cambridge we had the assurance of an Indian witness of considerable experience that "a very large number of Indian students manage to develop—or "perhaps more correctly, have in them very greatly strengthened—an intense feeling "of hatred, namely, against the English"; while evidence was also furnished to us as to the anti-British tone prevalent among Indians at Edinburgh, particular mention being made of the Indian Debating Societies, where numerous students were said to be found "who advocate in season and out of season that the expulsion of the British is the only hope of India."

50. Into the causes which bring to this country students already predisposed to adopt an attitude of hostility to British rule we do not propose to enter. We confine ourselves to a consideration of the influences here which intensify the feeling of discontent already engendered before the student arrives in England. The most potent of these influences is, we believe, to be found in the mental atmosphere of England itself. Party politics are in the air of England; they form one of the commonest subjects of conversation and they are debated with much warmth both in public and private. It is not easy for the Indian student to realise that the overt discord of political controversy is compatible with entire harmony in respect of the larger issues of national life, nor can it always be apparent to him that a desire to overthrow the Ministry of the day does not indicate any dissatisfaction with the Constitution, or any disposition to subvert the authority of law and order. Moreover, political controversy in England, largely concerned as it is with domestic questions, naturally proceeds upon the tacit assumption that democratic institutions are superior to other forms of government, and the Indian student is not likely to be reminded that political institutions, which are only the formal expression of the forces which actually govern society, necessarily vary with different stages of social development. Young men cannot be expected to resist the current of ideas by which they are surrounded, and it is not surprising that Indian students should regard the methods and generalisations of English politics as immediately applicable to India; indeed, they probably are encouraged to do so by the support they frequently receive from English associates who have no first-hand acquaintance with India. But the application to India of the canons of democracy begets the opinion that India could and should be democratically governed, and thus stimulates dissatisfaction with the existing Government. It has also been suggested to us that a further cause of discontent arises from the inability of the Indian student to make allowances for the working of our Parliamentary machine. He dwells upon phrases and sentences used by politicians and by the party press, and believes that they embody an official policy

number of undergo of action. He feels a grievance and sometimes a sense of injustice fewer than 14 are that he has built upon such expressions of personal opinion are not the other 14 Co'

Seven out of t' general causes must be added another. There are in England repre- over 1 per of the Extremists of Indian politics, and they spare no pains to win while of th' to their cause among the Indian students as soon as the latter arrive in population try. Probably the most active of these has been, for some time past, of the wyamaji Krishna Varma, who conducts a paper in London called the "Indian ologist," in which he urges his countrymen to "boycott" the British Government the surest means of driving the English out of India. He has also founded a dist dging-house in Cromwell Avenue, Highgate, called the "India House," at which le students who are willing to put up with a certain amount of discomfort are accom- modated at a very moderate charge. Representatives of the India House visit the railway stations at which Indian students arrive, and offer them the advantages of these cheap lodgings. On reaching the India House they are plied with the arguments of Mr. Krishna Varma's adherents, and are no doubt frequently converted to his views. We have noticed that his paper, "the Indian Sociologist," is distributed gratis to new arrivals at the Universities of Oxford and Cambridge. Thus, while there is an active organisation to create hostility to the British Government, there is no agency in existence in London which takes so much pains to get hold of Indian students or to counteract the effect of this political propaganda. It is not therefore surprising that as many as 50 per cent. become imbued with extreme opinions. As an illustration of the length to which these opinions are carried, we call attention to the following card of invitation to a meeting at Tilak House (78, Goldsmith Avenue, Acton), which is another centre of Indian malcontents in London. The notice ran as follows:—

"Under the auspices of the 'Free India League' it is decided to commemorate the golden jubilee of the Patriotic Rising of 1857. This meeting is to be held on Saturday the 11th May, the day of the Declaration of Independence. Your presence is earnestly solicited with your friends (Indian). Time, 4 p.m."

51. We cannot pretend that we do not view with grave concern the growth among Indian students in England of a sentiment of vehement hostility to the Government; we cannot be blind to the serious consequences which it must produce in India. The number of Indian students who leave England for India every year is small in actual figures and, by comparison with the millions of India, infinitesimal, but the men educated in England constitute an influential section of the educated classes of Indian society, and their permanent alienation from the British Government would be a disaster.

Grave, however, as we recognise the situation to be, we have no specific remedy to propose. The root of the evil lies in social conditions which it is beyond the power of Government to modify. A radical cure might perhaps be found in preventing Indian students from visiting this country at all, but that is a policy which we do not recommend. For the reasons stated earlier in this report, we believe that no impediment should be placed in the way of Indian students visiting this country; as long, however, as they are exposed to contact with English life it is impossible to protect them from the contagion of prevalent ideas. It is equally impossible to convince the bulk of the English people that the political generalisations of the hour are not scientific truths of universal application. The antidote to these facile speculations is only to be found in experience of life itself, and we have no doubt that many Indians upon their return home realise that the views they formed in England are not applicable in their entirety to India. But experience can only come with years; it is an element of political wisdom in which youth must always be deficient, and which it is therefore useless to expect in young men from India or any other country.

52. In one comparatively small respect we believe that the situation is susceptible of remedy. It can, we think, hardly be urged that the toleration of the Indian Government should be carried so far as to provide the education and maintenance of those who advocate its overthrow; on the contrary, it appears to us that those Indian students who are supported in this country by the scholarships of the Indian Government ought to set an example of sobriety and moderation in political debate. This, we fear, is not the case at present. We have found that Indian Government scholars reading at Oxford or Cambridge (appointed in accordance with the

Resolution of 1886) enjoy a high reputation for ability and industry, of which, indeed, the many academic distinctions they have won afford conclusive evidence. But we have also found that in several cases these Government scholars have, in the past, made themselves notorious for their extreme views and have become centres of hostility to the Government which was paying their expenses at the University. It seems to have been generally known at Oxford that a certain Government scholar sedulously proclaimed his hostility to British rule, and there is reason to think that the probability of his so behaving might have been foreseen. We think that care should be taken to prevent a recurrence of such incidents, and we recommend that the Government of India should make it known that, though guided as a rule by the advice of the Universities in awarding Govern- men scholarships, they do not surrender the power of selection and rejection; and that re they will exercise this power of rejection in case of candidates whose ical opinions are inconsistent with the continued existence of British We would respectfully submit for the consideration of the Government ng suggestion:—The name of every candidate submitted for a should in future be accompanied by a statement from the which he was educated that he does not hold opinions le. In any case in which it is found that this certificate car without due inquiry, the College guilty of such om sending up candidates for the Government sch the University. be made of the Government of India whether the tudent is eligible for these scholarships might not wi 22 to 25. There appear to be strong educational nd we are of opinion that if the Government scholars aracter and opinions they would exercise a wholesome students in respect of politics also. proposal for dealing with this question which demands been suggested that an attempt should be made to bring Indian students in country under another set of political influences and educate them to a more sober consideration of the actual facts of Indian administration. Much might be urged in support of this suggestion, but we are not very hopeful of satisfactory results as long as efforts are confined to this country. A large number, probably a majority, of Indian students come to England already imbued with a distrust of the British Government, and in this mood it is, to say the least, improbable that they would be open to conviction. If any attempt is made to enlighten the rising generation of Indians regarding the political situation of their country, we are of opinion that it must be made in India as well as in England. We think that there is good ground for inquiring of the Government of India whether the political teaching which finds its way into the curricula of the Universities is wisely chosen, and whether a place could not be found in collegiate education for the study of Indian administrative and economic problems. We observe that the value of political science and political economy as subjects of study is being increasingly recognised in this country, and we wish to point to the growth and popularity of the London School of Economics and Political Science as an illustration of this tendency in educational thought. The scientific study of the political and economic questions peculiar to India would be an excellent intellectual exercise and would afford large opportunities for those original investigations to which the London School of Economics attributes much importance. At the same time we believe that an appreciation of the peculiar character of the political and economic problems of India would react favourably upon the political opinions of educated Indians. If the Government of India is of opinion that economic and political science should find a place in Indian education, then we think that it would prove beneficial to arrange for lectures or debates on such topics in London with a special view to Indian students. If our proposals regarding accommodation for the National Indian, the East India, and the Northbrook Societies are accepted, we think it very probable that one or the other of them could arrange for a course of special debates for Indian students in addition to those general lectures which will, we hope, continue to be given under the auspices of the East India Association. The question is one to which we think the attention of the Committee of Indian residents should be invited.

54. We recognise that the recommendations we have made can at best have only a very small effect upon the political opinions of Indian students; while we regret

the alienation of these young men who could most usefully help their country by co-operating with the Government, we recognise that it proceeds from causes which can hardly ever be reached by the agencies available to Government. There is, however, one aspect of this question which may force it upon the attention of the only persons capable of dealing with it radically. The excessive attention paid by some Indian students to politics is a serious hindrance to their studies, and we have heard that some parents in India view it with dissatisfaction as being a frustration of the objects they had in view in sending their sons to England. If Indian parents in the future are of opinion that their boys waste upon political discussions the time which was intended for their studies, we have no doubt that they will bring the matter to the notice of the Committee of Indian residents in London and ask them to devise means for lessening this evil. If such should be the case we believe that the recommendations of the Indian Committee will carry more weight and be more likely to produce a good result than any suggestions which we could offer.

The special recommendations which we have made in the earlier part of this Report are mainly directed towards the encouragement of friendly relations between Englishmen and Indians during their stay in this country. Should our proposals succeed in achieving this result the effect upon the political situation cannot be other than good. If Indians upon their return feel themselves still linked to some Englishmen and English families by a tie of friendship and pleasant memories, we may hope that some of the bitterness of their antipathy will be softened, and the antagonism which now too often amounts to racial animosity may be reduced to a mere difference of opinion upon political questions.

CHAPTER IV.

Summary of Recommendations.

55. The following is a summary of the recommendations made in the previous chapters of this Report :—

(a) *Major Recommendations.*

(1) That a standing advisory Committee should be formed in London, on which prominent Indian residents in England should be asked to serve (paras. 22-23).

We have mentioned in our Report several of the points upon which such a Committee could be advantageously consulted.

(2) That an official Bureau of Information should be created (paras. 24–30).

(3) That the Northbrook Society, the National Indian Association, and the East India Association, should be invited to combine in formulating a scheme of co-operation, and submitting proposals as to the accommodation necessary for their joint requirements, provided that co-ordination on the basis suggested in para. 37 shall have met with public approval (para. 38).

(b) *Minor Recommendations.*

(1) That the Government of India should be consulted on the subject of Sir John Edge's proposals for—

(i) the equalisation of privileges between advocates and vakils in the Indian high courts ;

(ii) the imposition of a special additional examination on all candidates for the Bar who propose to practise in India (para. 42).

(2) That the Benchers of the Inns of Court should be consulted as to the propriety of requiring certificates signed by local magistrates in India before admitting Indian students to the Inns (para. 43).

(3) That, subject to certain conditions, the question of a contribution towards the Edinburgh "Habitation" scheme should be favourably considered by the Secretary of State in Council (para. 45).

(4) That a communication should be addressed to the Vice-Chancellor of Cambridge University respecting the distribution of Indian students over the various Cambridge Colleges (para. 47).

(5) That measures should be taken to prevent the appointment to Government scholarships of candidates whose opinions are avowedly hostile to British rule (para. 52).

(6) That the Government of India should be asked to consider the question of raising the age limit of candidates for Government scholarships (para. 52).

(7) That the Government of India should be invited to make inquiries regarding the political teaching that finds a place in the curricula of the Indian Universities, and to consider the desirability of affording greater facilities for the study of Indian administrative and economic questions (para. 53).

56. In concluding our Report we desire to place on record our appreciation of the services of our Secretary, Mr. J. E. Shuckburgh. The work which has fallen upon him in connection with the record and analysis of the evidence was, in the absence of a shorthand writer, unusually heavy, and we gratefully recognise that in the preparation of the Report our task has been much lightened by the ability and loyal co-operation of our Secretary.

(Sd.) William Lee-Warner.
Curzon Wyllie.
Theodore Morison.

J. E. Shuckburgh, *Secretary*,
30th November 1907.

APPENDIX V.

Correspondence with the High Commissioner for India regarding the proposed increase of the subsidies paid from Indian Revenues towards the expenses of the Oxford Delegacy for Oriental Students and the Cambridge Inter-Collegiate Indian Students' Committee.

Secretary to High Commissioner for India to Secretary, Committee on Indian Students.

I.S. 307/1. 42, Grosvenor Gardens, S.W. 1,
9th June 1921.

Sir,

I am directed by the High Commissioner for India to forward a copy of a telegram, No. 785 Edn., dated 1st June 1921, from the Government of India, on the subject of grants to Oxford and Cambridge in aid of the Delegacy for Oriental Students and the Inter-Collegiate Indian Students' Committee. Copies of previous correspondence having a material bearing on this subject, ending with the High Commissioner's letter to the Government of India of the 28th April 1921 and referred to in their telegram, are also enclosed for the information of the Committee, and any further information that may be required will be sent if asked for.

2. I am to say that the High Commissioner would feel greatly obliged if the Committee would find an early opportunity for considering the proposals contained in his letter, No. L.S. 67/2, dated 28th April 1921, to the Government of India, and would favour him with their views. It will be recognised that the matter is one of some urgency, as Cambridge is pressing for an early decision and the question of appointing a successor to Mr. Burrows, the Secretary to the Delegacy for Oriental Students at Oxford, which is dependent on the settlement of the grant, is being delayed. Should these organisations for assisting students at Oxford and Cambridge cease to function owing to a delay in coming to a decision as to the grants, much inconvenience to students would result. For this reason the High Commissioner would be glad if, without inconvenience to the Committee, he could be placed informally in possession of their views at a very early date.

3. I am, in conclusion, to say, with reference to the capitation system of fixing grants, that, as will be observed from his memorandum of discussion with the Inter-Collegiate Committee at Cambridge on 17th January 1921, the High Commissioner pressed this proposal, but for the reasons stated in the memorandum the Committee declined to consider it, and it was therefore abandoned. An analogous proposal had accordingly to be made in the case of Oxford to bring it into line with Cambridge.

I am, &c.
(Sd.) J. W. Bhore, Secretary.

Telegram from Viceroy, Education Department, to High Commissioner for India, dated 1st June 1921.

No. 785 Edn. Mr. Bhore's letter, No. I.S, 67/2, dated 28th April last. Grant to Delegacy for Oriental Students, Oxford, and Inter-Collegiate Students' Committee, Cambridge. Government of Indian suggest that before they consider your proposal the matter be placed before Indian Students' Committee and their views intimated. Government of India are inclined to favour capitation system, with fixed maximum and minimum.

Secretary to the High Commissioner for India to Secretary to the Government of India, Education Department, dated 28th April 1921.

Sir,

I am directed to inform you that the High Commissioner, after careful consideration, and after personal consultation with the Vice-Chancellors of the Universities of Oxford and Cambridge, has come to the conclusion that the time has now arrived when it is necessary to make some increase in the grants from Indian revenues to those Universities on account of the expenses of the Delegacy for Oriental Students and the Inter-Collegiate Indian Students' Committee.

2. The nature of the assistance that these two bodies render to Indian students is already known to the Government of India. The Secretary of State's Despatch No. 2, Public (Students), dated 14th July 1916, notifying the creation of the Delegacy at Oxford and the Committee at Cambridge, contains a statement of the

functions of these bodies and the extent of the subvention at first made to them from Indian revenues.

3. I am to refer to the case of Cambridge first, for the reason that from this University came the application for an enhancement of the grant to enable it to meet the expenses of the Indian Students' Committee.

4. Although the Secretary of State had in 1916 sanctioned an annual payment of 350*l.*, Cambridge University asked for, and received, only 300*l.* a year until July 1919, when, as was notified in Dr. (now Sir Thomas) Arnold's letter to Mr. Sharp of the 3rd September 1919, the grant was, on the representation of the Vice-Chancellor of the University, increased to 400*l.* a year. As you are aware from the papers enclosed with my letter of the 11th November, the Vice-Chancellor applied to the High Commissioner in November last for the grant to be increased to 700*l.* a year, but the High Commissioner replied that he was unable to recommend such a proposal to the Government of India. Since then, further discussion has taken place on the subject, and the High Commissioner attended a meeting of the Inter-Collegiate Indian Students' Committee at Cambridge presided over by the Vice-Chancellor. As the result of this he agreed to recommend to the Government of India the proposal, which is agreeable to the University authorities, that, with effect from the 1st October last, the grant from Indian revenues towards the expenses of the Inter-Collegiate Indian Students' Committee should be increased to a maximum of 550*l.* a year, made up as follows :—

250*l.* for the stipend of the Secretary ;
150*l.* for that of his Assistant, and actual and legitimate office charges up to a maximum of 150*l.* a year.

A copy of the memorandum recorded by the High Commissioner of what took place at this meeting is enclosed, and will show the grounds on which the amount of this subsidy was arrived at. The settlement there suggested has been accepted by the Vice-Chancellor on behalf of the University. The High Commissioner is satisfied that the amount now recommended is justified, having regard to existing circumstances, and represents a reasonable return for the special services rendered to the Indian students by the Inter-Collegiate Committee.

5. I am next to refer to the case of Oxford.

You will observe from the Secretary of State's Despatch referred to above, that the grant originally sanctioned to the University of Oxford towards the expenses of the Delegacy for Oriental Students was based on a capitation fee of 4*l.* per annum for each Indian student in residence at the University, subject to a maximum of 350*l.* The amount actually paid, however, in respect of the first year of the existence of the Delegacy was 280*l.*, the number of students in residence being calculated at 70. Subsequently, however, the number of Indian students materially decreased in consequence of the war, and, in response to representations received from the Delegacy, the Secretary of State for India in Council agreed to fix the grant at 230*l.* a year, irrespective of the number of students in residence, for the period of the war. At the end of 1919, the Delegacy represented that they were unable to meet their expenses on a grant of 230*l.* a year, and applied for the capitation fee to be increased to 5*l.* per head with a guarantee of a minimum payment of 300*l.* a year; and the Secretary of State, though declining to increase the amount of the capitation fee, sanctioned the application so far as the minimum annual payment was concerned. As a result, the contribution has been calculated at 4*l.* a head, subject to a minimum of 300*l.* and a maximum of 350*l.* The number of Indian students at Oxford has increased very materially of late, being, it is understood, 115 at present, and the grant towards the expenses of the Delegacy has therefore been paid at the maximum rate of 350*l.* a year since 1st October 1920.

6. The causes which have resulted in increasing the Committee's expenses at Cambridge have to a great extent operated at Oxford in the same manner. Taking this into account, and also having regard to the generous treatment recently accorded by the University authorities to applications from Indian students, resulting in the admission of a larger number than has ever been in residence before, the High Commissioner considers that, with effect from 1st October 1921, the grant from Indian revenues towards the expenses of the Delegacy should be fixed at 400*l.* a year. This recognition would be greatly appreciated at Oxford, and the amount suggested is a reasonable return for the work of the Delegacy under present circumstances. In making this recommendation now, I am to say that the High Commissioner considers it desirable to anticipate an application from the University for further assistance,

APPENDIX VII.

Letter and enclosures received from the Secretary to the High Commissioner for India regarding a proposal to establish an Advisory Committee in connection with the Indian Students' Department in London.

Office of the High Commissioner for India,
42, Grosvenor Gardens, S.W. 1,
20th August 1921.

I.S. 427/2.

Sir,

I am directed to enclose herewith, for the information of the Committee on Indian Students, a copy of the correspondence[1] which has taken place between this Office and the Government of India relative to the proposal to institute an Advisory Committee in connection with the Indian Students' Department, which was made in the Council of State and accepted by the Government of India, and to say that the High Commissioner w uld be glad to be favoured with the views of the Committee on the proposal.

[1] Letter from the Secretary to the Government of India to the Secretary to the High Commissioner for India, 6th April 1921.
Letter from the Secretary to the High Commissioner for India to the Secretary to the Government of India, 2nd June 1921.
Letter from the Secretary to the Government of India to the Secretary to the High Commissioner for India, 7th July 1921.

2. In accordance with the instructions of the Government of India the Secretary of State has also been addressed.

I am, &c.,
(Sd.) J. W. BHORE,
Secretary.

The Secretary,
Committee on Indian Students.

ANNEX 1:—*Secretary to the Government of India to the Secretary to the High Commissioner for India, dated 6th April* 1921.

No. 526.

Sir,

I am directed to commend to the notice of the High Commissioner for India the resolution moved by the Hon. Mr. G. S. Khaparde at a meeting of the Council of State, held on the 9th March 1921, regarding the appointment of an Advisory Committee to advise the High Commissioner in connection with the students' branch of his office. The proceedings will be found on pp. 469–474 of the official report of the Council of State Debates, Vol. I., No. 9, copies of which have been communicated to the India Office by the Legislative Department of the Government of India.

2. It will be seen that the Government of India accept the desirability of an Advisory Committee for the High Commissioner as regards the Indian Students' Department, and also accept the principle of an Indian majority in the membership of this Advisory Committee. A telegram has recently been received from the Secretary of State regarding the creation of a Committee to advise on the admission of Indian students to British institutions and other matters. This Committee, it is understood, will continue its labours for some two or three months. It is suggested that the High Commissioner might perhaps desire to consult that Committee regarding the constitution of a permanent Advisory Committee.

I have, &c.,
(Sd.) H. SHARP,
Secretary to the Government of India.

ANNEX 2:—*Secretary to the High Commissioner for India to Secretary to the Government of India, dated 2nd June* 1921.

Sir,

I am directed to reply to your letter No. 526, dated the 6th April 1921, in which you say that the Government of India accept the desirability of an Advisory Committee with a majority of Indian members, for the High Commissioner, as regards the Indian Students' Department. I am to say that the High Commissioner fully concurs in the principle of an Advisory Committee and, in fact, has been contemplating the appointment, or more correctly, the resuscitation of that body. As the Government of India are no doubt aware, such a Committee was first appointed in 1909 by the Secretary of State and continued in existence till about he end of 1915, when it was decided to make no new appointments on the expiry of

the terms of the existing members. It then ceased to exist, though it was never formally abolished.

The High Commissioner does not consider it necessary to refer the question to the Committee on Indian Students, which is now sitting in this country. This Committee will, it is understood, not be in a position to present its report in much less than a year from now, and this would entail an undesirable delay in giving effect to a principle which the Government of India have already definitely accepted. Lord Lytton's Committee will, of course, be informed of the decision to appoint such a body, and any recommendations that it may deem fit to make on this subject will receive the High Commissioner's most careful consideration.

While the rules for the regulation of the Committee's work are, of course, a matter for the High Commissioner, I am to say that he proposes, in order to avoid what proved so serious a cause of friction with the old Advisory Committee, to define at the outset its functions in the following terms, which adhere closely to the lines of the definition which was acceptable to the Advisory Committee in 1913. "The "Committee's function shall be (1) to keep themselves informed as to the views of "parents and guardians in India; (2) to advise the High Commissioner whenever he "may wish to consult them; (3) to bring to his notice matters respecting the needs "of the students on occasions when in the Committee's judgment official action "might usefully be taken."

Subject to any observations that the Government of India may have to make, the High Commissioner proposes to proceed with the appointment of the Advisory Committee directly the views of the Government of India on this letter are obtained.

Paragraph 3 of your letter will be replied to separately.

I am, &c.,
(Sd.) J. W. BHORE,
Secretary.

ANNEX 3:—*Secretary to the Government of India to the Secretary to the High Commissioner for India, dated 7th July* 1921.

Sir,

I am directed to reply to your letter No. I. S. 427/2 (Indian Students' Department), dated the 2nd June last, regarding a proposal to institute an Advisory Committee in reference to the Indian Students' Department. The Government of India are not aware of the full cirumstances which led to the extinction of the former Advisory Committee. But they are inclined to the view that the continuance of that Committee, even at the risk of some friction, might have been desirable, and they are glad that the High Commissioner concurs in the suggestion to resuscitate such a body.

The Government of India, as stated in this Department's letter No. 526, dated the 6th April last, anticipated that the High Commissioner would desire to lay the proposal before the Committee on Indian Students. They were then under the impression that the sittings of this Committee would not be prolonged. You now state that the Committee's report is not expected for a year, that the delay entailed in waiting for that report is undesirable, and that the High Commissioner does not consider it necessary to refer the question to the Committee. But you state that the Committee will be informed of the decision to appoint such a body and that any recommendations it may make will receive the High Commissioner's most careful consideration. The Government of India, while agreeing to the course proposed, consider it desirable that early intimation of the proposal to constitute this Committee should be given both to the Secretary of State and Lord Lytton's Committee. In their judgment it appears advisable that the Secretary of State's concurrence should be obtained to any proposal, such as that which is now made, which might have far-reaching results upon the management of the Indian Students' Department.

The Government of India agree to the definition of the functions of the Committee given in para. 4 of your letter under reply. It is possible that those functions may undergo modification in the light of experience. They agree to the other proposals made, but would suggest, as regards the length of tenure of office, that not all the members should retire after two years and that some continuity should be secured either by re-appointment of certain members or by the prolongation of the period of tenure in two or three cases. They also suggest that the number of co-opted members might be limited by some rule.

I have, &c.,
(Sd.) H. SHARP,
Secretary to the Government of India.

APPENDIX VIII.

Correspondence with the India Office regarding the number of Indian Students in France, Germany, America and Japan, together with a Memorandum by Dr. S. K. Datta regarding Indian Students in America.

Secretary to the Committee on Indian Students to Under-Secretary of State for India.

India Office,
21st June 1921.

Sir,

I am directed to inform you that, for the purposes of their enquiry, my Committee are desirous of obtaining particulars as to the numbers of Indian students now studying in the United States of America, Japan, Germany and France, the subjects they are studying, and the Universities or other educational institutions to which they are attached. In the case of students of technical subjects, it is also desired to know how many have succeeded in securing admission to works or factories for practical training, and how many (if any) have been unable to obtain such facilities.

It has been suggested that the best way of obtaining the information in question would be through the medium of the British Embassies in the countries mentioned, and I am therefore instructed to request that, if the Secretary of State for India sees no objection, the Foreign Office may be moved to invite the assistance of His Majesty's Ambassadors in obtaining the particulars required.

I am to add that a member of this Committee will shortly be proceeding to America on private business, and that he has been asked to obtain such information as may be possible by means of personal enquiry. As, however, the Committee cannot expect to obtain complete statistics from this source, which in any case will not be available in Japan, Germany and France, they desire to obtain the assistance of the Foreign Office in the matter.

I am, &c.,
(Sd.) R. E. FIELD,
Secretary to the Committee.

India Office to the Chairman, Committee on Indian Students.

India Office,
5th July 1921.

My Lord,

With reference to representations made by Your Lordship, I am directed to inform you that the Secretary of State for India in Council has sanctioned the amendment of the terms of reference of the Committee on Indian Students by the insertion of the words "or any other" between "this" and "country" in the last paragraph thereof, with a view to enabling the Committee to collect by correspondence information as to Indian students in America, Japan, Germany and France, and to make such recommendations as they may consider desirable regarding the education and well-being of those students.

I am also to refer to Mr. Field's letter of the 21st June, in which it is suggested that the Foreign Office might be invited to assist in securing information regarding Indian students in the above-named countries, and in reply to forward herewith copy of a letter addressed to the Foreign Office on the subject.

I am, &c.,
(Sd.) J. E. FERARD.

India Office to Foreign Office.

J. & P. 4024/21.

India Office,
5th July 1921.

Sir,

I am directed by the Secretary of State for India in Council to forward herewith, for the information of the Secretary of State for Foreign Affairs, copy of two communiqués regarding the appointment of a Committee to examine the question of Indian students in the United Kingdom and the Committee's programme in this country. I am also to enclose copy of the marginally noted correspondence[1] with the Chairman and Secretary to the Committee, from which it will be observed that the terms of reference have been amplified with a view to enabling the Committee to collect by correspondence information as to Indian students in America, Japan, Germany and France, and to make such recommendations as may appear desirable regarding the education and well-being of those students.

[1] From Secretary to Committee, 21st June 1921.
To Chairman to Committee, 5th July 1921.

The Committee suggest the information required regarding Indian students in the above-named countries might best be obtained through the British Embassies concerned, and I am to say that if the Secretary of State for Foreign Affairs sees no objection, Mr. Montagu would be obliged if His Majesty's Ambassadors could be invited to assist in the matter.

I have, &c.,
(Sd.) J. E. FERARD.

India Office to the Secretary, Committee on Indian Students.

India Office,
19th July 1921.

Sir,

I am directed by the Secretary of State for India in Council to transmit to you copy of the papers[1] noted below, on the subject of particulars regarding Indian students in the United States, Japan, Germany and France.

I am, &c.,
(Sd.) F. W. DUKE.

[1] From Foreign Office, with enclosure, dated 14th July 1921.

ANNEX :—

The Under-Secretary of State for Foreign Affairs presents his compliments to the Under-Secretary of State for India, and, by direction of the Secretary of State, transmits herewith copies of the under-mentioned paper.[2]

Foreign Office,
14th July 1921.

[2] To His Majesty's Representatives (Washington) No. 925, (Tokio) No. 416, (Berlin) No. 713, (Paris) No. 1933, dated 13th July 1921, *re* Indian students abroad.

Enclosure in above.

Circular Letter from Foreign Office to H.M. Representatives at Washington, Tokio, Berlin, and Paris.

Foreign Office,
13th July 1921.

My Lord/Sir,

The Secretary of State for India has appointed a Committee to examine the question of Indian students in the United Kingdom. He is anxious in this connection to obtain particulars as to the number of Indian students now studying in the United States/Japan/Germany/France, the subjects they are studying, and the Universities or other educational institutions to which they are attached. In the case of students of technical subjects it is also desired to know how many have succeeded in securing admission to works or factories for practical training, and how many, if any, have been unable to obtain such facilities.

2. I request that Your Lordship/you will endeavour to obtain the desired information, or so much of it as may be possible, as regards the country in which you reside.

I am, &c.,
(Sd.) G. H. VILLIERS.

India Office to the Secretary, Committee on Indian Students.

India Office.
15th August 1921.

Sir,

With reference to the correspondence ending with Sir William Duke's letter of the 19th July, J. and P. 4380, I am directed by the Secretary of State for India to forward herewith, for the information of the Indian Students' Committee, copy of the marginally noted correspondence[3] regarding Indian students in France.

[3] From Foreign Office, 10th August 1921, with enclosure.

I am, &c.,
(Sd.) J. E. FERARD.

ANNEX :—

The Under-Secretary of State for Foreign Affairs presents his compliments to the Under-Secretary of State for India, and, by direction of the Secretary of State, transmits herewith copy of the under-mentioned paper.[1]

Foreign Office,
10th August 1921.

[1] From H.M. Representative, Paris, dated 6th August 1921, *re* Indian students abroad.

Enclosure in above.

H.M. Representative at Paris to Foreign Office.

Paris,
6th August 1921.

My Lord,

I learn from the Minister of Public Instruction, of whom I made enquiry on the receipt of Your Lordship's Despatch No. 1933 of 13th July (W. 7291/7291/50), that during the year 1919–20 there were only three Indian students studying in France, viz., two at Paris and one at Grenoble.

I am promised further information, which I shall not fail to transmit to Your Lordship, on the completion of the statistics for the year 1920–1921.

I have, &c.,
(Sd.) HARDINGE OF PENSHURST.

India Office to the Secretary, Committee on Indian Students.

India Office,
21st November 1921.

Sir,

With reference to the correspondence ending with Mr. Ferard's letter of 15th August last, No. J. and P. 4921, I am directed to forward herewith, for the information of the Committee on Indian Students, copy of a Despatch from His Majesty's Ambassador at Washington to the Secretary of State for Foreign Affairs on the subject of Indian students in the United States.

I am, &c.
(Sd.) J. E. FERARD.

ANNEX :—*H.M. Ambassador, Washington, to Foreign Office.*

No. 1149.

British Embassy, Washington, D.C.,
2nd November 1921.

My Lord,

With reference to Your Lordship's Despatch No. 925 (W. 7291/7291/50) of 13th July, in which I was requested to obtain information regarding the number of Indian students now studying in the United States, I have the honour to inform Your Lordship that the following information has been obtained on this subject from the United States Government.

The Bureau of Education has recently been collecting statistics from colleges and universities throughout the United States showing the number and nationality of foreign students enrolled at these institutions in 1920–21. The statistics are now practically complete for all institutions of higher learning that are likely to enrol foreign students, with the exception of two or three of the larger universities, namely, Yale, Cornell, and the University of Chicago. Fifty of these institutions report the enrolment of 202 students from India.

The statistics do not show the subjects which these students are pursuing. From a review of the catalogues of a few of the larger universities, however, it appears that more students from India are enrolled in engineering courses than in any other branch of study. For instance, at the University of Illinois, the institution enrolling the largest number of students from India in 1920–21, of the 31 enrolled, 16 were in courses in engineering. Other subjects which appear to attract students from that country in considerable numbers are the arts and sciences, agriculture, medicine, dentistry and pharmacy.

The Bureau of Education has no information concerning the number of students from India that have taken technical courses who have succeeded in obtaining admission to works and factories in order to procure practical training.

Below is a list of the institutions that report the enrolment in 1920–21 of students from India, together with the number enrolled at each institution :—

	Number Enrolled.
Leland Stanford Junior University, Stanford University, California	6
Pomona College, Claremont, California	1
University of California, Berkeley, California	26
Pacific Union College, St. Helena, California	4
Colorado State Teachers' College, Greeley, Colorado	1
North-Western University, Evanston, Illinois	2
University of Illinois, Urbana, Illinois	31
Purdue University, Lafayette, Indiana	2
Valparaiso University, Valparaiso, Indiana	1
Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa	3
Bethel College, Newton, Kansas	1
Berea College, Berea, Kentucky	1
Louisiana State University, Baton Rough, Louisiana	1
Tulane University, New Orleans, Louisiana	1
University of Maine, Orono, Maine	1
Harvard University, Cambridge, Massachusetts	11
Massachusetts Institute of Technology, Cambridge, Massachusetts	6
Amherst College, Amherst, Massachusetts	2
Lowell Textile School, Lowell, Massachusetts	1
Radcliffe College, Cambridge, Massachusetts	1
University of Michigan, Ann Arbor, Michigan	15
University of Minnesota, Minneapolis, Minnesota	2
Washington University, St. Louis, Missouri	1
Columbia University, New York City (1919–20)	10
New York University, New York City	11
Union College, Schenectady, New York	4
Colgate University, Hamilton, New York	2
New York State College of Forestry, Syracuse, New York	1
Alfred University, Alfred, New York	1
Syracuse University, Syracuse, New York	1
Teachers' College, Columbia University, New York City	5
College of Wooster, Wooster, Ohio	7
Ohio State University, Columbus, Ohio	3
Western Reserve University, Cleveland, Ohio	3
Muskingum College, New Concord, Ohio	3
University of Cincinnati, Cincinnati, Ohio	1
Oberlin College, Oberlin, Ohio	1
Ohio Wesleyan University, Delaware, Ohio	2
University of Oklahoma, Norman, Oklahoma	1
Oregon Agricultural College, Corvallis, Oregon	1
University of Pennsylvania, Philadelphia, Pennsylvania	4
University of Pittsburgh, Pittsburgh, Pennsylvania	4
Carnegie Institute of Technology, Pittsburgh, Pennsylvania	5
Agricultural and Mechanical College of Texas College Station, Texas	1
University of Utah, Salt Lake City, Utah	1
Elizabeth College, Salem, Virginia	1
Hollins College, Hollins, Virginia	1
University of Washington, Seattle, Washington	2
University of Wisconsin, Madison, Wisconsin	4
Ripon College, Ripon, Wisconsin	1
Total	202

I have, &c.,
(Sd.) A. C. GEDDES.

India Office to the Secretary, Committee on Indian Students.

J. & P. 7404/21.

India Office,
5th December 1921.

Sir,

With reference to the correspondence ending with my letter J. and P. 7121, dated the 21st November last, I am directed to forward herewith, for the information

of the Committee on Indian Students, copy of an enclosure to a Despatch from His Majesty's Ambassador at Paris to the Secretary of State for Foreign Affairs on the subject of Indian students in France.

I am, &c.,
(Sd.) J. E. FERARD.

ANNEX :—

Paris,
23rd November 1921.

My Lord,

In compliance with the request conveyed to me in your letter of 6th August last, I have the honour to send you particulars regarding the Indian students at French universities during the academic year 1920–21 and the courses of study followed by them.

The students in question, numbering six* in all, were :—

MR. J. M. UNVALA, born at Bombay on the 18th April 1888, Doctor of Philosophy of the University of Heidelberg, admitted to the Faculty of Arts of the University of Paris to study for a Doctorate.

MR. V. G. PARANJPE, born at Kahimatpur on the 18th June 1888, Professor of Sanskrit at the Fergusson College, admitted to the Faculty of Arts of the University of Paris, 20th January 1921, to study for a Doctorate.

MR. P. V. NARASU, born at Madras on the 16th September 1900, admitted to the Faculty of Law of the University of Paris 18th April 1921, but is not pursuing a degree course. On the same date Mr. Narasu was also admitted to the Faculty of Arts.

MR. LOUIS DENIS VIGNES, born on 24th August 1894 at Pamplemousse, Mauritius, reading in the Faculty of Medicine of the University of Lyon for the State Medical Diploma.

MR. PARANJPE, of Kahimatpur, and MR. KALIDAS NAG, of Calcutta, admitted to the Faculty of Arts of the University of Strasbourg. These two students have mainly attended the course in Sanskrit, endeavouring, at the same time, to improve their knowledge of French without following any particular course.

I have, &c.,
(Sd.) (Illegible)
Director of Higher Education,
on behalf of the Minister of Education and Fine Arts.

To the British Ambassador.

India Office to Secretary, Committee on Indian Students.

J. & P. 57.

India Office,
6th January 1922.

Sir,

With reference to correspondence ending with my letter, J. and P. 7404, dated 5th December last, I am directed to forward herewith, for the information of the Committee on Indian Students, copy of a Despatch from His Majesty's Ambassador at Berlin to the Secretary of State for Foreign Affairs on the subject of Indian students in Germany.

I am, &c.,
(Sd.) J. E. FERARD.

ANNEX :—*H.M. Ambassador, Berlin, to Foreign Office.*

Berlin,
28th December 1921.

My Lord Marquess,

In Your Lordship's Despatch No. 713 (W. 7291/7291/50) of 13th July you instructed me to endeavour to obtain some particulars in regard to Indian students in this country. I have now been informed by the German Government that in the summer term of this year there were eight Indian students at German universities. Their distribution and subjects of study were as follows :—

Prussian Universities.—Philosophy, 2; Mathematics and Natural Science, 1; Political Science, 1; Medicine, 2.

Erlangen University, Bavaria.—Philosophy, 1.

Hamburg University.—Mathematics and Natural Science, 1.

I have, &c.,
(Sd.) D'ABERNON.

* NOTE.—As Mr. Paranjpe's name appears twice and it is doubtful whether Mr. Vignes can be British Indian, it seems probable that the number of British Indian students at French Universities in 1920–21 was actually only four.—R. E. FIELD.

India Office to Secretary, Committee on Indian Students.

J. & P. 540.

India Office,
2nd February 1922.

Sir,

With reference to the correspondence ending with my letter, No. J. and P. 7404/21, dated the 5th December last, I am directed to forward herewith, for the information of the Committee on Indian Students, copy of a Despatch from His Majesty's Ambassador at Tokio, addressed to the Secretary of State for Foreign Affairs, on the subject of Indian Students in Japan.

I am, &c.,
(Sd.) J. E. FERARD.

ANNEX :—*H.M. Ambassador, Tokio, to Foreign Office.*

British Embassy, Tokio,
23rd December 1921.

My Lord,

In reply to Your Lordship's Despatch No. 406, of 13th July 1921, I have the honour to transmit the following particulars concerning Indian students in Japan.

Their total number appears to be eight and they follow the studies mentioned below :—

Tokyo.—Two are studying Agricultural Chemistry and Sericulture at the Agricultural College; another is studying at the Nishigahara Sericultural Institute, and a fourth is working in a factory of pottery and ceramics.

Osaka.—Two are studying the glass bead industry and a third is studying the manufacture of rubber.

Hakodate.—There is one student in the Fishery Department of the Hokkhado Imperial University, studying marine products.

In addition there are said to be some Burmese in the Tokyo district, concerning whom, however, no particulars are available, as they do not appear on the rolls of any educational establishment.

In general it may be stated that few enquiries for facilities in connection with such studies have been addressed to consular officers in this country. There is little difficulty in obtaining admission to Japanese technical schools or colleges once the authorities are satisfied that the enquirer has a sufficient knowledge of the Japanese spoken language to follow the ordinary lectures. In general, the students are agreed that the treatment accorded to them is courteous and satisfactory. Difficulties are experienced with the language, but these are greatly reduced by the permission to use the Latin character in examinations. An Indian degree is recognised and shortens the course they have to undergo if attending an educational establishment.

I have, &c.,
(Sd.) H. GURNEY.

Note by Dr. S. K. Datta, dated 25th April 1922.

Last September and October I travelled through the United States of America on private business. The visit was, unhappily, much too short for me to give adequate attention to the problem of Indian students at American Universities. I did, however, have the opportunity of meeting some Americans who very kindly placed at my disposal the knowledge they had acquired in their work for foreign students as representatives of two international movements.

I. *The Committee on Friendly Relations among Foreign Students*, with its headquarters at 347, Madison Avenue, New York City, was founded some years ago by the American Y.M.C.A. to help foreign students. The objects in view are thus expressed in a pamphlet issued by the Committee :—

> "The Committee desires to give accurate information and sound advice regarding educational opportunities in the United States of America. Students who give the Committee advance notice of plans to come to America, including name of steamship, port of arrival and probable date, will be met at the pier if they so desire. Representatives of the Committee will give assistance in finding hotel accommodation, purchase of railway tickets, handling baggage, forwarding mail, &c. Letters of introduction will be given, and all correspondence will receive prompt and courteous attention. The Committee does not loan money or make any guarantee regarding employment for self-supporting

students; an earnest effort will be made, however, to discover opportunities for students who are willing to do any kind of work to earn part of their expenses. The objective of the Committee is the promotion of international friendship and goodwill by cordially welcoming and faithfully serving all students from abroad, irrespective of race, colour or religion.

"At headquarters, 347, Madison Avenue, New York City, visitors are heartily welcomed; catalogues of schools and colleges are available there for examination, and experienced secretaries will gladly give information and advice. When the student decides upon his plans notice will be sent to the institution which he expects to attend, in order that someone may meet him upon arrival; the transportation department will advise regarding the best route and in the purchase of tickets and checking of baggage.

"The Committee keeps in close touch with the educators abroad and also with diplomatic and consular officials, Y.M.C.A. secretaries, missionaries and returned students. In the United States the Committee works chiefly through the Student Men's and Young Women's Christian Associations, but a close co-operative relationship is maintained with all kindred agencies such as the Cosmopolitan Clubs, the Institute of International Education, the Pan-American Union, various church boards and organisations, Chambers of Commerce, rotary clubs and similar bodies. The maximum amount of student initiative has always been encouraged; as a result several thriving organisations of foreign students exist.

"Special attention is given to teaching the English language. A number of schools and colleges now offer courses in the subject designed for foreign students. The listing of those manufacturers and business men who would welcome foreign students as visitors and also as employees is another important feature of the Committee's work. Many students from abroad are thus put in touch with an industry or business which they desire to study."

Mr. Charles D. Hurrey, the Secretary of this organisation, supplied me with some very interesting and useful information which I shall incorporate in this note.

II. *The Institute of International Education (Carnegie Foundation).*—This organisation has much wider aims, and does not confine itself to acting as a bureau of education for foreign students. Its scope includes (*a*) the fostering of the international spirit in American Universities; (*b*) giving publicity to facilities for education in the United States, or in other countries. One of the means by which it does this is to issue periodically publications such as *Observations on Higher Education in Europe, Opportunities for Higher Educational Facilities in the United States for South African Students.* (*c*) The Institute, in addition, makes recommendations to American Universities on the acceptance of foreign degrees. (*d*) It arranges for the interchange of professors between American or foreign Universities. To Dr. Stephen P. Duggan, Professor at Columbia University and Director of the Institute, I am indebted for information on the problem of Indian students.

I was greatly impressed by the fact that foreign students, including, of course, Indian students, are helped so adequately by voluntary agencies, such as those mentioned above, and by others such as student organisations themselves, *e.g.*, the *Chinese Students' Alliance* and the *Hindustan Association.* The movement known as the *Corda Fratres-Association of Cosmopolitan Clubs* needs special mention. It is a federation of clubs organised in many of the leading Universities for the purpose of promoting international goodwill by bringing into fellowship selected representatives of each nationality within a given University. In several Universities, including Cornell, Syracuse, Purdve and the University of Chicago, these clubs maintain houses with boarding and lodging facilities for foreign student members and for a limited number of Americans. Not merely are the facilities provided by these organisations adequate, but they have the goodwill of the foreign student with the result that the Indian student enters freely and easily into the spirit and life of the American Universities.

The number of Indian students in American Universities is not large as compared with the United Kingdom. The *American Council on Education* has a list of 316 educational institutions which confer degrees of such standard that they "may be accepted for advanced study by American or foreign Universities." And our records of Indian students will be limited to these only. The *Committee on Friendly Relations* have a list of 200 Indian students, the *Institute of International Education* gave me the number as 210. These figures, I see, correspond very nearly with those supplied by the American Government to the British Embassy at Washington. I think all of

them refer to the University session 1920–21. Although the Government figures do not include the numbers in certain important Universities such as Cornell and Yale, we may, however, be fairly certain that the Indian students in these recognised institutions of collegiate education do not number more than 230. It is possible, if not probable, that there is a substantial body of young men from India whose status as students is undefined; they usually are able to make a living by manual work, and attend classes in unrecognised institutions or take courses in evening classes.

Admission to a very large number of institutions is comparatively easy, provided an Indian student has had a good high school education; and it is obvious that with such a large number of institutions to select from, and the size of some (Columbia University, in New York, boasts of a student registration of nearly 30,000) it is not difficult to find entrance.

With regard to the post-graduate study it is interesting to note that the *American Council of Education* and the *Institute of International Education* have jointly recommended the acceptance of certain standards. The resolution reads as follows:—

"That holders of the Bachelor's degree from Universities in England, Wales and Ireland, and holders of the Master's degree from Universities in Scotland (the M.A. is the first degree at Scottish Universities) be admitted to graduate registration in American Universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

"That holders of the Bachelor's degree from Universities in Australia, New Zealand and South Africa, and from Government Universities in India, be admitted to graduate registration in American Universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

"That administrative officers should note that many holders of the Bachelor's degree from institutions mentioned in paras. 2 and 3 may need to spend at least two years in preparation for the Master's degree at an American University. But men who have graduated with high honours from one of the institutions noted in paras. 2 and 3 will ordinarily proceed to the Master's degree at an American institution in the minimum period."

Various branches of engineering and agriculture, it would appear, are the chief subjects in which Indian students undergo instruction; and American institutions are admirably adapted to meet the needs of students of diverse standards of education. The very large number of technical and agricultural institutions makes it possible for foreign students to find admission.[1]

Our Committee in England placed in the forefront of its enquiries the investigation of facilities for technical training, particularly in workshops. I have very little information regarding conditions in the United States and will content myself with recording certain impressions I formed:—

(1) American Engineering Colleges ordinarily place less emphasis on actual practical experience in factories and works than is done in the United Kingdom. Experience is largely limited to laboratories and machine shops attached to the educational institutions themselves.

(2) It is probable that students not infrequently break into their course and seek employment in workshops either for the sake of experience or, what is more important, to finance their college education. Such employment is comparatively easy in the United States, where workshops are much more untrammelled by trade union regulations and the American employer has more successfully stood for the "open-shop" system than in the United Kingdom.

(3) The employment of the foreigner presents no very great difficulties, though in the case of the Indian in many States he has to contend against the "colour" prejudice of the American working man and employer. Whether this is operative or not in a particular case will depend on the precise tint of the individual's complexion. Whether the employment he obtains will be useful for his training is another matter altogether; the high specialisation of American industry and the "human-skill-saving" devices make the workshop from the education point of view of little value, unless the student is prepared to stay in the workshop for an indefinite number of years and simply work his way up into the grades where hand and brain have their opportunity. In a letter to me the Secretary of the Committee on Friendly Relations

[1] The United States Bureau of Education records 50 Agricultural Colleges of high standing and 127 Engineering Colleges.

informs me that "it has become very difficult to obtain opportunities for engineering "students to work in mills and factories. There is undoubtedly prejudice against "employing them on the part of factory owners and managers, but whenever it is "possible for influential American friends to intercede, either with the factory "manager direct or through some local Chamber of Commerce, the possibility of "obtaining such an opportunity is very much greater."

(4) American manufacturers, however, recognise the importance of foreign markets, and apparently have a definite policy of introducing their wares to the nationals of the countries with which they trade. I have before me an advertisement of the International General Electric Company of America which appears in a magazine devoted to the interests of Chinese students in the United States. One of the paragraphs reads as follows:—

> "In the factories of this Company in the United States are to be found many Chinese students who are learning the latest developments in electricity. They will return to China to assist in her future advancement. These students and the hundreds who have preceded them can attest the reliability and integrity of the International General Electric Company."

(5) The American employer, too, has his secrets, which he has no desire to reveal. I was told of two specific concerns of international repute who were unwilling to give any facilities to Indian students. One of them was a soap company, whose head was a man of great philanthropic eminence, but who refused to allow an Indian student of chemistry into his works on the ground that certain secret processes of manufacture might thus be revealed. The student was very highly recommended both by his teachers and the Committee on Friendly Relations among Foreign Students. The other was a brilliant Indian student of economics who had specialised in banking. Even though personally recommended by his University (one of the most famous in the country) he could not obtain entry into a banking concern of any repute.

Another matter which is giving grave concern to University authorities and the Committee on Friendly Relations is the large number of Indian students who expect to work their way through College and are provided with insufficient funds. Employment for such students is increasingly difficult as they enter into competition with the native-born student who is also desirous of an opportunity to work his way through College.

(Sd.) S. K. Datta.

Note by Mr. A. P. M. Fleming dated 8th August 1922.

During the visit to the United States of America from which I have just returned, I made enquiries regarding Indian students there at a number of Universities and Technical Institutions, including the Universities of Wisconsin, Minnesota and Pittsburgh, the Carnegie Technical Institute, the Massachusetts Institute of Technology and others; from several of the largest manufacturing concerns, including the Westinghouse Company and the General Electric Company; also from the British Embassy, the Bureau of Education, the Committee on Friendly Relations among Foreign Students, and from the Institute of International Education.

From the Committee on Friendly Relations I heard that there are upwards of 300 Indian students in the United States at the present time, most of them studying some branch of Engineering, Agriculture or Medicine. They are scattered throughout the country, on the Atlantic sea-board, in the Middle West, and along the Pacific coast, but with very few in the south because of colour discrimination and the general lack of first-class technical and professional schools. All grades of Institutions appear to be attended from those of the front rank, including Massachusetts Institute of Technology, the Universities of Michigan, California, &c., down to small and obscure institutions.

While in general outside of the south there does not appear to be any policy of discrimination against the Indians (excepting in occasional instances where there has been some unfortunate experience with an Indian in the past), the Colleges do not

welcome them very freely; neither, on the other hand, do any of the works that I investigated, and which had had experience with Indian students, express very favourable views regarding their adaptability to the work upon which they were employed.

Indian students have experienced very great difficulty in obtaining access to such manufacturing plants as soap, perfume, tanning and other chemical works. The attitude of the manufacturer is that he does not wish to encourage competition in foreign lands by revealing methods and processes, and generally it is only when such a firm desires to train an Indian to be their representative in India that this attitude is relaxed. In one or two engineering works I found that the workmen did not readily distinguish the Indian from the negro, especially where colour feeling ran high.

The Labour Unions do not appear to take kindly to the employment of any foreigner, particularly the Asiatic.

I am of the opinion that comparatively few Indian students in America are found working in industrial plants, and these are to be found in the textile districts in New England and in such works as those of the General Electric Company, the Westinghouse Company, and occasionally in steel works.

The Committee on Friendly Relations informed me that they are now appointing a committee of business men to undertake the study of and to report on this question of the employment of foreigners in America.

By the British Embassy I was advised that the number of native Indians registered in American Colleges and Universities for the year 1920–21 was 241, and no later Government statistics are available.

(Signed) A. P. M. Fleming.

PART II.

THE EVIDENCE.

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COMMITTEE ON INDIAN STUDENTS, 1921-22.

EVIDENCE.

TUESDAY, MAY 24, 1921 (CAMBRIDGE).

Present:

THE EARL OF LYTTON (*Chairman*)
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. E. BARKER.
MR. M. N. CHATTERJEE.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

DR. P. GILES, Litt.D., Vice-Chancellor of the University, was called and examined.

In reply to an invitation to explain in general terms the attitude of the University towards the admission of Indian students, he stated that his own knowledge and experience dated back to 1883, and all that time there had been a number of Indians at the University. As time went on the numbers increased, but, as there was no organisation to bring the colleges into contact with the Indian students, difficulties arose owing to the fact that the authorities had no records of their antecedents, and that in many cases they were financially unsound. The result was that during the first years of the present century many of the colleges had grown dissatisfied with the situation, and had also lost money through it, and came to the conclusion that they would cease to accept Indian students. This became known to the India Office, and in 1909 Lord Morley visited Cambridge to discuss the matter with the University authorities. There was a meeting of masters and tutors at the University Offices, and as a result all the colleges except one undertook to admit at least one or two Indian students a year. As a general rule, the colleges were willing to increase this number in the case of Government scholars. At the present time there were Indian students in every college at Cambridge—including FitzWilliam Hall—and there were 119 altogether now in residence.

Speaking of the Inter-Collegiate Indian Students' Committee, he referred to the good work it had done in bringing to the University a better type of man—intellectually, morally and financially.

His own college, Emmanuel, preferred to take graduate students from India; he thought that better results were obtained by men who had already graduated in their own country. The qualification necessary for admission to Cambridge was the previous examination, or some examination which would exempt from it.

Asked whether it might not be possible for the University to recognise some standard examination to be held in India for University students, such as the certificate examination held at English public schools—the Indian intermediate examination, for example, might be arranged to include similar subjects—Dr. Giles agreed that that might be done. It would, however, be necessary for specimen papers and answers to be submitted for inspection by the University, as in the case of the Scottish Certificate. This was not necessary in the case of the Oxford and Cambridge Joint Board Certificate, as the papers were set and marked by resident members of the Universities themselves.

He was not sufficiently conversant with the present educational conditions in India to make suggestions as to how the standard in India might be improved, but he found on the whole that a man coming to Cambridge was expected to specialise in some particular subject, and that it was therefore necessary for him to have a more thorough general education before coming than was now usually the case. He had not met many Indian students whose knowledge of English was insufficient.

As regards the general result of sending Indian students to British Universities, he said that, especially since Lord Morley's visit, the situation at Cambridge had improved, and he was convinced that the men who had been well educated in their own country really derived great benefit.

As regards the social relations of Indian students with other undergraduates, he thought they still kept too much to themselves, though the Southern Indian was more willing to mix with the English undergraduates than the Northern. He advocated that they should be distributed among the various colleges, thus giving them greater opportunities of social intercourse. In athletics they were slightly hampered, particularly as regards rowing, by not being so physically strong as the English. Generally speaking, there was no difficulty about their admission to college societies and clubs, provided they possessed the qualifications required of members.

There was no restriction except that of limited accommodation in regard to the admission of Colonial students.

Asked whether instead of the recommendations of Indian students coming from the Advisory Committees in India it would be more satisfactory if they came from the Principals of the Indian colleges where they had been educated, and whether such men would not be likely to have a personal knowledge of the students, Dr. Giles answered that this would be valuable (1) if the Principals themselves had been educated at Oxford or Cambridge, and so knew the standard required; (2) if they had been closely in touch with the students in question.

Questioned, with further reference to the need for an organisation to deal with the admission of Indian students, as to what steps might be taken to ensure that only students whose names appeared on a complete list compiled by the Secretary of the Inter-Collegiate Committee should be admitted, Dr. Giles replied that matters were tending in that direction and that the question was now dealt with on a more systematic basis. Each college, however, was quite independent in its decisions and was very jealous of its autonomy. This constituted the main difficulty; compulsion in the matter was impossible, but much might be achieved by persuasion.

When it was pointed out that the numbers of Indian students at Cambridge had decreased since 1910, the witness reminded the Committee that since the end of the war the University had been faced with an extremely difficult problem in the matter of accommodation. If there was an increasing number of Indian aapplicants it was also true that there was a larger increase of Englishmen desirous of entering the University. This increase, although mainly due to the war, would continue, owing both to the growth of population and the greater demand for higher education. He advised that Indian students should remain in their own Universities, perhaps coming to England for their post-graduate studies.

He stated that, both as regards financial position and general conduct, Indian students were now quite satisfactory.

In reply to a suggestion that a new college might be established to provide accommodation for Indian students, Dr. Giles thought this most inadvisable. If the Indian student was to get any good out of his stay in this country he would only do it by free intercourse with English undergraduates. Referring to the non collegiate body, he said that this embraced all under graduates who did not belong to a college. In order

to increase the number of non-collegiate students, provision would have to be made for a larger staff, apart from the fact that the lodging accommodation in the town was already strained to its utmost limit.

He knew of no existing arrangements for bringing Indian students (or any others) into personal touch with the intellectual leaders of the University beyond what individual tutors might do. In his opinion Indian students would be well advised to take their degree in India before coming to the United Kingdom; this would tend to ensure that they were better able to look after themselves in vacations—one of the greatest difficulties at present unsolved.

Dr. Giles subsequently wrote :—

" The important points in connection with Indian students as I see them are three—

" 1. That Indian students should not come at all till they have taken a degree in their own country, and then only if their work has reached a high standard.

" 2. That they should not come at all till certain arrangements have been made for their admission to a college. I have been much distressed during the past year for one or two students who, though not brilliant, appeared to me to be deserving, but for whom, as they had come without any arrangements beforehand, I have been entirely unable (and so has the Secretary for Indian students) to find a place in any college.

" 3. Improved arrangements for residence away from Cambridge during the vacations. The average Indian student really sees nothing of English life beyond the ordinary lodging house. If it were possible to arrange with nice English families which would be glad of the assistance towards their expenses of a paying guest, it would be vastly better than the kind of life in seaside resorts which the student now spends."

Mr. J. Burnaby, M.A. (of Trinity College), Secretary to the Inter-Collegiate Indian Students' Committee since January 1921, was called and examined.

Describing the system of organisation of the Committee, he said that there was an increasing tendency for applications from Indian students to come through him, and for the colleges to undertake not to admit students until he had been consulted. The main difficulty was that up to the present absolute uniformity in practice had not been obtained, and could not be reached until all applications, whether made directly to him or not, were ultimately referred to him. If it was desired that applicants should only be taken from a list kept by him, he thought that persuasion from outside the University—for instance, from the India Office—as well as his own influence with the college tutors might be useful.

The number of applications for this year was so far about 200. Of these about 130 had been referred to him by the Indian Students' Department. He did not think that applications for particular colleges needed special treatment, except in a case where a son wished to go to his father's college; most of such applications were for the larger colleges, simply because they were better known. College specialisation in certain subjects had given way to general University work. Questioned as to the selection of applicants from the secretary's list, he said that it was difficult to form a clear opinion on the individual student's merits owing to the reports sent by the Advisory Committees in India being so similar. It followed that candidates who were personally interviewed had a certain advantage over those who applied in writing. The personality of the student was the determining factor whether the interview was or was not of advantage to the student. He saw about one in ten of the applicants personally. It would be an advantage if the applications sent in were accompanied by fuller statements, and possibly the results of interviews by Principals of Colleges in India.

As regards post-graduate students, a difficulty arose that students waiting to hear the result of their degree examination in India were inevitably delayed in making their applications to the English Universities. College books are almost all closed by the beginning of June, and as the Indian University results are not published until July, the candidate forfeited his opportunity of going up to Cambridge in the October of that year. He thought that a later date might be fixed for receiving Indian applications, but this would not be without great inconvenience to the colleges, owing to the long vacation. He thought that it would ease the situation for prospective graduates if they were to make their application on the strength of their intermediate examination. He was not prepared to say whether it was better to have only post-graduate students: there was a difference of opinion in the matter.

His estimate of the minimum yearly allowance necessary for an Indian student at a Cambridge college was £350, including vacations. Some students managed on less, but with great difficulty.

Speaking of the question of guardianship, he said that certain colleges asked Indian students to place themselves under the care of the Secretary of the Inter-Collegiate Committee as regards financial matters. In the present year about thirty-two out of the 119 Indian students were under his guardianship: also there were thirteen Government scholars whose allowances were paid to him and handed on to them. He considered that the Indian Students' Department was helpful in that it was possible to get a quicker reply to questions from them than if he had to write to India direct. It also saved his office considerable correspondence.

Asked what were the subjects most generally taken by Indian students, witness replied that law, economics and mathematics were the most popular. Almost all Indian students read for honours.

The witness said that his Committee, which consisted of six or seven members, was made up of nominees from the Tutors' Committee. It met at irregular intervals and when specially summoned by the Secretary. He knew of no organisation for bringing Indian students into touch with the best minds in the University. His Committee had no special concern with the promotion of social intercourse between the Indian and the British students, but the Secretary did what he could by personal influence. On the whole, the Indian student got more attention than the English student from his college tutor.

He considered that when an Indian came to this country and had to wait for nearly a year before admission it was a serious drawback, owing to his being left without help or guidance in a totally strange country.

The extent to which the Secretary of the Committee could help Indian students depended largely on the degree to which he was able to win their confidence. So far as his limited experience went, he had not been asked to make arrangements for students in the vacation: students seemed to rely on the advice of their own friends as to the places at which they should spend their vacations.

Mr. E. A. Benians, M.A. (of St. John's College), Secretary to the Inter-Collegiate Indian Students' Committee from January 1913 to June 1919, was called and examined.

He stated that the Committee was elected by a body of college representatives under the chairmanship of the Vice-Chancellor, and consisted of eight members, elected for four years, two retiring each year, with the Vice-Chancellor as Chairman. The Secretary was appointed by the Committee and referred all important business to them. Meetings had at first been held two or three times a term, but latterly less frequently, though they met twice a year for purposes of audit.

Speaking of the Committee's relations with the Indian Students' Department, the witness stated that in regard to applications for admission the Advisory Committees in India had been of great help, and that such applications came to him through the Department, though he saw no reason why they should not come direct from India. In the event of the Department being abolished he foresaw certain difficulties, as it had been useful in receiving Indian students on their first

arrival in England, in making arrangements for them in London, and in dealing with cases of serious illness or death; it also arranged reduced rate passages for students returning to India, and obtained passports for them.

Indian students had been in the habit of consulting him on both financial and personal matters, and he thought that he had been of real assistance to them in the matter of holiday arrangements: he considered this one of his most important duties. He had also been able to help in cases of illness.

As regards the minimum yearly allowance necessary for Indian students, he said that Fitzwilliam Hall was cheaper than the other colleges, and that before the rise in prices he put the minimum total annual expense of a student there at £180. Colleges varied, but he considered £300 a year had been an adequate amount, though some students had managed on as little as £260, or even £240. This was a pre-war estimate, and now it would be necessary to add 40 or 50 per cent.

He was doubtful whether the colleges would give a binding promise not to admit Indian students whose applications were not made through the Secretary of the Inter-Collegiate Committee: but, in fact, the practical difficulty would not be great as tutors did in practice generally adopt this course.

Some years back the colleges had guaranteed to take one or two or three Indian students a year each, but this number had often been exceeded, the total taken last year having reached forty-one. He thought the colleges might well be asked to consider an increase in the number of Indian students taken, and outside persuasion, such as an appeal from the Secretary of State, would doubtless be most effective.

Except for a temporary organisation for American students during the war, no such body as the Indian Students' Committee existed for colonial or other foreign students: information as to such students was obtained from their parents, schools and Universities.

He saw no real necessity for the existence of the Indian Students' Department as far as Cambridge was concerned, but at the same time he considered it valuable to have a central organisation in London for all Indian students: applicants not accepted at Cambridge could thus be referred to other Universities without delay.

As regards a suggestion that, in view of the present lack of accommodation, another college might be formed, on the lines of Fitzwilliam Hall, for both English and Indian students, the witness said he saw no necessity for this as, if the present Censor's staff could be increased, the limits of the non-collegiate body might be correspondingly enlarged, provided that lodgings could be obtained. This, however, was a matter for the authorities of Fitzwilliam Hall.

He considered the Inter-Collegiate Committee to be a valuable institution. The Secretary could to some extent help in bringing Indian students in touch with the life of the University.

He was very satisfied with the type of Indian students in residence at Cambridge, both from the point of view of intellect and character. But he thought that men should come after graduation and not after matriculation only; perhaps a first class in the intermediate examination would be sufficient.

Asked what were the special subjects for which Indian students came to Cambridge, he said that the majority took mathematics, law, science, history, and economics. A large proportion had in view the Indian Civil Service Examination.

Speaking of his selection of particular colleges for Indian students, he said that he was guided first by the preference that the students had themselves expressed, and secondly by such considerations as the means at their disposal. In recommending students who came to him to be interviewed, he was guided by their personality. He thought that a preliminary interview by some recognised authority in India might be beneficial, provided that this authority was such as to carry weight with the colleges here.

He thought that the present congestion might be relieved if only those students who intended to take up higher branches of study came to England: students who were not above the average should remain in India. Men who were going to teach should come to England for their training. He thought that many who came need not have come, though it was necessary for persons who were going to teach in Indian colleges or were likely to occupy important posts. He preferred graduates, though many men who had taken a first-class intermediate were quite up to the necessary standard.

He considered that, to avoid the difficulty now experienced by Indian students who, by waiting to hear the result of their degree examination, were prevented from coming up to Cambridge in the October of that year, they should make application on the strength of their intermediate examination.

In his view, the Secretary of the Inter-Collegiate Committee might well be a whole-time officer, provided that a whole-time salary could be paid, and a suitable man found for the position. He needed to have a status in the University.

He admitted that the Indian Students' Department was unpopular among Indian students, giving as the reason that these men resented interference from an outside source as an indignity which was not put upon other students. In this respect feeling had been better of recent years. He thought that the Department always did its best to obtain admissions for Indian students, and that no specific objections could be levelled against it. Except when it was a question of means, he could not recall any instance where the Department had stood in the way of a student's admission. There was no ground for thinking that the Department did not push the claims of Indian students: it had helped wherever it could help.

He urged the usefulness of the heads of colleges in India being Oxford or Cambridge men whose advice to their students and the information that they could give them would be reliable and valuable.

Sir Arthur Shipley, G.B.E., Sc.D., Master of Christ's College, who was accompanied by Mr. H. Rackham, M.A., one of the tutors, was called and examined.

Sir Arthur said that his college was the first to admit Indian students at Cambridge; in the seventies they admitted one or two Indians; in the eighties there were but a few; later there had been as many as twelve in a total number of 180 students. Now there were eight, but it must be remembered that greatly increased demands had now come upon the college from other sources.

He stated that they had received many Indian students who had distinguished themselves in connection with sport as well as intellectually.

The main difficulty was always the question of the vacations; the students were alone in a strange country without any parents or other control. In the case of the Chinese, Japanese and Siamese students it was different, as they were very carefully selected before coming to England, and were then under the direct control of their respective Embassies. The conduct of Indian students while actually at Cambridge was as good as that of the ordinary undergraduate.

Speaking for his own college, he said that the recommendations of the Secretary of the Inter-Collegiate Committee were adhered to in regard to the selection of Indian students from the list of applicants.

He preferred to admit post-graduate students, which, in his view, was the best way of helping India, and this opinion was shared by other colleges. He could offer no solution of the difficulty caused by the student having to wait for his examination results in India, and thus making his application for admission in the following October too late.

He suggested that in the case of research students the college books might be kept open until August without too great inconvenience to the college authorities.

Mr. Rackham, in reply to a question as to the financial position, said that there was a certain amount of difficulty here owing to the general rise in prices, which affected Indian students more especially during the vacations. The students' families in India did not realise the extent of this increase, and allowances had

ɔt been raised in proportion. He estimated that the ıinimum yearly allowance necessary for Indian ıudents was £400; many spent more, as they had to ıclude six months' vacation: they were also hampered t present by the low rate of exchange of the rupee.

Sir Arthur said that latterly there had been a distinct ıovement among some of the English undergraduates ɔwards closer relations with the Indian students. 'here were mutual political interests, and they took art in the same debating societies.

As regards the suggested increase in numbers, he hought that the restriction was chiefly a matter of imited accommodation, and, moreover, that a percent-ge of eight in 200 was sufficient, as any larger body vould be inclined to form a clique. He was certain that he existing limitation was not due to any objection on he part of the University towards Indian students. The limitation was entirely for the advantage of the Indian students themselves.

As regards control of the Indian students by the India Office, it must be remembered that the Indian considered himself a free member of the Empire, and was therefore inclined to resent any supervision exercised by the Office of the High Commissioner.

He did not consider that the cases of colonial and Indian students were parallel. The former mostly came up from English public schools, and spent their vacations either with relatives in this country, or in some cases, *e.g.*, Canadians, they returned to their own country.

He considered that, in order to deal with the question of Indian students during the vacations, it would be necessary for the Secretary of the Inter-Collegiate Committee to become a whole-time officer, and to be supplied with an assistant. He saw no reason why a whole-time officer should not have as much influence with the college tutors as a man who was on the staff of a college.

The question of special subjects was then dealt with, and the witness said that the range was wide and the choice depended on the future career of the student. If he intended to become a professor in his own country or to take a leading part in the governing classes in India, the study of the "Humanities" would best prepare him for such a career, together with some knowledge of economics and political science.

He considered that it was of the greatest importance to improve Indian University teaching by getting the best possible men and paying them high salaries to undertake this work. His experience of the Universities in America (many of whose graduates came here) led him to the conviction that Indians ought to stay in India until they had taken their B.A. degree. The object of higher education should be to make a person a good Indian.

His general experience was that in the eighties they had had a high class of Indian, both intellectually and socially. In the early nineties and until about ten years ago they were very inferior, but had now greatly improved.

WEDNESDAY, MAY 25, 1921 (CAMBRIDGE).

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sir M. Hammick.
Sahibzada Aftab Ahmad Khan.
Mr. E. Barker.
Mr. M. N. Chatterjee.
Miss L. M. Brooks.

Mr. E. G. Howarth, Mr. R. E. Field, } *Secretaries.*

Mr. B. L. Manning, M.A. (of Jesus College), Secretary to the Inter-Collegiate Indian Students' Committee from March 1919 to 31st January, 1921, was called and examined.

He thought that since the formation of the Joint Tutorial Board last year the position of the Secretary of the Committee had certainly improved. There was now more co-ordination between the tutors and the Committee.

About half or a third of the applications that he received came direct to him from students or their friends in India; the rest came to him through the Indian Students' Department in London; scarcely any came to him direct from the Advisory Committees in India. He considered the Indian Students' Department a useful channel of communication between the Inter-Collegiate Committee and the students and Advisory Committees in India. He received very much fuller information about students whose applications came through the Advisory Committees and the Department than he did about those who applied to him direct. When answering applications received directly from India he always advised the students to apply through the Advisory Committees and the Indian Students' Department as well. Much unnecessary work would be saved if all applications came in the first place through the Department. He also considered the Department useful for the purpose of applying to other Universities on behalf of applicants who could not be accepted at Cambridge.

He had no criticism to offer of the Indian Students' Department in London, but he thought that the Advisory Committees in India might be improved. His experience was that they were very slow in transmitting applications and information, and that they gave very little reliable advice to students who contemplated coming to this country. He considered that when criticisms of the Department were heard it should be borne in mind that they generally came from men who had been disappointed in gaining admission and who were therefore likely to be prejudiced. He felt sure that any delay that students experienced was due to no fault of the Department in London. He thought that the advice given to students by the Advisory Committees was often out of date, and he urged the advisability of appointing to these Committees men who had recently returned to India from Cambridge, and were therefore well informed as to existing conditions. It would be a great advantage if these Committees could be regularly and promptly supplied with new editions of the "Students' Handbook to Cambridge."

On being asked his opinion as to the advisability of appointing a whole-time Secretary of the Inter-Collegiate Committee, he said that he thought good personal relations with the Indian students were much more easy to establish if they felt that the Secretary was a typical don. He thought it important that the Secretary should at any rate be a fellow of his college. It was asking rather too much of a college to sacrifice the time of one its fellows entirely to Indian students, and he thought that the whole salary of such an officer would have to be paid by the University, not by any college. He emphasised the view, which, he said, was shared by the Indian students themselves, that a full-time officer who was not intimately connected with a college would not be of so much use to them as would a college fellow. His own college had been very helpful in allowing him to devote the greater part of his time to his duties as Secretary to the Committee.

Coming to the question of the cost of living for Indian students at Cambridge, he said that an ordinary Indian undergraduate, taking a fair share in the life of the University without being extravagant, could not possibly pay his way on an allowance of £300 a year. He suggested £400 a year as an adequate allowance.

In the case of Fitzwilliam Hall, the figures were somewhat difficult to ascertain. There were fewer fixed charges than at a college, and a student could make his own arrangements about lodgings. He thought that a student at Fitzwilliam Hall might manage on £250 a year. These figures referred to the period when he was Secretary to the Committee. Indian students might manage on a little less now, but he felt quite certain that the cost of living in Cambridge was generally underestimated in India, and that something should be done to make the financial needs of Indian students better known and appreciated by their parents. Another great difficulty from which Indian students suffered was that their allowances were often not paid punctually, and thus the student was likely to be caused serious inconvenience and worry.

Speaking of the allowance of £345 a year now paid to Government of India scholars, he said that in many cases this was hardly sufficient and had to be supplemented by their parents.

In reply to an enquiry as to the advisability of sending Indian students to this country, and the value of the results obtained therefrom, the witness stated that in his opinion Indian students had undoubtedly generally benefited from their course of study in Cambridge. He did not consider that it was the more intellectual type of student who always derived most benefit from coming to Cambridge. The student who came to read for an ordinary degree might often be more likely to mix with the other students than would the man taking a research course. He would be sorry if the former type of student were prevented from coming altogether.

On being questioned as to the attitude of the English students towards the Indians, he said that there really existed no general attitude, and that it was wrong to speak of it. If English students did not mix freely with Indians it was because they did not come into contact with them without making a very definite effort. The life of the undergraduate was a very full one, and the average English student could not find the time to seek out even old friends who were not in his own immediate circle, let alone to go out of his way to make friends with strangers. He was sure that in general no hostile feeling towards Indians existed among the English students.

As regards the most suitable subjects for Indian students to study at Cambridge, he said that he thought that the best results had been obtained by Indian students in the mathematical tripos, though the range of subjects that they might study was very wide. Natural sciences offered great opportunities, and Indian students did well in law and moderately well in history.

He thought that the proportion of Indian students admitted to the University of Cambridge might well be increased. When he was in office he had been confronted with the difficulty that frequently the best type of Indian was kept out by the admission of the wrong type, but he thought that now, with the greater co-ordination that existed between the tutors and the Secretary of the Committee, this difficulty was not so great, and would tend to disappear. In his time between forty and fifty Indian students had been admitted in each year, of whom about eight were research students. During his period of office he had been faced with the difficulty of overcrowding in the University, and had had to close down his list as early as December of the year preceding that in which admissions were to be made, owing to the number of applications made both to him and direct to the colleges. Unless he secured vacancies for reasonably presentable candidates as soon as their applications reached him, there was always the danger that a college tutor might take greatly inferior candidates who applied to him direct. The Secretary to the Indian Students' Committee therefore could not afford to wait until he was sure that his candidate was the best one that would be forthcoming.

Referring to the difficulty encountered by Indian students who came to this country with the object of doing research work, but who had not received sufficient preliminary training in India to enable them to do so, he urged that something should be done to make people in India realise that the standard for research students at Cambridge was very high. Then, again, there was the problem of the Indian student with a very inferior degree in his own country who came to Cambridge with the idea that it would be easy for him to pass the Indian Civil Service examination, which was far from being the case, as the standard for that examination was high, and the competition very keen. Such students, whose prospects were hopeless from the first, generally spent two or three very unsatisfactory—even unhappy—years at Cambridge, achieving in the end only a poor class in the tripos and failing hopelessly in the Indian Civil Service examination. This class of student never ought to have left India.

He considered that the Engineering School in Cambridge offered a very useful course of study to Indian students, and that the Schools of Agriculture and Forestry were also very good. The University had no general literary or historical societies; these were college affairs, but for science students the Philosophical Society offered an opportunity of good intellectual and social intercourse.

He admitted the difficulty that arose with regard to the vacations, but had no remedy to suggest. He agreed that there might be a possibility of the University or the Inter-Collegiate Committee organising vacation tours for Indian students whereby the dangers resulting from a student spending his holidays in London or at one of the larger watering-places might be avoided.

Questioned as to his statement that it was not always the research man who got the most benefit from a course of study at Cambridge, the witness said that although the younger man assimilated his surroundings more easily than the older man, yet, in view of the need to get the best men for future work in India, it was advisable that the University should give preference to research men and graduates.

He repeated his opinion that the Indian Students' Department was very useful as a central organisation with connection with all the Universities, and expressed the view that it certainly ought not to be abolished.

As regards a suggestion that a deposit might be placed by Government at the disposal of the Secretary of the Inter-Collegiate Committee in order to tide over the time during which a student was waiting for his allowance to come and thus avoid monetary difficulty, the witness thought that this would be rather a dangerous arrangement from the Government's point of view. He considered, however, that parents of Indian students would be well advised and, indeed, ought to place a deposit at their sons' disposal for unforeseen contingencies.

He thought that the likelihood of objection being raised by the English undergraduates to the admission of Indians to the O.T.C. had been exaggerated. It was probable that some English students might at first resent the presence of Indian students in the O.T.C., but he did not consider that any serious difficulty was likely to arise if they were admitted, and instanced the case of Indian students who took part in the athletic life of the University in support of his opinion. Such students mixed quite freely with the English athletic men, and were quite popular with them.

Sir Walter Durnford, G.B.E., LL.D., Provost of King's College, was called and examined.

On being asked to state his views on the type of Indian undergraduate applying for admission, he said that he imagined that many came who were not sufficiently well prepared. This did not apply to King's College, as it was exclusively an honours college, and a high standard had to be reached before admission could be granted. He had found the Indian students at King's quite satisfactory. He placed a high value on recommendations based on a personal knowledge of applicants. He considered that a recommendation from someone, for example an old King's man, who was well known to the college should carry more weight than a recommendation from an Advisory Committee, the Principal of an Indian College, or other similar authority in India. His college had always worked on the principle of getting personal recommendations before admitting Indian students, and he considered that the results obtained were very satisfactory. For this reason

he was reluctant to be bound by any obligation to the Inter-Collegiate Indian Students' Committee, though he thought that it was customary for the tutor to refer applications to it. King's College had guaranteed, since Lord Morley's visit, to take at least one Indian student each year. The number was more often two.

He considered that Indians might well study any subject in the University curriculum, except perhaps classics.

He thought that the intermediate examination in India might well be arranged so as to give exemption from the previous and the college entrance examinations, though an honours college would not be prepared to substitute it for the special examination held in the tripos subject.

He was not aware of any increased rapprochement between the English and the Indian students. He had noticed that the Chinese, Japanese and Siamese students tended to mix much more freely with the English undergraduates than did the Indians. He did not think that there was much difference in the average age of these students and the Indians.

He thought that the ordinary tripos student was likely to gain more benefit from his time at the University than the research man, as he was more likely to make more friends and mix more freely in the social life of the University. His college did, however, pay due attention to applications from research students, Civil Service probationers and Government scholars.

As regards the question of increasing the number of Indian students admitted to Cambridge colleges, he did not feel prepared to increase the proportion at King's. It was a small college, with about 150 to 160 students altogether, and he did not think that more than two places in each year could be given to Indians. He thought that if an appeal reached the University from an outside source, such as from the Secretary of State for India, it would receive careful consideration. He was interested in the view expressed by an Indian member of the Committee that from an Imperial point of view greater consideration should be given to the question of increasing the number of Indian admissions.

MR. A. S. RAMSEY, M.A., of Magdalene College, was called and examined.

He said that his knowledge of Indian students was somewhat limited, as his college was one of the smaller ones and only took in one a year. The few he had known, however, he had known intimately. The total number of students at Magdalene now was about 160, as compared with 100 before the war. The Indian students admitted to Magdalene were accepted through the Secretary to the Inter-Collegiate Committee entirely, and one of the conditions of admission was that they should be placed under his financial guardianship. He had always found them to have sufficient knowledge of English.

As regards the question of social intercourse, he said that his experience was that the Indian students generally kept very much to themselves. This was partly due to timidity, and also to the fact that the ordinary English undergraduate was not prepared to meet an Indian half-way. Latterly, this attitude had changed for the better, and there was far more intercourse than there had been twenty years ago. The Indian students were also inclined to meet advances with suspicion (possibly owing to India being a dependent country politically) and to resent all institutions founded for their benefit, such as 21, Cromwell Road, which they regarded as a means whereby the Government might spy upon them. Those who were good at athletics, however, mixed more freely with the other undergraduates, as was the case with one at his college, who was elected captain of tennis and who was very well received. There was now a joint social club for those who wished to take advantage of it.

He had had fourteen Indian students at Magdalene since 1909. Of these, two died before and one after passing their degree examinations, five graduated (one getting a 2nd class in honours), four were superannuated for incompetence, and two were expelled for misconduct (one being a Sikh, and another coming from Bombay). In his opinion this was not at all a satisfactory record.

In the case of the Siamese students conditions were totally different; they mixed freely with the other men. He put this down to the fact that the Siamese temperament was much franker and more open than that of the Indians, and they therefore got to know the English undergraduates much better. The Siamese students were entrusted to the care of their Legation in Paris or London, and the Ambassador took all responsibility for them.

When asked to give an estimate of what he considered to be the minimum yearly allowance necessary for an Indian student, the witness said that £300 had been quite sufficient before the war.

In reply to an enquiry as to how the vacation question had been dealt with in connection with the Indian students at Magdalene, the witness said that they were given addresses, &c., by him or by the Secretary of the Inter-Collegiate Committee, though in many cases they ignored such advice and went elsewhere. He had never heard of any cases where they had got into serious trouble during the holidays. He thought, personally, that Indian students should take the opportunity during their vacations of visiting different parts of the country.

He stated that all students at Magdalene were directly under his control; he stood *in loco parentis* to them all, whatever their nationality. As regards the four Indians who were superannuated, he considered that their difficulties were due partly to faulty previous education and partly to constitutional idleness. Before being admitted to the University, they had to pass the previous examination, and in many cases they came to England to study for this, and lived without any guardianship or control. This might be a factor in their subsequent failure, but many were of such mediocre intellectual capacity that they would not have succeeded anyhow. The type of Indian students now at Magdalene was better than in the past, most of them having graduated in India before coming to England. He had asked the Secretary to the Inter-Collegiate Committee to send only Government scholars to Magdalene in future.

His opinion was that it would be better if more Indian students stayed in their own country, especially those of lower mental calibre. Those who came here seemed to be divided into two types: those who returned to India too anglicised to be received by their own people, and those who became embittered on account of their failure and disaffected, and returned home to spread this disaffection. The men he advocated should come were Civil Service probationers, research students and Government scholars. He agreed that education at an English University was of great value in broadening the minds and outlook of Indian students. It was suggested that in addition to these three classes there were many promising students among the rich middle class in India, and he replied that he did not advocate the exclusion of such men, but merely emphasised that the most careful selection was necessary in order that the few vacancies should be filled by men who would be able to benefit by them, and that so far there had been many men from this class who had not proved at all satisfactory. The selection should be made by men who had a personal knowledge of the students themselves and of Cambridge. In the case of research students, he thought that they might be given greater facilities for admission.

He approved of a central organisation as being a great help to the Indian students, and considered that the Students' Department was very valuable.

As regards subjects of study, he said that at his college Indian students generally read history, economics, or mathematics. There was no tuition in civics.

He stated that he had never come in contact with any disloyalty among the Indian students, but had occasionally heard of men whose feelings were anti-British.

He thought that it was advantageous for Indian students to come to Cambridge to learn the scientific basis of agriculture, as the School of Agriculture was very good and the standard considered to be very high. He agreed that it was possible that the practical part of the work might not be of value to an Indian returning to his own country, where the agricultural conditions were so entirely different.

MR. H. A. ROBERTS, M.A., Secretary of the University Appointments Board, was called and examined.

He stated that he did not come into contact with students until their last year of residence, and consequently only saw the finished product and not the development of the Indian student. His experience of Indian students had been favourable on the whole. He was inclined to think that they did not realise the difficulty of the Indian Civil Service Examination, many coming to Cambridge with the intention of sitting for it who were obviously ill-prepared. He thought that the Indian Agricultural Service attracted a good type of student, especially those who came as Government scholars for the purpose. Students had not applied to him for advice about other Indian careers than the Civil Service, but he foresaw that this might be likely to happen in the future. The East India Railway Company, for example, had recently communicated with him regarding the recruitment of candidates for appointment to their staff. Private colleges in India, when applying to him for teachers, had so far always asked for Europeans.

He did not think that the Indian student would find difficulty in getting practical "shop" experience in engineering work in this country. The only difficulty in the way was the question of a premium.

As regards the teaching profession, he had not met with any Indian students who were desirous of getting temporary work in English schools for the sake of gaining experience before returning to India. He had known of some Indians who had been anxious to take up the profession in England, but he thought it exceptional.

SIR GEOFFREY BUTLER, K.B.E., M.A., Assistant Registrar for Research Students, was called and examined.

He stated that he was also Secretary to the Board of Research Studies, and acted as executive officer and as a channel of communication, receiving applications and forwarding them to the academic authorities concerned, and in due course transmitting the replies to the students. In a special pamphlet which he had written for the information of American, Dominion and Indian students, he had mentioned that in the case of the latter they should apply for admission to the Secretary of the Inter-Collegiate Committee, but as yet there did not seem to be any uniformity of procedure on this point.

On it being explained that one official channel of information was desirable as regards the Indian students, because of the difficulties which at present resulted from the colleges not adhering to the list of applicants drawn up by the Secretary of the Inter-Collegiate Committee, the witness was of the opinion that the desired organisation would be complete as regards research students in about another year.

Research students had special academic rank in the University. There were about 100 of them at present, of whom about one-seventh were Indians. Most Indian research men took science, and there was a tendency towards botanical subjects: a few took moral science, and a few Oriental languages. Although they formed only a small proportion of the Indian students at Cambridge, they were perhaps the most satisfactory. The standard for research students at Cambridge was a very high one, and this the authorities were trying to preserve by rejecting applicants with only mediocre qualifications. Research students were, as a class, older men, and therefore, it might almost be said, did not seek any special intercourse with the English undergraduates. They preferred the society of the professors and tutors and other research students. He thought, however, that they were perhaps better looked after than the ordinary students, and had more friendship shown towards them.

Speaking of the present status of Indian students at Cambridge, the witness said that it was most promising, and infinitely better than it had been twelve years ago. The Indian and English undergraduates seemed to foregather more, and their whole attitude towards one another was changing for the better. He advanced the theory that, in the same way that the Cambridge O.T.C. had been made an efficient and up-to-date body through the work of a man with understanding and imagination, the time had come for a man of the same type to assist in the actual selection of the Indian students admitted to the University. He held that if the men who came from India were the kind who would mix with the other undergraduates, and were chosen as being really representative of the different types, they would change the whole position of the Indian students at the University for the better. He thought that the choice of these students might perhaps advisedly be made by an organisation consisting both of English University men and of Indians who had studied there.

Before being admitted for research work students had to take a degree either at Cambridge or elsewhere; he knew of only one case where exemption from this rule had been granted. Of the Indian students now doing research at Cambridge, six had definite posts in India to which they were returning on the termination of their studies in this country.

In the event of Indians being appointed as lecturers, &c., in the University, he was in favour of the appointments being made by the University authorities themselves rather than by Government. He thought that the Indian students might resent men who had been chosen by Government.

He approved of the idea of interchanging professors from different Universities, on the ground that it would give a wider knowledge of existing conditions in foreign colleges. He thought, however, that it would prove a difficult thing to arrange.

MISS B. A. CLOUGH, Principal of Newnham College, was called and examined.

She said that she had no knowledge of Indian men students, never having come into contact with them. As regards the Indian women students, there had been five at Newnham in twenty-five years, and there was one there at present who was reading natural science. Four out of the five had been educated in England before coming on to the University.

Speaking of the question of applications from Indian women students, she stated that there had been so few that it had never been a question of refusing them. She would not refer applications to the Secretary of the Inter-Collegiate Committee unless this was suggested to her.

She said that the women students were quite anglicised, and on exactly the same footing as the English. They seemed to keep Indian ways of thought, but adopted English ways of life.

No students were admitted without having taken the Newnham entrance examination, and no Indian or any other qualifications were accepted in place of this.

The witness stated that women intending to be teachers were at a disadvantage at Cambridge, in that they were not admitted to the training courses, but that in the newer Universities there were special facilities for these courses, together with practical experience.

She thought that if the demand grew greater the Council of Newnham might consider the question of reserving a number of vacancies for Indian women students, making special arrangements as to the entrance examination. But they had already to refuse admission to many English applicants, and therefore the position was difficult. Vacancies were filled up in March or April.

At present there were 225 resident and 20 non-resident students at Newnham.

She had never heard any of the English women students complain about the manners of the male Indian students at Cambridge.

THURSDAY, MAY 26, 1921 (CAMBRIDGE).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.

MR. R. E. FIELD, *Secretary*.

MR. W. F. REDDAWAY, M.A., Censor of FitzWilliam Hall, was called and examined.

He said that the total number of students there was about 330, including about thirty-three Indians. About sixty students lived in the Hall or in houses adjoining, and formed the nucleus of its corporate life, which, he considered, was now quite equal to that of the colleges. The remainder lived in lodgings. There were usually no Indian students among the former, though he thought it would be advantageous to have an additional house in this nucleus, where six or seven Indians might be accommodated.

The witness stated that the tutorial work was divided between himself and the Assistant Censor, and that they were brought into daily contact with the Indian students. There were more of them at FitzWilliam Hall than at any of the colleges, but in spite of this there did not seem to be any evidence of their having formed a "colony." They had opportunities of social intercourse with the English undergraduates at the voluntary corporate daily meals, on the recreation grounds, in the various societies which existed, and in the reading room, the latter being a specially developed feature of FitzWilliam Hall. His experience of Indian students had been a happy one.

On being asked what class of Indian he considered derived most benefit from an English University education, the witness replied that that depended entirely on the individual. All of those now in residence were either reading for honours or doing research work.

Questioned as to the number taken at FitzWilliam Hall, he answered that the average had been normally fixed at five a year, but that several research students were taken in addition to these five, there being no restriction on the number of the latter admitted. They had ten research students at present. He thought that at present there would be difficulty in increasing the admissions of Indian students, as there might then be a possibility of their not receiving sufficient attention. He hoped, however, that it might become possible in the future. Also the proper assimilation of the foreign element was essential, and how far this assimilation could be extended as regards the English undergraduates he could not say. He added that this foreign element was not composed exclusively of Indians, but included Cingalese, Burmese, Africans, Japanese, and Chinese. There were some fifteen students of these nationalities now at FitzWilliam Hall.

He estimated that the minimum annual allowance now necessary for Indian students at FitzWilliam Hall was £200. It was possible for them to live more cheaply there than at a college. He believed the difference to be about £60 a year. He thought it would be a great help if the Committee could do anything to inform parents or guardians in India of the present cost of a course of study at Cambridge. That would prevent men from coming with insufficient funds to cover their expenses.

As regards the question of vacations, he had found that Indian students did not come to him very often to obtain advice. A very few went to relations during the holidays, while a number stayed in Cambridge. He considered that this point came within the province of the Secretary to the Inter-Collegiate Committee, and might well be developed in the future. The general conduct of the students during the vacations seemed to have been quite satisfactory.

Speaking of the subject of admissions to FitzWilliam Hall, he enumerated the three ways in which the applications were received:—they came direct from India, with or without a recommendation from some FitzWilliam Hall man; from the Secretary to the Inter-Collegiate Committee, or by personal applications from friends already in the University. The witness said that he communicated with the Secretary to the Inter-Collegiate Committee rather than with the Indian Students' Department direct.

As regards the difficulties that arose from colleges admitting further applicants after informing the Secretary of the Inter-Collegiate Committee that their lists were full, the witness quite agreed that it was necessary for the organisation to be improved in this respect.

On being asked what opportunities the Indian students had of coming into contact with the best minds at the University, with a view to obtaining a broader outlook, he replied that, though everything was open to them, there were no special arrangements to that end.

In reply to questions, he mentioned agriculture, engineering and medicine among the subjects in which Indian students could obtain a good training at Cambridge. Very few, if any, read classics, but law, mathematics, science and languages were popular subjects. For students who were proposing to study agriculture a preliminary study of botany in India would be useful.

He had no knowledge of the present position of Indian students as regards admission to the O.T.C.

MR. G. P. MORIARTY, M.A., Director of Studies to the Board of Indian Civil Service Studies, Cambridge, was called and examined.

He said that his duties involved seeing candidates for the Indian Civil Service at the beginning of each academic year, and afterwards as often as they desired his advice. He advised them concerning their lectures and reading, and himself gave lectures in English, in essay writing and in questions of the day, political, social and economic. The students did a certain amount of written work for him by which he was able to keep account of their progress.

He considered that of those who presented themselves for the Indian Civil Service only the minority were fitted to take the examination. He read the following figures:—

In August 1914—	
Total number of candidates ...	183
Total number of appointments ...	47
Number of Indian students competing	25
Indian students who obtained appointments	7
Indian students who failed ...	18

The last man on the list was an Indian student, who obtained only 27 marks out of a possible 6,000.

He did not know whether these students were misinformed in India as to the standard of the examination, or whether they came in spite of advice given to them to the contrary. He considered that the nominated probationers were as a rule not up to the requisite standard; they were inclined to treat their year in England as a holiday, and little serious work was done by them at Cambridge. The Government scholars, on the other hand, were men of high attainment, and he had found their work most satisfactory. He saw no objection to Government scholars studying for the Indian Civil Service.

He said that the Indian Civil Service probationers were as a rule only under his direction for lectures in Indian history. There were two classes of probationers who came to him for Indian history:—

1. Those who passed the open competitive examination; and

2. War-service candidates appointed by a Board of Selection after having passed a qualifying examination under the Reconstruction Scheme.

The Indian nominated probationers did not study Indian history, but they regularly attended his lectures on essay writing.

Speaking of possible improvement in the standard of the Government nominees, he said that there seemed to be some idea that young men of energetic character should be given places who would fail to enter the Service if they tried to do so by open competition. He also referred to the method of distributing nominations on a communal basis, in order to represent all provinces of India. He was not in favour of this, but it was difficult to suggest an alternative.

Questioned as to the class of Indian students with whom he came into contact, he said that he had found them quite satisfactory on the whole, both socially and physically. About one in fifty was turned out because he failed to pass the compulsory riding test. As regards knowledge of English, he said that many Indians came to Cambridge whose knowledge of the language was excellent; others were very poor linguists and did not seem to improve with time; the majority were fairly good. The chief difficulty of many of them seemed to be their inability to discriminate between the "slangy" English spoken by the average English undergraduate and standard literary English. When writing English they showed a strong tendency towards tautology, because they were unable to accustom themselves to the rich synonymous vocabulary of the English language. He considered that the student who read for the history or some literary tripos would learn more English than the mathematical or science student.

Speaking of the possibility of increasing the number of Indian admissions to Cambridge University, he reminded the Committee that the present number of students in residence (some 5,000) was abnormal, and that when the immediate effects of the war had subsided he thought that the old figure of 3,000 was likely to prevail; the proportion of Indian students should not therefore be reckoned on the present figures.

Indians were not barred from competing for the Home Civil Service, but he had never known one to do so. As regards Eastern cadetships, these were confined in Hong Kong, the Malay States and the Straits Settlements to men of British European descent. In Ceylon, by a recent regulation, they were restricted to men of British European or of Sinhalese descent. He thought the restriction necessary in Ceylon, as the Sinhalese were anxious to keep down the non-Sinhalese element. He did not see any reason why the other restrictions should not be removed, but he thought that appointments to these cadetships should be made with great care.

He then submitted two memoranda (one prepared by himself and the other by an Indian nominated Indian Civil Service probationer), which are printed below.

Memorandum by Mr. G. P. Moriarty.

Since October, 1894, I have been resident in this University, under engagement with the special Board of Indian Civil Service Studies in the dual capacity of Lecturer in Indian History and of Director of Studies to candidates for the Indian Civil Service Open Competition. Throughout my career at Cambridge I have been regularly in contact with the Indian students.

I beg leave to offer the following observations on some of the topics to which the attention of this Committee is directed:—

1. *The reasons which at present induce Indian students to leave India for educational or technical training.*

The Indian students with whom I am mainly concerned come here in order to compete for the Indian Civil Service. There will always be a number of young Indians who resort to England for this purpose. A certain number of appointments to the Civil Service are now being made in India; but the persons so appointed are required to spend at least a year at an English University after their appointment. I gather that the Secretary of State for India is strongly in favour of this system and that he proposes to continue it. (See Report on Indian Constitutional Reforms, paragraph 316.)

In addition to Indian candidates for the Indian Civil Service there are a considerable number of young Indians who come to English Universities, either on account of the general advantages attributed to an English University degree, or to attend the lectures of some recognised expert on a special branch of learning, or to pursue post-graduate research.

These three reasons, so far as I can see, will continue to operate permanently in bringing over students from India to England. An English University degree, especially in high honours, is, I assume, of value to Indian students intending to take up educational work in their own country. As to expert teaching, there are at English Universities a number of recognised authorities to whom specialists will find it necessary to resort in order to complete their studies. As to post-graduate research, I can only speak with reference to my own subject of Indian History. Research in questions connected with the British power in India cannot be properly undertaken except through consultation of the records at the India Office and the British Museum, and it is, of course, advisable that such consultation should be carried on under the guidance of a practised teacher.

2. *The effect on Indian students of residence at English Universities for educational purposes.*

Provided that the right type of Indian student is selected, I am firmly convinced that residence at an English University will be found beneficial. Its general effect is on analogy with that produced by foreign travel in the case of young men of any nationality. It increases the experience and it broadens the outlook. But, in view of the connection between England and India, a period of residence in England is absolutely essential for young Indians destined either for the Indian Civil Service or for professional work in India. It is the sole means of giving them a real insight into English political institutions, English culture, and English economics and sociology. Finally, residence in England and amidst English surroundings is obviously needed to complete the acquisition of a correct and ready use of the English language.

I have made the qualification: "Provided that the right type of Indian student is selected." I do not know whether the authorities in India have any legal power to allow or prohibit, as the case may be, the resort to an English University of any individual student. But, as Director of Indian Civil Service Studies, I have frequently come across Indian students who ought never to have been sent to Cambridge. Their failure to pass into the Indian Civil Service has been inevitable. The same criticism applies to Indian students who, not being candidates for the Indian Civil Service, have failed to obtain a good class in the tripos. Candidates of this type return to India embittered by their ill-success, and in some cases, I fear, confronted by embarrassed circumstances. If, therefore, young Indians of limited means wish to come to England in quest either of the Indian Civil Service or of high academic distinction, care should be taken to limit the number to those with reasonable expectations of success.

In the case of Indian students to whom financial considerations are less important, all that is needed is to see that if they propose to come to an English University it should be with some definite object of intellectual improvement, and not merely in a spirit of indolence or adventure.

3. *Care and supervision of Indian students in England.*

It is essential that Indian students coming to England should not be left to shift for themselves. But the importance of this matter has long since been appreciated by the India Office, and excellent work is now being done by the advisory bodies in London and the University towns.

The Committee calls attention to "the desirability or otherwise of establishing hostels for Indian students at University centres to which they go in appreciable numbers."

No doubt the views of Indian students themselves on this project should be considered. Personally I am opposed to it. A hostel puts a premium on segrega-

tion, the very thing which ought to be avoided. In this University in particular I am convinced that a hostel for Indian students would be a grave blunder. The Indian student should be free to live in lodgings, in a boarding house, or in a private family. But the advisory bodies should satisfy themselves as to the suitability of the accommodation and the propriety of the environment. In fact, Indian students should be encouraged by the local Advisor to discuss these matters periodically and to state their private opinion on them.

4. *The provision of facilities for suitable social and intellectual intercourse with the people of the United Kingdom, especially at the important centres of learning.*

This involves a delicate question on which it is difficult to be at once brief and conclusive. The following considerations should be borne in mind :—

(i.) Much depends on the individual. If Indian students sent over here are of marked intellectual ability, of skill in companionable pursuits, such as the various branches of athletics, or of good social standing in their own country, they should have no difficulty in forming an appropriate circle of English intimates. Indian students who possess none of these recommendations have no right to complain of their isolation. The same condition applies to English students who are similarly deficient.

(ii.) Indians are apt to be ignorant of the fact that not even all Englishmen love one another. The tendency at Cambridge and Oxford—I cannot speak of other Universities—is for the men to form themselves into sets characterised by a pride in mutual exclusiveness. It is as idle, therefore, for the average Indian as it is for the average Englishman, on coming to an English University, to look for an omnipresent cordiality. The student, whether Indian or English, must find his own level and take what opportunity offers. Putting this point aside, Indian students, certainly at this University, should find ample scope for making acquaintance with Englishmen in sports, in the community of college life, and notably in societies for discussion or debate. Under the last heading there are, at Cambridge, the Union Society, college societies, and, I may mention, occasional societies based on common interest in some special subject on which Indian students can speak with authority. At Cambridge the selected candidates for the Indian Civil Service, English and Indian combined, have a society of their own, the meetings of which, as I can testify from personal experience, are both profitable and pleasant.

(iii.) The advisory bodies can, of course, do a great deal in finding persons of position who will welcome Indian students as visitors to their homes. But it is essential that such persons should have not only the inclination, but also the means of hospitality, and, above all, the leisure for it. Professors, lecturers and tutors at the Universities have, as a rule, already as much work as they can manage to do, and it is idle to bring pressure on them to undertake additional duties the performance of which is a physical impossibility.

(iv.) From the other point of view, Indian students very properly resent anything in the nature of patronage. If they wish to keep to themselves the sentiment should be respected. It is, for obvious reasons, regrettable that Indian students should associate too much with one another. Such a course entails the loss of the chief benefit which residence in England is supposed to give. The defect has been considerably modified at this University by the plan of distributing Indian students among various colleges, as was suggested by Lord Morley's committee some years ago. It should, and in my opinion will, be further modified by the means suggested in the above remarks—that is to say, by the selection of a good type of Indian student for dispatch to England and by the normal action of the advisory bodies.

In conclusion, I may sum up by saying that in my opinion the resort of Indian students to English Universities is, under present political and educational conditions, inevitable; that this resort is advantageous to the students concerned, although the advantages are not perhaps always immediately appreciable; and that such defects as are attendant on this resort are capable of remedy.

GERALD P. MORIARTY,
M.A., Pembroke College, Cambridge (and M.A., Balliol College, Oxford), Lecturer in Indian History and Director of Studies to the special Board of Indian Civil Studies in the University of Cambridge.

Memorandum by Mr. N. Senapati, Indian Civil Service Nominated Probationer.

This memorandum applies exclusively to the probationers selected in India, who are required by the regulations of the Secretary of State for India to spend a two years' probation in the United Kingdom.

The first batch of Civil Servants selected under this scheme have not yet finished their probation. But my experience of the training they are going through leads me to the following conclusions :—

1. There is nothing in the course which could not have been easily provided for in India. Therefore I consider it a waste of time and money to send them abroad unless their training is adapted to their peculiar needs.

2. At the same time I must emphasise the desirability of travel abroad for its own sake if not for anything else.

3. Under the above circumstances, I propose as follows :—

(*a.*) The probationer selected in India should be required to spend one year of probation in India, during which time he should work at the following subjects, and at the end of that year appear before a properly constituted Civil Service Board and by examination or otherwise give satisfactory evidence of his work. The subjects should include :—

(i.) Indian Law, *e.g.*, Indian Penal Code, Code of Criminal Procedure, Indian Evidence Act, Notes of Cases. Hindu and Mahomedan Law, optional.

(ii.) General Economics, with special reference to Indian Economics.

(iii.) Riding.

(*b.*) He should be required to spend his second year of probation abroad, six months of which should be spent at one or other of the recognised Universities in the United Kingdom. During this time he should be required to study :—

(i.) The Constitution of the United Kingdom, with special reference to the judiciary function of Government. For this purpose he should be provided with all facilities for studying the subject first hand, *e.g.*, by attending Parliament, the Courts of Law, &c. Also he should have opportunities of studying the working of the Civil Service and its relation to the Legislature.

(ii.) *One* of a number of subjects, which should include :

Civil Service.
Local Government.
Administration of Poor Law.
Trade Union Organisation.
Co-operative Societies.
Organisation of the Party System of Government, &c.

He should be provided with all facilities for studying the subject first hand.

(*c.*) The last six months of his probation should be spent in travelling, specially in France, Central Europe, America and Japan. During this time he should be required to pay special attention to the subject he has chosen from group (ii) above.

After his return to India he should be asked to submit an account of the last six months of his probation.

MR. J. PRASAD and MR. G. BADHWAR, representatives of the Crocodile Club, an athletic association for Indians and other Asiatics in the University of Cambridge, were called and examined.

They stated that the membership of their club was limited to twenty-one, but that there were a large number of associates for whom the club organised games. Participation in some form of sport was the necessary qualification for membership, though in the existing rules (which, however, were under revision) no particular standard of excellence was required.

The object of the society was to bring together Indians who were interested in sport, to organise games for them in conjunction with other members of the University, and to arrange matches against the English undergraduates.

They were convinced that the society had been of great value in establishing good relations between Indian and English students, and they emphasised the spirit of comradeship that was bound to exist among all sportsmen.

Questioned as to the particular sports in which Indians took a prominent part, they said that tennis and hockey took first place, and cricket came next. Rowing was not taken part in to any great extent. They also pointed out that the majority of English rowing men came up from public schools, where they had already had considerable training and experience, and that, in addition to this, Englishmen had the advantage over Indians, where rowing was concerned, in the matter of physique. Hunting was a very expensive sport, and one in which only the richer of the English students took part: it was much too costly for the great majority of Indians.

The question of the O.T.C. was then brought up, and the witnesses assured the Committee that in their view the idea prevalent among the authorities that the admission of Indians would hinder enlistment among the English undergraduates was greatly exaggerated. One of the witnesses had been at an English public school, where there had been no objection raised to his joining the corps, and he had frequently participated in field days and night manœuvres held in conjunction with the Cambridge University O.T.C. As regards the suggestion that the Indian's inability to ride was a drawback to his admission to the O.T.C., the witnesses said that this was not a serious handicap, as there was no reason why a man should go particularly for cavalry; the corps had both infantry and artillery branches as well. They thought that the only trouble was the existence of a natural conservatism among the English students, which might lead them to object to such an innovation as the admission of Indians to the corps, but they were sure that this would be overcome, as many other prejudices had been, in time.

The witnesses thought that it would be inadvisable to restrict the admission of Indian students to research men and those going in for the higher branches of study. This would exclude the men who had come to England for a public school education, a type that they considered should be encouraged. They were of the opinion that more benefit was obtained from the corporate life of the University by the younger men; they assimilated more of their surroundings than the research students did, and were thus able to take back to India a better impression of conditions in this country than would the older men. They would like to see both types at the University.

MR. P. K. PARIJA, of Christ's College, representing the Indian Unity League, Cambridge,
MR. M. I. RAHIM, of Pembroke College, Secretary of the All-England Indian Conference, and
MR. S. C. BOSE, of FitzWilliam Hall, representing the Cambridge Indian Majlis,
were called and examined.

The Chairman first thanked the witnesses for the very useful memoranda submitted by them to the Committee (Letter to Chairman from Cambridge Indian Majlis, Statement by Mr. Rahim, and Letter to Chairman from Unity League appended). Dealing with the protest made by the Majlis against the exclusion of representatives of Indian students from the Committee, the Chairman pointed out that it was only from practical reasons they had not been included, and not from any opposition on the part of the Committee to their inclusion. He was anxious to give Indian students every opportunity of expressing their views, and that was the reason for summoning of the present witnesses.

The first question to be dealt with was that of the Indian Civil Service appointments. Mr. Bose said that the reason which induced many Indians to come to this country for their University education was that they felt that they had a better chance, by so doing, of obtaining Civil Service appointments. Under the new regulations the competitive examination for such posts was to be held in England before the similar examination in India, which meant that if the requisite 33 per cent. of Indians passed the examination in this country and obtained appointments, there would be no chance for those who desired to take the examination in India. He urged :—

(*a.*) That the examinations in England and India should have the same standing, and be held simultaneously; and

(*b.*) That Government scholars should not be allowed to compete for Civil Service appointments.

He thought that if these two suggestions were carried into effect one great need for Indians to come to this country would be obviated. Mr. Rahim was in agreement with him on this point, saying that if men realised that by good work in India they would stand a good chance of obtaining appointments, they would not come to England.

He considered that another reason which brought men to England was that as yet the facilities for research work and other higher branches of study in India were quite inadequate. He thought that improvement was very necessary in this matter, and that, especially in such Departments as Forestry, Agriculture and Tropical Medicine, if the Indian standard could be improved, it would be far more valuable to the student to remain at an Indian University where he could study the conditions with which he would eventually have to deal. He thought that the Government were already realising this point, a sign of it being that in the Engineering Service, the distinction between the Indian-trained Provincial Service and the English-trained Imperial Service was breaking down.

He then put forward a suggestion that all appointments to the Indian services, as far as Indians were concerned, should be made in India only; that the chosen candidates should then be sent as probationers either to this country or to some other country (America, for example), where the best facilities for specialised study of their particular subject were to be obtained. He would suggest England for railway and dock engineering and America for agriculture.

As regards the openings for Indians in the Indian Educational Service, the witnesses objected that these were not sufficient. They suggested that probationers should be sent abroad. It was suggested to them that there was a good field in the private colleges in India, and that such posts were likely eventually to lead to Government appointments.

The Chairman then referred to the question of the exclusion of Indians from the Cambridge University O.T.C. The witnesses were unanimously of the opinion that there was really no obstacle at Cambridge, and that the exclusion was due solely to the military authorities and the War Office. It was explained by the Chairman that the military authorities were only acting on what they emphatically believed to be the opinion current among the English students, and the witnesses said that in this case they felt confident that the authorities were misinformed. The Chairman expressed the view that the Indian students could do much by enlisting the sympathy of English students, and by their agency could get the embargo removed. He was strongly of the opinion that any agitation on the part of the Indian students themselves without the concurrence of the English students would be harmful rather than beneficial. In answer to this, the witnesses said that they had found that the English undergraduate was shy to express his views, and was generally adverse to any form of agitation. Their opposers, in that they were

not expressing an original or new opinion, were not so reluctant to speak as were their supporters. These latter were rather inclined to think that any form of agitation would be likely to do more harm than good. The witnesses expressed gratitude to the Chairman for his offer to lend the Indian students his support in this matter, and said that they felt that it would be valuable.

In reply to the suggestion that the Indian was held to be unsuitable for the O.T.C. because he could not ride, Mr. Rahim said that this was not a serious objection, because no Indian who could not ride would think of applying for the cavalry division of the corps.

The question of engineering was then discussed. In their memorandum the witnesses had referred to the difficulty experienced by Indians in gaining admission to the Polytechnic Institutes, the Technical Colleges and to private firms in this country. They admitted that in the two former cases the difficulty was only that of the general congestion at present existing, and that there was no special embargo placed upon Indians. The difficulty in the case of private firms was chiefly that of the premium required being too high for the average Indian to pay. They suggested that higher premiums were charged in the case of Indians because they were strangers, and the firms in question felt that they had not the same sense of security in dealing with them as they had with Englishmen. Could not the Government make some arrangement for the admission of Indians to firms which tendered for Government contracts?

They suggested that facilities for practical training in banking should be obtained through the medium of those banking firms that enjoyed the patronage of the India Office.

As regards the regulations of the Institute of Chartered Accountants, Mr. Bose said that he considered it an injustice that whereas an English graduate was able to qualify in three years instead of five, it was impossible for even an M.A. of an Indian University to obtain any reduction in the term of articles. At the request of the Chairman, the Secretary to the Committee explained that there were two distinct organisations of accountants, the Society of Incorporated Accountants and Auditors, and the Institute of Chartered Accountants. The former accepted Indian degrees, but the latter were unable to do so by the terms of their charter, which allowed exemption to be granted only to men who were graduates of a University of the United Kingdom. The regulation applied to Colonial and foreign students as well as to Indians. The Students' Department had made efforts to get the regulations modified in favour of holders of Indian degrees, but the Institute had replied that in order to do so it would be necessary for them to apply for a new charter, which they were unwilling to do.

In dealing with the question of the Government scholarships, the witnesses all thought that they should only be given to men who proposed to do research work or to read one of the higher branches of study. They thought that in the interests of India it was waste of the Government money to spend it on Civil Servants. What money was at the Government's disposal for this purpose should be spent in producing for India as many efficient specialists as possible to carry on educational or industrial work in India. They felt that the service of learning was of greater importance than the service of the State. Both Mr. Bose and Mr. Rahim urged that the I.C.S. student had to give his attention, while at the University, to too many different subjects, and could not therefore study any subject really thoroughly.

Referring to the question of the adequacy of existing arrangements for the admission of Indian students to Cambridge University, it was pointed out that what the witnesses objected to as "restrictions" were in reality actual reservations. Many Englishmen were turned away, but a certain number of places were always reserved for Indians. Mr. Parija replied that the number of reservations came in practice to be the maximum limit of admissions. He thought that if the colleges undertook to admit only students whose names were submitted to them by the Secretary to the Inter-Collegiate Committee less Indians would secure admission in future than in the past; more admissions were gained under the existing arrangements whereby a student might seek admission by personal interviews with tutors independently of the Committee.

The witnesses strongly urged that Government probationers should not be included in the number of Indian admissions fixed by each college. If colleges admitted probationers they should be in addition to the number of private Indian students agreed upon.

As regards the Provincial Advisory Committees in India, the witnesses had found them to be unreliable and unhelpful. They thought that the Indian Universities would be the best bodies to recommend and advise students, and suggested that the control of the Advisory Committees should in future be transferred to them.

It was pointed out to them that the Inter-Collegiate Committee in Cambridge existed only for the benefit of Indian students, and that if its advice was followed not only would many Indians be saved the expense and disappointment of a fruitless journey to this country, but also the standard would be kept on a better level. They agreed that this was very desirable.

They were of the opinion that on the whole it was advisable to encourage Indians to come to this country only after graduating, though, on the other hand, they thought that Indians who had been to a public school in England and then to the University were likely to be of great service to their country. The only objection they saw to younger men coming from India was that, being removed from home influence at an impressionable age, they were more likely to be led astray.

Another objection that the witnesses had to the existence of the Inter-Collegiate Indian Students Committee was that they resented being under the guardianship of the Secretary. When questioned as to the actual extent of this guardianship they said that it was chiefly a financial matter, but that some college tutors required their Indian students to place themselves entirely under the Secretary's care. They felt that it was derogatory to the Indian student to be treated, in this respect, in a different way from the Englishman. As regards the need for a financial surety for Indian students, Mr. Parija suggested that could be met by the college requiring a substantial deposit, say £100, when admitting an Indian. The students objected to having to ask the Secretary to the Inter-Collegiate Committee for money whenever they needed it. As regards the question of holiday quarters, he thought that Indian students were capable of arranging such matters for themselves, and that there was no necessity for a University adviser to assist them in that respect.

The witnesses strongly opposed any suggestion for the foundation of an Indian hostel at Cambridge or elsewhere, even if Englishmen, as well as Indians, were admitted to it. They thought that if any benefit was to be derived by Indians from their stay in this country they must avoid segregation as much as possible. They admitted the possible value of hostels for the reception of Indians when arriving in this country, but were of the opinion that stay in them should not be prolonged for more than two or three weeks. They approved of the existence of 21, Cromwell Road for that purpose, but suggested that it was badly managed at present, and needed to be reorganised. There ought always to be one or more representatives of the students on the Managing Committee.

Statement by the Indian Unity League, Cambridge.

To the Chairman, Committee on Indian Students.

Your Lordship,

We, the undersigned, beg to state on behalf of the Indian Unity League that we welcome the appointment of the Committee on Indian Students, as in our opinion the problem is one that requires urgent solution. At the present juncture of Indian history the importance of the education of the younger generation cannot be emphasised too strongly. While the different schools of political thought in India differ as to the steps, they all agree that self-government for India is the ultimate goal. In view of this, the League believes that our political destiny depends on how we train our students.

We therefore eagerly seize this opportunity to put our views on behalf of the League before the Committee.

The best plan, in our opinion, is to set down our views point by point on the subjects the Committee are going to investigate, and our representative will be prepared to answer any questions that may arise from these.

Regarding the Committee's main lines of enquiry—

1. We believe that the following are the reasons which induce Indian students to go abroad :—

(*a*.) To study for the Civil and other higher Government Services, *e.g.*, I.M.S., Indian Agricultural Service, and the Bar.

(*b*.) To have technical and professional training.

(*c*.) To have a general education, such as a public school and University training.

(*d*.) In recent years, a certain number (happily increasing) of students come for research work and advanced study to this country or go to other foreign countries. Although most of these get absorbed in the higher Government services, a substantial number does come, mostly supported by public bodies, like the Universities, to prosecute advanced studies for their own sake.

In brief, most of these students come abroad to better their prospects in life.

2.—(*a*.) From the above analysis it will be seen that the main inducement for Indian students to come abroad is the Government services and the Bar. We therefore believe that the Government can and must make provision in India of more adequate facilities to reduce the necessity for study abroad. We suggest the following steps :—

(i.) Institution of simultaneous Civil Service examination in India. This will considerably reduce the number of Indian students by holding back the unsuccessful competitors. Only the selected candidates should be sent to spend their probationary period abroad.

(ii.) Institution of the Indian Bar, thus removing the invidious distinction between barristers and Vakils.

(iii.) The Universities in India must make provisions for—(*a*) higher studies and research in various branches of knowledge, and (*b*) technical studies.

In this connection, we note with satisfaction that the method of recruitment to the various services other than Civil Service has been altered. But in our opinion the change is not far-reaching enough. To have suitable recruits in sufficient number the Universities must, we repeat, provide for higher studies. The probationers should be sent abroad (not necessarily to the United Kingdom) to acquire further knowledge in their special subjects. For example, a probationer in the Agricultural Service might be sent with greater profit to the United States than to the United Kingdom. Members of the Indian Educational Service may be granted study leave with full allowance to go abroad and study their special subjects, no matter the country they choose. In this matter the method adopted by the Japanese Government is commendable.

In any case, the pernicious principle that British degrees *per se* are superior to Indian degrees must be abandoned, and indiscriminate appointment of men, such as the appointment of a mathematician to a Chair of Physics, must be given up.

(*b*.) In our opinion, if the above suggestions are acted upon, the decline in the number of Indian students will be immediate. But the following classes of students will continue to come abroad, although in decreasing numbers as the institutions in India develop :—

(*a*.) Technical and professional students.

(*b*.) Probationers for various Services.

(*c*.) Advanced students either for research or higher study.

(*d*.) Students for military, naval or aeronautical training.

(*e*.) A certain number of students coming for liberal education.

We think the High Commissioner for India or the Secretary of State must make arrangements for classes (*a*), (*b*) and (*d*). For, however much we should like liberty for students, we understand it is very difficult for technical students to get into suitable firms for practical training. In our opinion, the High Commissioner can help these students by making arrangements with firms which tender for Indian Government contracts. Needless to say that the Secretary of State should provide for the training of probationers. With reference to (*d*), the absence of demand for such training should not be taken as the index of lack of desire or aptitude. The cause lies in the absence of a career. We are of opinion that if self-government is to be real, Indians must be trained in modern means of defence, and the Indian public opinion must be well-instructed in these matters if it can effectively deal with the defence of India. This can only be achieved if we have our students trained in military science in the broadest sense.

There ought to be no artificial restriction as to the number and admission of the advanced students. We will deal with this and (*c*) when we give our views on the Advisory Committees.

3. In deciding whether the experiment of sending Indian students abroad has been successful, we think the criterion should be the success these students have attained in their respective walks of life. In the case of students sent by their parents, we have not enough data to pronounce judgment. Besides these private students, there are two other classes of students, namely :—

(i.) Government scholars.

(ii.) Scholars sent by other public bodies, like the Deccan Education Society, Fraser Fund, &c.

(i.) Government scholars fall into three categories :—

(*a*.) Technical scholars.

(*b*.) University State scholars.

(*c*.) Scholars for study of languages.

We are of opinion that the first two classes of scholars have been failures, although from different causes. Technical scholarships have been awarded with the definite object of helping in the industrial development of India, but the scheme cannot be said to have been successful. We are not opposed to the institution of these scholarships; on the contrary, we would welcome an increase in their number; we would like to see these scholarships bear more fruit than they have done so far. We feel inclined to suggest that the Departments of Industry in the different Provinces may help returning scholars with capital at low interest to start business, and these scholars should be given preference in Government works over foreign experts.

Regarding the second class of scholars, the failure is due to a want of a definite end in view in awarding the scholarships. These scholarships are awarded as rewards of the scholar's career in the Universities. Most of these either take a degree in one of the British Universities or try for the Indian Civil Service and qualify for the Bar. We consider public money wasted if it is spent to multiply lawyers and civil servants. So we suggest that these scholarships should only be awarded for advanced studies abroad, and not for passing an examination or getting a degree.

In the case of the third class of Government scholars, we are of opinion that they have justified their selection.

Regarding the students sent by public bodies like the Calcutta University or the Deccan Educational Society, they have always been sent with the definite aim of qualifying themselves for teaching. We think the experiment has been eminently successful, and we should like the Government to follow the lead in this matter of training teachers in Government colleges.

Coming to the special points, some of the points have been answered in our general statement. However, we will briefly touch the points, grouping cognate subjects together.

(1) and (6). As matters stand at present, facilities available to Indians for admission to educational institutions are inadequate. Our suggestions, if acted upon, will no doubt ease the situation, but in the meanwhile a *modus vivendi* must be found. On this head, we suggest that the Universities be approached to make more liberal admission of Indian students. We do not like any artificial limit put on the number of Indians simply because they are Indians. If, however, there is to be any limit, we assert that the probationers must not be included in this limited number. Further, subject to laboratory accommodation in case of scientific students, there ought not to be any restriction on advanced students.

Regarding the system, we confine our remarks to Cambridge. We do not like the invidious compulsion of students to submit to the guardianship of the Local Adviser. But if the University insists on such guardianship we are ready to submit, but we emphatically protest against the arrangement that this should be the sole channel of admission. An Indian student must have the liberty to approach the tutors armed with proper testimonials, and the tutor may ask the student to come under the guardianship of the Local Adviser, or he may demand higher caution money. But the recent arrangement by the High Commissioner, that only students coming through the advisory body should be admitted, is undesirable and has led to hardships, for some students have been stranded, although they are definitely admitted, but have been subsequently rejected. We view with disfavour any undue exercise of Government influence on the political thought of Indian students.

The Advisory Committees in India must be reorganised. They should be Advisory bodies not only in name but in fact. These bodies must be appointed by the Universities with no connection with the Provincial Government besides that existing between the University and the Government. The Secretaries should be appointed every three years, preference being given to men recently returned from abroad.

In sending applications, students should apply, with the exception of Technical Students, direct to the local Adviser and not through the Central Organisation at London, for the latter has not only delayed applications, but actively hindered admission.

The local Advisory bodies in the United Kingdom may ask for a representative from among students for co-operation.

(2.) No hard-and-fast rule should be laid down for a uniform standard of qualification, but graduates should be, as a general rule, preferred to undergraduates.

(3.) Tender youths must never be sent to this country unless they are accompanied by their parents, or proper guardians are found in this country. Such youths should never be put under the guardianship of the Advisory Department of the India Office, as the arrangements made by this body in the past have been unsatisfactory.

(5) and (9.) We are strongly opposed to establishing any hostels for Indian students, for it will accentuate the already existing segregatory tendency. However, we are in favour of a central place in London where new arrivals can be accommodated for a fortnight at the longest. This place must not provide permanent lodgings. The Indian members of the India Council should have supervisory power over the management. It should be the duty of this institution to provide a list of addresses of temporary residence.

No official arrangement for lodgings or holiday quarters is desirable, for in that case students have to depend on official recommendation, which has proved pernicious. However much we should like a non-official Central Club, we do not desire an official centre. Even this non-official club must not provide permanent residence.

(10.) In general, students must be left to depend on their own initiative, for we believe such acquaintance cannot be acquired by official arrangement.

(11.) We at Cambridge do not need any such arrangement. If there is not so much social and intellectual intercourse as is desirable between Indians and Englishmen, it is not due to lack of facilities but other causes. Unless those causes are removed, we believe no amount of arrangements will improve matters. Regarding other centres, we have no opinion nor suggestion to offer.

We have ventured to express our views on the subject, but do not claim to have exhausted it. We respectfully urge that the problem is of vital importance to the future of India, and can hardly be overemphasised. It calls for immediate solution. We hope the Committee will go into into the matter very closely and arrive at a solution at once comprehensive and satisfactory.

We beg, &c.

(Signed) P. Parija (*Representative*).
K. M. Khadye.
N. Senapaty.
S. C. Bose.
D. R. Gadgil (*Secretary*).

Statement by Mr. Rahim, Secretary of the All-England Indian Conference.*

The Secretary of State for India's announcement that a Committee has been appointed to "examine comprehensively the whole question of Indian students in the United Kingdom" has been received with great satisfaction by the student community in general. The question is undoubtedly one which requires the closest attention of the Government. There is an increasing tendency amongst Indian students to avail themselves of all the advantages offered by Western education in European Universities, specially those in Great Britain. Consequently, we find that the number of students leaving India every year for education abroad is constantly on the increase. It is therefore no longer only a question of facilitating their admission into the Universities, but one which should be studied in all the various aspects relating to their welfare.

With the dawn of national consciousness in India there has come about a change in the mentality of the students coming to England. They no longer consider education at British Universities to be purely personal matter as they used to do in the past, but as one affecting their future careers as servants of their Motherland. Besides this, His Majesty's Government has decided to grant Swaraj to India as soon as the ripe moment arrives. But Swaraj (Responsible Government) would be impossible if competent persons are not available for working the whole machinery of national life in all its branches on modern and efficient lines. It is therefore of paramount importance to set about at once to prepare Indians in the United Kingdom and other European countries for this stupendous task. Bearing this in mind, we urge the Government to assume the functions of a national Government and to provide all possible facilities for, and remove all obstacles to, the attainment of education by Indian students abroad.

It is no doubt true that at present a great many Indians come to this country who could perhaps spend their time more profitably at home if the educational institutions in India were improved, but while this improvement is being effected, Indian students will have to go abroad in large numbers to acquire a training which their country is at present, and will be for a long time to come, unable to give.

I entirely agree with my friends the representatives of the Indian Majlis and the Indian Unity League in their suggestions for removing the artificial conditions which, by giving advantages, for instance in the legal profession, to England-returned men over equally well-trained men in India, encourage an unnecessary rush of Indian students to England. I would therefore mainly confine myself to an analysis of the existing system to facilitate the going of Indian students abroad and to submitting a few suggestions for its improvement.

Let us begin with the existing arrangements in India to help Indian students desiring to go abroad. There is at present in every province an Advisory Committee with a Secretary appointed for this purpose. But, in fact, few students are aware even of the existence of this organisation. It is necessary, therefore, that the local Secretary in India should take steps at regular and frequent intervals to bring to the notice of the students the existence of such an organisation. To suggest one, he could use the students' magazines with which most colleges in India are now equipped to keep the students informed where they could apply for information.

Again, the Committee has its office at the provincial centres only; Nagpur, for instance, is the centre for the C.P. It is therefore very difficult for students who do not reside in the provincial capital to obtain the information which they want. It would therefore be desirable if this Committee had a representative at every college in the province, who should be kept supplied with all the necessary information.

As regards the literature supplied by the Committee, it is seldom up to date. In Bombay, for instance, in 1917 the latest edition of Student's Handbook for Cambridge which was available was of 1915. At Calcutta a student who wanted to take English tripos at Cambridge could get no information, as the latest handbook available was of 1913, which was much before the tripos was started. In 1917 a student from Behar found that the local Secretary was unable to supply any handbook at all. It is obviously essential that the local organisation should be well supplied with all up-to-date information regarding educational facilities, not only in the United Kingdom, but also in other countries.

At present the Advisory Committees in the various provinces are composed of some very eminent and highly-respectable gentlemen, who unfortunately are hopelessly out of date as regards their information about educational conditions in European countries. Besides, they are from the student's point of view rather inaccessible. It is therefore desirable always to have some recently-returned men on the Committee, which could be done if its members were to retire, say, every five years.

The Secretaries of the Committees at present are men ranging from the Registrar of a big University to a Barrister-at-Law. It would be better if in their appointment two considerations were kept in view: (*a*) they must be men closely in touch with educational affairs; and (*b*) men who are not already too busy. It is not much use if a student, on calling on a local Secretary, is given a huge handbook to help himself to its contents.

At present the Committees, as well as the local Secretaries, are appointed by the local Governments. It is much more likely that the organisation will keep in closer touch with the students if these appointments were left in the hands of the provincial Universities wherever this is possible.

Let us now take the organisation in England. A student, if he applies through the local secretary, goes to the Adviser in London, who tries to secure admission for him in the University that he desires to join. Most of these Universities have local Advisers, who are supposed to help the Indian students in admission when they arrive, and in other matters during their stay in England. In addition to this, 21, Cromwell Road also make provision for the staying of freshmen for a short period.

As regards the criticism of this organisation in detail, I can only speak from my personal experience of Cambridge, and as our representatives have already dealt with the topic, I would confine myself to the general grievances which have from time to time been brought forward in the Sessions of the Indian Conference by the representatives of various centres.

The first complaint which is often made is that the Students' Department moves very slowly. In one case a man handed his application to the local Secretary in January, and when he arrived in England in October his application was still safely preserved at the India Office, and no steps had been taken to secure him admission to Cambridge. In another case a man applied in June, and when he came to Cambridge in September the local Adviser kindly offered to write to the India Office requesting them to forward his application at their earliest convenience.

The second and far more important complaint is that the Students' Department usually seems to have its hands tied by some regulation or other when a student requires its help. A student from Magdalene College, Cambridge, who had come through the Advisory Committee, wanted the Adviser in London to give him a certificate about his having passed the Little-go at Cambridge, as the Bar term was near its end and there was no time to write to Cambridge. Although he produced the University Reporter, the Adviser found that the regulations of his office prevented his indulging in any such benevolent enterprises.

I am prepared to substantiate my statements with actual names if they are asked for.*

The students feel that if there is a Students' Department at all, its primary function ought to be to help them in all reasonable difficulties. I can multiply instances where such help has been refused. Cases frequently occur which make the students doubt whether the students' organisations are really meant for their help.

Besides, there are many requirements of the Indian students to meet which no attempt has yet been made by the Government. The students who come here, in order to make full use of their stay in this country, must not confine themselves to an academic course alone. They must also try and study either the literary, educational, military, charitable, social, economic, commercial or industrial organisations of the United Kingdom, so that they may gain an insight into the problems associated with the task of improving similar institutions used at home. Attempts should be made to get them interested in the study of any phase of English national life, and facilities should be provided for those who are already interested in such things. There are many who could be induced to take such an interest if attempts were made, and many who are already interested will be able to do much better work if special facilities were provided.

This purpose could be served by the provision of a well-furnished library peculiarly suited to the particular needs of Indian students desirous of making such a study and by making arrangements to bring them in contact by means of lectures and conversations with well-known men specially interested in these subjects. If a man is interested in any such subject, he should have someone to whom he could go for advice and help, who might, for instance, take him round museums connected with that subject, and explain things. These facilities could be provided by means of a central organisation in London.

In conclusion, I may point out that this work of facilitating Indian students to make full use of their stay abroad can only be undertaken by the Government of their country if it is to be carried on on a satisfactorily large scale.

Statement by the Cambridge Indian Majlis.

The Right Hon. the Earl of Lytton,
Chairman, the Committee on Indian Students.

My Lord,

We, the undersigned, on behalf of the Cambridge Indian Majlis, welcome the appointment of a Committee by the Secretary of State for India to examine the whole question of Indian students in the United Kingdom. We have been authorised by the Indian Majlis to draw up this memorandum in order to indicate the views of the Indian Majlis with regard to the questions to be raised by the Committee during the course of its enquiry. Our representative will, at the appointed time, wait on your Lordship and will be pleased to answer any questions arising out of this memorandum. We protest, however, against the exclusion of representatives of Indian students from your Committee.

For the sake of convenience we shall, in stating our views, follow one after another the points laid down on the printed leaflet which has been supplied to us.

(1.) The reasons which at present induce Indian students to leave India for education or training abroad are *four* in number:—

(i.) Desire to enter one of the higher services in India, viz.: the Indian Civil Service, the Indian Educational Service, the Indian Agricultural Service, and the Indian Medical Service. As members of these services are usually recruited in England, Indians who aspire to any of these services find it necessary to come to England.

(ii.) Desire to join the English Bar. In some of the High Courts in India (*e.g.*, Calcutta) none but barristers-at-law can practise on the original side, only the appellate side being open to "Vakils" (*i.e.*, members of the provincial Bar).

(iii.) Desire to carry on advanced study and scientific and medical research. The number of these students is now rapidly on the increase. Before the war, Germany used to attract some of these students, but at present the whole stream seems to be diverted to England.

* This Conference is an annual gathering of Indian students from all parts of Great Britain and Ireland.

* Mr. Rahim, at the request of the Committee, subsequently supplied the names of the three students concerned. The complaints regarding their cases were referred to the Indian Students' Department, which submitted in reply the memorandum printed on pages 351 and 352.

(iv.) Desire for technical and commercial training. Before the war America was the favourite haunt of these students, as it was easy to secure apprenticeship in American firms, and it was possible for Indian students to be self-supporting, even when they were under training.

(2.)—(*a*.) We are confident that if members of the higher services (Educational, Medical, Civil and Agricultural) are recruited in India, there will be an appreciable reduction in the number of Indian students coming to the United Kingdom. We suggest that such recruitment should take place in India, and that, following the example of the Japanese Government, the Government of India should send the probationers in the different services to study at different Universities in Europe and America for a period of two years. In this connection we have been instructed by the Indian Majlis to urge respectfully that a British degree as such should no longer be preferred to a corresponding Indian degree. In the case of appointments to the Indian Educational Service in particular, the Government should look, not to the University to which a candidate belongs, but to his intrinsic merit.

To secure a further reduction in the number of Indian students coming to the United Kingdom, it is absolutely necessary to break down the invidious distinction prevailing in some of the High Courts in India (*e.g.*, Calcutta) between the Indian Bar and the English Bar. If "Vakils" in the different High Courts are allowed to practise on the original side, they will no longer find it necessary to come to England to qualify for the English Bar. In this connection we commend the example of the Madras High Court, where no such distinction prevails. As a result of this, fewer students come from Madras to qualify in England than from other provinces.

The provision for advanced study and higher research in India will also bring about a desirable reduction in the number of Indian students going abroad. In subjects like agriculture and forestry, where so much depends on the natural conditions prevailing in a particular country, the Government of India should make adequate provision for higher research so that it will no longer be necessary for students of those subjects to leave India for the purpose of advanced study or research. We may also point out in this connection that at present any Indian desiring to carry on research in tropical medicine has to come to London. We appreciate the beginning made in Calcutta in the School of Tropical Medicine, but we urge that the Government of India should do all in its power to extend the hospital and improve the laboratory of that school. We would also like to see the establishment of similar schools in other provincial centres.

Lastly, if technological institutes be started in India for the purpose of training Indians in technical subjects like pottery, leather manufacture, soap-making, dyeing, paper-making, &c., it will no longer be necessary for them to go abroad. In this connection we have three suggestions to make :—

(i.) Firstly, the existing engineering colleges should, as far as possible, be extended so as to provide training for subjects like ship-building, aeronautics, marine surveying, aerial surveying, railway engineering, bridge building, town-planning, &c. In this connection we regret that sufficient importance is not given in many of the engineering colleges in India to mechanical and electrical engineering.

(ii.) Absolutely new technological institutes should be started for providing adequate training in subjects like soap-making, leather manufacture, paper-making, &c.

(iii.) The Government of India should have an understanding with those manufacturing firms in India with whom they usually contract, that a certain number of students from the engineering and technological colleges should be accepted by them as apprentices.

(2.)—(*b*.) We may divide this problem into three parts :—

(i.) Training for probationers in the higher services.

(ii.) Training for the Army, Navy and Air Force.

(iii.) Technical and commercial training.

(i.) Now that the probationary period for the Indian Civil Service is going to be extended to two years, we suggest that it should be made compulsory for probationers to acquire practical knowledge in one or more of such subjects as the co-operative movement, town-planning, municipal administration, the working of the borough and county councils. In addition to this, probationers should be given facilities for attending Law Courts in England and for acquiring an insight into the working of the Home Civil Service.

(ii.) This is a point on which the Indian Majlis feels very strongly. Our demand is that a greater number of Indians should be admitted every year into the Royal Military College at Sandhurst, and that Indian students resident at the various Universities in the United Kingdom should be allowed to join the local O.T.C. In this connection, we may state that the Indian Majlis has been trying to secure admission into the Cambridge University O.T.C. without success.

As regards the Navy, we respectfully urge that the Secretary of State for India should arrange that a certain number of Indians should be admitted every year into the Naval Colleges in the United Kingdom. Since India has to pay a sum of £300,000 every year for the upkeep of the Royal Indian Marine and £100,000 for the upkeep of the East Indies Squadron, we can claim that at least some of the officers in both the Royal Indian Marine and the East Indies Squadron should be Indians.

As regards the Air Force, since there is every likelihood that in the near future a regular Air Service will be opened in India, and since there is already a small Air Force attached to the Indian Army, some Indians should be trained every year as officers in both the Air Service and the Air Force.

(iii.) As regards the provision for technical and commercial training in England, we are of opinion that Indian students sometimes find great difficulty in securing admission into the Polytechnic Institutes or into similar colleges. But the greatest difficulty is found in securing admission as apprentices in railway companies, workshops and manufacturing firms. We believe that it is the duty of Government to help us in this matter.

We may also point out that even when British firms agree to take Indians as apprentices the premium demanded is often altogether prohibitive. In the case of Indian students desiring to qualify as chartered accountants, the difficulties are twofold. Not only is a heavy premium usually charged, but even M.As. of Indian Universities have to serve for five years in order to qualify as chartered accountants, whereas graduates of Universities in the United Kingdom can qualify in three years.

We may further point out the difficulties in the way of acquiring banking experience in the United Kingdom which Indian students usually encounter. The usual difficulty is to get a bank where an Indian will be accepted as apprentice even at a heavy premium. Since the India Office has transactions with some banking firms in England (*e.g.*, the Bank of England) we feel that this is a matter in which the India Office can do much.

(3.) The experiment of sending Indian students to the United Kingdom has not been so successful as it could have been if the experiment had been conducted more prudently. The blame in this matter rests, to our mind, partly on the Government of India and partly on the parents of the students. On the one hand, State scholarships have usually been given to people who intended to study for the Civil Service or for the ordinary tripos examinations. Such scholars have usually joined the Civil Service or, in case of failure, have joined the Bar, while only a few have taken up an educational career. To our mind, State scholarships should be given only to those who intend to go in for advanced study, scientific research or technical and commercial training. We would like to insist on the necessity of granting more scholarships for technical and commercial training.

In the case of those who were sent by individual initiative and private money, we have not sufficient data on which we can pronounce a definite judgment. But from the number of men who have succeeded in getting into the higher services or in prospering at the Bar or in starting productive industries, we may well conclude that the experiment has not been very successful, and that in many cases the money spent on education abroad has not brought an adequate return.

We may say that on the whole scholars selected and sent by the Universities and by philanthropic societies, like the Deccan Educational Society and the Science Association in Calcutta, have made the most of an education abroad.

We do not on the whole deprecate the idea of Indian students going abroad in large numbers because we feel that, even in the absence of pecuniary advantages gained, the benefits of a liberal education are immense. But we do feel that in the case of Government scholars there should be more of them and a more rational choice. The responsibility which in this connection belongs to private individuals can only be roused slowly with the growth of public opinion. But the Government of India can do a great deal in this matter. On the one hand, it should refuse State scholarships to those who intend to go up for Civil Service or for ordinary examinations, and reserve them only for research students. On the other hand, it should increase the number of technical scholarships. Technical scholars should be sent with the assurance that when technological institutes are opened their claims to appointment will be considered first. In railways, workshops and industries owned by the Government these technical scholars should be the first to be provided for. Moreover, the Government of India should have an understanding with the banks with which they transact business and with the railway companies, that technical scholars, when they return fully trained, should be provided for therein. In the case of scholars who undertake to start business, the Department of Industry may help them by offering loans at a low rate of interest. The Government may further help by making it a point to patronise industries started in this manner.

If the Government of India works on these lines we are confident that the experiment of sending students abroad for education and training will be eminently successful.

The facilities available to Indians for admission into British Universities as undergraduates or research students are quite inadequate, and that for two reasons :—

1. The increasing number of Indian students coming to the United Kingdom.
2. The restrictions imposed at certain British Universities, *e.g.*, Cambridge and Oxford, upon the admission of Indian students.

We have already made certain suggestions whereby the number of students leaving India could be substantially reduced, and we need not repeat those suggestions over again. We are of opinion that where accommodation is scanty, preference should by all means be given to those who intend to conduct higher study and research. Probationers in the Civil Service, who at present fill up many of the seats at Cambridge and Oxford available to Indians, should not in our opinion be preferred to regular students—whether research students or undergraduates.

Difficult as it is to secure admission into the classical Universities of Cambridge and Oxford, it is in some cases more difficult to get admission into certain medical and engineering colleges and technological institutes. In all these cases we are confident that the intervention of the India Office can secure admission for a greater number of Indian students than are accepted at present.

In the case of Cambridge, we protest most strongly against any restriction being imposed on the number of Indian students admitted every year. In so far as there is a genuine lack of accommodation, we are ready to share the general disadvantage along with colonial, foreign and other British students. But we do not see why the tutor of a particular college, after admitting two or three Indians every year, should shut his doors on all Indian students, whatever their qualifications may be. We have no desire to see Cambridge indiscriminately flooded with Indian students. We are rather of opinion that, if our suggestions be acted on, the number of those desirous of coming to Cambridge will be substantially reduced and only students of the right type will be coming here. Nevertheless, we object on principle to the imposition of a restriction on the number of Indian students admitted into Cambridge. If, however, such restrictions are found to be inevitable, preference should be given to serious-minded students and the prescribed number should not include probationers.

Turning now to the machinery for admitting Indian students into British Universities, we may divide this question into three parts :—

(i.) Advisory Committees with Secretaries in the different provincial centres in India.

(i.) Central organisation in London.

(iii.) Local Advisers in different centres in the United Kingdom.

The provincial Advisory Committees in India, together with their Secretaries, should, in our opinion, be appointed by, and be responsible to, the different Universities in India. The Government should make over to the Universities the funds necessary for running those Departments.

Similarly, the local Advisers in England should be appointed by, and be responsible to, the different Universities, the India Office providing the money for running them. We approve of the arrangements which at present exist at Cambridge.

A student in India should ordinarily apply through the provincial Advisory Committee. The provincial Advisory Committee should then communicate with the central organisation in London. But in cases where a student wishes to apply to a particular University, the provincial Advisory Committee should have liberty to apply direct to the local Adviser attached to that particular University. This provision will help considerably to expedite business by avoiding the mediumship of the central organisation in London.

We have been instructed by the Indian Majlis to urge that under no circumstances should it be compulsory for a student to apply through a provincial Advisory Committee in India. A student should always have the liberty to apply with necessary testimonials to a local Adviser in England, or even direct to the tutor of a particular college. Students applying independently will no doubt have a slender chance, but they should not be debarred on that account, and the tutor of a college should always be allowed the liberty to admit any Indian student if he feels so inclined. We therefore oppose, with all the emphasis at our command, the idea that the High Commissioner for India or any other official representative of the India Office should enter into an understanding with the tutors of Cambridge colleges that only those Indian students will be admitted who are recommended by the High Commissioner or a local Adviser. This is a point on which the Majlis feels very strongly.

We are ready to concede that if a prescribed number of Indian students be admitted every year, only those students will be admitted who are recommended by the local Adviser. But we are confident that if liberty be allowed to individual Indian students to apply directly, more Indian students will get admission than a mechanical and rigid system will otherwise allow.

As a general rule, students should leave India after graduation. This will make it possible for them to make the most of their stay in the United Kingdom. It is in most cases a waste of time and energy to start with the elementary portion of any subject in a British University, as elementary knowledge in most subjects can very easily and economically be acquired in India. The general rule will not, however, apply to those who, owing to inclination and favourable circumstances, are desirous of having a liberal education in England from the very beginning. An exception should also be made in the case of those who intend to join the technical or commercial branches of study, as graduation in India is not necessary in these circumstances.

If our suggestion regarding the recruitment of the higher services in India be accepted, we shall have fewer students coming up for the undergraduate course. The probationers in the different services will in that case come only for the purpose of advanced study and specialisation.

To our mind, it is neither desirable nor practicable to have a definite and uniform standard of qualification for admission to British Universities. Some allowance

Indians, that during the war, when the best element of the University was absent, the Indians were thrown more upon themselves, but that now conditions in this respect were quite good.

He was not prepared to speak on the question of the admission of Indians to the University O.T.C.

On being asked what subjects he considered were the most suited for study by Indian students at Oxford, the witness mentioned history, law and philosophy.

He considered that, from an intellectual point of view, Indian students had done well at Oxford, though perhaps there had not been the same instances of brilliance as had been shown at Cambridge.

From a social point of view, if the Indian student were a "good fellow," he had every chance of social intercourse with his fellow students, and several Indians had been extremely popular in the University. He thought that games were a great asset from this point of view, and he did not consider that an ordinary participation in sport was too expensive for the average Indian student. There was a general college fund, subscription to which admitted the student to the cricket club, tennis club, &c.

As regards admissions, he thought that more Indian students could be admitted to the University. All colleges ought to be prepared to take their share of Indian students, and he suggested four every year as an average, but this would have to be modified in the case of small colleges. He did not know how many the non-collegiate body could take, as it depended entirely on tutorial capacity.

Coming to the question of Government scholars and Civil Service probationers, the witness said that a few vacancies were kept open until August. All the Government scholars went to Merton College. The Government language scholars came under rather a different category, as they were all older men of a more studious type, who did not come to Oxford for the social life. Accordingly, these men were attached to the non-collegiate body. It was less expensive, and the students had more time at their disposal for serious work than they might have in a college.

Definite numbers of places were reserved for the Civil Service probationers. About twelve had been admitted this year, and the India Office had given notice of further candidates for next October. These would be selected from the Secretary's list, and preference would be given to them before any other applicants. When it was suggested to him that the number of places at present available for Indians should be given to ordinary students, and I.C.S. probationers and Government scholars treated as extra to these, he said that it would be difficult to persuade the colleges to increase the present total of places available for Indians.

As regards the facilities that the Indian students possessed for intercourse with the best minds in the University, the witness said that all societies, literary, debating, scientific, philosophical, &c., were open to Indian students. He did not think that the Indian students themselves would appreciate any interference in this matter.

Asked what he considered to be the necessary annual allowance for an Indian student at Oxford, witness replied that £350 for a man in college, and £300 for a non-collegiate student, would now be sufficient.

The question of the general reputation of the Indian students at Oxford was then brought up, and the witness said that he had heard no special complaints. The chief difficulty was that race prejudice was to some extent inculcated or encouraged in the minds of the English undergraduates by the American and Colonial Rhodes scholars in colleges where these came in large numbers. Though these students had no actual power to use against admission of Indians, their feeling and their influence was strong. The witness saw no definite way of combating this, except by using every possible opportunity of influencing public opinion in the favour of the Orientals. He thought that the best hope lay in the fact that the younger Dons were regarding the matter in a more liberal light, and much was to be expected from them. The matter of the Rhodes scholars must not, however, be exaggerated by the Committee. It would be treated in a broad Imperial spirit, owing to the changed conditions in India and a better atmosphere would certainly come.

Asked whether he would advise men to come as post-graduates or as students for the ordinary degrees, he replied that he thought that both types of student should come to the University; the benefit that each derived from it was different, and each had a useful effect from the Imperial point of view.

He considered that such societies as the Majlis were doing good work in Oxford; he personally did not attend their meetings.

In making applications very few students asked for a special college. This only happened in the case of a son or relation of a former student, and the colleges always considered this a strong tie.

The conditions for Indian women were the same as for men.

The witness said that now that the radius allowed for residence had been extended, it would be possible to take an increased number of Indian students in the non-collegiate body so far as lodgings were concerned. At present the Indian students did not congregate in any special districts in the town.

On being asked if he thought that it would be a good plan for selection to be made by Principals of Colleges in India instead of by the Advisory Committees and by the Oxford Colleges, the witness said that he thought that the present system was the better. He did not think that the colleges would be willing to delegate the matter of choice to the Indian Universities.

He thought that the India Office should do more publicity work in India in informing intending candidates that there was great difficulty in obtaining admission. Many disappointments might thus be avoided.

He did not exercise any selection of the Indian candidates. He submitted the list to the heads of colleges, and they made their own choice.

He thought that it would save the Delegacy a great deal of trouble if more selection could be made by the Advisory Committees in India. He did not think that final selection could be made by these bodies, as the colleges were jealous of their independence.

He agreed that there was a current opinion that the non-collegiate body might be extended.

It was asked whether, in view of the fact that there were 113 Indians as against twenty-six other Orientals at present under the wing of the Delegacy, it would be an advantage to have an entirely separate Delegacy for Indian students. The witness did not think that there was much advantage to be gained from this. At present all the funds provided for the Delegacy were subscribed from India.

He did not think that it was necessary for the Secretary to the Delegacy to be actively connected with a college. He considered that the really important point was that he should be a man connected with the University, so that he would know the heads of colleges and be able to approach them personally and intimately on the subject of Indian students. He himself was connected with Exeter College, and thus had University standing.

It was pointed out that there appeared to be a distaste among the Indian students for any sort of guardianship, and it had been suggested that, with a view to getting rid of as many grievances as possible, it might be advisable to do away with the Delegacy. The witness considered that, although the Delegacy might constitute a grievance among Indian students, yet if it did not exist the number of Indian admissions to the various colleges, and even to the non-collegiate body, would be lessened.

He did not think that it was the fault of the Delegacy if the colleges, after stating that they were full and instructing him to tell all applicants this, made exceptions over the head of the Delegacy and squeezed Indian applicants into college because of personal attraction or exceptional qualifications. Such cases were liable to occur, but attempts were being made to minimise them. He admitted the claim of the first-class man who came and applied personally, but it had to be remembered that many men, equally well qualified, had possibly already applied through the regular channels and been refused admission. Thus, for the personal applicant to get admitted was rather unfair to these other applicants.

He thought that it might certainly be a good idea for a larger sum to be placed with the college as caution money, and thus do away with the guardianship by the Delegacy, but he pointed out that the Delegacy, in this matter, only did what the colleges themselves desired. He made it clear that the financial guardianship was not directed against the Indians as such, but was merely instituted as a safeguard because the parents of these students were inaccessible.

The question of the social life of the University was then brought up. It was asked if any organised form of entertaining the Indian students could be done if the necessary funds were provided. The witness thought that it was possible, and that in the case of non-collegiate students it would serve a useful purpose. The college men got a certain amount of opportunity through their own Dons; Mr. Streeter, for example, had been very good.

The witness said that the heads of the women's colleges in Oxford had asked him to deal with the applications from Indian women as he now dealt with Indian men students' applications. He had agreed to do so, and the Advisory Committees in India were prepared to help him. He said that the number of women applications was not on the increase, and he thought it unfortunate that this should be the case. Those Indian women who had come to Oxford had got on very well with the English women, and he thought that they had derived very great benefit from their time in England. He hoped to see more in the future.

He did not know what the present Principal of the Oxford Home Students intended to do about applications from Indian students. Her predecessor had agreed to work through him, and he imagined that she would do the same.

He did not agree with the view that had been expressed that the Indian students (men) tended to break down in health towards the end of their second year. He thought that they were particularly healthy, and suffered peculiarly little from the climate. He would have expected to find a certain amount of lung trouble amongst them, but except for a few isolated cases this had not been so. He thought that there might be such a thing as an "examination state of health," but he would hardly call this physical.

In regard to admissions and selection, he said that he applied to the Advisory Committees for information as to general antecedents, character, social and financial position, and that when this was supplied he put the name of the applicant on his list to be submitted to the heads of colleges. If the application were made in person he required to see the certificates of the examinations that had been passed in India, and he applied to the people who were given as references in India for further particulars. When this was done the name was placed on the list and dealt with in the ordinary way.

He usually worked through the Indian Students' Department, but he never, under any circumstances whatever, enquired into the political opinions of the applicants or made any investigations as to their loyalty. Any idea that the Indians themselves had that anything in the shape of a certificate of loyalty was required was an entire misapprehension; he never applied to a magistrate in India for any certificate about an applicant.

He said that, although the possession of an Indian degree was desirable as a *sine qua non* of admission to the University, there were isolated cases where this stipulation should be waived. He considered an important case to be that of Rajahs' sons who would probably greatly benefit by the University training, but who might not necessarily have attained a degree in their own country before coming to Oxford.

It was pointed out that the Committee had already heard of two exceptions which might be made if it was proposed to insist on a degree qualification :—

(*a*.) The Indian who had been at an English public school.

(*b*.) The man who came for a diploma, such as the Forestry Diploma.

and the witness was asked if he could suggest any others. He replied that he was in favour of exception being made in the cases of sons or nephews of former students who had done well at the college. He pointed out that when Indian students stated it as a grievance that some men got in by influence they did not always understand the "family" feeling that existed in the colleges.

The witness was then asked whether this preference had had a good effect, and he answered that he thought that it had.

He was asked if he thought that an Advisory Committee in Oxford composed of Indians would be able to do the same work for Indians that the Delegacy as now constituted could do. The witness thought that it certainly could not. His own chief claim to usefulness lay in his intimate knowledge of the heads of colleges and that he was able, through personal means, to do much to help on the position of Indians in the University. He thought that his position as a University delegate to the Indians was more important than that of an Indian delegate to the University.

The Indian Institute was then discussed, and the witness expressed the opinion that full use had been made of the Institute. The lecture rooms were used daily, and the library was the best Oriental library in the country. The Professor of Sanscrit was the official head, and it was under a Delegacy. He did not want the Institution to be enlarged, as he thought that that might tend towards segregation of the Indian students. The only suggested improvement that might be made was the foundation of a Chair of Persian. Sanscrit was taught, but at present there was no attention paid to the claims of Persian or Pali. He would welcome any addition to the library, and, as one of the Curators, said that any suggestions as to an increase in the number of newspapers taken would be considered. The Delegacy had no connection with the Secretary of State.

When applicants were refused admission at Oxford, he did not put them into touch with any other University.

He did not think that the lists could be kept open until the 30th June. He had proposed it at a meeting of the Delegacy, but the other members, who were all college authorities, had vetoed the idea as impracticable.

He handed in the following statistics :—

Distribution of Indian Students among Colleges.

Trinity	1	Jesus	3
Magdalen ...	1	New College ...	7
Wadham ...	3	Balliol	8
Oriel	4	Lincoln	5
Hertford ...	2	Christ Church ...	4
Queen's	3	Brasenose ...	2
St. Edmund Hall	2	Exeter	4
Keble	1	Worcester ...	2
Pembroke ...	6	Non-collegiate ...	51
St. John's ...	2		—
Merton	2		113

None at University, Corpus, All Souls.

Number of Indians at Oxford from 1910-1921.

1910	45	1916	70
1911	56	1917	50
1912	62	1918	49
1913	66	1919	30
1914	70	1920	53
1915	61	1921	112

Dr. L. R. Farnell, M.A., D.Litt., Vice-Chancellor of the University, was called and examined.

Questioned as to the admission of Indian students to the University, he said that he felt that the first places should go to the seventeen or twenty Indian Civil Service probationers whom the Government nominated each year, or to other students who were about to be appointed to Government positions in India. This left a margin for some further admissions.

The limitation in the number of Indian admissions was due, not to any University prejudice against Indians, but simply to lack of space. There was a tendency to make Oxford the University metropolis of the Anglo-Saxon world. It was difficult to get the exact figures, as some of the colleges were slightly enlarging their accommodation, but taking this, and the

possible sharing of big rooms, into account, he did not think that more than 2,500 students could possibly be housed in the colleges. Many of the colleges could not house more than 100 students. He pointed out that the University felt that, in assigning places, the first claim was that of the applicants from the British Isles themselves, that after that they would consider the claims of inhabitants of the Empire, outside this country, and that foreigners, including Americans, should have the last claim. He said that at his college four places were reserved for Oriental students, the preference being given to Indians. He did not think that they could at present do more. Every college was its own master, and he could not say that each college would allocate four places to Indians.

The non-collegiate body, on the other hand, was capable in theory of almost unlimited expansion (only limited, that is to say, by the limited lodging-house space in the city of Oxford), and by this means Oxford could respond to the Imperial demand. All that would be necessary would be to provide adequate arrangements in the way of additional tutorial staff. If housing room could be found in the city he saw no objection to increasing this body to 2,000 students. He pointed out that the non-collegiate body at Oxford approximated to the existing conditions in the Universities of Paris, London, Wales, Scotland and Germany.

He admitted that at the present time some difficulty existed in Oxford because of race prejudice. Forty years ago England was freer from race prejudice than any other country, but it was now somewhat noticeable, and partly due to or accentuated by the influence of the Rhodes scholars who came from countries such as America and South Africa, where feeling was strong on the colour question. He had also heard it said that persons acquired this feeling in the war. He thought that even though actively hostile feeling might not exist among the Englishmen, there was bound to be a certain lack of sympathy between two races such as the British and the Indian, each possessing its own highly-developed civilisation, culture and philosophy, but differing so widely in these very things. Although there had been some Indian students in his college who had mixed thoroughly in the social life of the English undergraduates and had attained to a high degree of popularity, yet he felt them to be rather the exception than the rule, and there had been many who had not been happy in college life. His experience had been that the best type of Indian student was not the boy who had been to an English public school. These boys were quite English as far as getting on with their fellow students was concerned, but he thought that the Indian boy picked up the bad element of English public school education rather than the good.

He had no doubt that if a college had the reputation of taking a great many Indian students the English students would avoid going there.

He thought that the cultivated Easterner would do well to go to a non-resident University, such as the University of London, rather than to Oxford or Cambridge. There he would meet with Englishmen and have the benefit of eminently good instruction without having to live in such very close contact with Englishmen as at a college in Oxford or Cambridge.

He was not in favour of segregation as a principle, instancing the mediæval "nation" system at Paris, though he thought that possibly Indian students might, on the whole, be happier at Oxford if a separate hostel were founded for them. He thought that the present system might be allowed to go on, in that a large amount of benefit was undoubtedly to be derived from it.

He would advise that older men should come up to Oxford from India, rather than the younger type of man who came to get a degree. He also thought there should be very careful scrutiny exercised in India by the University authorities there before sending a man over to this country for the purpose of study. He thought that the present system of selection from the Secretary of the Delegacy's list was quite a good one, and said that his college worked upon it. It did not, however, serve to prevent the importunate personal applicant from coming to England on chance without consulting with any Advisory Committee in India. He thought that to prevent this an attempt should be made to make better known in India the fact that the University was crowded, and that application, except through the Delegacy for Oriental Students, was useless.

He thought that a demand by the University that all Indian applicants should be men who had taken a degree at an Indian University would be rather severe. The University would be prepared to consider it if the Government proposed it to them. Of the four men at present in residence at his own college, one was an Indian doctor reading for the degree of Doctor of of Philosophy, and the others were reading for the ordinary degree, one of them being the son of an old Exeter man.

He thought that the Indian Universities should be improved in every possible way so as to preclude the necessity for Indian students coming to this country. In his opinion, the Indian who was highly educated in his own country was likely to prove a better citizen than the Indian trained in England. He did not think that the two civilisations mixed well together.

Questioned as to the steps that might be taken to reduce race prejudice, witness said that he thought the various University and college societies were useful in bringing the Indian and the English students together; he feared, however, that the trouble was below the surface, and that the only adequate means of removing it would be by gradual influencing of public opinion.

Questioned as to the particular branches of study most suitable for Indians to study at Oxford, he said that he considered the best to be law. Roman law was particularly well taught at Oxford, and he thought that it would prove valuable to the Indian lawyer. Many Indian students took modern history, and some took Oriental languages.

Speaking of the Delegacy for Oriental Students, he said that it was a body appointed by the University but given a free hand to deal with these students.

The non-collegiate body was in almost every particular the same as a college, except that it was non-residential, and that it had not the independent jurisdiction that the colleges possessed. It was bound to comply with the regulations laid down by the University. It had, however, its own athletic clubs, societies and library. He thought that the Committee might recommend that the non-collegiate body be extended in order to admit more Indian students, though the decision would rest with the vote in Congregation, and he could not guarantee what this would be. Personally, he would propose such an extension.

SIR J. H. STONE, C.I.E., M.A. (officer in charge of Indian nominees to the Indian Civil Service now probationers in England), was called and examined.

He stated that he had thirty-four nominated probationers under his charge at present, nineteen being in Oxford, thirteen in Cambridge, and two in London: all of them had graduated in India or the United Kingdom, except two, who held Chief's College diplomas. Confirming the view which seemed prevalent at Cambridge, he said that the standard of intellect and of education varied greatly among the probationers. He had found, however, that their knowledge of English was usually sufficient to enable them to follow the lectures. He thought that the experience of a University education in England was of very great value to these probationers.

As regards social intercourse between the Indian and British students, the witness stated that twelve of the nineteen Indian Civil Service probationers at Oxford belonged to colleges; he considered this advantageous, as it gave them more opportunities for mixing with the other men. The Indian students who were good at athletics saw far more of the British undergraduates than did those who studied practically in solitude or with their fellow Indians. Only two or three of the probationers belonged to the Union Club, and a few to the Majlis. Asked whether he considered there to be any racial prejudice against the Indian students, he replied that he had no first-hand knowledge of this.

As regards the vacations, he said that last summer the probationers came to Oxford for six weeks, when he himself lectured twice a week to them, and they had also other special instruction.

His estimate of the yearly minimum allowance for an Indian student was from £350 to £400. This included the cost of living during the vacations. He undertook no actual financial guardianship over the probationers, but merely a general supervision.

He was not able to differentiate between the merit of students coming from the various Indian Universities, though it happened that Allahabad and Calcutta were particularly well represented among the probationers. The probationers had taken degrees in a variety of subjects, including history, law, mathematics, science, and philosophy. The English history which the probationers were to read was that of the last sixty years only, and this period was not one which they had studied in India.

The witness said that, since he had had no hand in framing it, he could not state the object with which the probationers' course of study was prescribed; he thought that it was generally with a view to fitting them in the best way possible for subsequent official posts in India. It was only temporary, and would no doubt be changed.

Dealing with the question of the O.T.C., he said that no probationer had told him that he was anxious to be allowed to join; he would support an application were he asked to do so.

He was, on the whole, satisfied with the work of the present probationers. As regards the suggestion that they came to the University with the idea of doing as little work as possible, he stated that, while not doing as much as those men who were reading for honours, the probationers, nevertheless, obtained good reports from their tutors, and that this idea was incorrect.

As regards the question of admissions, the witness said that as many as possible went to colleges at Oxford or Cambridge. The India Office authorities suggested that those who had not obtained admission to colleges should go as non-collegiate students to Oxford, unless they preferred Cambridge. None did so, and as a fact it was not certain that Cambridge would have found it possible to admit any. It was not, he thought, that the courses of study at Oxford would meet the probationers' needs better, but that they were likely there to come into contact with a larger number of other probationers taking the same work. He considered that it would be desirable for probationers to be given special facilities in regard to special courses, including civic administration, and perhaps the study of secondary and elementary education, though he had some doubt as to this being practicable.

Speaking of the Advisory Committees in India, he said that the Secretary was the most important person. He must be an efficient man, and could only be obtained, generally speaking, by offering sufficient remuneration. He considered that men recently returned from England with a first-hand knowledge of English educational standards and conditions should be appointed to these Advisory Committees. Personally, he thought that the recommendation of a student by the Principal of his college in India should carry great weight in connection with applications to the British Universities. He had had no dealings, as regards the probationers, with the Indian Students' Department in London.

MR. P. C. LYON, C.S.I., M.A., Treasurer of Oriel College, was called and examined.

He stated that there were four Indian students at Oriel, and that vacancies were filled from the Delegacy list. He had heard of cases where personal application on the part of students had gained them admission when the list had been officially closed, but, speaking for his own college, he thought that the authorities kept to that list. Each college was, of course, quite independent, but he considered that the system would be more universally adopted in the near future.

The witness expressed a preference for the ordinary students, who had either passed Responsions or who were able to do so, compared with the research students, on the ground that the former were younger men, taking the same courses of study as the British undergraduates, and therefore mixing more freely with them. It was perhaps true that the research students, having obtained their degree in India before coming to the English Universities, derived more benefit from the educational facilities offered at Oxford. All the Indian students now at Oriel were reading for honours.

In connection with the question of social intercourse, he was inclined to regret that the Majlis Society had absorbed so much of the energies of Indians. It was, however, on a broader base than it used to be. He regarded the Oxford Asiatic Society, which admitted both Europeans and Asiatics, as being more beneficial to the Indian students. He thought that the political nature of India's relations to England had little bearing on the attitude of the Indian and British undergraduates towards one another, though this was hardly the case three years ago, when there was a distinct feeling of hostility towards the Indian students—fostered, perhaps, by anti-British views expressed at meetings of the Majlis. The gain that an Indian student got from social intercourse depended entirely on the individual.

As regards the annual minimum allowance for Indian students, he calculated that £300 was an average sum. He allowed £150 per annum for college bills, an additional £40 for clothes, books, &c., and the residue for expenses during the vacations. He had found that only one or two students came to him for advice about how and where to spend their holidays. He had not encountered any serious cases of debt.

There were twelve Rhodes scholars at Oriel, and they, like the Indian students, were at first dissociated from the other undergraduates. This was doubtless due to the fact that the latter, coming straight to the University from the public schools, had their own particular coteries of friends with interests into which others could not at once enter. He had never heard, however, of any suggestion that the Rhodes scholars were anxious not to associate with the Indians.

He said that there were still colleges that did not admit any Indian students, though he personally did not see why all should not do so; he advocated this, and considered that once they admitted Indians colleges would go on doing so. He held strongly that it was better for the men themselves to be collegiate rather than non-collegiate students. Owing to the increasing number of applications they had had to place a limit at Oriel, which was four with a maximum of five in the case of Indian students, and ten with a maximum of twelve for Rhodes scholars.

Speaking of the Advisory Committees in India, he emphasised the fact that their efficiency depended on the Secretary. He thought that the men best fitted for such a post would be young men who had recently returned from a British University course, and that, on the whole, it would be better for them to be appointed by the Ministers in charge of the Education Departments under Government.

Speaking of Responsions, the witness considered that it would be a good thing if there were an examination in India, other than the degree, which would give exemption from it, such as a school-leaving examination. He would not admit the intermediate examination as it now was. The standard was not high enough, and if students were admitted on it they would not get full benefit from the Oxford course. It depended entirely on improvement of standard. He considered that Indian Civil Service probationers should come either to Oxford or Cambridge for at least two years, as it was really more important that they should have a University education than the ordinary students. He did not think that two or three years in England would denationalise them.

The range of subjects taken at Oxford was a wide one, including arts, science, history and law. The modern languages course was being rapidly improved at the present time.

The witness was not aware that there was any objection to Indian students joining the O.T.C.; he considered that there was no reason for this, and that any existing barriers should be removed.

Questioned as to the general conduct of the Indian students, he said that he had no complaints to make either from a moral or an intellectual point of view.

He pointed out that the objections raised to the admission of a larger number of Indian students were based on the fact that the vacancies for English boys coming up from the public schools were being greatly reduced, owing to the number of applications from all over the world. The Indian students who

were admitted at Oriel were taken on the same basis as the British undergraduates, and had the same advantages; the college liked to have one I.C.S. probationer.

He considered that in the case of the I.C.S. probationers some acquaintance with municipal and educational administration would be of very great value. He would certainly not confine these probationers to the non-collegiate body; but he thought that research students would not be less well off in that body than in college.

WEDNESDAY, JUNE 1, 1921 (OXFORD).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

DR. W. A. SPOONER, D.D., Warden of New College, was called and examined.

He said that at present there were six Indian students at New College. This was a rather larger number than usual, owing to the fact that, in addition to the normal number, two Indian Civil Service probationers had been admitted.

He read a list of the Indian students that had been at New College since 1911, and gave some account of them individually.

They amounted in all to eighteen in ten years. Two of these had been men of outstanding merit, and the two probationers at present in residence were up to a good standard and were desirable members of the college.

He was not in favour of the present system of educating Indians in this country. There were two alternatives: either the Indian student made friends in Oxford, mixing on terms of almost complete equality with his fellow English undergraduates, or else he made few friends among Englishmen and lived a life of isolation while at the University, mixing only with his fellow Indians. In the first case, when the man returned to India, he would find that the same sense of race equality did not exist there and he would be likely to resent this and become disloyal. In the second case, if the man made no friends his years in England could not be happy ones, and he would be likely to return to India actually disliking England and feeling no love for Oxford. He thought that one case was as bad as the other, and that it could not be said that, generally speaking, the Indian student gained great advantage from coming to an English University. He did not know how far it might be said that a non-collegiate Indian student got on better than an Indian member of a college, but certainly they always tried to get into a college if possible.

New College almost always worked through the Delegacy, and only took students from the Secretary's list. He saw, however, two disadvantages to this system:—

1. The college authorities did not see the applicants personally; and

2. The applicants were examined by a body other than the University of Oxford and the college authorities had little opportunity of judging whether they were likely to make good members of the college.

He thought that all Indian students who came up to Oxford should have taken at least a degree in India, and, if possible, obtained honours in the final examination.

He did not think that the feeling of inequality between the races in India would be likely to die out very quickly, even though the British Government had granted responsible self-government to India. He thought that what was needed for the good of India was for English statesmen to know more of India, rather than for Indian students to know more of England.

It was pointed out that because of the lack of the highest educational facilities in India it was necessary for some Indians to obtain their education elsewhere. The witness agreed that in this case it was better, from an Imperial point of view, that they should come to England rather than go to America, Germany or some other alien country. He thought that from the Imperial point of view India might with justice demand the help of the University, though he did not consider that this claim extended in an equal degree to the colleges.

As regards a possible increase in the number of Indian students who might be admitted into the colleges, he said that he did not think that the college system was successful as far as Indians were concerned; because of their own traditions, and also because of certain physical differences (which might be called race prejudice), the English undergraduates did not mix freely with the Indians, and the latter tended to become a small clique apart from the rest of the college.

He thought that the non-collegiate body might possibly be enlarged, and that if more Indians joined it they could get teaching to meet their requirements.

Although the experience that New College had had of Indian students had been a fairly satisfactory one, he did not think that they felt disposed to take more than two each year, with a maximum of six at any one time. When again reminded of the Imperial aspect of the question, he said that any report the Committee might make would receive very careful consideration from the governing body of his college, but he did not feel prepared to say whether this consideration would be favourable or not. If all colleges admitted two Indians a year, the number at present coming to the University would be provided for, and this seemed a better plan than to concentrate them in one or two colleges.

He agreed that possibly the Indian who had been to Oxford would stand a better chance of equality with Englishmen in India than one who had been entirely educated in his own country, particularly if he had belonged to a college.

On being asked why Indian students preferred to be at a college to being non-collegiate students, he said that a certain prestige was gained by having been at a college, and having shared in its ancient traditions. This, he thought, had in some cases real value. A certain number became really attached to and proud of the college to which they belonged.

Speaking of admissions, he pointed out that it must be remembered that, besides Englishmen, Indians were not the only race seeking admission to Oxford. There were large numbers of colonials, Americans, and even other Orientals, who had also to be considered. Englishmen naturally felt that they had the first claim, and resented being kept out because their places were being filled by aliens. He admitted that the Indians had a stronger claim than the Americans, but said that his college preferred to take Americans. They felt that there was closer affinity with them, and that they got on better with them than with the Indians.

The witness admitted the existence of the colour difficulty, but said that in some cases personality overcame this prejudice.

Upon being asked to suggest improvements in the type of students that were being sent over, he said that the candidates on the Secretary's list were guaranteed to be of good moral character, and this was satisfactory, but he would like the choice of those to be sent to rest with Committees in India, composed partly of Indians and partly of Englishmen who could judge what sort of candidates were likely to profit by a time at an English University. The Committees could play the same part as the Selection Committees in America for Rhodes scholars.

He was asked if he saw any signs of hatred of England among the Indian students at present at the University, and he replied that he did. The language used at public dinners sometimes given by various bodies of Indians in Oxford could only be described as thoroughly disloyal. Hostility was quite openly expressed. He said that although he would naturally prefer to take loyal subjects he did not know their political opinions before admitting them. He thought that the worst disloyalty was probably to be found among the non-collegiate students. It was pointed out that this was a reason for admitting more to the colleges, but he said that this could not be done as there was not room for them in the colleges.

With regard to Indian students who desired to get experience of Administration and Local Government, the witness said that the University did provide facilities for work of this kind, and that one of his students was engaged on work of the kind, but had to supplement the work he could do in Oxford by work in the library of the India Office.

He said that most Indian students read History because it seemed to be the subject that they assimilated most easily, and it was a useful subject as preparation for the Indian Civil Service.

As regards training for the teaching profession, there was a very good training school at Oxford, provided with a very well-qualified staff. There was not a model school in which the students might get practical experience, but this was obtained in the Oxford Central School (Boys' Department), which was an excellent training ground.

Only two or three of his students had got into the Indian Educational Service. It was a difficult service to obtain admission to, and all the men admitted had possessed exceptional ability.

There were now about twenty colonial students in his college. The war had altered the ordinary figures, as many colonials had stayed in England with educational grants from their Governments. This number included Rhodes Scholars, the number of whom was at present larger than usual, as many had been held back by the war. There was no theoretical limit to the number of colonial admissions, but it was considered that the Englishman had the first claim.

He considered the Egyptian, from the point of view of admissions, to be analogous to the Indian. All the Egyptian students whom he had received had come with personal recommendations. He had never had any Chinese students, but had had Japanese.

He agreed that the present political circumstances in India constituted a certain claim for Indian admissions, and thought that if all the colleges would agree to take as many as New College and Balliol did the difficulty would, in some measure, be relieved.

He hoped that the present rush of Indian students was temporary, and that as soon as education could be improved in India it would, to a very large extent, cease.

In reply to an enquiry as to the extent of the disloyalty in the University, he said that he believed Nationalist feeling to be very strong. He did not oppose the cession of self-government to India.

As he was understood to feel doubtful of the wisdom of sending Indians to this country to be educated so long as complete equality and free intercourse were not attained in India, the witness was asked if the college system would not be useful in helping to attain this race of equality. He replied that it might, but that the sense of equality that prevailed in England was not to be found in India, and therefore it was only calculated to produce discontent and disloyalty among Indians when they returned to their own country.

SIR E. J. TREVELYAN, D.C.L., formerly a judge in India and now a member of the Delegacy for Oriental Students, was called and examined.

He said that he had had very little intimate association with Indian students except in the case of those who had passed the Indian Civil Service examination or had been nominated for that Service.

He thought that it was of great value to the Indian student to come to Oxford. As regards their behaviour, this was a subject about which the Proctors would know most, but as judge in the Vice-Chancellor's Court, which dealt with civil suits, he said that there had been very few cases against Indian students.

He thought it very necessary that the Indian students should have college life rather than come up as non-collegiate students. The only practical solution of the selection question was for each college to state, well in advance, how many Indian students it would be willing to take in a certain year and then for a very careful selection, amounting to this number and not more, to be made in India. Civil Service probationers should have the prior claim.

There might be formed in India a Council of Selection, with a certain number of representatives from each Province, and some members representing the Government Services; this should meet once a year and make the necessary selections. He was not in favour of any system of examination by open competition; this tended to the selection of clever young students who could pass examinations, but for whom the University could have no other guarantee.

As the colleges at present selected from the list made by the Secretary to the Delegacy, selection was to a large extent left in the Secretary's hands. There was no objection to this.

It was pointed out that the view had been expressed that an Oxford education only tended to produce discontent among Indians when they returned to their own country. The witness held an entirely opposite view; there had been occasional attempts among the Indians to stir up disloyal feeling in the University, and this had some effect upon the general reputation of Indian students. He did not think that an equality existed here that could not be the case in India, though many men on returning to India might find that their position had changed owing to the nature of their work, or from some similar cause. He thought India would most certainly benefit by a large number of Indians being educated at the English Universities, and, in his experience, such men were not looked down upon by Englishmen in India. There was a right for perfect equality: this was already the case in the Indian Civil Service, and the present body of probationers were a very good set of men, who would be likely to keep up the standard in this respect.

Asked whether the Law examinations at Oxford and Cambridge might not exempt students from the examinations of Inns of Court, he replied that he did not think that they served the same purpose; the University instruction was scientific and theoretical, whereas more practical experience was gained at the Inns of Court. Some attempt had been made to get exemption from the London examinations, but the Benchers were a very conservative body and did not welcome the suggestion. A year's reading in Chambers was of the utmost value to the intending barrister. In the High Courts of India a lawyer who belonged to the English Bar would have greater prestige among suitors than one who did not belong to that body.

He thought that the social intercourse brought about by the dinners, &c., was of great value to the Indian students, though in this matter he had heard that the English and Indian students were inclined to keep apart.

There were about twenty Indian Civil Service probationers reading Indian Law at Oxford at present, of whom two or three had had some experience of criminal procedure before coming here.

As regards the Indian students' opportunities for coming into touch with college life, and thus deriving benefit from Oxford and all that it stands for, this depended largely on the subject that they were reading, but in most cases they studied together with Englishmen.

The witness admitted the difficulty of segregation in college lectures and at the Inns of Court dinners; he could suggest no remedy for it, but thought that in spite of it there was much benefit to be derived by the Indian from the college life of Oxford and association with students at the Inns of Court.

He did not think that only advanced students should come to this country. As many as possible of the best type (morally and socially as well as intellectually) should be encouraged to come, and efforts should be made to receive them. Apart from the "polish"

acquired by residence at the University, he thought that undoubtedly better instruction was to be obtained here than in India.

As might be expected, a good deal of politics was talked by the Indian students at the University, but he did not know whether Nationalist feeling was very strongly developed.

In his opinion, it would be inadvisable to abolish the necessity of the English Bar examination for practice at the Indian Bar. It was advantageous to the Indian Bar to have men of wide education. If admission to the Bar could be obtained in India without the necessity of an English education there would be still greater crowding in the profession than existed at present.

It was suggested that it might be advisable to do away with barristers and allow advocates to practise in their stead, and the witness pointed out that the advantage of the barrister was that he had the right of pre-audience in the two original Courts, Bombay and Calcutta. He thought that the high standard in these two Courts should not be diluted by the admission of less highly-trained men.

He thought that the standard of teaching at the Indian Universities might be improved if it were carried out by more men of English education. The direction of the Indian Universities was satisfactory, but owing to a low teaching standard the Indian degrees were not equal to those of Oxford or Cambridge.

If no more admissions could be made than was at present the case, the most important students for Oxford to take were the Indian Civil Service probationers. At present there were forty Indian Civil Service probationers at the University, of whom twenty were Indians. He did not think that any restraint existed between the English and the Indian probationers. Additional Indian admissions could only be obtained through the heads of colleges.

It ought to be impressed on intending students in India that there was an urgent necessity for applications to be made as early as possible. As a second-best solution to the overcrowding difficulty he would advocate the enlargement of the non-collegiate body.

He thought that in regard to social intercourse the Indians were rather timid of going out. He did not think that there were any signs of hatred of England among the Indian students. He could not say what the influence of the Rhodes scholars amounted to.

It was pointed out that if Indians were refused admission to Oxford and Cambridge they would be compelled by necessity to go elsewhere. The witness said that an appeal might be made to the other colleges to take as many Indian students as Balliol took: the appeal should be made separately to the heads of colleges.

Although it might be true that a certain number of Indian law students came to this country because they had failed in the legal examinations in their own country, and this type of man might be calculated not to take the best English traditions back to India with him, yet it was unfair to measure cases by the worst examples: there were many Indian law students who derived very great benefit from the time in England.

He was not willing to admit that the Indian Law examinations were more difficult than the Bar examination as at present constituted in England. In any case the year's reading in Chambers was of inestimable value.

Asked whether it might not be advisable to allow Vakils to practise at the Indian Bar the witness said he was not in favour of this. Many Vakils came to this country to get called to the Bar, and in so doing they were pursuing a very valuable course of study. He was not in favour of any change in the recent arrangements in the Indian Bar.

He thought that the Civil Service probationers, because they had been selected to do public work later on, had necessarily the first claim to admission to Oxford and Cambridge.

In the Law examination, Part I, Real Property Law, Roman Dutch Law, or Hindu and Mohammedan Law were alternatives. He only taught the last named. He did not agree that the Indian LL.B. was a stiffer examination than that in England.

From the social point of view he thought that the only Universities to which it was valuable for the Indian student to go were Oxford and Cambridge.

He thought that Greats provided the best education, though very few Indians were capable of doing it: but History was the most suitable study for Indian students.

DR. R. W. MACAN, M.A., D.Litt., Master of University College, was called and examined.

He said that at present there were no Indians at his college; there had been about half a dozen spread over a good many years, but he did not welcome them at his college and did not think that they proved an easy element for University College to assimilate. He had a good deal of experience, both of English and of foreign Universities, and was not taking a narrow or biased view of the subject. As regards Oxford, he was bound to accept the accomplished fact that Indians were already admitted. He thought that Indians had no grounds for complaint, because special arrangements as to admission were made for them; the graduate of Bombay was accepted without knowledge of any classical language, a concession made to no Englishman. He considered that the Indian students should join the non-collegiate body. This had not at present the social status of the colleges, but it had a bigger future ahead of it than was generally supposed. The present congestion in the colleges was not likely to cease for a long time.

His own college was small, and the family spirit existed in it to a very marked degree. It was a close corporation, very homogeneous in nature, and the Indian element could not easily be assimilated. He had a large number of colonial students, and was already aware that this number could not be increased. At present there were twenty-two Rhodes scholars in the college. He did not want the original element of his college to be swamped.

The existence of the colonial element certainly made things more difficult for the Indian student.

A college could not be treated as an hotel, to which admission might be demanded. He wished to have a thorough knowledge of his students, and even in the case of English applicants he exercised the utmost care and discrimination.

It should be better understood in India that the Oxford colleges were small and close societies.

He advocated the foundation of a separate hostel, under the direction of the Delegacy for Oriental Students. This might develop into a Hall, such as now existed for Jesuit and Benedictine students. In time such a Hall might establish a reputation of its own and become a college, or a new foundation like Keble. If this experiment were tried the Indian students would have a better chance of proving their worth. They would run their own athletic clubs and play against the other colleges. In this way, by becoming a definite element in the University, they would gain the respect of the English undergraduates, and he felt convinced that their position would be very greatly improved. He did not agree with the arguments that were urged against segregation. He would not forbid the colleges accepting Indians if they wished to do so, but he would like to see the hostel experiment tried. At present he thought that the Indians' best chance of social intercourse lay in the Union Debating Society.

He did not agree that his college was bound by any Imperial claim to admit Indian students if they were going, as he believed they were, to be detrimental to the life of the college. Perhaps distribution had proved successful at Cambridge, but he did not think that it would be the case in Oxford.

In nearly all his ideas and habits, gained from long tradition and therefore not easily eradicated, the Oriental was diametrically opposed to the Englishman, and he was not willing to introduce the Oriental element into his college.

He thought that there would be no difficulty from the University point of view in the way of founding a new hostel for Oriental students. The staff should be men who had a good knowledge of India, possibly a large proportion should be Indians themselves.

He would not exclude either Indians or Englishmen from the staff of the proposed new hostel: the money for the foundation should be found in India. Life for the students there ought to be less expensive than at an ordinary college; it would be more like a college than the non-collegiate body, in that the students would all live together.

He emphasised his view that the Indians did not realise enough what was already being done in admitting Indians to the University, and suggested that it was not fair to urge the reception of more Indian students if they were not welcome. He was not prepared to go into the complaints that he had heard as regards the moral character of the Indians, but he did not think that things had been altogether satisfactory in this respect. He thought that a much more careful discrimination might be exercised in India before students were sent to this country.

As regards subjects, the science schools and agriculture and forestry were useful for the Indian, and those who were going into the public services might well study law.

He had not considered the point as to whether the probationary period for Indian Civil Service students was best spent in Oxford or elsewhere.

Asked whether, as there were large numbers of Americans in the University, he would suggest the foundation of an American hostel, witness said that certainly there was going to be increasing difficulty about the admission of Americans, and that some such arrangement might possibly have, at some future date, to be made. He did not, however, place Americans and Indians on the same social footing.

His experience in Oxford was that there was no college authority who would not rather be without Indian students, or who considered them a valuable addition to his college.

In his college the various classes of society were represented. There were a certain number of scholars who had made their way up from the elementary schools; the ordinary commoners, however, all came from the public school classes.

Asked if he would be in favour of establishing a hostel for every race, the Chinese, Siamese, &c., he replied that he would not be in favour of this, because he would advocate that they should not be admitted at all. All Orientals should be educated in their own country, and if any came here only the very best should be sent to England for the additional advantage of the Oxford or Cambridge education and polish.

He laid stress on the fact that his evidence was given from the college point of view; he considered that his first duty was to keep up the reputation of his college.

THE MASTER OF BALLIOL, MR. A. L. SMITH, M.A., who was accompanied by PROFESSOR A. A. MACDONELL, M.A., MR. A. W. PICKARD-CAMBRIDGE, M.A., and the REV. H. H. GIBBON, M.A., was called and examined.

He handed in the following memorandum:—

"*Memorandum for the Committee on Indian Students.*

"With regard to the terms of reference—

"(1.) The adequacy of existing arrangements in India for facilitating the access of Indian students to the United Kingdom, including the constitution and working of the Advisory Committees and their future relations to the Provincial Governments.

"We feel that this is not within our scope.

"(2.) The extent and directions in which the Secretary of State's control should be exercised as distinct from the actual work of administration which will be entrusted to the High Commissioner.

"The same.

"(3.) Details of the work to be undertaken in the United Kingdom and the relations that should be established with Universities and other institutions or bodies, or with manufacturers or commercial firms, in order to provide for the admission of Indian students and the provision of any special or technical training that may be required.

"Rather concerns Universities of the type of Birmingham, Sheffield, &c.

"(4.) Any other question affecting the education or well-being of Indian students in this country upon which the Committee may desire to make recommendations.

"Comes under the general headings of the second paper, giving the main lines along which the Committee's enquiries will be directed and the points to which they will pay particular attention in the United Kingdom.

"As regards the second paper, we cannot say what are the reasons which at present induce Indian students to leave India for education or technical training, but we are clear that the number coming at present is too large to be digested, and it would therefore seem that more facilities should be provided in India.

"How far sending Indian students here has been a success will be answered by the figures which we submit herewith.

"As regards the particular points:—

"(1.) As we have already said, the numbers seem too large, and many of those who come are not really qualified.

"(2.) It might be well to insist, except in exceptional cases, on a B.A. degree if it is desired to send the older students, or if they are to be younger, then to demand a training either in English public schools or in some of the best Indian schools.

"(3.) We can hardly tell here, but we submit that much of the previous work done in India is not thorough enough to be a real preparation, especially in history and economics.

"(4.) The facilities here are plentiful.

"(5.) The best is for the men to get into colleges. Those who cannot would be best in hostels, we think, than scattered in lodgings.

"(6.) We have an excellent adviser in Oxford, Mr. S. Burrows, but the office seems to need expansion and larger funds, and the adviser should also be able to ensure sound financial arrangements on behalf of the students.

"(7) and (8). Belong rather to the more technical institutions.

"(9.) Suitable lodgings are a difficulty in the present congested conditions, but these conditions are improving every term in Oxford. Holiday quarters are a serious difficulty, but might perhaps be met at some places like Bangor, which are running summer schools.

"(10.) The best means to this end would seem to be organised educational tours such as are being carried out in this and other countries.

"(11.) The best conditions for intercourse must be those that come through the colleges, and this makes it important that the number of Indian students at one University should not be too great or increased too rapidly. Here at Balliol, for the students' own sake, we cannot take more than a small number. Two at a time would mean that there would be eight in a year, who would tend to form a group of themselves.

"We would venture to urge upon the Committee a much more restrictive policy in India, and there should be at each end, as it were, some small Committee or one person with power to allow or disallow a student setting forth or a student arriving in this country.

"The men who would seem to do best are:—

"(*a*) Serious students of an advanced type;

"(*b.*) Men who design to be teachers or professors in India;

"(*c.*) Men who think of going in for the Indian Civil Service; and

"(*d.*) The type of men whom the Americans would call good 'mixers.'

"We have at Balliol for forty-five years past regarded it as an obligation to take a certain proportion of Indian students: our total number must be something near sixty. The majority of these students have been satisfactory; the number of those unsatisfactory would be about ten.

"(Signed) A. L. SMITH."

The Master said that his experience of Indian students dated back to the early seventies. At present there were eight Indians at Balliol out of a total number of about 240 undergraduates. He considered that eight Indians in one college was quite sufficient, and even that number was large enough to form a clique. He could certainly say that as a college they had done what they could to provide for Indian students and were

ll prepared to take their share. If the twenty lleges took an average of eight, that would be 160, d with similar numbers at Cambridge and proporonate numbers at fifteen other Universities, this ould mean that a very large number of Indians were ing educated in this country. This should go far to eet the need for the supply of competent, highlyucated men required to meet the new conditions in dia consequent on the large amount of self-governent recently granted.

As regards taking more Indians than at present in xford, this was a matter for individual colleges, and e suggestion that each college should do its share ould come with more weight if put forward by the ommittee.

It was outside even discussion that it was better to a member of a college. But many Indians were embers of the non-collegiate body, and he had found fore the war that they tended to form a colony in one arter which seemed to be a kind of irregular hostel stem—a hostel for this type of student would be tter than the state of affairs then existing.

Of forty Indian students who had been at Balliol, ten eleven had been at English public schools, and all of ese had done well both at Balliol and afterwards. Of e others, not more than seven had done badly, and the st had done well or moderately. They had no reason regret having had Indian students, and they had had the whole a very favourable experience of them. ey had usually not taken persons without some rticulars from people whom they could trust.

As regards admissions, it was quite clear that dinarily Indians came here without proper knowledge the standard required. It was essential that a very astic selection should be made in India, both in the terests of the students themselves and of the colleges re. A large number appeared to come without any lection. It should be realised that to come to Oxford as a privilege, and the Advisory Committees in India, stead of giving only advice and information, should ake a preliminary scrutiny. Far less discontent ould arise if proper selection were made in India than the rejection here of large numbers who came over discriminately. Selection should be based on aracter, intellect, and past studies, and those who ere satisfactory in these respects would derive most nefit from Oxford.

The Selection Committees in India should be mposed of University men and persons representing e Government and the general public. A regular niversity representative was necessary (corresponding the Secretary of the Delegacy here) who was familiar ith the standards and conditions at Oxford.

In order to make the position clear to Indians, it would not be difficult to get a document prepared by each college showing the limitations due to size, numbers and staff, and the same might be done by the non-collegiate body. This would show to Indians the impossibility of more than a certain number being able to come, and should appeal to any Indian student even as a matter of arithmetic.

It was true that some people had been taken in after the college lists were closed, but they would be prepared to bind themselves not to take in people after a certain date. They always worked in the closest connection with the Delegacy. It was a difficulty as regards admission that the Indian examination results appeared after the college lists here were closed, but there would be no difficulty about persons applying provisionally about the time of the college entrance examination.

The types of persons who had done best were—

(*a*.) Men of superior intelligence; men with really good minds.

(*b*.) Men of a manly type of character developed through games.

Selection should be made mainly on these lines.

They had not found that unfriendliness existed between English and Indian students except in special cases. The main difficulty was caused by the large numbers who had to be rejected.

Of those admitted the general conduct was quite satisfactory; they were orderly and law abiding.

The order of preference might be put as follows :—

(*a*.) Government probationers.

(*b*.) Government scholars.

(*c*.) Research students.

But they would always be open to take other good men.

As regards the cost of living, they considered that £210 per annum would enable a man to live the ordinary life of an undergraduate; but to this had to be added the vacation period. £300 would be a minimum figure for a complete year.

As regards vacations, much more might be done in organising parties on the lines of summer schools, especially in districts where hostel accommodation was available, and camps such as those arranged by English bodies might be tried. Educational tours had been successful in one or two countries, and in this connection an instance was given of a successful experiment in Spain. It should be considered that it was a privilege to become a member of such a tour, and where this was the case the best results had been obtained.

THE REV. E. M. WALKER, M.A., Senior Tutor of Queen's College, was called and examined.

He stated that there were three Indian students the college at present; from 1910 to 1912 ere were only three altogether, though before that eriod there had been a larger number. In 1912, had been arranged that Queen's should admit two in ll, the applicants coming by means of the Advisory ommittees in India, and it was hoped that a better lass of student would thus be obtained than had preiously been the case. There had been little difference, owever. Now all applications were referred to Mr. urrows, and matters had improved. He was, however, isappointed with the general class of Indian students, ut thought that this might be remedied by more careil selection in India. This selection should not be ade by the Government, as this would be greatly esented by the Indian students, but should come hrough the Universities. He would put the desirable ualifications in the following order: (*a*) intellectual, *b*) character, (*c*) social. There was no reason to suppose hat a person with these qualities would not have as ood a chance as a boy from an English public school. roper selection was a very important point.

Questioned whether he thought the numbers of ndian students admitted might be increased, he said e was sure that if they were of the right type the olleges would be willing to admit more than the inimum they had agreed to take.

As regards the question of colour prejudice, some of he American Rhodes scholars might entertain such a eeling, but otherwise he did not think it existed. Concerning hostile political views, he had also encountered nothing.

He was very much opposed to the idea of having a separate hostel for Indians. Oxford was a residential University, and in the colleges were centred all the undergraduates' interests and affections. A separate hostel would encourage the Indian students to hold themselves aloof, and their chances of social intercourse would be minimised. Also, Indians were very apt to resent anything that marked them out as different from the other undergraduates.

He saw no reason why the non-collegiate part of the University should not be extended, though it was not so advantageous for the students as the collegiate life.

He had no connection with or experience of the O.T.C., but from the social point of view he did not see why the Indian students should be excluded from it.

As an estimate of the annual minimum income necessary for Indian students, he said that, for the academic half-year it was possible to exist on £180. College charges had not increased very much.

As regards admission, Oxford accepted people on a senior or junior status. An Indian with a degree without honours might be excused one year and responsions; with an honours degree he might be excused one year, responsions and moderations and could begin reading for a final school.

When it was suggested that there might be an examination in India on the lines of the school-leaving certificate, which might exempt a person from responsions, he considered that the difficulty would be about the standard. Oxford colleges would not be familiar with the standard, and that was the main question to be satisfied about if a person was to be admitted with any reasonable chance of profiting by the course here. Many read Law and Modern History, and for these subjects a knowledge of Latin was indispensable. The acceptance of an equivalent examination, such as was suggested, would have to be discussed with each Indian University separately.

THURSDAY, JUNE 2, 1921 (OXFORD).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

SIR T. H. WARREN, K.C.V.O., M.A., President of Magdalen College, was called and examined.

He stated that there was now one Indian student at Magdalen, the first to be admitted there. When he himself had been an undergraduate at Balliol in 1872-6 there had only been quite a small number of Indians at the University. He did not know much about them, but from what he saw of them during the years he was Vice-Chancellor, from 1906 to 1910, he did not feel inclined to encourage them. They had not been very successful, none having obtained a 1st class in honours, and very few a 2nd: he did not think they had been of any special credit to the University. When he was Vice-Chancellor he heard a good deal of their deficiencies, and came across some troublesome cases.

As regards applying for admission, they did not conform with the regulations of the college, and used to arrive, without any previous application, at the beginning of the term, when it was quite out of the question to grant admission. A system had been started before the war, after due consultation with Mr. Burrows and the India Office, by which all applications had to be sent in by January of the year in which the student desired to come to Oxford, and then each student would be judged on his merits. But the war prevented this system from being carried out. During the war Magdalen was unable to receive them owing to the fact that there were so few European students, and that a preponderance of Indians was not desirable. At the present time conditions were entirely changed, and the college was receiving so many applications from English and Colonial students that it was very difficult to admit more Indian students.

When asked what considerations might induce the college to admit more Indian students, were this to become a necessity, the witness replied that he thought that as far as Magdalen was concerned examination and investigation by the college authorities themselves was the only satisfactory method. He believed the Delegacy would be a great help, but did not consider its investigations sufficient. The point that Indian students did not obtain their degree until June or July could be dealt with by making provisional application to the college, giving all details about themselves. In the case of failure after such application, there were always substitutes to be found.

It would be of great value to have a more rigid and careful selection in India itself. Those students who came from the Indian Universities should send the fullest information along with their applications, and if possible a personal recommendation from someone known to the authorities of the college or University to which they were applying.

Speaking of the enormous number of applications now being received by the Universities, he enumerated the different classes of men wishing to come to Oxford. There were those who had been admitted previously to the war, and also those who had been promised admission; the ordinary stream of public school boys; twice as many Rhodes scholars as formerly; a large number of American students; and a general addition of foreigners, including French, Spanish, Italian, Chinese, and Japanese.

As regards the question of accommodation, the witness stated it was usually better for the students if they could belong to a college, but, on the other hand, if they came and were not successful in mixing with the other undergraduates the position was worse than for those who were non-collegiate students, who were not brought so much into contact with their fellows. Too great a number in one college tended to form a clique, and the "point of saturation" of each college had to be taken into consideration. If more Indians had to be admitted to the University as a whole he thought that a separate hostel for Indians would have its advantages; the students would probably work with a more competitive view. The Indian hostel would take a pride in doing well against its rivals the colleges.

A point he wished to emphasise was that Indian students had been inclined to confine themselves to too few subjects. A great number came to the University to read law, as an addition to their subsequent professional legal studies at the Inns of Court. There were very few medical students, which he regretted, as the Medical School at Oxford was very good indeed, though the whole course could not be taken in Oxford. History was also a favourite subject at Oxford, and some took Oriental languages. Other subjects taken by Indians might be chemistry and natural science, which were studied in India. He had never had an application from a medical student.

Asked whether it would be considered sufficient for the Indian Universities to make the selection of suitable students and to forward the names to Oxford, the witness thought it preferable for the colleges to make their own selection, not through the Delegacy, but by means of direct communication to the Committees in India.

In the case of applications from colonials, he said that he corresponded direct with the colonial colleges, and often had recommendations from their tutors and schoolmasters who were University men. He thought that this might be quite a good plan to adopt for the Indian students.

Questioned as to the special features of the Indian Institute, he said that it had been started from funds given by wealthy Indian princes. There was a very good library and a museum, and lecture rooms were attached. The Professor of Sanscrit was the Secretary to the Curators of the museum and a Curator himself.

Asked as to the manner in which the Indian student at present at Magdalen had made his application, the witness said that it had been done directly. There had been no correspondence with Mr. Burrows. He believed that the system of admitting Indian students through the Delegacy list only was now generally employed; Magdalen was an exception to this.

He was then questioned as to the possible advantage of admitting research students rather than ordinary undergraduates, and stated that more careful selection would be ensured if they were dealing only with graduates: these older men seemed to get more into intellectual sympathy with the abler minds at the University.

Speaking of the medical students at Magdalen, the witness mentioned the fact that many advanced students had come to Oxford from the Dominions and had done very well.

As regards the cost of an Oxford course, he estimated that the annual allowance necessary for an Indian student was from £350 to £400. That was allowing

about £250 for the academic half-year, and another £100 or £150 for the vacations. He would not advise any student, unless he had relations in England, to come with less than £400 as a minimum.

He had already stated that so far as he knew no Indian students for many years had obtained a 1st class in honours, and he put this down to want of ability rather than faulty preparation. There had, however, been some improvement lately in regard to the previous education of Indian students admitted, though he had found that many men entered as research students who were not capable of carrying out good work in the branch of study which they chose. This could be avoided by careful selection, followed by a thorough examination by the University authorities.

Touching on the question of the estrangement that might exist between the English and the Indian undergraduates, he said that he thought there was a certain amount; Indian students had to face it mainly at the commencement of their University career, and if they formed themselves into cliques, it was natural that they should become estranged. Otherwise he did not think there was very much, and of late it had, he believed, become considerably lessened.

There was no objection to admitting Indians as Indians, and as far as his experience went they had in no way interfered with the life of the college.

As regards admission they were on exactly the same basis as the colonials. He thought that, were the type of Indian better, there would be more willingness on the part of the colleges to make more vacancies for them.

The witness concluded his evidence with the suggestion that the Committee might take into consideration the question of health among Indian students, and the possible disadvantages of climate that they might have to contend against. They often looked rather uncomfortable in the English winter, but he was bound to admit they seemed to stand it pretty well.

MISS E. PENROSE, O.B.E., M.A., Principal of Somerville College, was called and examined.

She said that at present there were no Indian women students at her college, though at different times there had been seven. The subjects they had studied were as follows:—

1. Law (Graduate of Bombay).
2 and 3. Modern languages (two Princesses).
4. Graduate of Madras, had husband at Wadham, and had to return to India before completion of course.
5. Education (Graduate, took training course and became Director of Women's Education in Baroda).
6. General course (not good examinee).
7. Science (had taken a degree in India, but found that it did not exempt her from more than responsions, so left).

Only one of these students had received her previous education in England.

Somerville had always a great many applications from Indian students. The reason that more admissions had not been made was that the applications always came too late. Admission to the college was now by competitive examination, and if sufficient notice were given the authorities would be willing to send the papers out to India. Admissions for October were settled in the previous March.

The witness suggested that the Indian women might adopt the same plan as the American women in seeking admission to Oxford. The American Association of Collegiate Alumnae had now amalgamated with the International Federation of University Women, and applications were made through this channel. A small list was selected from the numerous applications in America and forwarded to the college through the Federation. Somerville undertook to take one student each year and made selection from this list. They were greatly helped in making this selection by the advice in regard to it that was sent from America. The Federation pointed out which of the students, in their opinion, was likely to benefit most by study in England.

She believed that there was a branch of the Federation in India, and she thought that the Indian Universities, or other bodies, might make use of it in making applications.

As regards the cost of living at Somerville, the witness said that the college made an inclusive yearly charge of £120. Of this £36 was the allowance for educational fees, and if the student's course cost more she would be required to supplement this amount. This fee (£120) did not, of course, include vacations. She had never had any difficulty in this respect with her Indian students, as they had all had friends in England to look after them.

Owing to the enormous number of English applicants who had to be turned away from Somerville because of lack of space, she thought that it would be giving Indian women an unfair advantage to reserve a certain number of places for them. Last year 162 applications had been made for a possible 32 places, so that admission was now highly competitive. Some applications had been made in good time from India, with the result that one Indian student was going to be admitted in October 1921, and possibly two in 1922.

As regards Indian students at the other women's colleges in Oxford, she said that at the present time Lady Margaret's Hall had 1, St. Hugh's had none, St. Hilda's had 5, and the Society of Oxford Home Students had 5.

She thought that for Indian women the question of health was a difficulty in the way of their living in lodgings. In college it was always arranged for them to have very sunny rooms and they were carefully looked after.

She did not think that the English women students at Somerville mixed with the Indian undergraduate friends of the Indian women students. English students had never complained of any lack of respect shown to them by Indian men students at lectures, laboratories, &c.

No Indian women had studied medicine at Oxford.

There had been no difficulty in the way of lack of means among the Indian women students. Mr. Burrows often acted as financial guardian if the parents in India so desired.

Somerville did not train women as teachers. They usually passed on from the college to the training school in the University. The course was the same as that taken by the men.

They had room for 105 students in college, but this might be reduced to 103 in 1921. Arrangements might be made for some of the older students, if they had been three years in residence or if they were over 24 years of age, to reside either in a family or in lodgings. With these additions the present numbers at Somerville were 128 to 130.

In answer to a further question, she said that the American Association of Collegiate Alumnae only sent a very small list of applicants for Somerville, so that a certain amount of selection was undoubtedly done in America. The final selection was made in England. The Association would discourage the college from taking people whom it thought to be unsuitable.

She did not recommend any particular subject at Somerville, though when there was no resident tutor for a subject, *e.g.*, mathematics, that was felt to be a drawback to the study of it.

DR. K. N. BAHL, MR. TARA CHAND, MR. P. N. SAPRU, MR. M. C. CHAGLA and MR. M. HABIB, representing the Oxford Indian Majlis, were called and examined.

They had sent in the following statement regarding the points to which the Committee were devoting their attention, as set out in the printed paper issued to witnesses:—

"The Indian students resident in Oxford, through their representative organisation, the Oxford Majlis, beg to submit the following memorandum:—

"In expressing our opinions we have availed ourselves of the opportunity offered to us of considering generally the condition of Indian students in England, but as far as possible we have specially kept in view their position in Oxford.

"*1st Series*—

"(1.) In our estimation, the reasons which induce Indian students to come to this country for education and technical training are as follows:—

(*a.*) That greater value is attached in India to education received at British Universities as compared with education imparted by Indian Universities. In nearly all branches of service, public or private, men with British qualifications are preferred to and receive higher salary than men with Indian qualifications. For instance, the Indian Educational Service is almost entirely recruited from England-educated people.

(*b.*) A large number of students come to England for being called to the Bar, as the status of a barrister is higher than that of an Indian Vakil, and the latter suffers from certain disqualifications.

(*c.*) So far as higher research work in Arts and Science subjects is concerned, facilities in India are very limited. Libraries are few and poorly equipped for higher work. Laboratories are lavishly furnished and fitted up, but proper use is not made of them, the right atmosphere for enquiry and research being absent.

(*d.*) Many students are attracted to England by the social and intellectual advantages offered by the Universities of Oxford and Cambridge.

(*e.*) There are no technical institutes in which the higher standards are reached, and in many branches of commerce and industry no training is available.

(*f.*) In view of the increasing demand for the establishment of new industries in India, students have to leave the country in order to get the necessary training.

(*g.*) Certain branches of study are not at all provided for in the curricula of most Indian Universities, *e.g.*, anthropology, geology, mineralogy, &c.; and the standard in many subjects does not reach the highest, *e.g.*, many branches of social sciences, psychology, &c.

"(2.) We are of opinion that many of the deficiencies enumerated above can be made good by Government action.

(*a.*) The value of Indian degrees should receive adequate recognition, and, as far as possible, no preference should be given to British degrees as such.

(*b.*) All differences in the status, rights and privileges between barristers and Vakils should be immediately removed.

(*c.*) Larger grants should be made by the Government for providing research facilities in the various Universities, and the Universities should be so organised as to undertake research in addition to teaching. Better use should be made of public institutions like the Imperial Research Institute at Pusa, Imperial Research Institute at Dehradun, and the Tata Research Institute at Bangalore for training larger number of students; and new technical institutes capable of giving training to the highest standards should be established.

(*d.*) Adequate provision should be made for the teaching of subjects not now recognised in the curricula.

(*e.*) We are of opinion that provision can at once be made for the training of Forestry and Agricultural probationers in India to the standard reached at Oxford. It is wasteful on the part of Government to maintain the Imperial Agricultural and Forestry Institutes in India and at the same time to send their probationers to Oxford to be trained at public expense.

(*f.*) The examination and recruitment for the Indian Medical Service should be held simultaneously in India, as is being done in the case of the Indian Civil Service.

(*g.*) Where countries other than England offer better facilities for study, Indian students should be encouraged to go to such countries, *e.g.*, to America, for social sciences.

"(3.) This question raises very wide isues; for instance, the comparative value and the mutual influences of Western and Eastern culture, into which we do not wish to enter. The value attached to Western education is largely a matter of individual opinion. On the whole, however, the experiment of sending Indian students to Oxford has been justified, in the limited sense that training in Western methods has been acquired, but we feel that full use has not been made, for lack of sufficient opportunities, in India of the training received here.

"*2nd Series*—

"(1.) The facilities available to Indians for admission as students at the University of Oxford have not been sufficient. The number of Indian students desiring admission into Oxford has, of late years, largely increased, and many students have been put to great difficulties. Several have been actually refused admission, after coming to Oxford, and it is difficult to say how many were refused who applied directly from India. This is partly due to the fact that the number of vacancies reserved for Indian students has not been adequate, and partly that the system under which admissions are made has not worked satisfactorily.

"At both ends the system has worked very badly in the past. The Advisory Committees, being independent of the University organisation, have been lethargic in their activities, and their existence is little known to the students. The information at their command is scanty and not up-to-date. For reasons difficult to understand or appreciate they have not been very enthusiastic in giving all possible support to students desiring to come to Oxford.

"At the other end it has been unfortunate that the Students' Department has been so intimately connected with the India Office. Rightly or wrongly, it is commonly supposed that political considerations have very often played a part in the determination of the admission of students at any of the British Universities; and very often the Department has shown undue sensitiveness to the complaints of overcrowdedness from British Universities, rather than press the claims of the Indian students.

"The connection of the India Office with the Indian Students' Department has created unfortunate suspicions. Indian students have a general feeling, which it is obviously difficult to substantiate, that their activities are watched, and their speeches in the Majlis and other societies reported. Naturally, this engenders considerable bitterness and distrust, and makes them suspicious of any interference from the authorities.

"It is true that all students are expected to apply for admission through the Delegacy for Oriental Students. A number of such applicants get admission through this channel, but some apply directly to the heads of the colleges and are taken. The result is that the Delegacy is discredited, and an impression is created in India that it is possible to get admission over the head of the Delegacy, and that the latter works against the interests of the students. The Advisory Committee in India and the Delegacy, we are afraid, are not without their share of the responsibility in creating this impression; for the general feeling among the Indian students is that these bodies discourage them from coming to Oxford, and we regret to say that the feeling is not entirely without foundation.

"In order to remove the difficulties of admission, and to inspire greater confidence among the students, we propose the following measures:—

(*a.*) We are of opinion that, every year, at least four Indian students should be admitted to each college, with the exception of the Non-Collegiate Delegacy where there should be no restriction whatever. With regard to students pursuing post-graduate studies, no limit as to numbers should be fixed.

(*b.*) As far as the system is concerned, we recommend that the local Adviser at Oxford should be appointed by the Government of India for a period of five years, and should, preferably,

be an Indian. Further, he should be assisted by an advisory board of three members to be elected by the Indian students at Oxford. The Advisory Committees in India should be done away with and their work should be made over to the Universities. In this connection, we beg to point out that the information supplied by the existing Committees is neither adequate nor up-to-date.

"(2.) The examinations of the Indian Universities should receive uniform recognition in all the Universities of the United Kingdom. We are of opinion that graduates of Indian Universities should be given the status of senior students, and that those students who have passed the Intermediate Examination should be exempted from the Entrance Examinations at Oxford and Cambridge. The requirement of certificates of respectability and loyalty is humiliating to Indian students, and the practice should be discontinued at once.

"(3.) It depends on individual cases.

"(5.) We are strongly of opinion that it is not desirable to establish a hostel for Indian students at Oxford, for this would tend to segregate the Indian students and would deprive them of the advantages of corporate life in the colleges. But in order to create a permanent centre of social and intellectual activity, premises for meetings, reading room and library should be provided. But the organisation should be entirely unofficial, and should be run by the students through their organised body, the Oxford Majlis.

"(6.) See (1) above.

"(7) and (8.) Firms which tender for Indian Government contracts should be obliged to admit to their works for practical training a number of Indian students. It is desirable that students proceeding to England for technical training should have completed the theoretical portion of their course in India.

"(10.) We recognise the desirability of making Indian students better acquainted with literary, educational, charitable, social, economic, commercial and industrial movements and associations in this country, but it is perhaps of greater importance that Indians should be afforded opportunities of studying administrative methods in England, and a certain number of them should be specially trained in Diplomatic Service, Consulate, Municipalities, Army, Navy and Air Force.

"(11.) So far as Oxford is concerned, the provision of facilities is adequate, and it is not possible to suggest any improvements.

"The Government of India should give a larger number of scholarships to Indian students to study in the West.

"All distinctions obtaining between students from India and students from the Colonies regarding admissions, opportunities for training, &c., in the O.T.C. should be removed at once."

Questioned regarding the reasons given in their memorandum for the flow of Indian students to the United Kingdom, the witnesses stated that their reference to the Indian Educational Service did not mean that a man with an English qualification started at a higher salary than one with an Indian degree, but that the higher posts were nearly always recruited from persons with English degrees. At the present time there could be no doubt that the standard of the English Universities was higher than that of the Indian Universities. They considered that a man educated in England was generally better than one who had taken the whole of his academic course in India, and they agreed with the view that an improvement in the standard of Indian education is very desirable.

As regards coming to England to study for the Bar, they pointed out that at present a barrister had a higher status and enjoyed certain privileges denied to a Vakil who was required to hold a Law degree of an Indian University—the examination for which was, in their opinion, more difficult to pass than the English examination. The latter could be taken in divisions, whereas the former had to be taken altogether. They urged the establishment of an independent Indian Bar, and considered that Vakils should be given the same status and privileges as barristers.

In their opinion, the libraries of educational institutions in India stood in need of great improvement, and the staffs should be recruited from men who had themselves done higher research work.

Even if the Indian Universities were improved, the social and intellectual advantages offered by Oxford and Cambridge would continue to attract Indian students to this country.

As regards the training of probationers for the Indian Forest Service, they considered it a waste of money to send them to Oxford or Edinburgh for two or three years, as was the general rule at present. Dr. Bahl's own experience, as a Demonstrator at Oxford, was that the Forestry School at Oxford, founded in 1908, was in no way superior as a theoretical training to that of Dehradun (founded in 1881). It was pointed out that whereas the Indian forests had only been under scientific conservation for about thirty years, there were forests in Central Europe which had been so conserved for 150 years. In reply, the witnesses said that it would be possible to send probationers to Europe for their practical work. Six months would be sufficient time to see the forests of France, Switzerland, or Sweden. They regarded the present system as merely a relic of the old policy of recruiting all the more important Indian posts in Europe. To take two and a half years of the course in India and six months in Europe would save the Government a great deal of money, *i.e.*, £21,000 a year.

At the request of the Committee Dr. Bahl undertook to submit a special note on the training of probationers for the Forest and Agricultural Services.

The witnesses represented that in the Indian Technical Institutes there were no opportunities for commercial training in such branches as paper-making, chemical industries, higher banking, accountancy, &c., nor were these Institutes affiliated to the Universities. In the case of the school at Pusa, there were twelve or fourteen Indian agricultural officers doing advanced research work, but they took no part in the teaching. Very little by way of teaching and training researchers being done at all there. Conditions were similar at Dehradun. Dr. Bahl thought that this would be set right if these schools were made a part of the Universities.

Mr. Chagla, on behalf of Mr. Sapru and himself, then read the following minority statement:—

"In supplementing the memorandum presented to you by us, we beg to state the following:—

"In discussing the experiment of sending Indian students to the United Kingdom we believe that the ideal that the Indian Government and the people of India should place before themselves is a severe reduction in their numbers as soon as the necessary facilities for their education are forthcoming in India. We strongly believe that the risks attending the experiment are in no way counterbalanced by the advantages that may possibly accrue from it.

"A young and in many cases an immature Indian student finds himself in social surroundings to which he is unaccustomed in his own country, and whose ruling principle is diametrically opposed to the traditions which he has inherited. He is too young to possess that critical faculty which can compare rival institutions and gauge them at their true valuation. Three or four years of stay in this country bring about a silent and insidious change in his way of thinking and in his estimation of things; and when he returns home he finds that he cannot adjust himself to the social fabric of his native country. It would be irrelevant for our purpose to enter into a discussion of the comparative value of Eastern and Western institutions, but the point we wish to emphasise is that, so long as the present social institutions in India endure, Indians ought to be brought up and educated in the spirit of those institutions.

"Further, it would be a mistake to suppose that the life that an average Indian student leads in this country is a very happy one. He is up against some very unpleasant facts, which often have a very detrimental influence upon his character. He finds that the treatment meted out to him is not what his social position at home and his intellectual equipment would have led him to expect. We do not wish to inveigh against the notoriously unsatisfactory relations that obtain between English and Indian students of this University and we presume of any other University of the United Kingdom. These, we are afraid, cannot be remedied so long as the political relations between England and India continue to be what they have been in the past. But we would respectfully urge the Committee seriously to consider the impression that such treatment would leave on a young and sensitive mind; we know of many cases where men have returned home embittered and soured for life.

"Further, the young student is removed, for the not inconsiderable period of three or four years, from family surroundings and family associations. We are emphatically of opinion that at this critical period of his life it is highly dangerous to leave him without any moorings in a foreign country. The importance of this is, perhaps, not so much realised in term time, when intellectual and social activities demand all his time; but it is during vacations, when his English fellow-undergraduates have returned to their respective homes, that his loneliness and the strangeness of his position are brought home to him in all their vividness. One aspect of his character, and a very important one, the emotional, is dwarfed, with, in many cases, calamitous results.

"We do not wish to minimise the importance of foreign travel or the observation of manners and customs different to one's own. But we would strongly urge upon the Committee the advisability of discouraging the sending of Indian students to this country below a certain age. It would be dogmatic to fix upon a definite age, but we believe that in no case would it be desirable for students to come here before graduation."

Questioned as to the relations between Indian and English undergraduates, Mr. Chagla replied that, although some of his compatriots got on well at the University, the majority realised that they were outsiders and interlopers, and that the undergraduates regarded them as such. He said that the feeling against them was stronger than against any foreigner; they were made definitely to feel that they were outside the life of the college. The Indian students felt generally that Americans, Russians and Japanese were all better received, and that they themselves were not being treated as they ought to be, especially because of their political status in their own country. He mentioned instances of such treatment, in connection with sports, &c. He knew that English undergraduates were not cordial by temperament, but in the case of the Indian students there was something more than lack of cordiality. The result of all this was that they returned to India with very bitter feelings against the University and England in general.

Mr. Tara Chand, on the other hand, said that the majority of Indian students, for whom he was speaking, did not hold these views at all. He knew that there were such cases, but very many students, especially among the non-collegiate body, were quite happy in Oxford and had very good English friends.

Mr. Chagla did not think that any useful comparison could be drawn between the totally different conditions prevailing in a college and the non-collegiate institutions. He considered that Indians should go back to India for the long vacation.

Mr. Habib said that unless the present Committee were able to induce the colleges to admit more Indian students their main grievance would not be removed. In several cases the Delegacy had refused to forward a student's application, so that there was a feeling that the Delegacy was only a hindrance, and therefore to be avoided. As to their applications coming too late to obtain admission, that was caused by the results of their degree in India not being announced until June or July.

Mr. Sapru then told the Committee of his own experiences in regard to the Delegacy. Two years previously he had applied in India, and had been told that there were no vacancies at Cambridge. On trying to enter Oxford, the Students' Department informed him that the list was already full here also; in spite of this, he came to Oxford and gained admission at Lincoln College without any trouble. He had known many cases of students adopting this plan of procedure.

Mr. Tara Chand said that as regards the question of selection it was difficult to say who would be the best people to carry this out in India. He did not think that one body would be competent to choose suitable students for the wide range of subjects taken by Indians. They could, of course, tell the men the best places to go to study their particular subject. What was required in India was definite information that so many Indian students would be admitted in such a year at Oxford. While the men felt that by applying personally at Oxford admission could be obtained, they would go on doing so. He suggested that the Universities in India should act as Advisory Committees, but it would first be necessary to bring them into close contact with the English Universities—there was no such contact at present. Both in his own case and in that of Mr. Chagla, certificates of respectability, financial stability, and loyalty had to be obtained from the Deputy Collector of the District or a Justice of the Peace to be sent with their application to the Advisory Committees.

Dr. Bahl mentioned a similar case where a student had applied for admission to the Inns of Court. He had been asked to produce such certificates and went to the Students' Department to try and obtain them. The Department disputed the right of the Inns of Court to demand such certificates, but was not able to give them to the student. A certificate signed by his tutor was not considered sufficient by the Inns of Court.

The witnesses stated definitely that they would prefer not to be admitted to the University at all, rather than have a separate hostel for Indian students only. The general opinion of Indian students seemed to be that Government might provide some sort of premises—a University Institute—where they could meet, and the students realising the difficulties connected with running such a place would be prepared to receive a grant from anyone towards its upkeep. They would not object to having a few Dons on the Committee, as at the Union.

Their objection to the present Indian Institute was that a wider selection of newspapers was required in the Library. There were at present only those of Anglo-Indian views; it should be possible for people to read the views of both sides.

Mr. Chand said that there was a general desire among the Indian students to be allowed to join the Oxford O.T.C. In the same way he thought that facilities should be granted to them for training in the Navy and the Air Force as commissioned officers.

Dr. Bahl stated that they had documentary evidence that speeches made here at the University by Indian students were often reported and sent to the authorities. Moreover, they were often badly reported, and seditious statements incorrectly attributed to them. This was injurious in their subsequent careers, as the authorities held these reports as records against them.

It was pointed out that the obtaining of reports of this nature was a function of the police authorities, not of the India Office. Dossiers containing information of this kind were no doubt kept about anyone, whatever their nationality might be, who was suspected of holding subversive views.

NOTE BY DR. BAHL REGARDING THE TRAINING OF INDIAN FOREST AND INDIAN AGRICULTURAL SERVICE PROBATIONERS.

In their memorandum submitted to the Committee on Indian Students, the Oxford Majlis stated:—

"We are of opinion that provision can at once be made for the training of forestry and agricultural probationers in India to the standard reached at Oxford. It is wasteful on the part of the Government to maintain the Imperial forestry (Dehra Dun) and agricultural (Pusa) institutes in India and at the same time to send their probationers to Oxford to be trained at public expense."

After hearing my evidence, the Committee asked me to write a note on this question, which I submit as follows:—

Till last year the Imperial branch of the Forest Department was recruited entirely in England, but now part of the recruitment takes place in India, and all the probationers, whether recruited in England or India, are required to undergo their training for two to three years at the forestry schools of one of the three Universities in the United Kingdom, *i.e.*, Oxford, Cambridge and Edinburgh. The question has recently been raised by the Government of India as to the

advisability of either training the probationers for the Indian Forest Service entirely in India or confining the training to one centre in England. The professional forestry opinion in England represented by the *heads* of the three forestry schools (who are all retired Indian Forest Service officers) is strongly opposed to the first alternative; but I maintain that efficient training can at once be given to the forest probationers at Dehra Dun, and in many branches of the subject, *e.g.*, systematic botany of Indian trees, geology of India and Indian forest law (these form part of the syllabus), better practical instruction can be given in India than in England.

The forest institute at Dehra Dun has at least *six* Indian Forest Service officers and four instructors on its staff, including a Principal of the college, a sylviculturist and superintendent of forest working plans, a forest zoologist, a forest chemist, a forest botanist, and a forest economist. The Public Services Commission in their report (paragraph 32, page 23) maintain that "*up-to-date* institutions already exist at Pusa and Dehra Dun which can be utilised for the purposes of the Agricultural and Forest Departments." How much money is spent on these institutions is shown by the fact that "during the last financial year (1919-20) the Government of India sanctioned an expenditure of £20,000 (twenty thousand pounds) for the research institute at Dehra Dun and deputed one officer to England to purchase plant for the institute and another to America to study research methods in forest economics." (Moral and Material Progress of India Report, 1920.) There seems to be no justification whatever for this enormous expenditure of money in keeping the Dehra Dun institute up-to-date when all the Forest Service probationers are trained in England.

It may not be out of place to point out that Professor Schlich (the founder of the Oxford School of Forestry) and his successor at Oxford, Professor Troup, are retired Indian Forest Service officials, and so is Mr. Stebbing, the head of the forestry school at Edinburgh. India has paid for their life-long experience and the schools in Great Britain are benefiting by it. Let me add that while the forestry school at Dehra Dun was founded in 1881, the Oxford school was started in 1908.

The cost of training a forest probationer at Oxford comes to about £350 a year. The Secretary of State for India is now advertising for thirty recruits in England, and I understand that an equal number will be recruited in India, so that if the present wasteful arrangement continues, the cost of training sixty probationers for two years will be £42,000. How far the India Office directly subsidises the forestry schools in England is not known to the public. With all this expenditure, the Government of India have complained of the *inadequacy of training* of their forest officers (*vide* "Nature," December 2, 1920). There can be no stronger condemnation of the present system of training than this complaint of the Government of India.

Recently a scheme has been proposed by the Empire Forestry Association (consisting almost entirely of retired Indian Forest Service officers) to establish an Empire Forestry Research Institute at Oxford, and the Secretary of State for India has been, or will be, asked to subsidise this new institute, which will really be the present school very much glorified. I submit that such an institute already exists in India, and, if need be, more money can be spent on it instead of subsidising the school at Oxford and bringing the forest officers in India all the way to England. It is claimed by the Government of India that "100,000 square miles of forest area in India have been brought under regular management, systematic conservation and scientific working" (Moral and Material Progress Report, 1919-20), so that the proper place for an Empire Research Institute is in India rather than in England, where there are no forests at all.

Sir Murray Hammick pointed out to me in my evidence that the real reason for training forest probationers in England was that in France and Germany, forests had been scientifically managed for the last 150 years or so. I cannot speak with expert knowledge of forests, but I very much doubt if the proper scientific knowledge of forest management in all its branches dates to more than fifty to seventy-five years. If, however, the 100,000 square miles of scientifically-managed forest area cannot provide students with the full practical object-lessons, they may be sent for a period of about six months to visit the forest areas in France and Germany, but there can be no justification whatever for sending probationers to England for a period of two to three years.

What I have said about the training in forestry applies equally to training in agriculture, for which the institute at Pusa should be properly utilised.

(Signed) KARM NARAYAN BAHL,
President, Oxford Majlis.

Oxford, June 20, 1921.

MR. J. B. BAKER, M.A., Censor of Non-Collegiate Students, was called and examined.

He said that in the non-collegiate body there were a larger number of Indian students than in any college, the present number being fifty-three. They had no residential buildings, but had a library, common room, lecture rooms, &c.

The total number of non-collegiate students was 274. Of the foreigners in the body there were 2 Africans, 3 Egyptians, 3 Chinese, 1 Japanese, 2 French, 2 Americans, 2 South Americans, 10 Serbians, 2 Russians, 3 Poles, 2 Danes, 2 Norwegians, and 1 Swede. The abnormal number of Serbians was a product of the war; they had been coming since 1916.

So far as he knew, the Indian students did not live in any particular part of the town. The extent to which they mixed with the other undergraduates depended upon personality. Two Indians had rowed in the Torpid, five were in the cricket XI, and eight played other games. He had heard complaints from Indians of the treatment they received from other undergraduates, chiefly in that their athletic qualities did not receive fair recognition.

In the matter of applications, he pointed out that there were four ways of application :—

1. Through the India Office.
2. Through the Secretary to the Delegacy for Oriental Students.
3. Through friends in India.
4. Direct personal application.

The number of applications was very large. Since October 1920 there had been fifty-four applications in addition to the fifty-three who had gained admission, and not more than half of these came through Mr. Burrows.

The limitation to the number of admissions was regulated by :—

(*a*.) Qualifications (*i.e.*, examinations passed in India).

(*b*.) Accommodation. This difficulty existed both for Indian and European students owing to the general congestion in the University and the town. It was, however, more difficult to get rooms for Indians than for other students owing to some prejudice on the part of lodging-house keepers to taking Indians.

(*c*.) Tutorial staff.

There was no definite limit to the number of Indians that the non-collegiate body could take, but, at present, owing to the limitations mentioned, an increase in the number of Indians meant the shutting out of some other students.

As regards his experience of Indian students, he said that it had been varied. Some had been very good students, while some of those who were up at present were not likely to obtain their degree. On the whole, there was a larger proportion of Indians than of Englishmen who were intellectually weak.

The present type of Indian in the non-collegiate body was an improvement on the type that existed before the war, but he attributed this to the fact that owing to the great demand on the colleges, the better type of Indian who would normally have gained admission to a college was now not able to do so, and became a non-collegiate student. The same applied to some extent to the English students.

Speaking of the selection of Indian candidates, he said that the delegates of non-collegiate students were always ready to accept research students. There were at present five men reading for the D.Ph., five for the B.Litt., one for the B.C.L.

As regards those who come to read for an ordinary degree, he said that Indian graduates who had obtained a first or a second would be accepted, but he did not think that the Pass degree in India was a good enough qualification for a man to read for an honours degree at Oxford.

An entrance examination had now been made compulsory for men intending to read for a diploma.

In making selections, certain investigations were made as to the character and general antecedents of the applicants, but their political opinions were never considered. The Indian student had a firmly-rooted idea that espionage was practised in this respect, and it was very hard to get rid of the idea. He gave as an instance of the feeling the fact that Indian students who were reading history constantly refused to take as their special subject anything relating to India, being convinced that their papers would be overlooked by the India Office and their views noted. Such papers, of course, never went anywhere near the India Office, but the idea had a very strong hold.

Speaking of his relations with the non-collegiate students apart from their studies, he said that they came to him for advice of all sorts. Vacations were sometimes a difficulty with the Indian students, though as a rule they could be arranged very satisfactorily.

The chief difficulty in this respect was the danger of illness. He had noticed that the Indians seemed to suffer from the English climate. This became apparent, as a rule, towards the end of their second year in this country, and was characterised by a general failing in energy and a falling off in their work. It was suggested that this might be because they were getting more into the social life by that time, but the witness did not think that that was the reason. On account of this question of health he was in favour of Indian students coming to Oxford at a rather later age, as they would not then have to spend more than two years at the University.

As regards the expense of living as a non-collegiate student, he thought that £200 a year, including vacations, was the minimum. £85 a year was necessary for fees and living in term time, not including clothes, books or travel. £300 a year would be a comfortable allowance. He did not think that Indian students were, as a whole, embarrassed for lack of money; there had been cases, but these had been the result of extravagance, and need not have occurred. He gave as a typical case of difficulty that of an Indian whose parents had guaranteed him £300 a year and then reduced it to £240. The student had found very great difficulty in managing, but he had not been a particularly economical type of man.

The typical Indian student in the non-collegiate body was not now so economical as the former type had been, but this he attributed to the different type of person generally, both English and Indian, that was now coming up as a non-collegiate student as a result of the war.

He thought that the prejudice on the part of lodging-house keepers against taking Indian lodgers was the result of pure ignorance, and not because of any unfortunate experience they had had with Indians; in the vacations, when they had not got the chance of getting other undergraduates, he noticed that the prejudice diminished.

The chief deficiency that he noticed in the Indian students from an intellectual point of view was the general lack of proportion in ideas. They failed to grasp the difference between detail and important fact. This applied especially to the men who had only taken a Pass degree in India, a preparation which he considered insufficient.

Some Indians had come up to Oxford as non-collegiate students in order to take Pass degrees in the past, but he was trying to minimise the number who did so. At present the Indian non-collegiate students were all reading for honours except ten, who were reading for a Pass school as a preparation for honours, and eight Indian Civil Service probationers who were, of course, doing the special course prescribed for them.

He had a definite suggestion to make as a possible solution to the accommodation difficulty. In his view the India Office might provide funds with which the Delegacy could engage a definite number of rooms for Indian students. If there were not sufficient students to fill the rooms they would have to be kept on at a retaining fee, but as they could in all probability be sub-let, this fee would amount to very little. He thought that the financial risk was very slight, and would at most amount to £50 a year. The non-collegiate Delegacy at present had no funds at its disposal, and so could not take any steps in this direction.

There was one objection to restricting admissions to applicants from the Oriental Delegacy's list. There was a marked reluctance on the part of many Indians, some of them of the best type, to apply through the regular channel, because they resented being placed under guardianship. He pointed out that in the case, *e.g.*, of the Chinese, there was no such obligation. On the other hand, he preferred to take men through Mr. Burrows, because he was thus enabled to know more about them. Were it not for the reluctance mentioned, he would be glad to confine himself to the official channels; but when an application came to him directly, he nearly always referred it to Mr. Burrows before granting admission.

It was suggested that the breakdown in health noticed among the Indians might be due to their not getting proper relaxation in the vacations. They could not go home as the Englishmen could, and their holidays were possibly not spent under the best conditions. The witness admitted the possibility of this, though he said that many of the Indian students spent quite restful vacations, instancing as a case a little group of Indians who had been in the habit of taking a house together in Conway. The Indian students were very good to each other, and always ready to help each other in the way of vacations. There had been no attempt on the part of the University or the non-collegiate body to make organised holiday arrangements for the Indian students, though he thought that the suggestion was worth considering.

If men were ill in Oxford, the non-collegiate body did not actually look after them, but the Censor recommended doctors, and, where necessary, nursing homes.

He did not think that ill-health among the Indian students was due to bad housing conditions.

He saw no objection to Indian students remaining in Oxford during the vacation if they wished to do so, and in some cases he thought it would be a good thing for them to do. It was necessary for them, as for the other undergraduates, to get permission from the University, but he thought that this was granted without difficulty.

He considered that it was easier for a man in lodgings to work than for a man in college, and from this point of view the non-collegiate student had an advantage. The chief advantage in belonging to a college as far as Indians were concerned was the prestige gained by being a member of an old and famous institution. Academically, the non-collegiate body was as good as the colleges.

He would object strongly to the founding of a new hall for Indian students.

On being asked what suggestions he had to make as to the better preparation of Indians before they came to this country, he said that he found that they suffered from a great drawback in not knowing any other modern European language than English. He would recommend the study of French as a most useful language. Under revised schools arrangements this was going to be a necessity.

He agreed that it would relieve the congestion of the University if the Civil Service probationers were to study elsewhere than at Oxford.

There had been cases in which Indian students had been accepted as non-collegiate students after they had been told by the Delegacy for Oriental Students that there were no vacancies at the University. This was due to the fact that he had not always been consulted before that statement was made.

On being asked how many more Indians the non-collegiate body would be prepared to admit, supposing that the housing and tutorial questions could be dealt with, the witness said that he did not contemplate a constant proportion; he would not object to, say, half as many Indians as British and Colonial students. He did not think, however, that this number would want to come. In official quarters the attitude towards

the non-collegiate student was not good, and Indians felt that, with a view to obtaining appointments in India on their return, it was almost a necessity for them to have been members of a college, no matter what their intellectual attainments might be.

In the matter of selection the witness said that he saw the reports sent to Mr. Burrows from the Advisory Boards in India. If this information was not sufficiently full, Mr. Burrows made further enquiries and found out all necessary particulars.

FRIDAY, JUNE 3, 1921 (OXFORD).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, *Secretary*.

CANON B. H. STREETER, M.A., of Queen's College, was called and examined.

He said that he had spent some months in India and Ceylon in 1913, largely studying educational problems, and since then had kept in touch with Indian students in Oxford. He and his wife had been in the habit of organising reading parties, consisting of about six men and six women students, and it had been their practice always to include an Indian. He had recently published a book on Sadhu Sundu Singh in conjunction with an Indian. He had been to, and spoken at, meetings of the Majlis in Oxford.

He thought that the best type of Indian derived a large amount of benefit from his years at the University, and in his turn had much to give. The less desirable type, on the other hand, had nothing to give, and did not derive much benefit from Oxford.

The question of finance was important. In the case of men who came through the Delegacy, this was satisfactorily arranged, but in the case of other students there had been great difficulty; for instance, in the last year at Queen's, out of six Indians, four had caused financial trouble. He thought that the Indians who came to this country, or possibly their parents, were apt to forget the vacations when making their estimate of the total cost, and also that the increase since the war in the cost of an Oxford career was greatly underestimated in India.

He considered that the minimum allowance for a student belonging to a college at Oxford, including the vacations, was £350, and that to be ordinarily comfortable £400 was necessary. Since the war there was not the same difference in the cost of living between non-collegiate students and the members of a college. It used to be considered much more expensive to live in a college than to have lodgings in the town, but with the present increase in prices the cost of lodgings had gone up disproportionately.

The question of vacations for the Indian students presented great difficulties. Whereas the English boy had his home to go to and the American spent his time touring the Continent, or even going home, the Indian was often at a loss to know where to go. In his view, the best solution was to get English families to take these students during their vacations, but it was difficult to find the right kind of family who would be willing to do so. He thought that Indians suffered from being in a strange country where there were very few women of their own nationality. If there were a whole-time official in charge of the matter, arrangements could be made with families to take Indian students during the Vacations, but the great difficulty was that the Indians were apt to be suspicious, and were inclined to look on any whole-time official as a Government spy.

He thought that one difficulty in the way of social intercourse between the Indians and the English undergraduates was that the Indian was more sensitive than the average Englishman, and when he was treated by a third year man as any English freshman would be treated, he was apt to resent it and to think that he was being ignored because of his nationality.

The Student Christian Movement had done much good work in the way of the promotion of social intercourse. He knew that this society looked at the matter from a very broad point of view, realising that the Indians who came to Oxford were going back to India to fill important positions, and ought, therefore, to take back with them the best possible impressions of the English and of English life.

He said that a great many Indians frequented the S.C.M. House in Russell Square, London.

There were other societies in Oxford that were also having a good effect—such as the Lotus Club, which had a membership of about half English and half Indian members. The question of social intercourse could not be solved in any official way. Indians did not like to be invited in large numbers together to an English house or to a man's rooms; they preferred an Englishman to know a few Indians intimately rather than to make efforts about a large number in a semi-official way.

In choosing the Indian members of his reading parties, he had exercised great care to get men of the very best type; only one of them had been a member of his own college. The first two that he had had were Christians, but since then he had had non-Christians. In discussion, it was found that the Indian had, as a rule, a large store of interesting information about questions upon which the Englishman could not be so well-informed: also he had an interesting and fresh way of putting things: he nearly always had philosophic interests, and in this way contributed interesting matter towards religious discussion.

There had been no Indian women in his reading parties. At times he had asked them, but it had not been possible to arrange.

He thought that financial difficulties were sometimes caused by extravagance. He had noticed Indian students who gave the impression of dressing expensively, and he thought that some Indians gave rather lavish entertainments to each other. A man who could not pay his way prejudiced the whole position of Indian students in Oxford. Colleges were dissatisfied if accounts were not met regularly, and became disinclined to take Indians, especially as now that Oxford was so crowded every Indian accepted meant an Englishman refused.

He thought that Indian students who came from one of the Missionary Colleges in India had more of the public school spirit than those who had been educated at Universities and Government schools, and therefore got more benefit from Oxford. He thought that the foundation of some sort of hostel system in India would not be alien to the Indian genius, with its tradition of the closest personal relationship between the pupil and his "garu." The greater portion of the Oxford problem had got to be solved in India, and this would be a step towards it.

There ought to be much more careful selection in India, but the selection should not be made entirely on academic qualifications. As regards admission, he thought that the plan adopted in the case of admission of Rhodes scholars should be adopted in the case of Indians. These men were always encouraged to state a preference for a particular college, and the Secretary to the Rhodes foundation sent round a series of short lists, with testimonials, to each college, placing the names of those who had stated a preference at the head of the list that he sent to any particular college. The Secretary also stood to the Rhodes scholars in Oxford *in loco parentis*, and was regularly consulted by the student himself, or by the college, if ever he got into difficulties or needed official advice. He recognised that the Delegacy for Oriental Students worked on a similar system, but he thought that some steps should be taken to give the Indian students more confidence in it. At present the Indian student had got the idea of liberty somewhat on the brain, and this made him unduly suspicious of anything that savoured of supervision.

He was in favour of the establishment of an Advisory Committee to the Delegacy, composed of and elected by the resident Indian students. He thought that this could be worked on the same lines as the Students' Representative Committees which had been started since the war in certain colleges, and that it would bring more confidence into the Indians' relations with the Delegacy.

Balliol, he thought, had been on the whole the most successful college in dealing with its Indian students, and this might have been because a large number of men stated a preference for that college, and it had therefore been able to choose carefully and select the best material.

Surprise was expressed concerning the cases of financial difficulty that had occurred at Queen's, and the witness pointed out that such a large proportion as four out of six was, of course, quite exceptional, but that at the same time such cases were not uncommon in Oxford. They occurred more frequently with landladies than with the college authorities.

The witness said that the extravagant entertainment he had spoken of was among the Indians themselves and not necessitated by their entertaining Englishmen. He did not think that it was necessary for the Indian to live extravagantly in order to obtain popularity among the English undergraduates.

At Queen's a college loan fund had been recently founded to assist students who found themselves unable to complete their college career. Grants had been made to several Englishmen on the understanding that they would be paid back during the course of the following five years. An Indian had that very term been given a loan from this fund: but in the case of an Indian there was less possibility of investigating family circumstances to ascertain the genuineness of the need and also less security of repayment.

Asked, with regard to vacation arrangements, whether he thought that it would be possible to arrange some sort of vacation trips for Indian students, combining recreation with a certain amount of useful instruction, the witness said that he thought that it was a valuable suggestion, but that from his experience Indians were rather difficult to organise, and that this would be a difficulty in the way: also, it would be rather expensive. Possibly some sort of vacation hostel might be founded at a seaside or country place.

The Student Christian Movement made special efforts to induce Indian students to come to summer camps. At these Indians and Englishmen lived in tents together and mixed perfectly freely. He had never heard of any objection on the part of the English members to living at close quarters with the Indians, and close personal friendship between British and Indian students had often resulted.

MR. H. S. MALIK, of Balliol College, a probationer for the Indian Civil Service, was called and examined.

He said that what was generally agreed among the Indian students to be their chief grievance was that comparatively so few of them could get into college. He did not think that the non-collegiate students derived so much benefit from Oxford as did the college men, and it was only the latter who had any real chance of social intercourse with Englishmen.

He thought that the two types of Indian men who got most good out of the University were:—

(*a*.) Those who were up with the purpose of doing serious work, *i.e.*, research, or any serious branch of study.

(*b*.) Those who had been to an English public school.

He thought that the record, both at Oxford and subsequently in India, of the men who had received a public school education had been a good one.

As regards the selection to be exercised in India, he would not advocate a Government body for the purpose. He thought that it was necessary to have men on the Selecting Council who had experience of English Universities; but it should not necessarily be composed of Indian University authorities.

He thought that the Delegacy for Oriental students worked very well, and that, apart from the inherent distaste for guardianship, the Indians at Oxford respected it. His own relations with Mr. Burrows had been very happy.

The witness said that he had come to England in 1908, had spent a year in a preparatory school in London, and had then been at a public school for three years, coming to Oxford in 1912. He had served in the army during the war, and since then he had spent nine months in India. He thought that a man, if he had come over here to school and intended going to the University, should go home at least once during the time. He thought that it was essential for the Indian boy who came here to school to be placed in the care of a family in England, otherwise he was opposed to their coming at this early age.

Speaking of the difference in temperament between the Indian and the English students, he thought that the Indian was, on the whole, more serious, both in his games, possibly in his work, and in his general outlook on life than the average English boy. It was because of this difference that the Indian, without the public school preparation, found himself in a totally strange atmosphere when he came to this country.

He would welcome the introduction of the public school system to India, though there would necessarily have to be a few moderations to make it suited to the Indian genius.

He thought that in the promotion of social intercourse the various social clubs that existed were very useful as long as they did not tend to become political; he felt this to be a danger common to a great many college and University clubs. He did not know of any club which included in its membership Englishwomen and Indian men, though as regards the women's colleges, he said that he had received invitations to tea which showed that Indians were not ignored.

His life outside work was purely athletic. He had been captain of the Balliol Cricket XI, and he played golf for the University, which brought him into contact with many Englishmen, with whom he was on very good terms.

He did not think that there was any truth in the statement that many Indians did not get enough scope in athletics at the University. He felt convinced that if an Indian showed skill in a game he would have a perfectly good chance of getting into a team, either college or University. Indians were potentially very good athletes, but many of them were too lazy to take the trouble to become good at games: their reluctance to take part in games was less due to physical inability than to a constitutional laziness. He had made some effort to organise clubs and games for the Indians, but he had not met with much response.

He was a member of the Majlis, and considered it to be a valuable body provided that its present tendency to become a political society did not increase. He did not think that complaints should be levelled against it on account of political utterances which emanated from it, as similar complaints might with justice be alleged against any society with definite views, such as the Socialist and Labour Societies. He would be in favour of admitting Englishmen to the Majlis. He did not want to break up the Indian social traditions, but he thought that any form of Indian clique at Oxford was inadvisable.

As regards the cost of living at the University in a way that, without any extravagance, would enable a man to take part in college life, he said that in his view £400 a year was the minimum, but to be really comfortable he would put the amount at £550.

He had been in the French army from 1916-17, and subsequently in the Flying Corps in the English army, and had experienced no difficulty in getting on well with the other officers. They lived together in the closest and most friendly terms. He had been in his school O.T.C., and the English boys had shown no objection to his presence there. He did not think that the reason that the University O.T.C. was closed to Indians was a social reason; he thought that it was partly at least political. He considered the restriction unfair, and that Indians greatly resented it. He did not think that there was any feeling amongst ex-Service men that Indians should not be admitted to the corps.

He thought that the only way for the Indian to get into intimate social intercourse with Englishmen was by being at one of the colleges. He felt that the Indians in the non-collegiate body were inclined to congregate together and to nurse their grievances until these grievances, real or supposed, became exaggerated.

COMMITTEE ON INDIAN STUDENTS.

TUESDAY, JUNE 7, 1921 (BRISTOL).

Present:

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
MR. R. E. FIELD, *Secretary*.

PROFESSOR A. M. TYNDALL, D.Sc., Dean of the Faculty of Science, was called and examined.

He stated that he had had twelve years' experience of University work, and had been Dean of the Faculty of Science for one year. During the twelve years he could only recall two Indian students in the faculty, one of whom was still there. They had taken the first year of the science course and had then gone on to the Faculty of Medicine for a four and a-half years' course. The first year's course was identical in both faculties. He thought that neither of these men had obtained their degree in India before coming to Bristol. The subjects taken in the Science Faculty were chemistry, biology and physics. Anatomy and physiology were taken in the subsequent course in the Medical Faculty. The medical training at Bristol was considered to be a very good one.

He said that the Indians seemed to mix with the other students quite satisfactorily. As far as he knew, there was no question of any racial prejudice against them. He personally had had more experience of Egyptians at the University, and had found that they got on well with the others. The two Indian students in his faculty had been studious and well-behaved. They seemed to have a certain amount of difficulty in the practical work, and were not up to the standard of the English students. On the theoretical side their work was satisfactory.

Speaking of the question of vacations, he described the case of Egyptian students as being parallel to that of the Indians. They seemed to do a certain amount of travelling, though there were no holiday courses arranged by the University, with the exception of one for students reading for their B.Sc. degree, who could go on a holiday reading course in mathematics. There was no rule against Indian students remaining in Bristol during the vacations.

He estimated the expenses of an Indian student at Bristol at about £200 a year, including vacations; this figure was based on the amount of the grant given by the Government to ex-Service students, which was £150 a year plus all fees and an allowance of £5 for books and apparatus.

The witness stated that the majority of the students now lived in lodgings, but that there was a small hostel connected with the University in which eighty students were housed. It was hoped that this system might be extended and that all students whose homes were not in Bristol would eventually be able to reside in hostels. At the present time there were no Indian students living in the existing hostel; during the war one or two Egyptians and Siamese had done so. The authorities had already acquired a site for building a new hostel, and it was hoped that accommodation for about 400 students would be available before long. He agreed that corporate life on lines as near as possible to those at Oxford and Cambridge was the ideal to be aimed at.

Questioned about the standing of the Bristol degree, the witness replied that though the University was a young one its degree was considered to be good. The external examiners came from Oxford, Cambridge, London, or the other provincial Universities, and therefore the standard was kept up to that of those Universities. He did not remember any Indian student going in for the B.Sc. degree. There had been very few Americans, but some had come for post-graduate research work in chemistry. There had also been a few Canadian students.

As regards the qualifications required of applicants for admission, he said that matriculation at most of the Colonial Universities (including India) was recognised and accepted at Bristol.

In reply to an enquiry as whether, if their character and qualifications were guaranteed, the University would not be prepared to admit more Indian students than at present, the witness said that, speaking for his own faculty, he thought that five or six a year might be accepted, but that in the interests of the Indians themselves too many should not be taken, as they might form a "colony" and so miss the social intercourse which was such a valuable side of University life. The total number of students in the Science Faculty was 240 at present. The proportion of Indians might perhaps be raised a little beyond what he had suggested without undesirable results.

Referring to facilities for intercourse with the other men, he said that Indian students belonged to the Guild of Undergraduates; this followed automatically on their having matriculated; they were also members of the various University societies, such as the Literary and Dramatic Club, the athletic clubs, the Men's Union, &c. A society called the East and West Club had been started in connection with the Egyptian students, and men of all nationalities, including Indians, belonged to it.

PROFESSOR E. FAWCETT, M.D., Dean of the Faculty of Medicine, was called and examined.

He stated that there were two Indian students in the Faculty of Medicine (the total number being about 180) taking their first year's course, and there had been others with an Indian qualification who came for the diploma in public health, the only postgraduate medical course provided at Bristol. Students could take their whole medical training at Bristol; they generally commenced with one year in the Faculty of Science and then went over to the medical side where they qualified. He personally recommended students to come to the University for the whole of their course. Practical experience could be obtained in two qualifying hospitals in Bristol, though at present this was limited. Lack of funds had necessitated the closing down of many of the beds.

As regards the annual income necessary for an Indian student, he thought that it should not be less than £200 a year so long as prices remained at their present level.

Practical experience in public health administration was available to students. They were taken round by the medical and sanitary officers; they took a short course at the local fever hospital and another course of practical pathology and chemistry as applied to public health. This D.P.H. course at Bristol (the minimum duration of which was nine months) was considered by the General Medical Council to be a very good one. A previous course taken under the direction of a public health officer in India was recognised by the University, provided that it had followed the lines stipulated by the General Medical Council.

Speaking of the admission of Indian students, the witness said that the authorities had first to consider the applications coming from Bristol itself, as the University received a large grant from the town; the next claim was that of students from the British Isles, and then people from other countries were considered. Owing to the great demand, vacancies were at present mostly filled by applicants from the British Isles. Applications from Indian students had had to be refused owing to lack of space. The authorities generally insisted on a form being sent in, giving the applicant's qualifications and previous experience. They had been guided in compiling this form by a schedule issued by the General Medical Council. They also accepted matriculates from the University of Calcutta, that being the only Indian matriculation recognised by the Council.

Students generally came direct from India, and usually brought a recommendation from their headmaster. At the moment the demand for a University education was greater than the supply, but he thought it would soon become equal.

As regards the suitability of the Fellowship course at Bristol, he thought the clinical side needed improvement and that at present this was better taken in London.

He thought that students coming to the University for the D.P.H. course should concentrate more. At present they were mostly either in practice or taking a house-surgeon's or physician's job, with the result that they did not give their whole time or attention to the course. Tropical medicine had not as yet been developed as a subject at Bristol.

He did not see, with the present crowded conditions, how more vacancies for Indian students could be guaranteed. The Englishmen had the first claim. He thought that the authorities might be willing to admit more Indians provided that their moral character was absolutely guaranteed beforehand, as well as their intellectual capabilities. The former was most necessary, as it affected the question of men and women students working together, as they always did in the Faculty of Medicine.

PROFESSOR J. F. DOBSON, M.A., Dean of the Faculty of Arts, was called and examined.

He stated that he had had eleven years' experience at the University, and that there had been only three Indian students in the faculty during that period. There was one at present, reading for his Arts degree, who was very poorly prepared for a University course. He had been accepted on a testimonial from the Head Master of his school at Amritsar, and had been granted some concessions in respect of war service. His knowledge of English was insufficient at present to allow him to get full advantage from the lectures. He thought, however, that this was an exceptional case, and that most Indians came with a good knowledge of the language.

As regards the fees in the faculty, he said that they were now 35 guineas, as compared to 18 before the war. The Board of Education grants in Bristol were £150 per annum in addition to all fees, and he thought that the minimum annual income for a student was £200, to include fees. Even this was rather inadequate for Indians, and he suggested from £220 to £250 as being the amount upon which such students could live in comfort.

Students lived in lodgings, of which the University kept a list, but exercised no censorship over them. He thought that it would be desirable to introduce a proctorial system. He approved of the system of local Adviserships now in force at Manchester and elsewhere, and thought it might with advantage be extended to Bristol. The local Adviser should be directly responsible for the Indian students living in lodgings. In Bristol it was possible to live in quite a good family for £2 per week. He would deprecate the establishment of a purely Indian hostel. Halls of residence should have representatives of every class and nationality, on the lines of the colleges at Oxford and Cambridge.

Speaking of the subjects in which the University was particularly strong, the witness mentioned history and philosophy. Languages, both ancient and modern, were moderately provided for.

There had been one American and one Chinese student at Bristol. He did not remember any colonials.

Provided that their character and intellectual capabilities were suitably guaranteed beforehand, he thought that the number of Indians admitted might be 10 per cent. of the total number, which was 250 at present.

The witness said that no course in civics was provided in the ordinary degree curriculum, but that there was a special one intended for graduates, and dealing with social work, managed by a Committee responsible to the University. At the end of two years a diploma was granted by the University.

As regards theological instruction, there were four colleges associated with the University in this branch. There was no specialist at the University, however, for comparative religion, though it was taken as a subject. He thought that, were sufficient funds available, it might be developed further eventually; there was no chance of this in the near future.

As regards social intercourse between Indian students and the other men at the University, he thought that they had their fair share in the general life of the place. They took part in athletics, and belonged to the various societies on exactly the same footing as the English students.

There was a diploma course in education, which was meant for post-graduates. Some men were taken at the University for a two years' course; the first half was spent on academic subjects, and the latter on the theory of teaching. The students taken for a four years' course read for their degree during the first three years, and during the fourth for a diploma in education. It was now possible to take a M.A. degree in education.

A Bristol research degree might be granted for work which had been done in Oxford, London or elsewhere. At Bristol the lack of library facilities was a hindrance to research work. More books were urgently required in the history and economics libraries, though much good work was done with the limited resources at their disposal. Facilities in Manchester were much better.

In reply to an enquiry as to whether the students at Bristol were drawn from different classes to those at Oxford and Cambridge, the witness stated that there was a certain amount of difference. There was a class of men who went to Oxford or Cambridge simply because it was the usual thing for men of their position to do. At Bristol, although there were a few public school boys, the greater number came from the grammar and secondary schools.

Note.—Professor Dobson subsequently wrote that since he gave evidence before the Committee a special grant of £200 to the History Department had made considerable improvement in the library possible. He added that there was in the Central Municipal Library and elsewhere considerable material for research in *local* history.

PROFESSOR F. FRANCIS, D.Sc., Pro-Vice-Chancellor of the University, was called and examined.

He said that he had been connected with the University since its foundation. He belonged to the Faculty of Science, and in his department, Chemistry, there had not as yet been any Indian students. There were at present some Indian students in the University, but very few ever did Science.

He thought that the suggestion of instituting some sort of local Adviser to the Indian students at Bristol would be a valuable one if put into practice. He did not think that it would be difficult to find a junior member of the staff who would be willing to undertake the office, provided the necessary funds were provided by the Government.

Speaking of admissions, the witness said that most of the Indian students in Bristol were members of the Engineering Faculty and that information concerning these men could be obtained from the Dean of the Faculty. He did not think that Indians made application through any of the Advisory Committees in India.

He considered that the minimum yearly allowance for a student at Bristol University, including living in the vacations, would be at least £200, plus the tuition fees, which amounted to about £30 a year, and an allowance for books, but again suggested that the Dean of Engineering should be consulted.

He advised that Indian students coming to an English University should take some course involving practical laboratory work. He thought that it had generally been found that Indians were deficient in practical handiwork and needed training in this respect.

As regards the special subjects for which a student would specially choose to come to Bristol, he said that the History school was of very excellent standing and that the Philosophy school was equally good, but suggested

that a more satisfactory opinion could be obtained from the Dean of Arts. As regards Science, the University had an established reputation for its department of Chemistry, including Physical Chemistry.

He did not think that there need as yet be any limit to the number of Indian students that the University was prepared to admit, as soon as the present rush had subsided. The first claim was that of the city of Bristol and adjoining counties, who were supporting the University.

In reply to an enquiry as to the possibility of carrying out work in Industrial Chemistry at the University, the witness said that the postgraduate courses were not done there. The honours degree course took four years, the last twelve months of which were mainly devoted to research. Such subjects as the colloids, with soap as a type, tannins, the chemical dyes, and the oxidisation of paraffin wax were at present being studied. Even if an additional postgraduate course on Industrial lines were inaugurated, he doubted whether students would be found for it; after four or two years at a University it was usually more profitable for the Science man to move on somewhere else. As a matter of fact, a great deal of postgraduate work was being carried out in such departments as Chemistry, but in all departments there was, of course, a large amount of research being done and a large number of students were engaged in such work.

Speaking of Agriculture, the witness drew the attention of the Committee to the school for the investigation of diseases in fruit at Long Ashton. All the students at this station were graduates, and no one was accepted who was not considered to be capable of original research work. Accommodation was very limited.

In two years the new physical laboratories at the University would be completed, and would be among the finest in the world.

The University of Bristol did not believe in the cast-iron examination system. In Science the student's work throughout the course was recorded and carried great weight in the final examinations.

He thought that the Indians, seeing that they were in a strange country, would not resent the presence of an Adviser to them in Bristol. Students in general were opposed to any form of supervision, but the circumstances of the Indian students altered the case.

The University was in close touch with many of the great industrial firms in the country. All the men who had done the honours course at Bristol had been placed with firms and were doing scientific industrial work. He did not think that firms were opposed to taking Indians. When told that there had been great difficulty in this respect, he assigned it to two causes :—

(*a.*) That Indians had applied to be taken into firms as pupils, a request that would probably be refused in the case of Englishmen.

(*b.*) That application had been made through a Government office, and that firms as a whole disliked dealing with the Government. He thought that if applications were made personally to the heads of firms by people who knew them the difficulty would not be so great.

He did not think that firms were afraid that Indians would steal their trade secrets.

If Indian applicants were found to be properly equipped, they would be admitted to the M.Sc. and Ph.D. and D.Sc. courses at Bristol.

PROFESSOR G. H. LEONARD, M.A., Professor of Modern History, was called and examined.

He said that there were no Indian students at present reading history at Bristol, but that, having visited many of the Universities, colleges and schools in India, he was deeply interested in the students and had made it his business to see as much of them as possible during the twenty years he had been connected with the University. He thought that they were now mixing much more in the social life of the University than had been the case in the past. Some of them had been very lonely at the University, but many of the English students were now making a much greater effort to admit them to their friendship.

The East and West Society had done, and was doing, very valuable work in this respect. This society had been founded just before the war, but it had not come to anything then. This was the second year of its resuscitation, and it was in a very flourishing condition. The membership was about half European and half Oriental. All the acting officers were undergraduates.

Several Indian students had done well in athletics, and the opportunities now being offered in this respect were excellent.

He had never heard of any Indian students being in financial difficulties.

He thought that £200 a year was about the sum upon which a student could manage.

He would welcome a local Adviser to Indian students at Bristol, but he thought that he should be a man on the staff of the University rather than an India Office official.

As regards the difficulty of getting lodgings, this had applied of recent years to all the students. The University did not at present do enough in this respect, and he conidered that some system of licensed lodgings such as that at Oxford and Cambridge should be started. This was suggested many years ago by a Special Committee, of which he was a member. The report, however, was still "lying on the table." A local Adviser would be able, amongst other things, to help the Indian students in regard to lodgings and should also amongst many other things be of use to them in helping them to see the best side of English life. Indian students often had failed to get much of the real "education" that was possible during their stay in England.

He could not say whether any Indian students had applied for admission through the Advisory Committees in India, but he knew that a great many had made personal applications. Applications were made in the first place to the Registrar, then the question of matriculation had to be considered, and the application where any kind of difficulty might arise, as it did sometimes in their case, was finally referred to the Committee of Deans, who reported to Senate.

The objects of the East and West Society were to promote friendly intercourse between Oriental and English students. With the object of providing a hearty welcome, there was going to be a reception at the very beginning of the next academic year, to which all foreign and Oriental students would be invited, and the opportunity would be taken of introducing them to the various University clubs and societies. He was anxious for the Indian students to obtain the full benefit of college life and all that it stood for. He was hoping to make arrangements to take them round the city of Bristol and to teach them to appreciate its interest and beauty and understand something of the city life.

History was one of the largest departments in the University, and he thought that it would be a valuable study for the Indian students, especially as the school dealt particularly with political science and the economic and social side of the subject. The English industrial revolution should, he thought, be studied by Indians. There was a danger that, unless the problems were carefully studied, many of the mistakes made in this country over a century ago might be repeated in India, where industry was now advancing so rapidly. He considered that the schools of literature and education both provided valuable training for the Indian students.

Latin or Greek was compulsory for the arts degree, but in the case of Orientals this stipulation would be waived. The University would not lose a good man simply because he did not know a classical language. For the history school some knowledge of Latin was necessary, but this was not likely to make any very serious difficulty. The University was not unreasonable in these matters. In the past there had been a system of evening classes for the degree curriculum. These had been asked for especially by teachers, but they were not successful and had been given up. The witness did not now consider that they formed a valuable addition to the University's activities. He had come to think that any degree thus obtained would be a barren one, carrying with it none of the social and intellectual advantages that come from University life, which was missed by evening students, and the students were as a rule not in a fit state at the end of a hard day's work in a school or elsewhere to do really good work. The evening classes for working men were not degree courses and did not involve the same kind of strain.

He did not agree with the view that "East is east and west is west, and never the twain shall meet." The East and West Society had been very successful at Bristol. There was a real comradeship between Englishmen and Indians. He did not think that it was necessary to be a good "sportsman" to enter into many benefits of University life. There was the "spiritual" side of the life of the University, to which India should make its special contribution. Sport was, however, an important feature and should not be neglected. In his opinion, the Indian students certainly did acquire a feeling of affection for the University of Bristol and an interest in the city itself.

The proposed residential halls, when they were established, would be open to all students in order of application. Indians would most certainly be admitted if they so desired. He did not think that it would be in the real interest of the Indian students to go to a special Indian hall.

Most of the students at the University came from Bristol and the surrounding counties, but there were also students from further afield, in England and Europe. There were some men from the north of England, Scotland and Ireland at the University at the present time, also French, Roumanian, Belgian and other students. Local authorities gave consideration and help to Bristol and students from neighbouring counties, though outsiders, were cordially welcomed, as by this means the University was kept from becoming too parochial. A University worthy of the name ought to draw students from all parts of the world.

Professor Leonard subsequently wrote :—

"If Indian students are willing, they should certainly mix in as free a way as possible with the other students. Since applications from India might come late, for various reasons, it might be advisable to ask that a certain number of places in the hostels should be reserved for Oriental students, so that, as far as possible, no Oriental student should be kept out by an application which he could not avoid being late. When the hostel system is perfected, the need of a special 'Adviser' (or whatever the office might be) might be rendered unnecessary. The greatest care should be taken to appoint wardens of these hostels. The reason why I have suggested an 'Adviser' is not that the Indian student should be 'supervised' and 'directed' in a different way from the ordinary student—a thing he might very naturally resent—but that, coming into a strange country, he might find someone who understood him and thought sympathetically of his special needs, and was qualified, in some way, to give him special help and guidance, at all events in the early stages, and advise him in case of any special difficulties he might meet as a stranger ignorant of the ways of a new country."

MISS M. C. STAVELEY, M.A., Tutor to Women Students, Lecturer in History, and Warden of the University Hall of Residence for Women Students, was called and examined.

She said that there had not as yet been any Indian students in the Hall. She had been approached on the subject by the Indian women, and had said that, provided that the same personal references could be obtained in their case as she was in the habit of requiring from English applicants, there would be no difficulty in the way of their admission.

There were at present about 365 women students at the University. A great many of them were natives of Bristol and were living at home; there were eighty at the Hall of Residence, and there were five small training hostels, each accommodating from twenty to thirty students. A large number of the women students had city scholarships. Women belonged to all the faculties of the University. The majority of them were reading arts, but there were a large number of science students, of medical students, and even one doing engineering. In all departments they shared complete equality with men. She considered that the standard of the University was very high, and she always found it easy to get posts for her students. Bristol was modelled more nearly on Oxford than any of the other provincial Universities.

At present more applications for admission to the Hall of Residence were being received than could possibly be granted. There was no restriction of the proportion of women students admitted to the University. They came *qua* students and not *qua* women.

The vacancies in the hall for the ensuing year had already been filled, but there was no definite time for closing the books, as some applicants to whom admission had been granted were liable to fall out before the session began.

All students had to matriculate before being admitted to the University, but she thought that in the case of Indian students some allowance might be made in this respect if they had passed some qualifying examination in India.

The cost of living at the Residential Hall depended on the room occupied. A small room cost from 50 to 55 guineas a year and a larger one from 60 to 65 guineas. The University fees, which were extra to this, amounted to about £30 a year. She thought that an Indian woman student would need an allowance of not less than £200 a year to meet her expenses during vacations as well as in term time.

A scheme for the provision of some sort of licensed lodging system such as that which prevailed at Oxford and Cambridge was at present under discussion, and she hoped to compile a list of registered families with whom women students could live for their first year, before admission to a hall.

She thought that the diploma in education of Bristol University ranked quite as high as that of the University of London; its holders had no difficulty whatever in obtaining suitable posts.

In reply to an enquiry as to the value of the county scholarships, the witness said that she had not the exact figures to hand; the major Somerset scholarship was about £90 a year, the Gloucester about £100, and the Wiltshire about £120. There were a large number of city scholars, but not many scholarships were granted by the counties. The financial standing of the students at Bristol varied very much.

There was a training course of two years, but the University was trying to eliminate this class of student in order to provide more room for those who desired to take the full course.

WEDNESDAY, JUNE 8, 1921 (BRISTOL).

Present :

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.

MR. R. E. FIELD, *Secretary*.

PROFESSOR J. WERTHEIMER, B.A., D.Sc., Dean of the Faculty of Engineering, was called and examined.

He stated that the University was established in 1909, but the Merchant Venturers' Technical College had been in existence before then, and he had been Principal of it since 1890. Indian students had come to Bristol to work for London degrees before the University itself had actually been founded, there being

MR. B. L. SHARMA, a first year student in the Faculty of Electrical Engineering, was called and examined.

He handed in the following statement:—

"STATEMENT BY INDIAN STUDENTS AT BRISTOL.

1. The reasons which induce Indian students to come to this country for education and technical training are as follows:—

Greater value is attached in India to education received at British Universities as compared with education imparted by Indian Universities. A man qualified in Great Britain and Ireland receives higher salary. Men for Indian P.W.D. and State Railways (Imperial Service) are recruited from British Universities. So also I.E.S., I.M.S., &c.

A large number of students come to this country for better Technical, Commercial and Agricultural training, besides those coming to call for the Bar and to learn Economics, History, Literature, Accountancy, Languages (classical), Forestry, &c. In general, the status of one qualified in the United Kingdom is higher than one qualified in an Indian University.

Students come here not only for a pecuniary point of view, but also to get free and liberal education, better training, especially in the technical branches.

Facilities for higher research work are very limited in India. Libraries are few and poorly equipped for higher work. Some of the laboratories are lavishly furnished and fitted, but proper use is not made of them. Students are not given scope to learn what they wish to learn. Naturally, the right sort of atmosphere for enquiry and research would vanish.

Most of the students leave India for the acquisition of higher knowledge (Technical, Commercial, Social, Literary, &c). Naturally, they would seek to go to a place where they are imparted best. The social and intellectual advantages offered by the Universities and the intellectual way the lectures are delivered attract students more and more. There are no technical institutes in India in which the higher standards are reached, and in many branches of commerce and industry no training is available. So also in Metallurgy, Marine Engineering, Commercial, including Chemical, Engineering. There are no firms which could take students for practical training. For instance, there are no concrete engineering firms. In general, those firms which manufacture goods to any considerable extent cannot, or at least do not, take students for training.

In view of increasing demand for the establishment of new industries in India, students have to leave the country to get necessary training. A few of the branches of study are provided for in the curricula of most of the Indian Universities but not all. In view of the fact that industries would play an important part in India, Indian Universities should enlarge the curricula of students and include all technical branches of study and should give scope for higher research work.

2. We are of opinion that many deficiencies enumerated above can be remedied by the Government:—

(i.) The value of Indian degrees should receive adequate recognition.

(ii.) Larger grants should be made by the Government for providing research facilities in various Universities, and Universities should be organised to undertake research in addition to teaching. Institutes capable of giving training to the highest standards should be established besides those that are existing.

A large number of students should be trained in these institutes.

Provision should be made for the teaching of subjects not included in the curricula.

Students should be encouraged to go to countries offering better facilities for Indian students.

More colleges should be established in each University.

The value attached to Western education is largely a matter of individual opinion. On the whole Indian students gain more by coming to the United Kingdom. We feel that the full advantage of the training and knowledge received by them has not been made for lack of sufficient opportunities in India.

No restriction should be levied on the number of students admitted in any English University.

Advisory Committees for reasons difficult to understand or appreciate have not been very enthusiastic in giving all possible support to students desiring to come and join English Universities.

*(1.) No restrictions should be made as to the number of students to be admitted if the students can get admission in any University.

*(2.) The examinations of Indian Universities should receive uniform recognition in all Universities in the United Kingdom. We are of opinion that the graduates of Indian Universities, in recognition of their having gone through the course in their respective subjects, should be permitted to follow final year's course without going through the course again, and those students who have passed the Intermediate Examination should be exempted from the Entrance Examination and allowed to take Intermediate Examinations direct if they can.

*(3.) This depends on individual cases.

*5. We are strongly of opinion that it is not desirable to establish a hostel for Indian students in any centre. It means segregation.

*(7) and (8.) Firms which tender for Indian Government contracts should be obliged to admit to their works a number of Indian students for practical training.

In reply to questions witness said that Indians considered it a grievance that in the Electrical Engineering course, on account of their not having a sufficient knowledge of mechanical drawing, they were not exempted from any part of the three years' course if they had the Indian B.Sc. degree.

He had come to Bristol last October and had spent a few months in lodgings, but was now living in a private family. He greatly preferred the present arrangement, as it gave him the opportunity to mix with English people.

On his return to India he hoped to secure employment at a new works that was about to be established at Delhi.

He intended to spend the coming summer vacation partly in Bristol, where he would have opportunities for playing tennis, &c., and partly at a seaside resort. The family with whom he lived were always ready to give him any advice he needed in this respect.

He had never visited any of the English students in their homes, though he met and knew them in the University. Indians were admitted to the University clubs and could obtain a certain amount of social life in this way.

He did not wish to see a Local Adviser to Indian students instituted in Bristol. He thought that the senior students could be relied upon to give the necessary help to the new arrivals. When he first arrived in England he had stayed for a short time at the Shakespeare Hut.

He had left India having secured a promise of admission to an English University through a friend of his already staying at Bristol. He had at first been refused admission to Bristol, but an Indian student who had been expected failed to come and the vacancy had been offered to him.

He did not think that any Indians had made application for admission to the Nautical College at Bristol, because the Naval Service was not open to them, which, in his opinion, should be the case.

He was a member of the Guild of Undergraduates, the membership of which carried with it entrance to all the University societies. The East and West Association had both Indian and English members, and social intercourse between the two races had been greatly furthered by the society.

He was paying £2 2s. a week for his board and lodging. For this sum he lived very comfortably.

When asked to state his objection to the existence of a Local Adviser to Indian Students at the University of Bristol, he replied that in the first place his own experience of Advisers in India had been such that he did not welcome the idea of any expansion of the system, and was, on the other hand, of opinion that it should be totally abolished, and that secondly the students resented interference with their life whilst they were at the University. He thought that the money which would be spent on an Adviser in Bristol might be put to better purposes, and he repeated his opinion that all the necessary help could be given to the Indian students when they arrived by the senior students in the University. The Indian students, at present, always helped each other in every way they could.

All the Indian students at Bristol had known of the Committee's visit, and he had been appointed by them as their spokesman. He had no further point to discuss.

*(These figures refer to the points mentioned in the second part of the memorandum issued to witnesses.)

Note.—The witness subsequently wrote "The Bristol students are also of opinion that they should be given admission to the O.T.C. and that the naval and military trainings should be open to any of them who would like to enter into that branch of education."

THURSDAY, JUNE 9, 1921 (BIRMINGHAM).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
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MR. M. N. CHATTERJEE.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. G. H. MORLEY, M.Com., Secretary to the University, was called and examined.

He said that applications from all students (including Indian students) were made direct to the Registrar. When persons had been admitted after all the necessary information regarding the academic and general antecedents of the applicants had been obtained, the names were handed on to the Secretary. It was his business to obtain the fees which were payable yearly in advance, and to put students in the way of securing lodgings.

There was at present no hostel for men students, though steps were now being taken to provide one, and it was hoped that it would be opened during the next year. There was a hostel for women students which had capacity to house about eighty students. He kept a list of recommended lodgings, in all about 300 addresses, some in Birmingham and some in the suburbs, and students when admitted to the University could make use of this list. There was, however, a considerable difficulty in obtaining rooms for the Indian students owing to a certain prejudice on the part of landladies against Orientals. The Guild of Undergraduates were trying to help Indian students in this matter by arranging for a senior English student to accompany an Indian in his search for rooms with a view to giving the landladies more confidence in taking them. To a certain point this arrangement had been successful.

He looked forward to an extension of the hostel system, as he considered the corporate life thus provided would be of great value to Indians and English alike.

He stated that he had had some difficulty in getting payment of fees from Indian students. The fees for the first year were usually paid quite satisfactorily, but these students tended to become remiss in their second and third years. He attributed this partly to the fact that their allowances did not always arrive punctually from India, but more to the fact that they spent their money too freely. Many of the English students had very limited means and yet paid their fees regularly, whereas he saw Indians about in the University wearing expensive clothes whose accounts were in arrear. He thought that, even though these students might not be unduly extravagant, there were certain economies that they might practise in order to pay their fees more promptly and regularly.

He had not heard any complaints from landladies that Indians did not pay their bills or that their conduct was otherwise than satisfactory.

He had no definite information regarding the subsequent careers of Indian students who had graduated from Birmingham.

Questioned as to the placing of Indian students in works for practical training, he said that firms seemed reluctant to take Indians on to their staff or to allow them to come as pupils. The feeling seemed to be that the workpeople would object to being under the direction of anyone of non-British nationality. For further information on this point he thought that the Committee might approach the Secretary of the Birmingham Chamber of Commerce, as all the most powerful firms were represented on that body.

At present there was no Adviser to Indian students in Birmingham: he thought the suggestion an excellent one, and was sure that the University would welcome it. He thought that the Egyptian Educational Mission might be the model for a similar Indian institution: the Educational Adviser to Egyptian students acted as financial surety for the students to the University, and visited the University at least twice a year to see the authorities about future admissions, &c., and to see the Egyptian students individually.

The University had no connection with the Indian Students' Department in London. Applications came personally from the students themselves, and there was no financial guarantee for them.

He thought the appointment of one local Adviser for the seven northern Universities would be a step in the right direction, and that as there might not be sufficient work in each University for a separate Adviser this was a more practicable suggestion in the first instance than the former one of establishing a separate one for Birmingham.

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The witness said that the connection between the seven northern Universities was that they had a common matriculation examination, and they held joint councils to discuss many important matters affecting the administration of the Universities.

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Note.—The witness subsequently wrote "The Bristol students are also of opinion that they should be given admission to the O.T.C. and that the naval and military trainings should be open to any of them who would like to enter into that branch of education."

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THURSDAY, JUNE 9, 1921 (BIRMINGHAM).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
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He looked forward to an extension of the hostel system, as he considered the corporate life thus provided would be of great value to Indians and English alike.

He stated that he had had some difficulty in getting payment of fees from Indian students. The fees for the first year were usually paid quite satisfactorily, but these students tended to become remiss in their second and third years. He attributed this partly to the fact that their allowances did not always arrive punctually from India, but more to the fact that they spent their money too freely. Many of the English students had very limited means and yet paid their fees regularly, whereas he saw Indians about in the University wearing expensive clothes whose accounts were in arrear. He thought that, even though these students might not be unduly extravagant, there were certain economies that they might practise in order to pay their fees more promptly and regularly.

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He had no definite information regarding the subsequent careers of Indian students who had graduated from Birmingham.

Questioned as to the placing of Indian students in works for practical training, he said that firms seemed reluctant to take Indians on to their staff or to allow them to come as pupils. The feeling seemed to be that the workpeople would object to being under the direction of anyone of non-British nationality. For further information on this point he thought that the Committee might approach the Secretary of the Birmingham Chamber of Commerce, as all the most powerful firms were represented on that body.

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The "sandwich" system was not practised at Birmingham: it was considered more profitable to carry the practical and theoretical work along parallel lines for the four years' course that was necessary, after matriculation, to complete the degree. The

none awarded by Bristol then. There were now about eighteen Indian students in the faculty, which was on the whole an average number. It showed perhaps a slight increase, but that was due to the increase in numbers generally.

He did not think that the proportion of Indian students at the University should be too large, and in consequence a certain number of applications were refused.

Speaking of applications for admission, he mentioned several students who had finally decided not to come to Bristol because no diploma was given there, and they anticipated difficulty if they returned to India without any diploma to support their claim to have taken a degree at Bristol. The point was being brought up for consideration, and he hoped that in future a printed diploma would be given.*

He always considered two points concerning applicants :—

(1.) Whether they were qualified for matriculation; and

(2.) Whether there was satisfactory evidence as to their character.

He received no applications from the Advisory Committees in India; they came through the Indian Students' Department in London or more usually directly from the students themselves. His faculty was prepared to take ten Indian students a year at present. If the number of applicants greatly exceeded that figure the standard of admission would have to be raised; he might be able to take more if really suitable and well-qualified students were forthcoming. The total number of students in the engineering faculty was 240.

The matriculation examination of an Indian University was accepted as qualifying for admission, provided that the student had a sufficient knowledge of English. Men who had obtained an Indian degree in mathematics were as a rule exempted from the intermediate examination and one year of the Bristol course; the same concession was granted to holders of the Higher Sub-Engineer's Certificate (with great credit) of the Roorkee Engineering College. He sometimes accepted as non-matriculated students men whose general education was somewhat weak, but who were strong in mathematics.

He had found Mr. Campion, the Engineering Adviser in London, of the greatest help, and often consulted with him concerning the students, the standing of various Indian colleges, and many other points. Mr. Campion gave advice to the Universities as well as to the students.

On it being pointed out that the statement, in the written memorandum (printed below) submitted by him to the Committee, that the Government of India did not give engineering scholarships was incorrect, the witness explained that he had obtained this information from several of his senior students, all of whom were, however, taking *civil* engineering, and he understood for this branch it was correct to say that there were no Government scholarships.

The Indian students at Bristol generally lived in families. The majority of them were opposed to the idea of a special hostel for Indians, as they thought that the result would be that they would lose the opportunity of becoming acquainted with English people and customs—one of the principal advantages of coming to this country for a University education. He agreed with that view.

No Indian students had joined the engineering faculty for post-graduate work; in fact, there were at present only two Englishmen doing this. In his opinion, the mere fact of having obtained an engineering degree did not qualify a man for research work; he needed practical experience also. English students generally entered works after graduating, and were then able later to carry out research work, generally for the benefit of those who employed them.

For a matriculated student there were at Bristol two courses :—

(1.) The ordinary degree course of three years' duration; and

(2.) A sandwich course, extending over five years.

In the case of the latter, the student first worked for one year at the University and then went to a works for twelve months; he then returned to the University for two years, at the end which he took his degree and then went back to the same works for the fifth and last year. No Indian students had taken the sandwich course; very few had applied for it, and it had been found impossible to place those who had on account of labour and other difficulties. The workmen had objected to the admission of Indians on the ground that they would displace an ordinary workman. This objection applied to all "foreigners"—Canadians and Australians found less difficulty because it was less evident that they were not English. But there were also difficulties on the employers' side, for they looked to obtain the benefit of good recruits who would remain some time with them. For that reason it was difficult to get them to accept Roumanian and other European (as well as Indian) students under the sandwich scheme. In normal times (the members being affected at present by the coal crisis) about one student in every six took the sandwich course.

The witness gave the following statistics as to the number of Indian students in the various branches of engineering (the first year of the course being the same for all) :—

	2nd year students.	3rd year students.
Civil engineering ...	2	3
Mechanical engineering (Government scholar) ...	1	none
Electrical engineering ...	2	none
Automobile engineering ...	none	none

In his opinion, all the courses were equally good. Hydraulics were included in civil engineering, and taken by the mechanical engineers also. It was sometimes possible for Indian students to obtain works training in the long vacations.

He thought that the Indians generally spent part of their vacations travelling about the country. They were for the most part older men than the ordinary English undergraduate, and did not require much supervision: they seemed quite capable of looking after themselves. They mixed with the other men, and the feeling between them was quite satisfactory. If they had a defect, it was, in his opinion, that they were a little inclined to be too bookish and to give insufficient time and attention to athletics, and the various University clubs and societies.

As an indication of the good relations which existed between the Indian and English students, he emphasised the fact that one of the former had in a former session been elected Chairman of the Students' Common Room Committee.

As regards the question of finance, he said that students could live on £150 per annum as a minimum. He would advise an allowance of from £200 to £220 a year to include fees which amounted to 40 guineas a session. He thought that the stipend of £200 plus 25 per cent. war bonus given to Government scholars in addition to fees and travelling expenses was rather too liberal.

He said that the standard at the University was considered to be high, the external examiners coming from other Universities; and that comparatively few Indian students took honours. Two Indians had obtained 2nd class honours so far.

He thought that in the case of men coming from India to take engineering it was to their advantage to have had some previous practical experience—it was essential that they should be able to use their hands as well as their brains. He spoke well of the men who had come from Roorkee.

He was not in favour of a special local Adviser to Indian students in Bristol. He had found the Indian Students' Department very valuable; it answered enquiries and gave information that would otherwise have had to be obtained by writing to India.

In reply to an enquiry as to whether there were any facilities at Bristol for the study of navigation, the witness said that there was a department, and the course prepared for the examinations for certificates conducted by the Board of Trade. This course was for

* N.B.—Towards the end of June 1921 the University decided to give a formal diploma on application.

men who wished to become mates or masters in the mercantile marine. It was of no fixed duration; a part of it might be taken when a man's ship put into Bristol for two or three weeks or months, and continued perhaps a year or more later.

On being asked what opportunities students who took the automobile engineering course at Bristol would have of exercising their knowledge on their return to India, where there were no motor construction works, the witness replied that for this very reason he thought that such men would be able to command a good salary and position, there being so little competition.

Questioned further as to the number of places in the University that might be reserved for Indian students, he said that it might be possible to keep as many as thirty or forty in his college out of a total of about 240 (that would mean admitting thirteen or fourteen Indian students each year).

There was no special training in dock, railway or irrigation engineering at Bristol. In his opinion each University could not specialise in all branches of engineering; this would neither lead to efficiency nor economy.

Memorandum by Professor Wertheimer.

Committee on Indian Students.

I enclose herewith some particulars in regard to Indian students who have attended this faculty, and I also append my views on the points mentioned in your Committee's memorandum, dealing with your first three points under the heading A, and with the remaining eleven points under heading B.

A.

1. I think Indian students visit Universities in the United Kingdom because the University courses in engineering in this country are of a much more advanced character than those provided in India.

2.—(*b.*) I am informed that the grants given by the Government of India to enable students to study in the United Kingdom are not open to engineering students; if this is the case, the system seems to need modification.

3. Indian students here seem to gain not only more knowledge, but a wider general outlook.

B.

1. In so far as this University is concerned, Indian students are admitted as undergraduates, if they have a sufficient knowledge of English to enable them to follow the courses with advantage, and have either passed the matriculation examination of an Indian University, or can give other satisfactory evidence as to their general preliminary education.

They may also be excused one year of study, if they have had sufficient preparation in India; this applies, *e.g.*, to graduates of Indian Universities who have taken a science degree (including mathematics), or to students of a good engineering college, such as the Thomason College of Civil Engineering, Roorkee, who have completed the course of study for the grade of sub-engineer in the P.W.D., have passed the examination with great credit, and have the higher certificate.

2. It is not possible to have a uniform standard of qualification for admission to all faculties in a University, but so far as I am aware, the practice in the same faculty in different Universities does not greatly differ.

3. I am inclined to think that an Indian student, who is to visit a British University, benefits more by taking the full course rather than by remaining in India until he has completed some part of the work needed. I should, however, be sorry if any obstacle were to be put in the way of Indian students who had taken part of the course at home and desire to complete it in the United Kingdom.

4. In engineering, comparatively few students undertake post-graduate work in the University itself; most of them enter on practical work and win their higher degrees by research work undertaken after leaving the University. So far no Indian student of this University has taken a higher degree, but I hope that this will happen later.*

5. I am uncertain as to the desirability of establishing special hostels for Indian students; they themselves tell me that they benefit by living in rooms and so getting some experience of English social life; where the rooms are carefully chosen, this is all to the good. If they lived together in a hostel, this would tend to be simply a piece of India on English soil, and there would not be the same chance of the outlook of the student being broadened.

6. It seems to me that the best local advisers of the students are the officials and professors of the University in which they are studying, with perhaps the Indian Students' Department of the Office of the High Commissioner for India acting as guardian.

7 and 8. Most of our Indian students return to India after graduation and find employment there; it would, however, be a good thing if it were possible to place more of them in works in Great Britain; this has been found difficult mainly because of the objections of the Trades Unions. Perhaps this difficulty might be removed if the Indian Government made it a condition of the award of contracts that the firm in question should admit to their works a certain number of Indian students.

9. I do not think our students have found any difficulty in getting suitable lodgings in Bristol; they spend their holidays in various places, and I think that it is good that they should see different parts of the country. Most of them are older than the average English student and are well able to look after themselves.

10 and 11. Many of our Indian students have taken a considerable part in the life of the University, playing cricket, hockey and tennis, and in some instances competing in the athletic sports. We have also an East and West Society, which aims at gathering together the Oriental and British students. But most of our Indian students are too bookish. They stick too closely to their studies and fail to join the numerous University societies which attract their fellow students. This is not due, however, to any unwillingness on the part of the English students to associate with them, which is abundantly shown by the fact mentioned in the particulars sent herewith that for one year the chairman of the Students' Common Room Committee—who is elected by the students themselves—was an Indian student; he was also one of the best athletes in the University.

(Signed) J. Wertheimer.

University of Bristol.

Faculty of Engineering.

(Provided and maintained in the Merchant Venturers' Technical College.)

There are at present eighteen Indian students in attendance in the faculty, of whom nine are in their first year, six in their second year, and three in their third year; three of them are graduates of Indian Universities.

The homes of these students are stated as follows :—

Assam	1
Bengal	2
Bombay	2
Java	1
Mysore	1
Nepal	1
Oudh	1
Punjab	8
United Provinces	1
Total ...	18

Of fourteen former Indian students who have sat for the final examination, eight obtained the degree of B.Sc. in engineering (two with 2nd class honours), three obtained the University certificate in engineering, and three failed.

This year five Indian students are sitting for the intermediate examination for the B.Sc. degree and four for the final examination.

The esteem in which Indian students have been held by their fellows is shown by the fact that in the session 1914-15 one of them was elected by his fellow undergraduates Chairman of the Students' Common Room Committee.

June 1, 1921.

* Since this memorandum was written one Indian student has taken such a degree.

University had vacation courses in practical shop work, lasting for about six weeks in the summer.

As regards the vacations, he thought that the Indian students went to the various seaside places. He was not aware of difficulties in this respect.

The witness thought that the hostel system would be most advantageous to Indian students provided that they were not segregated. The admission of Indians to the new hostel would be in the hands of the Hostel Committee. He did not think that there would be any difficulty in their way.

As regards the cost of living in lodgings, the witness thought that £2 10*s*. a week was the minimum charge; the hostel was going to charge £3 a week. This applied to the thirty-three weeks of term, leaving a margin of vacation unprovided for.

He thought that the minimum annual allowance for students at the University, taking vacations into account, was from £200 to £250 a year, but with the present inflated prices the latter figure was the more correct.

The authorities of the University were quite satisfied with the Indian students who had been admitted, and the witness foresaw no difficulty in the way of further admissions being made.

Indian students had formerly belonged to the O.T.C., but since the war this had been forbidden by the War Office. He did not think that there was any prejudice on the part of English students to their admission to the corps, and he did not think, therefore, that it would hinder recruitment. The restriction was an Army Regulation, and had nothing to do with the University.

MR. C. GRANT ROBERTSON, C.V.O., M.A., Principal of the University, was called and examined.

He handed in the following statement:—

"*Statement by the Principal, Birmingham University.*

The points in particular which I should like to have the opportunity of discussing with the Committee are the following:—

(1.) The desirability of restricting the Indian students who come to the provincial Universities to post-graduate students, though not necessarily to post-graduate work, except in carefully selected cases.

(2.) The question of previous selection by a competent authority acquainted with all the sources of information; such authority to deal direct with the academic authorities with a view to placing the students in the appropriate faculties and exercising some indirect control in co-operation with the University—*e.g.*, on the lines of the Egyptian Educational Mission.

(3.) The whole question of hostels and residences in the provincial Universities.

(4.) The social life, &c., of the Indian student who has been admitted—*i.e.*, relations with the other students.

(5.) Post-graduate work in British Universities for the Indian students as distinct from courses for the first degree.

In our judgment here we hold very strongly that it is quite impossible for Indian students to come to the University who are inadequately trained in the English language. The University cannot do fifth or sixth form work in English for a small body of students in whatever faculty.

I suggest the above points, though of course I shall be open to be examined on any others which the Committee may desire."

The witness said that the whole question of fees had been causing great anxiety to the University. A rise of 25 per cent. was now being charged on all new entries as from October 1920; a further addition might have to be made. A conference on the subject was to be held by the northern Universities at Manchester during the course of the month.

In the matter of fees, they were driven by opposing forces. The Government had suggested that the fees be raised, and the city and county who assisted the University wanted them kept as low as possible. The city made it a condition of their grant that a certain amount of it was spent either in giving free places to Birmingham scholars or in awarding scholarships.

As regards Indian students, it was his opinion that those who came to this University should be graduates of one of the Indian Universities, because this supplied a preliminary means of selection, and to some measure ensured that those students who came were the type that would be most likely to benefit by the instruction and by the University life.

The absence of a Law Faculty in Birmingham was an important factor in limiting the numbers of Indians who had come to the University during the past few years. His experience was that out of those who made preliminary application for admission three out of four wished to study law.

There was no restriction as to the number of Indians who might be admitted to the Faculty of Medicine, but the conditions laid down in the regulations were disadvantageous to them. No examination passed at Indian Universities was accepted by the Birmingham Faculty of Medicine, and thus the Indian student, even though he were a graduate in India, would have to complete a four years' course at Birmingham. He thought that Birmingham made fewer exemptions as regards medical preliminary examinations than did other Universities. Their accommodation was limited, and in the interest of the students themselves they did not wish to expand at present. It was unlikely that for the next three or four years they would do anything to relax their regulations, but if after hearing the Dean of the Medical Faculty the Committee wished it, he was prepared to ask the University to reconsider their position.

There had been very few Indian students in the Faculty of Arts, and he attributed this to their lack of sufficient preliminary training. In addition to a thorough knowledge of English, it was necessary in this faculty to have some knowledge of one other modern language, and very few Indians possessed this. There had not been students in the Faculty of Arts whose knowledge of English had been insufficient, but this was because the University refused to admit students unless they were proficient in this respect.

Although he preferred that Indian students coming to Birmingham should be post-graduate, he did not wish to confine them to post-graduate work. The majority of Indian graduates were qualified to read for the ordinary honours degrees of the University, and it was only the exceptional ones who were able to do research work. He thought that the students who came ready for the ordinary honours degree were the type that derived most benefit from training at an English University. If non-graduates were to be admitted they must be extremely carefully selected, and must be men who had done at least two years' study in an Indian University and had passed some examination, such as the Indian Intermediate.

Speaking of the best method of selection, the witness said that he had in mind the system at present applied to Egyptian students. The Foreign Office had instituted an Egyptian Educational Mission. Mr. Elliot, who was at its head, acted as financial security for Egyptian students and made the necessary arrangements for their admission. He came to the University about twice a year and saw the students personally, giving them any necessary help and advice. If any complaints were necessary they were made to him, and he dealt with the students; in extreme cases he sent them back to Egypt. The system worked admirably from the University point of view.

He thought that in the case of Indian students, two kinds of preliminary sifting were necessary:—

(*a.*) Intellectual, to ensure the best type of students getting admission.

(*b.*) Moral and social, to ensure that the University was not going to run any financial risk and that the applicants were not going to be in any way harmful to its reputation.

On the whole, the Indian students who had come to Birmingham had been very satisfactory.

He was familiar with the Oxford Delegacy system, and would welcome it at Birmingham. He thought, however, that one local Adviser to Indian students for the seven northern Universities would be sufficient, owing to the small numbers of Indian students in each.

Birmingham University did not have any special date for closing their books for admission of entries of new students. The system of admission was elastic and varied with the different faculties. Owing to the limited accommodation for practical work, it was necessary at present for the Faculties of Science and Medicine to close their books in June or July, but the other faculties, who were not restricted in this way, could keep their books open until much later than this.

As far as he knew, the University had no connection with the Indian Students' Department in London, or with any of the Advisory Committees in India. He would prefer to deal with an individual official who would be likely to be permanent than with an office whose personnel might be liable to constant change. From this point of view he would welcome the institution of a local Adviser to Indian students.

There was a hostel for men students in course of construction, and it was hoped that it would be open in January next. By its means a move in the direction of corporate life in the University would be made. There was to be a Warden in charge, assisted by a Committee of Management, and there would probably also be a committee of students appointed by the Guild of Undergraduates. He looked forward to great expansion of the corporate idea on these lines, though it was not proposed that the University should become residential. There were a great number of students living in their own homes, and there was no suggestion of excluding this class, for whom the University was originally founded.

At Birmingham a Guild of Undergraduates, which elected its own officers, took charge of the social life of the students in the University; all clubs and societies were affiliated to the Guild, and Indian students, by joining it, would have all possible opportunities offered to them.

He understood that there had been some difficulty experienced by Oriental students generally (including Indians) in the matter of finding lodgings. The Guild was now trying to help them in this respect by sending English students round with the newly arrived Orientals to help them to find lodgings. Apparently the only difficulty was the prejudice against colour. He did not think that the Japanese students got on any better than did the Indians in the matter of securing lodgings.

As regards the subjects which he would recommend Indian students to take, he said that the Faculty of Commerce offered them great opportunities of valuable study. The Japanese had been the first to realise the value of this course, and he thought that Indians had not been adequately informed about it. Those Indians who were not going to do specific scientific work or were not going into the Civil Service would do well to enter on this branch of study.

The medical course at Birmingham took five years, and the degree had a very high standing.

The school of engineering in all its branches, particularly the mechanical school, had an extremely high standing, and might be said to be as good as any in the Empire. The course took four years. There was nearly always in this faculty an Indian student with a grant from the State of Mysore, and these students had always obtained good posts in India immediately on their return.

The Arts Faculty was of more recent development, and could not yet claim to have a reputation comparable to Oxford and Cambridge. At present the student in any of the provincial Universities had not the same chance as the Oxford or Cambridge man in the Civil Service examinations, on account of the character of the examination and the greater resources of Oxford and Cambridge in the main subjects recognised.

The witness said that he did not think that the Egyptian students regarded their Adviser as a friend, though they were not hostile to him. It was therefore possible that an Indian Adviser for the seven northern Universities would not be popular with the Indian students themselves, though such an officer would be a great convenience for the University. He agreed that the students would resent interference from outside, and thought that the most satisfactory arrangement would be for the Adviser to be a man intimately connected with the Indians whom they might really look upon as a friend. The wrong man in the position of Adviser would be worse than no one at all. He did not want a supervisor for the Indian students any more than he did for the English students; he thought that it was important for them to learn while they were at the University to stand on their own feet and realise their independence.

The great need felt by the University in regard to Indian students was that of better preliminary selection. At present the students generally applied personally, and the Registrar had no time to make sufficient enquiries about them before the term opened. What was needed was some competent authority to do the first sifting out, and then the University could accept as many as it had room for, with confidence that they had satisfactory qualifications.

The University worked in conjunction with the High Commissioner's Office, but delay was bound to arise, and the Indian students thought that if their applications were not accepted at once they were under suspicion.

As regards engineering, it would not be necessary for an Indian student to have had practical workshop experience if they were going to study one of the branches of engineering. The English students usually did not have such experience before they started their degree course. Shop experience, both in the University workshops and in manufacturing firms during vacations, was considered a necessary part of the training, and was arranged for by the University.

With regard to the number of Indians that the University could accept in the future, it was difficult to speak definitely. There had been a good deal of misunderstanding recently at Birmingham, because current opinion held that Englishmen were being kept out of the University by the admission of large numbers of Orientals. As a matter of fact, out of about 1,800 students only about 80 were foreigners, but the view expressed was held very strongly in many parts. Race feeling was a difficulty that had to be met.

He quite agreed that it would be an advantage to admit more Indians. He thought that more ought to be done for them, as they had claims on British Universities. It was essential that the Universities should get good Indians who came with the best recommendations.

Questioned further about the Egyptian students, he said that their fees were paid through the Educational Mission; though Mr. Elliot did not constitute himself a debt collecting officer, he was to a certain extent the financial security for these students.

He did not think that there had been any great difficulty about the Indian students' fees.

He agreed that although the question of admission might be dealt with by one Adviser for all the northern Universities together, there might have to be a separate officer for each University chosen from the junior members of the staff to deal with local matters.

On the whole, he thought that the suggestion for the establishment of one Adviser for the seven Universities to deal with admissions and selection, and one local Adviser in each University, assisted by a committee of Indian students, was a good one. Realising that the conduct of each Indian student affected the reputation of the body as a whole, he agreed that some sort of indirect supervision was necessary for them, in spite of their dislike of interference. It was not in the interest of the Indian students themselves either that the wrong ones should be let in or that any of those admitted should suffer from misconduct of some other Indian student.

He thought that from the Imperial point of view it was a good thing to admit as many Indians as possible to the English Universities, but he could not indicate exactly what larger facilities could be given to them than was at present the case. The best argument in favour of the number of admissions being increased would be the result obtained by the University's accepting, for a few years, the best possible type of Indian students, in order that they might establish a good reputation in Birmingham.

As regards the latest date for admission, the present abnormal conditions made it impossible to say what dates would be fixed. As a rule, it was important to know by the end of June for medicine and science, while for arts it was possible to keep a freer hand.

The post-graduate work for which Indians could come to Birmingham would comprise the degrees of M.D.,

M.S., M.Sc., M.A., and Master of Commerce. There were higher degrees in all the faculties, and research work could also be undertaken in each faculty.

In answer to a further question the witness said that the Department of Education provided a very good course, but owing to the demands of the Government Board of Education and the City Council, there was not room at present to admit any Indians to it, and he did not think that the present congestion was likely to diminish.

SIR WILLIAM ASHLEY, Ph.D., M.Com., M.A., Dean of the Faculty of Commerce and Vice-Principal of the University, was called and examined.

He submitted a written statement, which is printed on page 338 below.

He said that the idea of having a Faculty of Commerce at Birmingham had originated in the mind of Mr. Joseph Chamberlain. The witness had taught history and economics at the Universities of Oxford, Toronto and Harvard, and had been appointed to organise the Faculty of Commerce in Birmingham twenty years ago. In considering the method he should adopt, he realised that the degree of B.A. did not carry any weight with business firms, and on this account he had welcomed the establishment of the Bachelor of Commerce degree. The main problem was to bring the University idea into the minds of the middle classes of England and to get them to send their sons from the age of 17 to 20 to the University instead of putting them into works and offices. The curriculum of the faculty had grown out of his own previous experience. To some extent it was modelled on the Economics Departments of the chief American Universities, like Harvard, Columbia and Wisconsin on the one side, and on the Handelshochschule of Cologne on the other, and at the back of his mind all the time were the Oxford spirit and tradition. The Universities of Manchester and Liverpool had followed the example of Birmingham a few years later.

The first English faculty had been exposed to opposition from two quarters. University professors were apt to consider the introduction of Commerce into academic teaching as degrading, and on the other hand business men looked with mistrust on commercial training on academic lines. Both these prejudices had been to a large extent overcome, and the Faculty of Commerce in Birmingham was in a flourishing condition.

An Advisory Board of business men actually in control of large businesses had been appointed to keep the faculty in touch with the practical needs of commercial life.

There had been a distinct movement in the direction of University commercial instruction in the years immediately preceding the war. The National University of Ireland had established a Commercial Faculty (most effectively, perhaps, established in Cork), and a Chair of Commerce had been set up in Edinburgh. Since the war London University had added the B.Com. to its degrees.

The first foreign nation to realise the value of a University commercial training was Japan, and there were nearly always a few Japanese and Chinese students attached to the faculty.

If more Indian students came they would be welcomed as citizens of the Empire. In the interests of the students themselves he did not advocate the admission of more Indian students than could be readily assimilated by the English portion of the University. For the Indian student the greatest benefit to be derived from an English University was the opportunity of mixing with Englishmen and seeing something of English ways of living. This could not be obtained if the University were flooded with students from India.

Some subjects in the Birmingham curriculum, such as accounting, were universal in their application, and subjects like economics provided a valuable mental training apart from their commercial value. The greater part of the course, however, related to a particular rather than to a general environment, and was designed to make people think about business opportunities in a particular field.

The course necessarily dealt primarily with English commercial conditions. The economic life of other countries was given considerable attention, but naturally the attention given to any one country, such as India, could not be minute or detailed.

He advised undergraduate Indian students—especially those of only ordinary ability—to go to some such college as the Sydenham College in Bombay, and not to come to this country at all. He thought that the Indian Universities also might develop their economics courses on more commercial lines.

Students of marked ability, however, would derive benefit from the broad scope of the course, and he would welcome them at Birmingham.

He considered that the danger some Universities had experienced in setting up Faculties of Commerce was that the students after graduation did not in fact go into commerce, but entered the teaching profession or the Civil Service, or went into journalism or to the Bar. This was not the object of the Birmingham faculty, which was meant to provide practical business men. He considered that to train persons to teach commercial subjects only was a side issue.

There had been about half a dozen Indian students in the Faculty of Commerce, of whom only two—both men of marked ability—had succeeded in obtaining the degree. One of these two was now teaching at Sydenham College, Bombay. None of the Indian students who had been in the faculty had graduated in India before they came here; they had matriculated in the ordinary manner at Birmingham.

Asked whether he would recommend post-graduate students to take the Harvard commercial course or to come to Birmingham, he said that the Harvard course had a very high standing, and he thought it was certainly better for Indian graduates of marked ability who wanted to specialise in particular directions, such as finance or transport, to go there, inasmuch as the faculties provided in the way of highly specialised teaching were greater than those which Birmingham could at present contemplate giving.

In the Birmingham course there was a certain amount of practical work carried on in conjunction with the theoretical academic training. In accounting there were systematic practical exercises and annual tests carried out by men of high standing in the accounting profession. In addition to this, every student was required during the session to present a paper based on an original investigation of some branch of commerce, or of a particular business problem. This he was required to read aloud to a body of lecturers and students for their free criticism, and an abstract of the paper was afterwards made.

He said that, although the English students might gain some practical experience in the business offices of their relatives during the vacations, yet the Indian students were not at a great disadvantage in this respect. The value of the course was that it aimed at training judgment rather than at imparting a knowledge of office practice. He thought that such methods as those of the Antwerp Cours Practique were ill-advised; they took up time in imparting technical instruction which could be expeditiously obtained subsequently in practice.

The Indian students had plenty of opportunity, if they wished, of seeing the outside working of big manufacturing firms during the term, when visits were made by the students to various neighbouring factories.

He did not think that the absence of factories in the neighbourhood of Calcutta was necessarily a bar in the way of establishing a Faculty of Commerce in that University.

The witness said that in his experience the men doing accounting at the University learnt the principles of the subject in less time than did articled pupils in accountants' offices. This view had been borne out by the fact that many business men preferred to send their sons to the University, and banking firms were also very seriously considering the value of the Commercial course.

He thought that in the case of an Indian student the knowledge of a modern Indian language might be substituted for a modern European language in the Faculty of Commerce.

He thought that Indians should come to this country mainly for their later training. A great part of the

value of their coming was for them to get some knowledge of the English mentality. From this point of view it might be more useful for the Indian student to come to England rather than go to America: but he repeated his opinion that as the commercial course in Birmingham was of necessity specially adapted to English requirements, the average Indian student would be better advised to go to the Sydenham College, Bombay.

If the Indian did come to England to do the commercial course, he should not do so until he had gained a fairly wide and thorough knowledge of the economic, commercial and social conditions of his own country.

Asked further as to his experience of America, he did not think that the Harvard authorities could undertake to place unlimited numbers of Indian students in American firms or secretariats for the purpose of gaining practical experience. All he could say was that it was easier to obtain this facility for experience in America than it was in England.

Questioned as to the opportunity for studying problems of overseas trade in the Faculty of Commerce, he gave as an example the cotton trade of Manchester. This was studied from different points of view, the sources of the raw material were considered, the organisation of the markets was examined, and the ordinary technique of commercial documents in relation to overseas trade (bills of lading, &c.), was scrutinised. But as the courses were mainly planned for English students, the attention paid to India was only incidental.

The faculty had no formal connection with the Board of Trade Overseas Department, though the professors were in pretty close touch with all branches of the Board of Trade, both personally and through continuous acquaintance with its reports.

MR. J. H. COSTAIN, the Registrar of the University, was called and examined.

He stated that there were eleven Indian students at the University at the present time. For 1920–21 they had had 32 applications, of which about 20 came direct from the students themselves, and the rest through the Indian Students' Department. In the case of the latter he usually received a letter from one of the secretaries, giving him the applicant's name, his qualifications, the course which he was desirous of taking at the University, and any testimonials which might have been sent. As regards those who applied direct, he referred to the department in cases in which he had any doubts. He had never had a communication from the department advising the rejection of a student on account of his political views. It never occurred to the University to ask for a certificate of loyalty.

The witness explained that this was only his second session at Birmingham, but that he had occupied a similar position at the University of Liverpool, and so could treat the cases as being parallel.

With regard to the Indian students who had already passed through the University, no record of their subsequent careers in India had been kept. He himself hoped shortly to undertake a register of graduates, which would contain all such information.

Among the Indians the most popular courses at Birmingham were engineering and mining. Out of the 32 Indian students who applied last year, 19 applied for engineering, and another 5 for mining. This was a new development, as up to a few years ago Indian students had preferred less technical subjects, such as law, medicine, &c. This influx of students on the technical side had commenced last year. Applications for admission next year were already being received.

There was no restriction on the number of Indian students admitted. He himself interviewed them all, and he had found that they were all anxious to obtain maximum concessions from the University authorities. In some cases they did not consider the concessions adequate, and did not proceed with their applications. This explained the difference between the numbers applying and the number who actually entered the University. Many applied without any definite idea of the course they wished to take.

He put forward the suggestion that a list should be made of the British Universities in regard to the subjects in which each one was particularly strong; for example, Birmingham might be said to specialise in engineering (including mining) and commerce. The same subjects were also good for post-graduates. There were two men doing research work in chemistry.

The witness emphasised the point that no Indian applicants had been refused admission, except where their academic qualifications were insufficient (*i.e.*, when they had not matriculated), and then they were automatically disqualified by the regulations of the University. With the great number of applications coming from Indian and Egyptian students, the authorities had to be very careful not to exclude English students, especially local applicants, as the University received a considerable grant from the City of Birmingham, which was naturally anxious that places in the University should not be given to foreigners to such an extent as to exclude qualified local applicants for admission. The concessions allowed to Indian students were that a student who had passed his intermediate in India was excused the matriculation, while those who had obtained their degree were exempted from one year's study, the matriculation and the intermediate examinations. Thus a man could get his science degree at Birmingham in two years instead of three.

The engineering course took four years, and mining and metallurgy three years, but recently the University had established honours schools in which the course was of four years' duration subsequent to matriculation.

The standard of work at the English Universities was much higher than that of the Indian Universities. Birmingham, like most of the British Universities, was essentially a teaching and not an examining body, and they did not care to accept men who wanted to come for a master's degree—or, indeed, any degree—unless they were prepared to spend at least two years in Birmingham, as a year was not enough to recognise a person as being a graduate of the University. Each faculty, however, could consider cases in which specially qualified applicants wished the course to be shortened.

He thought that the time had arrived for the Indian Universities to approach the English University for suitable recognition, to ask for facilities for their students, and generally to supply more information on the whole subject under review than the English authorities were able to obtain under present conditions. Some of the Indian University courses seemed to be too discursive and of purely theoretical value, and in dealing with the Indian student he had found that his outstanding characteristic was the possession of a memorising mind rather than mental qualities capable of independent research, and that such students preferred to take an examination rather than to submit a thesis on original work. More practical work was required at the British Universities than in the Indian.

Questioned as to the cost of living, the witness said that Indian students required an allowance of, at least, £230 to £250 a year. Living in rooms in Birmingham a student had to pay £3 per week at the present time, and he did not think that they should come with less than the sum mentioned.

It was mentioned that there was some feeling among Indian students that they came to the English Universities only to repeat the same work that they had been doing in India, and the witness replied that each faculty could make concessions by admitting students probationally, allowing them to enter on the second or third year of a course; they could be examined during the year, and on the result of this examination they could be continued in the same status if it was considered of advantage to the student and to the University to do so. Birmingham University did not recognise the Indian first year course as being of the same standard as theirs, so they were not inclined to exempt students who had worked for this period in an Indian University. He thought that if the authorities knew more about Indian Universities, they would be in a better position to consider the question of the equivalence of degrees and courses of study.

PROFESSOR F. W. BURSTALL, M.Sc., M.A., M.I.C.E., M.I.M.E., Professor of Mechanical Engineering, was called and examined.

He said that the degree course consisted of three years' pure and applied science and the fourth year entirely engineering work of a scientific character. He did not believe in technical work unless built on a strong scientific basis. As many of the students as possible were sent during the long vacation to obtain practical training with neighbouring firms.

It was becoming more difficult each year to secure sufficient practical training, with the result that the amount done within the University itself had to be increased. Indian students were only admitted by firms which had some Indian connection. There seemed to be a prejudice against foreigners in general, and, in addition, there were objections by the trades unions. He could offer no suggestions as to how these difficulties might be overcome. In engineering, the tendency had been for works to organise themselves in such a way that they had no room for students, and they were now coming to the position that construction and instruction could not be carried on in the same works.

As regards the relative importance of the various courses for Indians, the witness stated that they seemed to derive most benefit from the civil engineering course; electrical engineering was second in importance, and mechanical engineering some way behind.

He spoke of the psychology of the different races and their attitude towards engineering as affected by national character. The English (and all Europeans) had a natural aptitude for anything concrete and practical; the Egyptians did not like abstractions, lacked practicality, but had a love of science for its own sake; the Indians, on the other hand, loved abstractions, and considered the symbol of greater importance than the fact. He thought that the Indian secondary school education should include more nature study and less book work in order that their powers of deduction and observation should be cultivated from an early stage.

He considered that students should have some preliminary training in India and come to the English Universities later. If good teachers could be sent to India and the general facilities improved, it would be more satisfactory, as men always learnt better in their own country and in their own environment. He would like engineering students to have had a couple of years' practical training before they came to England.

There were several Indian students taking the mining course, and doing well in it. He thought that for this they should have had some previous training, perhaps coming on as post-graduates or after two years' practical training in India. There was no specialisation in automobile engineering at Birmingham. Indian students were admitted to the petroleum school, which had been founded and financed by the large petroleum companies.

Questioned as to the number of Indian students the faculty would be prepared to admit, the witness replied that five or six per annum might be taken, making a total of 20 or 24 at any one time; but he would not care to take a very large number.

The question was raised of students coming from the Indian Universities and repeating at Birmingham the same course, or part of it, as they had been doing. The witness sympathised with the views of Indians on this point, but did not think that exemption could be granted to these cases, as the standard in the Indian Universities was so variable; it was not a question of prejudice, but of want of information: the authorities here did not know what the Indian examinations really signified. If they were certain of a uniform standard, he thought that fuller concessions might be given. He would prefer, as a guarantee, the report of some English University man who was conversant with the educational conditions and standards of both countries. This would be more satisfactory than the interchange of examiners or the transmission of questions papers and answers.

In reply to a suggestion that the Indian University calendars might give the English authorities the information they required, the witness said he did not think that this would be a sufficient guarantee of the general standard in India. In England there existed a feeling of distrust about Indian degrees, largely due to the fact that men had come who were badly selected. It would be a very good thing if there were a body who could carry out this work of selection, and thus prevent needless migration. In his own case, he had had reason to distrust the value of their Indian degrees in the case of about half the students who came to him, but this might not only be a question of the degrees, but rather of the quality of the students.

The witness said that the regulations concerning the Birmingham M.Sc. were about to be changed; honours candidates could take the degree after one year's course at the University, and pass candidates after two years. He would be prepared to apply the same rule to Indian candidates so far as the two years' course was concerned, provided there was an academic body in India in which the University could have confidence to certify as to the student's degree standard.

He said that hydraulics, dock irrigation and railway courses were not strong subjects at Birmingham, owing to the University's geographical position. Metallurgy, petroleum and coal mining were the most highly specialised subjects at Birmingham.

He thought that students returning to India would have a good chance of exercising their mechanical knowledge in the railway repair shops and on cotton machinery, water-power, &c.

He emphasised his own view that technology should be based on a thorough structure of science, and said that on the whole he considered that really good Indian students should come for definite post-graduate courses, such as the Ph.D. This was preferable to having a large number who came for the ordinary degree courses.

FRIDAY, JUNE 10, 1921 (BIRMINGHAM).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.

MR. E. G. HOWARTH, *Secretary*.

PROFESSOR W. F. HASLAM, M.B., Ch.B., F.R.C.S., Dean of the Faculty of Medicine, was called and examined.

He handed in a memorandum, which is printed below.

He said that the medical course took five years, and students were not admitted until they had passed their matriculation. Those who had passed their first M.B. before entering were able to devote their first year to the subjects of anatomy and physiology unhampered by preliminary science.* An ordinary student passed his first M.B. at the end of his first year; this examination consisted of chemistry, physics, and elementary biology. At the end of the second year the second M.B. was taken, consisting of anatomy and physiology. During the second year the student attended hospital one morning a week. For the remaining three years the course consisted of clinical instruction at the hospitals daily in the morning and work at the University in the afternoons. During this period various smaller courses (maternity hospital, infectious diseases hospital, mental hospital and vaccination) were included; at the end of the five years (June) students were eligible for the final examination.

There were two Indian students in the faculty at the present time; during the last twelve years there had been only three altogether. Graduates might be admitted for a four years' course, but in that time they had to take the five examinations contained in the curriculum. This *time* concession applied also to students who had passed their first medical examination at an Indian University.

Indians were admitted to the faculty either on the recommendation of the Local Adviser in London or on application from the students themselves. In the case of Egyptians all applications were referred to the Egyptian Educational Mission, and about six vacancies at the University were kept for them annually.

Speaking of Indian degrees, he said that he thought the English University authorities had not sufficient information about the general educational standard in India; if more were known about it they would be prepared to consider the question of giving fuller exemptions. During the two years he had been Dean of the Faculty he had never received any of the Indian University calendars or any other definite information from them.

In order to obtain the Birmingham degrees students had to spend a minimum of three years there; two years might be taken at Oxford, Cambridge, Liverpool, or some other British University. They did not exempt such students from their second examination, but counted their time of study at their own University. All such regulations, exemptions, &c., were the work of the Senate, assisted by recommendations and suggestions from the various faculties. It was some time ago that the regulations were drawn up, and perhaps they did not take fully into consideration the recent conditions in India.

Asked whether the English Conjoint Board recognised some of the Indian examinations, the witness replied that they did to some extent, but the Universities in England took a very different standpoint. They were essentially teaching bodies, and wanted to mould their own men, not merely to examine and confer their degrees on those who had been instructed elsewhere. London University had been primarily an examining body, but had recently attached more importance to their own teaching.

He stated that there were two ways in which the English authorities might be satisfied as to the equivalence of the Indian educational standard and degrees—*i.e.*, by information as to the names and qualifications of the teaching staff, the scope of the various courses, and the questions set; and by personal inspection.

In regard to the examination for the Diploma in Public Health, no exemptions were granted to Indians who had had practical experience of public health work in their own towns, as the conditions there were so entirely different; but if the University had fuller information on the matter than they had at present, it would no doubt be very carefully considered. In that connection, however, the University was subject to the resolutions and rules passed by the General Medical Council. At present they could take about 25 students for public health classes; Indians, duly qualified, being eligible on equal terms with others.

Questioned as to the number of Indian students which the University would be prepared to admit, the witness said he considered that it was the duty of England to offer every facility to Indians and other members of the Empire, and his own policy was to do all he could in this direction; but he pointed out that accommodation was strictly limited, especially in the dissecting rooms and in the various laboratories, and they could not take more than the facilities at the University provided for. The leading medical schools in Great Britain outside London were at Birmingham, Newcastle, Liverpool, Manchester, Leeds, Sheffield, Bristol and Cardiff.

There were about 325 medical and 117 dental students in the Medical Faculty at Birmingham, and they had exceptionally good facilities for clinical work at the general and special hospitals in the city. A medical school containing 300 students distributed over the five years should have hospital accommodation for 600 patients. It was during the time students were "dressing" and "clerking" that they required the largest number of beds per head. An average, therefore, of two beds per head on the total number of students in the school would be sufficient. The medical schools at Oxford and Cambridge were on a different footing, for, not being situated in densely populated manufacturing districts, the amount of clinical material was necessarily less than in such districts, and students after taking the preliminary and intermediate subjects in those Universities passed on to other centres for their clinical work.

Memorandum by Professor W. F. Haslam.

At the present time two students from India are in attendance in the Faculty of Medicine at Birmingham: K. G. Muthalaby Luke (Travancore, South India), entered October 1920, for M.B., Ch.B. degrees, first year courses; and Patrick J. Donoghue (Assistant Surgeon, Medical College, Calcutta), entered April 1921, for Dental Diploma, R.C.S.Eng.

In 1908 an Indian lady student entered, and she qualified M.R.C.S., L.R.C.P., Eng., in March 1919.

From 1908 to 1919 no Indian students entered the faculty for medical or dental qualifying courses, the total therefore being three students in twelve years.

It may be pointed out, however, that recently there has been a noticeable increase in the number of applications from Indian students for admission, more often than not to advanced standing—*i.e.*, as third-year students.

The regulations of the University (Faculty of Medicine) do not at present recognise, in lieu of M.B. Birmingham examinations, any examinations passed at Indian Universities, consequently the course for such students entails a four years' residence in the University and the passing of five examinations after matriculation. The majority of the applicants consequently do not come to Birmingham. Indian students are received into the faculty on the recommendation of the Local Adviser to Indian students, London, or on the student's personal application, subject to satisfactory testimonials of character.

PROFESSOR E. DE SÉLINCOURT, M.A., D.Litt., Dean of the Faculty of Arts, was called and examined.

He stated that the course for an arts degree at Birmingham consisted of a minimum of three years; some students remained for another year, which they devoted to research work in order to take their M.A. It was possible to obtain this in one year after graduating, but most students took two years over it.

At present there was only one Indian student in the Arts Faculty. One or two had come to read philosophy, but generally speaking students who wished to take arts naturally preferred to go to Oxford or Cambridge; they usually came to the provincial Universities when they had been unable to gain admission at either of the former. He could only say that at Birmingham the arts training was as good as anything outside Oxford and Cambridge. During the last twelve years Birmingham had made great intellectual strides; the educational level was much higher than previously, and the assistant staff very much improved.

It was essential that Indian students should come with a thorough knowledge of the English language. English Universities were primarily intended for the English, and the teaching in the Arts Faculty was naturally based on the supposition that the undergraduates were already masters of their own language. With an insufficient understanding of all the finer shades of meaning the chief value of an arts course, especially of a course in language and literature, would be lost. He thought that Indians should take their degrees at their own Universities, and then come to England for a further two years' study.

Several students had come on from Cambridge to do post-graduate work, including women who wished to obtain a degree from this University; even these usually took two years to take an M.A. degree.

There had been very few Europeans (other than British or Colonials) at Birmingham, and there were none of these at present. Two or three Egyptians were reading for history, and doing fairly well, though they were hampered by an insufficient knowledge of the language.

* The General Medical Council has recently passed a new regulation which will require students to have passed elementary physics and chemistry before registering. This will become operative in January 1923.

The authorities at Birmingham accepted the matriculation examination of the Northern Universities Joint Board and of the Oxford and Cambridge Board as equivalent to an entrance examination, but that qualification did not excuse students from any period of work. A Birmingham degree was never granted for less than three years' study there. He did not think that they would accept any examination passed in Indian Universities, as they had found the standard there to be considerably lower than the English equivalent. In the Arts Faculty he only wanted to be certain that a person was up to a sufficiently high standard to benefit by the course. Provided that condition were satisfied he was anxious to admit as many people as possible with their own qualifications.

Questioned regarding the Department of Education at Birmingham, he said that the Department would only accept men who had already obtained their degree; he thought that the training there would be of great use to Indian students, though none had taken it so far. Graduates could obtain their diploma at the end of one year; the ordinary course for a degree and diploma was therefore not less than four years.

As regards the probable number of Indian admissions, he said that there was really no need at present for any limitation in the Arts Faculty, as the question of accommodation did not affect the arts side as it did where laboratory space was required. Moreover, they did not receive a great number of applications; in his view they were not likely to receive very many. They could deal with as many Indians as were likely to come.

At the end of the first of the three years arts course the student had to take an intermediate examination; this was modified to some extent in each honours school. For English students the Higher Schools Certificate of the Northern Joint Board and of the Oxford and Cambridge Board exempted students from their Intermediate in such subjects as they had passed in. He thought that if some such examination could be established in India, with sufficient guarantee of the standard, and the Universities of Oxford and Cambridge accepted it, then the northern Universities would accept it also. So far no one had considered any other examination as a possible exemption, but if a joint representative board from Oxford and Cambridge supervised such an examination that would be sufficient. An equivalent examination for all foreigners would come under the same machinery and be accepted on similar terms. He did not think that the Universities would at present accept the opinions of Indian University representatives on the ground that they were not conversant with the educational standards and methods in that country. The calendars of Indian Universities would be helpful in giving more information as to University conditions, &c., in India, but they would not be sufficient to satisfy the authorities here, who would still have no proof as to the equivalence of standard. The simplest solution of this difficulty would be to establish some examination in India similar to the higher schools certificate in England, the answers being sent to the authorities here for marking and general criticism.

The tendency of educational thought in England was to accept any examination that was a good one, and if it was possible to extend this to Indian examinations it would be desirable.

He personally advised that only graduates should come to this country for purely arts subjects; they would derive great benefit from a post-graduate course here, or even from taking an ordinary honours degree; he felt that English Universities could do a great deal for such students.

Mr. K. N. Moss, M.Sc., Assistant Professor of Mining, was called and examined.

He stated that at the present time there were only two Indian students taking the mining course. They had come to the University without any qualifications beyond matriculation, and neither of them seemed to be particularly brilliant; this might be due to an insufficient knowledge of English and to the fact that both were only in their first year.

Socially he thought that they were rather ignored by the English undergraduates—not on account of any racial prejudice, but because of incompatibility of temperament. From the technical point of view he really considered that they could do as well in their own country, provided that English professors could be induced to go and teach out there. There was only one mining college in India, and there ought to be more. As regards the practical work, it was a very good thing for them to come here as coal mining was almost a new development in India, and better experience could be obtained in this country. He considered that they should come with a good knowledge of English and a certain amount (perhaps one year) of previous practical training.

The only qualification required for admission to the Mining Department of the Faculty of Science was matriculation. Coal, metal and petroleum mining courses were included in the mining curriculum, and students could take any one of the three. He thought that all these would be very useful to Indian students.

He was generally able to obtain practical experience in mines for those students who came and asked him to do so, but so far the Indians had not applied; moreover, he did not think they would derive much real benefit from it, because their English was insufficient. The mining schools at Birmingham, Durham, Leeds, Cardiff and Sheffield were considered the best in the country.

Questioned as to the number of Indian students he was prepared to admit to the Department of Mining, he replied that a maximum of four a year might be taken (making a total of 16 at any one time). He advocated that the best men only should come from India to be trained here, and that for others some really good teachers from the English Universities should go out there to teach the subject.

He did not think the curriculum of the Bengal Mining College very satisfactory, especially in regard to the lower-grade work. He personally recommended the organisation of proper instruction courses at each big colliery in India. These courses could be divided up into junior, senior and advanced sections, and students having passed through them would be ready to go on to a mining college or University; this applied to those men who were qualifying for posts as works supervisors. For the higher positions, such as that of mine manager for example, students should come to an English University, having taken some course in India first, preferably after they had taken their B.Sc. (not necessarily in mining), and, before returning to their own country, obtain some practical coal-mining experience in addition.

Five representatives of the Indian students in Birmingham—
Mr. G. K. Ambadi and Mr. M. B. Narayan (engineering), Mr. P. C. Chawdhury (mining) Mr. J. N. C. Ganguly (arts), Mr. K. G. M. Luke (medicine) and Mr. Nanji (science), were called and examined.

In answer to questions as to the reason of each of these students for coming to this country, Mr. Luke said that he considered the medical training in this country to be superior to that which could be obtained in India. Mr. Chawdhury said that the mining engineering training in this country was better than in India, but in addition to this he had come to this country with a view to obtaining the larger outlook engendered by mixing with the people of the West and seeing their ways of life. Mr. Ganguly said that he had come to England with the All Friends Conference and had drifted into the University of Birmingham. [illegible] there was no special benefit to be gained from study in this country, that the standard of the Indian Universities in arts was as high, if not higher, than that of the English Universities, and that Indians who had studied here were in no way better fitted to obtain responsible and highly paid posts in India than were those who had stayed at home. He himself had only remained here because he thought it advisable to finish his course, seeing that he had embarked upon it. Mr. Ambadi had come for engineering, a course of training in which, he said, the Indian Universities could not compete with those in England.

Science at Bangalore; he said the deficiency in the engineering courses in India was the lack of proper application of engineering principles to practical cases. Mr. Nanji had a scholarship from Bombay; he had come to this country because he could not obtain the tuition he required in bio-chemical studies, which did not exist in India.

It was pointed out that in the matter of Indian students coming to this country there were evidently three aspects of the question:—

(1.) That of the students who came to this country owing to the educational deficiencies of the Indian Universities.

(2.) That of the students who came in order to enlarge their minds and gain experience of the West.

(3.) That of the students who came because of the view (rightly or wrongly) current in India that the man who had been to England was worthy of higher pay than the man who had never been out of India.

Mr. Ganguly said that as regards training for the public services in India, the Indian courses in arts were quite as good as the English. He thought that training in India for the educational service would be quite satisfactory. Teaching standards in India compared favourably with those in England, and in time the Indian libraries and kindred facilities could be brought to the same level as at present prevailed here. He thought that there was a feeling in India that unless a man became known in England he was not worthy of consideration. He instanced the case of Sir Rabindranath Tagore, whose fame in India had dated from the growth of his reputation in England.

Mr. Luke said that he had taken the intermediate examination in Calcutta. He had come to this country because his father thought that he would benefit by study in a more civilised part of the world. He had no intention of entering the public services in India.

Mr. Ganguly was asked whether he did not think that better facilities could be gained in this country in such subjects as modern history and English literature than prevailed in India, and that therefore a man trained in England should have a better standing in the public services on account of his superior knowledge. He replied that the history and literature courses at Calcutta and other Indian Universities compared very favourably with those at Birmingham.

Mr. Narayan was asked what he considered to be the minimum yearly allowance required by an Indian student in this country, and replied that £300 (excluding fees) ought to be enough. In the vacations Indian students had to live as cheaply as possible, and they generally went to one of the less expensive seaside places. Sometimes they organised vacation parties among themselves. He did not welcome the idea of parties organised by any official body.

He was strongly opposed to the institution of an Adviser to Indian students in Birmingham, because the benefit derived would not be anything in proportion to the expenditure incurred.

Mr. Luke said that he was living with a family in Birmingham. He thought that the difficulty experienced by Indian students in getting rooms in Birmingham was due to colour prejudice on the part of English landladies.

Mr. Ganguly said that he was studying philosophy at the University, taking psychology, ethics, political philosophy, metaphysics and logic in his course. He had previously taken the B.A. degree at Calcutta University and had been admitted without reservation to the Master of Arts course at Birmingham. He thought the Calcutta M.A. syllabus to be equal to that at Birmingham. In his opinion, from the purely scholastic point of view, there was nothing to be gained by an Indian student from study in this country, but he admitted that from the larger point of view of character formation and the broadening of outlook that was essential in the administrator there might be some advantage in an English University education.

The witnesses all agreed that there was no difficulty in the way of their obtaining opportunities for sharing in the social life at Birmingham, and said that the English undergraduates treated them with friendliness. Mr. Ganguly, while admitting that he had very few friends, attributed this to a natural reserve on his own part rather than to any reluctance on the part of the English students to fraternise with an Indian.

As regards the way in which these students had entered the University, Mr. Ambadi said that his brother had given his name to the Students' Department in London and he had been given to understand that arrangements were being made for him to be admitted to the University of Manchester. Upon arriving he found that nothing had been done, and he had come to Birmingham on his own initiative.

Mr. Luke had been told by his local Adviser in India that there was no chance of his getting into an English University. He had come to England in spite of this, made application for admission to several of the English Universities and had received a favourable reply from Birmingham.

Mr. Narayan had come as a Government nominee, and had therefore had no connection with the Advisory Committees.

Mr. Chawdhury had been discouraged from coming by the Advisory Committee in India, and had lost a year by this advice. He thought that the pressure in the English Universities was not so great as it was represented to be in India.

In answer to further questions, both the engineering representatives said that they expected to get better posts in India than the men who had obtained their education in India. This was not because of any "superstition" about the superior value of English education, but simply because in actual fact the man trained in England was the better man.

Mr. Nanji said that he thought that Indian students did not get enough exemptions in the matter of preliminary examinations for the higher degree. He had the Bombay B.Sc. degree, and his own professor, knowing his capabilities, was willing for him to go straight on to the M.Sc. work. The Dean of the Faculty and the Senate as a whole would not, however, grant him exemption from the preliminary B.Sc. work, because his paper qualifications were not in their opinion such as to justify such a step.

Mr. Ambadi said that he had only taken the Intermediate in India; although he knew all the physics, chemistry and mathematics necessary to enable him to go straight on with the degree course in Birmingham, he had been made to waste his first year doing the preliminary examinations in these subjects. The only valuable work that he had done during the whole year was some mechanical drawing. His professors had assured him that he would be able to go straight on to second year work, but the Dean of the Faculty, owing to the regulations of the University, was not able to grant his request.

Mr. Narayan stated at some length an individual grievance against the Adviser in London, and urged that in future the Students' Department should take steps to secure up-to-date particulars about the courses of study at the various centres of learning in India.

Statement by Mr. M. B. Narayan, Electrical Engineering Student at Birmingham.

Reasons for Indian students going abroad.

It is the same as that which induces a student of any country to go to a University in another—that is, for absorbing what is best at the place visited with a view to utilise the same for the benefit of his own country. The little good understanding that exists between the different nations is due mostly to the intercourse and exchange of thought that the Universities give. The Universities, as their name implies, are and ought to be international institutions.

The Nature and Extent of Government Responsibility.

(*a.*) More facilities must undoubtedly be provided for education in India than exists at present; but that can never reduce the necessity for study in foreign Universities. On the other hand the number of students going out of India must increase, because it is only by coming into contact with men of other countries, in their centres of learning, that an Indian student can understand the good points about others and broaden his outlook. In fact, it is only by meeting a few Indians at these seats of learning that the English boy realises that

people in India are not untouchables, but fit to associate with.

(*b.*) The only facilities for educational training that cannot be had in India that the Committee can give will be by inducing the Government of India to offer more scholarships, so as to enable deserving Indians (of whom there are many) to go abroad and study the institutions that are working for the benefit of the people.

Whether the experiment of sending Indian students abroad has been a success.

The expense incurred in sending students abroad has been more than justified by the progress of India in every direction during the last half a century. The progress has been not a little due to the services of these men.

Facilities available for the admission of Indian students.

The facilities even now are not bad, but they would be all the better if more recognition and credit is given for the work a student has already done in India. Such credit is rather difficult to get now, because the Educational Adviser in England and his representatives in India are not up-to-date in their information as to the status of the degrees of the Indian Universities. The consequence is that a student has often to waste time in doing work he has already done before.

The point at which students should break their studies in India.

No hard-and-fast rule can be laid down, because it varies with the individual. There are plenty of Indians in India outside the Advisory Committee who have up-to-date information and can advise any individual student.

Facilities for post-graduate training.

Facilities for research work are plenty, but the student who is fit for it cannot utilise it because English Universities attach to Indian graduates the educational hall mark of London matriculates as per instructions of the Educational Adviser. Even in cases where the professors found a student deserved better consideration, they were powerless to alter the rules of the faculty which are applicable to a London matriculate.

The desirability of Hostels for students.

There is no necessity for any hostels for Indian students, because they will then lose the chance of mixing with people outside the University. It is only by freely associating with Englishmen that an Indian can realise the effect of the liberal institutions which are responsible for personal liberty being a reality in this country. A student who has come all the way from India without somebody accompanying him might be depended upon to make the best of his opportunities here.

Existing organisations.

These are not doing a great amount of good, because—

(*a.*) They are not posted up with up-to-date information for helping students.

(*b.*) They are looked at with distrust by many a parent in India.

The best method of organisation will be for the Indian students themselves who are staying in England for the time being to form clubs at various centres and give information and help to their brethren coming from India. An official organisation cannot do this as satisfactorily, but will only mean addition expense to India without proportionate benefit.

Facilities for practical training.

No amount of official influence will induce a manufacturer to take somebody in and teach him to the detriment of his own interests. In this affair the Indian student must move cautiously by himself and take opportunities as they occur. These students when they are back in India must utilise the knowledge as best they can and allow their successors to improve on their knowledge.

Arrangements with firms having Indian contracts.

Every firm that tenders for Indian supplies must be compelled, on pain of losing the contract, to train a limited number of Indians every year. If the matter is put before the firms properly I am sure they will realise it is to their benefit to give such training.

Facilities for understanding the liberal institutions of England.

The Indian student can best be left alone to study and observe for himself the various movements in this country and to associate with whomsoever he pleases. It is only in this way that he can overcome the natural prejudices which he is subject to or which others attribute to him. In the various seats of learning Indian students are taking a good amount of interest in all movements they are connected with, and any effort to direct the same by an official advisory body outside the staff of the University will only hamper it and prevent real progress being achieved.

M. B. Narayan,
Electrical Engineer,
Birmingham University.

Birmingham, June 10, 1921.

Mr. F. S. Milligan, President of the Guild of Undergraduates at Birmingham University, was called and examined.

He said that the Guild of Undergraduates organised the student self-government that prevailed in the University. The president and the committee were elected each year by a ballot of all the students, and they appointed their own officers.

There were very few Indian students at the University at present, and they were not therefore prominent as a body. The Indian students had every facility for joining in the social life of the University. There was a society in the University, the East and West Society, that was specially intended to bring the Oriental students into touch with English students. This society had not been in a very flourishing condition and had lapsed altogether for a time, but it had been revived at the beginning of the present year and it had held several very successful meetings this term. The membership was about equally divided between Eastern and Western students. The Orientals included Japanese, Chinese and Egyptian students as well as Indians. No Colonial students belonged to the society at the moment. They might of course become members.

He thought that the Indian students did not enter into the life of the University so much as the Egyptians did.

The Western members of the East and West Society were prominent men in the University, some of them were important members of the self-governing body, and some of them were leading members of the Christian Union.

The Guild of Undergraduates had had the difficulty felt by Oriental students in obtaining lodgings brought before them, and they accordingly organised a system by which English students were allocated to go round with them when they were seeking for rooms. This system had been successful so far, but had only operated in a small number of cases and would be tested more adequately next October.

He thought that the difficulty in getting rooms for Oriental students was largely due to colour prejudice on the part of landladies.

In his view the prejudice against Indian students had no justifiable basis.

As regards the mixing of the Indians with the English students, he thought that there was a difficulty that the Indians did not understand the casualness of the English undergraduates' methods of treating each other, and thought that they were being slighted because of their nationality, whereas they were only being treated as English students treated each other.

He saw no objection to Indian students joining the O.T.C., and he did not think that it would in any way hinder recruitment among the English students.

As regards the question of living, he said that £200 including fees was necessary for the academic year, from October to the following June; for Oriental students there were the vacations to be considered, and he could not make an estimate as to what additional cost this would involve.

MONDAY, JUNE 13, 1921 (SHEFFIELD).

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sir M. Hammick.
Sahibzada Aftab Ahmad Khan.
Mr. M. N. Chatterjee.

Mr. R. E. Field, *Secretary.*

Dr. W. Ripper, D.Eng., M.I.C.E., Professor of Engineering, was called and examined.

He stated that there were twelve Indian students taking engineering at the University at present; three were doing civil engineering and the other nine a combined course of mechanical and electrical engineering.

The ordinary course for the degree at Sheffield took three years, but graduates of any University in the Empire, including India, were exempted from the first year's work and examinations. All the Indian students now in the Engineering Faculty were graduates with the exception of one.

He had very little record of the subsequent careers of Indian students who had studied at Sheffield. One who had graduated last year had obtained a very good post in India. This was the only student who had so far managed to obtain the Sheffield degree in engineering. A present student, Mr. Ghosh, had done excellent work, and he expected to obtain a good post for him in India quite shortly. He was doing his final examination this term. The incursion of Indian students to the University of Sheffield was a new development since the war.

He thought that on the whole the Indian students were rather on the weak side, and that although they were graduates they were only just able to carry on with the second year work. He attributed this to the fact that they had not received such thorough early training as the English students, and that, coming into the course in the second year, they were not accustomed to the English methods of teaching and training. There were some Indian students, however, whose intellectual capabilities were of quite a high order, although generally speaking they seemed not to have the "engineering mind" to any marked degree. He thought that it was not difficult to understand this deficiency. The English boy was brought up from childhood in the atmosphere of engineering and mechanics, a tradition quite alien to the Indian mind. It was environment rather than any specialised University training that was lacking.

Asked if he could suggest any method of selection of students in India, he replied that he thought that this would be difficult, and that only those students who had a really keen desire to come and who possessed the necessary preliminary training should be allowed to do so.

He thought that in the matter of selection and admission the present situation was most unsatisfactory. The University was in continual receipt of letters of application from Indian students asking for all kinds of facilities and exemptions that the University could not possibly concede. Thus the number of refusals that had to be made was probably creating a very bad impression in the minds of the Indian public, who might easily imagine that they were caused not by academic regulations, but by race prejudice. If there could be some competent authority in India to apprise students of the regulations and conditions of admission to the English Universities he thought that this bad impression would be removed. In addition to this, some competent body was required in this country to keep the English Universities conversant with the standards of Indian examinations and degrees.

As regards the number of Indian students that the University were prepared to admit to the Engineering Faculty, the witness said that he did not think that they could take more than 12 each year, making a total of 24 (if they came as second-year students and spent only two years there), or 36 (if they took the full three years' course). He thought that this number was the maximum advisable from all points of view. This year the University was particularly crowded owing to the number of ex-service men who had received Government grants, but he did not think that in future years the numbers would decrease sufficiently to justify any increase in the number of Indians admitted beyond the figures before mentioned.

There was an important point to be considered in this connection. The University depended very largely on the Municipality of Sheffield for its funds. £30,000 a year was subscribed out of the rates of the City of Sheffield, and smaller amounts from the West Riding, Rotherham and Doncaster. The Sheffield subsidy represented a rate of 3½d. in the £ for every householder, and any increase in the subsidy would be a serious matter to them. To one Sheffield firm, for example, a penny rise in the rates meant an additional £300 a year. It was not therefore to be wondered at if the people of Sheffield should complain that rates were being levied from them to educate the whole world.

There were several Japanese students at Sheffield, and that there had at one time been as many as 20 from China. He agreed that Indians and other members of the Empire would have the first claim.

He also agreed that as the University was also in receipt of a grant from the Treasury, and that Sheffield manufacturers found in India a lucrative market for their goods, the Indian student was not therefore entirely without claim upon the University of Sheffield. The imperial and industrial aspect of the question certainly suggested that the University should do what it could for Indian students, but he thought that, although it was the privilege of the English Universities to educate students from India in those branches of advanced study and research for which they were specially equipped, yet the educational authorities in India had no right to expect them to give training that could and should be provided in India itself.

Speaking of the nature of the Sheffield engineering courses, the witness said that there were two distinct systems at work:—

1. A three years' course devoted entirely to college work for the degree.
2. A four years' course of alternate periods of six months in works and at the University.

He thought that this latter arrangement was the better if it could be obtained, but that most manufacturers were not desirous of taking men for so short a time as six months per year. No Indian students had followed the second course, but he thought that it was not a very serious drawback to them, as apart from the fact that not more than about 5 per cent. of the English students were fortunate enough to be able to make arrangements with firms, the University course itself provided a large amount of practical training. In some branches of engineering the University course was self-sufficing—*e.g.*, electrical engineering and (on the civil side) structural work. On the whole, however, the civil engineering graduate was not competent to take a responsible post immediately upon leaving the University.

The University did not undertake to get posts for its students when they graduated, but they were often able to do so. Engineering firms were applying to them in increasing numbers for their students. Every year three or four men were placed immediately with civil engineering firms to do structural work. This required no works experience of machinery, &c., but needed sound and exact knowledge of principles. He thought that the Indian authorities ought to attempt to make some provision to provide posts in India for their students who had come to England to train.

Speaking of preliminary training in India, the witness said that a study of applied mathematics and physical science would be of the greatest use to intending engineers. The Ph.D. could be taken in two years by any sufficiently competent graduate, thus Indian students would have the opportunity of doing post-graduate research work at Sheffield.

He did not think that the one year's concession in the case of graduates studying for the ordinary degree had a detrimental effect upon their work. In cases where two years' concession was granted to graduates of other Universities only a Pass degree could be obtained, but it was usually very undesirable to take advantage of the two years' concession. At least two years' study was required by such graduates before proceeding to the Honours degree. Any man who went away from the University as an Honours graduate would be expected to have had some technical experience as well as scientific knowledge.

He thought it advisable that Indian students should have had some practical training before coming to the University. In Germany as well as in some English Universities no student was accepted in the Engineering Faculty unless he had done a year in some works previously, and he thought that this regulation might well be made more general in the case of the English Universities, though it was not easy of fulfilment. The only point in favour of students coming without this experience was that they came straight from school, or in the case of Indians from the University, and therefore still had the student's habit of mind, which the man who had left school some time might in some measure have lost.

There was no Appointments Board at Sheffield University. Circulars were obtained from the Public Works Department, and students applied for all branches of the civil engineering service. He thought that it ought to be possible for Indian students to get practical experience on the State railways and on Government irrigation works in India.

He thought that the provision of manual training in certain selected Indian schools would enable the Indian student to acquire in some measure the mechanical turn of mind common among Engish boys. It was more a matter of environment and general mental outlook than mere manipulation of and acquaintance with tools, but an introduction to the use of tools would certainly be a great advantage in this direction.

As regards the social side of University life, the witness said that the Indian students in Sheffield got on very well with the other students and seemed to be very happy there.

The lodging question presented great difficulties. The University had no hostel system (apart from a small theological hostel), and thus all the students who did not live at home had to live in lodgings. It was hoped that a hostel system might be inaugurated, but no steps had as yet been taken, chiefly for want of the necessary funds.

DR. C. H. DESCH, D.Sc., Professor of Metallurgy, was called and examined.

He said that of twelve Indian students now at Sheffield only two were in his department. One of them, a Government scholar, had done excellent work. Negotiations were being made to obtain a steel inspectorship in connection with the Indian State Railways for this man, and he thought they would be successful.

His experience related rather to the University of Glasgow than to Sheffield, as he had only recently been appointed to the latter University. There were many more Indian students at Glasgow; he had had at one time 25 in a single class.

In his opinion the present method of admission was haphazard and unsatisfactory. Many Indian students came with very insufficient preparation; some did not have a thorough knowledge of English, and others failed time after time in their final examinations. He thought that in order for an Indian student to derive the utmost benefit from an English University course he should have done all his preliminary training in India. He did not think that students who had not done their intermediate examination in India should be allowed to come, and he would prefer, except in exceptional cases, to limit admission to graduates. There were no Indian students in Sheffield who had been to an English public school.

Generally speaking, he was in favour of the sandwich system, but he felt that it was not workable in Sheffield. It was very difficult to induce the Sheffield manufacturers to admit students for such short periods as six months at a time. He liked the metallurgical students to get some practical shop experience during the summer vacation, and Indian students could as a rule obtain this equally with other students. The Government scholar he had referred to had obtained a temporary post during the 1920 summer vacation as assistant melting shop manager at the Frodingham Iron and Steel Works. He thought that there was not the same difficulty in obtaining shop experience in metallurgy for Indian students as there was in engineering. Even in the latter case all the Indian students in Glasgow had been able to make suitable arrangements with firms.

He admitted that if the number of Indian students in Sheffield greatly increased there would be difficulty in getting shop experience for them. At present there were never more than four or five, and this number could be placed quite easily.

The course for the Pass degree was a three years' one; the Honours course took four years. All graduates, from whatever University, were exempted from matriculation and under certain conditions from the first year's work and examinations. The question of equivalence of degrees and other certificates presented great difficulty to the authorities. In Glasgow it was this point above others that had led to the institution of a local Adviser to Indian students. In Sheffield they would be glad of any possible help in this matter either from a local Adviser or from some central office in London.

In reply to an enquiry as to what Indian students were required to have done in India before coming to Sheffield, the witness said that he wished the Indian students under him to have attained the B.Sc. standard in pure science—that is, in chemistry, physics and mathematics. He did not wish them to have any specialised practical metallurgical training before coming to this country.

In ordinary times there was no difficulty in finding posts for graduates in metallurgy, but the present trade slump made the position much more difficult. Most of the Sheffield works were now staffed by Sheffield University men, and there were a number working in the United States.

The Government scholar at present in the Metallurgical Department was a graduate of the University of Calcutta, having taken a science degree with chemistry as the principal subject, and had had some experience on one of the Indian State Railways before coming to England.

The University as a body did not undertake to make any arrangements for placing students in firms for the purpose of gaining practical experience, but the professors themselves did this in an unofficial capacity. Civil engineering firms generally asked for some sort of fee or premium to be paid under these circumstances, but this was not the case with mechanical engineering firms.

So far as he was aware, there had not been any difficulty with the trade unions regarding the admission of Indians to works.

There were 140 students at present in the Metallurgical Department at Sheffield.

With regard to his former statement that it would not be easy to place more than four or five Indian students with English firms, he pointed out that the reception of students into works was in the case of Indian and Englishmen alike an act of grace on the part of the manufacturer. He would not therefore suggest that the officials responsible for the placing of Indian contracts with British firms should rule out those firms who refused to take Indian students.

He thought that whereas the engineering graduate was only in a position to enter a works as a learner the graduate in metallurgy should be able to take up a responsible post at once.

In regard to the question of equivalence of degrees, he stated that the information to be obtained from the various Indian University calendars was not very helpful. What the University really needed to have was not a paper statement of syllabuses and curricula, but a definite knowledge of teaching standards and the relative difficulty of examinations. He thought that the Universities Bureau of the British Empire might be of some help in this respect, if it were to take the matter in hand. In Glasgow there had been great difficulty in this respect until the appointment of the local Adviser, who had done much to lessen the trouble.

He agreed that any Government machinery established for the purpose of dealing with these difficulties would be likely to cause suspicion among the Indian students, who were often ready to think that the Government was spying upon their political opinions.

Realising the difficulty that arose when Advisory Committees were set up and then their rulings were not definitely adhered to, he said that if satisfactory machinery could be provided in Sheffield he would be content to be bound by it, and he thought his colleagues would also.

At the present time there were no Egyptians in his Department, but there were a few Chinese. The latter were admitted on the recommendation of their Embassy in London. They had all entered as first year students, and he had no record of their previous attainments.

There was no set date for closing the books of the University. Sometimes students presented themselves on the first day of a session, and if there was room for them in the laboratories or workshops they were admitted. As a result of the present after-war congestion in the University it was advisable to make earlier application.

He thought that if there could not be an Adviser for each of the northern Universities, the appointment of one Adviser for the seven would be a step in the right direction.

There had not, so far as his Department was concerned, been any visit from the office of the High Commissioner in London.

He stated that he was under the impression that some of the Indian Universities were examining rather than teaching bodies, but it was explained to him that this was not the case, and that the University of Calcutta, although it had started as an examining body, had now fifty-six colleges attached to it, and a necessary condition of graduation was that a student should have been a student at one of these colleges, should have attended at least 75 per cent. of the lectures, and should have shown proficiency in the practical tests at the final examinations.

He thought that a report by some responsible Government Committee as to the teaching standards in India would be of great value to the English Universities.

As regards the social life of the Indian students, the witness thought that in Sheffield there had not been any of the difficulties of race prejudice or aloofness that had been experienced in Edinburgh and elsewhere. The number of Indian students at Sheffield was sufficiently small to admit of their complete assimilation.

The lodging question was a difficult one. His own experience, which related more particularly to Glasgow, was that Indian students, owing to lack of means, often had to take lodgings in poor quarters of the town, made somewhat undesirable friends and brought them to University functions. This was not tolerated by their fellow students and caused ill-feeling.

He did not think that the Indian students in Sheffield took much part in games. They were not admitted to the O.T.C., but this was a War Office regulation and was not due to any objection on the part of the University.

PROFESSOR J. B. LEATHES, M.A., M.B., B.Ch., F.R.C.S., Dean of the Faculty of Medicine, was called and examined.

He stated that at the present time there was only one Indian student in the faculty. He had come as an undergraduate and was taking the ordinary medical course, which consisted of five years' study. His application had been made direct, and he had matriculated in England. There were also three or four Egyptians in the faculty.

Applications from Indian graduates for exemption from the first year of the course would have to be referred to the Senate for consideration, in accordance with the charter and ordinances in which provision for such exemption was included. The medical course at Sheffield was considered to be of a high standard. He emphasised the point that the University authorities wished to train students, as well as examine them; it was not satisfactory from their point of view to prepare undergraduates for outside examinations. They should come to Sheffield, take the whole course, and finally obtain their degree from the University. He thought that men who came after obtaining an Indian degree in chemistry and physiology might be sufficiently qualified to start directly on the second year course: the decision rested not with the Dean but the Senate.

The course of study in the Medical Faculty at Sheffield was, in brief, as follows:—

First year: chemistry, physics, and biology.
Second year: anatomy and physiology.
Third year and fourth winter: commencement of hospital work, pathology and pharmacology: continuation of anatomy and physiology.
Fourth year (summer) and fifth year: clinical work.

There were examinations at the end of the first and second years, at the end of the fourth winter and at the end of the fifth year.

The hospital facilities in Sheffield were very good.

As regards Public Health work, there was a post-graduate course for which the University granted a diploma. There were no diplomas or doctorates for any other post-graduate or research work in the faculty open to graduates of other Universities.

On being asked how many Indian students he would be prepared to admit to the faculty (the total number there being now between 130 and 150), the witness replied that that was a matter that must be dealt with by the University and not by any individual faculty. The question of expense entered very largely into it, since the fees did not cover all the expenses to which the University was put, and the balance, a large sum, was to a great extent met by local authorities acting in the interests of the locality, so that local students' requirements had to be considered first. (The fees in the Medical Faculty were last year £36 per annum.) He personally would admit any number that the Council thought fit; on his own authority three or four would be the maximum, provided that local students were not thereby excluded.

He thought that some of the Indian students now studying for their fellowship (F.R.C.S.) in London might come to this University, the necessary clinical opportunities being so restricted in London at present on account of overcrowding. He did not advocate any very large number coming, however, as the staff at Sheffield was limited, and the students might not get sufficiently full attention.

The authorities did not insist on a student having taken chemistry and physics previous to coming to the University. The General Medical Council, however, had announced that all students would have to satisfy an examining body in these two subjects before they would be allowed to register. Thus in the future there would be a higher standard of admission. The course for the degree would still be a five years' one, so that this regulation would have the virtual effect of lengthening the period of study.

PROFESSOR W. E. S. TURNER, O.B.E., D.Sc., Head of the Department of Glass Technology, was called and examined.

He stated that, at the present time, there were about twenty students in the Department, including two Indians. One of the latter, a Government scholar, had come with an Indian degree, and was now taking his final examination; the other, also a graduate, of fair capabilities, was not reading for his degree but was returning to a firm in India at the end of his two years' course at Sheffield. There was one Japanese student, also a graduate, in the Department.

He had found that the general standard of Indian students was not so high as that of English students taking the same courses.

Questioned as to the qualifications which he preferred a student to have before coming to the University, he said that it was the ultimate aim of the Department to do work of post-graduate standard; this could not be attained immediately, but in preparation for it he could say that they preferred students from

dia and the Dominions to come as graduates, having en their degree in chemistry, physics and athematics. The authorities did not insist on any evious practical training, though it was to the idents' advantage if they possessed some knowledge mechanical engineering.

He had paid two visits to America, and could say that there were no institutions there for the teaching of glass technology. At one or two of the Universities the study of glass was included in the curriculum, but only as a sectional subject; Sheffield was the only University in the world to devote a department to the subject.

If a man wanted to study glass technology he would advise him to come to Sheffield. For practical works experience, under the best and most modern conditions, he would at present gain most by entering a works in America. At the present time, however, it was difficult to gain admission to the big manufacturing works in the United States, as industrial conditions there were in almost as bad a state as in this country.

He estimated that students, who had taken their degree here and were desirous of spending an additional year in the study of American methods, would require £350 to £450 to cover all their expenses during that period, depending on the extensiveness of their travel.

In Sheffield, a degree or diploma could be obtained in two ways. Students taking the four years' degree course spent alternate periods of six months at the University and in works, while those who were taking the three years' course could only allow one-half of their long vacation each year for practical experience.

Up to a short time ago he had found that manufacturers had been quite willing to admit Indian as well as British undergraduates into their works; lately they had preferred students of English origin only. In reply to an enquiry as to the reasons for this discrimination, when Indian students were accepted into engineering and metallurgical works on the same footing as English undergraduates, the witness explained that a considerable number of glass manufacturers had a big eastern market for their goods, and no doubt they held the view that in training Indian students they were working against their own interests. Speaking for himself, he would prefer that Indian students should be trained in British works, as the friendships formed between the student and the firm where he was trained would ultimately be of considerable benefit to the firm. Indian students had always joined parties of students paying visits to works, and had never once been made unwelcome.

Training in fundamental practical principles, even if a student did not succeed in finding entry into a works, was largely met by the Department's equipment. The new premises now being fitted up were an actual glass works in which glass pot-making and the melting of glass by producer gas and other fuels and the manipulation of glass in various ways would be regularly carried on.

On being asked how many Indian students he was prepared to admit to the Department, the witness replied that there was really no restriction except that of limited laboratory accommodation. If there were a great increase in the number of applications they would consider the idea of extending such accommodation. He did not think that, under present conditions, they could accept more than ten Indians a year.

He considered that, generally speaking, Germany was still in advance of other countries as regards the scientific principles of glass making; in the actual methods of mass production by machinery they were falling behind. It was in this latter branch that America held the supremacy, having invented nearly all the machinery now used for the production of glass in large quantities. France was only just beginning to import this machinery from the United States. Japan, always a copyist, had only recently started glass making to any great extent, and the new factories there were run mainly on American lines. Belgium had a reputation for good hand-made glass; importation of American machinery into that country had already begun.

On being told that the Scientific Research Association in Calcutta had sent students to Japan to study glass technology, and that the results had been unsatisfactory, the witness said that he would not advise students to go there to learn glass-making, but to come to this country. Witness was informed that in India factories had been started, and had failed because the workmen could not stand the heat; the difference in climate was not generally considered when setting up the furnaces. The difference in raw materials had also to be taken into account. The witness said that the latter point was amply dealt with in the course at Sheffield, and if his training here had meant anything to him, the student would be able to deal with the difference between raw materials here and in India. Nevertheless, it was most important that before starting glass factories in India the prospective manufacturer should ascertain that the necessary materials were easily obtainable, that there was fuel in the near neighbourhood, and reasonably efficient transport. It was impossible for the University authorities to judge for the students in these matters, although they did their best to render them capable of doing so for themselves.

TUESDAY, JUNE 14, 1921 (SHEFFIELD).

Present:

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
MR. M. N. CHATTERJEE.

MR. R. E. FIELD, *Secretary*.

SIR W. H. HADOW, C.B.E., M.A., Vice-Chancellor of the University, was called and examined.

He submitted a written statement, which is printed on page 339 below.

He said that there were at present twelve Indian students in the University. Most of them were in the Applied Science Department, which was to some extent autonomous, and therefore they did not come very much under his own immediate observation.

As a general principle, he was against taking any large number of Indian students in the University because of the danger of their forming themselves into a self-sufficing clique. He did not wish to see the formation of an Asiatic Society, or any such body, as this would mean that there were too many to be assimilated by the body of British undergraduates. He thought that a total of about thirty was as many as he would consider advisable.

There were a great many societies in the University, and they were all open to Indian students on the same terms as to the British. There were the usual athletic clubs, but they suffered from the great drawback that the playing fields were about three miles away from the University. Thus, although there were always a large number of men who were really keen, and played all the usual games, it was difficult to establish any general athletic tradition in the University, and the matches were as a rule played with few spectators. He did not think that many of the Indians played games.

There were no societies in Sheffield corresponding to the Majlis in Oxford and Cambridge or the Crocodile Club in Cambridge.

He thought that the University was quite free from racial prejudice.

Coming to the question of lodgings, he said that there was a University officer whose duty it was to recommend lodgings to students, keep himself informed as to all their addresses, make periodical visits to the students during the term to see that they were satisfactorily

housed, and to undertake other duties such as keeping an eye on them in case of illness. He did not think that many of the students lived with families, and in the case of the Indian students he did not as a rule advise this course. There was only one University hostel for men; more were urgently needed. He had not heard of any of the Indians having financial difficulties.

Questioned as to the cost of living in Sheffield, he said that with the present fluctuating prices this was difficult to ascertain, but he thought that about £3 10*s*. a week would be sufficient. The fees in the different Departments varied, the Applied Science Department being the most expensive.

He was of the opinion that an Adviser to Indian students in Sheffield would be of great help to the University and to the students. He would prefer that the Adviser should be a member of the staff of the University.

As regards the question of selection, he said that he thought that admission should, on the whole, be given by preference to graduates. He thought that the Indian undergraduate was as a rule too young to assimilate the life of the English people, and to derive full benefit from an English University career. In exceptional cases undergraduates of special ability or attainment might well profit by study at an English University, though it would be disadvantageous to the Indian Universities if they were depleted of the best of their undergraduates, and thus had no material to establish a sound academic basis. He thought that the ideal student to accept was the man who came over to England with a fixed idea of what he wanted to study, and preferably a man who came to study under a particular professor. Such men could either be admitted for a general course without examination at the end or for the Ph.D. degree.

No official record of the subsequent careers of Indian students had in the past been kept in the University, but attempts were at present being made to do something of the sort through the agency of the Old Students' Association. He thought that a record kept in this way was likely to be of more value than an official list kept in the office of the Registrar.

He thought that the Universities Bureau of the British Empire might do much in the matter of ascertaining the equivalent standards of degrees. In France, Belgium and the United States the question had been considered by Visiting Commissions, of one of which he had been a member. It would not be so easy to do this in the case of India owing to its enormous size, but he thought that the same method could be applied to it as had been done in the case of America, where one authority was fixed upon (in this case Washington), whose guarantee was regarded as *prima facie* evidence in a student's favour. He did not wish to insist upon such a scheme, but would be satisfied with any arrangement that provided some really competent and responsible means of obtaining information upon which the University could rely.

The question of the appointment of a local Adviser for the seven northern Universities was then discussed. The witness said that the argument for it was that in this way a whole-time job would be provided, and therefore it was likely that a man might be found for it who had a good knowledge of some Indian languages. The argument against it was that such an officer would not have time to get an intimate knowledge of all the Indian students in each of the Universities, and that he might be suspected of having a bias in favour of the particular University to which he himself belonged. He thought that the essential importance of the position was that the officer should know the students intimately, so that they would look upon him as a friend, and not as an official. Another argument against having one man for the seven northern Universities was that, although the Vice-Chancellors kept in touch with one another, yet the Universities were autonomous and the inner workings of each differed in a considerable degree.

As regards the remuneration of the Adviser, he thought that if one were appointed for a single University it would not be a whole-time post, and that an honorarium of £100 a year should be sufficient. More would, of course, be necessary if one official were appointed for the seven Universities.

The duties of this official, supposing that he were appointed, would be to receive the Indian students during the first week of the term and to advise them as to suitable courses of study, and the general laying out of their time. He should also advise them what were the best clubs to join, and possibly give them introductions to English students. He would act as a confidential mentor to the students if they needed him. He did not agree that this could be better done by the separate Departments of the Universities. He thought that it was better to have an officer who was definitely responsible for the Indian students in any difficulties they might have, and he did not think that the existence of such an officer would in any way cut the student off from the interest and friendship of his individual professors. He thought that it was distinctly advisable that the Adviser should be a member of the teaching staff of the University. The fact that the Indian students at Edinburgh were not assimilated into the general University life was due to their large numbers, and not to the existence of a local Adviser. If the University of Sheffield increased its numbers of Indians to about thirty, he thought that the Adviser would be necessary, but at present, when there were only twelve, he did not think that an officer was essential, though he would welcome the appointment if Government decided to make it.

He was definitely opposed to the institution of any Asiatic club or hostel *as such*. He thought that this would immediately tend to segregation, which it was his aim to avoid. From the point of view of the Indian students having some place in which they could entertain their English friends, he said that a general University club would be of the greatest value, but not a club specially set apart for Asiatics, or, indeed, on any other racial or national basis.

He agreed that, in view of the fact that many Indian students came to the University without any definite idea as to which branch of technology they wished to study, it would be better if they had some practical training in India before coming to England.

He was not sufficiently conversant with the views of the local manufacturers to say whether there was any difficulty in obtaining practical works experience for Indian students. If so desired, he would be glad to circularise Sheffield firms in regard to this matter, and to point out to them that the admission of Indians to their works would tend to the production of a number of valuable "trade missionaries" in India, and that from the wider Imperial view of industry any advancement in Indian trade would have a reciprocal effect in this country.

He agreed that it would be advisable to have hostels for the students who were in works, as from the nature of their work, and the dress necessitated by it, it was sometimes difficult for them to get suitable lodgings. The difficulty of acting upon such a suggestion was, however, one of accommodation and funds.

Asked whether the local Adviser, if he were appointed, could do anything in the way of bringing Indian students into touch with the better minds of the University, by means of introductions and of entertaining at his own house, the witness replied that this might certainly be the case.

As regards the closing of the University books, the witness said that there was no hard-and-fast rule in the matter. The books were kept open until all the accommodation was filled. Sometimes students presented themselves at the beginning of the term, and sometimes admissions were made as late as January. He advised students, however, not to come up after the beginning of the October term.

If this Committee, when in India, would make a special point of ascertaining the comparative standards of degrees, the University would be grateful for their findings.

He thought that it was advisable for the Indian students to have had some practical training before coming to English Universities for applied science. He did not so much require advanced technical knowledge, as a general familiarity with scientific processes, a power of manipulation and an acquaintance with practical apparatus. This was not an absolute necessity, but it was a great advantage.

Mr. W. M. Gibbons, O.B.E., M.A., the Registrar of the University, was called and examined.

He said that he had been Registrar since the foundation of the University.

He had no official records of the subsequent careers of past Indian students, because the students had not supplied them.

He thought that the actual cost of lodgings in Sheffield was from 35s. to 50s. a week. In addition to this an Indian student had to pay his University fees and keep himself during the vacations. He thought that £200 a year was the minimum allowance necessary at present.

No arrangements were made for the Indian students during the vacations. They simply kept their terms and then went away, he did not know where. They never asked his advice as to holiday quarters.

There was a supervisor of lodgings attached to the University who kept a list of approved lodgings and inspected them regularly during the term. This arrangement secured, in the case of Indian students, that they were living in desirable surroundings. He did not think that landladies had any prejudice against coloured students as such. Their only objection was that they often required special cooking.

He had not heard of any Indian students being in financial difficulties either in the question of paying their landladies or the University fees.

He was strongly in favour of the institution of a local Adviser, and was of opinion that even with the small number of Indian students at present at Sheffield such an officer was greatly needed.

All students who had the necessary qualifications were admitted so long as there was room for them. He had letters from various official bodies in India, but he did not know what were the functions of the Indian Students' Department in London. One of his chief difficulties in regard to the admission of Indian students was that he did not have any satisfactory knowledge of the value of the certificates of character that they presented. Up to the present he had worked on his own judgment, and the results had been satisfactory, but he would prefer to have the competent advice of some recognised body for this purpose. He suggested that some organisation such as the Egyptian Educational Mission might be set up. This was working with excellent results.

In cases of illness the supervisor of lodgings would do all he could to be of assistance, and if the case were serious would make necessary arrangements for hospital accommodation, &c. He thought that there was very little sickness amongst the Indian students as a whole.

As regards the question of the equivalence of Indian degrees, he did not think that any special developments had resulted from the recent Educational Commission to Belgium and France. This was another point on which an Advisory Board, whether in India or England and whatever its constitution, could render valuable service to the University. It would also be advantageous to the students themselves, in that they would be prevented from making applications to the wrong Universities or asking for concessions that could not possibly be granted. He mentioned in this connection that Indian students sometimes applied to him to be admitted to Sheffield University for the study of textiles, which could best be followed at Leeds. An Advisory Board of the right kind would inform students on such points as this, and thus save a great deal of time, trouble, and disappointment. At present all the Indian students had to come for a personal interview. If, therefore, they were not accepted, it meant that they had wasted an incredible amount of time

He preferred to have all the Indian entries in before the end of August or early in September. This, however, was not a hard-and-fast rule, and if there was room for a student he would not be kept out because he had applied late.

On the whole, the student who came from India to Sheffield did so with the knowledge that it was principally a University for the study of metallurgy, and that steel formed the staple industry of the town. There were, however, some applications asking for courses that the University did not provide.

No Appointments Board had been found necessary in the University, as hitherto there had not been any difficulty in placing students when they had finished their course. In the future it might not be so easy, and the University was considering the advisability of instituting an Appointments Board. The Indian students who had passed out of the University had gone back to India, apparently with some object in view, but he did not know what sort of posts they had obtained.

He thought that the University had enough influence with the local manufacturers to do away with prejudice (should it exist) in regard to their taking Indian students into their works. The "sandwich" system had recently been instituted in the Faculty of Engineering, and it was felt that if arrangements could be made with manufacturing firms, this was the best possible course for students to follow.

Three Indian students, Mr. G. D. Kelkar, Mr. B. S. G. Toki, and Mr. N. N. Ghosh, were called and examined.

Mr. Kelkar said that he was 39 years of age, and had come to Sheffield as a Government scholar with a B.A. degree from Bombay University. He had been at Sheffield two years.

He had made the most of the glass technology course provided, but on the whole had found it unsatisfactory. The equipment was inadequate: in such branches as refractories and fuels he had received elementary theoretical, but very little practical instruction. The same remark in general applied to glass manufacture, the defect, in his opinion, being that more time was unnecessarily spent on chemical analysis in proportion to the time spent on glass making, and actual experience in glass works or firms had been unobtainable. He had had some previous practical training in India with a firm that had agreed to engage him on his return, provided that he specialised in plate glass production: this had been impossible, there being no special facilities for the study of this branch of the subject, so he had no prospects of an appointment with that firm. They were not taught in Sheffield how to deal with the differences between raw materials here and in India. He had not, however, brought this to the notice of his professors, as he understood that students taking special courses could only work on the lines prescribed.

He had obtained comfortable lodgings in Sheffield, and his relations with the other students had been satisfactory. He was a member of the Society of Glass Technology, Sheffield, and of the American Ceramic Society. He had taken little part in athletics, the University grounds being too far away; in order to gain admission to the various clubs in the town it was necessary to be introduced by a member, and he had not known anyone who could put his name forward.

He mentioned the Royal Victoria Institute at Bombay, and a student trained there, as lacking in practical training. He complained generally that the present institutions in India did not allow the students to handle the apparatus sufficiently to give them confidence to do real practical work.

Speaking of the excellent facilities available for practical experience in America, he complained that the Government had prevented him from going there last year with the party from the Society of Glass Technology. He had asked them (the Government) to grant him sufficient funds, which they refused.

He thought that Indian students should be sent to the United States to learn the methods and management and for principles they might be sent either to England or to America, but best of all to Haida in Germany.

He believed that if two candidates with equal qualifications applied for the same appointment in India (well paid and of responsibility) it would be given to anyone but an Indian.

He saw no reason why Indian graduates coming to English Universities should have to matriculate. It was a formality, but it involved the payment of unnecessary fees. If possible an undergraduate or a graduate from an Indian University should be considered to have passed the matriculation of any of the English Universities.

He thought that hostels run by the University would be welcomed, but if they were to be specially for Indians and under Government control they would be disliked intensely by the Indian students.

In his opinion, the Indian Students' Department ought to be abolished. He had found it unbusinesslike and unsympathetic. He had written to the Department on the 20th May in connection with the extension of his scholarship, but he had not yet received any reply, although his scholarship would expire on the 10th July.* If the present organisation could be done away with, and a new one founded on entirely new lines, it might be of assistance to Indian students in this country, who needed help and advice on many subjects.

He referred to an application he had made for certain Government publications connected with his subject, which he considered ought to be supplied to him free of charge. This was accepted in principle and some publications were supplied, but he was asked to produce a certificate from his professor to say that the books asked for were necessary for his studies at Sheffield. He also complained of having been required to pay income tax on his scholarship allowance, whereas, as a married man, he was entitled to exemption. The Students' Department, instead of dealing with the matter, had referred him to the Income Tax Commissioners. The information allowing exemption was on the records of the Students' Department, and the bills for his stipend were also prepared by the Students' Department; this unnecessary charging of income tax and granting a rebate after unnecessary correspondence could have been avoided if the Department had been more businesslike. He thought that in both matters the attitude of the Indian Students' Department had been most unsympathetic.

Mr. Toki stated that he was taking the engineering course, and was in his second year (having come with a degree in science he had been admitted direct to the second year course). The Advisory Committee in Lahore had not been of any assistance to him when he made his application for admission to an English University, and he had finally secured admittance to Sheffield by means of a personal application.

He had comfortable lodgings in the town, and the relations between himself and the other students were very friendly. Dr. Ripper had always taken a personal interest in his work, and he had found the course most satisfactory. He was unable to take part in the athletic life of the University owing to reasons of health.

As regards the O.T.C., he said that, belonging to a military family as he did, he had wished to join it, and for the last six months he had done all he could to secure admission. His English friends and the officer commanding the O.T.C. had all been anxious that he should join, but the regulations had prevented him from doing so.

Mr. Ghosh stated that he was a Government scholar taking the metallurgy course at Sheffield. He had come with the B.Sc. of Calcutta University, and had been here two years. During the vacations he had done practical work with a Sheffield firm, and there had been no difficulty in securing admission for him there. On his return to India he hoped to obtain a post as metallurgical inspector.

He got on very well with the other students, and had taken part in athletics.

He thought that students should come to the English Universities possessing a good scientific and industrial grounding.

He had found the Students' Department very helpful.

All three witnesses agreed that a local Adviser for Indian students in Sheffield would be a great help, provided he were a member of the University staff.†

They handed in the following written statement of their views upon the points referred to in the printed paper regarding the Committee's investigations in the United Kingdom:—

"The replies to the different questions.

1. The main reasons may be summarised as:—

(*a*.) Securing the same sort of qualification as the Europeans in the employ of Government with a view to getting good salaries and responsible posts.

(*b*.) Even in private employment the foreign qualification carries more weight.

(*c*.) On account of insufficiency of suitable institutions in India.

(*d*.) They come here simply for the sake of higher education, and try to get an equal footing with the Europeans.

(*e*.) Some come through the lack of correct and proper information.

2. (*a*.) The Government, in our opinion, should be responsible for providing adequate provision to train experts in their own lines, on lines similar to the institutions conducted here. We have read in the Industrial Commission Report some of the witnesses say that the better class Indians do not like to do any sort of manual work. We differ from this. We think that the fault is due to the quality of the manual work and the quality and status of the position the students will be called upon to fill up after undergoing the training. The practical training does not give confidence to the student that he would be able to take responsibility and carry on.

(*b*.) The Government should try to provide adequate facilities in foreign countries for Indian students who come abroad on account of want of facilities in India by scholarships and by arranging for them in prominent factories, that is, in such a way that they should be experts in their lines, irrespective of the country where they have to go and expense involved. This refers with more emphasis to the Government scholars on whom the public money is being spent.

3. The students, as pointed out above, come over here or abroad with the chief inducement of getting good jobs on their foreign qualifications in private or Government service. As regards the Government service, it has proved quite a failure. If two candidates with the same qualifications apply for the same responsible post, the Government selects anybody but an Indian. So we suggest that in the case of students sent abroad by the Government with public funds, they should have the first claim on a post under Government in their line. Where there is a possibility of an expert being required by Government in the near future, the Government, if it has or is sending any scholar for training in that line, should first try to get that scholar trained as an expert to fill that post, rather than employ a foreigner to fill up that post.

In some cases we have to admit that the education that is imparted here is better than can be had in present institutions in India.

1. Generally, students coming abroad are already graduates of some Indian Universities, and there ought to be no necessity for them to obtain matriculation certificate for entry into the Universities here, as their standard of education is already far above that. This is only due to these Universities not being well-informed by the Educational Adviser of the quality and quantity of the work done by the Indian Universities.

2. This is not at all necessary.

3. There should be no restriction at all. The matter should be left to the parents.

4. This point cannot be answered in general. We can say from concrete examples that subjects like glass, pottery, &c., have not got sufficient facilities in England.

5. Hostels under Government management are not required. If possible, where there are sufficient numbers of Indian students, Government should try to provide rooms and grounds for social and recreative

* Mr. Kelkar subsequently wrote on the 4th July to say that he had sent a reminder on the 20th June, and had received an acknowledgment dated the 29th June saying that the matter was still under consideration, but the final reply had not yet reached him.

† Mr. Kelkar subsequently wrote to say that on further consideration the Indian students in Sheffield were of opinion that the extent of the help that a local Adviser, whether a Government official or a member of the University staff, would be able to give them would not be sufficient to justify the cost of his salary; they therefore desired to suggest that one of the senior Indian students should be elected to serve as a voluntary local Adviser, the necessary clerical assistance only being provided at the expense of Government.

benefits of the students, the students at the place managing the whole show.

6. No; the experience of the present arrangements shows the undesirability of any such organisation.

7. The present method and means are by no means satisfactory. There should be more elasticity to suit conditions of different subjects. As a general rule, tours in different countries should form part of the scholars' training, and in the case of private students, if they desire, Government should give them every information and facility.

8. Yes.

10. Yes.

11. Yes."

WEDNESDAY, JUNE 15, 1921 (MANCHESTER).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
MR. A. P. M. FLEMING.
MISS BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. JAMES MOIR, M.A., M.I.M.E., Acting Principal and Senior Tutor of the College of Technology and Local Adviser to Indian Students in Manchester, was called and examined.

He first read statements (printed below) by Professor Miles Walker, Mr. Graham, Principal of Dalton Hall, and the Rev. T. Nicklin, Warden of Hulme Hall.

He said that there were now nineteen Indian students in the University of Manchester. With one exception the Indian students under his care had been quite satisfactory. This student had been most unsatisfactory, repeatedly failing in his examinations, and showing general weakness of character. He attributed the difficulty chiefly to the fact that the student had too much money: his father had arranged for him to have an allowance of £250 a year, and he had spent £300 in eight months.

In regard to the question of the minimum allowance necessary for a student, he said that he thought £300 was the present figure. This allowed £200 a year exclusive of fees, which would amount to about £70, and left a small surplus for emergencies.

Of the Indian students at present at the college, ten were reading for the ordinary degrees and eight or nine were doing special courses. Several of the Indian students were graduates of Indian Universities (five of them were in the Faculty of Technology). Personally, he considered it desirable that the Indian students who came to this country should be graduates, and that they should be men who had had some suitable preparation in the subjects that they intended to read. The man with an Arts degree, for example, should not expect to be exempted from part of the applied science courses on the strength of that degree.

He thought that the fault of the Advisory Committees in the Indian provinces was that they contained the wrong type of Adviser. Most of the Indian students whom he had known had preferred to communicate with the Universities direct because they had no faith in the Advisers in India. He thought that if the Advisory Committees could be improved in such a manner that they would be in a position to transmit reliable information, both from and to the students or some central organisation set up for the same purpose, Manchester would be glad to be directed by their advice and keep to their decisions wherever possible.

He said that the Indian Intermediate Examination exempted students from the matriculation at Manchester. This was not invariably satisfactory; he gave two instances of men who had failed twice and three times respectively in their Intermediate B.Sc., although they had taken the Intermediate in India. He did not think that, as a whole, the Indian Intermediate brought men up to the standard necessary for taking the degree course in Manchester.

In the coming year the College of Technology was prepared to admit thirty-six Indian students out of the forty-one who had applied. Of these thirty-six, seventeen were graduates of approved Universities in India, fifteen were students who had passed the Indian Intermediate and were therefore exempted from the matriculation, and four were students who had not been exempted from matriculation.

He did not think that the college, with its present accommodation, would be able to receive more than forty-five Indian students (including those at present in the college).

He gave the following record of Indian students at the College of Technology who had secured qualifications at Manchester University since 1914:—

1914	B.Sc. Tech.	Sitaraman, M. C.	Textile Indust. 3rd Div.
	Certif. Tech.	Sarkar, C. S.	Elect. Eng.
1915	B.Sc. Tech.	Dutta, B. N.	Textile Indust. 2nd Div.
		Sinha, A. C.	Sanit. Engin. 2nd Div.
	Certif. Tech.	Rahim, K. A.	Textile Indust
		Rai, M.	Sanit. Eng.
1917	B.Sc. Tech.	Mudaliar, B. G. A.	Mech. Eng.
	Certif. Tech.	Nil.	
1918	M.Sc. Tech.	Advani, P. B.	Elec. Eng. (2nd Div. B.Sc. Tech.)
		Khan, A. G.	Elect. Eng. (Hon. B.Sc. Tech.)
	B.Sc. Tech. Certif. Tech.	Nil.	
1919	M.Sc. Tech.	Fernandes, F. V.	App. Chem.
	B.Sc. Tech.	Nil.	
	Certif. Tech.	Gupta, M. C.	Sanit. Eng.
1920	M.Sc. Tech.	Kotibhasker, M. G.	App. Chem.
	B.Sc. Tech. Certif. Tech.	Nil.	
1921	Certif. Tech.	Iqbal, M. A. K.	Sanit. Eng.
	B.Sc. Tech.		

Some of these students had followed special courses extending over two or more years. The total number of Indian special students for the period was eleven, of whom six had been in the Department of Applied Chemistry (three for paper manufacture), two in the Textiles Department, two in the Department of Printing and Photo-Technology, and one in the Municipal and Sanitary Engineering Department.

The witness suggested that an improvement needed in the Indian Universities was an increased expenditure on practical instruction in institutions and on apparatus for craftsmanship. This would eliminate the need for many of the students coming to England who at present came because they could not get crafts training in India. He also suggested that students should not be allowed to come to this country without a guarantee of positions to go to when they returned to India; at present 70 per cent. of the students were not Government scholars and therefore had not, necessarily, any prospects of posts to which they could return.

He thought that some of the Government scholars were badly advised. He gave two instances of students who were at present at Manchester. They were both of good intellectual ability, graduates of approved Indian Universities, and it would have been in their best interests to take a degree course. The Government, however, in spite of representations that had been made to them, both by the students and by himself, were unable to allow the students to take the degree course instead of the special course in the chemistry of papermaking for which they had originally

come to England. Thus they would return to India without any definite credentials behind them; he thought that a man who had the B.Sc. degree was far better qualified to be a leader of industry in India than a man who had only taken the special course.

In regard to the question of selection, he thought that it was advisable that only graduates or men of exceptional capability should come; only men who had an Indian science degree should be exempted from any part of the science courses in Manchester.

As regards the vacations, he said that usually students went into works for practical experience. Up till last year there had been no difficulty in arranging this for the Indian students, but at present they were under the same disabilities, because of the general overcrowding, as the English students, and possibly the difficulties would be rather more accentuated in their case; if the difficulty became acute, those firms that contracted with the Government of India might be asked, in consideration of this, to take Indian students.

He said that there was a strong branch of the East and West Society in Manchester which had germinated in the College of Technology, but had opened its doors to all Indians and other Asiatics in the city. Through this means the Indian students were able to obtain intimate intercourse with Englishmen, and get introductions to other societies and clubs.

Indian students had a very good chance of coming into contact with the better minds of the Universities. In connection with the various scientific societies, frequent meetings were held at which men eminent in various branches of science and arts spoke. Such meetings were almost invariably preceded by some sort of social gathering. Visits to works also assisted considerably and brought students into touch with leaders in industry.

Indian students as a whole did not appreciate the hostel system, and preferred the entire freedom of living in lodgings. He agreed with them in this and would only be in favour of placing the youngest of the students in hostels for their first year. He thought that in lodgings they came more into touch with English life. There were at present seventeen living in lodgings and two in halls.

The best subjects for Indians to take at Manchester were chemical technology, textiles, paper-making and commerce. On the whole he would say that Indians did not seem to possess the engineering mind; if they did engineering, he thought that they did best at electrical engineering, although two bright Indian students had passed through the University course in engineering during the previous two years.

As regards the question of the O.T.C., the witness said that one Indian had been considered for admission to the corps. No objection had been raised to this on the part of the English students. Two or three more recent applications were held up as the matter was being further considered by the War Office.

He thought that in view of the difficulty that at present existed in getting Indians into works for practical experience, it might be possible for the University to arrange for them to stay on during the vacation and do some extra practical work in the college laboratories: this would, to a large extent, take the place of works experience. He had not personally had any great difficulty in getting the Indian students into local works.

He thought that some preliminary practical training in India would serve as a further sifting process, and, in any case, he thought that such training would be valuable to the student. He considered that in the majority of cases the Government scholars were not well selected: they were not, as a whole, up to a higher standard than the private students.

He said that the research courses at the college were open to all students whom their professors recommended, several Indians having held research scholarships in recent years: they were open to all graduates.

In the matter of selection, the witness suggested the institution of a Central Advisory Committee in India, with a permanent secretary attached and, amongst others, members representing the various faculties in the Universities. These members should be able to advise the students as to the best courses of study for them to pursue, and it would be necessary to have some members who had an intimate knowledge of the English Universities to advise them as to the most suitable Universities and colleges to apply to for admission. He thought that although this body might not be perfect in constitution it would be better than the present method.

He thought that students who were encouraged to come to this country should have some guarantee of employment on their return to India. If this was not the case, India would be in danger of losing her best-trained men, as they might seek to obtain employment in this country and would probably not return to India.

He thought that the course of municipal and sanitary engineering was a very valuable one for Indian students to take: one Indian student was doing this course at present; he was not a Government scholar. It was possible for Indians doing this course to get practical experience under various borough councils.

As regards the cost of degree and special courses, the witness said that the degree course cost 30 guineas and the special course 50 guineas, but these fees were to be raised next academic year to 60 guineas and 75 guineas respectively. It was possible for Government scholars to have their courses extended for an extra year if recommended by the Adviser.

The witness enlarged upon his suggested scheme for a proper selection in India, and said that though he had not formulated the details the main outline might be as follows:—

(*a.*) A Central Advisory Board for the whole of India. Members of this to be leading Indians and representatives of the separate faculties of the Universities. There would be a full-time secretary, who would have a permanent office and staff; he should be a man with good knowledge of the conditions of English Universities.

(*b.*) Local Advisory Committees for each Province of India, constituted on the same basis as the Central Committee. The local Advisers would keep in touch with the Central Secretary.

He thought it advisable that there should not be many members on the Committee who were in any way connected with the Government. In addition to the Indian Advisory Committee there should be some agency in this country which could keep the Universities here in touch with India. This body would communicate with the Central Committee in India. The individual students would be advised through their local committee, and not be put to the trouble of travelling to have an interview with the Central Committee.

As things stood at present he thought that the University was satisfied with the existence of the Adviser in Manchester, and they placed the responsibility of Indian students upon his shoulders. If an Advisory Board of the nature that he had described were set up, he thought that the University would welcome it, though they would not shut their doors to personal applicants if they had the necessary qualifications and recommendations.

He thought that much trouble was caused in India by students going back without any certainty of employment and finding that Englishmen with fewer qualifications were in positions that they were competent to fill; both social and industrial disturbance was the likely outcome of this.

He thought that at present it was not difficult for Indian students to get into works in Lancashire, though feeling was now apt to be strongly against India on account of the new cotton taxes, and therefore it might become very difficult in the near future.

He thought that the Students' Department of the India Office had been very helpful in all matters of routine. The answers that he had had to letters during the last few months had not been so helpful as formerly, and he supposed this was due to some internal change.

He did not think that he was looked upon as a spy by the Indian students under his care, but he admitted that it was a matter of personality. He thought that if one Adviser was appointed to look after the Indian students in all the seven northern Universities he would not have time to get into personal touch with the men, and thus his value would to a large extent be lost: the Adviser should be a University rather than a Government official.

STATEMENT BY PROFESSOR MILES WALKER.

The following are my remarks upon the headings contained in the circular issued by the Committee on Indian Students:—

Main Line 3.—"How far the experiment of sending Indian students to the United Kingdom has been justified by the experience of those who have been sent and the results that have been achieved."

The Indian students that have come under my notice have differed very widely in ability. In one case the student showed himself to be thoroughly practical in his engineering work and compared favourably with the best men we get here. He was bracketed top of the third-year electrical engineering course, and I should judge that he will do very useful work. Other Indian students have shown great diligence, but they had that type of mind which concentrates on words rather than on things, and would not, in my opinion, make as good engineers as those Britishers who stood equal with them in the examinations. The type of mind found in Indian students varies as much as that of British students; but I have not found in any British students such interesting instances of Omar Khayyam trying to be an engineer. This points to the necessity of a very careful selection of the students before they come to this country to study engineering. The mere fact that a student has done well in mathematics or physics is not in itself a test of his ability to succeed in engineering. I can, however, conceive of an examination in which the right kind of questions are set, and which would differentiate fairly well between good engineering students and others.

Under Subsidiary Point 1.—"The adequacy or otherwise of the facilities available to Indians for admission as undergraduates or students at the Universities and other educational institutions of the United Kingdom, and the suitability or otherwise of the system under which such admission is now granted."

This raises the question whether there should not be some kind of test that could so far differentiate the students who are likely to do well from those who are not, as to save the money of the Indian Government from being wasted upon unsuitable students.

Under Subsidiary Point 2.—"The desirability and practicability of having a more definite and uniform standard of qualification for admission to those Universities and institutions."

I am all in favour of having a more definite and uniform standard of qualification for admission to all Universities. There seems to be no reason why this should not be the same for Indian students as for others, except that perhaps some concession might be made in the matter of a foreign language.

Under Subsidiary Point 4.—"The sufficiency or insufficiency of the facilities available in the United Kingdom for the higher and postgraduate training of Indian students."

I am all in favour of giving properly selected Indian students the very greatest facilities for higher and postgraduate training. If we do not admit students to this country, they will go to other countries, and they will be prejudiced in favour of foreign competitors in the Indian market.

Under Subsidiary Point 7.—"The method and means of providing greater facilities for the practical training of Indian students of technical subjects, such as engineering, pottery, leather manufacture, oils and fats (including margarine manufacture), soap-making, textile manufacture (including dyeing of textile fabrics), paper-making, &c."

I am sure that it will be to the ultimate benefit of manufactures in this country if they give the greatest facilities for practical training to suitable Indian students.

Under Subsidiary Point 11.—"The provision of facilities for suitable social and intellectual intercourse with the people of the United Kingdom, especially at the important centres of learning."

I think it very important that provision should be made for social and intellectual intercourse between Indian students and the people of this country. From my conversations with Indian students, I find that I get a much truer insight into Indian political opinion than I can get from newspapers in this country. I am sure that if our rulers had seen more of the Indian and heard more of his grievances by word of mouth, we should not have made so many mistakes in the ruling of India as we have in the past.

STATEMENT BY MR. J. W. GRAHAM, PRINCIPAL OF DALTON HALL, MANCHESTER.

Dalton Hall is endowed from ancient educational trusts of the Society of Friends.

During the thirty-five years I have been at Dalton Hall as tutor and principal we have had a few Indian students almost every year, more of late years than formerly. Without saying that they have uniformly been satisfactory—which one could not say of English students either—I have great satisfaction in looking back upon their careers here on the whole. They are easily amenable to control when it is friendly and helpful. They respond to cordial treatment, free from race antagonism or contempt. Many of them have become great friends of mine, though it is not always easy to see to the bottom of their minds. They are as industrious as English students, but they often come badly prepared, judged by an English standard. They are not in the least looked down upon nor treated as a separate caste by the students, and they take their full share in the management of Hall affairs.

Much of the difficulty with Eastern students is at the bottom political. We experienced this notably in the case of Egyptian students, of whom we once took in as many as nine. They regarded themselves as representatives and leaders of Egyptian Nationalism, and got into bad relations with the English students—who "ragged" them—and they left in a body.

At the present time I feel sure that a hostel for Indian students alone would be full of political excitement. They would all be followers of Mahatma Gandhi at present, as I find my Indian students and correspondents are. On all grounds I feel that a mixture of East and West in halls of residence is the best for both.

My committee here restrict the number of foreign students to one-fourth of the whole, and we do not, in fact, approach that number.

There is the greatest possible contrast between the bad relations which existed between the Egyptian students and their English superintendents and the excellent relations which exist between the Siamese students and theirs. The students sent by the Government of Siam are delightful people and their arrangements are very successful. They include a careful oversight over the health, welfare and vacations of the men, and the students repay this fatherly care with real personal devotion.

STATEMENT BY REV. T. NICKLIN, WARDEN OF HULME HALL, MANCHESTER.

1. We have always been ready to admit Indian students equally with others into this Hall, but have made a point of letting them have a copy of our rules and regulations beforehand, and have given them to understand that they would have to comply with them just as other students do. In consequence, we have hitherto found that on consideration these Indian students have withdrawn their application for admission. Apparently they do not feel that the restraints which we impose would be congenial to them.

2. At one time, after we had purchased our new premises, which made it possible for us to segregate one class of student in a separate building, we seriously considered appropriating one of our buildings for the use of Indian students, and of putting them specially under the charge of a particular tutor. This plan was fully discussed by half a dozen of us, but the ultimate conclusion was that in the interests of the Indian students themselves, and still more in the interests of political sanity amongst them, it was most undesirable that they should be concentrated together. It was felt that the result would certainly be that such a separate settlement would be a hot-bed of political agitation.

3. Even when these Indian students are not segregated, the experience we have had with Belgian, Serbian and Siamese students shows that they will tend very much to make a little colony of their own, and it requires continual efforts to mix them, as they should be mixed, with the bulk of the students. The management of the Siamese students supplies the useful guidance in this matter. The utmost care is taken by the Superintendent of the Siamese students to disperse them over a very large number of schools and colleges in the British Islands. Generally, the students are brought over early enough for them to have two or three years as boys with a private tutor or in an English public school. In this way we get them at a more malleable age than that of the University student. They are put under English influences, get accustomed to English habits, and so are prepared to profit by their time at English Universities. Only one student is sent to one particular tutor or to one particular school. As a rule, only one is sent to a particular college, and only two or three to a particular University. This ensures that the student can join in the ordinary English activities. The only objection which I have occasionally observed, is that sometimes a student is weighed down by the sense of loneliness, and there is, in these few cases, a risk of his breaking down altogether.

4. I am perfectly clear that the most undesirable way of bringing Indian students over is to allow them to come in any number to a University—no check applied to their numbers at that University—and then to be allowed to live in lodgings as their own masters: meeting together continually and forming, to a very great extent, a separate and exclusive colony, distinct from the other students. Practical experience has shown that even with an Indian student who was a Christian the difficulties are almost insuperable in the way of introducing him into familiar intercourse with an English family where he will meet English ladies. However desirable such intercourse may be, from some points of view it seems to be clear that we must, for the present, be content to bring the Indian student into the male life of England. In other words, we can get them intimately associated with the sort of community life which is found in our boarding public schools and at Oxford and Cambridge. We are doing all that it is possible to do at present, without incurring losses in other directions.

5. The last point which has impressed itself upon me is the desirability of not giving these students too liberal an allowance. They are exposed, in any case, to many temptations from the mere fact that a foreigner, and especially a foreigner of another colour, seems to attract some natures, especially, perhaps, amongst the women of the lower classes, who make things easy for them to lead lives of idleness and pleasure—sometimes of vice—and if they have much money to spend these temptations are very much strengthened. The experience of the Siamese Legation and of the Serbian Relief Committee might be of great service in this respect to the Indian Commission.

Subsequent to his appearance as a witness, Mr. Moir sent in the following memorandum from Professor A. H. Gibson, Professor of Engineering at Manchester University:—

Memorandum regarding the Engineering Training of Indian Students.

1. The large majority of Indian students coming to this country aim ultimately at obtaining employment in the Indian Public Works Department. For this a degree of some British University, exempting as it does from the examinations for the Associate Membership of the Institution of Civil Engineers, is apparently almost essential.

If the standard of some one Indian University were raised sufficiently to enable the degree to be accepted as exemption from these examinations, I think the demand for admission to British Universities would be greatly reduced.

In view of the many special problems involved in Indian irrigation works, &c., I think it would be a distinct advantage, both to the native students and to the Indian Public Works Department, if some such higher course could be instituted.

2. It is my experience that the engineering schools of British Universities have in the past shown themselves willing to accept a reasonable proportion of Indian students both for graduate and postgraduate work. In our own department, for example, we have already made arrangements to accept up to 10 per cent. of our total number of admissions for the forthcoming session.

3. Our general experience in the past has been that an Indian student who has not in India passed through the Intermediate stage and done well in that stage is overweighted by his course here. Personally, I would prefer to have only students who have completed their B.Sc. course in an Indian University. If we could get students who had already passed successfully through a good engineering school in India and give these students a two years' course leading to a degree and a one year's postgraduate course, we might turn out some very useful men. As it is, very few of the Indian students who have passed through our hands in the past are of first-rate quality.

At the same time I might state that almost all those of whose after-career we have a record have been employed by the Indian Public Works Department, and have apparently done successful work.

4. We have always found that the Indian student has difficulty in arranging with engineering firms for his practical training, and I think it would be a distinct advantage if arrangements could be made with firms who tender for Indian Government contracts to add a limited number of such students to their works. Such training is very essential.

(Signed) A. H. GIBSON,
Professor of Engineering, Manchester.

PROFESSOR F. L. PYMAN, D.Sc., Professor of Technological Chemistry at the College of Technology, was called and examined.

He said that at the present time there were about six Indians studying chemistry under him; this figure represented the men of all years, including some fourth year research men.

As a whole, he thought that they were average students. None of them was outstandingly brilliant, but none was very poor. He did not know exactly what standard these men had reached in India before coming to this country.

He thought that in the matter of selection the right students to come to England were those who had taken a degree in India and then proceeded to the technological degree courses here. It could not be assumed from the fact that a man was a graduate of an Indian University that he was sufficiently familiar with the fundamental facts of his subject: it was accordingly not always possible for an Indian student to come to Manchester for a special course without some further instruction in pure science. He thought that the Indian standard in science was not high enough.

The Indian B.Sc. degree usually exempted students from the Manchester Intermediate Examination, and this fact enabled graduates to take the degree in two years instead of three. The best Indian students that the Chemistry Department of the College of Technology had had were those men who, after taking their degree in India, had taken the Manchester degree in two years and then gone on to do some research work in their third year.

He thought that the Indian students got on perfectly well with the English students in the University.

As to the subjects for which Indian students should be recommended to come to Manchester, he suggested the following branches of technological chemistry:—

1. General chemical technology.
2. Chemistry of textiles.
3. Metallurgy.
4. Paper-making.
5. Photography.
6. Foodstuffs and brewing (in which sugar was included).

Textile chemistry was studied in Manchester with special reference to cotton: wool-dyeing would be better studied at Bradford or Leeds.

He thought that the failing of the Indian Universities was generally that they had a low standard of teaching: he noticed that Indian graduates, taking the same examinations as English undergraduates, did not do so well in them: something of this might be attributed to the climate of India, as many Indian students had told

him that they found it much easier to work in England than in India. This might be an argument in favour of their coming to England a little younger.

He thought that Indian students should get some practical grounding before coming to this country.

Indians often asked to be exempted from the more general courses in order to pursue more specialised study, when they were not sufficiently competent to do so. A student who had come to Manchester for paper-making, for example, had recently been induced, with great reluctance on his part, to take classes in general chemistry as well as in paper-making. Indian graduates were apt to think they knew more chemistry than they did.

He thought that inspection of the answer papers of the Indian Universities' final examinations might be a guide towards establishing some sort of equivalence of standards: but he was not prepared to suggest the best machinery for this purpose. At present one could only judge by the product.

He said that in the chemical industries graduates were competent to take paid posts, but that they were of very little value to their employers for the first few years while they were picking up practical experience. He did not think that it would be possible to get such posts for Indian students if they were to be looked upon by them as stepping stones to appointments in India. The English manufacturers would not pay salaries to men who were simply there to practise on them. They only paid salaries to their English beginners in view of their potential usefulness to the firm later on.

He thought that it was desirable from the Indian point of view that men who had been trained at a University in this country should get practical experience here before returning to India. This was essential if they were to go back as competent leaders in industry, but a very long period of practical work would be required. He did not know whether it was practicable to get them this training, and without long works training a person was only able to take quite a subordinate post.

Most of the Indian students who had passed through his hands had come with definite ideas as to the branch of industry that they wished to study. The majority had studied the chemistry of textiles, but latterly several students had entered for courses in paper manufacture.

The best men to recruit for the chemical services in India were men who had been trained in this country, at least as far as the academic part of their course was concerned. It was all the better if they could be got into works here for a short time before going home, but as he had before pointed out, this was difficult to obtain for them.

Mr. E. Fiddes, M.A., Senior Pro-Vice-Chancellor of the University, was called and examined.

He stated that during the last ten years there had never been more than five or six Indian students in any one session at Manchester University outside the Faculty of Technology; at present there were about four or five. Most of them took engineering and a few medicine. There were two engineering courses, one in the Faculty of Science and one in the Faculty of Technology. Manchester had certainly a strong school in engineering. It was situated well in the centre of the engineering district, and, speaking generally, Indians seemed to do best in this subject. The medical school was considered to be very good, but Indian students did not seem to do well there. Out of four only one had qualified.

Students wishing to enter the Faculty of Engineering as degree students had either to be matriculates or to have obtained exemption from that examination. Generally speaking, he considered it would be well for Indian students to have graduated in their own country before coming to England.

On it being pointed out that students who had graduated at one of the Indian Universities resented having to come here and go through the same course of work over again, he said that the authorities would grant exemption in such cases from the first year of the course, except for honours students, who had in every case to take the full three years' course at Manchester.

Speaking of the facilities for practical training, he said that the University provided as much practical work as possible in the laboratories, and also arranged visits to engineering works, &c., for their undergraduates; actual practical experience, however, had to be obtained after the men had graduated. There was no sandwich system at Manchester, and they did not arrange for any practical training during vacations.

On leaving the University, graduates should, he thought, have some further experience in a firm, unless they were returning direct to India to take up an appointment.

At Manchester no records were kept of students' subsequent careers; he knew, however, that four or five Indians had gone into the Public Works Department and a few into the Railways.

Of the eleven Indian students who had taken engineering in the Faculty of Science during the last ten years five had obtained honours, three had obtained an ordinary degree, two were still studying, and one had failed entirely. All of them had taken the full course.

Graduates from an Indian University would generally be granted exemption from the Intermediate in the Faculty of Science.

The witness said that there were two or three Indians studying in the Faculty of Commerce at present. The course there was considered to be a very good one. The Universities of London, Liverpool and Birmingham had good commerce departments also.

As regards the number of Indian students who could be received at Manchester, he stated that lately the University had been overcrowded with applicants from the British Isles, but that in normal times he saw no reason why a larger number of Indians should not be admitted, although the number would always be limited.

In the Faculty of Science there was the difficulty of limited laboratory accommodation, and he thought that three or four a year should be the maximum there at present.

There was a School of Education at Manchester, the course at which was practically a postgraduate one, and was considered very good. A Mastership of Education was granted for special research work. Students obtained practical experience in teaching at the Demonstration School and in the Grammar and High Schools. For the first three years of the course the students took almost nothing but academic subjects, while the last year was devoted to the diploma.

So far as he could remember there had never been any Indian women students at Manchester. There were none at present.

He had found that Indian students usually came with a definite idea of the particular branch of engineering they wished to take up; it was, of course, possible to change from one branch to another after the first year if a student so wished as that year's work was common to all branches.

Government scholars seemed to be more successful at the University than the ordinary students.

There was a course at Manchester for the diploma in Public Health. It was open only to those possessing medical qualifications and extended over one year. Two Indian students had obtained their D.P.H., and in normal times a considerable number of English doctors came to take the course.

He said that the general tutorial system had been developing. Indian students would derive as much benefit from it as the English undergraduates.

The Registrar of the University dealt with the applications received from Indian students, though any special or doubtful cases were referred to him as Chairman of the Applications Committee. He had always found their testimonials satisfactory, and if any verification was needed there were men in Manchester who had an intimate knowledge of India through their business, and could generally give the authorities whatever information they required.

They had had no trouble at all with the Indian students at the University; their character and behaviour had been quite up to the standard of the other undergraduates.

He estimated the expenses of an Indian student for one session (viz., about thirty weeks), apart from fees, at something over £100. He thought that it was better for them to live in hostels or halls of residence

under the supervision of the authorities. If they lived in lodgings they lost much of the social intercourse which was such a valuable part of their life in this country. All the Indians were members of the Students' Union and the Athletic Club, and most of them belonged to the East and West Society.

For students living in lodgings he estimated 45*s*. per week as the minimum cost. This amounted to about £20 less per session than in hall. Allowing for fees and vacation expenses, an Indian student would require an allowance of £250 a year.

Speaking of the commercial course at Manchester, he stated that the degree could be obtained without actual work in an office, but that practical work must be taken later on. There were three types of students who came for this course:—

1. Young men taking the full course who intended going into business afterwards;
2. Schoolmasters who took the course in the evenings in addition to their ordinary work; and
3. Special course men studying accountancy, banking, &c.

The authorities had no means of obtaining practical experience in banks, &c., for these students on the conclusion of their course at the University.

Mr. Kenneth Lee, of Messrs. Tootal, Broadhurst, Lee and Co. (Limited), Textile Manufacturers, was called and examined.

In reply to an enquiry as to the feeling among employers as regards taking Indian students into their works for the purposes of practical training and experience, he stated that, while speaking for himself, he thought that the general attitude of the manufacturers and employers would not be sympathetic. He explained that the cotton industry was divided into a number of different sections, and that, while the merchants who acted as a connecting link between the manufacturers and the buyers might be willing to help students to obtain practical training, the manufacturers themselves would take an opposite view. In cotton mills people were paid for the actual work they did; consequently there were very few supervisors or foremen, and the mills were not very suitable places for students to go to for training; they were not organised for teaching purposes. The training of a man cost money; it took up the time of the manager and the foremen, and so was a bad investment from the owner's point of view, except where, as in the case of some big firms, they took in a number of men each year and trained them for their own purposes. It was quite a different thing to receive students who only wanted to take quite a short course, and from whom the firm would derive no ultimate benefit. This applied particularly to Indians who intended returning to their own country as soon as they had learnt all they could here.

His own company had established a continuation school which employees from 14 to 18 years of age had to attend two half-days each week. Those who did particularly well were probably sent on afterwards to some technical college. This, of course, was all at the company's expense, and they were therefore expected eventually to return and work for the benefit of the firm. It was not necessary for a man to understand the process of weaving before he could become a successful salesman, while some mill managers knew little of the scientific side of the business.

The witness thought that the firms which manufactured cotton-making machinery would be more likely to welcome foreign students, as the latter might become potential customers. On returning to their own country to start a manufacturing business themselves, it would be natural for them to buy machinery which they knew how to use. So far as his own company was concerned, they had never had any applications from Indian students, though they had received several from Russians, Roumanians, &c., all of which had been refused.

On it being pointed out that if Indian students were not accepted here they would go to America or elsewhere, with the result that future trade would be lost to this country, the witness replied that, in his opinion, the American firms would be no more anxious to take them in than English firms were, though he agreed that, as this country had a bigger trade than America with India, it was more likely to be affected in this respect.

Seeing that India had now got sufficient protection to manufacture at a profit, it was not, he thought, to be expected that firms in Lancashire would be anxious to train possible competitors to their trade. The fact that large quantities of their goods were sold in India would not influence many of them, as many did not know the final destination of their products once they had passed into the hands of the merchant.

He suggested that cotton-loom manufacturers would be more approachable on the subject of receiving Indian students for practical training.

He agreed that, as the managers in textile mills generally started at the bottom of the ladder and worked their way up, a process which took perhaps thirty-five years to accomplish, it was only natural that they should be somewhat hostile to the introduction of University men who went through a course of five years or less. These managers did not take the scientific side of the training, but devoted their time to the study of the practical and human side, in preparation for their future dealings with the workmen.

Questioned as to the subjects a University training might fit a man for, the witness mentioned chemistry and physics. Modern manufacturing called more and more for scientific engineering. A University man would also be well employed as buyer for a firm, a knowledge of economics being required for this. There were, however, very few posts of this nature, many of the works paying a weekly wage and not such a high salary as an appointment like this would command. Some time ago there had been a distinct prejudice against University men, but this had gradually worn off, and they were now generally regarded an asset.

He thought that a man should come to Manchester for a University education, that being about the best obtainable; it did not follow, however, that he would get the best industrial training there. It was certainly of value to any student to go abroad, as it widened his outlook and mind.

He thought that it was correct to say that, in their own interests, Lancashire employers did not want to train Indian students. A scientific training at the College of Technology would, however, be of use to them, even if practical experience in mills was unobtainable.

For the development of cotton manufacturing in India it would be necessary for more original and research work to be carried on, either in connection with a Central Research Institution or at each manufacturing centre.

It was true that during the war, when the Lancashire firms had been hampered in their production by the shortage of freightage, Japan had become a serious rival in the cotton trade.

He frankly did not believe in Imperial preference; it was not business.

Asked as to the general view of the Chamber of Commerce in Manchester on the question of training students, he stated that those who took an active part consisted mostly of merchants, and it would therefore reflect their views rather than those of the actual manufacturers.

He agreed that there was no fundamental difference of process in the manufacture of higher and lower count cotton goods. It might be possible for India to develop and specialise in the lower counts and England in the higher. That, in fact, was the tendency at present; English manufacturers were being forced to produce finer goods to keep their trade. They naturally did not want the process to be accelerated, and he was at a loss to know what argument might be put forward to induce manufacturers in this country to accept and train at their own expense students who would be of no particular use to them and would eventually become rivals.

From the national point of view he agreed that it would ultimately be of advantage for India to develop

her resources, and agriculture seemed her sphere: as her prosperity grew so would her purchasing power, and she would become a better customer. On the other hand, the individual manufacturers in Lancashire would not see so far ahead as that: what would influence them would be the immediate effect on their balance-sheets that would result from the devotion of time and money to the training of Indian students. In Lancashire, men had worked up their businesses after many years of hard toil, and it was therefore only natural that they should be unwilling to pass on the knowledge thus obtained to men who intended returning to India and setting up new mills or developing those that existed in direct opposition to English firms.

He thought that the few Indian students who did come to England should have had a University training beforehand, as they would then be able to derive the most benefit from the practical course.

In his opinion, the best system of cotton manufacturing was to have all the different processes carried on in the same mill: his company worked on that system, but it was not general at present.

In reply to an enquiry as to whether the idea of ultimate development in the widest sense would be the only possible argument to convince manufacturers that students should be given opportunities for practical work with them, the witness said that, although this might be accepted in the abstract, individuals would refuse when asked to take them. The only solution seemed to be to place the wider view before them, and to hope that they would see that, although the resulting benefit might not become obvious in the present generation, it would greatly affect the next.

THURSDAY, JUNE 16, 1921 (MANCHESTER).

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sir M. Hammick.
Sahibzada Aftab Ahmad Khan.
Mr. A. P. M. Fleming.
Mr. M. N. Chatterjee.
Miss L. M. Brooks.

Mr. E. G. Howarth, Mr. R. E. Field, } *Secretaries.*

Professor G. W. Daniels, M.A., B.Com., Dean of the Faculty of Commerce in the University, was called and examined.

He said that this faculty had existed since 1904 at Manchester. The normal degree course took three years, though four years was sometimes taken. Graduates could then proceed to the Master's degree. Recently, with a view to developing research in the faculty, the conditions for the degree of M.Com. had been altered so as to admit graduates from approved Universities who were satisfactorily qualified to carry on research for at least two years, and non-graduates with adequate educational qualifications to carry on research for at least three years.

In addition, the degree of B.Com. could be taken with distinction, which involved additional attendance and more advanced examinations. There was also a higher commercial certificate, which could be taken in two years, and comprised about two-thirds of the degree course. The compulsory subjects for the degree were Political Economy, Organisation of Industry and Commerce, Modern History from 1815, Political and Economic Geography, Commercial Law, two Modern Languages, Accounting.

There were, in addition, some special subjects, such as Banking and Currency, Public Finance, technical courses in Cotton Spinning, Cotton Weaving, Dyeing, Designing, Printing, &c., Problems of Wages and Employment, Foreign Trade and Exchange, Industrial Psychology, Economic History, Statistics, and most of the compulsory subjects in a more advanced stage. Such subjects were taken by different students according to the careers that they intended to follow.

He said that there were about 160 students taking the Commercial courses in the University.

He had just examined two Indian students in Political Economy, one for the higher commercial certificate, and one for the degree, and both students had sent in very satisfactory papers.

He did not think that the Indian students had any great difficulty with the Modern Languages in the course. He thought that generally they all had a good knowledge of English when they arrived. Arrangements had been made for English to be counted as one of the two Modern Languages in the case of foreigners.

For admission to the degree course it was necessary for a student to have passed the Northern Universities Matriculation examination, or some equivalent examination by which they were exempted from it; many, perhaps most, Indian students came with the necessary qualifications for this exemption. He would suggest that the best results were likely to be obtained if Indian students had graduated at home before entering the faculty at Manchester. They could pursue a more advanced course in such subjects as they had taken in the more elementary stage for their degree examination.

For the higher commercial certificate course it was necessary for students to pass an entrance examination, which was of lower standard than the Matriculation. In this case exemption would be granted on an equivalent examination taken elsewhere.

He said that Birmingham was the first University to set up a Faculty of Commerce. Manchester had followed very soon after, and now London, Liverpool, Glasgow and Edinburgh had established faculties, or had their establishment in contemplation.

The special subjects were not necessarily connected with Textiles. This depended upon the future career of the students. The students who took Textiles were chiefly local men who were going into the cotton industries; such students, as a rule, took the B.Sc.Tech. at the College of Technology, and came to the University for Economics. One Indian student had taken the Cotton Industries course at the University in the present session, and had passed the examination. Many Indian students of the College of Technology took a University class in Economics.

No arrangements were made for the students in the Faculty of Commerce to get practical experience in business houses; if this were done, the witness thought it might take the place of one of the special subjects, provided that adequate and satisfactory arrangements were made in each case for the supervision of their work and for certifying that it was satisfactory.

He thought that such training would be distinctly advantageous, although not strictly necessary.

The University course was designed to be broadly of sufficient preparation for students who were to take up positions of responsibility in business organisations and commerce, though the course was not in any sense intended to be technical, but rather to enlarge the ideas and to give some wide and general principles which should be intellectually stimulating.

The witness said that in the Faculty of Commerce there was no intermediate examination. The students took the prescribed lecture-courses and then took the examination at the end of the course. The subject was then finished with. The examination in each subject was up to the degree standard. Most of the subjects, however, could be taken to an advanced stage as special subjects.

It was suggested that an Indian language might be included as part of the Commercial course for students who contemplated trade with India. The witness agreed that if the necessary training could be provided and the demand arose for the course it might be provided.

He did not know whether textile exporters to India from Manchester would welcome Indian students into their offices.

The witness thought that Manchester was as good as any other University for the study of Public Finance.

He did not think that there would be any restriction in the number of Indian students who could be admitted to the faculty. Since 1904 four Indian students had graduated in the faculty, three had taken the higher commercial certificate and two had taken special courses. At present one Indian student was reading for the degree and one for the certificate.

Mr. J. Huebner, M.Sc.Tech., Director of the Department of Bleaching and Dyeing, Calico Printing, Finishing and Paper Manufacture at the College of Technology, was called and examined.

He said that at the present time there were three Indian students under him: one was a graduate, but he did not know what were the qualifications of the other two. One had just been sitting for his B.Sc.Tech., another was in his second year doing a special course, and the third was also doing a special course. All of them were studying paper manufacture.

In his view, the qualifications required for admission to the faculty in the case of Indians for the special course should be graduation. In the case of the degree course, graduation exempted from matriculation, and might also exempt from one year's work, but each case was considered on its merits. Normally, the degree course took three years.

The college laboratories possessed a complete paper-making plant, so that works experience was not a necessity, though it was, of course, valuable. He thought that it would not be easy to get Indians into works unless the firms were approached officially by the India Office. This had recently been done in the case of several mills in the country with successful results.

Recently, most of the Indian students at Manchester had come for the courses in paper manufacture. This might be a result of the evidence that he had given to the Morison Committee or because Manchester was unique in the facilities it offered for this branch of study.

Asked as to the relative advantages to Indians of taking the degree or the special courses, the witness said that this raised the question as to whether they should come as older men having already graduated or as boys who were only ready to take their matriculation. He preferred to have the latter type of student, who would spend three years doing the degree course, and then spend a year on research work and a year in a mill. This course would mean five years in England, and he thought that the finished product would be a much more useful man to India than the one who came at a later age and spent as a rule less than three years here. If this idea were carried out he would suggest that there should be some hostel for looking after the boys when they first came to this country.

As regards preliminary education, he strongly urged the study of Chemistry, which was the foundation of all chemical technology.

Asked as to other centres teaching similar subjects to Manchester, he said that Leeds and Bradford had dyeing departments, but those institutions specialised in wool textiles rather than in cotton. There was also some equipment for cotton dyeing in Salford and in Glasgow. As regard paper-making, there were one or two centres in America, none in Japan, two or three in Germany, but one of these dealt especially with paper-testing. In France there was one well-equipped centre at Grenoble; there were no facilities in Norway or Canada. He thought that the training offered in Manchester was at least as good as that in any of the other schools; it was excellently equipped with a complete plant.

As regards further Indian admissions, he thought that the faculty could deal with twelve students each year.

The witness said that he thought Indian students had been quite healthy while at the University; he only remembered one whose health had given trouble; he thought that their capacity for work varied just as did that of the English students. He had not seen very much of the Indian students outside the University.

If a man were expected to take an initiative position in Indian industry on his return to that country he could not have too long a training in England. The University course plus one year in a mill was not sufficient nor was the three-years' course instituted by some of the larger works' organisations. Even a five-years' course would only fit a man to take on under-managership in an already existing mill. He could not be expected to become straight away a captain of industry.

He did not think that Indian students coming to this country for technical work need have shop experience before they left India; such experience might prejudice their outlook on processes and instruction; he preferred to start upon raw material.

The period of practical training required for a person to be able to carry on an organisation of his own was difficult to fix. A man who wanted to set up a plant for himself in India would need a very long training, unless he could find a market in India for his goods whilst he was experimenting. Having the raw material to hand he might be able to sell his paper at a low cost, but he did not think that the experiment would be likely to succeed if he had to face British competition in the neighbourhood.

It was necessary to carry out research on the raw material available before a flourishing paper industry could possibly be established in India. He had suggested this to the Morison Commission, but nothing about it had appeared in their report. A considerable amount of work in this direction had been carried out on bamboo and other fibrous raw materials in India, and a small industry had been established in India.

He said that the question of India being forced to go to America for her machinery and for the instructors in its uses was a purely commercial one. The British were at present in some cases too busy to accept orders for some years.

It was pointed out that there were two kinds of training (*a*) the course suited to the future initiator, and (*b*) the course suited to the craftsman who would not get higher than an under-managership in a works. The witness said that the University course alone without any further experience would be sufficient to turn out the man of the second kind, provided that he was given the necessary facilities for gaining experience in the works where he was employed. This was what happened to most of the English students, though he supposed that the facilities in India were of a more limited nature. He thought that even though the Indian students might not be able to get practical experience in English works, it would be worth their while to come to Manchester for the technological course, as there might be an increasing demand for under-managers in India in order to develop Indian industries. He thought that such men, after some years of experience in India, might be able to start works on their own.

The special courses were intended for the man who did not wish to stay for three years and take his degree; the course was made up of the most essential elements of the degree course. A good knowledge of pure science was essential for students who took these courses, and if a man were weak in chemistry he would be handicapped all along the line. He thought that the two Indian students taking special courses at Manchester at present should be allowed another year so that they could graduate.

He thought that it would be of value to Indian industry if more research could be done by Indian students in this country upon the Indian raw materials. It had been intended at one time to get an Indian student to do some postgraduate work in this direction, but so far the college had not had a man to do it. Indians of the type of those at present in the college might profitably take up this line of work.

The witness thought that the conditions of paper-making in this country were not essentially different

from those in India, and that therefore the students were not wasting their time by studying in England.

The Department of Chemical Technology included all branches of the chemical industries. He could not give any information on the subjects of Pharmacological Chemistry or Lime and Cement, as they did not come into his Department.

He did not think that business training could be added to the curriculum of students in Technology unless they had more time at their disposal.

Mr. R. B. Fishenden, M.Sc.Tech., lately Local Adviser to Indian students in Manchester, was called and examined.

He said that his term of office had extended from April 1918 to April 1919. During that time he had formed ties of friendship with many Indian students and had since kept in touch with them.

He thought, from his experience, that the system of selection of Indian students in India was bad, and that many students had come to this country who had not the mental ability to profit by it. He gave three instances of different types of Indian students, one an excellent student of first-rate ability, another who had had a retentive and assimilative mind but had not any real originality or high intellectual capabilities, and a third who was of the type who might have succeeded as an advanced craftsman but whose mental equipment was not of an order to justify his coming to this country.

In former years he had had experience of some very good Indian students in the Department of Printing and Photography; one of these was now at the head of his own firm in Poona, and another was, he believed, doing very good work in Calcutta.

So far as the study of Technology was concerned, he was of the opinion that students who intended to graduate or do advanced research work in England should not come until they had reached the standard of the Honours B.A. of an Indian University. If they came for technical training as distinct from University work, he thought that they should have passed through one of the Indian Technical Institutes, such as the one at Lucknow.

His experience led him to think that Indian students as a whole, whilst possessing very retentive minds, which were of value to them from an examination point of view, were somewhat lacking in the initiative and originality that were so essential for technical work.

He thought that Indian students should come to this country only to finish their education and not when they were young; he did not agree with the suggestion that it would be better for them to come and take the whole University course here. If all the preliminary work were done in India, the unsatisfactory students would get sifted out during their course of study, and only those would proceed to this country who were capable of deriving real benefit from it.

He did not feel able to make any definite suggestions as to the method of improving the Advisory Committees in India, but it seemed to him that in any organisation established for the guidance and assistance of Indian students the most important factor was personal sympathy and understanding.

From the point of view of the University, the Local Adviser was of value only for the purpose of obtaining, through the agency of the Students' Department, such information as the University desired to have concerning Indian applicants for admission, and to provide some guarantee for payment of their fees when admitted. From the students' point of view, his value was much greater. They were strangers in a foreign land, and therefore needed special friendship and help.

His experience was that Indian students distrusted the Students' Department and the office of Local Adviser. During his term of office he had regarded himself neither as a University nor a Government official, but as an independent friend to the students. When they had realised this, his relations with them had been of a most satisfactory nature. The distrust of the office of Local Adviser was, he thought, very general among the Indian students. During the first month or so after he was appointed he had been treated with a marked coldness by them, but this had disappeared as soon as he had succeeded in establishing personal relations with them. The position, in short, was that they usually trusted the individual but disliked the office.

Although the Local Adviser was not compulsorily a guardian to any of the Indian students, they might be made his wards if their parents so desired. Apart from this he had no official position with regard to the Indian students, with the exception of the Government scholars, and they were in no way obliged to have any dealings with him if they did not wish to do so. The Adviser could be of great service to the Indian students in cases of illness. They could get far more help from him than from the chance friendship of an individual professor, though the existence of the Adviser was not a bar to such friendship being formed. He thought that the office of Local Adviser should continue, provided that the right man could be found for the post.

He did not approve of Indian students living in the hostels at present connected with the University. If they did so, they tended to form a small minority, and were likely to segregate themselves. On the other hand, he thought that the present lodgings system was bad, as there was a great danger of the Indian students getting into the wrong type of house owing to their inability to judge of English conditions. Supervision in this matter was extremely difficult and apt to be resented. He recommended that, if the necessary funds could be provided, houses should be taken in which an equal number of Indians and sympathetically-disposed Englishmen could live together.

One of the great difficulties in regard to Indian students, particularly Government scholars, was not so much that they were badly selected, but that they were sent to English Universities for education and training without any definite prospects of employment in India on their return. He considered it very desirable that the Government of India should take definite steps in this matter, with a view to arranging with Indian firms before the students left India to keep vacancies on their staff open for men who were training in this country.

It was difficult to get the larger firms in England to take Indians into their works for the purpose of gaining experience, as many of them considered it to be a suicidal policy to put a weapon into the hands of their potential trade opponents and teach them how to use it. Smaller firms were more likely to be helpful in this matter, especially if a premium were offered.

He did not agree that the duties of Local Adviser could be as well undertaken by the professors in the University or by some general tutor. He thought that the Indian as a stranger was not in a position analogous to that of the English student, and needed to have the opportunity rather than the accident of sympathy.

The students at Manchester had no tutors such as those at Oxford and Cambridge.

As regards the suggestion that the Local Adviser should be an Indian, the witness said that this would be difficult, as an Indian would not be able to represent the interests of Indian students in the University so well as an Englishman; he thought, however, that if some arrangement could be made whereby an Indian student who was interested in some such subject as Sociology could remain in this country to practise, and spend part of his time assisting the Local Adviser, it might be of great help to Indian students and might result in the disappearance of all feeling of mistrust of the office.

The Local Adviser in Manchester was not appointed by the India Office but by the University. He had impressed this fact upon the students. He considered that the present arrangement, although possibly not entirely acceptable to the students, would be very difficult to improve.

He thought that Indian students on the whole were more anxious to obtain certificates than knowledge. It was possible to obtain a certificate at the end of the special Technological courses.

Such organisations as the Indian Association and the East and West Society did a considerable amount in the way of bringing the Indian students into contact with the better minds of the University.

He thought that the students' dislike of the Indian Students' Department was a general objection to bureaucratic government. They were inclined to regard the Department as an agency for political espionage.

Professor R. B. Wild, M.D., M.Sc., F.R.C.P., Dean of the Faculty of Medicine, was called and examined.

He stated that at the present time there were no Indian students in the faculty, though several had attended in the past. In order to qualify for admission they had either to have passed the matriculation (of the Joint Board of the northern Universities), or some recognised equivalent of it, and at Manchester Latin was required as a compulsory subject. He pointed out that a knowledge of Latin was very useful in dealing with medical and anatomical terminology. This, however, rather limited the number of Indian applicants, although the authorities had accepted a degree without Latin from a recognised Indian University as exemption from the matriculation. Special application for such exemption had to be made, as it was not granted automatically, and each case had to be passed by the Senate. Many applications were received from third-year students who wanted to come and take their Manchester degree. So far as candidates for the Conjoint Diploma were concerned, exemptions granted at the University were decided by the Royal Colleges of Physicians and Surgeons. Graduates were usually excused the first and second year of their course, and the first two examinations; they might, however, be exempted from three years and obtain their degree in two: this was the minimum time permitted. As regards persons reading for a degree, each case was considered by the Applications Committee, and students coming to Manchester after two or three years at another University had to give satisfactory reasons for their having left. He doubted whether three years at an Indian University would be recognised as equivalent to an equal period at an English University, or would have been sufficient to bring a student to such a stage as would allow him to complete the curriculum in a further two years. He thought that Indian students took longer over the course than English students on account of the language difficulty; they had practically to devote an extra year to overcoming this.

The medical course, which consisted of fifty-seven months of actual study, was organised on the following lines:—

First year: pure science.

Second year: anatomy and physiology.

Third year: pathology, pharmacology and surgery. Morning work in hospitals, and lectures and laboratory work at the University in the afternoons.

Fourth year: same subjects, with medical and gynæcological courses, &c.

Fifth year: same subjects continued, with addition of lunacy, fever courses, &c. At the end of this year the final examination was taken.

Short courses in applied anatomy and applied physiology are given in the third, fourth and fifth years.

He said that there was no actual difficulty as regards Indians getting hospital facilities; they and all foreigners seemed to be accepted on much the same footing as the English students. At the present moment the faculty (third year) was overcrowded, as three years ago a record number of students had entered the medical school, and in consequence there was a difficulty about practical training. The number of beds available did not give the present number of students sufficient work or experience: (there were about 1,10 beds in the various Manchester hospitals an infirmaries); the rush would not, in his opinion continue to the same extent: the numbers now in th first and second years were less than in the third year

Many foreigner students remained in England to tak up appointments in different hospitals in order to gai further experience. There was no serious difficult (except for a certain general shortage of all suc appointments) about Indians getting house appoint ments provided that there were not too many of them in the faculty at the same time.

He considered that three or four Indian student might be admitted to the faculty each year, making total of fifteen or twenty at any one time.

The general conduct of Indian students had bee good, but their progress had not been so satisfactory The witness then quoted the following statistic concerning them:—

In 1911 one had died before completing his course

In 1911 a student had taken his Conjoint Boar examination, but was not fully qualified yet.

In 1913 another had taken the Conjoint examina tion without having fully qualified since though in 1917 he had taken the Licentiate o the College of Apothecaries.

In 1917 Conjoint taken, but man not qualified yet

In 1917 a student had passed part of his finals but had not taken medicine or surgery.

In 1919 a student had not qualified, and had no communicated with University since that date

The witness thought that the scientific grounding the average Indian student might be improved befor coming to the University. He had found that the worked hard, but that they had trouble in graspin work which was new to them; in this they were not u to the average English student. The most satisfactor were those who came after graduation; four of this typ had come to take their D.P.H. and two had obtaine it quite easily.

The number of students in the Medical Faculty wa at present about 700.

Questioned as to the strongest subject in the faculty he replied that they did not specialise in anything, bu as the Manchester Eye Hospital was the largest in th kingdom, perhaps ophthalmics might be said to be thei strongest subject. The pre-eminence of any one subjec however, really depended on the staff, and this, course, might change each year.

He said that post-graduate courses had bee established at the different hospitals. For example, on at Salford Hospital was for F.R.C.S. students. would be quite a good idea for Indian students to com for one year's post-graduate work in gynæcology ophthalmology, but such arrangements had to be mad with the hospitals direct; the University did not unde take to do it for them. There were not any India women students at Manchester, and never had been.

He thought that men could prepare for their F.R.C.S at this University quite as well as in London; in fac the clinical facilities were better here.

Mr. F. J. West, Past President of the Manchester Engineering Employers' Association and President of the Manchester Association of Engineers, was called and examined.

He stated that he had not come to put before the Committee the official views of the Employers' Association. Some firms belonging to the Association had discussed the communiqué issued by the Committee. He handed in a statement drawn up at that meeting, which is printed below.

From the national standpoint, facilities should be given to Indian students to obtain practical experience in the various works and mills; from the view of local enterprise it would also be desirable. He could not say, however, to what extent the employers were prepared to accept them as they had not as yet gone into the details of the scheme.

Indian students should come with the definite understanding that they were going to take up engineering as a profession on their return to India; in the past they had come with rather vague ideas of the particular branch they wished to study, and this should be corrected in future.

All Indian students, whether they came under th ægis of the India Office or of Government, should hav proper provision made for them as regards accomm dation and control. It was preferable for them to liv in hostels; in lodgings the question of sex ofte complicated matters.

He held that Manchester was an excellent engineerin centre, being surrounded by such towns as Oldhan Rochdale, Bolton, Stockport, &c. The branches engineering best suited to Indian students wer electrical, textile, and locomotive building, as the firm dealing with these usually had an extensive connectio with India.

Expressing his own opinion and not that of th Association, the witness said he thought that equ facilities in works would be granted to students taking University course here and wanting practical work i the vacations only, and to those who wanted suc experience after their University course. Personall

he would prefer to take students who had already had a three years' course here.

It was suggested that firms regarded students coming to them only for the vacations as a nuisance. The witness concurred with this opinion.

The unions, he continued, were inclined to raise objections to training being given to anyone over the age of 18, whether Indian or English, though they tolerated men who were only likely to be in the works for a short period; this difficulty might therefore be overcome by explaining to the men that the students did only intend to be there for a little time. An apprenticeship could not be served in less than three years, and really should not be less than five. The unions' main objection was that the ranks of working men were being opened to men of a different class, who might enter at any age and for only a short period of apprenticeship. If men were taken for ordinary apprenticeship between the ages of 19 and 24 it would cause friction with the union, as the usual age for a boy to commence his apprenticeship was 16.

Practical training that was to be of real value could not be obtained in any other way than by works experience.

He thought that the firms' objections, such as they were, might be removed by persuasion by the Government. This would have greater effect than any attempts on the part of the University authorities.

Such students as had been admitted into the different firms in the past had usually been taken on the recommendation of some big client.

Referring to the students who only took the vacation course, he said that a certain number of firms were willing to take them, though the general idea was that, coming for so short a period, they did not treat the course seriously enough but merely regarded it as a holiday. Also, engineering could not be picked up in two or three months.

There was no sandwich scheme at Mancester.

As regards hostels for Indian students, he told the Committee that, some years before, he personally had been of the opinion that so long as students were supervised in the works, it was no concern of his as to how they spent their leisure hours; but lately he had found it necessary to assume some responsibility for them, and his firm had founded a hostel for them. Eight of these special apprentices lived there, each contributing 35*s*. per week for their board and lodging. Rent, rates and taxes were paid by the firm, and a housekeeper saw to the actual catering and general arrangements in this hostel.

If special apprentices were taken, he now considered that it was the duty of their employers to assume some paternal responsibility towards them, in order to ensure that they would do credit to the town while living in it. He thought that firms would be more willing to take students when they knew they lived in a hostel under direct supervision. Perhaps it was not essential that these hostels should be for Indian students only; it would be the same thing, so far as the firms were concerned, if Indians and English students lived together.

Hostels should be instituted in Manchester itself, even if the students were working in the surrounding towns; train facilities were good, and it would be far simpler to have their headquarters here than in scattered hostels in the smaller towns.

The witness did not think that there were many opportunities for practical experience in civil engineering, there being no actual works for that branch. Also, it was almost closed to outsiders, and a big premium had to be paid by those students who were allowed to enter.

He could not say what opportunities there were in Manchester for dock engineering, irrigation, &c. For railway engineering also he knew that large premiums were asked; he thought, however, that training in a railway building depot, although giving only the mechanical side, would be a very valuable course for Indian students to take.

In Manchester and district more different branches of engineering were dealt with than in any other town in England. He thought that many of the manufacturers would be glad to accept Indian students as a large trade was carried on with India. He agreed that there was a better chance of their getting into the firms which manufactured machinery, rather than those which made the actual goods themselves, because the interests of these two classes were practially antagonistic, and the latter considered that they were training potential competitors to their trade if they took Indian students. He did not think that there were many chances of permanent appointments being given to Indians as difficulties would be certain to arise when they had to deal with and control a number of British workmen.

He thought that students should remain at least two or three years after graduation to gain experience. They should then be prepared to take up some responsible position or to strike out on some line of their own. By that time they would know something about business methods.

It was suggested to the witness that there were various stages of apprenticeship. There was the class of boys under the age of 16; then the class of special apprentices coming with a good general education between the ages of 16 and 19, for at least four years' training; a third class consisting of University graduates or private apprentices, who required a minimum of two years in the works; and, finally, the men coming for research work. He said that only the second and third classes referred to Indian students.

As regards the practical training given in University workshops, the witness stated that this was never really satisfactory: the course was elementary, and left the students with a half-and-half knowledge of their subject. Also, the actual pieces of work they were engaged on were never intended for sale, so that the detail work, the finishing, &c., was inclined to be neglected. In addition, the equipment, however much improved and enlarged, could never be equal to that of a commercial workshop.

He considered that on the whole Indian students needed a wider training than Englishmen, because the Indian industries were not so highly specialised as those in this country. He also thought that it would be a good scheme for them to go through a "filter of engineering experience" in India before coming to an English University, thus ensuring that men of no technical ability whatsoever would not come here.

As far as he knew, the question of racial prejudice did not enter into the relations of employers and English students with Indians. He had not encountered the idea that to give them practical training in this country was to insert the thin end of the wedge for introducing Eastern labour into England.

He stated in conclusion that the Employers' Association would do all in its power to further the aims and objects of the Committee.

Memorandum handed in by Mr. West.

Evidence of Mr. F. J. West, Past President of the Manchester Engineering Trade Employers' Association, President of the Manchester Association of Engineers, Alderman of the City of Manchester, and Director and General Manager of West's Gas Improvement Co., Ltd., Manchester, Gas Works Contractors.

Mr. F. J. West is giving evidence not officially expressing the views of the Manchester engineering employers, but expressing the views of a few firms interested in the question under discussion who met at the offices of the Association on Monday the 13th inst., and at which Mr. West was selected to give evidence before the Committee sitting in Manchester.

The employers in question agree from a national standpoint that facilities should be offered for the practical training of Indian students in engineering, and also agree from the point of view of local engineering and local enterprise, and for the furtherance of Manchester goods and methods that facilities should be given for engineering students to receive a practical training in the Manchester and district engineering works.

It is suggested that students selected by the Government or other authority should be sent to this country with a definite understanding and knowledge that if they are seeking a training in engineering they should have very definite ideas with regard to entering the engineering profession. It is felt that in a number of cases where Indian students have been trained in works in Manchester and district this training has been undertaken without any definite idea as to their ultimate occupation.

It is further agreed that it is advisable they should decide beforehand upon a specific branch of engineering, such as electrical, textile, locomotive, or general engineering.

It is strongly urged that students should be provided with adequate and suitable lodging accommodation under the control of some authority, for preference in a hostel for the exclusive use of Indian students. This point is urged as it was emphasised at the meeting of the employers held in Manchester early this week that the sex problem has in the past resulted in difficulties, and it is agreed that the students should not select for themselves private homes for their board and lodgings. A central hostel in Manchester would probably be sufficient for a district comprising Manchester, Oldham, Bolton, Bury, Stockport, &c.

It is further suggested that the most likely openings in engineering in the immediate district are in connection with electrical, textile and locomotive engineers.

FRIDAY, JUNE 17, 1921 (MANCHESTER).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
MR. M. N. CHATTERJEE.
MISS L. M. BROOKS.

MR. R. E. FIELD, *Secretary*.

SIR HENRY A. MIERS, M.A., D.Sc., the Vice-Chancellor of the University, who was accompanied by MAJOR J. M. CROFTS, Secretary of the Joint Matriculation Board, was called and examined.

He said that there were very few Indian students in the University as apart from the College of Technology.

He thought that the best students were those who had at least reached the standard of the First Degree Examination in India, if they were not actually graduates.

Major Crofts explained that the Indian Intermediate Examination in Arts, Science or Medicine and the class examinations held at the end of the first year were accepted as exempting a student from the Manchester Matriculation Examination. Indian graduates were exempted from the Manchester Intermediate as well as the Matriculation. Indian M.A.s were treated as being on a par with graduates of Manchester University.

Sir Henry did not agree with Mr. Huebner's opinion that the Indian students should come to this country for all their training. He thought that they ought at least to have reached in India a standard which would exempt them from the Matriculation Examination in England.

He felt that some organisation was needed to which the University could refer for further information about students who applied without giving any personal references from people known to the authorities. The Indian Students' Department had been of help in former years, but Manchester had not had any recent dealings with them.

Major Crofts pointed out that the Matriculation Board stood in need of some body of reference to whom they might refer upon questions of the equivalence of examination standards in the less well-known Indian educational establishments. Such a body would serve the double purpose of giving Indian students information about the Universities of England, and supplying English Universities with information about the institutions in India and the standards of their examinations. Indian students were always required by the University to produce some certificate of good character from a recognised authority in India.

Sir Henry said that applications were never referred to the Local Adviser for his opinion. His duties began when the student had already been admitted, and a Local Adviser would still be necessary if a body were established in India which was in a position to give all the information that was needed either by the students or by the University. The Local Adviser was not held responsible for the payment of the students' fees, though in event of any default in payment the University would refer to him for advice. Such students whose parents so desired were placed directly under his guardianship, and in this case he would pay their fees.

During his own time (five years) there had been no cases brought to his notice of any Indian students having financial difficulties. There had been occasional trouble with Egyptian students, and the University had referred to the Egyptian Educational Mission. He thought that if Indian students did not pay their bills the University would refer to the India Office.

He considered it necessary to have one particular officer to take the initiative in helping Indian students to get into the stream of the social life of the University. For this reason it was better to have an Adviser than to rely on what help individual professors might give them. The East and West Society had been of great help in this matter, but no particular duties in regard to the students devolved upon it. If there were an Adviser the students would know at once to whom they should go for any help that they needed.

He was of the opinion that the Indian students who had been at Manchester had been quite as satisfactory in character as any other body of students. They seemed to get on well with the English students, though there was some tendency towards segregation.

It was his personal opinion that the University should take from six to ten Indian students in each of the larger faculties every year. It was necessary to limit the admission by faculties, as Indians would otherwise be likely to come to Manchester to study only those subjects for which the University was most renowned, with the result that the number studying in certain faculties might become too large to be properly assimilated. This would be disadvantageous to the Indians as well as to the University.

The College of Technology did not come under the jurisdiction of the University in the matter of admissions, and he could not speak for it.

He considered it desirable that Indian students should, if possible, reside in hostels attached to the University. There were no hostels actually belonging to the University, with the exception of the Women's Hostel, but Dalton Hall and Hulme Hall were attached to it, and had from 100 to 150 students each. He was strongly opposed to the existence of a purely Indian hostel. Funds were needed to endow University hostels, as otherwise it would be impossible to make living in them nearly as cheap as in lodgings.

As regards the minimum allowance needed by an Indian student at Manchester, he agreed with the figures given by Mr. Moir and Mr. Fiddes, viz., at least £250 and preferably £300 a year.

Major Crofts said that Bristol was not included among the Universities dealt with by the Joint Matriculation Board. He had to depend upon documentary evidence in the case of Indian students when making decisions regarding exemption from matriculation. He did not see students personally. Indian applicants usually supplied a certificate of character, but this was not demanded by the Board. At one time the Board had consulted the Indian Students' Department regarding applications from Indians, but the information supplied had not been very helpful, and they had ceased to have any dealings with it. He now consulted Sir Michael Sadler whenever in doubt regarding Indian applicants. Applications nearly always came to him from the

students direct, not through the Local Adviser or the Indian Students' Department.

Sir Henry said that the Indian Students' Department had never asked him in advance as to the number of vacancies there were in the University. The books were not closed at any fixed date, and were generally still open at the beginning of the term. It was a case of first come first served. The University always reserving to itself freedom of selection, and he would advise that Indian applications should be sent in by the end of May.

As regards the question of the admission of Indians to the O.T.C., he did not think that there was any objection on the part of the English students. It had been traditional to advise Indians not to apply for admission to the corps as there was an Army Regulation forbidding it.

Women were admitted to full membership of the University on a footing of complete equality with men. There would be no objection to the admission of Indian women on the same terms. They would also be admitted to the Women's Hostel.

Major Crofts said that a good secondary education was all that was necessary for the Matriculation Examination. The Joint Board would not let the question of any previous technical education weigh with them in regard to exemption, except in border-line cases.

The question of the necessity for a local Adviser being again discussed, Sir Henry said he could not agree that the Indian students would get the same help by going to their professors as they would by having a definite officer, in the person of the Adviser, who would have some knowledge of their character and of the difficulties in which they were likely to be placed.

He was not in favour of vacancies being reserved for Indian students. Giving due regard to local claims, his object was to get the best possible men into the University, and from this point of view he considered that any system of reservation was unfair. He suggested that Indian examinees whose results did not appear until July should make provisional application some time beforehand. He would consider the question of making the same concessions to Indian students that were made at Oxford if the need arose.

Major Crofts explained the difficulties experienced by the Matriculation Board in regard to Indian applicants. The calendars of the Indian Universities were available for reference, but the information which they contained was not sufficient to give the Board a definite idea of the standards of their examinations. There were a large number of educational institutions in India of which the Board knew nothing, and it was not possible to find out the status of such bodies through the medium of a statement of curricula. University certificates were accepted at their face value, but difficulty arose in connection with certificates awarded by other institutions such as the Roorkee College. The Board needed some reliable body to which they could refer any problems of this nature. The Indian Students' Department had not of late been very helpful in the matter.

The provision of the answer papers would be a help in the matter of investigation if the Board had time to go through them, but as there were a very large number of applicants, nearly all with different qualifications, this would be a long and laborious task.

If some really reliable body could be established the Board would be glad to accept their decisions as final.

The Intermediate examination of any Indian University was sufficient qualification to exempt a student from the Matriculation.

In answer to a question as to whether the Indian Intermediate student and the English Matriculation student had reached the same standard, Sir Henry said that this examination had been accepted in the case of Indians when they had been recommended by persons known to the University. He was more anxious to ascertain the promise of a student than his actual performance, and this was his reason for desiring a personal recommendation.

He thought that as a rule the Indian students who had come to Manchester had a good knowledge of English.

The University were willing to regard English as a foreign language in the case of Indians and foreigners.

He thought that there could be no artificial test as a means of selecting the best type of student.

As regards the number of Indian students that would be admitted to the University, he thought that there should never be more than a small minority in each class.

There was no immediate prospect of increasing the hostel accommodation.

There was no Local Adviser to colonial or foreign students in Manchester.

He did not agree that any professor could be approached and would give as much help to Indians as the Local Adviser would do. The professsors were willing to extend their friendship to Indians as well as to other students, but they could not be expected to take special trouble in looking after them. If the Adviser was there he could do much, especially if the number of Indian students were large, to prevent segregation.

He thought that if the numbers of Indian students were fairly small it might be possible to have one Adviser for all the northern Universities, but he did not think that such an officer could do so much for individual Indian students as could a Local Adviser at each University. He had not heard that there was any feeling of distrust of the Local Adviser on the part of the Indian students.

Asked to explain the difference in the standing of the Indian M.A. and B.A. at Manchester, he said that the M.A. would not necessarily be exempted from any part of the honours course any more than the B.A., but the M.A. could do post-graduate work for two years and obtain the Ph.D. degree. This included training in research. For the Manchester Master's degree as well as for the Ph.D., a thesis had to be submitted upon some original research. This applied to all faculties.

There were very few Indian students in the Faculty of Arts. These students were not reading for the Indian Civil Service examination.

Questioned as to his remark regarding the inefficiency of the Indian Students' Department, Major Crofts said that since Dr. Arnold had resigned from office the Department had not been of very much use to his Board. He had ceased to correspond with them, as he had not been getting satisfactory replies to his queries, and it was now his practice to seek the assistance of Sir Michael Sadler instead.

The Higher Certificate examination was a year's study higher than the Matriculation. The Schools Certificate was of rather lower standing than the Matriculation, but candidates who did sufficiently well in this examination were exempted from Matriculation on the strength of it.

Sir Henry said that, so far as the University was concerned, the Local Adviser had nothing to do with the political opinions of the Indian students, and never made any enquiries about them.

PROFESSOR H. B. DIXON, C.B.E., M.A., M.Sc., Professor of Chemistry at the University, was called and examined.

He said that, as stated in his written memorandum (which is printed below), not many Indian students had taken the honours course in chemistry at Manchester. In the past two students had actually taken honours and six had attempted it, but had eventually only taken the Pass degree. The two men who had taken honours had come with personal recommendations to him, and had been men who had taken the Intermediate examination in India.

As regards the qualifications that he would prefer his Indian students to have, he said that he thought that Indian graduates were the best. Judging from the few Indian students who had been under him, he thought that the student who had only passed the Matriculation in India was not really ripe enough for the Manchester courses, and that he was likely to break down somewhere in the course, and was then only desirous to obtain some certificate of his college training rather than to attempt the examination itself. The graduate of an Indian University could come for two years and get some training in research work. The University particularly laid itself out for research work, and it was the student who showed a desire and the capacity to advance his science that they wished to receive. He made it clear that he was not speaking from the point of view of technology: that was not his

department. He thought that there was enough difference between pure science and technology to account for the difference in his own and Mr. Huebner's view of the necessary initial qualifications that were desirable in the case of Indian students.

Apart from his two honours students, he had found Indian students somewhat unsatisfactory. They had not shown any great powers of application, they were apt to be irregular in their attendance at classes, and when the time for the examinations came round they were ready with excuses to gain exemption. Their desire seemed to be to possess certificates rather than knowledge. On it being suggested that their fear of examinations might be accounted for by the fact that their sense of failure was more acute, seeing that they had come a long way from their country and sacrifices had probably been made in order that they could come, the witness said that some allowance might possibly be made for this reason, though as he was speaking of Government scholars as well as private students, he did not think that personal sacrifice had been made in all cases. He admitted that he was speaking of Indian students over a period of more than twenty years and only from a few examples, and he agreed that matters might have improved recently. He was not, however, alone in his opinion. He thought that the Selection Body should be careful to ascertain whether or not a student was coming merely for a paper qualification or to do really serious work. If there was time he preferred to get personal recommendations regarding all his Indian students. If possible he preferred the personal recommendations to come from someone whom he knew, but he would be willing to accept the recommendation of the authorities of a recognised University or other institution.

He realised that if only graduates were to be sent over the difficulty of applying early was accentuated, as the Indian results were not published until July. He thought, however, that in such cases provisional application might well be made beforehand.

No Indian graduates had done higher chemistry at Manchester. Two had done a course of chemistry and then specialised in some other subject, *e.g.*, geology, and the physiological application of drugs. He had not had any research men in pure chemistry.

The chemical problems of India differed from those of this country in such branches as agriculture, the chemistry of plants and the analysis of soils. A certain amount of bacteriological research was done at Manchester and this would be useful to Indians.

An undergraduate student who was going to work in India should go through the honours course at the University, and then do a year's training in research. He did not think that it was necessary for him to take the doctorate.

As regards the Indian student with a good knowledge of chemistry who came wishing to do some research with reference to Indian problems, the witness said that he would first consider it desirable for him to do a course of research training on some subject that the student himself chose from among those that were being investigated at the time. This was not a special regulation with regard to Indians, as it would apply equally to men from their own or other British Universities. Before carrying on research under the auspices of any University, it was desirable to learn the particular methods in vogue there. He knew that other professors would take the same attitude towards any students who went to them for research. In these days of specialisation University laboratories became known for researches along particular lines, and students (especially graduate students) were attracted by the facilities and encouragement offered to pursue certain lines of investigation—just as a generation ago our graduates used to be attracted to certain German laboratories.

Although he would prefer to admit only graduates, he would not rule out the men who had passed the Intermediate examination in India. He thought that these men would probably be capable of following the course in Manchester.

About two-thirds of the English honours graduates at Manchester subsequently went into works. (This statement referred to the years preceding the war.) This had not been with the conscious aim of acquiring experience to take elsewhere. Chemical firms did not wish their chemists to take up similar work elsewhere, and often made agreements to this effect. He thought that Indian students should go back to take up responsible work in India. It was pointed out that Indian industry was not yet far enough developed to take advantage of highly-trained men, and in view of this it was asked whether English firms could not be prevailed upon to take Indian students to give them the experience which would enable them to start works in India. The witness said that he thought that very few English firms would be willing to do this.

He recommended that Indian students should come as graduates as far as pure science was concerned, and rather younger in the case of technology because the technical courses were not so stiff from a theoretical point of view, and because it was easier to hold the attention of the average Indian student in practical work than in theory. The higher courses in pure chemistry were not so interesting at the beginning as were the technical courses.

He thought, in connection with the question of selection, that the Advisory Committees should have science men on their staff, and should have a knowledge of the best Universities to which to send each student according to his needs.

Memorandum by Professor H. B. Dixon, Professor of Chemistry, University of Manchester.

I have not had many Indian students who have taken honours in Chemistry or attempted the course. Those that have been my students have differed very greatly in character and capacity: two or three have been hard-working, fine young men, the rest very unsatisfactory. I think Indian students should bring a *personal* recommendation of fitness to profit by our higher work, and I should prefer (if that were possible) only to take graduates. The good Indian student is capable of conducting research, and it is in guiding and stimulating research work that I believe we can achieve the greatest good.

Where the members of the staff and some thirty graduates are conducting researches on different lines and are in touch with other researchers in cognate subjects, *e.g.*, in Radio-activity and Electricity in the Physical Laboratories, there is an atmosphere of mental activity and criticism very stimulating for the growth of a school of research. I should like to see capable Indian graduates taking our higher courses and starting research work under members of our staff. I want men who have had a proper grounding and are aiming, not at some paper "qualification," but at mastering methods of winning new knowledge.

The chemical problems of India are no doubt different from ours, but the methods of attacking such are the same.

Four representative students chosen by the Manchester Indian Association—MR. M. G. KOTIBHASKER, M.Sc.Tech. (Paper-making and Chemical Research); MR. M. K. SINGH, B.Sc. (Paper-making); MR. R. D. GULATI (Civil Engineering); and MR. M. H. VAKIL (Commerce), were called and examined.

Mr. Kotibhasker, who handed in a written statement which is printed below, expressed the opinion that facilities for training were very good here, though practical experience in pulp-making was not obtainable—for that it was necessary to go to the Continent (Norway, Finland, &c.), because in England there were only three or four factories engaged in that industry.

He thought that the organisation of the Advisory Committees in India might be improved. As it existed at present, in many cases men in the distant provinces did not know to whom they should apply for information regarding the English Universities, and as a remedy he suggested that some member of the staff at each Indian University should keep in the closest touch with the authorities here. The Advisory Committees should be within reach of every student who wanted advice, and therefore a Central Bureau would not meet the case except for communicating information to the local committees. He thought there should be more of these; at present they were confined to big towns. Pamphlets

telling students how and where to apply might help, but the chief need would still be for more committees.

Mr. Singh suggested that students, before proceeding to England, should be required to show certificates from their local committee stating that they had applied and had obtained all possible information. This might be done before their passports were granted to them, but for this the committees would have to be very efficient to prevent injustice.

In reply to an enquiry as to what body would be the most suitable for making a preliminary selection of students in India, Mr. Kotibhasker said he thought that a selecting body should be instituted consisting of representatives of the Government, the Universities and the more important industries. He stated emphatically that a central organisation for students in London was not only advantageous, but was quite essential.

Mr. Singh said that such an organisation might have the best of intentions, but that as long as it was under Government control it would be regarded with suspicion by the Indian students. They would look on it as a means whereby the Government could spy on them. An organisation run on the lines of the Y.M.C.A. Shakespeare Hut would be regarded with greater favour.

In reply to an enquiry as to where he preferred to live while at the University, Mr. Kotibhasker replied that he was in favour of a mixed hostel rather than lodgings.

Mr. Singh said that in lodgings the Indian students gained a better idea of English family life, and could learn English manners and customs. In a hostel special food could not always be obtained if they needed it, nor was there any provision for them in case of illness. Also there were greater facilities for study in quiet lodgings. He was rather opposed to there being any hostels at all. If students were obliged to go into lodgings they would get more chance of speaking English, and incidentally could give the people in whose house they were living a better idea of India and existing conditions there.

Questioned as to the need for a Local Adviser for Indian students at each University, the four witnesses agreed that the value of such an appointment depended absolutely on the personality of the man chosen. They thought that the Indian students themselves should be consulted before creating such posts at other centres.

Mr. Gulati stated that Local Advisers who were members of the University staff were generally too occupied with their own work at the beginning of each session to be able to devote enough time to the Indian students. It was at this period that they needed most assistance, being faced with the problems of fees, accommodation, &c.

Mr. Kotibhasker, while agreeing with this opinion, said that none of them wished to see the office of Local Adviser abolished. They had found it very valuable, and it had their hearty support.

Mr. Gulati pointed out that many of the Indian examinations were of a higher standard than the matriculation here (the intermediate Science of Bombay University, for example). Therefore, to avoid any overlapping of work, he suggested that the standard here and in India should be made the same, and that it should be possible for students to interchange certain subjects in order to adapt the Indian examinations more to the different branches of study for which students come to English Universities. At present many unnecessary subjects were required. He personally thought that the Engineering courses in India were too lengthy.

Mr. Kotibhasker thought that the India Office should devote more funds to enable those students to carry on research work who were otherwise too impecunious to do so. Extensions of scholarships were granted already, but to supply really excellent men to India it was necessary to give special facilities to exceptional men. It would also be of great advantage if travelling fellowships were started. So far he had not tried to get any practical training, and therefore could not say whether this was possible or not.

Mr. Vakil stated that he was studying Commerce with a view to setting up some business or company in India. He said that Indian students found great difficulty in obtaining practical facilities in this country in works making felt, velvet, fancy goods, &c., for which there was a great demand in India.

Mr. Singh stated that he was a special student, and being a Government scholar had come through the India Office. He was not reading for a degree, as he considered this unnecessary, but expressed the opinion that those who wanted to go in for a degree should be free to do so. Sympathetic attempts should be made to understand the circumstances, the chances, the needs and the aptitude of the student and the necessary advice given. The Indian Students' Department was a good institution and was doing valuable work, but it was conducted on a bad working basis. At the beginning of the session its staff were too busy to devote sufficient time to each student, and it would be advisable to increase its numbers at that time. Speaking of the vacations, he stated that he spent them outside Manchester.

Mr. Gulati said that many Indian students had desired to obtain practical experience in works during the holidays, but that so far the University had not been able to arrange this.

He estimated that a student would have to pay £2 10s. per week for his board and lodging in Manchester, and allowing for fees, vacations, &c., he thought that £200 per annum should be regarded as the minimum, while £250 was an average sum. In the Faculty of Commerce the fees were now £18, while for Engineering the former fees of £40 had been raised to £60 for the whole year.

Asked whether, in studying paper-making, sufficient stress was laid on the difference between English and Indian raw materials, Mr. Singh replied that, provided the groundwork was fully understood by the student, he should be able then to deal with the different existing conditions.

The witnesses were not aware of any racial prejudice between the other undergraduates and themselves. They had nothing to complain about as regards social intercourse, though the opinion was voiced that perhaps greater chances might be given them.

None of them had tried to enter the O.T.C., but Mr. Gulati knew of another Indian student who had been refused admission to it. They thought that if the War Office could be induced to remove the ban against Indian students joining there would not be any objection on the part of the Englishmen.

Mr. Gulati stated that he was a Scout.

Memorandum by Mr. M. G. Kotibhasker.

I shall first endeavour to offer my remarks on the main line of the investigations of the Committee in a general way.

1. The reasons which at present induce Indian students to leave India for education or technical training :—

(*a*) Absence of the necessary technical and technological institutions and the backwardness of India in commerce and industry.

(*b*) The necessity of the study of the developments of various arts and sciences in modern times in the West.

(*c*) For the study of the science of organisation, which has followed in the wake of scientific and mechanical progress.

(*d*) For the study of the methods of scientific research in all walks of moral, intellectual and physical activity—a recent development of modern civilisation not yet properly implanted in India, with a view to apply them to their own conditions and environments.

(*e*) For general intercourse with the peoples of other nations.

2. The nature and extent of Government responsibility.

It is not in the nature of things that the State—a political association—should control the whole life of men. It can create for men the external social conditions necessary for the well-being of their lives. It can enforce these outer obligations without the fulfilment of which the inner obligations cannot be fulfilled. But with the extreme and growing complexity of modern life and the interdependence of large communities upon one another, there has been an evolution in our ideas about the duties of the State. The idea of education itself to be given by the State is being widened in scope in every modern nation. In England, the Act of 1906 brought physical maintenance within the meaning of the word, and in 1907 not only did medical inspection become the duty of local

authorities, but they were given "power to make such arrangements as may be sanctioned for attending to the health and physical condition of children." Play centres, clinics, school nurses, vacation schools, open-air schools, and the whole organisation of Care Committees are plans upon which public money may now be spent in the name of education, which is no longer limited in its idea to merely adequate instruction. The recent development of the idea of continuation schools includes the policy of providing at the end of the school period a connection between education and industry and of maintaining this connection after industrial life has begun. It can also be traced that such steps have been taken partly in the interests of industries and trade in order to provide a greater national efficiency in technical processes and partly in the more directly human ground of preventing the drift of children leaving school into the unskilled occupations. In the field of charity also part of the work done by private individuals is now being taken over by the State. From these and other considerations it is clear that the limits to Government responsibility are not well defined and admit of extension according to the special requirements of the people.

On looking to what has been done by nations like Japan and Germany, where industrial development is of a recent date, three things are evident :—

(i) Ample opportunities were created by the State for people of different capacities to make the best of what they possessed.

(ii) People with exceptional capacity in all walks of life have been appreciated and encouraged. These have developed schools which have entirely revolutionised certain phases of national life.

(iii) The States have in both cases taken an active lead in inaugurating in their country what was best in other parts of the world. This required a connected study of various departments of national life and the State alone was in a position to do so.

Similar remarks can be made about the encouragement of the studies of literature, fine arts, mental and moral sciences, &c.

In India to-day the conditions are much more unfavourable than when these States started on a new lease of life. The administrative changes such as have been put into force recently are inducing young men of ability and culture to undertake in an ever-increasing degree the serious study of special lines with a view to qualify themselves adequately for the new duties of public life which they may be called upon to discharge. To encourage such men and give them every facility should be the paramount duty of the Government. The question of educational facilities in India has been examined both by the Sadler Commission and the Indian Industrial Commission. Several important suggestions have been made in their reports, and the sooner it is possible to give effect to them the better will be our vision for creating further facilities in India. When these suggestions are put into force some of the problems of foreign education will also be automatically solved, as there will be a better preparedness on the part of the students going abroad.

Regarding Government help in starting agricultural, industrial and commercial educational institutions, there should be more Government help given to the first, less to the second, and still less to the third. This is the principle followed in most countries, but in India the public opinion and the directive power necessary for the financing and conducting of such institutions have not been systematically developed among the people. This, to my mind, is the function of the State, and if it had been done most of such institutions would have got a good deal of popular initiative in their inauguration and progress.

3. The results of Government attempts to educate Indian students abroad have not been as satisfactory as they should be, as the Government help given to such students was far too mechanical. The students themselves and their guardians having a limited view of the extremely difficult and complex position of industries in India, their work was incomplete when a system of State scholarships was instituted after the educational conference at Simla in 1901. Full stock was not taken of the factors necessary for getting a good return of this public expenditure. Some of the mistakes have been recently rectified as a result of the findings of the Morison Committee. There are still a few things that remain to be desired. The idea of technical, commercial and scientific education does not even now have an organic connection with other departments of education and national life. A remedy lies in :—

(*a*) Exercising extreme solicitude in spotting special people and encouraging them by giving all available facilities, so that they might create centres of influence round them and direct a volume of energy into useful channels. This presupposes the existence of an advisory body, which is full of public spirit and capable of taking long and connected views. The methods of securing such are to allow some amount of popular control, and also that the Government should use its discretion in selecting the right men to enable such an institution to do really solid work. There should be as complete a harmony as possible.

(*b*) Giving in special cases additional facilities, such as a travelling fellowship to study on the Continent, America, Japan, &c.

(*c*) Having Advisory Committees representing the various lines, and consisting of people capable of thinking in a sympathetic and connected way, in the United Kingdom and in India, to carefully watch the expenditure of money on students of foreign countries and to give effective advice.

(*d*) Enlisting the sympathy of the merchants and manufacturers in India by consulting them to select and direct the studies of Indian students going abroad.

(*e*) Freely offering financial help in deserving cases of private institutions, such as the association in Calcutta for the advancement of scientific and industrial education.

Regarding the points of enquiry in the United Kingdom :—

(1) Most of the technical students that come to the United Kingdom come for the degree or the post-graduate work. The demand of people which such institutions can turn out is growing in this country, and such education being very costly, local interests are likely to be predominant. The attitude of the Northern Universities has been very liberal so far, but steps should be taken by the Government of India to ensure that intending students are not disappointed after coming over a distance of 6,000 miles.

(2) It is highly desirable, if practicable, to have a more or less definite and uniform standard of qualification for admission to the Universities of the United Kingdom. This will save a lot of uncertainty and suspense to the Indian student community, and will also save them some unnecessary expense. This settlement should avoid some of the wasteful duplication that is found in some cases at present.

If by a mutual agreement of the Universities of both the countries, a definite and uniform standard was fixed upon, the rigidity of such understanding should admit of exceptions in special cases and concessions should be given wherever deserved, as is done on several occasions by the Northern Universities at the present time.

(3) In the case of students intending to join a University for B.Sc. in physical or natural sciences or in engineering, the intermediate science of the Indian Universities should be considered as a sufficient preliminary for admission.

(4) In most cases the facilities here are quite adequate, but there are special cases when a student finds it to his advantage to study elsewhere. Such cases arise from several causes, such as :—

(*a*) An outstanding personality with whom it may be the desire of the student to work.

(*b*) The want of facilities for some branches of industry or science. Notable instance is pulp-making. There are only three mills in this country where pulp is made.

(*c*) Speciality of different nations, such as scientific method in industrial management, the personal department of industrial concerns, agricultural education, federal banking reserve system, &c., in America; agricultural co-operation in Denmark; chemical research, farm distilleries, &c., in Germany; wood industries of Sweden; and so on.

(5) I am not in favour of the establishment of hostels for Indian students in any centre except London.

(7, 8) The method and means of providing greater facilities for practical training.

The training with regard to all the technical subjects can be divided into three heads: (*a*) the commercial side, (*b*) the process work, (*c*) research work. Every student ought to decide which of these he is going to emphasise. The process work, which means knowledge of the actual working of the various processes in an industry, should be common to everybody, and out of (*a*) and (*c*) one or both should be gone through according to the aptitude and the needs of the student.

There is generally a difference of opinion regarding the division of the student's stay in the foreign country between the technological institutes course and the works. The decision about this point should be determined by the following consideration: In the case of students who come to this country for the technological training after fairly decent University course and the practical experience in India, too much time should not be spent at the University, as he may more profitably devote his time in acquainting himself with the more practical side of his subject on the works scale. His thinking capacity is more developed, and he should be helped by sympathetic direction to determine the relative importance of each of the items involved. Sometimes a student could make better use of his time in studying the organisation and economics of the industry or the mechanical or the research side of the industry as may be of interest to him.

In the case of younger students, though it will be a personal equation, it may be desirable that he should spend a little more time at the technological institution. The decision should be guided by the elementary fact that the process of assimilation of new ideas requires the lapse of adequate time.

Approaching firms who tender for the Indian Government contracts of taking Indian students in their works is highly desirable and in some cases quite practicable. The argument of the likely competition arising from such students does not hold in the case of big industries like iron and steel and several branches of engineering. The smaller industries fall into two different groups. The first is of those industries where there are no secret processes, and the second where there are. For the products of both these classes the demand in India is growing rapidly, and there is room for more industries without having to fight against our own forces within the Empire. Besides business people who want to start industries can import trained labour from any part of the world by paying its price. Whatever industries have been started in India are all the results of business sense and business enterprise? There is another point which can be urged in favour of the admission of Indian students to works in this country: several British firms are starting works in India, and their needs will have to be satisfied, which cannot always be done by imported labour and supervision. Besides, the non-British manufacturers are going ahead with increased production and trying to replace British goods in the Indian market, to which no effective check can be put by the British manufacturers except partly by enlisting the sympathy of the Indians. There are grounds to believe that Americans and others are trying to capture part of the Indian market by giving facilities to Indian students in their works in an organised way.

(9, 10, 11) I should like to propose that the organisation in London should keep a complete list of the institutions mentioned under item 10 in each centre of the United Kingdom with details about the specific nature of each for the information of Indian students.

(Signed) M. G. Kotibhasker,
M.Sc.Tech. (Manchester), M.A., B.Sc. (Bombay). Secretary of the Indian Association (Manchester), 1918-19. Bombay University Technical Scholar, 1917-20. Assist. Secy., Indian Conference, 1919-20.

June 16, 1921.

Subsequent to the appearance of these witnesses, the following memoranda were received:—

Memorandum by Mr. R. D. Gulati.

Re my evidence before your Committee on the 17th instant at Manchester, I would like to go into further details regarding certain points, which I could not do in the short time at our disposal then.

The facilities available to Indian students at the Universities and other educational institutions of United Kingdom and of India:—

According to the rules of the five Northern Universities in England, the candidates for degrees in all the faculties of science are required to have passed the Matriculation examination held here, unless exemption has been granted by the Joint Matriculation Board. We Indians are given this exemption provided we have passed the first examination in Arts, Science or Medicine of one of our Indian Universities.

After we have been admitted here we undergo three years' academic course in all the faculties of science except Medical, in which one has to study for five years. In the former courses we pass the intermediate of these Universities in the first year, and at the end of third year we get B.Sc. honours or ordinary B.Sc. degree, according to our qualifications.

In Indian technical institutions, which are very few, hardly worth mentioning even, in many cases the standard of education imparted to the students is well below that of the Universities here in England, notwithstanding the fact that double the amount of time and energy of a student studying over there is requisite.

Take, for instance, the case of Engineering College at Roorkee. A candidate must pass F.Sc. before he can apply, and then there is the competition among 100 to 300 students to get admission, of whom perhaps sixty to seventy might be lucky enough to get the chance of entering the sacred precincts of that benign institution. Many of the above-selected candidates are often B.Sc students as well. From what I have heard the work to be done by these students in the next five years of their course is really formidable. I remember my professor (a civil engineering student from the same institution) telling me, when I was a student of the Punjab University in 1921 (to use his own words) that the excessive labour during their five years' course could be well estimated by the change in their physical appearance—from wheat colour to black after they had finished their survey work; from black to a bloodless pallor, due to their drawing the project schemes till late after midnight under the light of oil lamps; and then back to their normal state after they had finished with this blessed institution. Yet even after passing through such an ordeal, these qualified students are so unfortunate as not to be recognised on the same scale in their motherland as their fellow-workers who are qualified from the Universities abroad. The same thing applies to the Medical Institution at Lahore, and to many others.

The point that I want to bring before the Committee is that, comparing the technical educational standard of the two countries, it is very unjust for the Indian students to be treated in this way.

I would like to urge that there should be a more definite and uniform standard of qualifications for admission to the technical institutions here as well as in India, and the Indian standard should in no case exceed that of the Matriculation examination here, the particulars about which are as follows:—

Candidates presenting themselves for the Matriculation examination are required to satisfy the examiners in—

1. English language and literature.
2. English history.
3. Mathematics.
4. Three of the following, one of which must be a language: (*a*) Greek, Latin, &c; (*b*) Either Mechanics or Physics; (*c*) Chemistry; (*d*) Geography; (*e*) Either Natural History or Botany; (*f*) General experimental science.

The full details of the above subjects you can see in the syllabus of the Joint Matriculation Board, the copy of which is no doubt to your hand.

Either the Matriculation examination of all the Indian Universities must include the above subjects for their science students, or special classes in each college should be started in which the students could prepare these subjects in the year just after passing their usual Matriculation examination, and then this standard should be recognised for admission into the Universities here as well as the technical institutions in India.

Our technical institutions in India require radical changes in their curriculum to bring them to the same level as the institutions in the United Kingdom. I think if the syllabus of the institutions here is introduced in our institutions over there, with little modifications according to the local conditions of the country, the degrees and certificates conferred by those institutions would have the same value as those of the institutions here; and in that way the public would take more interest in their own institutions, which, unfortunately, is not the case as the things stand now.

I should have suggested something for the provision of technical institutions in each of our Provinces, like that of the College of Technology, Manchester, but as our Indian Association here is going to send a joint report on the subject, so it will be dealt with fully in that report.

One point more about the education problem in North-West Frontier Province; unfortunately I forgot to discuss it with Mr. Jones personally while I had the chance to do so. In that province, for the last few years, the Matriculation examination has been abolished from the high schools. The frontier students who want to join the Universities or the technical institutions have first to get admission in the high schools of the Punjab districts, where they may study for a year or two before they can appear in the Matriculation examination, which is not only inconvenient but expensive as well, as the students have to leave their homes earlier than they used to do in the previous years. Hence I would suggest that in each district of North-West Frontier Province there should be a special class in which the students going in for Matriculation examination should be able to prepare themselves in the required subjects, and that this examination should be held in each of these districts just as before. I dare say there would be many students in my province who would welcome this suggestion of mine.

(Signed) R. D. Gulati,
Faculty of Engineering,
Victoria University, Manchester.

June 28, 1921.

Memorandum by the Manchester Indian Association.

1. *The reasons which at present induce Indian students to leave India for education and the Government responsibility:—*

(*a*) The better grade technical education is not available in India at the present time. The provision and need of technical education depends largely on the growth of industries in the country, but it is also equally true that the industrial development requires as an important concomitant, the existence of a proper system of technical education which has to be rehauled and brought up to date with the progress of industry. The lower grades of technical education have been in most countries provided for by the industries, commerce and the corporations of the district, but India is far too much behind other nations in the commercial competition, and only a firm policy of technical education on the part of the State will enable her to come in line with other nations. The recent industrial commission report has recommended several of these types to be introduced, but we think that to the Government belongs the responsibility of establishing a high-grade technological institute to train managers and directors of industries. It may not be possible to do so immediately, but the growth of Indian industries should at an early date enable the Government to maintain such an institute.

(*b*) The standard of education in other lines has been very low, and this for two reasons: firstly, the best teachers and professors who are necessary to make the education efficient and inspire the academic atmosphere with their learning, enthusiasm and personality do not have sufficient inducement to go to India; and secondly, even if such are available, we do not believe that an extraneous agency can breathe dignity and vigour into an educational system which ought to address itself to the special needs and the genius of the people for whom it is meant.

(*c*) The system of examinations in India leads to disastrous results. It encourages cramming, and is more a test of the teachers and the schools than of the students. The heavy percentages of failures encourage many students with means to go abroad to try their luck there, and it is now an established fact that the failures in India come off very well in the British Universities.

(*d*) The Government of India puts a heavy premium on English education, which gives rise to serious injustice.

(*e*) Most of the higher services are either partly or wholly recruited in the United Kingdom.

The remedy lies: (i) in increasing the Indian element in the teaching profession and in securing the best talent for the work; (ii) in giving them all facilities to do post-graduate work, thus enabling them to raise their standard and create centres of influence (if once the standard is raised the present distinction made between the English and the Indian Universities will automatically disappear); (iii) in the Government removing the disabilities from which the Indian University qualifications suffer at the present time in Government service.

(*f*) The whole system of education needs a thorough reform, as we think that there are large numbers of Indian graduates and undergraduates who have to rot for want of a proper channel for their energies. The reform which should answer this need consists in opening up avenues in commercial, industrial and other lines which are not explored to any extent as yet. Government being in a position to think in a large and connect way, we suggest that indigenous talent should be given utmost scope to develop their individuality in all walks of life.

Provision should be made in India for the military and naval education of Indians, and the War Office should be approached for keeping an open door to Indians for education in these lines in England.

2. *Admission to the United Kingdom Universities.*—The educational needs of the British students are outgrowing the existing accommodation in various centres in the United Kingdom, and it may be necessary at an early date to follow a system of selection to accommodate all the deserving Indian students coming to England, but we do not think it advisable to put any restrictions on individual liberty by means of advisory committees, as it is difficult to ensure the efficiency of such bodies. The solution we have suggested before, namely, of raising the standard of education in India and removing the disability on Indian University degrees will automatically reduce the necessity and desire for going abroad.

3. *Preliminary Standard for Admission.*—It is highly desirable that the Indian University courses should be brought in line with the English Universities to avoid unnecessary overlapping.

4. *Facilities for Post-Graduate Work in the United Kingdom.*—In most cases these are quite satisfactory, but there are special instances where a student finds it to his advantage to go abroad for the whole or part of his studies. Such cases arise from several causes, such as: (*a*) An outstanding personality with whom it may be the desire of the student to work. (*b*) The want of facilities for some branches of industry or science. Notable instance is pulp-making. There are only three mills in this country where pulp is made. (*c*) Speciality of different nations, such as scientific method in industrial management, the personnel department of industrial concerns, agricultural education, federal reserve banking system, &c., in America; agricultural co-operation in Denmark; chemical research, farm distilleries, &c., in Germany; wood industries of Sweden; and so on.

In all such cases, the Government and other scholars should be given a free latitude to spend a part of whole of their time out of the United Kingdom. In special cases a travelling fellowship should be given by the Government, so that the students should acquaint themselves with the methods and organisations in other parts of the world.

5. *Hostels, Lodging Accommodation and Holiday Quarters.*—We are not in favour of any exclusive hostels for Indian students in centres other than London. In London, however, there is a definite need for some accommodation, as it is a great convenience to students when they first arrive in this country. We think it should be left to a private body to provide for this accommodation, and the Government should

subsidise such an establishment in some degree. We see no need of the Government undertaking to provide holiday quarters.

6. *Practical Training.*—The Government should approach contractors to the Government of India and other big manufacturers and persuade them to take Indian students as apprentices. When the Chinese students are getting special facilities in America and in England there is no reason why the Indians should not be extended the same favour.

7. *Proposal regarding the Organisation in India and England.*—One of the chief desirabilities of any Government organisation for Indians is to allow them a substantial voice. In the new reform scheme the subject of education is transferred to the people, and we are of opinion that the same idea should be extended to the organisation meant for students abroad. The reforms which have been recently put into force will in course of time see a further development of popular control, and to apply the principle in this instance would be only in keeping with the spirit of the reforms. We would therefore suggest that the High Commissioner for Indian Students should be appointed by the Minister of Education in the Imperial Government in consultation with the Provincial Ministers. The central establishment in London should be maintained under the control of this High Commissioner with a paid staff to help him to do the executive work. We also suggest an advisory body, consisting of members of the University staff elected by the Indian student community in each centre. These members of the Advisory Committee should also act as Advisers to Indian students at their respective centres, and should be paid for their work. The question of the functions of the members of the Advisory Committee and the High Commissioner and his staff are matters of detail, but we feel that this principle will be satisfactory to all concerned and will work efficiently.

MONDAY, JUNE 20, 1921 (MANCHESTER).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
MISS BROOKS.
MR. R. E. FIELD, *Secretary.*

MR. J. A. ROBERTSON, Electrical Engineer to the Borough of Salford, was called and examined.

For electrical power station work he thought that it was desirable for a student to have had a good secondary education, to which should be added a good general technical education (such as was given at the College of Technology), and that if possible the last year of this course should be devoted particularly to the study of power station work and electrical transmission. This was the opinion of a recent sub-committee of the Institution of Electrical Engineers, North-Western Centre, which had also emphasised the necessity for having specially trained men for power station work. In future it would not be possible (unless under exceptional circumstances) to promote workmen to positions of control in large power houses. The trade unions themselves now recognised that the line of demarcation in the staff would have to be the possession or non-possession of technical training. This was becoming all the more necessary as the power station problem grew to be more complicated, and the development of turbo-generator work and high tension transmission called for well-trained men.

He thought that during the last year of the student's technical course he should get two or three months of practical experience in a power station, so that he might appreciate the nature of the problems with which he would have to deal. He thought this was very necessary as, in his experience, the most brilliant technical students had often failed when faced with common practical difficulties. After the three years' technical course at the University he would recommend students to spend two years in a works of an electrical plant manufacturer, where he should be given facilities for testing and erecting machinery and obtaining some drawing office experience. The local manufacturers were not, as a whole, sympathetic on this point, but he thought that now that such a firm as the Metropolitan-Vickers Co., Ltd. had taken the lead and were readily giving every possible facility to students, the others would be likely to follow suit. At present they would take students if they thought that they would stay on with them permanently but not if they were to be regarded merely as temporary workers.

From the point of view of success in the power station he strongly recommended that Oriental students should come to England at an early age and go through a public school. This gave them the feeling of *esprit de corps* and the necessary qualities for understanding and being able, eventually, to control workmen. He thought that if they came straight from the East to works in this country they would be at a loss to understand the prevailing conditions in the stations and would not fit readily into their place with the other men. He instanced the case of an Oriental student in Glasgow, who from the beginning to the end of his time there was at loggerheads with the other workers, whereas there had been a Chinese student, who had been through an English public school, who became very popular with the other men whilst training, and was now holding a responsible position in a power station in the south of England.

He had not had any men under him who had come direct from the East to a University and then gone into works. He thought that this might be a half-way house to establishing good relations with the workmen, but he would prefer the public school training. He thought that a boy's most impressionable years were between 14 and 18, and this was the time in which he could best learn to do "team" work.

He appreciated the point of view that Indians would generally return to work in their own country and should not become denationalised by their stay in this country, and he explained that he was speaking only from the point of view of the smooth working of the power station. At the same time, he thought that it would not be disadvantageous to the Indian electrical engineer to have an intimate knowledge of Englishmen, seeing that he would, even in India, have constant dealings with them.

He thought that there was no difficulty in getting students into power stations for experience. The trade unions were becoming broad-minded on this point, and the recent Whitley Council schedule gave a definite place in power stations to "probationers" who were neither apprentices, staff, nor workmen. It was understood that if they were put on to any job of work that the ordinary workman might do they were to be paid the ordinary rates for it.

In order to get Indian students accepted in large numbers into English electrical power stations the witness thought that the local authorities might be approached on grounds of patriotism. Seeing also that it was advantageous to plant manufacturers to accept Indians who would become to some extent trade missionaries, he thought that they might be asked to use their influence with the municipalities.

He believed that there were about ten students at present training with the Metropolitan-Vickers Company who would eventually take up power station work.

The Universities of Manchester and Liverpool had recently inaugurated a special course for power station work, and at Liverpool arrangements had been made to get prominent power station engineers to give lectures.

He thought that it was preferable for students after the University course to take paid posts as soon as they went into power stations rather than to go as apprentices or pupils. Such posts would necessarily be of a subordinate character, and the salary would be from £150 to £200 a year.

There was very little hydro-electric work in this country, and he thought that as Indian students would have to deal with this type of work very largely when they returned to their own country it was most desirable that they should visit all the important centres where it was carried on. Switzerland and Norway and Sweden were the best European centres. This was particularly necessary if the student contemplated the construction of works in India; a man who had done general power station work in addition to technical training in England should be competent to carry on an existing works after a little experience, as generation and transmission work was largely common to steam, gas, oil and hydraulic plants. If a man had been to an English technical college, had then been for two years with a manufacturing firm, gaining experience in the handling of plant as well as in the drawing office, and had then been for a time in a power station, he should be equipped for a responsible post in India.

He thought it very desirable that every man should have as wide a training as possible, so that he could at any time be promoted to a post of general responsibility. It was hoped that in future it would be possible for students in plant-making firms to be able to see every side of the work and not be confined to any special branch.

He thought that Oriental students could become successful engineers, and that they were no more likely to lose their heads in a crisis than Europeans. He instanced the case of a Japanese worker at Greenock, who had displayed remarkable *sang-froid* in extinguishing a fire which threatened to be a dangerous one by pumping compressed air on to the flames.

He believed that the sympathy of the Council of the Institution of Electrical Engineers would be most helpful in the matter of increasing facilities for Indian students of electrical work in this country.

The witness thought that the recommendation of the Morison Committee of 1912 was good, so far as it went, in stating that students for electrical work should have reached the B.A. in India and then have an English University education with work in the college shops. This was a good basis, but he thought that the additional experience that he had already described was necessary.

The question of receiving students in power stations rested rather with the chief engineer than with the municipality. Some local authorities had undertaken to admit students, but this was not common.

There was no great influx of Japanese students to this country for electrical engineering. There had been some who had received their preliminary education in Japan.

He admitted that the difficulty of bringing Indians over to this country at an early age was that it was difficult to tell at that time whether they would turn out to be engineers or not.

As regards hydro-electric work, he felt that after the all-round English training already described, an Indian would be fitted to carry on the operation of hydro-electric engines, but that for their construction he could not have too wide a training. He would recommend the students to visit as many as possible of the existing stations in Europe, America and India. The works at Mysore were, he considered, perfectly modern and would provide a good field for observation. He particularly recommended study in Switzerland and Norway. He thought that America had not such good works. In this country there were good works at Kinlochleven, in North Wales and in North-East Scotland.

Although the construction of plant was properly the province of the civil engineer, he thought that a highly-trained electrical engineer would think it necessary to be able to undertake the construction as well as the operation of all kinds of electrical machines.

He agreed that a boy who had had all the necessary training in England could not be expected to be able to undertake the construction and operation of large works in India right away, but he thought that after some little experience in India this should be possible.

DR. ALFRED RÉE, Chairman of the Chemistry Committee of the College of Technology, was called and examined.

He thought that it was beneficial for a student to have had some general works experience before coming to the University, as it gave him a better idea of the value of the college training. This was not, unfortunately, easy to obtain and not many of the students were able to get it.

The chemical industries were, as a whole, strongly opposed to taking students into their works either before, during, or after the University courses. This applied to all students, and not only to Indians.

There were industries in which students might be admitted to special departments. For example, the colour manufacturers might readily admit them to the department of dyeing and let them see the application of processes, but they would be most unlikely to allow them admission to the departments in which the actual colour manufacture was carried on. There was a definite purpose in this: if they were trained in the dyeing departments they would become familiarised with the dyes and processes of that particular firm, and when they passed out of the works they would be likely to carry those ideas with them and become useful trade missionaries. On the other hand, in the manufacturing departments there were trade secrets that had to be most jealously guarded. It had been the practice of German manufacturers before the war to attract students from other countries to their dye works, always having the trade propaganda idea at the back of their minds.

As regards the interests of the chemical industry in admitting students to their works, the witness pointed out that they were on an entirely different footing in this matter from the engineering industry.

Personally, he did not think that any large amount of harm would be done by admitting students to chemical works, but the chemical manufacturers were a conservative body, and it would not be easy to change their view of the matter.

He thought that Indian students would be most unacceptable to the chemical manufacturer because there would be no *quid pro quo* in the hope that they might eventually become permanent members of the staff, as was the case with English students. The only interest in taking them would be from the trade propaganda point of view, and this only applied to a very limited part of the work. The whole matter had been discussed recently at a Council meeting of the Association of Chemical Manufacturers, whose membership included all the important chemical firms in the country, and the Council had been unanimous in the opinion that it was not desirable for them in their own interests to admit Indian students. Individual firms were in no way bound by the decisions of the Association, and it was possible that some of them might be willing to admit Indians, though he thought that it was not probable. At the meeting in question only about two-thirds of the Council had been present, but he thought that the manufacturers who had been there were a very representative body.

He suggested that individual firms, such as Lever Bros. and Messrs. Crosfield, should be approached by the Committee.

The situation in the subsidiary chemical industries, such as paper-making, calico-printing, &c., was somewhat different, as in these industries there were fewer trade secrets than there were in the industries involving the principles of chemical change. There was not much secrecy in the soap works as regards the actual manufacture of soap, but these firms were now devoting a good deal of their attention to the manufacture of such products as margarine, in which individual processes were of great importance, and therefore carefully protected.

The manufacture of synthetic drugs was one of the closed chemical trades, but there was less intricacy of process in the manufacture of heavy chemicals, and

therefore it would be easier to get students into this type of works.

He did not think that there was any secrecy in the province of agricultural chemistry. The manufacture of artificial manures would come under the head of heavy chemicals.

So far as he was aware there had not been any change in the attitude of the chemical manufacturers since the Morison Committee's enquiries in 1912.

He thought that from the Indian student's own point of view it was a mistake for him to come to this country in the hope of getting works experience in chemical industry, as at present it could lead to nothing but disappointment. As far as the subsidiary chemical industries, such as bleaching, dyeing, calico-printing, were concerned, he would feel less compunction in recommending them to come if they wished, as it was probably easier for them to get experience in works of this type. He thought that it would be even more difficult for Indian students to get experience abroad than in England, as here there was the possibility of the patriotism of the manufacturers overriding their prejudice against taking them, whereas this consideration would not apply elsewhere.

Some branches of the pure chemical industry were soap, oils and fats, dyes and colours, and alkalis. Sugar refining was one of the subsidiary industries, and petroleum refining was on the border line, a certain amount of chemical change occurring in the process.

He thought that an Indian student who had had only the University training in England would sometimes be capable of taking up a fairly important industrial post in India on his return, but he did not think that until he had some years' experience of actual factory work he would be capable of starting and running a works of his own.

The recommendation of the Morison Committee that manufacturers should be encouraged to take Indian students on grounds of patriotism had not had any material result so far as chemical industry was concerned. Personally, he thought that it was not impracticable to introduce the element of patriotism into economic questions.

Theoretically, the manufacturers would be more ready to take an Indian student than a foreigner, but he was very doubtful if either would be admitted. He thought that a threat that Indians would go to Germany if they could not be received in England would have not the slightest effect upon English manufacturers.

For pre-eminence in the colour and intermediate branch of chemical industry, including synthetic pharmaceuticals, he would place Germany first, then Switzerland, America a bad third, and England after America.

When asked what was the difference in the degree of rivalry between one British firm and another, and between a British and a foreign firm, the witness replied that since the war there had been much closer co-operation among British firms, and there was a tendency for them to have business understandings with each other in that they did not encroach on each other's province. The foundation of the Association of Chemical Manufacturers had been the direct result of this movement. English manufacturers were feeling the need for the solidarity that such co-operation gave them. Theoretically, he agreed that it would be desirable to enlarge this close co-operation to include the Empire, and thus bring Indian interests into closer touch with British, but he did not think that the time had yet arrived when chemical manufacturers would take this view.

He did not wish to express a definite opinion, but he hazarded the view that an appeal from the Government to chemical manufacturers to take Indian students would have greater effect than an appeal made by the University.

He did not think that there was much hope of English firms setting up branches in India where they would employ Indians. He knew of no English works in China staffed by Chinese scientific experts, but he did know of trained English and Americans being so employed in China.

The Association of Chemical Manufacturers included all branches of the industry, and had a membership of about 150 to 200. It represented the opinion of English chemical industry as a whole, and was of recognised importance.

He did not think that the promise of a ten years' preference on the part of India towards firms who would be willing to take Indian students would have any effect upon the chemical manufacturers of this country.

British war experience rendered it highly improbable that India would be in a position to establish the finer chemical industry for a great many years.

Ninety-five per cent. of the industries represented by the Association were purely chemical.

TUESDAY, JUNE 21, 1921 (LIVERPOOL).

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sir M. Hammick.
Sahibzada Aftab Ahmad Khan.
Mr. M. N. Chatterjee.
Mr. A. P. M. Fleming.
Miss L. M. Brooks.

Mr. E. G. Howarth, *Secretary*.

Professor J. S. Macdonald, M.A. and Mr. R. E. Kelly, C.B., M.D., F.R.C.S., past and present Deans of the Faculty of Medicine, were called and examined.

Professor Macdonald said that most of the Indian students at Liverpool University were studying Medicine. The Medical School, which was a progressive and prosperous part of the University, had actually existed before the University proper, the latter not being established until 1887. He thought that it was probably better known in India than many others on account of its School of Tropical Medicine.

Mr. Kelly stated that the latter was a postgraduate course, and this particular branch of Medicine was not required for an ordinary degree. Referring to the Indians at present in the faculty, he said that they were all taking either their degree or diploma and that only two had come as graduates from an Indian University. As regards exemptions, he said that if a student came from one of the approved Indian Universities having passed his first three examinations, he might then be excused the first three years of the Medical course here (a five-years' course) and enter straight into the fourth year. Two years at this University was the minimum time for obtaining a Liverpool degree. It was not necessary for a man to be a graduate to obtain such exemption; so long as he had taken his Matriculation, his 1st M.B. and Anatomy and Physiology that would be considered sufficient, and he would be excused all but his Final Examination here (together with two years in residence).

There was no reason to complain that Indian students came with University qualifications which did not prove to be up to standard; on the whole he found that they were very much on an average with the ordinary students here.

Professor Macdonald continued that, in his opinion, very few of the Indian medical schools were staffed, in regard to his own subject, by men who were actual workers in that subject. It was essential that in order

eally to know their subject the teachers should have one research work, and although Indian students came ery well prepared in Physiology, in their later work it ould be distinguished to which class their instructors ad belonged.

Latin was not a compulsory subject; the obligation ad been removed about two years previously.

He said that in nearly every case students had sent heir applications direct to him; perhaps some had been ecommended by Liverpool men now teaching in India, ut he did not remember many cases where this had appened. They nearly always applied in advance so hat the authorities had ample time to find out all pariculars about them. He had never taken students ithout full particulars when they applied personally t the last moment in the hope of gaining admission.

Speaking of the language question, he had found that ll Indian students came very well equipped in that espect; they followed lectures very well, and had no rouble with the *viva voce* section in the Medical Examinations.

In Liverpool there were good facilities for hospital vork. Four hospitals were directly connected with the University, and students were able to gain practical experience in a number of others as well.

Questioned as to the number of Indian students he vould be prepared to admit to the faculty, Mr. Kelly tated that he would welcome any postgraduates at any ime, but in the case of undergraduates from abroad hey had to limit the number. At the present time the medical school was overcrowded. The secondary schools in the immediate district had more claim on the vacancies than had foreigners, and it was a question of deciding between them. There were nine Indians there now, and he thought that that could be quoted as the maximum figure. Since 1914 there had been a fourfold increase in the number of students in the faculty, and many of the lectures had to be given in triplicate owing to the limited accommodation. In the hospitals women objected most strongly to being placed under the charge of a foreign house-physician or surgeon, though with postgraduates their attitude was different; if a man were fully qualified they did not object so much to his nationality.

Mr. Kelly stated that there were about 2,000 students in the University and 500 in the Faculty of Medicine; of the latter he did not think that more than 10 per cent. were foreigners. As soon as the demand for admission became less the percentage of such admissions would go up.

At present they had to see that the number of students did not exceed their hospital facilities, so that all of them were able to obtain enough experience.

As regards accommodation, he said that Indian students lived in lodgings; there were none in the University hostels, which were at present overcrowded. The term "in residence" meant they were registered as internal students, not necessarily that they lived in the University. The University kept a list of suitable families and lodgings, but the students had to make their own arrangements, and no control was exercised over them. Liverpool as a town offered little in the way of social intercourse to English students, and to the Indians even less. He felt that this was greatly to be deplored. Indian students were thrown entirely on their own resources, and gained practically no experience of home life here.

In cases of illness, students were admitted to the private wards of the hospitals, and received very good treatment.

Mr. Kelly said that as far as he was aware he had had no dealings with the Indian Students' Department, and that no applications had come through them. Sometimes when students forwarded certificates, &c., from India, and the University authorities wished to verify them, they were forwarded to the India Office.

Questioned as to Dental Surgery at Liverpool, Mr. Kelly stated that so far it was not big enough to be called a faculty, but was termed a Board of Studies which met and reported to the Faculty of Medicine. There were no Indian students studying Dentistry.

He said that an Indian M.B. was sufficient qualification for the postgraduate course in Tropical Medicine. If a candidate had passed all his examinations but the final, the authorities would admit him for a two-years' course here and give him the Liverpool degree at the end of that time.

Asked why a Calcutta or London degree was sufficient qualification for entering on a postgraduate course while to obtain a Liverpool degree a two-years' course at the University was required, Mr. Kelly replied that this was required by a regulation of the University, it being laid down that students should not be granted the Liverpool degree without a two-years' course here. As regards the D.P.H., students could not be admitted unless they possessed registerable qualifications, these being decided by a Register issued by the General Medical Council, but they dealt more expansively with applicants for the School of Tropical Medicine in the case of Indian students.

It was often very hard to obtain sufficient information regarding the standard of the Indian Universities and their degrees; they had to write round to all the possible sources; the calendars helped to a certain extent.

About six Indian students had been refused admission for the coming October on account of the University being already overcrowded.

Professor Macdonald said that instruction in orthopædics was going to be started next year. Ophthalmology had been dropped as a subject for a diploma (postgraduate), the number of students taking it being insufficient to warrant its continuance.

There had never been any Indian women students at the University, though they would be admitted on the same terms as ordinary undergraduates if they applied.

Dr. J. G. Adami, C.B.E., M.D., the Vice-Chancellor of the University, was called and examined.

He handed in a written statement which is printed below.

He stated that ordinarily Indian students were not admitted at Liverpool unless they had forwarded to the authorities, with their application, full particulars of their character and ability; this was a condition laid by the Senate: the number of vacancies being strictly limited, it was essential that students should be as well selected as possible. A few of inferior intellectual capabilities (as proved by their subsequent work) had been taken, more or less out of pity, when they had been unable to gain admission to some other University. He wished there were some institution to which the University authorities could apply for adequate details regarding the character and qualifications of Indian applicants. It did not matter so much who recommended them, so long as they could be sure that the source of information was really reliable. He considered that the selecting body in India should be connected with the Universities rather than with the Government. The former would probably carry more weight than an unknown official body: besides, Indian students regarded with suspicion anything under Government control, because they thought that such institutions were employed as a means of keeping them under official supervision and espionage. He could understand that it was on account of this that both the India Office and the Students' Department were disliked.

It was pointed out, summing up the general situation, that Indian students were anxious to obtain fuller information as to University conditions in this country, while the University authorities here required more particulars about the students, and one of the main questions was how to satisfy these requirements.

The witness said that they often had considerable difficulty in the case of post-graduates from India, who wished to come for the course of tropical medicine. If insufficient or dubious information were sent with their applications they had to devise means of amplifying or verifying it. In the first place they would apply to the Indian Students' Department and the High Commissioner, but they were not entirely satisfied with the information they had obtained from them. They did not seem sufficiently to distinguish between the different values of the Indian educational qualifications. If those means failed they had to write direct to India, which caused great delay.

He said that last year a large number of Indian applicants had been refused, particularly in the Faculty of Engineering: the authorities had been compelled to do this owing to the limited laboratory accommodation. The University was overcrowded at the present time, the numbers having increased from about 1,100 to something over 2,600. Although 300 ex-Service men would leave this year, he thought that that would be balanced by the increasing demand for University education. This was caused by the general improvement of the educational standards in this country.

Being a civic University, it was fully realised that, for the advancement of British trade, foreign students should be admitted to Liverpool. This applied especially to the Engineering Faculty, since students on returning to their own country to start some business or mill would naturally import the machinery which they fully understood rather than that from another country with which they were not familiar.

As regards practical training, however, while some firms dealing in general apparatus (for example, locomotive building) would be quite willing to take foreign apprentices, those engaged in the manufacture by special processes of specialities (such as particular brands of soap or margarine), which might possibly be produced in India, whereby the market for the British goods might be damaged, would look on the matter from quite a different aspect.

There was no Local Adviser at Liverpool, there really being too few Indian students at the University to necessitate such an appointment. He thought one would be welcomed should the numbers increase to twenty or more.

Speaking of the accommodation question, the witness stated that students mostly lived in lodgings. For Indian students this led to disadvantages, the fellow-lodgers being too often of what was socially a poor class. Board and lodging in Liverpool had become expensive since the war, and he estimated that a student would have to pay 40*s.* to 45*s.* per week with all meals, so that £3 per week would be an average allowance. For the whole year, including fees and vacations, he thought that £300 should be allowed. Indian students, so long as the numbers were limited, seemed to mix fairly freely with the better families of the town, and the relations between them and the other undergraduates were, on the whole, very good.

There was no organisation for looking after the students in Liverpool, and he considered this a defect.

He had heard that in the hospitals women patients were strongly opposed to being under the care of foreign students; this dislike seemed to diminish in the case of qualified doctors.

The O.T.C. at Liverpool was only just recommencing after the war, and at present there were forty students in the battalion. As far as he knew, no Indian student had applied to join, though in any case a War Office regulation forbade them being accepted. He thought that in the event of this order being rescinded English undergraduates would not object to Indians being members of the corps, though of course it all depended on the individual.

Referring to the list of approved Indian Universities, he said that it was becoming slightly easier to compile it, though they still had difficulty in obtaining the most recent particulars. The original list had been compiled three or four years ago by means of enquiries set on foot by Sir Michael Sadler. The status of the staff at each University was carefully considered; in fact, it could be said that the personnel was of paramount importance. In balancing the merits of different Indian examinations and courses of study, the authorities were faced with the same difficulties as in the case of American and Canadian Universities—it was a question of distance, and men who had been away from those countries for even a short time were no longer quite conversant with educational conditions and standards there.

Generally speaking, he would prefer Indians to come as graduates. Undergraduates of a really good type would be welcome, but he believed that graduates would obtain most benefit from residence in an English University.

The authorities liked all applications to be sent in by June, in order that they could carry on all the necessary correspondence before the beginning of the session. The University books, however, were not closed by any definite date, and he thought that all possible assistance should be given to those students who did not hear the result of their examinations in India until July, and who consequently did not make their application until after that date.

No record was kept of their subsequent careers in India.

The witness thought that the authorities would be prepared to take a larger number of Indian students if only there were sufficient hostel accommodation for them where they could live under proper supervision. They were not very anxious to bring so many to Liverpool, where under present conditions they would be left to their own resources, and would probably return to India without any particular knowledge of English life and embittered against the country in general as they had not seen it to advantage. If a Local Adviser were appointed to look after these students in this respect, the University would be far more disposed to admit more.

It was suggested that Indian students might be even more embittered if they could not come for the educational facilities (owing to the few vacancies for them) than if they came and were denied the advantage of social life here. The witness admitted that this was a fine point and would have carefully to be considered. A combination of social and intellectual facilities was, of course, most beneficial to all students. When, however, the former could not be obtained, a post-graduate student, who came more or less embarked on a definite scheme of work, could dispense with it far more easily than could an undergraduate.

As regards such subjects as civics (social science), he thought that Indian students would be welcomed, always provided that accommodation and supervision had first been organised on an improved basis.

The witness stated that the total number of students in the University was about 2,600.

Questioned as to the strongest subjects in the Liverpool curriculum, he replied that the Schools of Engineering and Medicine were the largest.

As regards licensed lodgings, he did not think that the University was quite ready for the introduction of such a system. It would mean overworking the staff, because there was no one specially available for the task of inspecting lodgings, &c. He, personally, would prefer the development of the hostel system rather than providing lodgings in the town.

There was singularly little racial prejudice, though, of course, different grades of undergraduates held different views. It could not, however, even be compared to the prejudice against coloured people which existed in America, the latter being far stronger.

Asked as to the possibility of Indian students taking the new specialisation work in electrical engineering, he replied that this would have to be tested by experience before an answer could be given. He agreed that harm was being done to English commerce by the firms who refused to receive foreign apprentices; these students went to America and elsewhere and ultimately employed American machinery in their own works and mills. He personally recommended the establishment by the great engineering firms of engineering scholarships in as many countries as possible, so as to attract their best men here, and convert them on their return into unofficial agents for the promotion of the use of the machinery of those firms.

Statement by the Vice-Chancellor of the University of Liverpool.

I think I state the general opinion of our University body when I say that we are unwilling to accept Indian students as undergraduates of this University save in very limited numbers.

Where there is a hostel or hostels for these students the case might be different. There is no official appointed by the Indian Government to safeguard the interests of Indian students in this University. We have no registration or certification of boarding-houses. At most, those boarding-house keepers who desire are invited to give in their names to the University Office, and they are visited and inspection made of the hygienic and other conditions. But it is not compulsory for students to reside in these selected boarding-houses. As a result, the University has absolutely no control over the students outside the University boundaries.

Where the number of students is few—as at present—they are invited to certain private houses in Liverpool, and so have an opportunity to realise the English home-life and customs. But the number of those anxious and willing to introduce Hindu and other non-European students into their houses is strictly limited, and had we a larger entry of Indian students the result would be that it would mean that they would drift into ordinary lodging-houses and would see nothing of what we regard as better-class English life; they would consort with people of the lodging-house class, or, worse, with servant girls, and the impression they would carry back with them to India would be most detrimental to the good name of this country. Living thus among poor surroundings, they would be exposed to frequent affronts on account of their foreignness, and would go back embittered. As a result, instead of their estimate of Great Britain and the British being raised, it would be very definitely lowered.

Politically, we regard this as a most harmful state of affairs, and are unwilling to encourage it. We have therefore set a strict limit to the number of Indian students received into the various faculties (Arts, Science, Medicine, Law, Engineering) as undergraduates. In the Medical faculty this limit is 3 per cent. of the total number of those entering the faculty in any given year.

I find, further, that while we receive some extraordinarily brilliant students, we have, on the other hand, received those whose standard of attainments is distinctly poor. As a result, the Deans of the various faculties have asked that, in future, some definite guarantee should be given that students admitted as undergraduates are qualified by their knowledge of English and by their previous work to enter with advantage the courses leading to degrees. Owing to the distance, we cannot, on receiving applications, proceed to correspond with India and to gain testimonials and information thence. There should be some official at the India Office responsible for seeing that only those well qualified to take advantage of the English educational system are allowed to apply for admission into British Universities. This official should be informed of the standard reached in the different Indian Universities, and he should be more than a formal repository of official information regarding each student. He should be in possession of a dossier for every one of them.

There are other students who are graduates of Indian Universities who are wishful to take a British degree in the same faculty—say of Arts. Here, I gather the impression that if such students are to benefit from such training they ought to be content to have the first year of study remitted in a three years' course, or, in a four years' course, perhaps to have the first two years remitted. I regard two years at any University as the shortest period during which a comparatively young student must be in residence in order to get real benefit from that University and its associations.

There remains a third category, the postgraduate students. Their case is very different. With the improvement in the education given in Indian Universities it is probable that men of superior ability will seek to take up postgraduate work in Britain in increasing numbers. Such men, anxious to specialise in a particular branch of knowledge, will be cordially welcomed to this University.

Thus, to sum up, I would say that unless an Indian student has had his schooling in England (in which case he should have the same opportunities thrown open to him as any British student) the general feeling of this University is as follows:—

(*a.*) Against receiving Indian students who have not had a University education (unless perhaps at the urgent request of the Secretary of State for India as a special case).

(*b.*) Against admitting those who are already undergraduates in Indian Universities.

(*c.*) In favour of receiving graduate students of Indian Universities for course leading to the Bachelor degree in any faculty, in which case one year's residence might be remitted in a three years' course, and perhaps two years in a four years' course. (This last question has not yet been up for discussion.)

(*d.*) In favour of receiving those who were certified as having taken a high honours degree at an Indian University for postgraduate work, provided always that such men brought with them certificates as to their standing and ability in the special line of work in which they sought to undertake postgraduate study.

The above remarks cover all the points to which the Committee will pay particular attention save (7) and (8). Regarding these, it must be pointed out that this University—unlike Manchester—does not possess an associated College of Technology, but only a Faculty of Engineering. An application was recently made by an Indian student for permission to enter our Chemical Laboratory in order to master the manufacture of margarine and certain fats and soaps. An enquiry was made at the same time as to how he could obtain entrance to any commercial laboratory associated with these industries. It is right that I should inform the Committee that we were informed by these industries that they were distinctly unwilling to admit Indian students, on the ground that it was contrary to the interests of the firms to throw open to intending competitors the technique of these special manufactures.

(Signed) J. G. ADAMI.

June 1921.

PROFESSOR E. C. C. BALY, C.B.E., M.Sc., Dean of the Faculty of Science, was called and examined.

He stated that there was at present one Indian student in the faculty. He was a Government scholar, and had come about four years ago to learn soap manufacture. Unable to obtain any practical experience, he had finally gone into a soap specialist's laboratory, where he was learning all the different properties of soaps but none of the actual manufacturing processes.

His opinion was that a man who came fully qualified derived most benefit from an English University education. He would like to see the Universities closed to undergraduates (in so far as Indians were concerned) so that all preliminary training would have perforce to be done in their own country; this would bring about the further development of the Indian Universities, and their graduates would come to England at a more responsible age than at present, thus necessitating less supervision on the part of the authorities here. His experience both at Liverpool and at University College, London, had confirmed his views on this point.

The English students were generally able to obtain practical experience in different works and firms; he could not say to what extent Indians would be received in this way. He emphasised the point that the practical training in the present University laboratories was not sufficient to equip a student who wished to commence industrial processes himself. The new laboratories which were to be built at Liverpool would provide a "semi-technical" training which might enable a man to hold his own, or even do pioneer work on his return to India.

The industrial development of India depended enormously on the research work done there; the natural resources of the country were so great that there was ample scope for a school of research, and students who had been trained in England would find numerous outlets for their energies, were they engaged in manufacturing, teaching or research work.

The number of students in the faculty at the present time was about 600. He thought that more Indians could be admitted, up to a reasonable limit. If the Government of India were to recommend really good graduates he was sure that they would be accepted at the University. They were not so anxious to take undergraduates, because of the responsibility attached; perhaps with good hostel accommodation and ample control they might change their minds about them.

The general attitude of the English undergraduates towards an Indian student was one of suspicion until the latter had "made good"; he was then treated with

absolute friendliness. Post-graduate students were accepted straight away on this footing, because the mere fact of their being post-graduates proved that they were men of high intellect and character, whereas undergraduates had to live in an unsympathetic atmosphere until such a time as they had made good in the eyes of the Englishmen. The majority of young students had an instinctive dislike of the coloured races, though it was only the poorer and less educated classes that showed it openly.

He thought that oceanography was a good course for Indian students to take, and would be especially helpful for men intending to enter the Fisheries Department.

For the Ph.D. a very much higher standard was required, and only a man who had done very well indeed would be able to enter direct into the course of preparation for it. Ordinarily he would have to take first his M.Sc. and then follow on to the Ph.D. which was a four-year course. The University would not demand that an Indian B.Sc. should have been taken in the precise subjects laid down for an English student before reading for the M.Sc. He suggested that men going into the Madras Fisheries Department should qualify in India and then come here for a two years' oceanography course. He had never had a student come for his degree in oceanography, and thought that Liverpool was unique in having such a course. This subject only came into the third year of a man's course, so that he would only be qualified for some subordinate position: for anything higher he should specialise in oceanography for a higher degree.

Questioned as to how he distinguished really good research men, he replied that he had to rely to a great extent on recommendations. They might be admitted on their degree, but it always proved more satisfactory if they were vouched for by someone really reliable.

Speaking of the students living in lodgings, he expressed the opinion that it was far better for them all to live in hostels under proper supervision. As it was the Dean of the faculty was able to do a little towards advising and controlling them, but there was no authoritative supervision.

PROFESSOR J. W. ANDERSON, M.Eng., M.I.C.E., M.I.M.E., Dean of the Faculty of Engineering, was called and examined.

He said that there were at present no Indian students in the Faculty of Engineering. In former years only two had actually graduated: both of these students came to Liverpool having studied science, and were exempted from the first year's work: he did not remember what certificates they had presented. He thought that when they had reached the more advanced stages of the engineering work they had found that they were not sufficiently well grounded in the scientific fundamentals of the subject, and this had been a great drawback to them.

He considered that Indian students who wished to study engineering in England should do their preliminary scientific work in India before coming: if possible, they should be at least up to the Intermediate B.Sc. standard in mathematics, physics and chemistry of the Liverpool University, and it would be even better if they were graduates in science, having included the subjects named. He did not think that any preliminary engineering experience in India was necessary, as the Liverpool course started from the beginning. Some practical experience, combined with the scientific knowledge, would be of great value.

For the year 1920-21 there had been seventy individual applications from Indian students in addition to several applications from various bodies interested in Indian students who had wished to know if there were likely to be any vacancies for them. Most of the applications had been made in writing from India, but there had been a few students who had obviously come to this country on the chance of getting in at one or other of the Universities. It had not been possible to accept any of these applications.

The University had some difficulty in estimating the value of the certificates that the students presented. In this connection he was not, at the moment, speaking of the equivalence of standards, but of the difficulty that arose because students only sent copies of the certificates that they possessed, and the University had no means of knowing whether they were genuine or not. If a student sent copies of certificates that were not obviously satisfactory, the University would send them to the Indian Students' Department of the India Office for a second opinion.

All applications were referred originally to the Registrar of the University in order that he might take steps to inform himself as to the qualifications of the applicants: the final decision as to the admission of an applicant rested with the Deans of the faculties, who would make application to Senate if exemptions were required. There were some vacanies for next session, and some Indian students had applied for admission, but their applications had not as yet been handed to the Registrar, as the Dean had wished to hold the matter in abeyance until after the visit of the present Committee.

The minimum qualification that he would insist upon an applicant for the engineering school possessing was a matriculation examination certificate of knowledge of mathematics and physics, at least up to the standard of the Joint Board's matriculation examination. A knowledge of chemistry up to the same standard was desirable. He would not require any certificate of loyalty, though, as in the case of English students, he required a certificate of character.

He applied to the India Office because it was a convenient source of information, and not because he laid any particular stress upon its opinion. A certificate from an Indian University would satisfy him perfectly well, provided that he knew that it was genuine. He did not require a personal interview with Indian students before agreeing to take them. A Dean personally interviewed all students on registration.

As regards the question of equivalence of examination standards in India and England, it was not possible to determine this merely from the statements of curricula that were set out in the calendars supplied by the Indian Universities, as these gave no idea of standard. Paper information had no real value: it had to be tested. The best way to come to a satisfactory conclusion on this matter was to get into intimate touch with several Indian Universities. The chief difficulty in the past had been that often, when the University had accepted Indian certificates at their face value, they had not turned out to be up to the standard that had been expected.

The engineering course of the Liverpool University consisted of:—

First year: pure science.
Second year: fundamentals of engineering.
Third and fourth year: specialisation, *e.g.*, for marine engineering, strength of material and applied mechanics, engine construction and design, heat engines, ship construction.

Courses in pure and applied mathematics were taken in each year.

It had not been difficult to place English students in works on leaving the University, and they were sometimes asked for before they had finished their course.

The special branches of engineering that would be required for the Indian Public Service would be general civil engineering, irrigation, hydraulic and hydro-electric work, &c. He did not at present advise Indian students to come to this country for marine engineering as it was not easy to get them into works for practical experience. In this branch of engineering, although short vacation work was not difficult to find, there was no recognised form of apprenticeship, and Indian students would find it hard to get admitted to works because they were not going to become permanent members of the staff, much less to train as workmen. He thought, however, that the Government might be successful in making arrangements with sympathetic firms in this country to take Indian students. Unless a student could secure experience with such firms he would go back to his country with nothing further than the University training, and would not be sufficiently well-equipped to take up responsible work in India.

He did not think that it was necessary for India to send her marine engineers to be trained practically in this country; if the Government had a dockyard in Bombay this would prove an excellent training ground for students, and they could return there for this training after completing the academic course in Liverpool.

He thought that to enable a man to take a responsible position it was necessary for him to have had at least two years' pupilage, and if he were to be a marine engineer he ought to go to sea. This could be done while he was occupying a junior position with some shipping firm.

He pointed out, however, that as a rule the shipping firms did not recruit their staff from University men, but more often from such men as engine drivers who had served five years in works and had taken the Board of Trade examination after experience at sea.

In the profession of naval architecture it should be easy to place men in offices: in fact, they were glad to get English students. The University had a course in this branch of engineering. He could not speak with respect to Indian students.

In the province of dock and harbour engineering there was an associate professor (a consulting engineer) who gave lectures at the University, and he would be the person to approach on the subject of obtaining facilities for Indian students. He did not know, however, what arrangements would be necessary, and probably a premium would be required. It would be possible for Indian students at Liverpool to get a good knowledge of the problems that they would have to deal with in their own country, as the University had a very strong Department of Hydraulics and other branches of engineering previously outlined likely to concern India.

He thought that as it was not in any way to the advantage of civil engineers to take pupils they would require premiums from them. He thought that in order to obtain better facilities for Indian students this Committee might get into touch with the Institution of Civil Engineers. He was very anxious that the Committee should take up the matter, as until some definite arrangements were made Indian students would continue to labour under considerable disadvantage in this country with respect to the very necessary practical training.

He would be glad if English students as well as Indians came to the University, having already reached the standard of the intermediate examination (mathematics, physics and chemistry). Thus the first year course, which did not touch upon engineering at all, would be done before they came to the Engineering Department. The University was on the way to doing this, and in the current year sixty students had been admitted straight into the second year course as against fourteen who were doing the first year work.

As regards the admission of Indian students, he said that all the Indian applicants had had to be refused last year owing to the abnormal pressure that had resulted from the war: there had been four times the usual number of applicants and only ex-Service men and scholars had been admitted. There was no fixed establishment for the faculty: in normal times he would be willing to take about fifty new students every year, making a total of 200 in the faculty.

No definite limit to the number of Indian students that they could take had been laid down, but the witness preferred not to have a large non-English element in the faculty.

He did not agree that because Indian students could not get the same benefits in marine engineering in any other University that Liverpool should have turned out its ex-Service men in order to admit them. Next year's policy had not been determined, and the University hoped to be able to follow out the recommendations of the present Committee.

An Indian graduate in engineering who wished to get the Liverpool M.Eng. would have to put in two years' study at the University. There was a difference here between his position and that of the Liverpool B.Eng., who could get his Master's degree automatically three years after he had passed out of the University, if he had graduated with honours. No students could get any Liverpool degree in arts, science, law or engineering without a minimum of two years' study actually at the University.

The University had a course of bridge construction, and if the arrangements were made there would be facilities for Indian students to get practical experience in firms.

The policy of the Faculty of Engineering was to make the fundamentals as sound as possible. Specialisation could then follow. He thought that for ship, railway, dock and marine engineering the University was unique, and the mechanical and electrical sides were also very strong.

He thought that the University would be willing to admit 3 to 4 per cent. Indian students a year regularly into the Engineering Faculty: this would mean, on the present number of students, that there would be from twelve to fourteen in the faculty at a time.

So far no students had been able to specialise in refrigeration work: this was because the Department had only just been founded. It would be a fourth year's course. He hoped it would be possible to arrange that every mechanical and marine engineering student would get some knowledge of refrigeration.

He thought that some preliminary engineering experience in India would be a good method of sifting out the best students to come here, but he did not want students in India to do practical work there with a view to being exempted from part of the course at Liverpool Practical work combined with scientific training would be of great value.

There was at present no course of industrial administration in the University, but the matter was at present under consideration. He thought that such a course would be particularly advantageous to Indian students.

It was not easy to get railway companies to absorb ordinary graduates into their shops: more brilliant students could generally get taken, and he thought that Indian students of high attainment might get experience if the University could persuade the railway companies to take them. The present Committee should advise that the railway companies should be approached on the matter.

WEDNESDAY, JUNE 22, 1921 (LIVERPOOL).

Present:

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
MR. E. G. HOWARTH, *Secretary*.

Two Indian students, MR. J. R. BHATIA and DR. A. HAMID, were called and examined.

Mr. Bhatia said that he had come to England in January 1920, having been suspended from the University of Lahore. He had taken the first and second M.B. examinations at Lahore and had gained exemption from this part of the Liverpool course. His friends had had unfortunate experiences of the Local Advisory Committees in India and he had consequently avoided any dealings with them, making his own application to Liverpool. The Secretary of the Local Advisory Committee had warned students that there was no room for them at the English Universities, and had told them that they would be required to supply certificates of character and conduct from their Principals, whose attitude, he knew, was decidedly hostile. This, he had found, was not the case. Personally, he had written to Liverpool University to inform them of his intended coming, but had sailed before there was time for the reply to have reached him. When he arrived he found that the University were expecting him and were ready

to admit him to the Medical Faculty at once. They had not asked to see any of the certificates that he told them he possessed, and they had allowed him to go straight on to the clinical part of the course, so that he would be able to graduate at Liverpool after only two years' work there.

He was living as a paying guest in an English family with whom he was perfectly satisfied in every way. He had two rooms of his own in the house, but generally took his meals with the family, and to a large extent shared their life. He had not joined the University Tennis Club, but played at a club in the town.

Before returning to practise in India he hoped to get two six months' house appointments at a hospital as medical and surgical officer in turn.

Dr. Hamid also came from the Punjab. He had qualified at Lahore University, and had come to England on his own initiative in September 1920, having taken his M.B. in June of that year, and put in three months in the Dispensary of the Lahore University Hospital.

He had seen the Secretary of the Local Advisory Committee in India, but had obtained no help from him. The advice that he had received had been discouraging and the information out of date.

He had decided upon Liverpool University before leaving India, having had friends who had been there. He had come straight to Liverpool from India. Liverpool and London were the only Universities that provided a course in Tropical Medicine, which, together with the D.P.H., was the course of study for which he had come.

He came furnished with certificates of character as well as his examination certificates, but the University authorities did not ask to see them.

The D.P.H. course took nine months. He had done the first part and was just going to sit for the second part. After that he intended to take the D.T.M., which would be a three months' course. For the last three months he had been assistant to a general practitioner in Birmingham. The course for the D.P.H. could be taken at Liverpool by putting in the first part of the course actually at the University and for the rest studying as an external student. He had done all his fever work in Birmingham and his practical sanitation in Liverpool.

When at Liverpool he had lodged with an English family. He had been very comfortable, and his time there had been very happy. He would have no hesitation in recommending his friends to come to Liverpool, as he thought that it was better than most other places in the attitude both of the University and the town towards Indians. In this view he was supported by Mr. Bhatia.

Mr. Bhatia thought that very little racial prejudice existed at the Liverpool University: he had not been troubled by it. He was perfectly happy there. He thought that most Indian students lived as he did, in families. He said that in the better parts of the town accommodation could be had in a family from three to three and a half guineas a week. Dr. Hamid put the average a little lower, at £2 10s. to three guineas a week.

As regards the necessary annual allowance for an Indian student, the witnesses said that they thought that an income of £300 to £350 a year was needed. Dr. Hamid said that a two years' course would cost him about £700. Neither of the witnesses had had any experience of the Indian Students' Department in London.

Mr. Bhatia said that he could get all the University life that he wanted. His only reason for joining a town instead of the University Tennis Club was that it was more conveniently situated for him. He had no desire to join the O.T.C., and so had not made application.

He did not think that the University could help in the matter of finding good familiies for Indian students to live with. They had a list of approved lodgings, but this only included the names of people who always took lodgers or the names of actual boarding houses. He thought that it was far better for the Indian student to be received into an English home than to go into ordinary lodgings. He did not think that an increase in the number of Indian students in Liverpool would necessarily increase the difficulty of finding families with whom to live, provided that the students had enough money to pay a good price and they could get agents to assist them in the search.

He had come to Liverpool because Lahore did not provide enough clinical experience, particularly in obstetrics and gynæcology. He thought that the attitude of the European members of the Lahore staff was unsympathetic. He had chosen Liverpool as against other Universities because it was the only University that would grant him the exemptions that he required. Other Universities had insisted, amongst other things, on a knowledge of Latin.

Dr. Hamid came to this University because it was the best one in which he could obtain the course that he needed in Tropical Medicine.

Mr. Bhatia said that English people had been courteous to him. He did not go to see all the friends of the family with whom he lived, but he did not imagine that any other stranger would do so, and, in any case, he did not think that the fact that he was not invited out to parties was a reasonable ground of complaint.

He had been to some parties organised at the Y.M.C.A. buildings by the Students' Christian Union, though these did not happen very often.

Mr. Bhatia did not think that women in England showed any objection to the presence of Indian students in hospital. Dr. Hamid said that, from the point of view of the practitioner, he had come across some prejudice amongst women of the working-classes, but he did not think that it amounted to very much.

Mr. Bhatia did not think that there was any tendency to segregation amongst the Indian students. If they happened to be in the same class together they would become friends and work together, but this was largely a matter of chance. Some of the English students tended to keep apart from the Indians, but he had not experienced any unpleasantness in this connection. Indian students were members of the Guild of Undergraduates, but this did not bring them into touch in any particular way with English students.

Mr. Bhatia said that he lived with a clergyman. He did not know what sort of families other Indian students lived with, but he thought that in the majority of cases it was largely a matter of how much they were prepared to pay.

There were not enough Indian students to form an Indian Association at Liverpool, even if they wanted to do so. There had been a branch of the Britain and India Society, but it was in temporary abeyance.

Dr. Hamid said that he attended the Public Health Department once a week for six months. The Medical Officer of Health assigned various inspectors to take students round with them to show them their work. He thought that this might be done fairly well in the Public Health Departments of Bombay and Madras, but things were on a much more advanced scale in this country. He did not think that until compulsory primary education obtained in India there was any hope of educating the Indian public up to better methods of sanitation.

When he returned to India he hoped to do public health work in the Punjab. He had no actual assurance of work, but he thought that in view of the new developments at present being carried out there he would have a very good chance of work.

Mr. Bhatia said that when he arrived in England he told the Dean of the Faculty of Medicine and the Vice-Chancellor that he had been suspended from Lahore, and their attitude had been most sympathetic.

PROFESSOR F. S. CAREY, M.A., of the Northern Universities Joint Matriculation Board, was called and examined.

He said that he was an original member of the Board, which had been founded about twenty years ago.

The Matriculation Examination was held twice a year, early in the month of July and in September; applications for the September examination had to be in by August.

Students who wished to be admitted to the University first made application to the Joint Board for admission to the Matriculation Examination. The Registrar of the University did not deal with applicants until they had passed the matriculation stage. The Registrar would require a certificate of character, but this was not required by the Board.

The School Certificate Examination had been instituted about seven years ago, and it was now taken more frequently than the matriculation proper. In this examination the candidate's school record was taken into account. There were several thousand candidates every year for the School Certificate Examination, as against 800 or 900 for the matriculation.

The Board was willing to admit any candidates from India for matriculation, but it was more usual for Indian students to take some examination in India which exempted them from it.

For exemption from the first year of the University course application had to be made to the University and not to the Board.

There was no oral examination in the matriculation, though there was in the Schools Certificate.

The Higher Certificate Examination had been instituted very largely at the instigation of headmasters of secondary schools. It was possible for a boy to pass the matriculation at the age of 16 or 17, but it was felt that this was too young for them to come up to the University. The Higher Certificate Examination was about equal to the intermediate standard, and boys preparing for it stayed at school until they were about 18. In the Faculties of Engineering, Science and Medicine the Higher Certificate Examination exempted students from the Intermediate. In the Faculty of Arts, where the course was more homogeneous than others, no exemption was granted.

Students who had done the Higher Certificate Examination at school would still stay at the University for three years, but they would have more time to spend over their higher work. Liverpool was one of the first Universities that freely accepted the Higher Certificate Examination in place of the Intermediate.

It was very difficult to get at the real equivalence of examination standard in the different Universities. An Indian student who had passed the Indian Intermediate in the matriculation subjects would be exempted from the Joint Matriculation.

If the Secretary to the Board were not satisfied as to the standard of the Indian qualifications offered by an applicant he might refer them to the India Office for a second opinion.

The object of holding the Matriculation Examination twice a year was to give those students who decided rather late to come to the University a chance of getting in in October; it also gave candidates who had failed in July a second chance.

The Schools Certificate Examination was not held by the Board of Education, though in recognised schools the Board paid the fees. Schoolmasters liked boys to do the Schools Certificate rather than the Matriculation, as they sent them in in forms all together.

All cases of application for exemption from the Matriculation had to come before the Secretary of the Joint Board. He thought that the Indian Intermediate Examination was of about the same difficulty as the Joint Board's Matriculation.

The Higher Certificate Examination was instituted with the idea of keeping boys longer at school. In the case of the Engineering Faculty, a boy who had taken the Higher Certificate at school and had been exempted from the Intermediate Examination would be able to proceed immediately with his engineering work, and take his degree in three years instead of four.

PROFESSOR J. W. W. STEPHENS, B.A., M.D., D.P.H., Head of the School of Tropical Medicine, was called and examined.

He said that the school had been founded for over twenty years, and during the last ten years there had been about fifty Indian sudents altogether. During the past session there had been three such students. Only men who had a registerable qualification in this country were allowed to proceed to the diploma in tropical medicine. Indian students had been informed that they might, if they wished, come to the course even though their qualification were not registerable, but at the end, instead of sitting for the diploma, they would be granted a certificate saying that they had done the work. Many Indian students had refrained from coming on account of this regulation.

The School of Tropical Medicine determined its own courses, but the diploma was a University matter. Practically all the students in the school were men qualified to take the diploma, and it was granted after a fairly searching examination, in which great stress was laid upon the practical examination.

He had not any record of the subsequent careers of the Indian students who had been through the school. On the whole, he had not found Indian students to be brilliant; he thought that there were one or two who had subsequently made a name in research work. He did not think that any of them were in the Indian Medical Service; probably a good many were still getting further qualifications elsewhere.

A student would be admitted to the school on the strength of whatever certificates he said he possessed, but he would be required to produce documentary evidence that they were satisfactory before taking the diploma.

There were about the same number of Indian applicants direct from India and through the agency in this country.

The school had sent out some expeditions of investigation to tropical countries, but he did not think that any Indian students had taken part in them.

He thought that, just as in the case of non-Indians, the course had been wasted upon some of the Indian students. He did not think that this was through a want of a better knowledge of English, but through a general lowness in the standard of mental equipment. The reservation as regards the award of the diploma had considerably raised the standard.

The diploma course took three months and began in September and January. There was also an advanced course in the vacation which took one month.

There was a tropical ward attached to the hospital.

All the Indian students who came to the school were Indian graduates. They did the three months' course and attended the tropical ward for practice.

The School of Tropical Medicine in London was the only other one in which a similar course and diploma were given. Lectures on tropical medicine might be obtained at Edinburgh but this did not provide such full instruction. The Liverpool and London schools had been founded almost simultaneously.

On the whole, he had been satisfied with Indian students, though they had not shown outstanding ability.

The total accommodation of the school was for about fifty students. Before the war there had been about twenty students each term, now there were about ten. The London school was larger, having about seventy students. Any Indians might come to the school if they were qualified. Admission would be granted in order of priority of application.

The fee for the three months' course in tropical medicine was about to be raised to £20. That for the one month vacation course would probably be raised to £5.

The reservation that diplomas would not be granted to men whose qualification was not registerable in this country had been made with the sole object of raising the standard of the examination. In the past there had been far too many failures and the new regulation had done much to reduce the number.

He was not familiar with the Indian courses in tropical medicine. He thought that both Indian and English students came to the school without proper training: they had not been taught to think for themselves, nor had their critical faculties been developed.

The tropical ward was supplied with cases from ships coming into port: there were a good many cases of Indian diseases such as malaria and beri-beri. In the

latter disease a good deal of research had been done at the Lister Institute in Chelsea and in the Malay Peninsula.

He thought that the Indian student who had taken a diploma in this country was a better man for a post than the Indian who had had all his training in his own country.

He thought that the question whether it was better to get training in India or in England depended on the future development of schools in India. In India the student would have a wider experience in actual cases, but here in England he would learn to make a more detached and scientific view of the subjects. In India the student would have better facilities for doing practical work in parasitology.

All the members of the staff of the school had been in the tropics, though they had not been in the Indian Medical Service. During the war students had had exceptional facilities for dealing with cases of malaria as there had been thousands of cases in the ward.

THURSDAY, JUNE 23, 1921 (LEEDS).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
DR. S. K. DATTA.
MR. E. G. HOWARTH, } *Secretaries.*
MR. R. E. FIELD, }

SIR MICHAEL E. SADLER, K.C.S.I., C.B., LL.D., Litt.D., Vice-Chancellor of the University, was called and examined.

He handed in the following statement:—

Précis of Evidence given by Sir Michael Sadler, K.C.S.I., C.B., D.Litt., LL.D. (Vice-Chancellor of the University of Leeds; Honorary Student of Christ Church, Oxford; formerly President of the Calcutta University Commission).

1. It is urgently desirable in the interest of world-culture that Indian students of promise (men and women) should be given all possible encouragement to obtain liberal education at a University and be accorded abundant facilities for medical, legal, and pedagogic and technological training. India is rich in intellectual ability which does not yet enjoy adequate opportunities of training and self-development. Alike by the methods of vernacular and of Western education, the mental power of Indian youth should be husbanded, and be applied effectively to the tasks of citizenship, professional duty, learning, scientific research, and self-government. A system of education combining the excellence of the Eastern tradition of philosophical synthesis and of Western methods of critical investigation, would in all probability be fruitful in new manifestations of thought and culture. The development of education from the primary school to the highest stage of University study seems to the witness to have very strong, if not the strongest, claims upon the public resources of India, and upon the generosity of private benefactors.

2. Such a system of education should be consonant with the gradually-changing conditions of Indian life. It should be aided liberally from public funds, but be released as far as possible from Governmental control. It should be diversified and elastic so far as this is compatible with the maintenance in the several provinces of a substantial equality of standards throughout the successive stages of education.

3. Further, in the judgment of the present witness, such a system of national education in India is likely to gain in vigour and in the power of self-criticism if it grows up in an atmosphere of freedom, in which Indians would feel direct and capital responsibility for the fortunes of their State—a State which, the witness hopes, will remain within the framework of the British Commonwealth of Nations.

4. Every living and healthily-growing system of education has behind it a social ideal—implicit or explicit. It is the ideal which gives it power. In order to have a spirit of responsible freedom in its education, a people must be responsible and free. The witness believes that the malaise of suspicion prevalent among many Indian students is due to the fact that young India resents its subordinate status and wishes the Indian peoples, united by the bond of common destiny, to be captains of their own fate. He is not sanguine that the suspicions now felt by many Indian students will abate until India is responsible for her own policy, for her defence and for her fiscal arrangements. He is deeply sensible of the great work which Britain has done in India for India, and profoundly appreciative of the spirit in which the vast majority of British administrators living in India have, while discharging their duties to their own Government, served India and the masses of her people. He cannot judge how soon the recent constitutional reforms will require amendment and extension. But his belief is that the irresistible trend of things is towards the political independence of India. He hopes that this independence will be found compatible with close voluntary alliance with Britain. He conceives that the right policy for Britain as regards India is to aim avowedly at alliance, not at military or administrative control: at co-operation, not at subjection. The acceptance or rejection of this view cannot but influence, directly or indirectly, the temper and outlook of Western education in India and the sentiments of Indian students studying in Britain, France and America.

5. For more than three centuries the main currents of ideas in Western education have run in the direction of individual responsibility and of national independence. These ideas are consonant with the spirit of freedom and autonomy, though they involve, as an inner corrective to exaggeration, the sentiments of social solidarity and of international obligation. Western educational ideas have fostered in Indian minds the desire for freedom and autonomy. Where the facts of social experience in India clash with the aspiration towards autonomy and national self-dependence, education is at variance with life. In such circumstances, the influence of an education, impregnated with the presuppositions of freedom, becomes irritant and perplexing. This infection of freedom, strong in Western education in India, is far stronger in its effect upon the mind and outlook of the Indian who is studying in England, not least when he watches the operation of our arrangements for corporate life in Universities and colleges.

6. By slow, though accelerating, degrees Western education has made untenable the principle of the military control of India by Britain. It has also made the practice of the civil control of India by British administrators increasingly unpalatable. But the introduction and diffusion of Western education in India was inevitable. If it had been denied by the British it would have been sought by Indians elsewhere and through other agents.

7. The witness believes, therefore, that the solution of the greatest psychological difficulties in the case of Indians studying in Britain will be found in the political reconstruction of the bonds which now unite Britain and India. Palliatives may be found in some administrative rearrangements, but no true remedy. Western education, though much of its literature and history and even in some of its economics, postulates national independence as the basis of national life and as one of the fundamental conditions of self-respect. Britain, even if it wished to do so, cannot suppress the system of Western education in India nor isolate individual Indians from the influence with which Western education is imbued. It is suggested that, with special reference to educational policy, the bold road towards the recognition of Indian independence is the safest one which the British nation can follow in its relation with India. Under present conditions it seems more likely that this road will lead to voluntary and close alliance than to disruption. A frank acceptance of this aim would remove the antinomy which now prevails between the presuppositions of Western education and the political conditions to which Indians are now required to adjust themselves.

8. The witness does not pretend to judge how far India is herself ready for independence or in what degree internal differences of racial temperament and of outlook may delay organic unity in Indian nationality. Nor does he wish to imply that political democracy in its present Western form will necessarily be found congenial to India or compatible with her internal peace and with the development of her social welfare. But he would urge that, in education and therefore in what our educational ideas presuppose, we should be prepared to give India if she deliberately asks for it, what we consider best for ourselves: and that, as we in England are by no means convinced that we have yet found a form of political organisation or of Government which meets adequately the many-sided needs of our national life, so we may reasonably allow India to make her own experiments with freedom and leave it to India to work out the adaptation of the idea of freedom which may best meet her temperamental and social needs.

9. The reasons which at present induce Indian students to leave India for education or technical training are:—

(*a.*) In a few cases, preparation for the Indian Civil Service examination (old arrangements).

(*b.*) Professional advantage of being called to the Bar in Britain.

(*c.*) Superior advantages in the West (Britain, France, Germany, United States of America) in respect of University and technological training.

(*d.*) Prestige in India of Western educational qualifications.

(*e.*) Desire to see the West as it really is, and to breathe the atmosphere of Western society.

(*f.*) An instinct that the West has something to teach which India now requires: which will ultimately enable India to win her freedom: and which should be blended in Indian minds with Indian thought in order to produce a new culture congenial to Indian needs and the Indian temperament.

10.—(*a.*) The Indian Universities, though they have rendered good service to India and are a wonderful achievement, are still inadequately equipped with opportunities for advanced study, with scientific laboratories, with libraries and with tutorial guidance. There is no Oxford in India.

(*b.*) Similarly, the modern English Universities, though vigorous and improving, are still inadequately equipped with opportunities for advanced study, with laboratories, with libraries, with halls of residence, and with tutorial guidance.

How far it would be just to say the Government is responsible for the defects in India and England respectively depends on one's view of the part which Government should take in the organisation and provision of University and technological education. This issue has been bound up with many other considerations, *e.g.*, the anxiety of the Government of India not to add to the burden of taxation beyond what was necessary.

11. The sending of Indian students to Britain for education has resulted in many cases in great intellectual and moral benefit; in others, in comparative failure: and, generally speaking, in the exacerbation of feelings of discontent with the present political status of India and with the ordinary social status of the Indian intelligenzia in European society in India. This effect has been inevitable, though unpleasant. In the end the results may be salutary.

12. As a general rule, Indian students should defer their entrance to a British University until they have passed the Intermediate examination in Arts or Science in an Indian University. This status should excuse them from examination for matriculation in a British University.

13. When the modern English Universities are more effectively and generously equipped with facilities for advanced study, and when the Indian Universities find themselves in a position to provide better training for honours students in the last two years of their undergraduate course, it is hoped that the vast majority of Indians (like the vast majority of their contemporaries in other countries) will complete their University course in their own land, but that a large self-selected minority will proceed where necessary with the help of liberal fellowships and travelling scholarships to foreign Universities for post-graduate study. Reciprocally, it is to be hoped that an increasing number of British graduates will proceed to Indian Universities for graduate study, especially in subjects which can best be pursued in Indian surroundings. The great Universities of India and of the West should all be, in the mediæval sense of the term, *studia generalia*, *i.e.*, places of study and investigation to which scholars flock from near and far.

14. Other suggestions which the witness desires to submit for the consideration of the Committee are made in the Report of the Calcutta University Commission, especially (as regards Indian students in Britain) in—

Volume III, Chapter xxix, pp. 41-59.
Volume V, Chapter l, pp. 61-66.

The University, Leeds,
June 16, 1921.

In answer to questions, he stated that there were about nineteen Indian students at Leeds at the present time (twenty-two at the beginning of the session). Ideally, they should all come as graduates—it would be the best thing for India, England, and the world when India and England were ready for it, but there were still defects in the Indian Universities, and our own University organisation also forbade this; the accommodation was still pitiably small for advanced studies: we had many men whom it would be a privilege to study under, but there was a tragic want of buildings. The average age at which Indians came to England was about 23, so that they formed rather a senior section: they came after having taken the matriculation or Intermediate, and a few after graduation. There was no doubt that the Indian Intermediate was of a slightly higher standard than the northern Universities matriculation: and, incidentally, it meant that the student had in addition a mastery of a foreign language. The defects in the Indian University system were far greater than in ours, and in coming to England for two years' study after his Intermediate, an Indian student obtained instruction the equivalent of which it was impossible to find in his own country. In time it was to be hoped that India would become as self-sufficient in regard to education as any great country should be. He had been greatly impressed, however, by the improvements already brought about, and these were increasing year by year.

The Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham were united in the Joint Matriculation Board, and this ensured uniformity of practice in so far as those Universities were concerned. The Board was composed of an equal number of representatives from each, together with representatives from the secondary school staffs of the district. This body had absolute authority to decide what exemptions they would grant, what certificates they would accept, &c. Each individual case was dealt with by the Application Committee, and given special consideration: experience had given the Secretary of this Committee an excellent knowledge of the real value of the different Indian degrees and qualifications. This knowledge, however, would soon become out of date, and it was necessary that the connection between the English and Indian Universities should be of the closest. He thought that someone like the Secretary of the Joint Matriculation Board should go to India and obtain by means of interviewing the Registrars and Principals of the various Universities and other higher

educational institutions there, full knowledge of their standards. If this were done perhaps every five years the authorities in this country would be quite conversant with the intrinsic values of Indian degrees. In spite of the fairly adequate knowledge at present possessed by the Applications Committee, it was specially difficult to distinguish between and to evaluate the medical and engineering qualifications; but in all cases it was done as carefully as possible.

At Leeds there were diploma as well as degree courses. The University itself controlled admission to diploma courses. And it had also recently obtained permission from the Joint Board to have a special entrance examination of its own for candidates for degree courses over 23 years of age, though the results had to be passed by the Board.

Questioned regarding the establishment of a central organisation in India, the witness said that he thought that the number of local advisory bodies should be largely increased. If care were taken in establishing these committees and the work were done with a good knowledge of existing conditions in this country, then their opinions would carry great weight with the University authorities here. Also, England was not the only country that should come within the scope of these Advisory Committees; their opinions and knowledge were required equally in France, Germany and the United States. On the other hand, he had some fear of a body which aimed at speaking for a large number of Universities as the subject was really too vast for any one organisation to cope with, and no University would tolerate a body which tried to represent all Universities.

He was also inclined to mistrust a central organisation on the grounds that its attitude might not be sufficiently sympathetic. For example, a student going to a foreign University and applying to the central organisation for a certificate might conceivably be preceded by a secret dossier which gave the authorities at his new University some record of his past career, including various misdemeanours during his school or early college life. There was no need to prejudice his professors in this way, and in addition, the central body, probably not knowing the full facts and the extenuating circumstances of the case, might give a one-sided or incorrect version. On this account, he personally would be a little afraid of setting up such an organisation in India.

Asked whether it was not desirable to set up an organisation that would save students travelling from India to obtain information they could not get there, and also to give the Universities here more information about the academic qualifications and general standards of the Indian Universities, the witness said he was of the opinion that the ideal organisation would be a bureau in London with two permanent Secretaries, one of whom travelled from University to University. A similar organisation should be co-operating in India, with one Secretary visiting the different educational centres to keep the bureau quite conversant with all recent changes. This scheme would, of course, involve a large expenditure. On a single joint Committee one representative could not speak with full knowledge for the whole of his own University. Universities in both countries were changing very rapidly, and it would not be possible for one man to represent more than one particular section of one particular University. It was far too complex a question for any one person to speak authoritatively about all that was going on.

Asked whether, in his opinion, a University or a departmental organisation would be better received, he replied that he had not sufficient knowledge on that point to give an opinion: he felt, however, that the present Universities Bureau was not at present fitted to act instead of a central organisation. He did not see in it at present more than the nucleus of anything that could effectively do the work.

Speaking of the Indian Students' Department and the general attitude of distrust which the students showed towards it, he stated that when the relations between this country and India became what he hoped they would and should be, the Department's connection with the Government should be looked upon as an advantage.

The witness stated that during the period immediately following the war he had foreseen the great increase in the number of applications for admission to the English Universities, which were even then rapidly becoming overcrowded. He realised that Indian students would be in a particularly difficult position, and so in order to prevent their coming to England on a fruitless mission he had asked that notices might be sent to Indian papers giving an outline of existing conditions in this country and warning students not to come without having first made exhaustive enquiries as to their chances of gaining admission. The notice, however, had been delayed or insufficiently read in India, with the result that many Indian students came to England, and, by dint of personal application and persuasion, managed to gain entrance at one or other of our Universities. He felt that this made the first statement appear hardly *bonâ fide*, and it was very desirable in the interest of the students to prevent such misunderstanding. It was, of course, very difficult in the case of Oxford and Cambridge, where each college was quite independent and decided whom it would admit. At Leeds practically all the authority was in the hands of the University, and so it could be avoided more easily. If a really well-informed agency could be organised, it would be welcomed.

Questioned as to whether a Universities Bureau established in India would take the place of a central organisation, the witness replied that it was hard to answer that without a good deal of consideration; it also depended very much on the personnel available at the time of establishing it, and the spirit in which it was done.

As regards the Leeds University O.T.C., he said that during the war it had been a very important body. Two Indians had been members, and had been killed in the war. At one time it had been felt that the period of service in the O.T.C. should be counted as part of the degree course, but as yet nothing had come of this idea. There were now two schools of opinion about it:—(1) that it should be amalgamated with the University course; and (2) that it should be just outside, but very closely allied to it. At the present time he understood the regulations of the Army Council prevented Indian students from joining the corps. He personally would deplore their permanent exclusion, and considered that they should be on the same footing as the British undergraduates.

Speaking of the strongest subjects in the curriculum of Leeds University, he stated that (1) mathematics, chemistry and physics, and (2) English language and literature, classical and modern languages and history, were the fundamental ones, while technology (based on, and intimately connected with, pure science) was a (but not the) distinctive mark of the University.

There were at present 1,640 full-time students at Leeds University. This, of course, was in excess of their normal numbers, and from the end of the session 1921–22 the authorities had budgeted for 300 less. Four hundred ex-Service men were leaving the University in July 1921. This was the reason for their expecting a (perhaps temporary) decline in numbers.

He said that, as regards improvement of education in India, the first step would be for the secondary schools to be brought up to date and generally improved. The Government would have to state how large a sum they were prepared to expend on this, and the authorities could then draft their scheme accordingly.

He did not think that the idea of a Joint Matriculation Board for India would prove very practicable as distances were so enormous. He personally was in favour of the American scheme, which was referred to in Vol. III, p. 311, of the report on Calcutta University.

As regards matriculation, the theory underlying the Joint Board examination really originated in the London University, and that in turn had come from the German Allgemeine Bildung: this was, he believed, a defective theory. A liberal education was now so wide that its essential ingredients could not be brought within the examination test at the matriculation or intermediate or degree stage.

For the easier dissemination of information he agreed that it was necessary to have both Advisory Committees and a central organisation acting as a publicity department. The latter would have to be kept up to date by means of an expensive liaison system and by constant travelling on the part of the Secretaries. It would be a very great help to the University

authorities in England for applications to come through a well-informed and organised central body, which, while not preventing freedom of entrance, would see that all references, &c., were in order and qualifications sufficient. Even so, it would have to be careful not to try and fetter the freedom of Universities in admitting exceptional cases. No central body could attempt to speak for all Universities in the sense of saying whom they should take, and it would be mischievous if it were not well-informed. It ought not to say that one University was better than another for a particular subject: imperfect information on the part of the advisory body would be not unlikely to lead to mistaken advice in this regard.

MR. A. E. WHEELER, Registrar of the University, was called and examined.

He read the following statement:—

1. THE NUMBER OF INDIAN STUDENTS AT LEEDS UNIVERSITY.

(a.) *Present Session.*

The number of Indian students following courses of study at Leeds University at the present time is nineteen. The session opened with twenty-two in attendance, but three have since withdrawn—one on account of illness, one because of his desire to return to India, and one who completed his course unsuccessfully last year and returned to us this year for one term only.

Of the nineteen remaining students, sixteen are in their first year, two in their second year, and one in his fourth year.

Three of these students are women, one of the three being English-born but domiciled in Calcutta and married to an Indian doctor. This is the first year in which we have had any women students from India.

Since the establishment of the University in 1904 we have had altogether sixty Indian students, the first one entering in 1905.

(b.) *Before the War.*

During the nine years preceding the war, the average entry of new students from India (excluding domiciled Europeans) was four a year. As most students stay with us for several years, we had during that period an average attendance of ten Indian students.

(c.) *During the War.*

On the outbreak of war the entry of Indian students ceased altogether until October 1916, when one student came from India, stayed for two terms, joined the army and was killed.* In the following October three Indian students entered. In the next year (1918) none. In the next three. At the beginning of the present session eighteen. This is the largest entry of any year, the previous record being ten (in 1907).

2. AGE OF STUDENTS.

The average age of entry of our present students was 25. Three of them entered below 20. Ten of them 25 or over. The age groups are as follows:—

Present Students.		All Students.	
18 years	1	18 years	2
19 years	2	19 years	6
20 years	2	20 years	8
21 years	0	21 years	4
22 years	1	22 years	8
23 years	0	23 years	7
24 years	3	24 years	4
25-30 years ...	8	25-30 years ...	18
Over 30 years ...	2	Over 30 years ...	3
	19		60

The average age at entry of all the students was 23½ years.

3. COURSES TAKEN BY INDIAN STUDENTS.

The courses taken by Indian students have been as follows: 21 Leather, 10 Medicine, 7 Dyeing, 5 Education, 4 Textile, 3 Engineering, 3 Pure Science, 2 Mining, 2 Agriculture, 2 Commerce, 1 Arts.

The number who have pursued degree courses or are now reading for degrees is twenty-eight. The number of diploma students is twenty-two. The remaining ten have taken non-degree and non-diploma courses.

Postgraduate courses of study have been or are being taken by fourteen Indian students, some of them having previously studied at Leeds as undergraduates. Eight have taken at Leeds only postgraduate courses. The fourteen are classified as follows: 5 Leather, 5 Education, 1 Medicine, 3 Dyeing.

As to the length of the courses studied by the thirty-eight students who completed their courses before this session, one stayed six years, nine for two years, six for one year or less, two for five years, six for four years, fourteen for three years.

4. CONDITIONS OF ADMISSION.

(a.) *Undergraduates.*

The normal qualification for admission to the University to read for a degree is the Matriculation Examination conducted by the Joint Board of the Northern Universities. This board not only conducts the examination, but is the sole authority for granting exemption from it. Although we have discretion within certain limits to excuse a student from some part of his course or examinations at the University, we have no power whatsoever to excuse him from matriculation if he is reading for a degree, save on the ground of higher study or research. In the case of Indian students, the Joint Board accept, in lieu of their own examination, a success in the First Examination in Arts, Science or Medicine, of an Indian University. They are also prepared to consider individual applications, but they would not be likely to accept a qualification of a standard lower than that of the First Examination.

It is clearly not desirable to lower the standard of admission to an Indian student. If anything, his standard of attainment on entrance should be higher than that of an English student.

Special entrance qualifications are required for certain courses, viz.:—

For Arts degree course, Latin.

For Commerce degree or diploma, one modern language.

For B.Sc. with Physics as principal subject, Mechanics.

For B.Sc. with Engineering as principal subject, Mechanics, Mathematics and Chemistry strongly recommended.

For any course in Engineering Department, one year's works experience.

For Agricultural course, one year on approved farm.

(b.) *Postgraduates.*

Students who have not graduated at Leeds are admitted to the University for advanced study or research, and may become candidates for certain higher degrees and diplomas on the following conditions:—

M.A., M.Sc., LL.M.—

Entrance qualification.—(*a*) Degree of another University and evidence of qualification for advanced study or research, or (*b*) evidence satisfactory to Senate of adequate educational attainments for advanced study or research.

Period of study.—Two years for graduates. Three years for others.

Other conditions.—Registration as student. Course of advanced study or research under supervision of Head of Department. Attendance at University lectures for one year.

Examination.—Dissertation and examination upon it. Such further test as Senate deems expedient.

M. Ed.—

Entrance qualification.—Degree of another University, plus evidence of fitness.

Other conditions practically same as above.

Ph.D.—

Entrance qualification.—21 years of age. Degree of approved University on approved course of study of not less than three years.

* As a matter of interest it may be mentioned that another of our Indian students—one of the best we have had—joined the Leeds Pals Battalion soon after he finished his course here. The only man in the Battalion not of English nationality, he is said to have become very popular. He also was killed in action.

Conditions.—Two years full-time courses of advanced study or research. Second year may be in other approved Universities if allowed by Senate, but under direction of University.

Course must be approved by Senate, who must be satisfied of fitness to undertake it.

Registration and payment of tuition fees.

Examination, &c.—Thesis containing original work worthy of publication. Oral examination (and, if required, written examination) on matters relevant to thesis.

Diploma in Education—

Degree or academic qualifications approved by Senate.

Theoretical and practical courses lasting one or two years.

Diploma for Teachers of Geography—

Similar to above.

Diploma in Gas Engineering or Fuel and Metallurgy—

Graduation. One year's attendance and examination.

5. Concessions in virtue of Study and Examinations in India.

The University has power under its Charter to accept the examinations and periods of study passed by students at other Universities and places of learning as equivalent to its own examinations and courses. The conditions on which this power is exercised are defined by Ordinance as follows :—

The University at which the examinations or periods of study were passed must be one at which residence is a condition of graduation.

Certificate of conduct satisfactory to Senate.

Matriculation at Leeds.

At least two years' approved study at this University.

No exemption from Final Degree Examination.

Each case is considered on its merits, and no list of accepted qualifications is published.

The following exemptions have been granted (or promised to applicants who afterwards did not present themselves as students) in respect of courses and examinations in India :—

For Science Degrees—

Exemption from intermediate course and examination in virtue of—

M.A., Madras.
B.Sc., Bombay.
B.Sc., Allahabad.
M.A., Punjab.
B.Sc., Calcutta.
Two years at Poona Agricultural College.
Degrees in Science and Agriculture at Government College (Agricultural), Lyallpur.

Exemption from intermediate course only in virtue of—

Attendances at various courses but without degree.

For Law Degrees—

Exemption from LL.B. Intermediate in virtue of—

Bombay B.A., LL.B.

For Medical Degrees—

Exemption from 1st M.B. course and examination in virtue of—

Punjab B.Sc.
Punjab Intermediate Science and additional Chemistry.
Bengal Medical College, five years. Passed examinations for Licence in Medicine.
Calcutta B.A. Honours and Preliminary Science.

Exemption from 1st M.B. course only in virtue of—

Bombay Grant Medical College, 1st M.B. course.
Evidence of equivalent courses in same subjects.

Exemption from 1st M.B. course and examination and course (or part course) for 2nd M.B. in virtue of—

Punjab 1st M.B. and courses for 2nd.
Madras 1st M.B. and courses for 2nd.
Bombay B.A. and Grant Medical College, 1st M.B. and course for 2nd.

Exemption from 1st and 2nd M.B. courses and examinations in virtue of—

Madras M.B., C.M., and service as Assistant Surgeon.
Calcutta 1st and 2nd Professional.

Note.—Applications for exemption on ground of courses at colleges not affiliated to Universities have been refused.

For Dental Degrees—

Exemption from scientific, medical and surgical courses and examinations (but minimum attendance of two years) in virtue of—

Bombay M.B., B.S.

For Arts Degree (or Commerce)—

Exemption from 1st year and one term in virtue of—

Honours degree, Punjab.

Note.—Exemption from 1st Year B. Com. refused in case of student with Intermediate B.Sc., Calcutta.

6. Success achieved by Indian Students in their Academic Careers.

The academic records of our Indian students are, on the whole, good.

Altogether seventeen degrees have been awarded to them.

Of these, six were medical degrees, one being the degree of doctor.

Eleven were science degrees, including two honours degrees and five degrees of master.

Only three candidates for a degree failed or withdrew. One of these was a candidate for the M.Sc., who obtained the B.Sc. and also a diploma in leather manufacture.

Of diploma candidates, twelve succeeded and four did not. Some of the twelve are also included amongst the degree students.

7. After Careers.

Unfortunately we do not possess complete information as to the after careers of all our Indian students, but examples can be given to illustrate that some at any rate have proved their worth in later life.

The following information is not up to date, and changes have probably taken place.

The year in which each student entered the University is stated before his name. The courses taken and degrees or diplomas gained are shown in italics.

1907. R. N. Sen, *M.Sc.*, *Dyeing Diploma*. Professor of Chemistry, Engineering College, at Sibpur.
1905. S. F. Viccajee, *Dyeing Diploma* (Chemist, Anglo-French Dyeing Company, Pondicherry), Later Dyeing Master, Rodier Textile Mills, Pondicherry.
1907. M. A. R. Paniker, *B.Sc.*, *Leather Diploma*, *M.Sc.*, Chemist, Tannery, Gomshall, Surrey.
1911. P. K. Dutt, *M.Sc.*, *Dyeing Research*, Assistant Lecturer and Demonstrator in Chemistry at Leeds University.
1909. B. M. Das, *M.Sc.*, *Leather*, Manager of the National Tannery, Calcutta.
1905. G. C. Sen, *Dyeing Diploma and Research*, Personal Assistant to Director-General of Commercial Intelligence, India.
1909. R. Krishna, *Textile Diploma*, Barrister, Lahore.
1909. S. Faizuddin, *Leather Diploma*, Leather Expert, Cawnpore Tannery.
1907. M. Ismail, *B.Sc.*, *Leather Diploma*, Manager, Moorshidabad Tannery Company, Beldanga.
1909. S. M. Aminuddin,* *Leather Diploma*, Manager, Utkal Tannery, Cuttack.
1908. M. Shafi, *Leather Student*, Barrister, Muzafarpore.
1906. S. A. Ahmad, *Leather Student*, Assistant Settlement Officer, Cooch Behar.
1906. B. M. Chatterjee,† *Textile Diploma*, Secretary, Bengal Luxmi Cotton Mills (Limited).
1905. A. C. Sen, *Leather Diploma*, Professor of Economics, Presidency College, Calcutta.
1907. K. C. Sen, *Leather Student*, Proprietor, Jessie and Co., Exporters and Importers, Calcutta.

* Name also written S. M. A. Uddin.
† Name also written Chattapadhaya.

1908. M. Hussain, *Leather Student*, Manager, Gwalior Tannery.
1909. K. C. Mukherjee, *B.Sc.*, *Leather Research*, Professor of Chemistry, Tejnarain College, Bhagalpur.
1907. S. N. Bose, *Leather Diploma*, Agricultural Chemist, Government Farm, Dacca.
1909. I. S. Uberoi, *Commerce Student*, Partner in Uberoi and Sons, Sporting Goods Manufacturers, Delhi.

8. Accommodation.

The accommodation for Indian students is not unlimited, although no definite limits have been fixed. That is to say, except during the great pressure of the last two years,‡ we have not refused admission to any Indian student solely on account of lack of accommodation, and we have not specified any number beyond which we are not prepared to go, either for the University as a whole or for any particular Department. At the same time, it is only fair to say that the University is full in most of its Departments, and that, without new buildings, which we are not likely to get for some considerable time, we cannot increase our total number of students. Since the end of the war, there has been an enormous growth in the number of our students, and it has been only by great effort and large expenditure of money that we have made provision for our present number, which is two and a half times as great as before the war. After the end of next session there will be some reduction, but this will probably be only temporary, and both now and in the future it is very important that early application for admission should be made. This is specially desirable in the case of Indian students, in order that they may be quite sure that their entrance qualifications are in order and that time may be given for the consideration of any request they may make for special concessions.

9. Courses of Study Available.

It may be convenient to give a brief sketch of the different kinds of courses available at this University.

Arts—

On the literary side a student would generally read for the degree of Bachelor of Arts, either ordinary or honours. This involves a course extending over three years. It is important to remember that students desiring to read for this degree must have reached the matriculation standard in Latin.

After graduation, a student may spend another year at the University (or elsewhere if he prefers) in preparation for the degree of Master of Arts.

Or, if he is already a graduate of an Indian University, he may be admitted by the Senate as a candidate for the M.A. without taking the B.A. at all. In that case, he must spend not less than two years in advanced study or research, and during one year at least must be in attendance at the University.

Education—

Those whose special interest is the study of education may take this subject as part of their B.A. course, or may be admitted as postgraduate students, either :—

(*a.*) To the course for the diploma in Education (one or two years); or

(*b.*) As candidates for the degree of Master of Education, for which a two years' course is required.

Geography—

A graduate may also enter for a diploma course (one or two years) in Geography.

Commerce—

A student of Commerce may enter for the degree of Bachelor of Commerce, ordinary or honours—a three years' course—or for the diploma in Commerce—two years.

Law—

In Law a student may read for the ordinary or honours degree of Bachelor of Laws, or (if already a graduate in Law) may be admitted as a candidate for the Mastership.

‡ Even during this period the rejected students have not been highly qualified and might have failed to satisfy the entrance conditions, even if there had been no shortage of accommodation.

Science and Technology—

Science students may read for an ordinary or an honours degree. For the ordinary degree the course lasts three years (or four if the principal subject is Colour Chemistry). For the honours degree, the course may be three or four years, according to the subject and the attainments of the student.

An applied science may be taken as a principal subject for the ordinary degree, or as the subject of the honours school. The following applied sciences are included :—

Mechanical Engineering.
Civil Engineering.
Electrical Engineering.
Mining Engineering.
Gas Engineering.
Fuel and Metallurgy.
Agriculture.
Colour Chemistry and Dyeing.
Chemistry of Leather Manufacture.

The study of the textile industries is not included amongst the subjects of the degree courses, but may be combined with a degree course in arts, commerce or science.

Diplomas are granted in the applied sciences on courses extending over two, three or four years, the usual period being three years. In certain cases a special postgraduate diploma course is provided.

The degree of Master of Science is conferred without further examination upon honours graduates in science when of one year's standing. Other graduates must pass an examination for the Mastership. A graduate of an Indian University may be admitted as a candidate for the M.Sc. without taking the B.Sc. on similar conditions to those applicable to the M.A.

Medicine—

Students of medicine read for the degrees of M.B., Ch.B., the course for which extends over five years. They cannot be admitted as candidates for the degree of Mastery of Surgery or Doctor of Medicine unless they have graduated at Leeds, though they may be admitted to the diploma courses in public health or psychological medicine if they possess a registrable qualification.

A student may also read for the degree or diploma in Dental Surgery.

General—

Graduates of Indian Universities may be admitted as candidates for the degree of Doctor of Philosophy in the Faculty of Arts (including Law), Science or Medicine. An improved course of advanced study or research extending over two years is required.

Students may also be admitted for postgraduate work in any department without reading for a degree or diploma at all.

10. Cost of Education and Residence.

In the matter of fees, no differentiation is made as between English and other students at the University of Leeds. It has been necessary for financial reasons to decide upon an increase of fees next session. The composition fees in the several faculties will be as follows :—

Arts ...	...	£33 a session.
Science	...	£41 a session.
Technology	...	£45 a session.
Medicine	...	£215 for the full five years' course, *i.e.*, about £43 a year on the average.

In each case there is also a registration fee of £2 payable once for all at the time the application for admission is granted.

It may interest the Committee to compare these fees with the actual cost to the University of educating a student. For special and temporary reasons this cost is low at the present time, namely, about £75 a year on the average; but, in normal circumstances, in the future it may be expected to be not less than £100 a year—possibly rather more.

In addition to the tuition fees, a student has to allow for expenditure on books and apparatus and for examination fees.

For these purposes he needs about £11 a year if an arts student, or about £14 if in another faculty.

Board and lodging in Leeds at the present time may be expected to cost about £2 a week, or, say, £110 for the whole year, including vacations as well as terms.

The total annual cost to the student, excluding clothing, railway fares and pocket money, may therefore be estimated to be from about £155 to about £170, according to the faculty in which he is reading.

11. Advice to Indian Students.

(a.) *Before leaving India*—

It is, of course, highly desirable that students thinking of coming over from India for University work in this country should have full information as to the nature of courses available for them, the conditions of admission, and the cost of tuition and of maintenance. In practice, we do not find that serious difficulties often arise. This is partly due to the fact that the students generally write in good time to make their enquiries; but there is reason to think that, in some cases, at any rate, they are put to the trouble of addressing their enquiries to several Universities in order to get the information necessary to enable them to decide to which University they will go.

It is worth consideration whether the Universities Bureau of the British Empire should not be called upon for assistance in this direction. The Bureau might be found willing to undertake the preparation of a small booklet giving a general description of the University facilities available in the country. Such a production would doubtless be of great value to all students overseas who contemplate a period of study in England.

But this alone would hardly be sufficient. There should also be available to each student a more detailed statement about each University, and this should be prepared by the University itself rather than by a central organisation. Complete details are, of course, contained in the University calendars and prospectuses, but these are generally so full and so technical that they are not easy to read. To overcome this difficulty, we have prepared what we call a general prospectus, with the idea of giving to an enquirer a bird's-eye view of the University as a whole. Armstrong College, Newcastle, has recently produced an exceedingly useful prospectus, which serves the same purpose. We have also drawn up a short pamphlet, which contains, in addition to a conspectus of the facilities available at Leeds, an estimate of the cost of education and residence.

The Committee's opinion as to the best method of making accessible to Indian students the information they need in regard to English Universities will be greatly valued by those who are responsible for compiling the announcements.

(b.) *During Residence*—

As regards the question of giving advice to Indian students while they are in residence, there is no doubt a good deal to be said for the appointment of special officers for the purpose. At the same time, anything which tends to separate a group of students from the main body, by setting up a special organisation for their benefit, is to be deprecated. We want all students, of whatever nationality, to live together on equal terms as members of a common organisation. To treat the Indian students as a distinct group would be derogatory to their interest and contrary to our University ideals. Moreover, it would be a misfortune if anything were done to dissuade Indian students from seeking advice direct from the professors and lecturers under whom they study and, generally speaking, having done so, they would act upon it conscientiously and industriously.

For advice of a more general nature, and as to careers open to them after they leave the University, the students will always find a good friend in the Secretary to the Appointments Board, whose services are available to all of them, whether their homes are in England or overseas.

If an adviser to Indian students should be appointed at Leeds, let him be a member of our regular staff and not an officer introduced for the purpose of acting in this capacity. The latter could not be expected to acquire such an intimate knowledge of the conditions of the University and the needs of a student as one who is engaged on the daily work of the institution.

We are undoubtedly exceptionally fortunate at Leeds in having Mr. Dutt. Occupying an important position on our staff and well liked and respected by his colleagues, he is both able and willing to give his aid in circumstances in which the advice of a fellow-countryman is particularly welcome. He is one of the Chairmen of the Overseas Students' Committee, which exists for the purpose of helping such students to enter fully into the various activities of the University and of assisting them in residential questions.

12. Residence.

The demand for collegiate life at Leeds is of comparatively recent growth, and, although we have an admirable site for developing it, we have at present quite inadequate accommodation. Our two hostels for men only provide for about sixty students—about half the number who want places. We have a good deal more hostel accommodation for women, but the demand is also larger. Under these circumstances, the Indian student has a poor chance of gaining admission to a hostel.

Fortunately, he has little difficulty in finding lodgings, and we do all we can to secure that the lodgings occupied by our students are of a suitable kind. Before a lodging-house is admitted to our register it is inspected, and its character must be certified by responsible citizens. It is subject to visitation at any time on behalf of the University. The Secretary of the Appointments Board acts as supervisor of students in lodgings. He helps students to find places, and would soon notice any defect that might exist.

As to the provision of special hostels for Indian students, this is a very doubtful expedient. A student coming all this way, probably does so with the object not merely of following a certain course of study but also of gaining an insight into English customs and social conditions. If that be so, then the very last place he should live in is a hostel inhabitated by men of his own country. Moreover, in this matter again, there is the danger of grouping the students by nationality and consequently separating them from the common life of the University or of accentuating that separation if it already exists.

As this statement gave the Committee all the information they desired to obtain from the witness no questions were put to him.

Mr. Wheeler handed in the following memoranda from Professors H. R. Procter, A. F. Barker and Granville Poole.

Memorandum by Emeritus Professor H. R. Procter, D.Sc., F.I.C., formerly head of the Department of Leather Industries in Leeds University, now Honorary Director of the Procter International Research Laboratory in the University of Leeds.

With regard to the Committee's main lines of enquiry:—

(1) There is no doubt that the desire for an English qualification, and especially for an English degree, has great weight. I understand also that there are also certain exemptions with regard to loss of caste which do not apply in India.

(2)—(*a*) I understand that some provision has already been made in India for teaching the technology of leather manufacture, but it is not probable that it can be carried so far at present as to avoid the necessity of students coming to England for the most advanced training in the science of the subject, such as would fit them for posts as chemists in large works, as technical advisers, or as teachers. For the latter it is most important that the principles as well as the mere practice should be known to the teacher, though it is not always possible, or perhaps even desirable, to insist that they should be fully grasped by the student. In any case, actual Indian experience seems to me essential both to the teacher and the student, as the climatic conditions and the materials available differ so widely from those in this country. It is worth consideration whether any useful instruction might be given to the small native tanner who cannot adopt European methods or machinery, but whose traditional methods are probably capable of improvement. Of course, such instruction would have to be given by Indian teachers in the native language.

(*b*) The arrangements in the United Kingdom are, I think, adequate at Leeds University for giving any instruction in leather manufacture and chemistry which can profitably be given in this country, and the question is one of University finance, as students' fees do not nearly cover the cost.

(3) The Indian students who have been under my care have on the whole been quite satisfactory, and, I believe, have mostly found useful employment in India or elsewhere.

Referring to the particular points which the Committee desire to investigate, I may make the following remarks:—

(1) As regards training in leather manufacture, Indian students have at Leeds precisely the same opportunities as English ones, and I think I may venture to say, now that I am no longer responsible for its management, that the Leeds Leather Department has a reputation second to no other in the world.

As to the adequacy of the means employed by the Indian Government in selecting the students to be sent, it is not for me to give any opinion, but those who have been under my care have mostly been men of considerable, or at least fair, ability to profit by the instruction given. To this point I may have to recur under points (2) and (3).

(2) The requirements of the matriculation examination of the northern Universities seem reasonable for Indian students, as classical languages are not compulsory for science degrees, and English may, I think, be accepted from Indian students as a "modern language." There is, however, no reason why Indian students should not prepare for the intermediate examination before coming to England, and no doubt the English Universities would be willing to accept the matriculation in approved Indian Universities in lieu of their own.

If practicable, it would seem desirable that students before coming to England for higher technical instruction should have had some experience in the practical work in the manufacture they select in India. This is insisted on for English students by the Engineering Department of Leeds University, and desired by other technical departments. Such experience would be best got in an Indian tannery, but failing that possibility, in a leather school.

(3) This has been partly dealt with under (2), but on general principles it seems unnecessary for students to come to England to learn what can be as well taught in India. One point, however, may be mentioned, viz., that in teaching English great attention should be paid to clearness of enunciation. Many Indian and other Oriental students, though they may understand English perfectly and have a sufficient knowledge of vocabulary and grammar, are extremely difficult to be understood by an English teacher.

(4) I can only speak of Leeds University from personal knowledge, but I think that generally the same opportunities are available for Indian as for English advanced and post-graduate students, though with regard to the latter some definite understanding between the English and the Indian Universities is probably desirable. Post-graduate Indian students are admissible to the Procter International Research Laboratory of Leeds, so far as there is accommodation.

(5) I can give no opinion on this point, but so far as I have observed there is no difficulty in the association of Indian and English students in the common rooms and refectory of the University, and this association is probably to the good of both, and I can imagine that a hostel for Indian students of different creeds and castes might not be without its difficulties.

(6) This is a matter on which I can give no opinion.

(7) In engineering, leather manufacture, textiles and dyeing, Leeds University provides a certain amount of practical training, but this should be supplemented, if possible, by actual work in the shops of commercial firms. So far as I know, no University has specialised on the other technical subjects named, but there may be some technical schools.

(8) This, if practicable, would seem a desirable arrangement. It would be a matter for consideration whether this practical training should come before or after a University course, or whether it could be arranged to take place in the "long vacation."

(9) On this I have no opinion.

(10) The various students' societies in a University do something to fill this requirement. Possibly such organisations as "luncheon clubs" might be induced to invite a limited number of advanced Indian students to join them when they have interesting addresses on social and political subjects.

(11) Members of University staffs often do something in this direction, but with their limited leisure and often limited means they cannot be expected to do much entertainment. Possibly a useful scheme might be the establishment of a University Committee, including suitable townspeople, to arrange for social intercourse, and possibly for simple entertainment and conversation.

Memorandum by Professor A. F. Barker, M.Sc., Professor of Textile Industries, Leeds University.

So far as the Textile Industries are concerned, Indian students leave India in order that they may pass through sound technological courses of study and obtain an idea of the industrial atmosphere of Europe.

Technological work is still so diffuse that a three years' course at an institution basing its courses on sound technology and science is very desirable.

The requirements of Indian students interested in the wool industry are provided for in the University of Leeds.

One Indian student, refused admission at Manchester, came to me at Bradford, did most satisfactory work, and eventually placed orders in Yorkshire for machinery amounting to somewhere between £10,000 to £20,000. The same past student has consulted me recently with reference to the equipment of a large woollen and worsted mill in India, and has placed orders for the first instalment of machines, totalling up to approximately a quarter of a million pounds. In this particular case the student's interests are absolutely industrial, and I consider that India and Britain are here connected to great mutual advantage.

Adequate facilities and very satisfactory conditions for the work of Indian students prevail so far as the Department of Textile Industries is concerned.

Given normal intelligence, I should prefer to have Indian students who later will have the opportunity of putting up mills and carrying their training to practical issues, rather than students with mere academic qualifications.

Until India has some institutions comparable with the Textile Industries Department of Leeds University, at least two years, and preferably three, should be spent here, preferably immediately on passing from the school, or better still the University. (Three years' post-graduate work is, of course, ideal.)

There is ample provision in the Textile Department for the higher and postgraduate training of Indian students.

The method and means of training Indian students is outlined in the previous paragraphs so far as the Wool Industries are concerned.

If firms would be good enough to admit students into their works for practical training during the long vacation, this would be a great advantage, but there are obvious difficulties in the way. Three important firms in the district have recently thrown open their works to the visits of Indian students (John Crossley and Sons, Halifax; the Leigh Mills Company, Stanningley; Reuben Gaunt and Sons, Farsley).

If the Indian students of the Textile Department join the various educational and social associations connected with the department, they will become well acquainted with the industrial movements and associations of this country and will also naturally obtain facilities for suitable social and intellectual intercourse with the people of the United Kingdom.

I wish specially to emphasise that in the case of the Textile Industries it is so important to build up the knowledge of the subject step by step that I should consider three years at Leeds University very much to be preferred to two years at a school in India and two years in Leeds.

Memorandum by Professor Granville Poole, B.Sc., F.G.S., M.I.M.E., Mining Department, University of Leeds.

The chief reasons why Indian students should study Mining Engineering in England are:—

(1.) The methods of working the coal seams in India at the present time are, generally speaking, crude

and inefficient. The best methods of working cannot be adopted in many cases owing to the attitude of native labour. It is desirable therefore that Indian students and future colliery managers and agents should study sound mining principles, and also be able to inspect our most up-to-date collieries.

(2.) There is, at the moment, no institution in India which offers such facilities for technical training in mining and its allied sciences as are possessed by our English Universities. Sibpur is unfavourably situated in respect of excursions to collieries.

(3.) Very many of the responsible officials of the large mines in India are Englishmen, and they naturally prefer to engage officials who have had British experience. I am often asked to recommend men for posts in India.

(4.) Of our English institutions, the Royal School of Mines and Camborne School of Mines are admirably equipped for tuition in metalliferous mining. The curricula at the Universities of Edinburgh, Sheffield, Leeds, Birmingham, &c., are practically identical. Instruction in metalliferous mining is given, but particular reference is made to coal mining. Leeds is very favourably situated among some of the finest collieries in the world, and the owners allow Indian students to spend their vacations at the collieries in order that they may get good practical experience. This is in addition to the numerous visits paid to mines in various parts of the country during the session.

(5.) At the present time there are two Indian students in the Mining Department, and four are applying for admission next session.

PROFESSOR A. SMITHELLS, B.Sc., Professor of Chemistry, Pro-Vice-Chancellor, and Chairman of the Board of the Faculties of Science and Technology, was called and examined.

He stated that all Indian students taking applied chemistry came through his department, so that he personally had had a good deal of experience with them, though there had been only a few coming for pure chemistry only. Some of them had had previous training, the quality of which was very varied. He regarded it as exceptional if that training was found to be as good as it should be or might have been. This was largely to be accounted for by the type of training, and also to some extent by the Indian mentality and character. He was not persuaded, however, that this was more than a temporary defect, as he had found some Indians as adaptable to science as any Westerner. He did not think that any evidence existed on which this question could be decided. It was not proved that in science there was anything inherent acting against the teachability of Indians.

About the year 1910 an Indian student from Madras University had founded the "Indian Guild of Science and Technology." The witness had been President of this organisation, and had thus been brought into close contact with the students. This student had come to Leeds very well trained, and had entered immediately into the general life of the University, and had been very well accepted. He had been appointed Secretary of the Students' Science Society, and had formed the Guild as a bond between Indians at the different student centres in this country. As soon as he left, however, the Guild waned, and had now practically died out. It had no very valuable or lasting effect, and the annual meeting was the only part that had any life. The geographical difficulties were fatal to real co-operation.

At Leeds the Indian students did not mix with the other undergraduates as much as he could wish; they were very much inclined to keep to themselves, not on account of any dislike shown towards them by the English; they were judged by the same standards as other students, but it was, he thought, simply because of their own diffidence or aloofness. They were eligible for all the different clubs and societies in the same way as the other men. There was so far as he knew no branch of the East and West Society at Leeds.

He held that more careful selection in India would be a great advantage. The Government should see that the students coming under its auspices were chosen by some well-organised and competent body. Those who came now were badly-equipped for the courses they were going to take at this University, and much of the earlier part of the work should be taught in their own country. As it was, they often came thinking they knew far more than they really did, and they were therefore inclined to resent being placed in a lower standard than that for which they considered themselves fitted.

As regards practical training in applied chemistry, he stated that this was very nearly unobtainable outside the University laboratories and workshops; and this was the case more especially where foreigners were concerned. During the period when he was President of the Guild referred to above he had tried to get promises from various firms that they would take in foreign apprentices, but he had met with nothing but refusals.

Questioned as to the existing defects in Indian education as he had observed them in India, he explained that the students came with the idea that a degree was their goal, rather than the acquisition of knowledge. And in India the strain of examinations was much heavier; it was necessary to conform absolutely to the syllabus, and this entire lack of any elasticity tended merely to train the memory rather than the mind. They left having learnt many undigested facts without getting down to the fundamental principles.

Defective preparation in chemistry was obvious in the case of graduates as well as undergraduates. The teachers in India were trying to instruct by the right methods, but the rigidity of the system prevented them from doing so. It was not a case of the first and second year teachers being inferior to those who taught the more advanced work; in fact, the same set of lecturers carried out the whole course.

He said that he would prefer to have graduates come to his department, provided he knew who had taught them previously. It depended, however, so very much on individual cases that he really could not generalise. He had had no experience of research students.

Questioned as to the defects in the Indian curriculum, he said that any system having external examinations was under a great disadvantage: such a system tended to fetter the teachers. In this country students were assured that if they had worked on the lines given them by their professors they would be rewarded by an examination result which fairly represented the standard they had reached. A student here was judged on his record as well as his marks. An examination might be said to last three years, and not three days. It made an immense amount of difference to the quality of a student's work if he were not always haunted by the strain of examinations. In India they were still bound by such shackles, but the organisation seemed to be improving.

As regards instruction in chemistry, it was no doubt better for students to come here with a good grounding in the subject, and the University would then be able to give them the more advanced courses.

He said that there was no practical training obtainable within the University. There was large-scale equipment for carrying out experiments in the various subjects, and in this way students were prepared for the time when they would enter works. They certainly needed practical training to supplement their University course and to make them absolutely competent. One or two liberal-minded firms had taken in a few apprentices, but this did not happen in very many cases. He thought that it might possibly be brought about through a Government Department, but general canvassing would not be successful.

PROFESSOR J. GOODMAN, M.I.C.E., M.I.M.E., Dean of the Faculty of Engineering, was called and examined.

He said that at present there was only one Indian student in the Engineering Department, but two who were doing mining came to a part of the engineering courses; he did not remember what qualifications the one student had previous to coming to this country.

The University of Leeds admitted no student to its Engineering Department who had not previously had one year's training of a practical nature in works. He admitted that it was not easy for students to get this training, but nevertheless he considered it to be essential. He had published a pamphlet upon this subject, to which he referred the Committee. He would admit an Indian student who had had this training in India.

The University gave no workshop training. He thought that it was impossible to obtain practical experience in any other place than actual works. It was not possible to fit the sandwich system in with the work at Leeds, though as a system he quite approved of it.

In addition to the preliminary works experience, students went into works during their vacations, if possible, but it was not easy to arrange. After their three years' University course, preceded by a year in works, students would require another two or three years in works before he would consider them to be efficiently trained.

In the case of Indian students, he thought that firms which had connection with India might be persuaded to take them into their works, and in most cases it would be advantageous for them to do so.

The present Indian student had obtained his year's preliminary training in this country with Messrs. Worthington and Simpson at Newark.

There had been a very good Indian student in the Engineering Department about ten years ago. He had been able to obtain works experience during his vacations, had taken a first class honours in his degree, and had then gone into works in this country until the outbreak of the war, when he joined the army and was killed.

All branches of engineering might be studied at Leeds. The mechanical side was perhaps the strongest, as all students, no matter what they were going to specialise in, had to pass through this department first: it served as a foundation for civil, electrical, mining or gas engineering.

There were at present about 200 students in the Engineering Department, and about another 100 came into the department for odd courses; among the foreigners there were three Serbians at present, and at various times there had been a considerable number of Egyptians. Last year all Egyptian applications had been refused because none of the applicants had complied with the regulation concerning the preliminary practical training.

He thought that it was preferable for Indian students to come to England after passing the Intermediate examination in India, rather than to go so far as graduation in India.

Realising the fact that a man working in shops lost the habit of bookwork, the University had arranged their course in engineering so that a man would only spend a year in works and then do three years at the University before returning to works.

There was no special course in irrigation or canal work, but water power was dealt with under general hydraulics: this came into the civil engineering course.

He considered that it was better for Indian students to take an honours degree if they were capable of it. The present student would have taken an honours degree as far as engineering was concerned, but he thought that he would not be able to come up to the standard in mathematics, and so was reading for the ordinary degree.

As a rule the University made what arrangements it could for students to get practical experience in works, but owing to the present large number of them this had not been possible during the last two years, and they were having to look after their own interests in this respect.

He thought that it was better for men to spend their preliminary year in a small mechanical works, and to go into a larger and more completely-equipped works after their three years' University course. The preliminary year was only intended to give students an idea of machinery and processes.

The degree was granted at the end of the University course, and not after supplementary works training.

There was no training in industrial administration or costing at the University, and he did not think that such a subject could be taught on academic lines.

The University was prepared to accept the statement of an Indian student regarding his practical training, though it was possible that they might desire to see a certificate from the head of the firm with which the student had been working.

It was extremely difficult for English as well as for Indian students to get practical works experience in civil engineering. There was no inducement such as trade propaganda to induce civil engineers to take pupils, as was the case in some of the manufacturing industries. He thought that if a premium were paid by the student arrangements might be made with civil engineers to take pupils.

Government dockyards did not provide a very good training ground for students, as they were already complete, and very little constructional work was carried on in them. They did provide a certain amount of training, however, and a student would do well to go into one if he could not get in anywhere else. Yards like Rosyth, where a large amount of construction was still going on, would be a suitable training ground for students.

The difficulties that existed in getting students into mechanical engineering works was not always due to reluctance on the part of the firms themselves, but very largely caused by the regulations of the Ministry of Labour, who insisted that men should be paid, not according to their worth, but according to their age. Thus a graduate of a University going into works at the age of 22 or 23 would have to be paid something like £3 10s. a week, though he would not be of more value to the works at first than the boy of seventeen, who had already been for two or three years in the works, and who was only earning something like ten shillings a week. Sometimes it was possible to circumvent this regulation by the student paying as premium a sum corresponding to the wages that he would have to be paid, this sum in turn being handed back to him each week in the form of wages. The witness said that this difficulty was not dealt with in his pamphlet because it was of only recent date.

The trade unions did not make as great difficulties in this respect as was sometimes supposed.

It would be easier for Indians to get into works if they paid a premium or came here at an early age and after spending some time at an English public school went into works about 16 or 17. Siamese students had done this, and with few exceptions they had had most satisfactory careers.

There had been a number of Egyptian students in the Engineering Faculty at Leeds in the past, and although a few of them had done extremely well, they were as a whole a most unsatisfactory body of students.

He would be sorry if the regulation in regard to the year's previous training became an insuperable barrier for Indian students. Those that had been through his hands had been quite satisfactory.

The recommendation in the prospectus in regard to the desirability of students joining the O.T.C. was only there because it was thought that it provided good training for all students; it conveyed no special reference to engineering.

The witness said that he would certainly not be prepared to accept a course of study in a Polytechnic, or any other technical college, instead of practical training in works. He thought that it was essential that students should be directly in the atmosphere of commercial manufacturing engineering.

The main point of the preliminary training scheme was to weed out the students who showed no real aptitude for engineering.

There were not at present more qualified applicants than could be accepted by the University.

FRIDAY, JUNE 24, 1921 (LEEDS).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
MR. M. N. CHATTERJEE.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

PROFESSOR D. MCCANDLISH, M.Sc., Professor of Applied Chemistry (Leather Industries Department), was called and examined.

He read the following written statement giving his views upon the various points set out in the printed memorandum circulated to witnesses:—

Statement of Professor D. McCandlish, M.Sc., Professor of Applied Chemistry (Leather Industries), Leeds University, before the Committee on Indian Students.

(a.) *Adequacy of facilities available to Indian students for admission as undergraduates, &c.*

Members of the Committee who visited the Leather Industries Department of the University yesterday will be acquainted with the laboratory and workshop accommodation provided for students, so that it seems unnecessary to make further reference to the equipment of our premises at this time. A brief reference to the general course of study may be of service. It may be generally stated that its object is to familiarise students both by means of lectures and practical handling of materials with the details of the tanning processes, and the reasons why particular methods of treatment produce particular results. When this knowledge has been gained, the student is in a position to judge the causes of defects and the changes it is necessary to make to prevent or remedy them, and also to modify the leathers produced in such a way as to meet trade requirements. Methods of chemical and microscopical analysis are taught and practised for determining the purity and value of the various materials employed in leather manufacture, and for checking their use in the different stages of the process. In the latter part of the course students are encouraged to attempt the practical production of leather in which they are interested, and to study the smaller details of the processes. Attention is paid to leather dyeing and the manufacture of coloured leathers. Almost all kinds of leather are produced on a small scale, these being of such quality as to be commercially saleable.

The accommodation for students in the Leather Industries Department is limited, but until quite recently has been sufficient to permit the acceptance of all approved applicants desiring admission. We have had almost every year a fair proportion of Indian students in this Department of the University. Recently, however, the numbers of students seeking admission have been greater than we could accommodate, and some have not been accepted. An extension of the students' laboratory has now been completed, and it is believed that this additional space will meet the existing requirements of students desiring to specialise in the chemistry of leather manufacture. There has never been any distinction drawn between Indian and European students, admission having been allowed or refused solely on the grounds of accommodation, qualification, length of course proposed, &c., and not on grounds of nationality.

(b.) *Standard of Qualifications, &c.*

It appears to be necessary for students entering on a degree course to have reached the intermediate stage in an Indian University before commencing their studies at Leeds. We have had Indian candidates for the diploma in Leather Manufacture who have commenced courses in an insufficiently prepared state, and they have consequently failed to obtain the diploma. In such cases it may be assumed that the student does not profit very much by his work here. Students who have taken the M.Sc. degree (in Science) at Indian Universities have always been found capable of satisfactorily carrying on research work. A student with the B.Sc. alone has proved to be distinctly inferior in this respect.

(c.) *Facilities for Postgraduate Work.*

There is no difficulty in providing postgraduate training (*i.e.*, research work) in this Department for adequately qualified men, except in the matter of accommodation (already mentioned), which has affected all classes of students during recent years. In this connection the Department is particularly fortunate in being so closely associated with the Procter International Research Laboratory. Students of all nationalities who are suitably trained for research work are admitted to that laboratory without payment of fee, and only the expenses involved in the investigation upon which the student is working are payable by him. The work is carried out under the supervision of the director and his assistant. The investigations aim at solving some of the fundamental problems of leather manufacture, and the results obtained are published for the benefit of any who may be interested. This offers an excellent opportunity for students to engage in postgraduate research of a very high order.

(d.) *Practical Training in Leather Manufacture.*

Some acquaintance with actual leather manufacture is desirable, either before the student commences his course or during the long vacation period whilst he is in attendance at the University, as the training given here cannot be considered an adequate substitute for practical experience in leather manufacture. Except in cases where the student has facilities for obtaining practical experience in a tannery through personal or business influence, it has proved difficult in the past for students in the Leather Department—whether Indian or European—to obtain works experience. The average tanner is not disposed to admit students to his works nor to disclose his particular methods of manufacture to men who may be competitors or associated with business competitors at some future date. Further, there may be difficulties not readily controlled by the proprietor of a tannery. Managers and foremen have been known to resent the presence of student assistants or observers on the ground that they interfere with the progress of work unless specially supervised. These objections are also raised by manufacturers of tanning extracts, an industry closely allied to that of leather manufacture, and of interest to most leather trade chemists.

We are only acquainted with one firm of tanners that assumes a different attitude towards the acceptance of students, but there may be others similarly disposed. This firm is prepared to admit a limited number of Indian students, and to offer every facility for the study of their methods of leather manufacture, provided a reasonable premium be paid in return for the time necessarily occupied in giving instruction. It is interesting to note that this firm will not accept European students. Whilst experience in an English tannery would be of undoubted value to an Indian student, it must be remembered that the Indian tanner has special problems and difficulties arising from climatic conditions, and the use of materials that are different from those generally employed here. Even if a student is unable to gain practical experience during his residence in England it need not affect his ultimate success as a leather trade chemist upon his return to India. The knowledge gained in the University courses of the underlying principles of leather manufacture may be successfully applied in any tannery by a chemist of ordinary intelligence.

When a student wishes to become a tannery superintendent or manager, he will require a more intimate knowledge of factory methods, and for such a student some practical experience of works procedure and management in this country would be extremely useful.

(e.) *The desirability of inducing Indian Government Contractors to admit students to their works.*

Where a student is not freely accepted by a manufacturer it is doubtful whether a form of compulsion would produce the desired results from the student's standpoint, and practical tannery experience gained under such circumstances might be of very little value; in fact, it is difficult to believe that a student could learn as much under such conditions as he would from a description of practical work in lectures.

It might be useful for the Committee to obtain the views of the United Tanners' Federation of Great Britain and Ireland, and the Federation of Curriers, Light Leather Tanners and Dressers, Inc., upon this question, as these Trade Associations represent the majority of leather producers in this country.

In amplification of this statement witness said that the accommodation in his Department was limited, but that until the recent conditions of overcrowding all applicants with suitable qualifications had been admitted. At present there were forty students of whom four or five were Indians. Admissions for the next session would include a number of men who were already on the waiting list, but he hoped that after the next session the situation would revert more nearly to the normal.

As a rule Indian students had applied in good time to gain admission, though there had been occasional instances of their presenting themselves only a few days before the opening of the session, and in these cases he did his best to take them in.

He drew attention to the fact, mentioned in his written statement, that there was one firm more willing to take Indian than European students into their tannery. This firm considered that in view of the present undeveloped condition of Indian trade these students would be less likely to become their trade rivals than would Europeans. He did not think that the premium demanded would be more than a reasonable return for the training that was given: probably about £100 to £150 a year if two or three were there at the same time. This firm would, he thought, be prepared to take students either for a long vacation course or for a longer period. He had only recently received information about this firm and no Indian students had been placed there as yet.

He doubted the advisability of attempting to exert any form of compulsion upon firms in the matter of giving practical training to Indian or indeed European students. He thought that if they were made to take these students against their will in order to secure a Government contract it was quite possible to avoid giving them really efficient training: it would be possible for a student to learn nothing that was worth knowing in a factory if he had not the goodwill of the manufacturer behind him.

He thought that an appeal to manufacturers from the present Committee might be of value, and an appeal with Government sanction behind it might carry more weight than one made independently by the University. Possibly such an appeal should be made through the United Tanners' Federation and the Light Leather Tanners' Federation.

He thought that the attitude of American and foreign firms would be the same as that which prevailed in England.

Leeds was the only British University in which there was a special Department devoted to the study of leather industries. The Leathersellers' Company's Technical College in London and a section of the Northampton Technical School gave specialised instructions in Leather Technology.

He thought that this country held the first place in some branches of the Leather Industry, but Germany and the United States were keen competitors in many branches.

In future, if the present abnormal demand for admission to the Leather Industries Department at Leeds subsided, they might be able to accept all suitable Indian applicants, but if a great number of Indians applied he would have to reconsider his opinion. He pointed out that the Department received considerable financial assistance from the English Tanning Trade. He added, however, that heretofore the claims of India had always received sympathetic consideration, and he saw no likelihood of any change in this respect.

Training in the scientific side of leather manufacture of a University standard had received attention in the United States of America during recent years. A school had recently been started at the University of Cincinatti, but this, of course, had not yet had time to prove its worth. Training in America might be valuable for Indian students in that at certain times of the year climatic conditions prevailed which more nearly resembled those of India than anything normally experienced in England.

The Leather Department at Leeds did not devote special attention to peculiarly Indian problems, such as the treatment of the skins of "fallen" animals, as distinct from those of slaughtered animals, or the treatment of various tropical barks.

He did not know if his Indian students were tanners by hereditary instinct or not. He thought that the qualities which were of real value to them were general scientific ability and a genuine desire to work.

The Indian students who were reading for the diploma rather than for the degree were following this course either because they had not the necessary qualifications required of them by the Northern Universities' Joint Matriculation Board, or because they had shown themselves to be unsuitable for a degree course.

He was not in a position to make any distinction between the standard of training provided by the different Universities in India.

Students did not decide whether they would become leather chemists or whether they would go in for the actual manufacture of leather until they had passed out of the University; the academic training was almost the same in both cases. He thought that for a really first-class student who wished to become a works director it would be worth while to spend a year in Germany or America in addition to training in England. Any experience that they could get of factory procedure would be useful to them.

He thought that some preliminary training in India would be of use to an Indian student before coming to this country; if it was impossible for the Indian student to get practical training in this country, he might usefully supplement his University training by going into works in India on his return. If he had obtained a firm grasp of the fundamental training in such a works as that in Madras it would be valuable.

In the Leeds course a student spent his first year doing fundamental science, his second year was a more advanced continuation of this, and during this year he began to specialise. The particular advantage of coming to this country rather than obtaining all the training in works in India was that in India the scientific side of the subject was not studied so fully as it was in a University such as Leeds, where work in every branch of science was being carried on in one or other of the departments.

He had heard of the Government School of Research in Calcutta, which he believed to be under the direction of a Leeds graduate. He did not think, however, that such complete training was offered by that institution as by the Leeds University.

MR. J. M. SEN, an Indian post-graduate student of Education at Leeds University, was called and examined.

He handed in two written statements which are printed below.

As regards the reasons for which Indians leave their own country for training in the United Kingdom he said that greater prestige was attached to the possession of an English degree in India than should rightly be the case. He admitted that an Indian who came to England obtained the advantage of a broader outlook on life than his fellow who had remained in India, but he thought that in some cases posts in the Indian

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services which were given exclusively to holders of British qualifications should be given by promotion of Indian trained men already in the junior branches of the services. He did think, however, that the training in this country was of very real value, and that the Indian educational institutions were not yet well enough equipped in the way of libraries, though the laboratory accommodation was good, to compete in any way with Great Britain in research work. He added that except Bombay no Indian University as yet possessed a Faculty of Commerce, and there was a great need for more Institutes of Technical training in India.

He thought that the Indian Universities would be well advised to inaugurate diploma courses in various subjects. These would not be of so high a standard as the degree, but for practical purposes they would be high enough and would supply a great need among technical students in India. It should, he thought, be made more easy for students to get into the Research Institute at Dehra Dun for work in Forestry.

However much the Indian Universities were improved, Indian students would still to a large extent want to come to Great Britain for the benefits that they could obtain from the unique culture of the older Universities here. He felt that those Indian students who had come to this country had found that it had been very well worth their while.

He said that at Leeds all the Indian students had been very well treated. Admission was granted to them very freely, and they were only debarred from the Engineering courses, because they had not been able to comply with the regulation which demanded a year's previous practical training in works.

He strongly objected to the existence of the Local Advisory Committees as at present constituted in India. He thought that if such bodies were to exist at all they should be University bodies and have no official connection whatever. At present they acted only as a slow, inaccurate and inefficient post-office. He thought something in the nature of the Universities Bureau of the British Empire might be started in India through which all necessary information could be transmitted to and from students. He did not think that they should have anything to do with the forwarding of applications; this should be done by the students themselves. He would prefer that there should be no organisation at all rather than that the present one should be kept in existence.

At present an Indian student who applied to the University had to present a certificate of graduation or else a certificate from the Principal of his college in India stating what his qualifications and capabilities were.

He thought that an individual student could if refused admission to one University send on his own application to another one more quickly than could be done by an organisation.

It was pointed out that if the defects of the present organisation could be remedied it might be to the benefit of the students that it should continue to exist. The witness was not prepared to agree. He thought, however, that there should be some central organisation in London to receive Indians when they first arrived in this country, to find lodgings for them and to put them on the right road for gaining admission to the best University for their particular needs. On this central organisation there should be a number of representatives of Indian students from different British Universities.

As regards the age at which Indian students ought to come to this country he thought that preferably they should come after having taken the Intermediate examination in India. They would thus be able to take their first degree in two or three years, and be qualified by the age of about 22 or 23. He thought that a man thus qualified would be ready to obtain the full benefit of the course offered by the British University to which he came, but that this would not be the case if he had only reached the standard of the Indian matriculation. He did not think it necessary for a student to graduate in India if he intended to take a first degree at a British University, as it was of special advantage to an Indian to be qualified to earn his living at a fairly early age. Those, however, who would want to come to this country for a postgraduate degree might come at any time they liked after finishing their degree course in India.

He thought that except at places such as London it was not desirable to have hostels for Indian students. At London they were needed as reception houses for Indians who were newly arrived, or were passing through the city on their way to spend their vacations elsewhere.

He thought that there were Indian students in the University who would join the O.T.C. if they were not excluded from it by an army regulation.

He was not in favour of organised vacation parties for Indian students.

Questioned as to his own experience of the Local Advisory Committees in India, he said that it was confined to Calcutta, but he had talked with Indians from all parts on this subject and their experience tallied with his own, in that they had all found the Committees unhelpful. He thought that the Registrars in the Universities could give the students most of the help that they needed.

The witness thought that no Board of selection was possible in India, but that the matter should rest with the Universities to send only those men whom they thought to be capable of benefiting by the course.

There was no specific rule in the English Universities regarding the provision of certificates of character. They were generally supplied by a professor in India who knew the student, and he had never heard of any English University asking for such certificates to be countersigned by any official body.

In Leeds there was no social bar against Indian students. The lodging difficulty was one that was felt equally acutely by English students. There were about twenty Indian students in Leeds and they mixed freely with the English students.

There had been some cases of ill-health among Indian students—for example, an Indian woman medical student had recently developed tuberculosis and had had to abandon her course—but on the whole the Indian students kept quite strong and well.

There was no medical examination in India before students sailed for this country.

His objection to hostels for Indian students was that they tended too much towards segregation. In the Y.M.C.A. hostel in London a proportion of 10 per cent. of English students were admitted at present, though if they chose to come 25 per cent. would be admitted. He thought that as many Englishmen as possible should be taken in, and he would like to make the presence of 25 per cent. of Englishmen a necessary condition to the existence of the hostel. He thought that the London hostel should be for both temporary and permanent residents: in this way the old comers could look after those who were newly arrived.

The witness said that he had had experience of three Universities in this country. He had first come from Calcutta to the London Day Training College, had taken the Teacher's Diploma of London University, and had also been to Oxford for a special course. Later on he decided to take the Oxford Diploma in Education, and he was now in Leeds doing research work for the M.Ed. degree.

Statement by Mr. J. M. Sen.

I beg to submit the following memorandum to the Committee on Indian students.

In expressing my opinions I have availed myself of the opportunities I have had of knowing the condition of Indian students in London, Oxford and Leeds:—

Part 1 (Committee's Printed Circular).

Item No. 1.—The following are the reasons which induce Indian students to come to the United Kingdom for education or technical training:—

(*a.*) That men educated in British Universities receive greater recognition in public or private services than those educated in Indian Universities.

(*b.*) That the status of a barrister is higher than that of the Indian Vakil.

(*c.*) That the facilities for higher research work in Arts and Science subjects in India are very limited.

(*d.*) That practically no training is available in India in many branches of commerce and industry.

(*e.*) That there are not many technical institutes, especially of the higher type, in India to cope with the increasing demand for the establishment of new industries in India.

(*f.*) That many students are attracted to England by the social advantages offered by the Universities and institutions at all centres of learning, especially at Oxford and Cambridge.

Item No. 2.—Many of the above defects (*a* to *e*) may be removed by Government:—

(*a.*) By giving proper recognition to Indian degrees.

(*b.*) By equalising the status, rights and privileges of barristers and Vakils.

(*c.*) By making larger grants for providing research facilities in various Universities.

(*d.*) By reorganising the Universities in such a way as to enable them to admit a large number of research students.

(*e.*) By training a larger number of students in the Imperial Agricultural Institute at Pusa, the Tata Research Institute at Bangalore, and the Imperial Forest Institute at Dehra Dun.

(*f.*) By establishing new technical institutions of different grades and standards in various parts of India.

(*g.*) By making adequate provision for the teaching of subjects not now recognised in the curricula.

(*h.*) By holding simultaneous examination for the Indian Medical Service as is being done in the case of the Indian Civil Service.

Item No. 3.—The question raised is difficult to answer. The value attached to Western education is largely a matter of individual opinion. On the whole, the Indian students on their return from England after receiving a training in Western methods have done immense good to the country.

Part 2.

Item No. 1.—The facilities available to Indians for admission as students at the Universities in the United Kingdom have not been sufficient. Not much difficulty exists in modern Universities, especially in Leeds, though they also refuse a large number af applications from Indian students seeking admission to the Engineering and Technological Departments. Great difficulties are experienced by Indian students seeking admission to Oxford and Cambridge and to the Science and Engineering departments of University College and King's College in London.

The disappointment and heart-burning on account of the refusal of admission are largely due to the Advisory Committees in India and in the United Kingdom. They hardly render any help to the Indian students, but rather cause delay in the forwarding of applications for admission. The work that the Advisers do is simply post-office work. The procedure a student is required to follow is like this: A student while in Bengal wants admission into Cambridge University. He sends his application to the Secretary of the Advisory Committee in Calcutta. The Secretary in Calcutta forwards it to the Local Adviser in London. The Local Adviser in his turn forwards it to the Adviser in Cambridge. He then circulates it to the colleges. Oftentimes the delay is due to this cumbrous procedure. Many applications get lost, not in the transit (the Government postal system is not so bad), but in the heaps of files kept by the Advisers and Secretaries.

Moreover, the Advisory Committees in India do not keep themselves up-to-date regarding the facilities for education and training available in England, and oftentimes give wrong information and patronising advice. They very often show undue sensitiveness to the complaints of over-crowdedness from British Universities, rather than press the claims of Indian students.

It is therefore highly desirable that all Local Advisorships and Advisory Committees in India should be abolished. The Advisory Committees and delegacies at the University centres should also be abolished. There should, however, be an Advisory Board, whose office should be in London, with two secretaries appointed by the Government of India and a number of representatives of the students of the different Universities in the United Kingdom. The representatives will be honorary members of the Board and Advisers to the students in their respective Universities. This Board, however, will have nothing to do with the forwarding of applications for admission to any of the Universities. The applications should go to the Universities direct, who will decide each case on individual merits.

Item No. 2.—The Intermediate examination of Indian Universities should be recognised as the standard of qualification for admission to the Universities in the United Kingdom.

Item No. 3.—It is advisable for Indian students to break off their education in India either at 12 or 13 years of age and join a secondary school in England, or to break off after passing the Intermediate examination in India and get the training for the full degree course in England, or to join the British Universities as postgraduate students after taking degrees in India.

Item No. 4.—The Indian students do not find difficulties in getting admission into the laboratories and classes for higher and postgraduate training in the Universities of the United Kingdom.

Item No. 5.—It is not desirable to establish any hostel for Indian students at any place other than London. In London the Indian Students' Union and Hostel started by the Indian Y.M.C.A. supplies the want.

Item No. 6.—Answered along with Item No. 1.

Items Nos. 7 and 8.—The firms who tender for Indian Government contracts should be induced to admit to their works a limited number of Indian students for practical training. The Railway Board in India should also compel the railway companies in India to admit larger numbers of Indian students for practical training for higher services in the railways. It is also desirable that a certain number of Indians should be trained for higher appointments in Army, Navy and Air Force. All distinctions regarding admissions and opportunities for training, &c., in the O.T.C. should be removed.

Item No. 9.—It is not possible to provide for holiday quarters as the students would like to go to different places. I understand that the Y.M.C.A. holiday camp for Indian students in 1920 had not been a great success.

Items Nos. 10 and 11.—It is desirable to make Indian students acquainted with literary, educational, charitable, social, economic, commercial and industrial movements and associations in the United Kingdom. A few of the Indian students should be given special facilities to know the details of municipal administrations, the work in the social settlements, &c.

(Signed) JITENDRA MOHAN SEN.

Leeds, June 24, 1921.

Statement by Indian Students at Leeds University.

We, the elected representatives of the Indian students in Leeds, beg to submit the following statement to the Committee on Indian Students:—

1. The reasons which induce Indian students to leave India for education or technical training are the following:—

(*a.*) The absence of adequate facilities in India for training in the higher branches of science and technology.

(*b.*) The preference given to English degrees in India for admission to Government and other services.

(*c.*) The broadening of outlook which follows such training, and the direct and first-hand knowledge of Western methods and ideals.

2.—

(*a.*) Though it is imperative on the part of the Government that adequate and immediate provision be made in India for instruction in Science and Technology, every facility should be offered to students going abroad for study.

(*b.*) In cases where the training in India is insufficient, Government should help the students in the matter of admission into educational institutions in England, and by providing more scholarships and creating facilities for practical training.

3. This is a matter on which no definite opinion could be given in the absence of statistics; on the whole, training in England has been productive of much good.

1. In the matter of admission, the Leeds University has been very liberal, and if the other Universities were equally so, there would be no cause for dissatisfaction.

2. It is highly desirable that a uniform standard be fixed for admission to the various courses of study at the Universities, and the Indian degrees be given proper recognition.

3. The Intermediate standard of the Indian Universities should be the minimum qualification for University courses in England, and for higher studies, graduation.

4. Present facilities for higher and postgraduate training appear to be satisfactory.

5. Separate hostels for Indian students would have the effect of segregation, and would hamper the closer touch with the people of the country.

6. The present organisation seems to be more of a cumbrous and ineffective machinery than an agency of direct and immediate help and usefulness, which students stand most in need of.

Local Advisory bodies, with an elected majority of senior students, and fixed terms of office, working on a voluntary basis, would be more useful.

7 and 8. The best method would be to provide opportunities for practical training in the manufacturing works and industrial concerns in the country. Firms which tender for Indian Government contracts may be induced to take in a definite number of students as apprentices, some free of payment and some with payment of premiums. The former might be made open to Government scholars and the latter to students who come on their own. If such an arrangement is not possible here, tenders might be given to firms in other countries who are prepared to accept the condition of taking in Indian apprentices.

9. For lodging accommodation and holiday quarters, students had better be left to themselves.

10 and 11. The only means for making Indian students acquainted with the social and other movements in the country is through active participation in the University socials, sports and other outside activities.

Indian students have from time to time attempted to get admission to the Officers' Training Corps of the English Universities, but without success. We would urge that all distinctions regarding admission to the Officers' Training Corps be abolished.

The University, Leeds,
June 24, 1921.

(Signed) K. Seshachalam.
B. Mukharji.
M. A. Wahab.
A. C. Devanayagam.
J. M. Sen.
M. Sultan Mohiyuddin.

Mr. K. Seshachalam, a Government Technical Scholar from Madras doing research work in the Leeds Leather Industries Department, was called and examined.

He said that he thought the Secretaries of the Local Advisory Committees in India should be Indians who had returned from this country, and were thoroughly up-to-date in their knowledge of the conditions and regulations of the Universities both here and in India: they should be non-official or at most semi-official persons.

He thought that the Indian Students' Department in this country was of very little help to Indian students, and that its duties, such as finding lodgings, &c., could be more efficiently performed by Indian residents in this country. In the Universities themselves all the necessary help could be given to Indian freshmen by Indian senior students. He did not think that this would take up too much of their time.

He said that he lived in lodgings in Leeds, but it was not an easy thing to procure good lodgings.

He was perfectly satisfied with the way in which he and other Indians had been received by the University of Leeds.

As regards the O.T.C. he thought that there were cases of Indian students who would wish to be admitted if the army regulation could be removed.

He thought that the minimum allowance for an Indian student should be about £250 a year exclusive of fees.

He was opposed to the establishment of Indian hostels as they tended towards segregation.

There was ample scope for Indian students to obtain all the social life that they wanted in the University: they were admitted to all societies such as the Union. He did not think that Indian students needed to have anyone on the staff who was especially devoted to the interests of Indians, and who would consider it a part of his duties to look after them and help them to get social intercourse with the other students.

There appeared to be no hope of Indian students being able to get any practical experience in tanneries in England. He himself wanted to get experience in the manufacture of tannin extracts, but it seemed to be impossible in this country, and he proposed to try to get into a works in India.

A few days before sailing he had been advised by the Educational Adviser in London against coming to Leeds University, but he had come on the chance of getting admission, and had been successful.

Mr. S. Mohiyuddin, a post-graduate student in the Department of Education, was called and examined.

He said that he held the Mysore Government diploma, and had come straight on to Leeds to get the Degree in Education (M.A.). He intended to take the Leeds diploma on the way to the degree, sitting for it this year and for the degree next year.

He had come to Leeds because it had been recommended to him by the Inspector-General of Education in his province and by the Principal of his college.

He had made his application direct in writing to the University, stating his qualifications. He had been granted admission at once, and on coming to England had passed one night in London in rooms recommended by the Y.M.C.A.

He thought that it was desirable that the Y.M.C.A. hostel should continue in existence, as it supplied a much-felt want in providing lodging for Indian students when they first arrived in this country.

As this was his first session, he had not yet considered the question of vacations. He did not want to have his arrangements made for him by any University or other organisation. He thought it was good for students to be left to their own resources upon such occasions. If possible, Indian students should spend their vacations under circumstances that would bring them as much as possible into touch with English families.

He thought that some Indian students might like to live in a hostel, but he personally preferred to live in lodgings, or, better still, in a family. A hostel in which English and Indian students were mixed would probably be welcomed.

The witness thought that there was not an Advisory Committee in Mysore, the nearest one that he knew of being in Madras. He could not suggest that one should be started in Mysore, as he thought that far more reliable information could be obtained from people who had returned there from this country. Apart from this, he thought that the University professors were the best advisers that a student could have.

Mr. A. C. Devanayagam, a student in the Department of Textile Industries, was called and examined.

He said that he had taken the Madras B.Sc. degree before coming to this country. He was doing a diploma course in this country because there was no degree course in Textiles, which was the subject that he wished to study.

He thought that it was practically impossible to overcome the difficulty of obtaining practical training in works in this country. His professor had arranged for him to pay some visits to works, but this did not, of course, amount to very much in the way of practical experience.

He had not yet arranged how he would spend his vacation, and as this was his first year he had no experience of former vacations.

As regards expense, he thought that £250 a year was the minimum that a student could live upon, and he recommended that Indian students should have £300 a year if possible.

He had written to an Advisory Committee in India for advice as to his course in this country, but it had taken over a month to get any reply. He had very little faith in the organisation and had stopped any further negotiations with the Adviser, making his own application to Leeds. He thought that his opinion of the Advisory Committees in India was a general one amongst Indian students. He thought that their duties might well be taken over by the Indian Universities, but that if any organisation were to exist it would need to be a great improvement upon the existing one.

He had come from Bangalore, and intended to go into a mill in that district. He was the son of a mill-owner. He had heard of Leeds through the calendar which was supplied to the Library in the University of Madras. He had come over on his own account; he had not used the Y.M.C.A. hostel, as he had a friend in London who recommended him lodgings. When he arrived he had no promise that he would get into Leeds University, but he hoped to do so in the October after his arrival; if admission had not been granted to him he would have gone into his friend's business.

Apart from visiting friends at the Cromwell Road Institution, he had never had any connection with the Indian Students' Department.

His main object in coming to this country had been to gain experience in England. The University course was to some extent a side issue with him.

Professor J. K. Jamieson, M.B., C.M., Professor of Anatomy and Dean of the Medical School, was called and examined.

He stated that there were at present only two Indian students in the Medical Faculty, one of them being an Englishwoman who had married an Indian. The other had been excused the first medical examination, having already passed the first and second in India; he did not possess an Indian degree.

Latin was not now a compulsory subject for medical students at Leeds, this requirement having been abolished about eight years ago.

He considered that the most satisfactory results were obtained by Indians who came here after having graduated in their own country. They then took post-graduate courses, some with the intention of taking an English qualification at the end of the time. All the actual groundwork should have been done in India. If Indian students wished to come over before taking a degree the best time for them to break off their education in India and to commence at an English University was at the conclusion of the second year, when they had taken their anatomy and physiology, and before they started any clinical work.

His experience was that Indian students who had not obtained a medical qualification in India generally evidenced a lack of understanding of the principles of pure science. They came with a great deal of information, but it was mostly superficial, and their knowledge of principles was faulty. The same defect was apparent in the case of English students coming straight to the University from school.

Speaking of preliminary selection in India, he stated that he would like to be assured before admitting Indian students that they were both ambitious and of good character. No Indian was accepted at Leeds until the authorities had obtained all the evidence they possibly could on these two points. Such information could usually be obtained from the school or college from which the student came; the professors there knew exactly how he stood in regard to his work. It was not the practice to ask for a certificate from any other body, as it was considered that the information obtained from this source was sufficiently comprehensive and reliable. He agreed that there was some danger that colleges and Universities might recommend their own students above their real merits in the few cases where they wanted to get rid of them. At the present time, however, the attitude of one University towards another, in this country, at any rate, was far franker and less stiff than it had been fifteen years ago, so that he thought a fair estimate of a student's character and attainments would generally be given.

As regards sending information to India, he said that particulars of requirements, regulations &c., at Leeds were forwarded to any Indian University that applied for them. There was a printed prospectus dealing with each faculty in detail. He saw no reason why this information should not be sent to every University in India.

A Central Bureau in India, for the distribution of information, both to the students there and to the University authorities here, would be very valuable. Such a body would minimise all correspondence and save waste of time.

Most of the applications from India were received between March and July. In many cases it was evident that the application was in the nature of a circular, and had been sent to other Universities as well. Such a procedure jeopardised a student's chances of admission, as the authorities naturally took less interest in a man who obviously had no particular desire to enter their University, so long as he managed to obtain admission somewhere.

The witness said that Indians should come to Leeds when they were sufficiently qualified to practise. They would then derive most benefit from the medical course there, being relieved from the strain of passing or trying to pass examinations. As regards undergraduates coming to England, it was such an unsatisfactory state of affairs for them to discover (as a certain percentage did and always would) that they were entirely unsuited and incompetent for a medical career when they were so many thousands of miles away from home. This could be avoided if they did not come until they had at least taken the Intermediate or second professional examination in India.

There were 140 students in the laboratory departments of the medical school at the present time, one of whom was a Serbian: in the whole school, including first year and hospital, there were 280 students. They had never had any Chinese, Japanese, Egyptian or Siamese students.

Questioned as to the maximum number of Indians he would be prepared to admit, the witness replied that a definite answer was hard to give. An important factor in making such a decision was the extraordinary insularity of Leeds. There being no port or docks, there was no foreign element or population at Leeds, so that when an Indian student in his third year started on his clinical studies at one or other of the local hospitals, objections were apt to be raised by the patients, especially by the women. This handicap affected undergraduates more than qualified men, perhaps, because there was an Indian holding an ophthalmic appointment at the present time; but some objection had been raised against him also. The same objection was raised in the case of all foreigners, including Jews.

There was no School of Tropical Medicine at Leeds, but post-graduate students came to take their D.P.H. from there.

Bio-chemistry was taken in the Department of Physiology; it was not taught as a separate subject.

Apart from the D.P.H. and one granted for a course in insanity, no diplomas were granted at Leeds. In the throat and ear departments certificates only were given. There was a diploma and degree in dentistry on three and five year courses respectively.

To obtain the M.B. Leeds the final examinations had to be taken in the University, preceded by a minimum of two years' residence. A qualified man could come and get attached for special courses in medicine or surgery, but at the end of the time he would not have anything to show for it in the way of a diploma. He thought that if sufficient evidence were produced a man might be let off his second M.B., though so far it had not been found desirable to grant such exemption to any Indian student—even if he had qualified in India.

Questioned as to whether his remark about the lack of grasp of scientific principles applied to men who had taken the B.Sc. in India, the witness replied in the negative; when they had got as far as that they had definitely embarked upon their career and, had they been incompetent, would have dropped out long before reaching that stage.

The Indian Intermediate examination did not carry exemption from anything but matriculation at Leeds, and that had to be decided by the Joint Matriculation Board.

The particular qualification for which a man was preparing did not affect the course he took at Leeds; all students followed the same course, whether they were working for the Leeds M.B. or for the Conjoint qualification. Some time ago the men taking the latter had been regarded as being of a lower standard than the others, but of late that had been changed, and they now all worked together and were regarded as being of the same standard.

The witness agreed that the idea to be aimed at was to make India self-sufficient as regards education. He thought that one of the first steps to be taken to that end was the staffing of Indian medical schools with men who were really competent to teach their subject. He believed that this was not always the case at present. Once that had been accomplished a higher standard would be set, and Indian students would be trained up to it. In this connection he referred to the way in which the educational conditions in Japan had been improved by inducing highly-qualified foreign professors to staff their Universities until Japanese students trained by them were able to replace them. He thought that high salaries would have to be offered as an inducement to get the best men to go to India, and mentioned the equivalent of the pay of a colonel in the Indian Medical Service as the minimum which could be offered to the professor of a really important subject. The appointments should be for a limited and fixed number of years. In normal times really good men could, he thought, be found who would take such posts. At present it would be more difficult, as the war had resulted in a dearth of professors in many subjects; but in another three or four years conditions should have returned to the normal. In the same way as there was a practising Medical Service in India, so should there be a teaching Medical Service. The two branches should be distinct from each other.

Out of ten Indian students who had qualified at Leeds, five had settled down and were practising in this country. Post-war conditions in England were helping them to build up a practice, as the medical profession was decidedly short of qualified men at present, but in four or five years' time, when things had returned to their normal state, he thought they would find it hard to make a living here. They should have returned to India in the first place, having come originally with that intention. There was a good deal of feeling against training them at Leeds, if in the end they settled there and became professional rivals to Leeds men.

MR. P. K. DUTT, M.Sc., Assistant Lecturer in Organic Chemistry, was called and examined.

He handed in the following statement:—

I beg to submit the following statement for the consideration of the Committee on Indian Students. The opinions herein expressed have been based on my personal experience in this country during the last ten years. During the last five years, as a member of the staff of the Leeds University, I have had special opportunity of dealing with Indian students. I have acted as a voluntary, non-official and self-appointed adviser to many who have come to me and have supplied information to many enquirers from home. The work has not been strenuous, and except for a short period at the beginning of the session it has not taken much of my time. Considering the favourable expression of opinion I have received from many, I think what has been done here could easily be done elsewhere through voluntary effort. I therefore venture to suggest a scheme of organisation of an Advisory Board that might be of some service to the Indian students.

Regarding the lines of enquiries in the Committee's circular, I make the following brief statements, which I shall amplify in the course of the evidence:—

Part I.

1. The main reasons which induce Indian students to leave India are the following:—

(i.) That opportunities exist in other countries, but not in India, for education in certain lines, *e.g.*, some branches of science, technology and medicine.

(ii.) That higher services in the State are open to qualified Indians from foreign Universities, &c. I am aware of cases in which Indian officers of long experience who have not travelled outside India have been superseded by younger men who have had no other exceptional merit but a degree from a foreign University. The grievances of the former are in many cases just, and could be met by considering all cases on their own merits and from all points of view. Such a course would, to a certain extent, reduce the number of Indian students coming abroad.

(iii.) That the members of the British Bar have greater scope in India than Vakils, &c. I believe the opposition to the scheme for the equalisation comes mainly from the Indian members who form the majority in the British Bar in India.

(iv.) That many regard foreign education and travel as a means of acquiring a wider outlook in life.

To these might be added another, viz., the prevailing unrest in India. Some regard the present unrest as an effect of foreign travel rather than as a cause. India is in a great state of transition. Reaction has set in against centuries of caste restrictions against foreign travel, and I think gradually increasing numbers of Indian students will leave India every year.

2. The nature and extent of Government responsibility in India:—

(i.) In the case of the vast majority of Indian students who come at their own expense the Government cannot be in a position to accept any responsibility or exercise direct control, but a good deal can be done by educating public opinion in India so that parents would be more cautious in sending out their sons who are not well prepared.

(ii.) A greater caution seems to be necessary in the selection of Government scholars.

(iii.) The Government may help in the provision of facilities for education in certain lines that do not at present exist in India. The particular lines can only be selected on the recommendation of the Board of Industries and the Universities in the different provinces.

(iv.) The Government may also help in the raising of the standard of education that is at present given in India. This may not reduce the number of students coming abroad, but the material, at any rate, will be better than it is now.

(v.) The Universities should be helped and encouraged in the establishment of postgraduate studies under the guidance of Indian professors at the various Universities. I am conscious of the good work that has been and is still being done by European professors in this direction. The full effect of their good work is not felt. It suffers from the lack of continuity. Here and there one may succeed in building up a school of thought, but with his retirement the whole structure falls to pieces.

In Great Britain I do not see how the Government can directly influence the educational institutions in this country. Perhaps a good deal can be done by indirect influence. The Advisory Board, when constituted on the lines I have indicated, might be of some service in this direction.

3. This is largely a matter of opinion. I know of many cases where the experiment has been a failure, but on the whole it seems worth while continuing it, though with greater caution.

Part II.

1. As for admission in this University, the Indian students have had unrestricted facilities. Every case has been decided on its own merits, and sometimes very liberally in favour of the student. During this session I have successfully represented the cases of many Indian students in various departments.

2. I think it is desirable to have a more definite and uniform standard of qualification. The help of the Universities Bureau might be asked for in this direction.

3. There are three periods in a student's life when I should advise him to proceed abroad—

(i.) At an age below the adolescent period when he would join a school.

(ii.) After passing the intermediate examination of an Indian University only in the case of an exceptionally brilliant student.

(iii.) After graduation.

Of these the third stage seems to be the most desirable.

4. The present facilities for postgraduate training in this country seem to be sufficient.

5. The establishing of hostels for Indian students does not seem desirable. Although such hostels would provide certain comforts that are not at present available they would have the tendency of keeping the students too much together. Hostels for temporary residence may be provided only in London, which will act as a clearing house for new-comers and as a common meeting place in town for all. It should be under the control of a non-official representative body. The formation of clubs exclusively for Indian students should not be encouraged, and where such clubs have been started they should be influenced to throw their doors open to people of all nationalities.

In order to meet the social needs of foreign students, some of the students in this University have formed themselves into a committee, recognised by the University Union. The members are chosen from those who are interested and willing to make friends with foreign students. Their object is to help foreign students in taking advantage of all the social activities in the University, and in some instances outside as well. The committee has done good work since its inception before the war.

In order to meet the special needs of the Indian students in this direction, a good deal can be done by the co-operation of the Indians permanently resident in this country and a few of the senior students. My own efforts have met with some success. I have approached a good many of the permanent residents in different parts of the country and most of these are willing to help.

6. The present organisation for the assistance of Indian students seems inadequate and defective. It suffers from lack of cohesion and want of sympathy. Its machinery is cumbrous. It also fails to achieve its object because of its peculiar constitution, which has aroused a certain amount of suspicion, perhaps unjust, in the minds of many. I have not heard even one, including the Government scholars who are directly controlled by the present Advisory Board, praising the present system. In most cases their grievance is vague and in some cases definite. In the case of the Government scholars, the complaint seems to be that the present board is above criticism, there being no higher "court" of appeal.

I do not agree with the principle of having local advisers appointed from outside. An Indian student needs advice on two broad lines: one regarding his academic work and the other concerning his private life. As regards the former, the University professors are the best advisers, and they are always willing to help, and as for the latter the students naturally seek advice from amongst themselves. In my own case, I have followed the same principle both as a student and in my present capacity.

7. The methods would vary according to circumstances. In the past some Indian students have been successful in this direction either through private influence or by payment of a premium. The Advisory Board may help in keeping a list of names of firms that are willing to take apprentices on payment of a premium.

8. Firms, both here and in India, who tender for Government contracts might be induced to take in Indians as apprentices, and the same method might be adopted in the case of the Indian railways.

9. Lodging accommodation is adequate in Leeds, and the system of organised holidays does not seem to find much support from Indian students.

10 and 11. It is certainly desirable to make the Indian students acquainted with the different activities in this country, but it should be left to voluntary organisations amongst the Indian students themselves.

Proposed Scheme—

The Advisory Board in this country may consist of two principal officers appointed by the Government of India and several honorary members elected from the different educational centres. One of the principal officers will be expected to travel periodically to the different places so as to be in constant touch with the Indian students. The present system of appointing official advisers at some of the institutions has not produced the desired result. I think it is because they have so far been recruited from a class of people who have not lived the life of the Indian students in this country. Students who have been in the country for some time do not as a rule need the services of an adviser, and freshmen can only be profitably advised by one who has had experience of their needs and can heartily sympathise with them. In the case of the former they usually go to one of the senior men and not to the official adviser. The present defects could, in my opinion, be remedied by the following scheme. At each centre where there are ten or more students they will elect one from amongst the senior students who will give his services voluntarily as their adviser and representative in the central body. Each member shall retain office for one session, but may be eligible for re-election. These members and the two principal officers will meet in London for a specified number of times in the year for the discussion of general policy, criticism of the work done, and co-ordination between the various centres. They will also help in collecting up-to-date information about the institutions in this country; the information collected in this way could then be issued in the form of an annual calendar and distributed to all the colleges in India. The travelling expenses of the elected members should be borne by the Government, and also a small grant should be made to each member to defray stationery and postal charges incidental to the exercise of his function.

At each centre the members will make arrangements for meeting new-comers and help them in finding suitable accommodation and in various other ways, when asked to do so. He will also furnish information to the central authority in London when requested.

He may also help an individual student in securing admission to an institution by representing his case to the proper authorities.

The permanent officials of the Board in London should act only in the capacity of advisers and not as an intermediary between the students and the institution. Complaints have been made about the present practice which consists in receiving applications from students and forwarding them on to various institutions, according to the discretion of the adviser. In several cases applications have gone astray or serious delay in their transmission has caused unnecessary annoyance to many. In my opinion, a better method would be to provide the enquiring student with all necessary infor-

mation and request him to send his application direct to the institution he chooses.

The Advisory Committees in India also need some modification and improvement. Although these Committees have been in existence some time, students do not seem to be able to secure adequate information before leaving India. Improvement might be effected by decentralisation; the principal of each college being asked to undertake this task for the benefit of his own students.

I have discussed this scheme with my fellow-countrymen here, who have received it with approval as far as the general principles are concerned.

There might be certain difficulties at the initial stages of such a scheme, but there are certain features to recommend it. It will unite all the Indian students in this country. It will remove the suspicion, though unjust, which now exists in the minds of many regarding the activities of the present Advisory Board. It will teach the Indian students in a practical way the value of self-help and co-operation.

In answer to questions, he stated that he acted at the University as local Adviser to Indian students, though there actually was no such appointment. Many wrote to him direct from India, having obtained his name from the University calendar and recognising him to be a fellow-countryman. They gave details of their qualifications, &c., and he sent in reply all the information that he could. He gave them all instructions about obtaining hotel accommodation on their arrival in this country, and when they reached Leeds he helped them to secure lodgings. As regards their courses of study, he arranged for them to see the heads of the various departments, so that they could discuss that question with them. During the years spent at the University they constantly referred to him for general advice and instruction. They needed different treatment from the English undergraduates because they were ignorant of everyday things, such as the clothes required here, financial points, how to spend their leisure time, &c. They came to him when they required special coaching, which he arranged for them, and he advised them how and where to spend the vacations. A local adviser of some kind was certainly needed, but the success and effect of such an appointment depended entirely on the personality of the man chosen.

He thought that, while it was advantageous to have a member of the University staff as adviser, a senior Indian student might fill the position successfully, in an honorary capacity. On it being pointed out that the existence of such a student would be unknown to prospective students in India when they wanted to write for information about the University, the witness suggested that all questions from students in India should be answered by a central body in London, and that, on arrival in this country, a senior student elected by his fellows at each University could be applied to. In many cases the students themselves would prefer such an arrangement, as they often were diffident of approaching a member of the staff when they were in need of help or advice. These senior students should go to London periodically to meet their co-workers from the other Universities.

He held that all Advisory Committees in India should be abolished. On it being pointed out that not only did Indian students want information about the English Universities, but that the authorities at those Universities wanted to be able to obtain fuller information about the students than they had at present, and that Advisory Committees could be very helpful in this respect, the witness suggested that co-operation with the Universities Bureau might meet the case. When reminded that the Bureau was in England and could not therefore furnish information which was obtainable only in India, he suggested that the Universities in this country must be in constant communication with the Universities in India, and ought to be able to get the information needed from them. He agreed, however, that a central body in India composed of representatives from the Indian Universities and of men who had been at English Universities, and so were conversant with the educational standards of the latter, would be very valuable. Students might get information about courses in England from their own Universities or some member of the staff of those Universities specially appointed for that purpose. For advising students about existing conditions in England, however, he considered that the principals of the various colleges in India would be the most suitable persons. On the staff of all Indian Universities there were men who had been educated in this country and so had a knowledge of the standards, courses, &c.

If there were to be a central organisation in India, it should be more a bureau of information than an advisory body.

On it being pointed out that, if the suggestion to appoint a senior student at each University to act as adviser were adopted the information obtainable in India would be even more defective than it was at present, the witness replied that, in his opinion, a man who had been at Leeds, for example, for a few years knew all there was to be known about the various courses there, and so could give students in India all the information they wanted in this direction.

Speaking of the Indian Students' Department, the witness stated that very few students made use of it, as it was regarded with very great distrust on account of its being a Government organisation. If faith in it were to be created, it would have to be modified a great deal. He personally suggested that, as a first step, the higher officials in the Department should be Indians. Very few of the students with whom he had come in contact had been to the Department, and those who had complained that they were unable to obtain any information of value from it.

As regards financial guardianship, he said that he often exercised indirect influence, but had never actually been appointed as guardian to a student, and had refused to exercise such guardianship when requested. There had been little financial trouble with Indian students at Leeds. In one case a man had run through £400 in three months, but as he had a further £500 on deposit in a bank, and it had been possible to get an advance on the security of it, the case had not been really serious. The same student was sued for debt in the county court a little while after.

He did not consider it necessary to have Advisory Committees in India to act as intermediaries between a student and his family, or to deal with difficulties resulting from the death of students in this country. All such work could and would be done by individuals—no organisation was necessary.

A few students came to England with sufficient funds to last them a year of two, but most came with enough for two or three months only. After that they received remittances from home fairly regularly.

He would not advise undergraduates, unless they were exceptionally brilliant, to come to this country for a University education. Coming at a later age they made greater progress and completed their course in a shorter time. It was quite correct to say that Indian undergraduates had to make good before they were accepted by the Englishmen as one of themselves. On the other hand, graduates were accepted immediately; the fact of their being graduates was quite sufficient guarantee. The principals of the Indian Universities should strongly advise undergraduates not to come to England; they were not intellectually fitted for the more advanced work here, and they were too young to benefit by living in a foreign country.

Among the special subjects for which, in his opinion, Indian students should come to this country were civics and social science.

He estimated that £250 was an average annual allowance for a student at Leeds. This was inclusive of everything (vacations, fees, &c.). As regards the health of Indian students at the University, he had found that in most cases the difference in climate was not felt too severely. There had been exceptions, of course, and in one instance a woman student had contracted tuberculosis. It seemed a general thing for Indian students at the beginning of their stay in England to suffer from one or more attacks of malaria.

SATURDAY, JUNE 25, 1921 (LEEDS).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. M. N. CHATTERJEE.
DR. S. K. DATTA.
MR. E. G. HOWARTH, *Secretary*.

PROFESSOR A. G. PERKIN, F.R.S., Professor of Colour Chemistry and Dyeing, was called and examined.

He handed in the following memorandum regarding the points being particularly investigated in the United Kingdom:—

"1. There has been no difficulty in regard to the admission of Indian students in my department, though in case of scarcity of bench space British students would have the preference. If, however, an Indian (or other) student cannot give evidence of scientific training up to the University intermediate examination, or is found to be deficient in this standard, he is required to gain that knowledge in the general University departments before coming to me.

2 and 3. In my opinion, it is best for Indian students to come to my department after they have graduated M.A. or B.Sc. in India in Science. If they come at intermediate (Indian) standard, they should then pass two or one and a-half years in the University Science schools before taking up Colour Chemistry and Dyeing. In no case should a student attempt to take my course who has not a marked bias for scientific subjects.

4. The facilities available for the higher and post-graduate training of Indian students at this University are excellent.

5. The establishment of hostels for Indian students at University centres to which they go in appreciable numbers is, in my opinion, very desirable. When they are in lodgings we are out of touch with them after hours, and there are obvious disadvantages to them of an isolated life of this character. Of the organisation at present existing for the assistance of Indian students studying in the United Kingdom I have no knowledge. An advisory centre to which they could first proceed on arrival in England would doubtless be of great advantage to them.

7 and 8. The question of attempting to provide practical training for Indian students studying in the United Kingdom is one bristling with difficulty. It should be clearly understood that, as a rule, it is practically impossible to obtain these facilities for British-born students trained as dyers and dyeing chemists, and such a knowledge can only be gained, and that slowly, by those who enter the service of a firm for a period of years under agreement. If, again, the factory happens to be of any dimensions, the young chemist is frequently only permitted access to one portion. To allow anyone to enter such dyeing or colour-making businesses merely for the sake of learning the processes therein carried out would, I take it, be regarded as out of the question, though it might be useful to approach firms tendering for Indian Government contracts to see if they could afford some help at least in this direction. Dye-making and dyeing firms, however, are, as a rule, among the most exclusive, and it may be that certain other trades would not be so difficult in this respect. It should be borne in mind that it is not only the employer but also the workman who has to be considered in this matter.

9. This is a general University matter, which hardly comes under my purview.

10. In my opinion, it is most desirable that Indian students should become better acquainted with the subjects mentioned in this section. I would suggest that a certain number of highly-educated Indian students be sent to England solely for this purpose and be retained in India subsequently for disseminating, at least in part, the knowledge thus acquired to their own countrymen.

11. This is again a matter for discussion with the general University authorities."

In answer to questions, he said that there were at present at Leeds two Indians students who had entered for the honours degree in Colour Chemistry and Dyeing, but they were as yet in the elementary stages of their course and would not join his classes until they were ready to specialise there. One of these possessed an Arts degree of an Indian University, but the second was not a graduate. It was as yet early to judge the quality of their work, but he thought they promised to be painstaking students.

Since 1905 there had been about six or seven Indian students in the department. One of them, who had come from the University of Calcutta, had taken the honours degree in Colour Chemistry and Dyeing.

No other University was so well equipped for the study of Colour Chemistry as Leeds. Manchester had a department devoted to the subject, but it was not on such an elaborate scale. In Scotland there were smaller Dyeing schools in connection with the Universities of Dundee and Glasgow; in America and France there were also one or two of these, whereas Germany possessed numerous technical colleges of this type. He thought that in these branches of Colour Chemistry and Dyeing the English schools held the first place.

English students obtained junior positions in works in order to gain practical experience, and became gradually fitter for posts of responsibility. He thought that in India there were well-equipped dye works where Indian students might be trained in the same way. The Science training given during the University course in Colour Chemistry and Dyeing was very advanced, and this was made as practical as possible, but additional factory training was essential before a student could hope to be capable of directing a works.

He thought that it would be very difficult for Indian students to get into English colour factories or dye works. English students themselves were only able to do so, and this in rare cases, if they had some influence behind them, which would hardly be possessed by Indians. He did not know whether a Government appeal would have much effect in inducing English dye-making or dyeing firms to admit Indian students into their factories, as the feeling of trade jealousy was strong, but he thought that it was worth while to try. He pointed out that the difficulty lay not only with the firms themselves, but also with their workmen, who were jealous of their knowledge and reluctant to instruct students. On this account there was no regular system of admitting apprentices into dye works.

As regards the entry of Indian students who had already graduated in science to his department for the coming session, 1921-22, he said that there would not be room, as the more advanced laboratories were full, though about a dozen Indian students who had reached the Intermediate Science stage could be admitted at once. In the near future there would, no doubt, be room for even a larger number. In former years the department had trained from twenty to thirty students annually, whereas at present there were 151 in residence. Twenty-five new students were being admitted next session.

Applications for entry to his department were made as a rule by Indian students themselves. A personal interview was, however, required before admission could be granted unless a *bonâ fide* certificate of good chemical knowledge was forthcoming by post. A certificate of character was also required by the University.

He thought that although the colour-making industry was perhaps the most jealously guarded of the two, there was much secrecy also attached to the operations in dye works. Asked whether one of his best Indian students was capable of initiating industry after leaving the

University, he said that he would be able to do so could he have a few years' training in a dye works.

He thought that at present if the Indian people desired to have dye works for themselves, their best policy would be to get the factories built and started by an English dye machinery firm, who would no doubt be able to supply an English temporary director. It could then be handed over to an Indian successor when things were running smoothly and when there had been time to train Indians for the work. He thought that if the Government were to start a works a student of the type referred to above would be capable of carrying them on. He felt it a pity that this element had been appointed to teach instead of inaugurating practical manufacturing work.

He said that the facilities that were offered to foreign students by the German dye manufacturers were in the nature of trade missionising. They were never admitted to the really important parts of the factory, and would most probably be employed in the department engaged in dyeing pattern cards. Two or three of the English students at Leeds were going to such a works in Switzerland this summer. Apparently English firms did not show the same attitude towards Indian students as the German and Swiss firms towards foreigners. So far as he knew, no Indians had as yet been admitted in this way into English firms.

Indian students as a rule professed no desire to study the properties of the various natural Indian dyes, and therefore their training had been chiefly confined to the artificial colouring matters. He himself was an expert upon natural dyes, so that if Indians brought him such materials of good quality he would be glad to give them instruction as to their application to fabrics. As a rule, however, the methods that would be used in India and in England were the same, so that an Indian student got the necessary instruction in the ordinary course of study in his department.

The use of natural dyes in India, which had been mainly a home industry, was rapidly disappearing owing to the employment of artificial colouring matters. A Leeds graduate who had been sent by Government to foster this home industry had indeed unfortunately persuaded the dyers to abandon the natural dyes and employ the artificial material. A marked decay of the home industry had taken place, and there had been a great deterioration in quality of the goods supplied from that source.

As a remedy, the witness suggested that Government scholars, preferably Science graduates, should be sent to Leeds and earmarked for the special study of Indian natural dyes. When their training was complete, these could return to India with the object of reorganising the home dyeing industries.

He thought that as a whole Indian students coming to him were not adequately prepared in the fundamentals of science. They showed a lack of appreciation of its necessity. As regards their mentality, they exhibited a lack of originality, for although they could carry on work as a rule quite well under guidance, he did not find them capable of mapping out new work for themselves. He thought that this was perhaps inherent in the Oriental character as regards Science, for he had remarked the same characteristic in other students from Eastern countries.

No Commercial training was embodied in the Colour Chemistry and Dyeing courses, but if students wished they could get some training in this respect in the Commercial Faculty of the Leeds University.

Postgraduate work in the Colour Chemistry and Dyeing department at Leeds would be most useful for those desiring to enter the Indian Government Chemical Research Service.

The study of the properties of artificial dyes was much more important than the study of natural dyes, as the latter were now only employed to a limited extent.

He knew of an Indian dye works at Bombay and another at Madras both of which would, he thought, be good training grounds for students. There was no Indian student at present engaged, so far as he was aware, at the Madras works.

He thought that the advantages offered by the Leeds University in respect of the study of Colour Chemistry and Dyeing were well known in India. The University calendars and a special prospectus of the Colour Chemistry department were supplied to all the Indian Universities in cases where they asked for them. The reason that more Indian students went to the Dyeing department at the Manchester Technical College than came to Leeds was because Manchester was the centre of the cotton industry whereas at Leeds and in the district woollen goods were mainly manufactured. He thought that a central bureau of information for Indian students in this country would be of service.

PROFESSOR J. B. COHEN, B.Sc., Ph.D., Professor of Organic Chemistry, was called and examined.

He said that at present there were very few Indian students in his department: two men who were taking Colour Chemistry were doing the elementary part of their course with him, but they would not go on to do the higher branches of Pure Chemistry.

As regards the general abilities of these two students, he said that they promised to be quite good students, though they were neither of them brilliant. They both showed a keen desire to get on and to achieve the diploma or degree certificate. He thought that Indian students as a whole were not sufficiently well-grounded in Pure Chemistry; as a rule, they were not quite up to the entrance standard for the degree course usual at Leeds; this might be due to national characteristics, but, in his own opinion, it should be attributed to the Indian educational tradition, which seemed to be rather to memorise than to think; this tended to a want of originality and imagination; there seemed to be an inherited tradition to learn by rote.

There had been a few exceptions to this rule, but not very many. Mr. Dutt, for example, had come as a post-graduate student from Calcutta, and had taken the M.Sc. degree at Leeds University. He was at present on the teaching staff of the University, and filling the post in a very capable manner; he did not think that the work that he did among Indian students in any way impeded him in the carrying out of his duties on the staff; he was of inestimable value to the Indian students, and the witness thought that his position on the staff was undoubtedly a great help in this respect.

He thought that Indian students should not come to this country until they were well prepared to benefit by the degree course. He did not approve of their coming as schoolboys, as this tended to Anglicise them too much, and they might wish to settle in this country, where they liked the life, instead of going back to India. Although he would be ready to accept Indian students who had passed the intermediate examination in India, he would prefer graduates.

He personally had nothing to do with the admission of students; that was done by the University, and he knew nothing of the students until they presented themselves to him on the first day of the session.

Great difficulty was experienced in determining the equivalence of examination standards between India and this country, and frequently a person who had matriculated in India was found to be considerably below the standard required for beginning the degree course.

It was suggested that the Indian student's lack of grasp of the fundamentals of Science might be due to the fact that from the very first he had been taught his Science in a foreign language, and that therefore it was invested with an atmosphere of unreality. The witness agreed that this might be so. He added, however, that there was another aspect of this question. The Indian student, having learnt all his Science through the medium of English was in a far more advantageous position than, for example, the Chinese students, who, when coming to this country, had the greatest difficulty in making themselves understood or understanding what was said to them: yet they usually did very well.

He said that he was much interested in the social life of Oriental and, generally, of foreign students, and

thought that still more ought to be done by the professors of the University than was at present the case in introducing them to English home life. Personally, he had made it a practice to invite such students to his home, and he felt that great advantages had accrued to both sides from this intercourse.

There had at one time been a system in existence whereby all the foreign students were allocated to various professors, who "fathered" them. This had been dropped of recent years, and he thought that it was a pity. He had suggested its resuscitation, but all that had been achieved in the matter was that a list of all the foreign students had been prepared and was handed to each member of the University staff at the beginning of the term, so that they could take any steps that they wished in inviting the students to their homes or in any other way extending their friendship to them. Speaking from his own experience, he said that he had found Indian students very well-mannered, easy to entertain, and most grateful for any kindness shown to them. He thought that they were quite popular with the English students, and that there was no tendency towards segregation, although he had noticed some signs of aggregation. They took part in the University games and societies, and no distinction was made between European and Asiatic. He did not think that Indian students were much interested in philanthropic movements in this country.

There was a large working-men's club attached to the University. He remembered that some years ago a few Indian students had been there and talked to the men, and had been well received by them.

He thought that there was a distinct tendency on the part of Indians, more especially in the medical profession, to settle in this country. They were treated on a footing of equality here, whereas in India they were looked upon as inferior to the white man. There was also a greater liberty of action and thought in this country than in India.

Of about twenty Indian students who had passed through his hands he had only had reason to complain of two. He felt this to be a satisfactory record.

He thought that it was valuable from the students' point of view to have an Indian on the staff, such as Mr. Dutt, but he did not think that it would be very easy to continue this practice, as he might wish to return to his own country: Mr. Dutt himself, he believed, was anxious to return. He did not think that the Indians who were settling down in this country could fulfil the post of Adviser to Indian students so well as it was filled by Mr. Dutt, because, apart from his personal qualifications, it was a distinct advantage that he was on the staff, and therefore intimately associated with the University authorities and familiar with details of procedure.

In reply to a question as to his own investigations, the witness said that he was engaged at the moment on some private research, connected with the study of the physiological properties of organic substances, in collaboration with Dr. Browning, Professor of Pathology at Glasgow, who had made certain discoveries during the war on the nature of the antiseptic properties of certain organic substances when applied to suppurating wounds.

At a general meeting of the University Union last session a special committee was formed whose duty it was to look after overseas students and who arranged an enquiry bureau for them, so that they could at once avail themselves of the help that it offered. This committee extended its interest to all foreign students. If Mr. Dutt should leave Leeds his voluntary duties towards his fellow-countrymen might in some way be carried out by this special committeee of the Union, whose duty it was to look after foreign students.

He was willing to suggest to this committee of the Union that it should take some steps to introduce Indian students to the various philanthropic movements that were on foot in this country. He thought that possibly arrangements might be made in this respect without great difficulty.

MONDAY, JUNE 27, 1921 (EDINBURGH).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MISS L. M. BROOKS.

MR. E. G. HOWARTH,
MR. R. E. FIELD, *Secretaries.*

SIR J. ALFRED EWING, K.C.B., M.A., D.Sc., LL.D., Principal and Vice-Chancellor of the University, was called and examined.

He said that the Committee were welcome at Edinburgh and that he was very glad the subject of Indian students in general had been taken up, as the University authorities were acutely aware of the importance and difficulty of the question. There were usually about 200 Indian students in the University who spent anything from three to five years there. A stream of intelligent, eager, enterprising and usually well-equipped young Indians came to Edinburgh, and this should be the opportunity for allowing them to see something of English civilisation. But for the most part they saw only the surface and perhaps some of the more objectionable features, and in consequence they often returned to their own country more disaffected than when they came.

As a rule the Indian students made good use of their academic opportunities, and there were not many complaints as to their conduct; their work was done well and industriously in most cases; but their character was not affected as it might be by residence in a British city. To a great extent this arose from their own attitude of suspicion; they did not want anything done for them which might be suspected of differentiating them from other undergraduates. It was a characteristic of the Scottish University system that the undergraduates had a great deal of freedom; the authorities did not attempt to control their lives outside the classrooms and laboratories. There was no residential system, and such hostels as existed were run as a private enterprise, and were practically self-governed by a students' Committee. There was nothing approaching the proctorial system of Oxford or Cambridge. The University authorities had no means of knowing in what way a student spent his leisure time, except in the rare cases when it was forcibly brought before their notice by the police.

There were no licensed lodgings in Edinburgh. A scheme of licensed lodgings had been suggested, but, owing to the shortage of every kind of lodging, it was out of the question to introduce at present any effective selection.

The number of matriculated students in the University during the current session was over 4,800; in 1920 it was 4,643.

More perhaps than any other British University, Edinburgh drew students from all parts of the Empire. The Medical School at Edinburgh had a very good reputation, and the largest number of Indian students used to come to take that degree. Now, however, there were more taking Science. He gave the following figures in confirmation of this:—

In 1912, out of a total of 229 Indian students—
101 had taken Medicine, 61 Arts, 62 Science, 4 Law, 1 Divinity.

In the present year, out of 176 Indian students—
62 were taking Medicine, 38 Arts, 74 Science, 2 Law.

The following might be quoted as representative pre-war figures :—

In 1912 there had been 229 Indian students.
In 1913 ,, ,, ,, 222 ,, ,,
In 1914 ,, ,, ,, 180 ,, ,,

After 1914 the numbers decreased :—

In 1915 there were 147; in 1916, 136; in 1917, 134; in 1918, 105; in 1919, 88; in 1920, 153; in 1921, 176.

Since the Armistice the numbers had been increasing, and would probably again reach or exceed the pre-war figures.

The freedom of undergraduate life in the Scottish Universities was certainly a factor in attracting Indian students. The lesser number at present in Edinburgh (as contrasted with pre-war times) was partly due to the difficulty in obtaining passages, and partly to the overcrowded state of the University which had made it necessary to limit the entry.

Most Indians wrote direct to the authorities and did not come through any official gate or organisation. Indian students valued their independence above all things and fiercely resented any attempt at restriction or control. This made it difficult for the authorities to make any special provision for them, as they at once jumped to the conclusion that they were having different treatment from that given to British undergraduates.

About eighteen months ago a Y.M.C.A. hostel for Indian students had been set up in Edinburgh. The original numbers had been about twenty, but they now had reached thirty-eight. It was run by Mr. Shoran Singha, who was doing excellent work in this connection. Some Indians hesitated to come into this hostel, however, on the supposed ground that it would restrict their freedom. Further evidence about the hostel would be given by later witnesses.

There was an Indian Association in Edinburgh—a club for students in which debates were held. It was sometimes spoken of as a hot-bed of sedition; what grounds there might be for that he could not say. Its members were helpful, however, to Indian students arriving here who knew nothing of the conditions of life in Edinburgh. Students sometimes arrived without any preparation whatsoever, having made no application for admission, and members of the Association had looked after them and helped them to find quarters.

The Local Adviser at Edinburgh was appointed by the India Office. He dealt mainly—almost wholly—only with students who had come under the ægis of the Government. Few, if any, of the others seemed to apply to him for advice, though the fact of his having been Adjutant to the O.T.C. during the war gave him a certain amount of standing and influence among the undergraduates in the University.

The witness considered that Indian students at the University were faced with two main difficulties :—

1. The question of health. Some could not stand the severe northern climate and fell victims to tuberculosis and sometimes to nervous disorders bordering on insanity.
2. They had an immense appetite for degrees. Many tried to take courses for two degrees simultaneously and a very small percentage of them were really fitted to do so. Mostly, they were hampered by general unpreparedness and an insufficient knowledge of English. It would, of course, be very difficult for the University to impose any regulations definitely forbidding this, as that would immediately be resented as a form of control binding Indian students only.

As regards qualifications for admission, the witness said that some time ago an Indian matriculation examination was accepted, but now the authorities required the Intermediate examination of an Indian University, and an additional examination had to be taken here to prove that the student had a good working knowledge of English. This was in no way an examination in literary English. These two qualifications were accepted as equivalent to the Edinburgh Preliminary Examination. Indian degrees obtained certain exemptions, but the extent of those exemptions depended on the type and quality of the degree. Certificates of good character were not required.

Since the war they had found it necessary to limit the number of Indian students in the Faculty of Medicine on account of the limited clinical facilities and laboratory accommodation. The admissions had been cut down a year ago in Medicine and also in Science by a regulation of the Senate, but even now the numbers were abnormally high.

In Edinburgh there were also the Royal Colleges of Surgeons and Physicians, and a certain number of students prepared for medical qualifying licences which could be obtained outside the University. As regards postgraduate work, there were some Indian students preparing for the fellowship degree of these colleges (F.R.C.S.E. or F.R.C.P.E.).

As regards the difficulty resulting from the admission of Indian students who applied in person after having been informed by the students that all vacancies were filled, the witness said that it was difficult for Universities to know whether all the students who had been promised admission would turn up, and in this way they sometimes had vacancies at the last minute. For instance, a year ago the Deans of the Faculties had announced publicly that no more students could be taken in the Faculties of Medicine or Science owing to overcrowding, but at the beginning of the session a certain number of men fell out with the result that these vacancies were given to students who applied very late. There was no fixed preliminary date for the closing of the University books.

He thought that a Local Adviser was certainly needed by Indian students coming to the University. They needed advice as to the courses they should take, &c. But at Edinburgh Dr. Mackenzie was only recognised and consulted by Government students, though, of course, he was there to help all of them if only they would approach him. There was a University Director of Studies in each faculty, to advise students about their work, but when a person took subjects in two faculties there was no one to co-ordinate and advise.

Indian students came to Edinburgh at about the same age as at Oxford or Cambridge; previously, they had come earlier. 18 or 19 was now a usual age for admission. He thought that the only method of getting Indian students into touch with the better side of English civilisation was for them to get introductions to good families in Edinburgh. At present, there was only a very limited number of people who received them; people were naturally chary of throwing open their houses to men of whose antecedents and character they were entirely ignorant. The International Club, to which all foreigners were invited, and the Indian hostel, where social evenings were held, did a certain amount of good work in this direction.

It seemed to him to be a question for the Committee to decide whether Indian applicants should come through an official gate or not. The present arrangement of direct application on their part had proved satisfactory enough so far as the University was concerned, and he was sure that any method organised and carried out by an official body would be strongly resented by the Indians themselves. Of course, it would be a good thing if the percentage of physically and intellectually inferior students could be reduced; he thought this might be achieved by means of more definite recommendations from the Indian Universities. Such recommendations would probably be recognised by the students themselves as inoffensive.

Questioned as to the Students' Representative Council, he stated that this had been set up by a statute relating to the Scottish Universities. It acted as an intermediary between the University authorities and the students.

It was stated that the present Committee would make investigations in India as to the best way in which the question of selection might be handled, and the witness said that the authorities would welcome such investigations.

As regards the exclusion of Indians from the O.T.C. at Edinburgh, he was not aware on what grounds the Army Council had made such a regulation; he could not say whether, in the event of it being rescinded, the British officers and members of the Corps would object to Indians joining.

Questioned as to the diploma in Actuarial Mathematics, he stated that it was a new feature at Edinburgh University, and had only been instituted quite recently. There was also a postgraduate course in Public Health, for which a diploma was granted. Tropical Medicine was included in the Medical Faculty.

Two or three Indian women students were reading for their degree at Edinburgh, and about six were taking the postgraduate course for the Fellowship of the Royal Colleges. There was no difficulty about their gaining admission to the University now, though in the past women had not been able to enter the Medical Faculty.

In his opinion the best plan for an Indian student was to live with a good family. Unfortunately, very few Indians were able to get into such families, and the next best thing was a hostel. Those who had to live in lodgings could gain no idea of English life. At present Indian students were not able to gain admission to the hostels in Edinburgh because of the lack of room; they could only take a trifling fraction of the undergraduates, and there was a very great demand on their space.

As regards racial prejudices, there were, of course, some individual cases in which it had been shown, but on the whole there was nothing marked.

DR. J. E. MACKENZIE, D.Sc., Ph.D., Local Adviser to Indian Students in Edinburgh, was called and examined.

He handed in a written statement which is printed below.

He stated that he had been appointed by the India Office with the sanction of the University authorities, who were previously asked if his appointment would be agreeable to them. He received from the Government a remuneration of £150 per annum for salary and expenses; this was a fixed sum and did not vary in relation to the numbers under his charge. A certain number of students were placed under his guardianship by their parents or guardians in India. As guardian he had charge of the students' finances, and administered the money sent to him on their behalf; he visited them and gave advice about their studies, examinations, &c., and on any matter about which they were in difficulty. A number of students who were not wards also came to him for advice. The Students' Department in London sent him the names of men whom they knew were coming to Edinburgh, and he then did all he could to assist them generally.

He became Local Adviser in October 1920, and since then about thirty or forty students had established a personal relationship with him. At present he had nine students under his direct guardianship, at the request of their parents. He had sometimes received through the Students' Department enquiries from parents in India as to their sons' conduct, money affairs, &c., and he had sent in reply all the information he could obtain about them. These answers were sent to the Students' Department and forwarded to India by them. He had never been asked any questions by the India Office or anyone else as to the political views of a student, and he never volunteered such information.

He was aware that Indian students as a whole distrusted the Students' Department in the belief that it was a Government agency for spying upon them. Several had told him quite frankly that he was suspected of being a Government agent, and this idea was prevalent among the Indian students.

In spite of this he held strongly that it was essential to have a Local Adviser so long as no supervision was exercised by the University authorities outside the University walls. Indian students needed someone who took a personal interest in their life while in Edinburgh; and parents needed someone to whom they could apply for reliable information about their sons. Control over the students had to be very light so that they themselves were almost unconscious of it, otherwise they would resent it. In the case of Indian students not under his guardianship who were not leading a good life, he had sometimes written to their parents in response to enquiries from them and suggested that they should be recalled to India. Unless the parents sought his advice it was very difficult for him to take any action in such cases, as the students would resent any interference on his part. In the case of British students a special Adviser was not so necessary, as they went home during the vacations and their parents were thus able to exercise control if they were not doing well. Nevertheless, he was of opinion that it would be a good thing if there were someone at the University to whom parents, not only of Indians, but of all undergraduates, could apply for information about them, and who would exercise supervision over them when asked to do so.

Indian students were inclined to keep away from the Local Adviser because they felt that in applying to him they were placing themselves on a different footing from the other undergraduates. They preferred to go to their Professors for advice about their studies, and so did not give the Local Adviser a chance of giving them such help.

His position in the University was that of Lecturer in Chemistry.

He considered it probable that more Indian students would seek his assistance if he were a University rather than a Government official.

During the war he had held the position of Adjutant to the Edinburgh University O.T.C. He knew of six or seven Indians who had been anxious to join the corps, but they had been prevented from doing so by an Army Council regulation. In or about 1907 three or four Indians had been admitted to the University battery. One of these had proved very satisfactory, but two or three others had not turned out well, and in consequence they had all been requested to resign. He thought that if the regulations were changed to permit Indians to join there would be a certain amount of opposition to their doing so among the other members of the corps. There was a large number of colonials at the University at present, and they would object unless the Indian element was confined to one separate unit or platoon.

On it being pointed out that the suggestion of a separate Indian platoon was most strongly resented by the Indian students, as it placed them on a different footing to the other undergraduates, the witness said that before the war there had been a South African section of the battery and a colonial section in the infantry, and that, in the event of the existing army regulation being withdrawn, he thought the case of the Indians should be dealt with in the same way to begin with. If the Indian platoon or section did well and won the respect of the other sections of the corps all opposition to their free admission would disappear.

Questioned as to whether the admission of Indians to the corps would affect recruiting, he stated that in October last, when the question was under discussion, a number of British and colonial undergraduates had expressed their determination to leave the corps if Indians were admitted. The questions of the O.T.C. and of athletics were not analogous; it was true that the other undergraduates played cricket with the Indians, but it must be remembered that the latter had their own separate team and that the Scottish students played against them, not as members of the same team. Under present conditions he thought that, even if only the most carefully selected Indians were admitted to the corps, there would still be trouble. Applicants for admission had to be interviewed by the O.C. or one of the other officers of the corps, and he did not think that any of them would like to take the responsibility of admitting Indians when it might mean the breaking up of their unit.

It was pointed out that Indians were admitted to the school O.T.C., but the witness replied that the admission of boys who were being brought up and educated in this country was quite a different matter from admitting older men who for the most part had little or no knowledge of British ways and customs.

He had frequently been asked by the Students' Department, at the instigation of parents, to arrange accommodation for Indian students coming to Edinburgh. In many cases the students had never approached him on arrival, and this was a difficulty in dealing with them.

There was a feeling very prevalent among the University authorities that the greater part of an Indian's education should be carried on in his own

fully equipped to go through the B.Sc. course here. The B.Ag. or the L.Ag. of India was higher than the Edinburgh B.Sc.

The witness had been through the two and a half years' certificate course at Madras College, and had been the medallist for his year; he was 23 years of age; he had not yet decided what he was going to take up, but he thought of going to Denmark to study agricultural co-operation.

When he had come to Edinburgh the work of his two years' course at the Madras Agricultural College had been recognised, but he had had to matriculate here, no exemption from any examinations here had been granted, and he had repeated all his first year Preliminary Science. No exemption was given on account of his having passed the Indian Agricultural course. He thought that exemption from examination rather than from classes was needed.

Most of the students in the Indian agricultural colleges were trained as farm managers, &c. About 20 *per cent.* of them went on to their own farms; men who had taken the certificate course would probably get appointments in the subordinate (Government) service.

STATEMENT BY MR. C. B. SAMUEL.

The reasons which at present induce Indian students to proceed to other countries :—

(*a.*) The inadequacy of the Agricultural Colleges to take in more students. The Madras College of Agriculture annually takes in forty-three to forty-six students, of whom some are trained for the Certificate Course, while the others for the Licentiate of Agriculture diploma.

The total number of applicants for admission in 1917 were more than 200; 1918 about 250; 1919 more than 250. Thus, as is evident from the number of desiring students and the total number admitted, there is only scope for 25 per cent.

There is no chance for one province student to try in another, as each province is feeling the same difficulty owing to the demand of agricultural men, but the pressure on the Agricultural Colleges in other provinces is not felt to such a great extent as in Madras, because Agricultural Colleges there have been affiliated to the University.

The above statement applies especially to the Madras College of Agriculture, viz., the college is a Government institution and grants certificates and diplomas quite independently of the existing Madras University. This state of affairs makes the diploma and certificate holders to be of a lower status than the University degree holder. Consequently, the Madras student has to go to another province (if he is permitted) or to another country to obtain a University degree. Thus it is essential to affiliate the colleges which grant certificates and diplomas to Universities, so that the value of the training may be equalised.

There should be no difficulty in affiliating those colleges which grant diplomas to the University, since the standard of teaching and the courses taught are similar to those in which the degrees are granted, and even better.

Advantages of the Affiliation.

(*a.*) This will tend to equalise the graduates of the various provinces and give them equal status.

(*b.*) This will help to popularise the branch and will draw a better class of students (a complaint which the Madras College always gets).

(*c.*) This will help the various Universities in India to produce graduates of the same standard, and, by gradually raising the standard, these Indian degrees can be brought to the level of the Western countries (if any courses are wanting).

The next difficulty regarding the colleges is the limited accommodation. This difficulty has been gradually increasing in almost all the provinces, due to intensive and scientific agricultural practice which ryots are taking up. The demand for agricultural students apart from that of the Government is extending to big landowners and estates. There is a necessity for two kinds of agricultural men, viz., the B.Sc. degree holders and the certificate holders, and the best means of bringing about both the affiliation as well as giving a general course to sons of farmers is as follows :—

(*a.*) In the Madras University in the Intermediate there are three groups, of which the 1 and 2 group men are eligible for the B.Sc. in Agriculture. Thus, students of groups 1 and 2 of the Intermediate have either the choice to proceed to B.A. Arts or B.Sc. in Agriculture, both these degrees covering two years for completion.

Subjects for Intermediate :—

Group I, Mathematics, Physics, Chemistry.

Group II, Biology, Physics, Chemistry.

The present Licentiate of Agriculture course could be spread over a period of two years to constitute the B.Sc. degree.

Agriculture, 2 years; Agr. Botany, 1 year; Agr. Chemistry, 1 year; Agr. Entomology, ½ year; Agr. Mycology, ½ year; Agr. Veterinary, ½ year; Agr. Engineering, ½ year.

Farm work, three hours a day, twice weekly, extending for two years.

These are the graduation subjects for the B.Sc. degree. Of these there should be a first-year degree examination in—(*a*) Chemistry ; (*b*) Engineering ; (*c*) Mycology.

And in the second year—(*a*) Agriculture; (*b*) Botany; (*c*) Veterinary; (*d*) Entomology.

There should be no accumulation of subjects in the final year.

Certificate Course.

Any matriculated student is eligible for admission. Course extending over two years and is similar to the present Certificate Course, but the granting of the certificate should be done by the College Board or the Agricultural Board. The first five students may be taken into the B.Sc. curriculum.

The next difficulty is the limited accommodation. There are only two ways of bringing about a remedy :—

(*a.*) The extension and increase of rooms for students in Coimbotore and building more rooms for classes. This needs no special explanation.

(*b.*) The other way would be to utilise the present Agricultural Colleges for the B.Sc. classes only and have Agricultural schools in the presidency.

These schools could be cheaply built near the present demonstration farms at—

(*a.*) Anakapali; (*b*) Palur (S. Arcot); (*c*) Taliparamba (W. coast), where mixed farming is possible.

(*b.*) The Certificate Course could be taught at these stations.

(*c.*) As no laboratory work is done in this course, the school will not be expensive; and as there are no extraordinary advantages in having residential hostels the schools may be without hostels.

This distribution of Agriculture Schools will encourage ryots' sons for training, as the present training centre is not central to all parts of the presidency.

These schools could also be utilised for short farmers' courses; departmental heads of co-operative work; centres of district experiment stations.

The Agricultural Colleges at home are lacking behind in certain new courses which are taught here as well as on the Continent. This will always happen, unless the heads of the various departments in the different provinces meet occasionally and study the new problems of other countries. Some foreign Governments send one professor in each branch once in two years for a period of six months to learn any new problems, and I do not see why this should not be tried.

At present there are no facilities for research in India, nor is there any scope for working in a particular branch. There is no complaint about equipment nor the availability of material to work, but the teaching. Every province has an Agricultural College and experimental station and a number of experts and professors, the function of whom seems to be to produce a certain number of graduates and diplomates, and nothing beyond this. The individual professors and experts must be made to train up and aid students in research. The present scientific jealousy is very foolish and has

been the chief cause for the failure of research work. At present the expert himself wishes to carry out research and constructs certain experiments which he himself does, or in certain cases takes his subordinates to help him. This kind of work is good, but, apart from the expert's own research work, he should encourage the men under him to begin original research work and also give students ideas of research, thus showing the *modus operandi* and giving the responsibility of the experiment to them. This will give a greater degree of accuracy and care to be put into the experiment than is the case when working to the directions of a master. The success or failure achieved by young experimenters will give them greater impetus and initiative in the long run.

Every year the professors or experts must be made to take a small number of graduates annually and give them training. This must be strongly emphasised by by the Government.

Facilities for Higher Training.

If the various experts and various scientific heads properly introduced ideas of research work to the subordinates as well as to the students the rush here for higher training will be greatly reduced. But for some years to come India will have to send her men abroad.

At present no country is highly advanced in all the branches of agriculture, and such students should proceed to other countries where a particular branch of agriculture is specialised, as, for example :—

1. Denmark, Agricultural Co-operation;
2. Halle and Cornell Universities for Dairying;
3. Leipzig University for Agricultural Bacteriology;
4. Berlin and Halle Universities for Agricultural Chemistry;
5. Cornell and Munich Universities for Agricultural Plant Pathology.

A student who comes in here for research has to work with materials with which he has had no knowledge, and consequently it takes him some time to study the materials. This is especially the case with agrostological and genetical problems, not mentioning the agronomical problems which are not of application unless the materials are found in the country where the research is made. Consequently, any student working research here learns the technique, and his research is of no practicability to India, and before he could start his work he has to study the material, which takes him some time and brings very little value of the study he had had at home.

At present the rush is towards one country alone, viz., Britain alone for postgraduate work, which is due to the Indian Government not recognising the work done in foreign Universities, and, unless this recognition is done, Indians will always tend to crowd here to be only sent empty-handed. Certain Universities, such as those mentioned above, which are in pre-eminence in the branches mentioned above, must be recognised by the Government and their degrees held on the same level as British degrees.

As regards the existing conditions here for research, I may mention that every research institution is full, and, as conditions stand, admissions are very difficult. Not only are admissions difficult, but there are other factors as well which greatly hinder Indian students for research work.

MONDAY, JUNE 27, 1921 (EDINBURGH).

Present :

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

Five Indian students of the University, MR. G. A. KAMTAKAR (Engineering), MR. S. W. HARDIKAR, M.B., Ch.B. (Medical Research), MR. A. KRISHNAN TAMPI, Hon. Sec., Edinburgh Indian Association, MR. D. M. NURSOO, President, E.I.A., and MR. P. NATH KAUL (Barrister-at-Law), were called and examined.

They submitted the following statement of their views as representing the Edinburgh Indian Association :—

" We have been authorised by the Indian students in Edinburgh to draw up this memorandum embodying concisely their views for your information. In our evidence we shall, if necessary, individually try to elaborate the points in greater detail and to answer any other questions you may like to ask us.

We have come to this country to gain knowledge and experience, which we hope to use with benefit to our mother-country on our return there. To us our education here is not a mere personal concern, but is of great national importance.

There is at present a large influx of Indian students to this country, the need for which we greatly deplore. The reasons for this are not difficult to find, and ought to be speedily remedied by Government. We shall try to point out briefly a few of the glaring faults in the educational and other systems at home which directly or indirectly are responsible for our having to leave India for education abroad. There are very few University colleges and other recognised institutions in India to provide the necessary higher education. Not only is this the case regarding Medicine, Agriculture, Engineering, &c., but in such colleges as do exist at all the accommodation is very limited, and, what is worse, the standard of teaching is far below that in corresponding institutions in the United Kingdom. The latter is due to the fact that appointment to the various Chairs is made not upon the fundamental basis of selecting men especially qualified for scientific investigation and teaching of particular subjects, but the needs of education are subordinated to the administrative needs of a particular " service " to which the field of selection is arbitrarily limited. Further, teaching is very often not their only work, and they cannot therefore have the same interest in the institution that a British professor has in his. While this is the case as regards efficiency, their snobbish and overbearing attitude and manners toward their students are generally not conducive to the creation and preservation of a wholesome academic atmosphere.

Until this system is altered no improvement can be expected. It would not be too much to say that the adoption of the present Indian system by the British Universities would spell their ruin.

As regards technical education, we are sorry to have to impress on you the extremely meagre (and in some places none at all) facilities afforded to us to have efficient theoretical or practical training. Even after coming to this country we have to labour under enormous difficulties in securing practical training.

country. It was specially advocated that they should not come to Scotland at an early age. He had had several very good postgraduate students, and men of that kind were always welcomed at the University.

He could not give any definite figures as to how many of the 176 Indians now at Edinburgh were merely wasting time and money, as he had had only six months' experience of them. He knew, however, of twelve to whom this description would apply, and in all probability there were twenty or thirty. They did not trouble to attend classes and were generally idle; it was not the professor's duty to enforce attendance, though a certain number tried to find out the reasons for a student's frequent absence. In one or two cases he had received enquiries from parents or guardians as to a student's progress. They no doubt obtained his name and address through the Local Advisory Committee or the handbook published by the Students' Department.

As regards knowledge of English, he did not think the majority of Indians were deficient in this respect, but a certain number were, and were placed at a disadvantage in consequence.

He considered that the Y.M.C.A. hostel in Edinburgh had been a success and that, as Indian students experienced difficulty in obtaining lodging accommodation, there was a real need for such a hostel. The Indians now living there were very happy and preferred it to lodgings. If the hostel were enlarged he did not think there would be any difficulty about filling it. There would always be a number, of course, who preferred the independence of lodgings, and in the case of the older and more mature men it might even be advisable for them to live in rooms. In other cases he thought it better that they should live in hostels at Edinburgh; in a small place like St. Andrews, for example, where people were too well known for any bad conduct to pass unnoticed, it was less necessary. He thought on the whole that a hostel open to both Indian and Scottish students might be started.

The Forestry and Agriculture Departments at Edinburgh were strong and active, but, as conditions were entirely different in their own country, he was inclined to think that Indian students need not come to take these courses. Medicine was a good subject for them to study; Scots Law, being peculiar to Scotland, would be of no use to them, nor Arts in general. The course in Actuarial Mathematics had been started so recently that he could not express an opinion as to how far it would be suitable for Indian students. Edinburgh was a centre of insurance business, and, as that was fast becoming important in India, Indians might derive great benefit from the course.

As regards the University Advisers in the Faculties of Arts and Science, their functions were of a purely academic nature. A Scotch student would go to his professor for any advice and to the Matriculation Office for such things as a list of lodgings, &c. In the case of an Indian student he would go to his professor only rarely, but would probably prefer him to the Local Adviser because he would consider the latter in the light of an official appointed by the Government.

The question of obtaining practical technical training for students had hardly ever arisen in Edinburgh because, beyond paper-making, brewing and distilling, there were no important industries carried on in the immediate neighbourhood. One Indian student had recently asked him to try and get him an apprenticeship with a firm of chartered accountants, but the idea was a new one to Edinburgh firms and it was proving very hard to place him in an office. In accountancy, as in business, there were trade secrets which firms did not want to give away to students, British or Indian. Accountants wanted to keep accountancy more or less a close corporation.

There was a South African Union in Edinburgh connected with the University, but there was no special officer to act in the same capacity to South Africa as the Local Adviser to the Indians. He did not think there was any Egyptian institution.

Questioned as to the general finances of the Indians placed under his guardianship, he stated that he usually remitted to them about £15 per month. This did not have to cover such extra expenses as examination fees, &c. Lately the exchange had made the arrival of remittances from India rather irregular, and in consequence some students had got into debt. In urgent cases he had been able to negotiate loans from the Students' Department. The Government had no security on such loans, but it was understood that repayment would be made immediately the belated remittances arrived. This method had only been adopted quite recently; formerly he had had to apply to the Distressed Indian Students' Aid Committee in London. He knew of other students who were badly in debt, but Government assistance could only be obtained for those students who were wards. He estimated that £350 to £400 per annum would be a moderate allowance for a student at Edinburgh with the present abnormally high prices.

He had heard that the health of some students was not very satisfactory. Emergency cases would be taken to the infirmary, and students who had contracted tuberculosis would probably be taken to a sanatorium.

Memorandum by Dr. J. E. Mackenzie, Local Adviser for Indian Students, Edinburgh, on the points raised by the Committee on Indian Students.

Main Lines.

The chief reasons which at present induce Indian students to leave India for education or technical training seem to be the higher status of the University degrees of this country as compared with those of Indian Universities, and the higher status of some of the technical colleges here as compared with those in India. The status and emoluments of a graduate of a British University or the holder of a diploma of a British technical college are in general higher than those of a graduate or holder of a diploma of a corresponding Indian institution.

It is extremely difficult to say how far the experiment of sending Indian students to the United Kingdom has been justified by the experience of those who have been sent and the results that have been achieved. In Edinburgh there are and have been a considerable number of Indian students whose time and money have been wasted. On the other hand, there are many who have done good work and have entered Government or Municipal Services or Universities or other educational institutions.

United Kingdom.

1. The facilities available to Indians for admission as undergraduates or students at Edinburgh University are the same as those available to all other people.

2. It is considered desirable and practicable to have a definite uniform standard of qualification for admission to Scottish Universities. All instruction being given in English, it is important that the student should be able to express himself in this language, both in speech and in writing, and to understand the speech and writing of others, and even to think in English. The other subjects for Entrance Examinations and the standards required should be such as to provide the student with the necessary preliminary knowledge to enable him to pursue his studies with advantage.

3. It is considered that the following are the points at which it is most beneficial for Indian students to break off their education in India before proceeding to the United Kingdom :—

Science ...	After B.Sc.
Pure Science ...	
Engineering ...	After Intermediate Science.
Agriculture ...	
Forestry ...	
Law	After B.A.
Arts	
Medicine ...	After Intermediate Science.

The examinations referred to are those of Indian Universities.

4. See 1 above.

These facilities include training for the following degrees and diplomas :—

Ph.D., D.Phil., D.Lit., D.Sc., M.D., diplomas in Geography, in Actuarial Mathematics, in Forestry, in Tropical Medicine and Hygiene, in Psychiatry, in Public Health.

In addition there are postgraduate courses in Medicine in its various branches.

5. It is considered desirable that there should be hostels for Indian students at University centres. In Edinburgh practically all men students whose homes are not in Edinburgh live in lodgings. Within the University of Edinburgh there are no residential colleges or hostels for men students, though there are such for women students. There are, however, several halls of residence, hostels and settlements, which are controlled by a company, by the Y.M.C.A. and by certain religious bodies respectively. In these institutions the University authorities exercise a benevolent interest, either by nominating representatives to their government bodies or otherwise, but in no sense do they control or govern them. The Indian Hostel, 5, Grosvenor Crescent, is under the auspices of the Y.M.C.A., but it is conducted on non-sectarian lines, and no religious questions are asked and all religions are tolerated. It provides accommodation for thirty-eight students and meets a much-felt want. Its success is due in no small measure to the capacity, tact and sympathy of the Warden, Mr. S. S. Singha. If the accommodation were doubled the hostel would not suffice for the present number of Indian students, who would gladly exchange the discomfort, loneliness and expense of lodgings for the comfort, company and economy of the hostel.

There are a number of Indian students who move from one set of rooms to another at frequent intervals. The causes of removal are various, *e.g.*, bad cooking, discomfort, overcharges, &c. The results are interruption of studies and frequently loss of health.

6. In Edinburgh University, Indian and all other students are officially advised by the University Advisers in the Faculties of Arts and Science and Department of Commerce, and by the Deans of the other faculties. They may also be advised by professors of the various subjects. The Local Adviser for Indian students may also be consulted by all Indian students, and he acts as guardian for a certain number of students by the request of their parents or guardians. The consultation of the Local Adviser on the part of Indian students is quite voluntary, and the Local Adviser has no control over any students other than those to whom he acts as guardian. In Edinburgh the student is not controlled in any way outside the University, and, so long as his conduct does not transgress the civil law, he is free practically to do as he pleases. Where the parents or guardians of students live in Great Britain this system has been found to have considerable advantages, and no doubt tends to foster character in the individual student. On the other hand, the student whose parents or guardians live thousands of miles away may, if not possessed of a stable character, waste his time and live in an improper way without any notice being taken of it, and this may even go on for several years. It would seem desirable that all such students should be under some form of guardianship, of the lightest character so far as control goes, but with power to report on the idleness or bad conduct of any student. The individual or individuals acting in this capacity as guardian would require to be men of considerable tact and sympathy.

7. In Edinburgh and vicinity there are few large industries, with the following exceptions, namely, printing, paper-making, brewing and distilling. In each of these industries the system of apprenticeship is prevalent and considerable difficulties are experienced in getting any young man into such works for a short period.

8. It is considered doubtful whether firms who tender for Indian Government contracts can be induced to admit to their works for practical training a limited number of Indian students.

In many cases the processes conducted at such works are of the nature of trade secrets, and the firms concerned would not, generally speaking, wish to give away these secrets.

9. *Vide* 5. The Indian hostel in Edinburgh is used to a considerable extent as holiday quarters, more particularly by Indian students studying at other Universities than that of Edinburgh.

10 and 11. In Edinburgh the opportunities of social intercourse open to other students are open to all Indian students, such as the University Union and various University societies. There is also an Association open to all students, which meets monthly in the houses of various Edinburgh people.

MR. C. B. SAMUEL, a student of Agriculture, was called and examined.

He stated that the chief reasons why Indian students were obliged to come to this country for their Agricultural training were as follows :—

1. In the agricultural colleges in India accommodation was very limited. He mentioned the Government College in Madras, where only approximately forty-three or forty-six students were taken from a total of about 215 (in 1917) or 250 (in 1918) applicants.

2. There was a restriction in India to the effect that students taken at the agricultural colleges had to possess some land in the family. This practically disqualified all those who wanted to specialise in the subject.

3. Special courses in such subjects as plant and animal breeding, experimental agriculture, &c., were not included at all in the Indian curricula.

4. Once a student had obtained his degree from an Indian University there was no chance of going on to research work.

5. It was a recognised fact that an English degree was preferred to an Indian for Government appointments, although at both the Bombay and Madras Colleges the Agricultural degree was quite as good, if not better, than an English one.

6. For special branches of Agriculture it was necessary to go to special countries, *e.g.*, America, Germany, Norway, Japan, Denmark.

He wished that these defects could be removed from the Indian educational system in order that Indian students might be spared the necessity of coming to this country. If no preference were shown by the Government to an English degree, one of the biggest obstacles would be removed. He considered that it would be a great improvement to teach Agriculture in the Universities in India and to turn some of the present Indian agricultural colleges into research institutions.

As regards the present facilities in India, there was no scope for higher work, and on coming to this country it was very difficult to obtain admission to such schools as Cambridge and Rothamsted because they preferred to admit English students rather than Indians. He hoped that a definite number of seats at such schools might be given to Indians, and if the number of applicants grew too great they could institute entrance examinations. Another reason which militated against Indian students carrying on research work was lack of funds. Scottish students were helped by scholarships and endowments, but there was nothing of this kind to help Indians, and for research another three or four years' work was required after the ordinary University course. He thought that the problem of research might be solved by :—

1. The State advancing money to students, to be repaid at a later date by their services; otherwise a loan at a low rate of interest, to be repaid when they obtained a salaried post.

2. The institution of scholarships on the same lines as those of Scottish Universities. At present Indians had no incentive to work as there were no scholarships to be gained.

3. Recognition of an Indian degree by the British Universities. Under present conditions Indians had to spend five, six or even seven years in this country, first taking the degree and then continuing with research work. Since last year, through the endeavours of Mr. Malik, the Indian degrees had been recognised at Edinburgh.

The witness stated that he had taken the Agricultural courses in India and was now reading for the Edinburgh degree.

As regards exemptions, he said that Indians should be excused the first-year degree subjects (when they had come on from an Indian University), as the same work was done there as in the English Universities. A student who had taken a diploma course in India or a certificate course of an agricultural college would be

fully equipped to go through the B.Sc. course here. The B.Ag. or the L.Ag. of India was higher than the Edinburgh B.Sc.

The witness had been through the two and a half years' certificate course at Madras College, and had been the medallist for his year; he was 23 years of age; he had not yet decided what he was going to take up, but he thought of going to Denmark to study agricultural co-operation.

When he had come to Edinburgh the work of his two years' course at the Madras Agricultural College had been recognised, but he had had to matriculate here, no exemption from any examinations here had been granted, and he had repeated all his first year Preliminary Science. No exemption was given on account of his having passed the Indian Agricultural course. He thought that exemption from examination rather than from classes was needed.

Most of the students in the Indian agricultural colleges were trained as farm managers, &c. About 20 per cent. of them went on to their own farms; men who had taken the certificate course would probably get appointments in the subordinate (Government) service.

Statement by Mr. C. B. Samuel.

The reasons which at present induce Indian students to proceed to other countries :—

(*a.*) The inadequacy of the Agricultural Colleges to take in more students. The Madras College of Agriculture annually takes in forty-three to forty-six students, of whom some are trained for the Certificate Course, while the others for the Licentiate of Agriculture diploma.

The total number of applicants for admission in 1917 were more than 200; 1918 about 250; 1919 more than 250. Thus, as is evident from the number of desiring students and the total number admitted, there is only scope for 25 per cent.

There is no chance for one province student to try in another, as each province is feeling the same difficulty owing to the demand of agricultural men, but the pressure on the Agricultural Colleges in other provinces is not felt to such a great extent as in Madras, because Agricultural Colleges there have been affiliated to the University.

The above statement applies especially to the Madras College of Agriculture, viz., the college is a Government institution and grants certificates and diplomas quite independently of the existing Madras University. This state of affairs makes the diploma and certificate holders to be of a lower status than the University degree holder. Consequently, the Madras student has to go to another province (if he is permitted) or to another country to obtain a University degree. Thus it is essential to affiliate the colleges which grant certificates and diplomas to Universities, so that the value of the training may be equalised.

There should be no difficulty in affiliating those colleges which grant diplomas to the University, since the standard of teaching and the courses taught are similar to those in which the degrees are granted, and even better.

Advantages of the Affiliation.

(*a.*) This will tend to equalise the graduates of the various provinces and give them equal status.

(*b.*) This will help to popularise the branch and will draw a better class of students (a complaint which the Madras College always gets).

(*c.*) This will help the various Universities in India to produce graduates of the same standard, and, by gradually raising the standard, these Indian degrees can be brought to the level of the Western countries (if any courses are wanting).

The next difficulty regarding the colleges is the limited accommodation. This difficulty has been gradually increasing in almost all the provinces, due to intensive and scientific agricultural practice which ryots are taking up. The demand for agricultural students apart from that of the Government is extending to big landowners and estates. There is a necessity for two kinds of agricultural men, viz., the B.Sc. degree holders and the certificate holders, and the best means of bringing about both the affiliation as well as giving a general course to sons of farmers is as follows :—

(*a.*) In the Madras University in the Intermediate there are three groups, of which the 1 and 2 group men are eligible for the B.Sc. in Agriculture. Thus, students of groups 1 and 2 of the Intermediate have either the choice to proceed to B.A. Arts or B.Sc. in Agriculture, both these degrees covering two years for completion.

Subjects for Intermediate :—

Group I, Mathematics, Physics, Chemistry.
Group II, Biology, Physics, Chemistry.

The present Licentiate of Agriculture course could be spread over a period of two years to constitute the B.Sc. degree.

Agriculture, 2 years; Agr. Botany, 1 year; Agr. Chemistry, 1 year; Agr. Entomology, ½ year; Agr. Mycology, ½ year; Agr. Veterinary, ½ year; Agr. Engineering, ½ year.

Farm work, three hours a day, twice weekly, extending for two years.

These are the graduation subjects for the B.Sc. degree. Of these there should be a first-year degree examination in—(*a*) Chemistry; (*b*) Engineering; (*c*) Mycology.

And in the second year—(*a*) Agriculture; (*b*) Botany; (*c*) Veterinary; (*d*) Entomology.

There should be no accumulation of subjects in the final year.

Certificate Course.

Any matriculated student is eligible for admission. Course extending over two years and is similar to the present Certificate Course, but the granting of the certificate should be done by the College Board or the Agricultural Board. The first five students may be taken into the B.Sc. curriculum.

The next difficulty is the limited accommodation. There are only two ways of bringing about a remedy :—

(*a.*) The extension and increase of rooms for students in Coimbotore and building more rooms for classes. This needs no special explanation.

(*b.*) The other way would be to utilise the present Agricultural Colleges for the B.Sc. classes only and have Agricultural schools in the presidency.

These schools could be cheaply built near the present demonstration farms at—

(*a.*) Anakapali; (*b*) Palur (S. Arcot); (*c*) Taliparamba (W. coast), where mixed farming is possible.

(*b.*) The Certificate Course could be taught at these stations.

(*c.*) As no laboratory work is done in this course, the school will not be expensive; and as there are no extraordinary advantages in having residential hostels the schools may be without hostels.

This distribution of Agriculture Schools will encourage ryots' sons for training, as the present training centre is not central to all parts of the presidency.

These schools could also be utilised for short farmers' courses; departmental heads of co-operative work; centres of district experiment stations.

The Agricultural Colleges at home are lacking behind in certain new courses which are taught here as well as on the Continent. This will always happen, unless the heads of the various departments in the different provinces meet occasionally and study the new problems of other countries. Some foreign Governments send one professor in each branch once in two years for a period of six months to learn any new problems, and I do not see why this should not be tried.

At present there are no facilities for research in India, nor is there any scope for working in a particular branch. There is no complaint about equipment nor the availability of material to work, but the teaching. Every province has an Agricultural College and experimental station and a number of experts and professors the function of whom seems to be to produce a certain number of graduates and diplomates, and nothing beyond this. The individual professors and experts must be made to train up and aid students in research. The present scientific jealousy is very foolish and has been the chief cause for the failure of research work. At present the expert himself wishes to carry out research and constructs certain experiments which he himself does, or in certain cases takes his subordinates to help him. This kind of work is good, but, apart from the expert's own research work, he should encourage the men under him to begin original research work and also give students ideas of research, thus showing the *modus operandi* and giving the responsibility of the experiment to them. This will give a greater degree of accuracy and care to be put into the experiment than is the case when working to the directions of a master. The success or failure achieved by young experimenters will give them greater impetus and initiative in the long run.

Every year the professors or experts must be made to take a small number of graduates annually and give them training. This must be strongly emphasised by by the Government.

Facilities for Higher Training.

If the various experts and various scientific heads properly introduced ideas of research work to the subordinates as well as to the students the rush here for higher training will be greatly reduced. But for some years to come India will have to send her men abroad.

At present no country is highly advanced in all the branches of agriculture, and such students should proceed to other countries where a particular branch of agriculture is specialised, as, for example :—

1. Denmark, Agricultural Co-operation;
2. Halle and Cornell Universities for Dairying;
3. Leipzig University for Agricultural Bacteriology;
4. Berlin and Halle Universities for Agricultural Chemistry;
5. Cornell and Munich Universities for Agricultural Plant Pathology.

A student who comes in here for research has to work with materials with which he has had no knowledge, and consequently it takes him some time to study the materials. This is especially the case with agrostological and genetical problems, not mentioning the agronomical problems which are not of application unless the materials are found in the country where the research is made. Consequently, any student working research here learns the technique, and his research is of no practicability to India, and before he could start his work he has to study the material, which takes him some time and brings very little value of the study he had had at home.

At present the rush is towards one country alone, viz., Britain alone for postgraduate work, which is due to the Indian Government not recognising the work done in foreign Universities, and, unless this recognition is done, Indians will always tend to crowd here to be only sent empty-handed. Certain Universities, such as those mentioned above, which are in pre-eminence in the branches mentioned above, must be recognised by the Government and their degrees held on the same level as British degrees.

As regards the existing conditions here for research, I may mention that every research institution is full, and, as conditions stand, admissions are very difficult. Not only are admissions difficult, but there are other factors as well which greatly hinder Indian students for research work.

MONDAY, JUNE 27, 1921 (EDINBURGH).

Present :

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sir M. Hammick.
Sahibzada Aftab Ahmad Khan.
Dr. S. K. Datta.
Miss L. M. Brooks.
Mr. E. G. Howarth, } *Secretaries.*
Mr. R. E. Field, }

Five Indian students of the University, Mr. G. A. Kamtakar (Engineering), Mr. S. W. Hardikar, M.B., Ch.B. (Medical Research), Mr. A. Krishnan Tampi, Hon. Sec., Edinburgh Indian Association, Mr. D. M. Nursoo, President, E.I.A., and Mr. P. Nath Kaul (Barrister-at-Law), were called and examined.

They submitted the following statement of their views as representing the Edinburgh Indian Association :—

" We have been authorised by the Indian students in Edinburgh to draw up this memorandum embodying concisely their views for your information. In our evidence we shall, if necessary, individually try to elaborate the points in greater detail and to answer any other questions you may like to ask us.

We have come to this country to gain knowledge and experience, which we hope to use with benefit to our mother-country on our return there. To us our education here is not a mere personal concern, but is of great national importance.

There is at present a large influx of Indian students to this country, the need for which we greatly deplore. The reasons for this are not difficult to find, and ought to be speedily remedied by Government. We shall try to point out briefly a few of the glaring faults in the educational and other systems at home which directly or indirectly are responsible for our having to leave India for education abroad. There are very few University colleges and other recognised institutions in India to provide the necessary higher education. Not only is this the case regarding Medicine, Agriculture, Engineering, &c., but in such colleges as do exist at all the accommodation is very limited, and, what is worse, the standard of teaching is far below that in corresponding institutions in the United Kingdom. The latter is due to the fact that appointment to the various Chairs is made not upon the fundamental basis of selecting men especially qualified for scientific investigation and teaching of particular subjects, but the needs of education are subordinated to the administrative needs of a particular " service " to which the field of selection is arbitrarily limited. Further, teaching is very often not their only work, and they cannot therefore have the same interest in the institution that a British professor has in his. While this is the case as regards efficiency, their snobbish and overbearing attitude and manners toward their students are generally not conducive to the creation and preservation of a wholesome academic atmosphere.

Until this system is altered no improvement can be expected. It would not be too much to say that the adoption of the present Indian system by the British Universities would spell their ruin.

As regards technical education, we are sorry to have to impress on you the extremely meagre (and in some places none at all) facilities afforded to us to have efficient theoretical or practical training. Even after coming to this country we have to labour under enormous difficulties in securing practical training.

There are some more reasons which induce us to come to this country, which are as follows:—

I. In India an English University graduate is preferred to a man with corresponding or even higher Indian qualifications for all branches of Government service.

II. Even in cases where an Indian University graduate is accepted, there is a difference made with regard to the salary, status and promotion scale.

III. Certain of the services are recruited in the United Kingdom, *e.g.*, the "Imperial" services in Forestry, Engineering, Education, &c.

IV. Certain of the departments (*e.g.*, Veterinary Medicine) in colleges in India give only diplomas, and the holders of these diplomas have no chance in the competition with graduates from the United Kingdom as regards Government service.

V. As regards Law, in most parts of India legal practitioners, "Vakils," are not allowed certain privileges unless they are "barristers" from England.

With regard to the question of postgraduate study and research, we need hardly point out that there are no facilities at all for this kind of work in India.

Coming now to the difficulties which Indian students experience in gaining admission to British Universities, until very recently, excepting perhaps in Oxford and Cambridge, every Indian student had the same privilege of applying directly to the Dean of the Faculty concerned in any British University as students from other parts of the Empire. But we now understand that some Universities, such as Liverpool, have insisted on the production of a recommendation from the India Office, which state of affairs is extremely deplorable. We also understand that some Universities have restricted the number of Indians to be admitted every year.

Advisory Bodies.—We emphatically condemn the existence of any official Advisory Committees for Indian students, including the Central Organisation in London, the different local branches in this country and also in India. It is certainly humiliating to us to have to seek admissions through an intermediary body. We have found from experience that in the majority of cases students who have sought the aid of certain advisory bodies have lost considerable time and failed to secure admissions which in all probability they could have obtained by direct application to the Universities themselves. Further, we do not see any necessity for spending a good amount of money from India in keeping up an establishment which has done practically little of beneficial work, when the Universities themselves have so far made no distinction between us and other students in the matter of correspondence, admission, &c.

Preliminary Standard for Admission.—This is a matter entirely for the Universities to decide, and our experience shows that they have no special prejudice as educational bodies to insist on a higher preliminary standard in the case of Indians than that they require of others. Should, however, they decide to impose any extra disabilities on us, we shall be very thankful to the India Office to then use their influence to improve matters.

Hostels.—Coming to the question of hostels and lodging accommodation which the India Office seems anxious to provide us, not only in the educational centres but also at holiday resorts, we most emphatically protest against any such provision being made officially, the more so if the use of it is made compulsory. The subjecting of Indians to any such condition while other students at Universities are free to take care of themselves is nothing less than placing a special stigma upon Indians as Indians. Even the most beloved child of the most loving parent would feel itself driven to rebel against any such excessive solicitude for its welfare. Those coming here are neither children nor hothouse plants, that they should be subjected to so much protection; and the products of such a system would not be of the slightest use to India. We do not imply that difficulties do not exist in the way of Indians to secure good lodging accommodation. But the Local Adviser in his official capacity can do no more to help them out of it than any private citizen so inclined. The remedy of establishing official hostels where all Indians would be segregated together would be worse than the disease itself. On the whole, it would seem to us to be better that the newcomer should begin his education here by getting a few knocks about the world and seeing for himself at first hand the difficulties that exist and the way in which the world is prepared to treat him, than that he should lose this valuable first lesson by having his comforts provided for by an official authority.

Social and intellectual intercourse again is primarily a matter of the relations between the Indians and the people of the land in which they are. We do not see how this can be promoted officially nor whether an official function would really deserve the name, however grand it may outwardly be. Several of us have had the privilege of enjoying the hospitality of some of our own teachers here as well as of the citizens, and the pleasure of it becomes now all the greater for the knowledge that it was shown to us without any official prompting.

It may not be beside the point here to mention that on more than one occasion we have had reason to suspect that some Indians not only spy upon their fellow-countrymen here but actually spread false and baseless reports which cause no small amount of inconvenience to their victims, to say the least, and that these activities are carried on with the knowledge of the India Office.

In conclusion, we wish to suggest the following for your consideration:—

I. That the Government of India should see its way to establish more colleges in India for the different branches of study and equip them with well-qualified teachers, making no distinction between English or Indian qualified men regarding salary and status.

II. That Indian recruits for the Imperial services should be selected in India, and then, if necessary, in some cases be sent to England for a special training for a short period.

III. The difference of privileges and status between "Vakils" and barristers should be abolished.

IV. An English qualification should no longer be considered higher than a corresponding one in India for any Government service.

V. The Government of India should give every encouragement to students going in for postgraduate study and research work and provide more facilities for the same by opening more and better-equipped colleges in India.

VI. The Government should use their influence with firms here which trade with India to make it a condition that they should every year take a certain number of Indian students to undergo practical training under them, as has been done by the Governments of Japan and even Mysore.

VII. We would further suggest that the India Office use their influence to get a certain number of Indians admitted to the O.T.C. and also in the naval and military training colleges."

The Chairman opened the proceedings by pointing out to the students the unofficial nature of the present Committee, urging upon them the hope that they would speak quite freely and openly. He also said that he could assure them that so far as he was aware their suspicions of the Indian Students' Department in London as indicated in their memorandum were without any foundation. As regards their condemnation of the Local Advisory Bodies, both in this country and in India, he pointed out that other Universities, which for various reasons were more restricted in the number of their Indian admissions than was Edinburgh, laid stress on the need for selection and desired the help of some such bodies. He thought that the students were not unreasonable in their objection to any official or Government form of selection, but he suggested to them that there should be some system, such as a general selection of the best students by the Universities each year. He thought that the important thing was to get the best students admitted, and if Bombay, Calcutta, Madras and the other Universities all submitted a list of their best students to some central organisation, composed of University representatives, and that selection was made from this list there would be a better chance of the most suitable applicants gaining admission. If there were still room in the English Universities for more Indian students it would still be open to any student who wished to make personal application on his own behalf. The central organisation of which he spoke would serve as an Inter-University Clearing House for Indian applications.

Mr. Kaul said that he would oppose the institution of such a body because it would close the doors of the English Universities to men who, although their academic qualifications were not high, were likely to make the most useful nation-builders in India. He thought it impossible to judge of a man's merits by his academic qualifications.

Mr. Tampi said that no selection body was required for the University of Edinburgh because it admitted quite freely all applicants who came. The Chairman replied that this was the case, but that the organisation of which he spoke was needed by all the other Universities, and it was probable that in the Faculty of Medicine there might soon have to be some selection of Indian students for Edinburgh itself.

Mr. Hardikar thought that so long as no selection was necessary for Edinburgh the existence of a University Board of Selection in India for the other Universities would result in Edinburgh being made a dumping ground for Indian students who had been rejected elsewhere as undesirable.

The Chairman replied that the body he had in view would forward applications to the Universities to which the particular students wished to be admitted, so that this would not be the case. The only pooling of applications that would take place was a separate one in respect of each institution to which admission was sought.

Mr. Tampi next pointed out that so long as the teaching standards in India remained at their present level it would be necessary for Indians to come to this country if they wished to gain a thorough and efficient education. He agreed that there was a great need to make India self-sufficient in this respect, saying that he had studied Medicine in Madras under an anatomy professor who had tried his hand at different times at teaching no less than nine different subjects in the University. He could give other examples hardly less flagrant. He had represented the case to the Medical Adviser to the Secretary of State, who had made an unofficial visit to the Edinburgh Indian students when enlisting Scotsmen for the I.M.S.; he did not think that any improvements had resulted.

As regards the question of a Local Adviser to whom Indians might go as a right when they arrived at their University town, Mr. Tampi did not think that such an official on the University staff would be able to give the kind of help that was required by students. In such a matter as finding rooms, students at present went to the Edinburgh Indian Association, and the students who were already at the University helped the newcomers. He instanced the case of some Indian students who had arrived and it had been impossible for them to get rooms, so they had been befriended for their first night by other Indians; they would not be ready to ask so much of a Local Adviser.

The witnesses were all in agreement that in academic matters Indian students needed some advice, but that they could get this from their Deans and Professors. In private matters they thought that the only right and practicable system was for the Indian students to extend a helping hand to each other whenever it was needed. It was always possible to get into touch with each other through the Edinburgh Indian Association.

If there were to be any Adviser to whom Indians might go as a right, then, Mr. Tampi thought, he should be under the direction of the Indian students, and should have absolutely no power of supervision over them. He did not, however, think that any such official was needed by Indian students, as any help or advice that they needed could be supplied by the Secretary of the Edinburgh Indian Association who was aided by a special Advisory Committee of the Association.

This body was also capable of giving Indian students in India all the information that they might desire regarding the facilities offered to them by the Scottish Universities. The Secretary had answered over 100 enquiries of this nature already this year.

The Chairman then came to the question of University hostels, saying that there was no suggestion of any compulsory residence in hostels, or that they should be organised on an official basis. The Committee wished to ascertain whether or not Indian students would prefer to live with their fellow British students in hostels or whether they preferred to live in lodgings.

Mr. Hardikar said that the hostel system was practically non-existent in Edinburgh, therefore it was not possible for him to speak from experience on the matter. He thought that hostel life might tend to segregation. He himself lived in lodgings with a British student, with whom he was on terms of intimate friendship. He thought that in lodgings Indian students would get a better chance of mixing with British students than they could in hostels.

Mr. Kaul said that he would not actively object to the institution of hostels in which Indian students might live provided that the Government had nothing to do with their organisation and maintenance. His own experience, however, of living in the Y.M.C.A. hostel at Edinburgh was that its atmosphere was one in which serious work was rendered difficult.

On the whole the witnesses agreed that the lack of hostel accommodation was not a need that they were particularly desirous of having filled.

Mr. Hardikar agreed that living in lodgings did not bring a student into contact with the best form of English family life, but for this defect he did not think that hostels would provide any remedy. He thought that, although family life was desirable, it was almost impossible to get into a family that was of a really desirable character. The experience that his friends had had in this respect was far from encouraging. To get into a really good family would be very expensive; another drawback was that many restrictions had to be complied with in a family which one would not meet in lodgings.

Mr. Hardikar and Mr. Kaul both thought that the Y.M.C.A. hostel was a good temporary residence for Indian students until they could make their own arrangements, but that, as a permanent residence, it was a failure. Mr. Tampi said that the food was not good, and that no consideration was given to students whose lectures or clinical work made it necessary for them to take their meals at irregular hours. Mr. Kaul thought it objectionable that in the lectures on comparative religion that had been held in the hostel the Christian philosophy was expounded.

Mr. Kaul had tried in 1914 to get admission to the O.T.C., but his application had been refused.

Mr. Kamtakar said that he knew of several Indian engineering students who had also been refused admission and he considered this a grievance that ought to be remedied.

As regards the question of the cost of living at the University of Edinburgh, Mr. Kaul said that, inclusive of everything, an income of from £200 to £250 a year was quite sufficient.

Mr. Tampi said that he had been at Edinburgh for three years and had managed quite comfortably on less than this. He was, however, particularly fortunate in his landlady, who for several years had made it a practice to take Indian students, and who charged him only 16*s.* a week for two rooms, light, gas and service. He thought that an average charge for similar accommodation would be about 25*s.* a week.

Mr. Tampi said that he thought that there was some racial prejudice existent among the British students, but he did not think that it was a general rule. He thought that it was most prevalent in the Medical Faculty.

Mr. Hardikar said that he was a Medical student and that he did not find any difficulty in this respect.

Mr. Kaul's experience had been less fortunate, and he said that he had found considerable bitterness among British students towards men of colour. In the University Union he said that a British student would not sit at the same table with an Indian.

Mr. Hardikar took a directly opposite opinion, saying that in the Union he mixed freely with British students and met with no unpleasantness from them.

Mr. Tampi took a view somewhat between these two, saying that there was no doubt that a considerable amount of racial prejudice did exist, but that there were many British students who showed no sign of it.

Mr. Hardikar added that he lived in the same lodgings with an English student from Cumberland, and that he shared a sitting-room with him. He knew of another case where a South African, a Lancashire man and an Indian lodged in the same house and were all on good terms with each other.

Mr. Kamtakar thought that all the information that a student could require about his courses could be obtained from the Dean of the faculty to which he was attached. He thought that the Deans were sufficiently interested in the students to prevent them from doing two courses simultaneously, if it were not necessary or advisable.

Mr. Tampi said that some Indian students took a combined M.A. and B.Sc. course, but they took five years over it instead of the normal three years' course for either degree separately.

Mr. Kamtakar thought that it was advisable that this double course should not be taken by Indian students.

Mr. Tampi did not think that there was any advantage in waiting to graduate in India before coming to this country for ordinary degrees or diplomas. He had been advised in London not to attempt to get admission to a British University, seeing that he had only got the Madras Intermediate Certificate behind him. He had decided to try Edinburgh for himself, and he had obtained admission without any difficulty whatever.

Mr. Hardikar pointed out a disadvantage under which Indian Medical students laboured in this country for education. He said that the sub-assistant surgeons, who were registered in India as practitioners, were given no facilities, but he was strongly of opinion that students for postgraduate study should finish their respective courses in India before coming over to Europe for higher education. Whereas they were given certain privileges as students of M.R.C.S. (England), which diploma they could obtain in three years, he had been five years at Hyderabad studying Medicine, but when he came to Edinburgh he had had to begin with 1st M.B. work, and it was not until he had reached the third year of his course that he was exempted a year of work. He had been given every chance for doing postgraduate work.

In London the Conjoint Board of the Royal College of Surgeons and the Royal College of Physicians would have admitted him to the advanced part of the course for their diploma without doing the preliminary work. This would induce many students to come to this country for medical qualifications.

Mr. Kaul, speaking from the Law student's point of view, said that he thought it unjust that Indian students should have to read in chambers in this country instead of returning to India and reading with an Indian barrister. It was pointed out, however, that this was a High Court Regulation in India and had nothing to do with the Universities or legal authorities in this country.

Mr. Tampi thought that the subjects for which an Indian student should come to this country for education were Medicine, Science, Engineering, Forestry, Agriculture and Veterinary Science. Actuarial Mathematics might be studied in Edinburgh, and the facilities offered were good.

It was impossible for Indian students to get any practical engineering experience in shops in the United Kingdom, but he thought that it was still worth coming here for Engineering work, as the experience gained in the laboratories and the teaching provided here were on a much higher level than anything that was to be had in India. He thought that the laboratories that existed in India were very excellent ones, but students were not admitted to them; this should be remedied.

He did not think that the Universities of St. Andrews and Aberdeen had the same classical reputation as had Edinburgh and Glasgow, and this was the reason why more Indian students did not seek admission to them. An Indian student would first apply to Edinburgh if he wished to come to a Scottish University, and would consider Glasgow as his second choice.

He pointed out what he considered to be a grievance in that scholarships were being awarded to students in the University for the Indian Forestry Service, and that, although there had been several Indians who were qualified in every respect to be holders of such scholarships, they had all been awarded to Scotsmen or South Africans. It was pointed out that the candidates all had to appear before an India Office Board of Selection, and that presumably the Indian candidates had not appeared so suitable as those who had been selected.

As regards the health of Indian students in Scotland, Mr. Tampi said that on the whole they kept well. The cases of ill-health that occurred were generally among those students who came from the hot, dry districts of India. If they were sick, the Royal Infirmary, which had a special students' ward, extended to them the same care that would be given to a Scottish student.

Mr. Tampi thought that if any organisation existed for the reception and care of Indian students when they arrived in London it should be something in the nature of the Shakespeare Hut. He would strongly object to any such institution if it were in any way connected with the India Office.

Mr. Kaul thought that Indian students were quite capable of looking after themselves when they arrived, and did not think that any organisation was necessary. He objected to the existence of No. 21 Cromwell Road.

Mr. Hardikar thought that some form of reception-house certainly was needed by Indian students newly arrived in this country.

The witnesses were in agreement that no such organisation was needed in Edinburgh.

Mr. Kaul, Mr. Hardikar and Mr. Tampi were all of the opinion that, even if the Local Adviser to Indian students in Edinburgh was not a spy, he was a needless expense.

As regards the success of sending Indians to this country for education, Mr. Tampi said that there were a few students who had been wasting India's money in this country. The Indian Association did its best to prevent this happening, and in some cases had even gone so far as to recommend to the parents of a student his immediate removal to India.

Mr. Tampi was firmly convinced that there were cases of Indian students who were paid by the India Office to spy upon their fellow Indian students. Mr. Kaul said he would provide documentary evidence on this point. Mr. Tampi instanced the case of his own brother, saying that a report had come to his father's ears in India, through the medium of Sir William Duke, that this boy had visited Edinburgh, where he had addressed Bolshevik meetings and been a ringleader in similar disloyal demonstrations. This was quite without foundation, and could only be the fiction of a Government spy. He gave further illustration to his point by saying that a certain individual had been caught red-handed attempting to steal papers of a private nature from the offices of the Edinburgh Indian Association, and that he had said that since his remittances had not arrived from home he was obliged to make money by taking India Office pay as a spy.

The Chairman explained very fully that this was in no way the case as far as the India Office was concerned.

TUESDAY, JUNE 28, 1921 (EDINBURGH).

Present:

THE EARL OF LYTTON (*Chairman*).	SIR M. HAMMICK.
SIR D. P. SARVADHIKARY.	SAHIBZADA AFTAB AHMAD KHAN.
DIWAN BAHADUR M. RAMACHANDRA RAO.	DR. S. K. DATTA.
MR. C. E. W. JONES.	MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

PROFESSOR J. MACKINTOSH, K.C., B.A., LL.D., Dean of the Faculty of Law, was called and examined.

He said that there were usually about five Indian students coming to Edinburgh every year to study Law, making a total of about fifteen in the faculty at any one time; these numbers were fairly constant. Subsequently these students were called to the English Bar. They did not join the Scots Bar because it did not give them the same facilities for practice abroad as did the English Bar, and they would be in no way in a better position in India than the Indian Vakil. It was also much more expensive to join the Scots Bar than the English, the fees being £400 as against about £100. Indian students studying Law in Scotland were allowed the alternative of studying English Law instead of Scots Law, and they invariably availed themselves of this.

He did not know whether the examinations that the Vakil had to pass were more difficult than those of the English Bar, but he thought it probable. It was a well-known fact that the English Bar examinations were not very exacting, and a man would probably be let through if he attained 40 per cent. of the maximum marks. In Scotland the standard for a Law degree was very much higher, and a student would not be allowed to pass unless he obtained something like 66 per cent.

As regards the qualifications that it was advisable for an Indian student to have, the witness said that he preferred graduates. The degree of LL.B. was only given to graduates in Arts, and thus if an Indian came to this country before graduation he would have to take a five years' combined M.A. and LL.B. course, which was rather stiff for him. He had found that graduates were quite well prepared to enter straight away on their Law studies.

Latin presented the chief difficulty to Indian students. A certain knowledge of the language was essential for the Law student, as Roman Law was a compulsory subject in the course. Some Indian students came knowing no Latin at all and had to begin to learn it here: this was a great drawback to them.

He had no official record of the subsequent careers of the Indian students who had been under him, though he got chance information from time to time. He thought that all the Indian students who had graduated had been called to the English Bar.

There was a certain proportion of Indian students whose time was wasted by coming to this country: they presented themselves time after time for examinations which they never succeeded in passing.

There was no tutorial system in Edinburgh for Law students. Occasionally essays were set, and in this way the lecturers came into personal touch with the students, but as a whole they were quite on their own.

He said that there had been a few very distinguished Indian Law students, though the general level of their ability was not very high. The reason why Indian students should come to Edinburgh for Law rather than stay in London was mainly in order to get a Law degree.

Most of the Indian students who studied Law at Edinburgh did the double course for M.A., LL.B. The first three years was spent on the M.A. work and the last two on Law. To a certain extent the courses were allowed to overlap: for example, a student might take Roman Law, Constitutional History and Public Law in the Arts course, and so would not need to do them in the Law course. No provision was made for the study of Hindu or Mohammedan Law at Edinburgh. Scottish Law had not in any way been influenced by Hindu or Mohammedan Law, and therefore no importance was attached to its study, such as was the case with Roman Law.

As regards the minimum qualification necessary for entrance upon the Law course for the B.L. degree in Edinburgh, the witness said that any student would be admitted who had satisfied the requirements of the Scottish Universities Joint Entrance Board: the regulations of this body were not yet crystallized.

He thought that it would be better if Indians did not attempt to take the concurrent M.A. and LL.B. course in Edinburgh, but rather waited to graduate B.A. in their own country before coming: the combined course was a long and heavy one for them to attempt.

It was open to an Indian student to take English Law instead of Scots Law, and Political Economy instead of Conveyancing. Political Science did not figure in the Law course.

There was a strong Constitutional Law course at Edinburgh, and a lectureship existed in Scots Administrative Law. There were no students who took the Edinburgh LL.B. who did not get called to the Bar. Scottish students as well as Indians took the combined course for M.A., LL.B., because it saved time.

Solicitors did not attach so much importance to University work; their training was done under indenture for five years. If, however, a man had an Arts degree he could qualify with three years' Articles instead of five.

Reading in chambers was not a system in Scotland as it was in London; students generally attached themselves to a barrister, however, for the sake of gaining Courts' experience.

The degree of B.L. was of lower standing than the LL.B.; no Arts degree was needed for it, and it was primarily intended for men who could not afford the time or money for the combined course, and was nearly always taken by men who were going to practise in Scotland and in the solicitor branch of the profession.

There had not been much change in the numbers of Indian Law students at Edinburgh for the last ten years. A few colonial students came each year, and before the war it was common for a few German students to come every summer term for a course in Roman Law. These students had usually come to learn English, but by taking part in the Law course in the United Kingdom they were exempted from a corresponding part of the German course.

The witness said that as regards the facilities that were open to Law students for practical experience in Court, Indian students did not get any practical experience at all. He thought that they could be attached to advocates if they wished, but as yet none of them had made any arrangements to that end. The University arranged its lectures as far as possible to permit students to spend all the time that they could in Court. He thought that Indians did not get this experience because there was no organisation to make the necessary arrangements. He thought that if Indian students could get practical experience in the Scottish Courts this ought to count as chamber experience for the Indian High Courts: he thought that the rules should be amended in this respect.

Students might take their Roman Law at any stage that they wished of their course. Often they did it in the first year, when their knowledge of Latin was still fresh; it would be advisable for Indians to do it a little later in the course.

PROFESSOR R. WALLACE, M.A., Professor of Agriculture, was called and examined.

He said that there was a considerable number of Indian students studying agriculture—at present 10 second-year students and 5 third-year, 15 in all, but 14 had joined the first year in Pure Science and would be second-year students in Agriculture in October 1921.

He had been professor at Edinburgh for the last thirty-six years, and had been at Cirencester before that, and during all that time he had had Indian students under him.

The Edinburgh School was founded in 1790 and was the oldest of its kind in the world.

He said that some of the Indian students that came to him were very fairly well educated, but that there were others who were not: such students showed an insufficient knowledge of English, and found difficulty in understanding the lectures that he delivered to them. His best Indian students had been graduates.

He thought that it was a great pity that they did not come with a better practical agricultural grounding. He thought that all Indians who wanted to study agriculture should go to an agricultural college in India, and those who had not got a natural ability for farming should stay at home. He was strongly of the opinion that the farmer could not be made in the laboratory, and he thought that the only students who did really well were those who had grown up amongst farming conditions and had a real interest in the subject.

The Edinburgh University course provided that a year should be spent on a farm, and this was taken consecutively by the Scottish students; but for the Indians the course was made easier by allowing them to do their year at various times, such as in the vacations, so that their stay in this country should be prolonged as little as possible. Students had, as a rule, to make their own arrangements for the year's practical work, and many British students did it before they came to the University.

A unique advantage of the Edinburgh Agricultural course was that excursions were arranged nearly every Saturday to neighbouring farms, of which there were a great variety, and the students had the opportunity of spending the whole half-day among the stock or on the fields. One of the assistants on the staff had a farm in the Lothians, and he was very good in giving the students every opportunity of visiting it.

The ordinary system adopted for Scottish students was to spend one year in the University doing Pure Science, then to spend a year on a farm, and then to come back to the University to finish the academic course.

Every alternate year lectures were delivered on India and on the Colonies, so that all the students got this teaching into one part or other of their course. He did not make a special study of soils as he did not believe that the laboratory analysis of soils without subjecting them to field experiments was of the remotest use to the practical farmer.

It would be necessary in any country to devote some study to local conditions, but he thought that a man who was a good practical agriculturalist would be able to adapt himself in a very short time to the methods of any country.

The Indian Agricultural officials prior to 1887 were, he thought, a somewhat incompetent body, and he had devoted much time to telling them that it was inadvisable to use the Scottish plough in India, because it turned up the wet earth and lumps on the surface baked into a brick-like condition.

There were a great many of his pupils in the Indian Agricultural Service, though not many of them were Indians: Edinburgh was the chief recruiting ground for the service.

He thought that it was distinctly advisable for Indians of high capability to come to Edinburgh provided that they had had some practical training first, but he thought that the average student should not come. There should be hundreds of agriculturists in India where now there were only tens. There should be special colleges to deal with the special problems, such as cotton, &c. In Edinburgh the ground that had to be covered was so vast that it was impossible for students to specialise.

A certain amount of research was always going on in the laboratories, but he thought that a great deal of the work that was being done to-day in that respect was merely a passing scientific fad. Men turned out abstruse theories in relation to agriculture when they did not know the first thing about cattle or crops.

He had had two Indian students (non-graduates in Science) who were extremely capable agriculturists, and he hoped that they would be made Deputy-Directors in India: he had recommended this to the India Office, and would do his utmost to see that they secured the posts.

It was very difficult to get students on to farms, and very big premiums were asked. He thought that farmers would be even more adverse to taking Indians on their farms than they were to taking Scottish students, because they were a very conservative body and would find Indians a little hard to understand. So far all the students had managed to get places on farms, but it had been a difficult task.

The typical Scottish farmer did not mind having scientific men about him, he just ignored their science. He did not think that it was fair to compare his attitude towards the analysis of soils with this. He knew that there was a great deal of work to be done in regard to soils, but he did not think that it could be done in a test tube. He thought that the same thing applied to the study of manures, and that it was a question that had to be studied in the field.

He did not think (in view of the fact that no practical work was done in the Indian Universities) that it was sufficient for a man to have a grounding in Physics, Botany and Chemistry before coming to do the University course in Agriculture. He thought actual practical experience of farming conditions was of far greater value.

He did not think, however, that non-graduate students should come to this country at an early age, but thought that it was better for them to go through an Indian agricultural college, such as the one at Pooma, before they came.

He remembered three Indian students at the Royal Agricultural College, Cirencester, who had been through his hands thirty-seven years ago. They had been brilliant theoretical agriculturalists, but had been no good in practice; he was not surprised to hear that they were now doing work in no way connected with agriculture.

In his opinion there was no doubt that the School of Agriculture at Edinburgh was better than that at Cambridge.

All scholarships at Edinburgh were open to Indian students on the same basis as to Europeans.

He thought that agricultural education should certainly be carried on by the University and not by the Government. He did not think that the Government were capable of carrying on any kind of work in an efficient manner.

He had some students from the Madras Agriculture College, but they had not been his best students.

There were about ten women in the Agricultural Department; none of them were Indian, but if an Indian woman wanted to come she would be welcomed.

MEMORANDUM BY PROFESSOR WALLACE ON THE TRAINING OF INDIAN STUDENTS IN FORESTRY TO PROVIDE FOR THE NEEDS OF INDIA IN THE DEVELOPMENT OF HER FOREST DEPARTMENT.

1. I attach a copy of the chapter on forestry in the book on Indian agriculture which I wrote after studying the position closely on the spot with a view to what was best for India.

2. My reference to the training of forest officers in that chapter concerned Europeans, but the chief matter for consideration now is the training of Indians.

3. I am strongly of opinion that a large increase is necessary in the number of forest officers in India, and that they should be carefully selected for their practical qualities and tendencies when leaving the higher schools for general education and sent to forestry schools or colleges in India like that at Dehra Dun, only enlarged and made more practical.

4. The students showing special ability and aptitude for administration in the higher positions of the Service, ought to be sent, as a reward of merit, for six to twelve months to Europe, where they might take a post-graduate course at one or other of the forest schools in this country or on the Continent, and learn everything that European methods of forestry could teach them that would be of advantage to India in addition to what they could acquire in their own country.

5. This would be a great saving of expense, and it would undoubtedly, if properly-equipped schools were established in India, make for higher efficiency.

6. I may add that it was Dr. Somerville of Oxford University (my first medallist) and I who, over thirty years ago, conceived the idea of establishing a lectureship in forestry in the Agricultural Department of this University, and successfully carried it out. This led up to the Chair being founded a short time ago.

7. In my travels on rural economy investigation extending to over 300,000 miles abroad within the time referred to, I have made forestry (as illustrated by the chapter on forestry in my Indian book) a part of my special study from a world-wide point of view, and therefore it is with special personal knowledge and with confidence that I speak of the needs of India in the matter of forestry.

(Signed) ROBERT WALLACE,
Professor of Agriculture and Rural Economy in the University of Edinburgh.

University of Edinburgh,
July 2, 1921.

Extract from Professor Wallace's Book on Indian Agriculture.

Chapter XXIV.—FORESTRY.

Importance—Commencement—German, French and British Schools—Dehra Dun—Denudation—Dangers to Agriculture through Forest Conservancy—Forest Fires—Influence in keeping down Insect Crop-pests and Fungi, including Ergot—The Best Interests of the Empire—What India wants—Conclusions arrived at—Pellagra—Cause of Native Discontent—European Systems of Forest Conservation unsuitable.

The subject of forestry has a peculiar importance, on account of its being intimately associated with the interests of agriculture. *Reboisement* of waste lands is a most urgent necessity in India, and if properly, *i.e.*, judiciously and extensively, carried out would prove to be of almost incalculable value. On the other hand, if from lack of special knowledge the interests of agriculture are made to suffer, afforestation may become a serious hindrance to progress, and the practice of it a wrong and injurious one to pursue, however much it may seem to promise prospective blessings.

Forest conservancy in India began in a small way about 1855.* Even now the Forest Department is only in its infancy, though growing rapidly in efficiency and importance. The first officers who were appointed to this branch of the service had no special training in the technology of the subject, and, as might have been expected, their services were by no means uniformly satisfactory. Now, however, it is recognised that as a special Department it demands a specific course of study.

No little difficulty exists regarding the training of young forest officers. The work of the German school, which for minutiæ of detail, general scope, and thoroughness is the finest in the world, is admitted to be too elaborate for the requirements of India, and not altogether in the right direction. The French school has been abandoned by the British Government, with the object of supporting the College of Cooper's Hill, to which they are in a manner bound. The forestry curriculum at Cooper's Hill is merely a make-shift, and not altogether satisfactory as regards its object. This is mainly due to want of proper facilities for practical instruction, and to many of the collateral science classes, which forestry students are required to attend, being taught with a special bearing on the subjects suitable for students undergoing training for other branches of the Government Service. An additional disadvantage is the cost, which is far above what it might be or ought to be.

It would be a better arrangement, both for the students and for the Forestry Department, to provide in this country a sound theoretical course extending over, say, about two years—such a course as might be provided for one-half of the present expenditure, at Edinburgh, or any other centre similarly situated as regards conveniences offered for practical demonstrations in well-managed public or private forests. The final stages of the course of training could then be most advantageously and economically undertaken in India, say at the existing School of Forestry at Dehra Dun, which, however, would require to be elevated to a school of higher status and greater proficiency. Not only are the details of management of Indian forests quite different, but the trees are also different from the trees of Europe, and consequently a knowledge of the natural rotation of European forest trees would be no guide to the natural rotation of forest trees in India. When a more perfect knowledge of natural rotations and of the conditions suitable to natural reproduction and growth of forest trees is arrived at, much valuable time and public money will be saved. The prominent advantages of the proposed scheme, as compared with the present arrangements, are the material reduction of the cost of educating forest officers, and their gaining their practical experience by training in the identical class of work which they are ultimately intended to undertake.

Denudation.—It is an undoubted fact that large areas of India have been shamefully and wastefully denuded of valuable timber within comparatively recent years. The large and increasing demand for wood for railroads and for building purposes encouraged it, and the want of any Government supervision or interference permitted it. It is quite sad to look upon the bare hills and barren plains where extensive forests were recently in existence. I came across a number of such places. The naked hills in the Simla district bear testimony to my remarks. The surroundings of the mountain capital of India would have borne a very different aspect had Government taken the advice of the present Marquis of Tweeddale—at that time Lord William Hay, Commissioner of Simla—and preserved all the forest around within a radius of ten miles. It is only fair to draw attention to the fact that the spoliation of valuable timber was not the work of the ryot or cultivator for local purposes, but the work of contractors employed in supplying extraneous demands.

However much the existence of forests may affect the rainfall in other countries, I do not believe that, if even the limits of afforestation had been reached, the amount of rain in India would be materially increased or appreciably altered in any way. The influences which affect the rainfall of India are of too great magnitude to be easily affected by local circumstances; but the primary function of a forest in India is the retention and distribution of the rain or moisture. Trees act as a natural covering to the soil, into which the rain sinks in place of accumulating and running off by surface drainage. On steep hill sides the denudation is carried on with great force by the sudden accumulations of water, which breaks the surface and tears up the soil as it descends, and finally deposits a mass of débris on some alluvial tract below in a rough and valueless condition.

Government have only recently awakened to the fact that their duties as regards the protection of forests have not been undertaken in the past. The danger now confronting us is not that there is fear of forestry being neglected, but that in the excessive zeal to make up leeway the other extremely important interest of agriculture may be made to suffer, not intentionally, but from ignorance of the main facts, and, what is perhaps even of greater importance, their numerous collateral issues. It has been established that large tracts of land belong to no one, and consequently are naturally Government property; but to certain products of the natural growth—for example, grass for thatching, food for cattle, timber to make their implements, and

* The Indian Forest Act was not passed till 1878; the Burma Forest Act not till 1881; nor the Madras Forest Act till 1882.

poles to build their houses—the native population of the adjoining cultivated tracts have from time immemorial had the undisturbed privilege of resorting to supply their wants. No one denies that Government has the undisputed right by law to discontinue these privileges; but I appeal to the common sense of every practical farmer in England who knows the value of the products enumerated, if to exert such a right would not be a policy worse than suicidal in a country which practically depends upon agriculture for its wealth and prosperity.*

Government has to a certain degree put on the screw in what, speaking of the Empire, might be termed limited areas, though as yet to a small extent as compared with its power to do so; but the results are so unsatisfactory that they ought to be a sufficient warning that the policy requires to be amended. In travelling, as I did, over a very wide area, I, in my non-official position, had very exceptional opportunities of seeing how the forest regulations pressed unnecessarily upon the people, and of hearing their bitter and oftentimes well-founded complaints.

I came to the conclusion that, however numerous and however effective the calls for the establishment of an Indian Agricultural Department might be, there was none so urgent as that for the protection of the interests of the Empire, apart altogether from the interests of private individuals, against the encroachments, however well-intentioned, of the Forestry Department. What has been accomplished by this Department is merely a fraction of what will be undertaken sooner or later. There is no reason why forestry should not be greatly extended, and that to the advantage rather than to the detriment of the agricultural community; but already it has been shown that this cannot be safely left to the ordinary civilian and forest officers, who cannot understand, however much they might strive to do so, the bearings of certain changes on a matter so complicated and so intricate as agriculture. The greatest interest in the country will always continue to suffer and to be sacrificed until Government sees fit to employ officers who are capable, from their own special knowledge, to advise in regard to all matters which affect the agricultural interests.

Another prominent sign of the hollowness of the present policy is the fact that much of the valuable time of the heads of the Forestry Department is taken up in fighting the Agricultural Department. This is merely a matter of history repeating itself, and as in the old story of a quarrel arising between the servants—the chief butler and the chief baker—of a great lord, the one who for the moment is not in favour gets worsted, but the greatest loser is the master himself. The triumph of one servant over the other is at the master's expense: his interests are sunk in the efforts of each to gain supremacy.

The one great advantage which the Forestry Department has over the Agricultural Department is that by drawing on the products of the natural growth of past generations, and by depriving the cultivators, who have no one adequately supported to advocate their cause at headquarters, it can collect money sufficient to pay its expenses; while, on the other hand, the Agricultural Department is essentially one devoted to education, the collection of information, and to the protection of public interests, without having any internal source of revenue. It possesses that negative quality which is always associated with Scotch frugality—it makes wealth to the country by saving it; but though intrinsically valuable, it, like the function of the chief baker, does not appeal to the momentary and temporary gratification of my lord, as do the services of the chief butler, for one who is prepared to sacrifice the substantial benefits of the future for the fleeting and hurtful pleasures of the moment.

The differences between the two Departments should be settled on the lines of a great national policy by those whose views are not hampered by departmental surroundings. The whole circumstances should be viewed in the light of the best interests of the country, and not with regard to what is going to yield the largest return to any single Department, heedless of what the consequences may be to other Departments which have interests involved. The common sense view of the position is this, that the balance sheet of the Forestry Department should be made a minor consideration as compared with the interests of cultivators of the soil, singly or collectively. I hold that to cause a loss of, say, one unit to agriculture by gaining two units for the forestry is a net loss to the country, as the after-consequences of the loss of one unit in agriculture may be exaggerated in the future by tens in place of units. Forestry is much more confined to the support of its own interests than agriculture, which has so many interests depending upon it. The views of forestry, as regards its own interests, were formed more on theory deduced from European practice than from experience of the details connected with work in India.

I am not at all sure that time has confirmed the interpretation of what were at first considered the best interests of forestry.

In the destruction of the valuable forest at Murree, in May 1887, is a pointed example of what will happen when attempts are made to prevent forest fires. Till only a few years ago, the annual fires passed through the forest without doing any great injury to the trees, but when undergrowth was allowed to accumulate, as in recent years, the ignition of this caused great destruction of timber.

There are two points as regards the agricultural interests of special importance in the future, should forest areas greatly extend without the annual clearing out by fire, viz.: (1) that insect crop pests will unquestionably increase. The recent investigations of Miss Ormerod, the distinguished entomologist of the Royal Agricultural Society of England, have clearly shown that the accumulation of natural undergrowths, such as I refer to, is much to blame for the injury to our crops resulting from insects: and (2) the pasture, specially valuable in the hot weather, when shelter is a conspicuous advantage, will be greatly curtailed. To leave coarse grasses from year to year without burning simply means making them almost worthless for cattle, even if these latter were allowed into the forbidden areas. The facts connected with the firing of coarse pastures are identical in India with those at home. Being specially interested in this matter, I made throughout my journey numerous enquiries regarding it. It seems to me that one of the most serious dangers ahead in the stoppage of forest fires, if successful, is the increase of vegetable tree-parasites and the dangerous and deadly fungoid grass-parasite, ergot.

At Jethwarpur I saw what had once been a splendid avenue of large trees in the last stages of destruction by Dodder, *Cuscuta*. I also noticed considerable damage to trees at Poosa by the same parasite; and on the Allahabad Grass Farm it was sucking the life from the Babul hedges. In a restricted area I have no doubt but that to shower the affected plants with a solution of sulphate of iron would destroy it, as in the case of clover Dodder, *C. trifolii*, in Europe. There is, nevertheless, no remedy for keeping it in check like fire. If it once takes possession of a forest tract nothing but fire will save the trees from total destruction.

Ergot will enormously increase if old flowering stems of grasses are left to disappear by a process of natural decay. The point of greatest importance connected with the presence of ergot is, that not only are the pastures in the forests made unsuitable to all classes of farm stock bearing young, owing to the almost certain consequences of abortion supervening on the consumption by them of ergotised grass, but there is every probability of ergot spreading from the forest reserves to the cattle pasture outside, if the forest is made a stronghold from which it can be constantly recruited.

It has been made apparent within recent years that the injuries resulting from animals living on ergotised pasture are not confined to those bearing young. Two years ago, Young of Brokley Park, Queen's County, Ireland, traced a deadly paralytic affection among his ewes and lambs to the presence of ergot in their pasture.

Though it may be necessary on a small scale, and for special purposes, to strictly protect certain forest areas, and reserve them exclusively for the growth of certain trees, yet, in considering the whole matter, by all means encourage the growth of forest trees, but let it be in a

* An able article on the subject of Waste Land, printed in the "Scotsman" of June 7, 1888, throws a light on this question.

place where their shade—one of their first functions, and for which animal life in a tropical climate has to be thankful—will benefit the animals under domestication, and not be solely reserved for the advantage of the wild deer and the wild pig.

The best interests of the Empire must suffer if the main object of the efforts of the Forestry Department is reduced to the growth of forest timber. A supply of timber, however excellent, will seldom repay even the smallest sacrifice of the interests of the present generation of inhabitants. A forest which has to be artificially nurtured swallows up in expenses, long before it is cut, all its final sale value. The country must not look to a forest as able to supply anything more towards the revenue from extensive conservation than the penny savings bank does to increase a boy's income. Both are useful in their own sphere, but they can be abused much to the injury of the body politic. If the boy starves himself by banking all his pence in place of purchasing his dinner, he will certainly, unless some one breaks his bank, have more money at the end of a month than he would have had if he had bought the food required to support his system; but, further, he will most probably have induced a weak or diseased state of health. In the same way with a Forestry Department which expends most of its energy and income on the rigid protection of small areas—the final value is greater, no doubt, but at what a sacrifice! Not a sacrifice in any way to the forest officials themselves, nor yet a sacrifice which a forest official can understand, because he has not gone through a training which could qualify him to judge of the facts. It would take a forest officer years of hard study to be even partially qualified to judge of the injury done to an agricultural population by the shutting up for forestry purposes of the land on which the cattle graze. For example, there are certain places which hold out longer than ordinary pastures in times of scarcity. These are kept in reserve, and not often resorted to, but they are simply invaluable to the district to which they belong. I have heard forest officers declare that these were the places to close, because only used at intervals, possibly of years!

What India really wants in the way of forestry is an enormous extension of the basis of forestry operations, but not necessarily a proportionately increased expenditure. If the money now devoted to keeping down periodical forest fire—that natural process of healthy retardation, cleaning and thinning, which has gone on from time immemorial, and under which all the magnificent forests of India have been pursued and reared—that annual safeguard against injurious fires, injurious insects, and unhealthy malaria—were only utilised in promoting the growth of trees, and also natural pasture grasses, on all sorts of waste but not worthless land, the benefit to the country would be immediate and real, not prospective and hypothetical.

It would be quite competent under such an arrangement to have large tracts of land principally devoted to the growth of trees, grazing being only the secondary though at the same time a substantial consideration—say that the land produced two-thirds trees and one-third pasture. Other areas would have grazing as the first object, and forest products proper as the second, the relative proportions of trees and grass being reversed. The browsing of cattle and the periodical fires would keep down undergrowth to such an extent that firing could do but little injury to the timber. Some such arrangement is necessary, looking forward to the future increase of population and concomitant increase of cattle, and also to the growth of forest areas. By the rigid preservation and exclusion from the pasturage system of areas taken up by the Forestry Department, there is a loss from the already too often overstocked area of natural cattle pasture; whereas, by the other system of cultivating trees and grass together, the available food for cattle would be actually increased.*

I have arrived at the conclusion that, however excellent pasture may be in India, the full benefit of it cannot be reaped unless a considerable number of trees are present in it. As pressure of population increases, relief will be found not only in improved cultivation of the tillage soil, but by the improvement of the natural pastures, to enable a given area to support greater numbers of stock. Fortunately for the Government of the future, there is great scope and good prospects in this direction, as explained in the chapter dealing with grass land. By cultivating pasture, the Forestry Department would reap a steadily increasing and perfectly legitimate revenue from letting grazing rights. This is a point of great importance, and one which requires not only care and consideration, but wide knowledge and experience in a special direction. Serious injury might be done under either of the two following circumstances:—(1) if sufficient pasture were not left available for the cultivators, not only for their work bullocks, but also for their milk cattle, including buffaloes; and (2) if the charges were made too high for the poor in certain districts to pay. Injury from both causes has been brought to my notice, and it only required to be carried a little further to become a national calamity—quite unexpectedly, of course, because there is no one interested who can judge of the facts or their bearings. A forest officer cannot be expected to see a matter of this sort, and there is no sufficiently equipped Agricultural Department to act as guardian. From one or other of the above causes the people in certain districts were, on account of the imperative necessity of first providing for their work bullocks, unable to keep the milch cattle required to supply milk or its product ghi—that practically indispensable ingredient in a healthy native diet. The significance of this will be found by a perusal of my remarks on the physiological action of ghi as the fat of food in the alimentary system. A few strokes of the pen of an officer, ignorant of the facts of agriculture, might, in an indirect, and consequently insidious, but at the same time certain way, plunge millions of unsuspecting wretches into all the miseries resulting from imperfect alimentation, beginning in the present, and accumulating in virulence in future generations!

The history of the loathsome disease *Pellagra*, which has extended so much among the poorer classes of Italian peasantry during the present century, ought to be a warning to all civilised Governments of the danger underlying any policy which will tend to reduce the standard of the staple food of the lower classes. Some of the common Indian, so-called leprous diseases resulting from inferior dietaries would be, in my opinion, more correctly described as *pellagrous* diseases. When there is a natural tendency to such diseases, the necessity to avoid anything incentive to them becomes urgent.

The native population, who feel the pinch of Government resuming the rights which had been by common consent granted to them since the time we took possession of the country, may well say, Why should Government want to grow great forests of large timber? It is of little value to the masses of the population, whose wants are supplied by sapling poles and branches, and by the fruit and shade of such trees as they or their cattle can get access to.

While in no way condemning the salutary principle of present self-denial for future advantage, either to the race or to the individual, I confess that I sincerely sympathise with the native population of India, who, through a policy necessitating involuntary abstention on their part, have to give up conveniences, and what are in many cases essentials of their very existence, for an object incapable even of benefiting their descendants.

That anyone will profit by the system is a matter which yet remains to be seen. It is known that magnificent trees have been grown in India under ancient practices already referred to, but it has yet to be proved what those forests which escape injurious fires like that spoken of at Murree will be worth when they come to maturity in the overcrowded condition in which some at least are now springing up.

In conclusion, as regards the matter of Indian forestry, too much success has already attended the effort to graft the European system on to the Imperial management under the Government of India. This has been made possible by the Forestry Department drawing on the resources of the timber growth of the past, and reacquiring rights of what was before used

* Duthie most appropriately points out that sufficient notice has not been taken of the amount of forage which may be derived from the leaves of trees, which are not so liable as grass to be affected by a want of surface moisture.

as common property for its support, in place of going to the Government Exchequer in the usual way. It has succeeded in living upon the resources of an industry (agriculture) which has little power of self-protection, because the people are not accustomed to combine for purposes of representation, and because they are inadequately represented by a Department which carries no direct income to Government.

I believe it will yet be shown, when fully investigated, that European systems of forestry are as unsuitable to the conditions of India as European agriculture would be if adopted, and that the more nearly nature is imitated, or the best native practices followed in both instances, the more successful will be the final results. The trial by fire, which has been carried on for thousands of years, must have spared only those trees which could develop recuperative power sufficient to withstand it. Nature has trained them to successfully resist this danger, while by means of the fire she protected the trees and the pasture grasses against the attacks of other enemies, more especially against the ravages of insects and the growth of parasites, including fungi, which very frequently propagate, in the first instance, on old, decaying, or weakly specimens, but finally, when abundant, spread to healthy vegetation as well. Trusting to the external protection of fire, the trees or plants subjected to the new mode of life are, as it were, untrained to resist, and unable to overcome the dangers which the fire kept under control. The question may not be ripe for final settlement, but everything seems to indicate that before long it will be the urgent duty of Government to make a thorough investigation for the double purpose of discovering: (1) in what way the rigid protection of certain forest areas is injurious to agriculture, and consequently to the country; and (2) what influence the system of strict conservancy is likely to exercise on the growth of the timber supply of the future.

MAJOR C. PRESTON, the Adjutant of the University O.T.C., was called and examined.

Questioned regarding the exclusion of Indians from the O.T.C. he said that at the beginning of last session he had received a letter from the War Office saying that Indian students were to be considered for admission to the Corps if, on inspection of their qualifications by the India Office, they were considered to be fit and proper persons to be trained as officers for the Indian Defence Force. He thought that they should be admitted if they fully realised that this was the purpose of their training, and that when they returned to India they would be required to join the Defence Force and wear their own national dress.

The two classes of men whom he did not wish to admit were the men who only wanted to be admitted because they had been told that they could not be admitted, and the men who wanted to join the Corps thinking that membership brought the social advantages of a club.

He thought that if Indians were admitted to the Corps it would hinder recruitment among the present students, but that the next generation who came to the University and found the admission of Indians to the Corps a *fait accompli* would not pay any attention to it. The Corps was at present in a state of being resuscitated. After the war there were in the University a large number of ex-Service men, and as they needed no training the corps was very much depleted, but the numbers had doubled last session and he expected to see a similar increase next year.

He said that the officers commanding units would be prepared to train Indians. He had, however, to point out some administrative difficulties. A great difficulty was presented by the wearing of the kilt. The Scots were proud of their national dress and would resent the sight of an Indian in a kilt and a glengarry. Another difficulty was that the artillery unit was always the strongest and recruited the best men. Since the Mutiny there had been no native Indian artillery, so that Indians would be debarred from joining this branch of the corps. As the kilt was worn by the infantry this left only the engineers and the medical unit of the corps open to Indians, and it was possible that they would come to be looked down on amongst the present generation of Scottish students, who would confine themselves to artillery and infantry.

He suggested that there should be a special unit for Indian students, with a special uniform, but it was pointed out that this was just what the Indians did not want, and that the existence of a special coloured platoon would only accentuate colour prejudice.

He thought that he would prefer that the onus of excluding students should be on the shoulders of the War Office rather than on his own.

He thought that the Scottish Universities would be placed in a very difficult position if they had to exclude Indians on account of the kilt, whilst they were being freely admitted to English University O.T.Cs., but he saw no way out of the difficulty.

As regards admission generally, this was in the hands of the officers commanding the different units. If he had any difficulty he could always refer to the Military Education Committee of the University, which was being revived, and all the commanding officers of the corps belonged to it.

He thought that even if the kilt difficulty were removed, there would be difficulty among the present Scottish students if Indians were admitted to the corps, but that it would not be the case in the future.

Friction generally began between the Colonial students and the Indians, and then spread to the British students.

MR. S. S. SINGHA, Warden of the Y.M.C.A. Indian Students' Hostel in Edinburgh, was called and examined.

He stated that he had come to Edinburgh in February of 1920 to look into the general condition of Indian students there, and to see whether the Y.M.C.A. could do anything for them. He had consulted with the Indian Association and that body had been against the institution of a hostel on the ground that it would lead to the segregation of Indian students. They also feared it might be another Government agency, in spite of his assurances that it would be controlled by the Indian National Council of the Y.M.C.A, and were very suspicious of the whole scheme. As the result of enquiries, however, he had found that there was a demand for such a hostel among the students themselves; he had, therefore, proceeded with the scheme and the hostel was opened in March 1920. The Assistant Secretary of the Indian Association said that he would get it boycotted by the students, but the number making use of it had steadily increased. In the first month (March) four students lived at the hostel, six in the second, fifteen in June, and at the end of July there were twenty-one, the maximum number that could be accommodated. At the beginning of the new Session there had been so many applicants that in January 1921 another house was taken, bringing the number of beds up to thirty-eight, all of them being in use at present.

All objection to the hostel on the part of the Indian Association had now been broken down; in fact, in October 1920 the witness had been asked to become President of the Association by some, especially the Northern Indians. The hostel now drew more students to its social functions than did the Association. It was true that the majority of Indians preferred to live in lodgings because they then lived independently and without any control being exercised over them.

There was of course a certain amount of necessary discipline exercised over the students in the hostel; meals were served at fixed times, and students had to be in by 11 P.M., and they frankly did not like abiding by such rules. The hostel was governed by a Committee consisting of three representatives of the Scottish Y.M.C.A., three representatives of the three Churches of Scotland (the Episcopal, the United Free and the Church of Scotland), and three representatives of the Student Christian Movement. He saw no reason why other members should not be added to this Committee and, on reciprocal grounds, had suggested that a representative of the Indian Association should be invited to serve on it. There was also a House Committee, consisting of five men elected by the students themselves, which was consulted on such questions as social functions, the admission of new students to the hostel, and disciplinary steps against those who failed to observe its rules.

He had been anxious from the first to get the Indian students more into touch with the social questions of English life. He arranged for them to visit orphanages, asylums, industrial homes, &c., and had succeeded in raising among a certain number of the students a keen interest in these institutions. It was a definite part of the work of the hostel to bring Indian students into touch with voluntary movements, but he had not, however, been able to carry them the whole way with him as many of them were more interested in political than in social affairs.

As regards religion, he said that no services were conducted in the hostel nor was there any religious atmosphere at all. At the special request of the students themselves three lectures had been given on Comparative Religion, one on Hinduism, one on Islam, and one on Christianity. There was no question of proselytising, and he was at a loss to understand the complaint made to the Committee in that respect: it was entirely without foundation. The lectures had been arranged chiefly with the idea that the students could discuss them afterwards with men from the School of Theology; attendance was entirely voluntary, and the suggestion that Christianity was championed above other religions was groundless. There was no reason why Hindus and Mahomedans should not be as happy in the hostel as Christians or anybody else; as a matter of fact there were only two Christians there at the present time. No complaint in the matter of denomination had ever been made to him.

From his personal experience he felt that the Indian students who benefited most from a British University training were those who had graduated in India; they came with formed characters, and so were able to face life in a totally strange country better than the younger men. This applied more especially to the Scottish Universities, where the freedom granted to the undergraduates outside the University was practically unlimited. There were always instances of men who kept their parents in ignorance of their financial position, or of their examination results. As Indians so strongly resented any interference with their affairs it was very difficult for anyone to write to the parents of those who were doing no good, but he would suggest that all examination results should be published in the Indian papers. The Indian Association might take this up, or the University authorities might forward the lists for publication. That was all that could be done, and it was not possible to guarantee that the Indian papers would actually publish the information supplied. He did not know whether the students themselves would resent this step; they might condemn it as further interference or as another form of Government control, though of course it would be nothing of the sort.

There seemed to be three classes of Indian students at the British Universities: (1) those who came for the sake of adventure and seeing new countries; (2) those who came to obtain knowledge; and (3) (the majority), those who came to get as many degrees as possible in the time without gaining any real knowledge. These latter were merely thinking of their position when they returned to India, where English degrees carried a good deal more weight than the Indian ones, especially in the matter of Government appointments.

He saw no reason why men should come to Scotland to study agriculture; there were branches of the subject, such as cattle-breeding, &c., which were not touched upon at the Indian Agricultural Colleges, but should be introduced in them.

Asked whether the preference of Government for English degrees was due to the halo given by possession of such degrees or whether the holders of them were really better trained men, the witness replied that he did not feel able to give a definite answer. He thought that there was some truth in both suggestions.

Questioned as to the financial position of the hostel he said that the initial outlay had been £4,000, and the first year's working had resulted in a loss of between £300 and £400. If the accommodation were fully used in future it would be self-supporting.

He thought that a number of the students at the hostel were now really interested in the social problems which he brought before their notice. In fact he could describe fifteen out of the thirty-eight now there as being definitely keen. He personally devoted the major portion of his time to developing that interest.

Asked whether it was necessary to give lectures on religion at all, comparative or otherwise, the witness replied that he considered it was very important as he thought that there was a real danger of Indian students losing all sense of religion in this country. The object of the lectures in question was to foster the religious spirit, not to advance any particular denomination. No one was compelled to attend the lectures, and as a large number of students not residing in the hostel came to listen to them, they seemed to be fairly well appreciated.

He had heard students say that they could not study so well in a hostel as they could in lodgings, but he thought that the men who had said this generally belonged to the type who would have difficulty in working anywhere. If those who complained in this matter would refrain from sitting talking in other students' rooms until the early hours of the morning their work would be less disturbed.

Of the 176 Indians at present at Edinburgh he had come into contact with about 120. Many not living in the hostel came to him for advice, and he did all he could to bring them into touch with other undergraduates and the people of Edinburgh. He thought that more could be done in this way perhaps by the Local Adviser if he were a member of the University staff and quite unconnected with the India Office. The Student Christian Movement had done a certain amount towards bringing about more social intercourse between Indian students and the other undergraduates.

The Scottish National Council of the Y.M.C.A. had given the original £4,000 capital for the founding of the hostel. There was no question of repayment, nor any idea of Christian propaganda connected with it. It had been subscribed by different communities and churches. The students had at first been inclined to suspect some proselytising motive behind it all, but he thought that suspicion had entirely disappeared, and he was very surprised to learn that any allegation on the subject had been made.

The cost of living in the hostel was about 45*s*. a week for full board and a cubicle, while for a separate room it came to about 50*s*. Lodgings could be obtained in Edinburgh at exceptionally low rates, but students who paid 15*s*. or 16*s*. per week only obtained one room in a working man's house with no opportunities whatsoever of coming into contact with the better side of Scottish family life. He did not look upon his mission in Edinburgh as that of providing a cheap hotel. It was something greater than that.

Except perhaps in the case of those coming from the southern parts of India who suffered rather from the severity of the climate and were inclined to develop tuberculosis and diseases of the chest, he thought that the health of Indian students in Edinburgh was generally good. In cases where he had found Indian students in poor health living in unsuitable and cheap lodgings he had brought them to the hostel and seen that they had proper care and attention. When students were too poor to pay the hostel charges, or when their funds had run out completely and it was a question either of accepting them at the hostel free of charge or of turning them into the streets, he always took them in, as he considered it part of his responsibility to do so.

He estimated that £250 per annum was the minimum sum on which an Indian student could live in moderate comfort at Edinburgh. This allowed for all fees, vacations, &c. He did not think a student could live on £200.

The South African element in the University had undoubtedly increased the prejudice against Indian students. There were about 180 or 200 of the former in Edinburgh at the present time, and the hostility existing between the two races often expressed itself in actual fighting.

He thought that the hostility of the Indian students to the present Local Adviser was partly due to the fact that he had been Adjutant of the O.T.C. during the war, but principally to his connection with the India Office. It should be remembered, however, that it did not follow that because Indian students wanted to be

entirely independent, their parents were content to leave them in Edinburgh without anyone to be a guardian to them or to look after them in any way.

There was no Government grant in connection with the hostel, and he would not take one were it offered, as the usefulness of the place would immediately be curtailed, and the students would distrust it as having a Government connection.

He liked students to stay at the hostel for 1½ years and then to make room for newcomers. At the end of that time he was generally able to find suitable lodgings for them in the town. Good lodgings were on the whole a little more expensive than living in the hostel.

The Indian Association Students Advisory Committee was doing good work in giving students general information, but it was difficult to find members of the Committee who were ready to carry out the various schemes which they discussed with enthusiasm. To do this thoroughly required a great deal of time which they could not easily spare.

He thought that some of the senior students should certainly be associated with the Adviser; there were many things, such as finding suitable accommodation for freshmen, &c., which could be done just as well by them.

Last year he had arranged for some of the students to go to another hostel at Lowestoft for the vacation, and this year he hoped to take them out to a summer camp in the Highlands from the 15th July to the 15th September. The students living in the town mostly went away by themselves to England or some other place. He could not arrange anything for men living outside the hostel, and even for those residing in it a definitely organised scheme had to be avoided, and the whole thing given a personal touch; otherwise the Indian students immediately resented it as placing them apart from the British undergraduates.

He had had some correspondence with the Distressed Indian Students Association in London, but had received very little real help from them.

He knew of several Indian students in Edinburgh who were in debt and doing no good. There were probably others of whom he did not know who were without means of support. Such men ought to be sent back to India.

DR. FREELAND BARBOUR, M.D., LL.D., Lecturer in Gynæcology, was called and examined.

He read the following statement of his views:—

"During the forty years in which it has been my privilege to be associated with the Edinburgh Medical School and with the University, one has had an opportunity of studying problems arising out of the cosmopolitan character of the school. Of the graduates in Medicine of my year (1879) only one-third were Scotch, one-third being English and one-third from the colonies.

"At that time Indian students were few, and questions affecting their welfare had not arisen. But let me refer to a fact of these earlier years with regard to the Canadian student, which has a bearing on the Indian student. Thirty-five years ago we had a fair number of Canadian students; in a class I taught they preponderated. Twenty years later they had disappeared. This was due to the development of the Canadian medical schools, notably MacGill University in the first instance and later that of Toronto. As soon as the teaching in the colony was efficient and adequate the stream of students to Edinburgh dried up. And for two reasons: it was more economical for a student to study at home; and the desire to develop his own country, the Canadian spirit, kept him at home.

"In later years one's interest has turned to the students from India, and especially since I was asked, along with Dr. Walker, to represent the University on the Executive Committee of the Edinburgh Indian Association.

"Looking back over the past twenty-five years, two facts stand out:—

"1. Indian students have not taken the place in the University one would have expected. Their names seldom appear on the honours list. The best students evidently do not come to study Medicine here. The Indian has never shown the academic distinction of the Colonial. He has not won the respect which students are never slow to accord to an honours man. This is due to the handicap of distance and want of means. I asked Dr. Mackenzie the other day what an Indian would need to study here. He said £300 a year. This is twice, if not three times, as much as the majority of our Scots students have spent in their medical studies. Our best students come from our poorest homes. Brains and means vary inversely. And, as far as Scotland goes, it would never have reached the position it now holds in Medicine had it been subject to this handicap.

"2. A second fact is this, that while our distinguished graduates have, after a few years of special preparation, gone to professorships in Canada, Australia and other Universities, not one has gone to India. I am not aware of applications having come to the various departments in Medicine of our University for a first-rate teacher of Anatomy, of Physiology, of Pathology, of Surgery or Medicine.

"These are remarkable facts which call for careful consideration. Am I wrong in thinking that had there been placed in India thirty years ago even one Medical School free to develop along the same lines as Edinburgh University with a staff of men each an expert teacher on his own subject and devoted to it, and appointed to his post solely on the grounds of his knowledge and his efficiency as a teacher in that subject, with laboratories equipped for research and associated with a hospital set apart for clinical teaching, am I wrong in thinking that had this been done some of the questions we are considering now would have found their solution? The best intellects would to-day have been devoted to medical science and practice. The Indian lad would not have been taken from his natural environment at an age when such transference cannot be effected without risk, nor been obliged to spend the formative years of life without the influence of home. In Scotland the poor lad of 'pairts' has been able, during the past half-century, to climb to the highest place in the profession. Where would he have been had he been obliged to go to India to find the education that was his ambition; to be banished for five years from his home; and to study at a cost of £300 a year?

"As regards what has been done to provide suitable quarters for Indian students in Edinburgh and bring them more into touch with Edinburgh citizens, I might mention this example:—

"About ten years ago, when the number of Indian students in Edinburgh had increased, a group of people was anxious to do something to make their position in this country less isolated. A young doctor, who had a special gift for making friends with Orientals, was definitely asked to give part of his time to this, and to make links between students and suitable Edinburgh families. Some years later there sprang from this a Committee of Friendship towards Oriental Students. The members of this Committee were chiefly identified with the two Scottish Presbyterian Churches, and the services of a whole-time Secretary were required.

"Although in the case of both these appointments there had been considerable success in promoting single friendships, the need was still felt of some person or institution which might form a social centre for Indian students in Edinburgh. And when the war came and the Secretary was called abroad the Committee of Friendship towards Oriental Students gladly accepted the offer of the Y.M.C.A. to find an Indian Secretary and to make over the work to the Edinburgh Y.M.C.A. some of the Committee's members continuing to serve on the new Committee. By the advice of Mr. K. T. Paul, Secretary of the Y.M.C.A. for the whole of India, the present Secretary was chosen. It was hoped that after about six months in Edinburgh he might have come into sufficiently close touch with Indian students here to be able to advise as to what was most needed. Mr. Singha, however, is a personality of such attractiveness and good judgment that he at once commended himself to all, and within three months the Y.M.C.A. Committee found that it was possible to open a hostel to accommodate some twenty-five students, and within a year the demands on their accommodation were so numerous that they have rented an adjacent house, so providing accommodation for nearly forty students. This hostel has become a meeting-ground for Indians and the friends of India, and already many distinguished men have been welcomed there and have given there addresses on topics of common interest.

"As the question of hostels is one on which your Committee wishes information I might add that if further hostel accommodation were thought desirable the students would gladly avail themselves of it, provided the hostels were on the same lines as those which the University has provided for students and under University supervision. It would, in my opinion, be undesirable to make residence in a hostel compulsory. This is not done in the case of any other group of students. What the Indian objects to, and rightly, is anything suggesting exceptional treatment. He is willing to submit to any discipline provided his fellow-students are subjected to the same."

In reply to questions the witness stated that he and his wife had taken a great interest in Indian students in Edinburgh and had tried to bring them into contact with British home life. There was one preliminary difficulty in the way of social intercourse between the British undergraduates and the Indian, and that was that the former knew nothing about the men with whom they were brought into contact: once this was overcome their relations towards each other were very friendly. He did not think that the large number of Indians in the University was a bar in the way of social intercourse. He had found that Chinese students seemed to be more prepared and anxious to mix with their fellow-students than were the Indians. He thought that Indians might not object to a separate hostel being set up for themselves alone, though of course it would all depend on who ran the hostel; but there was the question below the surface not only of their living apart, but their dislike of being treated differently from others and not wishing to be controlled in any way.

As regards the question of Medical training he said that, although he was ignorant of conditions in India, he would like to see the experiment started of a school run on the same lines as the Medical Department here, and staffed by highly qualified professors in order to give a first-class training to Indian students who had not enough money to come to England.

At present the staffs in the Indian Medical Colleges seemed to be mainly recruited from the Indian Medical Service, and consequently had no chance of specialising in their subjects: a man needed several years' special training after graduation before he really knew his subject and was able to teach it well. He could not say what salaries would have to be paid to induce really highly qualified men to go out to India in the Medical Colleges there. The present class of Indian students had not distinguished themselves in medicine. He had no record of their subsequent careers.

Indian students at Edinburgh had the same chances of clinical work and experience as the English undergraduates. He made a point of choosing cases for them rather carefully in his own particular subject and there had never been any objections raised. The patients did not seem to resent being under the charge of foreign students.

Social intercourse between the Indian students and the people of Edinburgh as well as with the other undergraduates was encouraged as much as possible. The Students' Christian Union and the Y.M.C.A. had been of great assistance in that direction.

He did not think that any organisation would be successful in bringing Indian students into contact with the best minds of the University—anything of an official nature would be sure to fail. It depended almost entirely on the individual. In some cases professors laid themselves out to improve the general social condition of Indians and the Local Adviser was able to help a good deal unofficially. An interesting movement which had recently been set on foot was the formation of students' committees for the different nationalities in the University, such as the South Africans, the Australians, &c. They managed their own affairs and looked after the students in their own particular section. If there were a University Committee run on the same lines and co-operating with these other Committees it would be an ideal arrangement.

He thought that the reason why Indians had failed to distinguish themselves in the Faculty of Medicine was because the best men had not come here, and if their academic record was inferior that might to some extent account for the other men looking down on them: if a man's name appeared in the Honours List that fact alone commanded respect. On the whole, Indian students in Edinburgh had a satisfactory reputation, and those who knew them well respected them accordingly.

The reason why Chinese students did so well was because they were picked men, a very careful selection being carried out before they came to England.

He knew of one or two Indians who had taken their medical degree at Edinburgh and had settled in England to practise. As far as he remembered none had done this in Scotland, and there was no general tendency for them to come to this country to earn a livelihood.

MR. W. S. MORRISON, M.C., M.A., Senior President of the Students' Representative Council and of the University Union, was called and examined.

He stated that the Students' Representative Council was a statutory body for which provision had been made under the Scottish Universities Act. It concerned itself with academic matters, and acted as intermediary between the authorities and the students in any matters in which the decisions of the former might come into conflict with the interests of students. It did very little outside the University; social intercourse was more the affair of the University Union than of the Representative Council. The Council did not presume to question such important matters as the appointments of lecturers, &c., but on one occasion it had protested against the system of marking in vogue and had carried its point.

The members of the Council, of which there were about 100, were elected each year by the students. They were obliged to meet at a monthly statutory meeting, and a special meeting could be summoned at any time. The officials were elected by the Council itself; there were three Presidents, a Secretary, an Assistant Secretary and a Treasurer. The Council itself did not come much into contact with Indian students, but there were a number of sub-committees, as for example the Imperial Academic Committee, of which an Indian was at present the Convener. This Committee had raised the question of the recognition given to Indian degrees and qualifications.

The University Union was more in touch with the Indians at Edinburgh, being concerned with the life of students outside the University. Very little social intercourse existed between Indian and Scottish undergraduates. There were various reasons for this, one was that in Edinburgh there was a very large number of foreign students, more than in any other University, and, frankly, the ordinary Scottish student had a distinct prejudice against any foreigner. He did not think that this characteristic was peculiar to Scottish undergraduates, but it was strongest and most marked in Edinburgh, because of the fact that they had the largest number of foreigners there. Edinburgh was, as a city, extremely reserved, and this attitude was reflected in the University. Another reason was that English and Scottish students came up to the University with their own particular coterie of friends, and in many cases they stayed in those coteries, not worrying much about other students, whether foreign or British. Exclusion applied more to coloured races than, for example, to European foreigners. The students did not differentiate between Indians and Egyptians, but classed them all as coloured. Where distinctions were drawn he thought that the Indians were the most popular.

There was no East and West Society at Edinburgh to promote social intercourse; the Christian Union did what they could, but they were not very strong and their following consisted chiefly of first year students with but few of the older men whose influence would have been of greater help. The only social functions at which Indian students seemed to appear more the

debates; recently they had taken part in them in increasing numbers. Athletic clubs and other societies did not seem to appeal to them; this was due to their own tastes, because when they did appear they were always welcomed and there was nothing wrong in the treatment they received. On the whole Indian students had to work harder than the British; they had the language difficulty to overcome, and therefore really had less time for social intercourse.

There was no prejudice against Colonials at the University, but it must be admitted that there was a certain amount against Orientals. Indians and all others were treated quite equally so far as University regulations were concerned, and they were placed under no restrictions or disabilities.

As regards the O.T.C. the witness stated that British students had petitioned against the admission of Indians when that idea had been brought forward some time ago. Asked whether this was not a disability, the witness replied that the University could not be blamed for this, because the actual regulation forbidding the admission of Indians to the corps was an Army Council one. He agreed that more attempts might be made now to remove the existing prejudice, but said that a definite campaign in this direction might have no other effect beyond increasing what prejudice already existed.

He personally would suggest that Indians should not come in large numbers to any one University; it was only when this happened that the other undergraduates became aware of their existence and resented it. It was also a question of time; the prejudice must be allowed to dissolve. Even now it was far less than before the war when he had been an undergraduate at Edinburgh.

He did not think that ex-service men were more opposed to Indians than any others. Besides, the term "ex-service men" could not be applied to any one body of public opinion, since the majority of men now at the University had served in the war. Men who had served abroad generally returned with wider views and experience so that they would be less likely to be prejudiced than the ordinary class of undergraduate. It was a fact that in the University Union all foreign students sat on one side of the smoke-room and British on the other. He thought this was simply a question of traditional prejudice. In reading rooms, dining rooms, libraries, &c., they all mixed together.

Another difficulty that had arisen on account of the large number of foreign students at Edinburgh was that in many cases ex-service men returning to their University had found there was no room for them, and that many foreigners were already installed. They were not aware that the latter had most probably made their applications years before, and as a result there was a certain amount of ill-feeling caused between them.

He thought that if Indian students took part in athletics to a greater extent than they did at present their status in the University might be improved. He did not think, however, that academic distinction would necessarily carry social popularity with it, or at least only to a small extent.

There was no fixed percentage for Indian members of the Students' Council, and it was merely by chance that an Indian was Convener of the Imperial Academic Committee.

Questioned as to the manner in which racial prejudice was shown towards Indians, he replied that it mainly expressed itself in Edinburgh by an attitude of exaggerated reserve on the part of the British undergraduates. There was no actual hostility and unless an Indian student were hypersensitive he need not suffer much from it.

He estimated the cost of living at about £3 per week for students living in families. He did not think that Scottish students could obtain lodgings at a cheaper rate than the Indians.

He knew that Indians were admitted to School O.T.Cs., but could not give any information as to how they fared in them as there had been no Indians at his school. He thought, however, that objections would be raised in all the units of the University Corps if Indians were admitted to it.

No list of lodgings was kept by the University authorities at all, nor were hostels run by them, except for women students. The only thing done in this respect was by the Students' Representative Council, which helped freshmen to find suitable accommodation, and by houses run by student Committees.

He thought that a separate hostel for Indians might work very well as if they had an organisation of their own besides the Indian Association it might give them a better status in the University.

WEDNESDAY, JUNE 29, 1921 (EDINBURGH).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, *Secretary*.

PROFESSOR J. LORRAIN SMITH, M.A., M.D., Dean of the Faculty of Medicine, was called and examined.

He said that the Medical Faculty had attracted Indian students for longer than any other faculty: there were now thirty-three on his list.

The faculty had power by the University ordinances to recognise certain Indian qualifications as being equivalent to the Scottish matriculation.

Before a student could take the Edinburgh Medical degree it was necessary for him to have spent at least two years actually at the University studying medicine: the other three years of the course might be spent in any other University, including any Indian one that was recognised by the University Court. The list of approved Universities included the six principal Indian Universities, but students who came from the less-known institutions would be treated with consideration and their cases judged on their merits.

It was difficult to set up any real standard of examinations, but the University worked by former experience, and he thought that they had as a rule been fairly successful in determining what concessions ought to be made to individual Indian students. Sometimes exemption was given from certain examinations as well as from courses, but this only referred to the preliminary entrance examinations: from the actual medical examinations no exemption was given, but students were exempted from the necessity of following out the courses that corresponded to the courses that they had taken in India, and were allowed to enter for the examination at the first possible opportunity.

Indian students generally presented themselves for a personal interview, though this was not insisted upon; it was easier to estimate the value of the work that the student had done if he came in person and explained his courses.

Sometimes the University of Edinburgh communicated with the Indian Universities on the subject of the applications made by their students, but he did not recall any case that had been referred to the Indian Students' Department in London.

He thought that those Indian students who had come had done fairly well in their examinations. Some of them did not get through the first time, but passed on their second trial, and he thought that this, in the case of a complete stranger to the country, was quite a good

record. He thought that the education that the students received in India was satisfactory, but he advised, considering the difficulties that they had to meet in a strange country, that they should come to do their course at Edinburgh having reached a rather higher standard than the average Scottish student.

He had made out an average in 1913 of the time taken by students to complete their whole course in Medicine, and this showed that the Edinburgh student completed the course in five and three-quarter years instead of the possible five. Indian students generally took about six to seven years.

As regards time of entry, he was quite willing for them to come at the beginning of the course.

Latin was not a necessary qualification for entrance into the Medical Faculty of the University. The standard of the entrance examination had recently been raised to that of the Faculties of Arts and Science.

A point that presented great difficulty to Indian students was that they did not seem to realise that the study of anatomy was necessary for the Medical Faculty, and they would do their Preliminary Science examination in India in subjects which did not include this, so that they would have to waste time when they got here in doing anatomy courses that might have been done before. A few Indian students were forewarned of this and took anatomy, but this was not general.

He thought that students should come having got exemption from the preliminary examination. Five terms of anatomy had to be got into the Medical course in the first two years, so it was advisable to get some of it over before coming, so that they need not be delayed by it when they were otherwise able to go on to the more advanced part of the work.

No certificate of character was required from Indian students before they were admitted to the Medical course.

The total number of students in the Medical Faculty at the present moment was 1,960. A great many different nationalities were represented. There was no tutorial system in the faculty, students had to attend their courses for their examinations. House appointments were given to the best students each year: he did not think that any had been held by Indians yet.

Courses and sometimes examinations were recognised in scientific subjects, but no Medical examinations were recognised; if an Indian student came to Edinburgh, having taken the Madras degree in Medicine, he would have to do all the Edinburgh examinations, though he need not compulsorily spend more than two years doing it. In practice, of course, it was hardly possible to accomplish all the examinations in so short a time, but Indian students sometimes managed to do it in three years.

If a man passed the Indian Intermediate examination in Physics, Chemistry, Botany and Zoology, he might be given credit at Edinburgh for the work that he had done in all four subjects, even though he might not have graduated.

The clinical facilities in Edinburgh were very good. There were at present an abnormally large number of students, so that it was more difficult to procure adequate training for them all, but he thought that this was only a temporary embarrassment, and that in the future the facilities provided would be sufficient. Indian students had not had difficulty because of their nationality in getting practical clinical experience. Some students had recently been sent to Paris for one month's midwifery course, and the success of the experiment would encourage him to send more. Other Edinburgh students went to maternity hospitals in Liverpool, Manchester, London. The Royal Infirmary, the Fever Hospitals, the Maternity Hospitals and the Poor House Infirmary were all attended by students.

Although there was a certain amount of difficulty in getting midwifery experience for all students, he did not think that there was any special difficulty for Indians. Before qualification a student had to get practical experience in the Maternity Hospital and then do twelve cases in the district.

There were no definite revision courses for students who had been referred in various subjects. By a new regulation, if a student was notably weak in a subject, he would be required to do further training in it, but otherwise he would not have to be signed up on an additional course when he presented himself for re-examination.

He thought that the extra year taken by the average Indian to complete his course did not show a lack of desire or power to work; he thought that it was the natural outcome of working in strange conditions.

Applications from Indian students did not come through the Indian Students' Department. Until the recent conditions of overcrowding, all students who had applied for admission had been admitted. Lately there had had to be a special date for closing the books, but this was no more a bar to Indian students than to any others.

A new regulation was going to be enforced by which all students who missed three opportunities of taking an examination would be required to take further instruction.

He was satisfied on the whole with the conduct and work of Indian students at Edinburgh.

PROFESSOR HARVEY LITTLEJOHN, M.A., M.B., B.Sc., Dean of the Faculty of Medicine for ten years prior to Professor Lorrain Smith, was called and examined.

He said that no students were exempted from the professional examinations except in so far as the first professional examination was concerned in the case of students of Scottish Universities, and such students of any University who had passed in the subjects of the first professional examination for a Science or Arts degree.

There was no special bar in this respect against Indian students or Indian Universities. Students of any University, including the Indian Universities, were given exemption from classes of the professional medical curriculum, provided the classes attended by them were by recognised lecturers, and were of the same standard as those held in the University of Edinburgh.

He thought that Indian students ought not to come to this country to study medicine until they had completed in India an entrance examination which qualified them to study medicine at the University, and that students should be officially advised by proper authorities in India as to the requirements for entrance to medical study at Edinburgh University. Great harm was caused by students coming from India with incomplete entrance certificates, the result being that before they could commence the medical course they had to pass an examination in the subjects in which their certificate was defective. This led very often to a waste of time and to the acquirement by such students of habits which were not to their advantage, and the delay frequently disheartened them.

The Educational Authorities in India should be made fully cognisant of the regulations of the Entrance Boards of the British Universities, and no students should be allowed to come to this country who were not ready to enter on their degree courses.

At present the Medical School in Edinburgh was so overcrowded that students were not admitted to medical study until they had received permission from the Dean. This applied to all students, and therefore no student should come to Edinburgh until he knew whether he could be admitted.

Further, students who came to take a given course of study should adhere to this. Many students after arrival thought that they would like to take an Arts or Science degree in addition to that of Medicine. This very often led to disaster, partly because they were not qualified to study the particular science and frequently failed in the examinations, and also because of the greater length of time entailed, the result being that their money was not sufficient to provide for a Science or Arts in addition to a Medical curriculum.

He would like to mention another difficulty with Indian students, namely, the apparent absence of someone in authority in India with whom the Dean could correspond in regard to the students. When a student after repeated warnings was neglecting his work, or behaved in an improper manner, it was very advisable that his parents, or someone in India who was responsible for him, should know of his conduct and either

remove him from the University or take such measures as might ensure better behaviour in future.

His experience was that it was very difficult to get in touch with the proper guardian in India, and even then they did not understand the letters sent to them, and merely made appeals for greater control to be exercised by the Dean and University Authorities, not realising that this had already been carried out so far as possible.

He thought that it was very important that men who came to this country for education should be physically as well as mentally capable of profiting by their stay.

He found that Indian students often found the cold climate of Edinburgh very trying, their lodgings were often not comfortable, and they developed a neurasthenic condition or nervous depression which was a most disastrous thing for them. There were sometimes cases of phthisis among the Indian students, and it seemed to be nobody's business to care for them and provide for their return home. He thought that only the most physically fit among the Indian applicants should be allowed to come.

He thought it was also very necessary that some form of recreation should be provided for the Indian students, who, being comparatively few in number and not having any school associations in this country, found it difficult to join existing clubs. The question of expense also was a difficulty. The University Athletic Club no doubt was open to them, but only the best athletes got into the teams, so that the athletic club comprised only comparatively few Indian students. Indians had shown themselves adepts at tennis and cricket, provided they got an opportunity for playing, and he suggested that if some provision could be made for enjoying these games at Universities where there was a considerable number of Indian students it would be of great benefit both as regards their health and work. For many years Indian students in Edinburgh had had a cricket team which had been very successful, but it had been carried on under difficulties for want of a proper ground.

With regard to the question of the Local Adviser, he thought that such an Adviser should be very carefully chosen since he occupied a delicate position, the majority of Indian students resenting anything which bordered on supervision which was not exercised in regard to other students. He thought that the Adviser should be a man who was popular and held a post on the staff of the University, a man who was himself more or less an athlete, and who had some knowledge of the world and understanding of human nature. Such a person would have a better chance of acquiring the confidence of Indian students, and be better able to help them in any difficulties. He should if possible also be a medical man who could sympathise and encourage those who felt the strain of their work. A medical man would also be best qualified to see that such students got proper medical advice when a specialist was required.

PROFESSOR J. STEPHENSON, M.B., D.Sc., at present Lecturer in Zoology in the University of Edinburgh, was called and examined.

He said that he had been a Colonel in the Indian Medical Service, Principal of an Indian College, and Acting-Vice-Chancellor of the Punjab University.

He thought that Indian students would have to come to this country until the standard of education in India was raised and further facilities were provided for research work. In many Indian colleges tuition was only provided up to the standard of the Bachelor's degree without even going on to the degree of Master.

He thought that India lacked a good research atmosphere, but he would not go so far as to say that research was not possible in India. It was important that professors in India, as in this country, should always have some piece of research work on hand, and thus keep in live touch with their subject.

He advised that Indian students should, if possible, remain at their own University until they had taken their Master's degree in Science, and should then come to this country for postgraduate work. A good course for them to follow would be the Ph.D. of a British University, which could be taken after two years' study; they could then become professors in India. He thought that it was a mistake to send undergraduate students to the United Kingdom for university education. They could get well grounded in Science at such a college as Lahore.

As regards the question of selection of Indian students for education in this country, he thought that it would be quite easy for the Indian Universities to pick out their best men each year, and thus selection could be made without the interference of the Government. His experience of the Advisory Committees in India was that all the duties devolved upon the Secretary, and the Committee itself was quite a superfluous body.

The experiment of sending Indian students to this country for education had been in a large measure justified by the results that had been obtained; there were, however, two distinct classes of student—the man who had done well in an Indian University and then come to the United Kingdom for further experience was nearly always a success; but the man who had done badly in India, had failed to get his degree, and had come to this country for another chance was almost as sure to be a failure here, to pick up idle and degenerate habits and to go back to India as a waster. Into this class he would also put those students who were unacceptable on grounds of character at an Indian University.

From his own experience, those students who came to this country gained considerable benefit from it, and he had no hesitation in advising other students to come. These advantages were particularly noticeable in regard to the Educational services.

Some research was difficult to carry out in India, but it depended upon the subject. Physics, for example, would be difficult as there were not yet the same facilities in the nature of apparatus that could be had in England; but in such a subject as Zoology research should be more easy in India than in this country owing to the wealth of natural material. He thought that facilities were improving very considerably, and that in the future research facilities in India should be good.

He thought that the test in English which Edinburgh University required its Indian students to pass, even though they had reached the Intermediate standard, was quite justifiable. From his own experience in India, he said that he had found that students who had just passed the Intermediate would not be able to follow lectures in English unless the Professor chose his words with care and spoke slowly, still less would they be able to follow the ordinary lectures given to English students in an English (or Scottish) University.

He thought that if students wished to enter for the public services in India it might be necessary for them to come to England a little earlier than he thought advisable so that they would get their English degree at an early enough age to apply. The Indian matriculation could be taken at the age of 15, and a good student could graduate in India at the age of 19 or 20. If he then came to England he would not be able to get a degree here until he was 23 or 24.

He would advocate the further development of Oceanographic studies in India.

Asked whether there ought not to be an equivalence of "degree for degree," he stated that this was quite impossible. He pointed out that the Indian degree could be taken at the age of 19 or 20, whereas the English boy, as a rule, stayed at his public school until he was nearly that age and then went on to the University and graduated after a further three or four years' study; there could be no comparison in the value of degrees. He thought that the Vice-Chancellors of Indian Universities should strengthen matters at their own end before equivalence could be thought of. He approved of the recent development at Lahore, where the honours courses were being modelled on those of Oxford and Cambridge, and specialisation was begun after the Intermediate examination.

He thought that the Medical College at Lahore was in all essentials of building and equipment an excellent ground for training, but instances sometimes occurred where a professor took up different subjects in turn for reasons of convenience rather than of special ability. He thought that the preliminary scientific ground to be obtained in many colleges in India was good.

He did not agree with a previous witness in thinking that any good that Indian students gained in this country was neutralised by the moral deterioration coincident with it; he could cite many cases to the contrary; a good student who came to Britain did not suffer any moral deterioration.

He thought that the honours schools of the Indian Universities stood in need of strengthening, and that the Universities should confine themselves to higher work, and let the work that was at present occupying the students' first and second years be done at school. He also thought that boys would in this way learn more English, as it was easier to teach a language in small classes in a school than in lectures in a University. He did not think that even if the Sadler report were adopted and the age at which the Indian examinations could be taken were raised that it would be possible to equate the Indian and the British degrees. Every University differed, and it was impossible to generalise when speaking of their standards.

As regards the Edinburgh Zoology course, he said that if an Indian had taken his Intermediate at 18, followed by a three years' course in Zoology in India, he would be about as good as a person who had taken the Zoology course at Edinburgh.

He thought that graduates in India generally knew enough English to profit by the courses here: he had found the advanced classes in India much easier to teach in this respect.

He thought that if a selecting body were necessary it could be formed from the Syndicate of the Indian Universities. A committee of such a body could do satisfactory work.

DR. N. ANNANDALE, B.A., D.Sc., head of the Indian Zoological Survey, was called and examined.

He said that the chief need for improvement in Indian University and Technical Education was in the teaching staff. At present he thought that the standard of teaching was very low, and that professors were not closely enough in touch with their subjects. This led to a general lack of good atmosphere, so that Indian students found research almost impossible. He knew of students who had come from India to Cambridge and had been astounded to find that practically every member of the staff was carrying out his own private researches. This was the only way to create the research atmosphere. If this could be the case in India, and professors could be found who would have the power of inspiring a real love of knowledge and desire for investigation, there would be no need for Indian students to come to this country for their ordinary education. He thought that students who had worked at Lahore under Colonel Stephenson were thoroughly well-taught and had turned out to be true scientists.

He thought that it was a fallacy to give the best posts in the Government service exclusively to men who had been trained in England. As a rule the man who had remained in India would be on the whole the better man, because although at present the teaching that could be obtained in England was better than that in India, yet men who were uprooted from their normal surroundings at an impressionable age and set down amongst entirely different conditions were subject to moral degeneration. He thought, too, that such men returned to India so discontented with the conditions of work in India and so incapable of adapting themselves to those conditions, as compared with those in this country, that their work was bound to suffer. He felt very strongly that the ordinary Indian student should not be allowed to come to this country for education.

On the other hand, he thought that if Indians came to this country as children and went to school and then to the University they would turn out quite well, but they would suffer an almost complete denationalisation and so could hardly come under the category of Indian students.

In his own service there were four scientific officials and two research assistants. These assistants and two of the officers were Indians and (with the exception of one, who had been a failure) had received their education in India, but he had made it clear to them that they could not get promotion until they had been in England for a period of study. He considered that this was the stage at which they should come, when they had completed their University education and had done a year or two years' research under good supervision. They were then old enough to resist any vitiating influences with which they might meet in this country, and they would have the opportunity of getting into the research atmosphere that prevailed in our Universities. Their outlook was broadened and they were fitter for responsible posts in India.

As regards the question of Oceanography, he said that the Government proposed to start a station in the Andaman Islands, and he thought that any scheme for such study in the Indian Universities should be in relation to this. The question of Marine research was a very important one for India, and he hoped to see greater developments in this branch of Science.

He did not agree that the low standard of Indian University scientific training was due to the fact that the teaching was carried out in small isolated colleges which could not afford the laboratory equipment of larger institutions, for he considered that as a whole laboratory conditions in the larger institutions were much better in India than they were in this country, and that the smaller institutions hardly attempted scientific training. In addition to this, for zoologists in particular, the research facilities should be better in India than in this country owing to the wealth of natural material.

He was not in favour of changing the present system of Government laboratories in order to link them up with the Universities, because the present system was well established and on the road to great improvements. He thought that they should remain as at present organised and that postgraduate students of the University could be admitted to them for research purposes. As regards the difficulty that the Universities provided no degree in Agriculture and that the Government departments would not come under University control, he thought that if the University standards were raised this difficulty would not exist.

He thought that even if the man who was sent to England for his University training was to begin with a better man than the one who remained in India, yet the effect of training men of undergraduate age in this country would counterbalance this superiority, and the Indian trained man would be the better.

The worst age for a boy to come to this country was between 18 and 21: it was students of this age who became discontented on their return to India; they lost their balance and were spoiled for their future work.

MR. A. R. MALIK, Representative of the Edinburgh Islamic Society on the Students' Representative Council of the University, was called and examined.

He handed in a statement (appended) of his views upon the points raised by the Committee in their Press communiqué, and followed this in giving his evidence.

In amplification of certain points, he said (in relation to point 2, iv, Main Lines, of his statement) that in Edinburgh the system of referring a candidate in the subject in which he was weak gave him the opportunity of taking this subject again at the next examination without working up again all the subjects in which he had already satisfied the examiners. He thought that this system should be adopted in India. It was explained that this was being remedied by the newly inaugurated "compartment system"; this, however, did not go so far as the Edinburgh system, as if a candidate failed twice in any one subject he would be required to take the whole examination again.

Returning to his second point, he said that in the English and Scottish Universities a student could select the subjects for his degree from a possible twenty or thirty different subjects, in all of which adequate teaching would be provided; he contrasted this with the very limited scope of the Indian Universities in this respect. He did not agree that certain subjects were not taught in India because there was no demand for them. He thought that if teaching were provided in these subjects there would quickly be found students who would wish to profit by it. It was explained that the limited scope of subjects in India might be due to the fact that all the teaching was done in small isolated colleges, which could not hope to compete with large organisations such as the British Universities.

He agreed that the erratic nature of the results of Indian University examinations was in large measure responsible for Indians preferring to get their qualifications in the United Kingdom. Here, with reasonable diligence, a student might be fairly confident of obtaining his degree at the end of his course, but this was not the case in India where a much stronger element of chance seemed to prevail.

In regard to the question of the Advisory system (subsidiary point 6), he thought that the duties might well be fulfilled in Edinburgh by a senior Indian student, and that newcomers would be more happy to go to one of their own countrymen for advice than to a British Adviser. He thought that the Edinburgh Indian Association, which had taken upon itself certain advisory duties, was doing very good work.

He did not think that the percentage of Indian students who were under the financial guardianship of the Adviser was sufficient to warrant the existence of special arrangements in regard to all Indian students. He thought, however, that if parents in India were still desirous of placing their sons' money in responsible hands a University official might be designated for this purpose alone, or that if a hostel system could be started the duty could devolve upon the Warden.

If an advisory system was necessary, he suggested the following scheme :—

A representative body of senior students should be elected from the Students' Committee, and their election should be approved by the University authorities, with whose sanction they should work. He was strongly opposed to the existence of a paid official as Adviser to Indian students, as he thought that apart from the waste of money involved this official had not the same power of assisting Indian students as the body he had suggested would have. If the senior students worked, as he had suggested, with the sanction of the University, he thought that parents in India would have confidence in them.

He thought that if such a scheme were felt to be impossible the only alternative was to carry on with the present system.

He handed in letters in illustration of the difficulties experienced by Indian students in getting practical technical experience in this country.

He thought that a hostel was a greatly felt need, but it should not be exclusively for Indian students. The Y.M.C.A. hostel had been successful as regards newcomers, and also when anyone got into difficulties he could rely on getting help from there: this showed the necessity of a hostel. On the other hand, it was quite true that in hostels students did not get enough time to study, and they were more suitable for young students. He thought that the connection of the present Indian hostel with the Y.M.C.A. might make people think that it was intended to proselytise; he considered that a person could derive social benefits from it without any risk, but he thought that the authorities should be very discreet in inviting people to come and meet the students.

Memorandum handed in by Mr. A. R. Malik.

Main Lines.

1. The chief inducement is the higher status which an education in these islands gives, unquestionably, to an Indian student. Moreover, the official recognition which the Indian Government and the Educational Departments give to graduates from this country does create an ambition in the hearts of others to come here. The higher privileges which students of certain professions, such as Law and Medicine, obtain are other reasons.

In this connection one cannot fail to notice the inadequacy of the whole educational system in India, which is also responsible to a considerable extent in sending out the students. It is not the place for me to present a critical dissertation on the method and extent of education in India, but with your permission I will expose a few shortcomings :—

(i.) Exclusiveness of admission for want of space. Everyone acquainted with the college life in India knows that every year hundreds of scholars find the doors closed against them for lack of space and funds. It shows the growing realisation of the usefulness of higher education. Therefore, those who can afford come to this country or go anywhere else where they find the desired object. This exclusiveness has become more marked in the case of schools of Medicine, Law, Engineering, Forestry and Agriculture.

(ii.) Very limited variety of subjects. The syllabi of studies have become too much stereotyped. The Indian colleges have a very limited number of subjects they can afford to teach, and therefore the student finds the two edges of the road very much narrowed down upon him and the consequent necessity of going abroad.

(iii.) The severe exclusiveness of the different faculties to admit matriculated students. For example, I see no reason why a student, having matriculated in Arts and having a taste and desire for Medicine, should not be admitted in a college for the mere reason that he did not pass in the Science Faculty.

(iv.) The system of examinations is open to criticism. The candidate is labelled a failure if he fails to satisfy the examiners in one subject out of four, while he shows exceptional ability in others. Next year he must appear again in all; thus in some cases this discouraging method has broken the hearts of many. Moreover, the annual changing of text-books, especially in English, the compulsory subject. If one passes in English in one year, he has to appear in the new texts the second year again if he failed in any other subject.

(v.) There is a surprising absence of extension and continuation work in India. The average graduate's road ends abruptly on the convocation day, unless he finds any employment to further the extent of existing knowledge in the branch he has specially studied. There is no provision for the general dissemination of knowledge in an interesting manner.

2.—(*a*.) It hardly need be said that it is the function and moral responsibility of every good Government to provide means of adequate education of those who come for it. The necessity of going abroad for study can only be removed when the vast continent of India can give training in all branches required by the aspirants. It is only too well known that considering the population of India the proportion of educational institutions is very meagre.

(*b*.) Since the responsibility in this direction has been realised, it is only hoped that something will be done at the earliest convenient moment to satisfy this long-felt desire. But granted that facilities are made in this country, the question arises whether the opportunity can be extended to the diligent but poorly situated students of India to avail themselves of these facilities.

3. It is not open to doubt that a Britain-returned student plays in every way a better rôle than one who has stayed there. His outlook is wider, and he receives and analyses every problem with a thoroughness. It is needless to say that almost all the men in whose hands the destinies of India lie to-day are Britain returned.

Particular Points.

1. It is not desired that there should be any restriction for Indian students as such. This is particularly true of the institutions who insist upon applicants passing their admission examination, irrespective of the students' previous achievements. The London University strictly adheres to her own matriculation as being the only channel for a student to come through. The Scottish Universities give admittance to him who has passed such an examination, which would admit him to a University or a college affiliated to it in India; but all those whose native language is other than English are required to pass a formal examination in that subject. The advisability of such a course is well recognised; but to apply it to every case seems unjustifiable. There are instances of the fallacy of application of such a regulation :—

(1.) In one instance, a student was already a Bachelor of Agriculture. Being such he was exempted from the First Science Examination for B.Sc. here, but had persistently been asked to pass the Preliminary Examination. It was after some time and trouble that the authorities concerned realised that a Bachelor of Agriculture was really a higher acquisition than the matriculation of an Indian University.

(2.) Allow me but to quote another instance. A student who had studied up to Intermediate in India joined this University, and having gone through a course of study with distinction proceeded through a misunderstanding to the degree examination in that subject. This shows that he was capable of following the course of instruction. Notwithstanding the fact, he was not given his pass because he had not passed the special entrance examination in English.

The system I am inclined to think on the whole is suitable, but it should be the doubtful cases that may be required to undergo the ordeal. Every case must stand on its individual merits.

2 and 3. The basis of inquiry under this head is the relative standard of University education in this country and in India. But for the difference of mother tongue, such institutions in both the countries start the academic career of the student from almost the same stage. It is not the intention of the school education to be professional or technical in any direction. It is everywhere as general as it is in India. The student who appears for the Matriculation Examination in India and he who appears for a Leaving School Certificate in this country both go through almost an equivalent process.

At the same time I must confess that a mere Matriculate of an Indian University is perhaps not sensible enough to feel himself at home here. Again, I admit that an Intermediate passed student is decidedly at an advantage, but he has also passed two years of his prime youth in hard toil. Notwithstanding that, he is still at a disadvantage in respect of other things. By the time he has done two years' work in a University in this country his enthusiasm for work is on the wane. This brings me to the conclusion that there is a missing link somewhere, and in my opinion the best solution of the problem would be in the form of a Public Residential Preparatory School for those who intend to proceed to England for study. The length of each student's stay in this school should be not less than one year, in which time he may undergo a course consisting of (1) English Language and Literature; (2) Manners and Customs of this place; (3) Preliminary familiarisation with the course he is going to study in this country; (4) Few Lectures on how to adapt himself to derive the best advantage at a British University. During his stay at this school he must speak English only.

4. I am afraid I cannot give a verdict in the case of other educational centres in the United Kingdom. The first step towards a solution of this problem is the recognition of the graduates of the Indian Universities for postgraduate work in those of this place. As far as Edinburgh is concerned it is only very recently that through a humble effort, this first step has been achieved. Such recognition should, however, be universal. Further, the scope of higher training in certain branches of learning is very limited. Taking Agriculture and Forestry, for example, much original work has been done in Germany and America. America affords excellent opportunities for advanced study in various phrases of Agriculture. But, in order to attract ever-increasing numbers of students from the Dominions to the United Kingdom, it is first essential to create suitable facilities for training, and then to popularise them in the Colonies.

5. There is no question as to the desirability of hostels for Indian students at educational centres. The usefulness is apparent, especially in the case of a fresher, more especially if he has no acquaintance at his new destination. Secondly, such an institution would no doubt be conducive to the healthy relations of all towards one another if they have a common place of meeting, and a place, moreover, on which they can rely to fall back whenever an adverse experience necessitates them to do so. The system of landladies is certainly useful in so far as it teaches the young men self-government and self-confidence. In cases where unfortunately a student fails, despite his efforts to show a receptive mind, to get a satisfactory place, he will always look upon the hostel as a stronghold.

Thirdly, a place like this could with advantage be used to meet respectable people of this country, so that an atmosphere of mutual understanding and goodwill could be diffused. But to use such an institution for this purpose extreme precaution is necessary. It is apparent that everything shall have to be done on the fundamental basis of friendship and publicity. It is needless to urge that if anything was done *in camera* the unfailing consequence would be suspicion.

Further, those who have experience cannot deny to affirm that a true student can study better in a personal sitting-room than in a hostel. The corporate life does create a feeling of fellowship and service, but is also responsible for a considerable loss of time—a very precious thing.

Finally, it is an undeniable fact that the whole success or failure of the hostel lies in the organisation and behaviour of the body itself which controls it. It is an open secret that any governmental interference will be open to severe objections. Such objections would also be raised very strongly if the government of the hostel would be given to a sectarian body. Such institutions have now been opened in London and Edinburgh for over a year. The experiment has been successful in so far as it affords shelter to new men, but it has been questioned that ulterior aims may be beyond the superficial philanthropy. Therefore, knowing that a hostel answers the desired need, and also that any bureaucratic or religious control is open to objection, it only remains to discover the best means through which this control may be exercised. In this connection I may be permitted to say that a hostel like those connected with many colleges in India under the management of the University authorities will be a much cherished object. The initial cost together with its financial control being in the hands of the Committee of Management of the University, the conduct of internal economy and government could with great advantage be entrusted to a representative body of the boarders, this body being elected or nominated every month, in order to give everyone an opportunity to train himself in disciplinary government. As an instance I may say that University Halls like Blackie House and Ramsay Lodge in Edinburgh, which are run on these lines, give a model for such an institution, since the number of students from outside Great Britain is never very large, and since it will not be the intention to erect four walls particularly round the Indians while they are in this country, the suggestion will, I hope, be given its due consideration that a hostel be open to receive any Indian, Colonial or foreign student that may like to avail of it. This suggestion becomes more feasible when one learns with great satisfaction from a highly respectable authority that this University has recently been granted a considerable sum of money for a new item of expenditure, *i.e.*, social needs, and one of the many ways in which such money may be spent is the opening of hostels for students.

6. This is rather a delicate subject, and I should be discreet in defining my opinion explicitly. I have not been under an Adviser myself, but have had the opportunity of knowing a few that have been. What I have to say, therefore, will be said without a bias or any reference.

In the first place, from the Adviser's point of view it may be his desire or duty to advise the student on matters educational or others; but in practice, his own preoccupations hardly leave him enough time to devote to the solution of the various difficulties of every student under his guardianship. Further, though an Adviser is supposed to act as a guardian over his wards he cannot in any way be held responsible for the personal actions of the student. Therefore, since he cannot and does not guide or object to his actions,

I am at a loss to understand what the Advisership consists in. Here again every case stands on its individual merits, but I am led to believe that the mere fact of having come under this system makes no substantial difference in the life and acquisitions of a student while he is in this country. From the student's point of view the only control exercised over him is that of giving him a cheque of his monthly instalment. This certainly had its limited blessing, which also disappears if he could procure extra money otherwise.

Besides this he gets no advice in general. For his educational matters he has his University Adviser to consult. For his residence he has best to help himself with the help of any friends he may be able to procure, and sometimes he may even be staying or have to stay in not very congenial lodgings.

I admit that the Adviser cannot go to hunt for rooms for every student, and therefore it is almost the same whether the student did or did not come under this arrangement.

Turning to the extent of the advisory functions of the so-called Advisers in provincial centres in India and in London, I would snatch this opportunity for giving vent to a widespread feeling of dissatisfaction and disappointment at the experience the students have suffered, through having tried to gain information and admission in the various Universities. Several instances may be cited where when the students sought advice from Advisers in London and India they were either misadvised or not advised at all, and kept in suspension. always hoping that something good might still turn up after months of waiting and correspondence. It is only where a student on his own initiation came in direct contact with the authorities of the University he intended to join or made enquiries about, that he got some satisfactory reply.

7 and 8. It is a wise and bold step for the authorities to consider this question, and the more they do to express in a practical way the appreciation of their obligations towards Indian students and the sooner they do it the better, not only for the students, but also for their fellow citizens here. Complaints have not been few of the inability of Indian students to obtain practical training. I have received one from a student who applied to thirteen firms of railway engineers and got the same negative answer from all. It should be made a condition of their privilege of doing business with India that these firms should take Indian students in their works for practical training.

At this place allow me to draw your attention towards an important question. It may be known to the members of the Committee that Indian students during their stay in this country used to be taken in the Officers' Training Corps before the war. During the war these allowances were held in suspension. In 1919 this question was raised again and about twenty students applied. The War Office now removed the objection and allowed their admission. Four students were called up to London for an interview. Three out of these four were selected and the Local Adjutant informed. The actual training, however, has not started yet by the Local Adjutant on the ground that some minor questions as to their uniform and training expenses have not yet been decided. Consequently the matter lies where it is.

10 and 11. The authorities have simply to be congratulated for such a broad-minded move, and the best means would be for the students to join: (1) The University Literary Societies, (2) Certain Public Bodies and Clubs in which they should be received with a real *esprit de corps*, and (3) by the University authorities taking initiation in bringing this about as far as it is in their power and is practicable. If we are to exist as citizens of the great Commonwealth it must be realised by all that the peace of the whole fabric lies in the strength of each individual unit to help others and be helped by them on a mutual basis.

(Signed) A. R. MALIK.

MR. ANDREW BENNETT, Secretary to the Scottish Universities Entrance Board, was called and examined.

He stated that the Entrance Board was similar to the Matriculation Board of the Northern Universities in England. It issued a certificate to students entering the Scottish Universities, showing that they were qualified to enter upon courses leading to degrees. The Entrance Board differed from the Northern Universities Matriculation Board in that in each Scottish University the authorities were entitled to demand of an entrant student additional qualifications. The Entrance Board certificate was not an absolute passport to the degree curriculum. The Board held a Preliminary Examination twice a year, which was similar to the Matriculation Examinations held in England. The examination was held at each of the four Scottish Universities. On obtaining passes in the prescribed subjects and on the prescribed standards at this examination, or at another examination recognised by the Board as an equivalent, the applicant would be entitled to the Board's certificate testifying to his fitness to enter upon a course leading to a specific degree. In the Faculty of Arts all the Universities required that if a student desired to take a class in a language (Latin, Greek, French, German, Hebrew, &c.) he must first show that he had passed the Preliminary Examination on the higher standard in that language, or that he had an equivalent certificate. If, therefore, this subject was not one of those which he had submitted to the Entrance Board in order to obtain their certificate, he would have a further examination to pass before he could enter that class. The same held good for Mathematics and Natural Philosophy. In the other faculties, the certificate of the Board usually enabled a student to pass through the course without further Preliminary Examination. In Edinburgh, the Faculty of Medicine required a pass in Chemistry in addition to the certificate of the Board.

Indian students who had taken examinations in India would submit applications to the Board for exemption from the Preliminary Examination. These applications were decided according to the rules laid down by the Board for accepting Indian University certificates, and if the case did not come under these rules it was considered by the "Emergency Committee" of the Board.

No definite list was kept of "recognised Indian Universities," but every University or college affiliated to a University in India was recognised.

The witness read from the Ordinance under which the Entrance Board was established a clause providing that "an applicant who has in any British or foreign University been admitted (otherwise than *honoris causa tantum*) to a degree, or who has obtained a certificate recognised by the Entrance Board as equivalent to such a degree shall be entitled to receive from the Entrance Board a certificate of exemption from the requirements of the General or Special Regulations of the Board." Under this clause an Indian graduate had merely to pay the fee in order to obtain the Board's certificate. Non-graduates had to have taken their Intermediate in an Indian University and a special examination here to prove that their knowledge of English was sufficient to enable them to gain full benefit from the lectures. This was a comparatively new regulation, having come into force in February of this year and having superseded one by which an Indian matriculated student had been accepted instead of one of Intermediate standard as at present.

The Entrance Board had taken no special steps to satisfy themselves as to the value of the Indian academic qualifications, such as that of the Intermediate Examination; presumably their judgments were based upon such knowledge as individual members of the Board might possess.

The Board worked administratively through an Emergency Committee, and cases concerning new Universities, &c., were dealt with by it.

Questioned as to a case brought before the Committee (in which an Indian graduate had been in the University for several years and when about to take his Finals it had been discovered that he had not taken his Preliminary Examination and was therefore not eligible for the Finals), the witness stated that such cases occurred quite often as there was nothing in the regulations of the Scottish Universities to prevent students there attending classes without any Preliminary qualification, but such attendance was not qualification for taking a degree. He thought that out of the 4,600 students now at Edinburgh quite a number might be unqualified students who were not proceeding to their degree. It was specially provided in the Ordinance establishing the Entrance Board (Scottish Universities Ordinance No. 70, Section XV) that "Students may attend any classes without having qualified for admission under the provisions of this Ordinance, but such attendance shall not qualify for graduation." The word "matriculation" did not mean the same thing in Scotland as it did in England. In Scotland it simply meant that a person, having paid the required fees, was admitted to the privileges of the University. He then received a matriculation card, but that card had no bearing upon the conditions under which a degree could be obtained.

In the case of Medical students it was essential that they should be registered by the General Medical Council and should complete the Medical Preliminary Examination at the beginning of their course, otherwise they would not, at the end of the curriculum, be entitled to be registered as medical practitioners. But those who did not seek a degree might attend Medical classes without passing a preliminary examination. All the Scottish degrees were considered as registerable qualifications by the General Medical Council.

He said that the new regulation regarding the Intermediate being required as the entrance examination, and the addition of the test in English, had been a chronological consequence of the Sadler Commission: how far it had been the actual result of it he could not say. It applied to all foreigners; but as Indians were usually more numerous than any other foreigners in the Scottish Universities it was largely from experience of their lack of English that the rule had been made.

The Entrance Board was composed of delegates from the various Scottish Universities, and a considerable proportion were University teachers (professors or lecturers), who had their personal experience of foreign students to guide them in framing regulations which would affect such students.

THURSDAY, JUNE 30, 1921 (EDINBURGH).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, *Secretary*.

MR. J. G. HARLEY, M.A., Secretary of the Committee of the Y.M.C.A. hostel in Edinburgh for Indian Students, was called and examined.

He said that the main lines of the policy of the hostel were left in the hands of the Warden, and the Committee really only occupied itself with the finances of the institution.

The organisation was under the auspices of the Scottish Y.M.C.A., but it had been felt very strongly that the Warden should be an Indian. It was for this reason that Mr. Singha had been appointed.

He, the witness, had himself organised a self-governing hostel in Lahore. The residents controlled everything except the main finance. The experiment had been most successful, and the Government had given him an unconditional grant. He had come home in 1913 and served in France during the war with the Indian forces. During this time he had spent a certain amount of time in Edinburgh, and at the end of the war the hostel had been started mainly at his instigation.

Money for the original outlay had been subscribed partly by private gifts, but chiefly by the Scottish Y.M.C.A. The hostel was now paying off the interest on this capital to the Y.M.C.A. He thought that it should be able to be self-supporting, to pay interest on capital and the rent of a new house that had been taken, and in addition subscribe half of the Warden's salary. Just recently this had been able to be done, but the funds for necessary capital expenditure were lacking, and there was an overdraft at the bank. He hoped that when general conditions of living were improved this would be remedied.

The charges made to students in the hostel were equal to those that would prevail in good lodgings. It would be possible for students to live in cheap lodgings for less, and, on the other hand, some lodgings would be more expensive. He thought that the students got more for their money than they could possibly get in lodgings.

The hostel was not at present run on completely self-governing lines, but Mr. Singha was advised by a House Committee elected by the residents, who had entire control of certain activities. He thought that when things were more firmly established Mr. Singha would undoubtedly develop the hostel on self-governing lines; it was the policy of all Y.M.C.A. hostels that the residents should control the policy to a considerable degree.

The capital expenditure of the hostel had so far been £4,500.

The main lines of the policy were stated in an inaugural address given by Mr. Singha to the students.

He thought that as the hostel was under the auspices of the Y.M.C.A. the ultimate control must be Christian, but they would be glad to have experienced Hindus or Mohammedans on the governing body in an advisory capacity.

He thought that they would be willing to accept a grant from the Government, but, in his opinion, as far as the Indian students were concerned, this would be bad policy in that it would arouse suspicion. If a grant were clearly unconditional it would help them greatly if they could accept it.

He thought that it was stimulating and necessary for free religious discussion to take place in the hostel. There was no ulterior motive of proselytism in the minds of the Committee, but they all felt that it was of vital importance to foster the idealistic side of the students' character. Much benefit and moral and intellectual stimulus had resulted from these discussions.

He regretted it if some visitors to the hostel had been known to missionise, but he did not think that it had in any single case had any effect on the students. Visitors who did that would not be considered desirable. He thought that the desire to approach religious subjects should be fostered in men of all religions.

It was quite impossible to generalise on the treatment that was received by Indians at the University of Edinburgh. There certainly was some race prejudice, but he felt that this could be overcome in any individual case. He thought that the prejudice had been fostered by the Colonial students, the South Africans in particular. It was a known fact that in Edinburgh it was the athletic man that was popular among his fellows, and this was a drawback to Indians who were not as a rule much addicted to sport. When an Indian got into a team he was nearly always popular. The intellectual Scottish student was often as much alone as the Indian student, and he had made efforts to bring the two types into contact with one

another. He thought that prejudice was not so strong now as it used to be.

He thought that there were certain temporary drawbacks to serious work in the hostel, for example, the lack of a reference library. But he did not think that there was any difficulty on the score of atmosphere. It was the desire of the Committee to provide better facilities as soon as funds permitted.

He would welcome the institution of some tutorial system, but this did not exist in the University.

There was no objection to lectures on Indian religion being given in the hostel. Such had been given by a Hindu and a Mohammedan, both Indians, and it was considered that this would be an advantage to British students in bringing them into touch with Eastern thought.

DR. G. MACKAY, M.D., President of the Royal College of Surgeons in Edinburgh, was called and examined; with him came MR. EADIE, Clerk of the College.

He explained that the College was the oldest medical institution in the United Kingdom, having been founded in 1505. Although not itself a teaching body, it had done much to stimulate the teaching of Medicine in Edinburgh, and had devoted a large proportion of its funds to the purchase of lecture rooms, which were rented to individual lecturers for the purpose of extra-mural instruction, which formed part of the School of Medicine of the Royal Colleges of Physicians and Surgeons, Edinburgh. It was not, however, correct to say that a student who attended lectures in Surgeons' Hall was attached to the Royal College of Surgeons.

The standard for the licentiateship of the college, which was granted as a joint qualification with the Royal College of Physicians of Edinburgh and the Royal Faculty of Physicians and Surgeons of Glasgow, known as the Triple Qualification, was not so exacting as that required for the University degree in Medicine and Surgery. This qualification (L.R.C.P.E., L.R.C.S.E., L.R.F.P. & S.G.) was registerable as an original qualification in the United Kingdom entitling diplomates to practise in Medicine, Surgery and Midwifery, in the same manner as those holding the degree of M.B., Ch.B. of a University.

The curriculum required was not so full nor were the fees so high as that for the University degree, but it complied in every respect with the requirements of the General Medical Council as regards duration of curriculum and standard of examination.

The examinations for the diploma were open to students from all parts of the world who could produce evidence of preliminary educational attainments which would satisfy the General Medical Council for registration as medical students in this country. Attendance at a University or at the Edinburgh Extra-mural School was not an essential qualification, as instruction obtained at other medical schools either at home or abroad, if recognised and approved by the General Medical Council, was accepted.

He thought that the existence of the extra-mural school in Edinburgh was an added stimulus to lecturers in the University, as it was not uncommon for a student to leave the University and take some courses of lectures extra-murally if he thought that the instruction was likely to be better. University Chairs were often given to men who had made their reputation extra-murally.

Admission to the examination for the single licence of the College (L.R.C.S.E.) was granted to candidates who already held a diploma in Medicine of any British, Indian, or foreign University, which entitled them to practise in their own country. This was taken by practitioners as an additional qualification in Surgery, and was registerable as such with the General Medical Council.

The Fellowship of the Royal College was granted only after a very searching examination to men who were not less than 25 years of age, who had practised for not less than two years with a registerable qualification, and who were of satisfactory moral character. The examination consisted of General Surgery, Anatomy in its bearing on Surgery, and a special subject (some branch of Surgery), selected by the candidate himself.

It has been questioned lately whether it might not be advisable to follow the example of the London colleges in granting a special diploma in different branches of Surgery, *e.g.*, a diploma in Ophthalmic Medicine and Surgery, to give specialists an opportunity of getting an additional qualification in their own subject without the necessity of having to work up general surgery again, since the Fellows as a whole were rightly jealous of their privileges and not willing to lessen in any way the knowledge of general surgery demanded in the examination for the Fellowship.

As a surgical qualification the Fellowship was of very high standing, and as a rule was only sought by men who intended presenting themselves as candidates for important hospital positions. It was necessary for Indians who had been trained in India to have taken the M.B. and B.S. of an Indian University before they might proceed to the Fellowship examination.

In 1911–1912, out of a total of eighty-five candidates for the Fellowship, only thirty-one had been successful, and he considered that this proportion was fairly typical of other recent years. He added that candidates, even after passing the examination with credit, had still to run the gauntlet of the ballot, and no man who was considered in any way undesirable would be admitted.

For the single licence of L.R.C.S.E. very few candidates offered themselves. From 1911–1920 there had been eighteen candidates, of whom fourteen had been successful. There were some extra-mural Indian students studying for this.

Returning to the question of the triple qualification, he said that it was not common for students who were studying for the University degree to take the licentiateship as well, as the degree was considered a higher qualification. Students who had failed in their degree examination, however, sometimes entered for the licentiateship examination three months later, with a view to obtaining a registerable qualification, which would permit of their commencing practice as medical practitioners earlier.

He had not the figures relating to the numbers of Indian students studying extra-murally. It had to be borne in mind, in considering the University figures, that they included extra-mural students who were taking small parts of their courses in the University.

He supplied statistics in connection with Indian students connected with the College. These are appended.

Candidates from India holding degrees from Indian Universities who appeared for the Fellowship Examination during the period from 1911 *to* 1920.

FELLOWSHIP.

	Appeared.	Passed.
1911	20	4
1912	15	5
1913	9	2
1914	5	3
1915	5	3
1916	2	2
1917	3	1
1918	4	2
1919	8	5
1920	14	4
	85	31

Candidates from India holding degrees from Indian Universities appeared for the Fellowship examination for the period from 1911 to 1920 to the number of eighty-five, of whom thirty-one passed and obtained the Fellowship.

From the addresses of the foregoing candidates, as contained in the List of Fellows, it would appear that two are in Government service and one in municipal service. The others give private addresses.

TRIPLE QUALIFICATION.

Number of Indian Candidates who passed the Examinations for the above qualification for ten years from 1911 *to* 1921.

	First.	Second.	Third.	Final.
1911 ...	18	1	23	24
1912 ...	4	4	10	20
1913 ...	6	1	1	8
1914 ...	4	1	3	9
1915 ...	2	6	5	7
1916 ...	—	2	2	5
1917 ...	—	1	2	4
1918 ...	1	3	4	5
1919 ...	1	—	1	1
1920 ...	1	4	3	6
1921 ...	1	1	2	9
	38	24	56	98

Annual average appearing for examinations over last ten years for first, 3·8; second, 2·4; third, 5·6; final, 9·8.

Showing inclusive number of candidates appearing annually for each of these examinations of about twenty-two.

It has been ascertained that about thirty Indian students are at present attending the extra-mural classes. A number of these are of course studying for the University degree.

Candidates from India holding Qualifications (generally the L.M. & S.) from Indian Universities who appeared for the Single Licence Examination during the period from 1911 *to* 1920.

SINGLE LICENCE EXAMINATION.

	Appeared.	Passed.
1911	2	2
1912	4	4
1913	2	2
1914	5	4
1915	1	1
1916	1	—
1917	—	—
1918	1	—
1919	—	—
1920	2	1
	—	—
	18	14

Passed after two appearances, on an average.

SIR R. W. PHILIP, M.D., LL.D., President of the Royal College of Physicians, Edinburgh, was called and examined.

He said that the college was associated with the Royal College of Surgeons and the Royal Faculty of Physicians and Surgeons of Glasgow in granting the Triple Licenciateship. The Fellowship of the Royal College of Physicians was quite independent of any other authority.

The Fellowship was a qualification that was very much sought after. The standard was high and it was necessary to pass a searching examination. So far as he knew, only two Indians had become Fellows.

He thought that for the most part Indians considered it hardly worth while to return to England and spend a considerable time working for the examination for the membership, which was a preliminary to the Fellowship, to which admission was granted by ballot only.

This quarter there had been twelve candidates for the Membership examination. That was about double the usual number. No Indian candidate had entered for the examination for several years.

There was a single Licenciateship of the Royal College of Physicians, but it had practically fallen into abeyance. It was practically only sought by men who already possessed some surgical qualification without a medical one. That was not now a likely contingency.

For the Membership and Fellowship the Royal College had no list of approved Indian Universities which they recognised as providing the necessary training. Each application was dealt with on its merits. A candidate for Membership had to be proposed and seconded by a Fellow of the College, and for the Fellowship the application had to be supported by four Fellows.

The witness said that a considerable number of Indian students had from time to time sought medical advice from him. On an average he saw eight or nine every year, and generally found that one or two of them were suffering from tuberculosis. Great difficulties arose in the cases of such students owing to their distance from home. From the particular form which the disease presented he felt assured that the disease had been latent before they left India, but he agreed that it was probably assisted in development by the mode of life and immediate environment, and the fact that the more religious of the Indian students insisted on keeping to the diet of their cult—a régime unsuited to the conditions under which they found themselves in Edinburgh.

He thought that it would be most advisable if such students were submitted to a fairly rigorous medical examination before they left India in order to ensure that they were strong enough to adapt themselves to changed conditions of life.

MR. K. T. MATTHEW, an Indian Forestry student, came at his own request to place one or two points before the Committee.

Speaking of the age at which students were admitted to the Imperial Indian Forest Service, he pointed out that Indian students could only come to England after they had taken their Intermediate; that meant they did not leave their Indian college until they were about 20, and then the three years' course for a degree here made them over age for entering the Service.

This statement was corroborated by a member of the Committee, who said that many Indian students had been prevented from coming to England by the war and had come here later on, before they had taken their degree. It was essential that a man should have his degree before he could enter the Forest Service, and by the time they had taken an English University degree they were above the age limit. Such cases had been referred to the India Office and it had been promised that they would receive special consideration and allowances might be made for their age.

All candidates had to have a degree before they could be selected as probationers for the Service either here or in India. There were five Indian students at Edinburgh now who would be over age by the time they had completed their course.

PROFESSOR E. P. STEBBING, Professor of Forestry, was called and examined.

He stated that he had spent seven years engaged in executive work as a forest officer in India, nine years at Dehra Dun doing forestry research work and eleven years teaching forestry at Edinburgh.

The Chairman gave a brief outline of the complaints made by Indian students about the insufficient training in forestry at present given in the Indian Forestry Colleges, and asked why, in the witness's opinion, the

existing defects could not be remedied so as to do away with the necessity for Indian students coming to this country for such a course.

The witness stated that the position in India as regards forestry training was as follows: For good training it was essential to have (1) the theoretical side, carried on in the lecture-room; and (2) the practical side, which was of equal importance. It was not possible to turn out a highly trained scientific forester good enough to hold a position in the upper service, unless he was able to carry out practical and theoretical work together. For this he had to work in forests which had been under scientific management for a complete life-cycle, *i.e.*, a rotation of crops, and this took anything from 80 to 100 years; nowhere in India were there forests of this kind, so that he did not think that complete training in forestry could be given in that country for another 40 or 50 years.

At the present time he was engaged in writing a history of the Indian forests and of the growth of the Indian Forest Service, and could say that until after the middle of the last century there was no forest protection in India at all. The first Inspector-General of Forests had been appointed in 1864, and the introduction of scientific forestry might be said to date from 1875 or 1880; so that there would not be a complete series of crops to form a workshop for forestry training for about another half-century.

It seemed to be a general idea among Indian students that they could spend six months studying the European forests after a 2½ years' theoretical course in India, but possibly they could not appreciate the reason for the particular order in which the practical courses were arranged. In his opinion a six months' course of this kind would not be of any use to the students as it was absolutely essential that their practical should be taken parallel with the theoretical work. Such a course would be excellent experience for a man coming back after eight years or so work in a forestry post; coming as a student he would not get any benefit from it, being unable to grasp it all. He stated that in brief, given really well-equipped colleges in India and highly qualified professors, even then Indians could not be given in India the training they needed, or the training which they would receive in this country, because the necessary material for practical work did not exist.

Students came to Edinburgh for a three-year course, and seven months of that time had to be spent on practical work. The forestry course in Edinburgh was arranged as follows:—

First Year.—Science, with elementary planting and nursery work (nine weeks); he agreed that this could be taken in India quite as well as in this country.

Second Year.—Theoretical forestry lectures together with ten weeks' practical work (about four weeks being spent abroad). This year's training could not be given in India as it was essential that it should be carried on in forests which had been under scientific conservation for a century or so, and the practical work should come at this stage and not later.

Third Year.—Theoretical work and fourteen weeks' practical training (eleven weeks on the Continent and three here).

He said that if smaller timber were accepted in the markets of the future, the rotation of crops would be shortened, and the Indian forests be ready all the sooner to give opportunities for practical training.

He was aware that Japan had a forest service, and remembered some Japanese coming to France and Germany to study. These men were, however, all carefully selected, and were qualifying to become forest officers. He did not think that ordinary probationers had been sent, though he would not speak definitely on that point.

A man could take a shorter course by getting exemption from the first year here, having taken it at one of the Indian colleges. But this only meant that they had to put all the more practical work into their second year, during their vacations. The result was that students did not do such good work. Under present conditions, as much practical work as possible was included in the three years' course.

Asked whether it would not be better for Indians to study forestry in their own country when they intended to work there ultimately, and so would thus start with a thorough knowledge of existing conditions, the witness told the Committee, instancing it as one example of many, how round about 1860 the teak forests of the Central Provinces had been ruined; the natives had cut them down for every possible use, and by the time scientific conservation commenced (in about 1885) there was very little of these forests left. From this he pointed out that if students were trained there they would not have any chance of knowing exactly what they were aiming at, because the forests had not recovered yet, nor completed a rotation of crops, and so did not form an adequate "workshop."

It was suggested to the witness that students might commence their training in these ruined forests and come to England later on to learn how their own forests could be restored. The witness agreed that the first year could be done in India, but considered that for the subsequent years of the course, especially for the men training as forest officers, it was essential that they should come to Europe.

Asked to what extent it would be possible to curtail the course, in view of the reasons against taking very many Indian students in the Universities at the present time, the witness replied that the course could not be shortened at all if the student were to be really fully trained.

Perhaps the most important period of the whole course was at the end of the first year when he applied the practical work to the theory he had learnt; otherwise it did not mean anything to him, and the whole second year was upset.

He agreed that any member of the forest service coming to Europe after several years' experience would be improved by about 50 per cent. He held that it would be of no use for a man who had had a three years' course at Dehra Dun to come to Europe for a nine months' course; in these cases they would be men training for the upper service and so would need the full experience of the whole course in Europe.

It was not possible to improve the theory alone; the practical side went with it, and the two could not be dissociated. He held that if the forest service were to be staffed by highly trained men the present system could not be altered. The course could not be altered so as to place all the practical work in one period, and to bring the students from India for a period of practical training in every year would of course necessitate great expense and waste of time.

He suggested that if a fourth year's instruction were desired students might be selected after their training here and be sent to Dehra Dun for a course, provided the staff there was known to be really well qualified.

When the present improvements at Dehra Dun were completed, the equipment, buildings, &c., would not be utilised to their fullest advantage until research men were sent there. In his view there was the danger that, with the new equipment, a complete course might be started there to cover the whole forestry training, but as he had pointed out this was in his opinion a wrong idea.

Speaking of the Indian Forests Engineering Branch he said that last year fourteen probationers had been sent to America and Canada to take a one year course in forest exploitation (*i.e.*, extracting materials, timber, from large tracts of forests).

Edinburgh was proposing to appoint a special lecturer in the forest engineering branch in order to be in the position to deliver advanced courses in this important branch of forestry.

FRIDAY, JULY 1, 1921 (GLASGOW).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

SIR DONALD MACALISTER, K.C.B., M.A., M.D., D.C.L., D.Sc., Vice-Chancellor of the University, was called and examined.

He stated that at Glasgow, up till two years ago, like Edinburgh, they had placed no restrictions on the number of Indian students admitted, as long as the preliminary conditions were fulfilled. Then, owing to the overcrowded state of the University, they had been obliged to say that after a certain limit had been reached no more students, Indian or others, would be admitted. There was no means of extending either the staff or the accommodation, so that it was really impossible to teach any more.

Selection was made from the number of applications received in the following order:—

1. Ex-Service men received the first consideration.
2. Men with the highest qualifications.
3. Older men were taken in preference to younger.

About 500 applicants of all nationalities had been refused during the last two years. As regards the number coming to Glasgow this coming session, he said that the authorities had given notice that all applications were to be sent in by the 1st July, and so far, in the Medical Faculty, for example, the number was considerably less than in the two previous years.

In the Engineering Faculty the numbers were not noticeably smaller; they were, in fact, double what they had been before the war. But, on the whole, there were signs that matters were adjusting themselves and that the great post-war rush was nearly over.

In answer to a question, he said that he had known of cases where places had been left vacant at the last moment and where these had been given to others who applied very late. This had occurred in the Medical Faculty, and in most cases such vacancies had been given to men coming from overseas who were well on in their course (third or fourth year). He did not remember if any Indians had been admitted in this way.

The vast majority of Indians came to Glasgow to take Science, especially Applied Science.

As regards the best time for Indian students to come to a British University, he said that they differed from the English or Scotch student. The latter would come, pass his Preliminary, and start on the whole course. An Indian, on the other hand, wanted exemption from his first or second year on the strength of examinations passed in India, and on the face of it he would be entitled to such exemption; but when he came to pass the corresponding examinations he would fail. This craving after exemptions seemed to be peculiar to Indians, for students coming from Scandinavia, Japan, China or South America were quite prepared to take the whole course.

The authorities had found in nearly every case that certificates from Indian colleges and Universities, though equivalent in form to ours, were not in reality up to the English standard when it came to the substance. Each case for exemption would be considered by the Senate, and the authorities would go behind the certificates and find out as much as possible about the courses the student had taken, examinations passed, &c. This, of course, entailed a great deal of administrative work, and the general opinion of the Senate was that it was better for students to come to Glasgow and take the whole course there than to ask for exemptions from part of it. This applied specially to Medicine and Science.

Speaking of Indian students as a whole, he had found them to be deficient in two things:—

(1.) In Mathematics work done at Indian colleges was not up to the English standard, especially as regards the fundamental principles; and

(2.) In laboratory work they came with certificates which gave them exemption from the first year at least, and it was then found that their practical work was not up to the standard of our first-year men.

He held that exemption might normally be granted from attendance of lectures, but not from practical work in the laboratories. There were, of course, two classes of exemption: (1) from attendance of lectures, and (2) from examinations; the latter could not be granted except in special cases. Indian students asked to be allowed to take the first year examination at the beginning instead of at the end of the first year.

All applications had now to be made on special forms issued by the authorities, in which the applicants had to give all the information needed by the University. This had to be done by all foreign students generally; the form really amounted to a certificate in the form of a questionnaire.

The authorities at Glasgow were often faced with the problem of men coming at the very last moment and asking for admission. It was impossible to gain all the necessary information about them in such a short time, and they therefore had to refuse them.

As regards the Local Adviser at Glasgow, the India Office had asked the authorities to nominate a lecturer who would be willing to take up the duties of Adviser; he was therefore a member of the University staff paid by the India Office. All applications from Indian students were referred to him, and he corresponded with them, giving all the information they required. The Vice-Chancellor was of the opinion that it was necessary for the University to have someone to do this work. He spoke from experience, as there had been four Local Advisers at the University and he had found that they did very valuable work. For instance, there was no tutorial system at Glasgow, so that when parents in India asked him to take charge of a student's finances the Local Adviser was able to look after this. He mentioned the fact that there was no control exercised over the undergraduates outside the actual walls of the University; this was a characteristic of the Scottish Universities. At Cambridge, for instance, things were quite different; he had been a tutor there for thirty years and had stood *in loco parentis* to his students. There was nothing of this kind at Glasgow, and a Local Adviser was therefore very necessary for the University as well as for the Indian students. The same problem had arisen about the Egyptian students, but not with students of any other nationality.

The Local Adviser was conversant with the standards and conditions of the different Indian Universities, and so could judge the value of certificates produced by students.

There were no extramural schools in Glasgow as big as the Royal Colleges of Surgeons and Physicians in Edinburgh. There were two, but neither gave a full course. The majority of students at these schools were University men taking special courses; the rest were men preparing for licences of the Royal Colleges.

The witness said that he was also President of the General Medical Council in London. This Council laid down the principles of Medical education, but did not go into details, and the University curricula were made so as to conform with these principles.

He thought that it would be difficult to say which was the strongest subject at Glasgow. The Medical School was certainly a special feature, and last year had had 100 more students than Edinburgh; it was now the largest Medical School in the country. The School of

Engineering was also famous, and had been one of the pioneer faculties. It worked in the closest relationship to all the great works of the Clyde valley, and had introduced the combined or sandwich system of training. This consisted of six months' theoretical and six months' practical work alternately.

Until about two years ago there had been no bother at all in obtaining practical experience for the students with these various firms, but lately, owing to the increased number of students and the general slump in industry, there had been more difficulty. Indian students were, however, on exactly the same footing as all others in regard to this.

It was not possible, of course, to put any pressure on these firms, but in most cases the professors were on very good terms with the heads of firms, and so things could be arranged. The authorities could not actually guarantee to obtain practical work for their students, but they were able to send them with letters of recommendation to the people most likely to take them. He had heard of cases where Indian students had had difficulty in getting into works, but these had been men who objected to doing the work of an apprentice (which was all that the other undergraduates did), and wanted to start straight away on higher work for which they were not fitted.

Students also were admitted to locomotive construction works in the district.

As regards the general conduct of Indian students, he admitted that they had had a little more bother with them as a whole than with the British students. Complaints were received from landladies and tradesmen about unpaid bills, and it might be said that three complaints were received about Indians to every one about an Englishman.

It was a peculiarity among Indian students that they wanted to obtain as many degrees as possible. For instance, they often asked that their B.Sc. course should count as part of the work for the M.A. degree by taking a few months extra work in certain subjects. This, of course, was impracticable, and they had to put a stop to such attempts. Enquiries had to be made also as to the subjects that a student had taken in India; the Indian University calendars were not much help because they would usually have the one for the current year while a man's degree might have been obtained many years previously when conditions were quite different. He emphasised the point that Indian students made a mistake in coming to England as undergraduates. If they did come at an early age it should be to take the whole course without trying to obtain exemptions. Otherwise they should come as post-graduates. This applied to all faculties, and in Medicine they should not come until after their first Science examination. The General Medical Council were about to enforce a new regulation (starting in 1923) by which students could not be registered until they had passed an examination in Physics and Chemistry.

As regards hospital facilities, he said that, to his knowledge, there were no obstacles put in the way of Indian students obtaining practical clinical experience. He thought that it was quite likely that patients would object to being placed under the care of foreigners, but on this point he could not give any definite information. It was not a matter which came to the University; it was settled by the hospitals themselves.

The Glasgow School of Naval Architecture was the first to be instituted in this country. The course included six months' experience in a shipyard every summer. Students also went to Liverpool and Newcastle for such training.

The rule about a special English examination before admission was a regulation of the Entrance Board, and nothing to do with the University.

It had been instituted as the result of actual experience, as it had been generally found that Indian students could not express themselves adequately in their written examinations.

DR. H. F. STOCKDALE, LL.D. and DR. T. GRAY, D.Sc., of the Royal Technical College, Glasgow, were called and examined.

Dr. Stockdale stated that in the Engineering School the work had been conducted for the last fifty years on the sandwich system. The theoretical and practical training were taken in alternate periods, and the two kinds of work reacted on each other. He emphasised the point that unless Indian students were able to obtain previous practical training or to make arrangements for such before leaving India, they should not come to a Scottish college or University. A student should find on his own initiative, in the same way as the English and the Scottish men did, whether he would be able to get into some works for his six months' practical courses. The college was approaching the time when previous practical training would be made compulsory, and he personally would like to see this done. Already the practice was growing for students to have one year's experience with a firm between the time they left school and came up to the college. Men who did this were able to benefit far more from their course at Glasgow than those who came straight from school or without any practical experience at all. In the college calendar the sandwich system was emphasised, and a list of the firms willing to take apprentices under this system given, so that it was quite possible for them to make their own arrangements. He thought it would be a good thing for the Indian Students' Department to know this, so that they could communicate the information to the Universities in India. Indian students were about the only group who needed such information. South Africans came in considerable numbers, but were, as a rule, older men who had already had a certain amount of previous practical experience.

Indian students had found more difficulty in getting into works than had English or Scottish students, because it was usual for these students to enter on a five years' apprenticeship, working at the college or University during the winter and going into the works during the summer. The firms rather considered the college as an adjunct in the training of engineers, so that they were always willing that six months should be spent there. They were not so willing, however, to admit students who desired to come only for short periods, as the Indians desired to do. The witness thought there was a necessity for some organisation through which Indian students could make such arrangements before coming to this country. It was impossible for the college authorities to make the arrangements for them. He did not think that the fact of their being Indians made any difference in the works; it certainly did not in the college.

As regards mining, it was necessary that the students should have had some experience of the work in mines in India before coming here, in order that they might be quite familiar with the different processes, and also make sure that they were really fitted to take up the profession. Not many Indians took the mining course except as a subsidiary subject, and none so far had had any actual previous experience. The authorities could not forbid mining being taken as an optional subject, but it would be much better if students did not so take it, for a single course did not lead anywhere or produce really qualified men.

There had been fourteen Indian students on the Engineering side last year, but he doubted whether any of them had been able to follow the ordinary sandwich course. Under the present conditions of industry, even ex-Service men had found it difficult to obtain admission to works, and Indians had had more trouble. It was, of course, possible to continue their course without the practical side, but this handicapped them from the start. In such cases they applied to the authorities for assistance, and they did all they could to help them unofficially. It was impossible for them to bring any pressure to bear on the employers in this respect.

He thought that an appeal coming from a Government Department (such as the Secretary of State for India) would have the most effect.

On the whole Indian students in Engineering were not up to the standard of the British undergraduates. It had to be taken into consideration that the latter grew up in an engineering atmosphere and then entered on a five years' apprenticeship. The Indians mostly started engineering with no previous knowledge.

There were not many Indian students who had obtained exemption from the first year of the college course. Most of them were taking the whole course. The University had the authority to decide what exemptions should be granted to students proceeding to their degree. They all asked for various exemptions, but these usually could not be granted because the qualifications were not up to the Scottish standard. This applied to all foreigners, and he quoted the case of some Norwegian students, who had come last year with certificates which should have been sufficient guarantee for their entering straight away on the second year course. It had been found, however, that they could not pass the college first year examination, and it would have been better for them if they had started at the beginning of the course without bothering about the exemptions to which their certificates appeared to entitle them.

Speaking of the Chemistry School, Dr. Gray stated that no Indian student had come to take Pure Chemistry. Those who had come had studied Sugar manufacture or done special work. There was only a diploma course in Sugar manufacture, but the latter could be taken as one of the optional subjects in the fourth year of a degree course. He mentioned a Government scholar at present reading for a degree in Applied Chemistry as well as a diploma for Sugar manufacture. He had excellent ability, but the results were poor owing to the spasmodic manner in which he worked. He allowed outside interests (in this case political) seriously to interfere with his studies.

There had been altogether eleven Indian students taking Sugar manufacture. During the session 1912–13 there had been one Government scholar who had done well and he was responsible for sending a good many Indian students to Glasgow since then.

From 1914–15 there had been another scholar, who was of lesser ability, though hard working. He had subsequently gone into the drawing office of a firm of sugar machinery makers in Glasgow.

In the same year another student had obtained his diploma. In the session 1915–16 there had been two, and from 1920–21 six. It was doubtful whether these would be able to get practical experience in local sugar refineries, as the employers were unwilling to disclose their own particular processes of manufacture to foreigners. A new Government college for sugar production was being instituted in the West Indies with a model factory attached, and this might remove the difficulty to some extent by giving students practical training there.

As regards the sandwich system, Dr. Stockdale considered that local firms having big Indian contracts might be asked to take a number of Indian apprentices. It might be arranged through the medium of the India Office or the High Commissioner, and students could then have six months' practical experience before entering the college, so that they would then come with a certain amount of knowledge to work on. It would be better to have this preliminary training in this country rather than in India. A complete course in the Clyde district would be most satisfactory, as that was one of the best engineering centres in the world.

As a member of the Education Committee of the Institute of Engineers and Shipbuilders in Scotland, he thoroughly recommended and approved of the sandwich system. He did not think it had gone very well in England, however, because the authorities had tried to combine it with a three terms per year University course.

Asked further about South African applicants, he said that in Johannesburg there was a large society, composed of about 200 past students, and through this many men were sent to Glasgow. None, however, came with scholarships. On the whole, South Africans came at about the age of 20 or older. He thought that Indians were older than the average student when they came, but he could not give any definite information on this point.

An Engineering degree was given at the end of three years, but it was most likely that the course would be extended another year in future, with the balance of the apprenticeship taken after the degree. A diploma was also granted. The Royal Technical College had been founded in 1769, and was the oldest technical school in the world. In 1913 it had been affiliated to the University. Examinations were held by joint boards consisting of representatives of the University and of the College and of external examiners. The University had two representatives on the governing body of the College.

Indian students had on the whole a very good knowledge of English, and they did not seem to have any difficulty in expressing themselves in their examinations.

Dr. Gray said that in his experience he had found that Norwegian students were far more handicapped by the language than Indians had been.

Dr. Stockdale could not recall a single case where an Indian had had any previous practical training. As regards subjects, he could not say that they were deficient in Mathematics, though they were not brilliant. They were weak on the practical side and in laboratory work. This was especially the case with Engineering students.

As regards their preliminary qualifications, the college accepted the opinion of the University as to their value.

Dr. Gray did not think that a special English examination was necessary for Indian students.

Speaking of practical experience in the works, Dr. Stockdale stated that employers were willing to accept students for periods of six months at a time, provided that these periods were part of a five years' apprenticeship.

In the actual curriculum, the practical training was not laid down in the college regulations. He did not see why previous training in India should not be recognised as part of an apprenticeship, though this was a matter to be decided by the employers themselves and not by the University.

He did not remember any Indian students taking the course in Naval Architecture, but in view of the existence of an Endowed Chair in the University the college refrained from asking for University recognition, as the subject was one which appealed to very few students.

Dr. Gray said that in the college there was no practical experience in Sugar-making obtainable except on a small scale; a little refining was done with material from the West Indies. A man who took the training here and subsequently gained experience in India or elsewhere would be a very well-qualified and valuable man. A special course on the manufacture of intermediate products in connection with Dyeing was to be started at Glasgow. There were no classes in Glass or Paper-making.

Dr. Stockdale said that most Indian students came to take Civil Engineering with the idea of obtaining appointments in the Indian Public Works Department. In this branch of Engineering it was easier for them to obtain practical experience, as firms were willing to take them, irrespective of apprenticeship. The Scottish students, however, often served a pupilage of five years and entered into a position at the end of that time with the same firm.

The Professor of Civil Engineering in the college had been unusually successful in obtaining civil engineering experience for his Indian students, and one of the Governors of the college had also been able to exert a great deal of influence in this direction.

He did not think students should get their degree without a good deal of practical experience and training, although the existing regulations did not preclude it.

PROFESSOR W. G. R. PATERSON, B.Sc., Principal of the West of Scotland Agricultural College, was called and examined.

He stated that the B.Sc. degree course in Agriculture was a marked feature of the University. No provision was made by the University for practical training in Agriculture, but the authorities gave what assistance they could to those students who were unable to arrange matters themselves. Many students came direct from farms, and so did not need further experience in practical work, while the others for the most part made their own arrangements. The farmers were quite helpful, and a full year on a farm was an essential part of the training. Students could arrange to go for practical training at any period of their course, but the authorities urged them to do so before coming to the University at all.

In six years there had only been about eight or ten Indian students at Glasgow, and none had actually finished their B.Sc. course; four or five had taken diplomas. He thought that a degree was very valuable to Indians, for although conditions of agriculture were very different in India the underlying principles were the same. Also the training at Glasgow was conducted on very broad lines and a man benefited by it whatever land he lived in later. The Indian students' point of view was that the possession of an English degree improved their chances of obtaining positions in India, where an English degree was always preferred to an Indian one.

Two years ago, when the question of overcrowding had become so acute, the governors of the college had been obliged to refuse admission to many students, but those from Scotland had naturally been given the preference. Indians were admitted on exactly the same footing as their own men as regards qualifications, and from now on there was likely to be room for all who wished to come.

Last winter there had been about 300 students in the Agricultural College. The college was a non-residential one. It was affiliated to the University in its B.Sc. course, but had its own separate diploma courses. There were no lectures in Indian agriculture. Two years ago a proposal had been made to appoint a Professor of Tropical Agriculture, but an appointment had not yet been made.

Questioned as to the points in which Indian students were deficient, he said that on the whole he had been satisfied both with their ability and with their previous training. They had had several very good students and one had been appointed as Assistant to the Professor in Botany at the Agricultural College, Glasgow. Some were handicapped, however, by an insufficient knowledge of English.

Veterinary Science was one of the subjects taught at the college. It was included in the degree and diploma course. The course was somewhat similar to some of the courses given in the Veterinary College in the town, which was quite a separate institution from the University.

Some students had taken an Indian degree before coming to Glasgow, and this proved useful to them in their subsequent training.

One Indian student had taken poultry farming. The full course consisted of two winters and one summer, including both theoretical and practical work. The course in dairy farming was arranged on the same lines, but included two summer courses.

There had been a little more difficulty in getting Indian students placed on farms, and in some cases they had had to pay a premium. It was simply a question of race and had nothing to do with ability and character of the individual. There was no difficulty in getting students placed with implement manufacturing firms for practical experience.

A full course in fruit farming was not given, but several students had taken up that branch of farming from the ordinary training and had done very well. Canning and preserving formed a special part of the newly instituted course for the diploma in Horticulture.

He did not remember any students coming from America, but there had been several Canadians. These latter were chiefly men whose homes were in this country. They came over during the war and took their training here for that reason. The agricultural colleges in Canada were in some respects really better than those here.

PROFESSOR G. A. GIBSON, LL.D., M.A., Professor of Mathematics in the University and Examiner in the Royal Technical College, was called and examined.

He said that the majority of Indian students that came under his instruction were Engineering students. After more than twelve years' association with them he had formed the conclusion that their chief defect was that they came to the University at an immature stage in their education. In many cases they failed to pass the University entrance examination, and thus, as the University were bound by their ordinances to accept them and allow them to work for the examination during their course, much time was wasted in the first year doing elementary work that ought to have been completed before they reached the University, and the students were likely to get behind with their Mathematical work and find great difficulty in passing their examinations right through their course. Sometimes they succeeded in making up for this deficiency by the beginning of the second year, but that was rather the exception than the rule.

It was not possible to proceed to the degree until the entrance examination had been passed, but students might take it at any time during their course.

Generally speaking, he thought that the Indian students were not ripe for University work when they came. This applied mainly to Engineering, in which it was necessary for everyone to go through a course of Pure Science (Mathematics, Chemistry and Physics); the lack of previous qualifications handicapped them in their degree course.

Some students came from India having done some University work and applied for exemption from the first year. Such applications received careful consideration from the Senate, and he had found that in all cases where exemption had been granted it had been justified. He thought that Indian students should not come to the British Universities without having passed the first examination in Science. He thought that this served a double purpose in that the students had shown that they were capable of undertaking University work and that they arrived with a better preparation behind them. He thought that the best Indian students of all were those who had first graduated in India. Last year an Indian had been the first student in the second year and he was a graduate of Calcutta.

He thought that it was extremely difficult to arrive at any proper equivalence of degree and other examination standards between the different Universities in India, and also between the Universities in India and those in this country.

He said that his chief difficulty was that he did not know the value of the certificates that Indian students presented. He suggested that students should bring with them certificates of the examinations that they had passed, bearing on the back a written statement by the professor under whom they had studied saying exactly what courses they had followed and the degree of proficiency that they had attained. This, he thought, would satisfy the requirements of the University of Glasgow. It was not altogether satisfactory to rely on information from calendars as to courses, as in the first place the University had not in its possession all the calendars of the numerous educational institutions in India, and in the second place calendars did not do more than set out statements of curricula, and gave no information as to standard. He did not think that it would be practicable for the University of Glasgow to peruse the examination papers of the Indian applicants, as this would be too long and laborious a task.

He had no wish to put obstacles in the way of the Indian student, but he thought that any privileges that were granted ought to be justified. For that reason he wanted the information that he had described on the back of the certificates that were presented. The diploma certificates of the University of Glasgow stated the courses that had been followed and referred to the calendar for further particulars, but in the case of Indian students something more was needed.

Since the conditions of overcrowding that had resulted from the war the University of Glasgow had instituted an application form which, if correctly filled in, gave the authorities very full information as to the applicant's attainments and previous record. If some such form could be standardised in the British Universities for Indian applicants, he thought that the task of selection would be immeasurably simplified.

As regards the manner in which Indian applications were made, he said that generally they went straight to the Dean, but sometimes they went first to the Local Adviser. If a student asked for information about the University courses a pamphlet was sent to him. As a rule students from India sent their applications accompanied by certificates. The University did its best to arrive at the value of these certificates from the calendars, and if any further information was needed they found out by enquiry from various quarters, but he did not remember ever having referred to the Indian Students' Department.

He thought that the Indian Universities differed as to standard, and that, for example, men from Calcutta were nearly always good students, but that although the Sibpur men had at one time promised well, further experience had shown them to be very insufficiently prepared.

It was pointed out that the Sibpur College was attached to the University of Calcutta, which was an examining body. The difficulty therefore lay in the fact that the class certificates were difficult to equate with University standards, and it was students who presented certificates of class teaching rather than University certificates that were insufficiently prepared. This was borne out by the fact that very few of the Glasgow Indian students who had come from Sibpur had graduated.

He admitted that men bearing the same certificates sometimes differed, but he thought that at the same time there were broad differences between the quality of students from different educational institutions in India, and that it was more than a matter of personality. He was not prepared to accept a certificate stating what course a student had followed unless it was accompanied with a statement of the quality of his attainments and ability. The form that he had suggested would show this as well as the courses.

If students brought an Intermediate certificate of an Indian University, he would not be satisfied unless they had in addition a statement from their professor saying that they had worked satisfactorily. He wanted to know who had taught a man rather than who had examined him, as he attached more importance to a good grounding than to ability to pass examinations. The certificate should contain a statement of courses, the names of the student's professors, the names of his examiners, the examination passed, and a statement of how he had done. He did not think that the fact that a student had passed an examination was conclusive evidence of his ability to follow out a University course in this country.

He thought that if the experiment that he had suggested were put into effect the University of Glasgow would soon get to know the different professors in India, and would judge from experience who were the most fitted to recommend students; only those men would suffer whose students were repeatedly found to be defective in their early training.

He thought that the majority of the Indian students who came to do Mathematics in Glasgow were deficient. A session never passed when he did not have to refuse class certificates to one or more Indian students, and it was a frequent thing for them to fail outright in their examinations. The proportion of failures amongst them was much greater than that among the Scottish students.

He said that the certificate that he had mentioned as being required by the University before admitting a student had nothing to do with the University or the Technical College, but was extra-academical.

He said that there were some men who came to the University to do Engineering who had no bent for the subject, and he agreed that such men (one of whom, for example, had been at the University for seven and a half years without passing any examinations, although he had tried the first one ten times) should never have been allowed to proceed to this country for University training.

He was willing to accept the assurance of the professors of Indian Universities as to the standard attained by their students. He thought that it would be futile to go into the actual examination papers and the answers sent in by the candidate. He was prepared to accept the word of any honest mathematician as to the standard that any of his students had reached.

No scheme could work perfectly, and it was inevitable that some Indian professors would suffer by not being known in Great Britain, and it could not always be guaranteed that a man who was thought proficient by his instructors in India would be considered so by University authorities here, but he thought that in any such system there must be a certain elasticity and both sides must be prepared to give and take. If this were recognised, he thought that the system could be worked. He would take the word of a man if he were recognised by the Universities of India as being competent to teach.

Students who had been excused from the first year's work on the strength of their Indian University qualifications had invariably justified such exemption. This might be obtained in some cases after the first Science examination.

He never exempted graduates, as such, from any part of the Glasgow course until he had seen them and formed some opinion of their capabilities. Every case was judged solely on its own merits. He did not think that a man who had only taken a pass in the Intermediate examination would be ready for exemption.

The man who profited most by study in this country was one who had put in two or three years previously in an Indian University.

The preliminary training that he suggested for Mathematical students was to take some equivalent to the Glasgow first B.Sc. examination in an Indian University in Mathematics, Natural Philosophy and Chemistry. For this examination in Glasgow practical Mathematics were required, and this should be borne in mind in the Indian institutions. A man with such a training should be capable of starting straight away in Glasgow on the second-year work.

PROFESSOR E. P. CATHCART, M.D., D.Sc., Dean of the Faculty of Medicine in the University since 1919, was called and examined.

He said that Medicine was not one of the subjects for which Indian students came particularly to Glasgow, and that there had not been more than five or six in the faculty in the last ten years. These students had done quite good work, but they had not been of outstanding ability.

Since the war there had been an enormous increase in the number of students in the Medical Faculty, and there were at present about 1,800; it was impossible, therefore, to accept applications from India until the rush had in some way subsided. Owing to the shortage of clinical accommodation it had been necessary for students to send in their applications on a regular form which gave particulars of their war service, their previous record and the examinations that they had passed. These forms came to him as Dean and he made his selection from them, taking into primary consideration war service, age and standard of preliminary education. There had been twenty applications from India since the war, but, as they all wanted exemptions so as to come straight into the second year and all the vacancies there had been filled up already by men passing on from the first year's work, it had not been possible to grant admission to any of them.

The Indian students who had formerly been in the faculty had come for the whole course, having no previous qualification in Medicine. They seemed to stand the course quite well and to be on good terms with the Scottish students. There was one who seemed to be in difficulties, but he did not think that he had worked

hard enough. They had been quite well trained prior to their coming to Glasgow, but at the same time he was of the opinion that it would be advisable for Indians to come only for postgraduate work, having taken their degree in India. There was no restriction in the number of Indian post-graduate students that the University would admit, and he thought that these students would get more out of their work than those who came as undergraduates with the intention of doing the whole of the Medical course from the beginning in this country.

He thought that all the Indian medical students who had hitherto come to the University had come without previous medical training. Some had come having done a certain amount of work in an Indian medical school, but, so far as he knew, this did not amount to more than some physiology and anatomy, and not to any actual medical work.

He did not know what were their particular reasons for coming to Glasgow; there was one student at present in the faculty who said that he had not had enough opportunities in India, but the witness did not know exactly what opportunities he was referring to.

If they intended to do research work in India afterwards, he thought that it would be a valuable training for Indian postgraduate students to come to Glasgow for Physiology, Pharmacology and Pathology, as the facilities offered by the University were excellent. In all kinds of purely medical work Glasgow provided ample scope for research. There was a Postgraduate Association in Glasgow which organised postgraduate courses.

It depended upon the personality of the graduate student and the degree of confidence that the hospital surgeons placed in him whether or not he would get the chance of operative work in gynæcology and obstetrics. The facilities were good, as Glasgow had the largest maternity hospital in the country. He thought that an Indian student could put in a very useful postgraduate year in Glasgow specialising in gynæcology and obstetrics before returning to India; he did not think that less than a year would be useful.

Glasgow was particularly strong in Medicine and Surgery, both in clinical facilities and in teaching staff. All the Chairs for the Final School were duplicated, and there was a large body of lecturers and assistants attached to the professors and to the hospitals. There were three large general hospitals to which the students were attached for clinical work. At the present moment these three hospitals were overcrowded, but he thought that in a few years the numbers of medical students would have reverted to something nearer to the normal. There were at present 1,030 students in the Western, Royal and Victoria Hospitals alone, and in addition to this a certain number in special hospitals. The recognition of other hospitals for clinical purposes was being arranged for. It would be quite impossible, therefore, to consider any applications from India for at least two years. Glasgow was quite as crowded as London.

He sympathised with the point of view that Indian medical students were insufficiently prepared in India because their teachers were constantly changing, and also were not in live touch with their subjects through research. He had not noticed the results of this in the Indian students who had been at Glasgow, as they had been quite average students and had been lost in the crowd. He thought that it was not possible to obtain really good results with a system of mobile professors. It was the security of tenure in the British Universities that gave the necessary incentive to research. He thought that whilst Indian appointments were of uncertain duration, and were paid at the present low rate it would be impossible to get first-class medical instruction in the Indian Universities. For example, he had seen recently, in the "British Medical Journal," an advertisement for a Professor of Physiology in the University of Lucknow. The pay offered was 1,200 rupees a month, private practice was not allowed and no quarters were provided. It was ludicrous to think of any eminent British Physiologist accepting such a post; he did not think that his own second assistant would be willing to take it. In the United Kingdom before the war the average income of a Professor of Physiology was about £750 per annum; this had been increased to meet the increased cost of living since the war, and a University of the first rank would now pay £1,000 a year and more, and a smaller place about £800. Indian Universities must be prepared to pay better salaries (say, at least £1,500 a year) before they could expect to get even a good man of the second grade to accept their posts.

He thought another improvement necessary was that men should be appointed to permanent posts. It was not worth a good man's while to take a short-term appointment in India, which would lead on to nothing in itself, and in the meantime take him out of the stream of things in this country so that he would have nothing to look forward to when he returned. The Indian Universities should aim at getting good whole-time men and pay them well.

The witness agreed that it would be a good plan if a selection Committee of experts were appointed by the India Office to select men for University posts in India. He thought, however, that it would be advisable to advertise as well, as there were plenty of good men in some subjects who might have lost touch with the Universities, and therefore not get a chance of applying, though they might be desirous of doing so.

He thought that the present method of appointing professors in the Indian Universities was entirely unsatisfactory. The whole system of recruiting for a mobile service was quite wrong.

He did not think that the suggestion of sending the best Indian students over to England for a few years' study after graduation and then taking them back as professors would be satisfactory; it would be a cheap scheme, and cheap education was not to be tolerated. It was impossible to make a good and experienced pathologist or physiologist in less than ten to fifteen years. It was quite possible for a man to graduate at the age of about 23, but pre-war it was the exception to be appointed to a Chair in this country before 35, and all the intervening time would have been spent on hard practical and teaching work. Rather than adopt a third-rate method such as had been suggested, he thought that Indian Universities would be better advised to appoint a very few good men from this country who would serve as a nucleus for building up a better standard of education in India. Under these men the spirit of research would grow up and then the younger men could be trained in India. These men would do assistant work in the Universities and need not be paid high salaries.

As regards the question of the admission of Indian students, he said that the Indian First M.B. Examination would probably at most exempt a man from the first year's work in Glasgow. All cases where application for exemption were made were judged on their own merits.

The Faculty of Medicine in the University of Glasgow was quite separate from the Royal College of Surgeons or the Royal College of Physicians in Edinburgh and from the Royal Faculty of Physicians and Surgeons in Glasgow.

CAPTAIN R. D. HUNTER, D.S.O., and CAPTAIN J. R. PEDDIE, M.B.E., the present and late Adjutants of the University O.T.C., were called and examined.

Captain Hunter said that at the present time he thought it would be most inadvisable to admit Indian students to the corps. Owing to the reaction that had followed the war, recruitment was at a particularly low ebb and it would be dangerous to do anything that would in any way hinder its increase.

Captain Peddie added that before the war there had been a waiting list for admission to the corps, but that now it was difficult to get students to join at all. There were at present only sixty-five students as against 400 before the war. He had been in communication with the War Office on the subject, and he had given them to understand that he would be glad to accept Indian students in the corps when it had regained its normal strength, but that he felt it inadvisable to do so in its present precarious state. He did not think that if one or two Indians of the best type were selected for admission, it would in normal times affect the prestige of the corps.

In the O.T.C. of a Scottish University there was a great drawback to the admission of Indian students in the fact that the regulation dress was the kilt. At

Glasgow the whole corps was kilted, so there was no possibility of restricting Indians to a non-kilted unit. If Indians were eventually admitted they would have to wear a special uniform and serve in a special platoon, as Scottish people would object to Indians wearing their national dress. In a separate platoon or section Indians could be trained for the special Defence Force work that they might be called upon to do in India. Though this would inevitably lead to segregation, there seemed to be no alternative that would be practicable.

Another difficulty in the way of the admission of Indians to the corps was the question of camp. The witnesses thought, however, that it would become a matter of use and wont if it was once started, and that a future generation coming up and finding the admission of Indians a *fait accompli* would not raise objections even to going to camp in their company.

There was no prejudice against the admission of Colonial students to the O.T.C.

On it being pointed out that there would be very few Indian students at any one University who would want to join the corps, and that therefore there was no risk of the corps being flooded by a coloured element, the witnesses said that if the number of admissions were really small there would not be so much objection to their admission. As regards uniform Indians might wear the ordinary drab tunic of an English unit. There had been difficulty regarding uniform in the case of an Indian boy at a school in Glasgow; eventually he had been allowed to join the School O.T.C., but drilled and went to camp in mufti.

The witnesses agreed that it might help towards a better feeling being established between Scottish and Indian students in regard to the corps if the Secretary of State sent some representative to talk to the Scottish students on the subject. They thought, however, that it would be preferable to go the length of testing the feeling of the other students by actually admitting two or three Indians before bringing any pressure to bear from outside the University.

Captain Peddie thought that there were at present some Indian students in the University who would be accepted without any difficulty by the Scottish students, but there were a great many others who would not be tolerated.

The witnesses agreed that at present Indian students were suffering from a temporary increase of prejudice as a result of the war. Many of the Scottish students at present at the University had been to the East during the war and they had a stronger prejudice than others against Orientals.*

Captain Hunter said that two Indian students had applied for admission to the corps and he had arranged for them to be interviewed at the India Office, but owing to examinations they had not been able to go to London at the time appointed, and nothing more had been heard from the India Office on the subject.

In conclusion the witnesses said that if the War Office removed the restriction against the admission of Indians they were quite prepared to do their best to get them accepted by the other members of the corps.

* Captain Peddie subsequently wrote "I am not willing to give my complete assent to the statement regarding 'temporary increase of prejudice' against Orientals as a result of the war. I am not certain, from observations of Glasgow students, that this is the case."

SATURDAY, JULY 2, 1921 (GLASGOW).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. R. M. BROWN, B.Sc., Local Adviser to Indian students at Glasgow, was called and examined.

He handed in a memorandum which is printed below.

He stated that he had been appointed last August and was the successor to Dr. Nicholson. He had been a Lecturer in Engineering since 1908, and so had come to know most of the Indian students prior to his appointment as Adviser. His appointment as Adviser had not improved his position, as they now regarded him with a certain amount of suspicion on the ground that he was connected with the Government. His chief functions were to advise students about classes, fees, &c., and to get practical training for them in the summer. As regards the latter, he stated that he would have done that anyhow in his capacity of lecturer, provided the men were worthy of recommendation.

He also corresponded with the India Office and dealt with applications from students in India. The University authorities referred all these latter to him. Indian students only came to him very rarely to discuss their own affairs or to ask advice. Their chief objection to the appointment of an Adviser was that it differentiated them from the other students.

He considered that to place a student under his financial guardianship was wholly wrong. If they could not control their own money affairs while at the University they should not come to England.

As regards payment of fees, a certain amount of grace was given at the beginning of a session, but a student could not get his certificate if his fees remained unpaid. He did not remember any case where the University had suffered through bad debts: the remittances had always arrived from India in the end.

The form of application which the Indian Students' Department required the students to fill in was in reality a financial guarantee, because on it the parents promised to remit so much to the student monthly or quarterly. The University had no such guarantee forms.

If the position of Local Adviser were abolished the authorities would probably have more bother at the beginning of each session, as Indian students would arrive having made no previous preparation or application to try to obtain admission at the last moment. All this work would devolve on the Registrar, who was not familiar with the different values and standards of Indian educational qualifications.

The witness stated that he received a salary from the India Office which more than covered his expenses.

He remembered cases where men applying just before the beginning of a session had gained admission through places falling vacant at the last moment. Last year, however, a number who had applied in person had been turned away, and as far as he knew, only about three Engineering students had been admitted at the last moment.

As regards answering applications from India, he always sent them through the Indian Students' Department, and never direct to the individual.

Referring to the note handed in by the Indian students at Glasgow, he stated that the point about their having to obtain a recommendation from the Local Adviser before applying for admission was quite incorrect. Owing to the lack of accommodation and the large number of applicants the University had made a rule that Engineering students could not be admitted to the second year with exemption from the first year here.

He mentioned a case where an Indian student taking a course in Applied Chemistry had filled up a form on which he stated that he was working for the B.Sc. in Engineering. It was thus supposed that he was an Engineering student going to enter the second year course. This case had been referred back to the witness as Lecturer in Engineering, to ascertain whether the student was trying to transfer from the one course to the other. This was not a method of procedure con-

fined to Indian students alone: as Lecturer in Engineering he would endorse all such forms and applications.

As regards the statement in the students' memorandum that the number of Indians admitted depended entirely on the Local Adviser, the witness stated that, on the contrary, when the question of overcrowding became so acute he had been told to admit 10 per cent. of Indians; in reality, however, a higher percentage than that had been taken, and he personally had no control over the question of numbers.

In his own statement he showed that the number of failures among Indians was greater than in the case of English undergraduates. This was due to the fact that in India they were trained too much to book work and too little in practical work. Accordingly they failed when it came to the actual application of their theoretical knowledge.

He confirmed the statement that the exemptions granted had been justified, but he held that men coming with partial exemptions took longer to obtain their degree and failed more frequently than those who came to take the whole course at Glasgow. A number of failures were due to the students being unnerved just before their examinations by painful letters from home. He had known this happen in a number of cases.

Now that the number of vacancies was limited to some extent the authorities naturally wished to take the best students. In the Engineering School there was a Committee of Selection, consisting of himself, the Dean of the Faculty, and one of the professors. This Committee was not an officially appointed Committee, but the question of admission was dealt with by the persons stated.

He said that there were more Indians than persons of any other foreign nationality at Glasgow. Perhaps the Chinese came next in numbers.

As Local Adviser he gave information about lodgings to students. No definite list of addresses was kept, but he was able to do it from his own personal knowledge of the town.

Of the sixty-six Indian students at present at Glasgow, three were under his direct guardianship. He corresponded with the parents of these students and received remittances from them, to be paid out monthly or quarterly to the students. He sent his accounts to the India Office to be audited.

As regards the cost of living he estimated £300 per annum as a comfortable allowance for an Indian student at Glasgow, this sum included all class fees and personal expenses. Board and lodging came to about £3 per week for a student dining out and £200 might be quoted as the absolute minimum for a man whose home was not here. For rooms alone the rent would be about 25*s*. to 30*s*. each week.

Speaking of the social position of Indian students, he said that he did not think the abolition of the appointment of Local Adviser would do anything beyond pleasing the students. About sixty out of the sixty-six Indian students were in the Engineering School, and this course really did not leave much time for any social intercourse.

Beyond colds and influenza, they did not seem to suffer much during the winter. There had been one case last year when a student had died of pneumonia. When they were ill their friends looked after them. They very rarely let the Adviser know about it, and so he was unable to help them. In the case of the student who died all the arrangements were made by the Adviser.

As regards practical training he tried to obtain it for the students, but this year, with the increase in numbers and the bad industrial conditions it was a very difficult task. Another difficulty in the care of Indian students was that they mostly went in for civil engineering, and the sandwich system did not readily apply to this branch. The firms chiefly engaged with big contracts did not welcome students coming only for a few months, and would rarely take them unless they were prepared to sign on for a three years' apprenticeship. A number of students did get employment on the sandwich system, but there always had been a difficulty in placing men.

Questioned as to Indian applicants for the O.T.C. he stated that he had heard of only two who had wished to join. He thought that if the War Office order forbidding them entering the corps were rescinded a certain proportion of the British members would object. It would probably lead to segregation in each unit.

There would be no fear of their swamping the corps, even if the restriction were removed, as very few would want to join, and speaking of the majority of Indians (who were in the Engineering School), he stated that they would not have much time to become members. It was doubtful if they really desired to join the corps, but they certainly wanted to be permitted to join if they should so desire.

When practical training in civil engineering was unobtainable experience of the mechanical branch was a certain amount of good to the students. In the case of men studying in India the Public Works Department might take in probationers for a course. It was better for a man to go to India after his course here, as there were better opportunities there for practical experience than in this country.

Men who came to the University with insufficient or faulty previous training did not do well. Some even came before they were fitted to pass the preliminary examination. In the case of men coming with Indian qualifications, the Senate had to estimate whether these were sufficient to justify exemption from the courses here. They never excused men from the Glasgow examinations.

In Engineering, British students had the advantage of coming, for the most part, from an engineering atmosphere. The interest in it was also hereditary. Indians on the other hand in some cases came without the slightest idea of what engineering really meant, and so were handicapped by this from the start, in addition to their general lack of mechanical ability.

No record was kept of their subsequent careers. The authorities kept in touch with a few isolated cases, and these men seemed to be doing very well.

It was typical for Indian students to come for degrees rather than for real knowledge. This meant that they did not grasp the importance of acquiring a knowledge of the fundamental principles of their subject, but merely a quantity of superficial learning. They wanted to take English degrees in order that they could obtain posts in the Indian Public Services afterwards.

The witness did not recommend the institution of a separate hostel for Indian students, as they would not live there. The hostel system had not been developed in Glasgow as yet, but they hoped to open one or two during the coming winter.

He could not say how many of the sixty-six Indian students now at Glasgow had come through the Indian Students' Department. Those admitted to the Engineering Faculty had first to fill in the official form, and they were then selected by their qualifications. Some who had come over to this country to apply personally had been accepted, even though their qualifications were not so high as some of the other applicants.

Indians were admitted to the Students' Union on quite the same footing as all the other undergraduates, and they could belong to the various University societies. The Indian Union met for debates, and was not so much a club. He had never been invited to this.

Some Indian students came to consult him, as Adviser, when they first arrived in Glasgow, but otherwise they only rarely sought his advice.

The Indian Union in Glasgow was very much opposed to the appointment of a Local Adviser, and to the whole advisory system in general.

Memorandum by Mr. R. M. Brown.

University of Glasgow, B.Sc. in Engineering Science.

Analysis of the examination records of seventy-one Indian graduates and of sixty-eight Indian undergraduates:—

Graduates:

(*a*.) Graduated before the institution of the Joint Board of Examiners (previous to March 1914) 39
Exempted first Science classes ... 14
Average course 1·75 years.
Not exempted first Science classes ... 25
Average course 2·84 years.

These figures are of historical interest only. Present-day conditions are very different. In some cases sufficient exemptions were given to enable a student to graduate after one session at the University.

(*b*.) Graduated since March 1914 (under Joint Board of Examiners) 37
Exempted first Science classes ... 9
Average course 2·14 years.
Partly exempted first Science classes ... 3
Average course 6 years.
Not exempted first Science classes ... 25
Average course 4·58 years.

The average course for students not exempted is unduly high. With one exception, the students in this group were admitted when there were no restrictions on admission. The University accepted all comers and many unsuitable men were admitted. The times required to complete the course ranged up to eight and a half years, thereby increasing the average time to an excessive extent. The exempted men were by comparison a selected lot, even in those days when exemptions were too freely given.

The same applies to the columns marked* in the analysis, subject by subject. In one case as many as thirteen attempts to pass in Mathematics have been recorded, and in several cases the number of attempts runs into double figures.

	Undergraduates admitted before the numbers were limited.		Admitted after numbers were limited.		Graduates who completed their courses 1914 or later.	
	Exempted 1st Science Classes.	Not Exempt.*	Exempt.	Not Exempt.	Exempt.	Not Exempt.*
Mathematics, 1st Course for Engineers.						
Individuals ..	9	23	11	19	12	25
Passed	6	15	5	15	12	25
Exam. entries per pass	6·83	5·66	3·2	1·66	1·83	2·72
Mathematics, 2nd Course for Engineers.						
Individuals ..	8	17	5	5	12	
Passed	4	7	2	2	12	
Attempts/pass ..	12	10·2	3	3·5	2·83	
Natural Philosophy, Ordinary.						
Individuals ..	11	24	11	18	10	
Passed	9	13	9	15	10	
Attempts/pass ..	3·74	4·72	1·55	1·4	1·6	
Natural Philosophy, Higher						
Individuals ..	8	15	2	3	10	
Passed	5	6	2	2	10	
Attempts/pass ..	7·4	7·83	1	1·5	1·8	
Chemistry.						
Individuals ..	13	24	11	18	9	
Passed	12	18	11	16	9	
Attempts/pass ..	1·66	2·5	1·1	1·25	1·1	
Chemistry or Physics Laboratory.						
Individuals ..	11	24	11	18	9	
Passed	10	18	11	17	9	
Attempts/pass ..	1·5	1·95	1	1·23	1·2	

June 1921.

PROFESSOR G. G. HENDERSON, D.Sc., LL.D., Dean of the Faculty of Science, was called and examined.

He stated that very few Indians took Pure Science, but that those taking Engineering were counted as being in the Faculty of Science. Some were taking Medicine, some Agriculture, and a few Arts. He personally came into contact with both Science and Engineering men, as the first year of both those courses was conducted on similar lines.

A good many asked to be exempted from their first year's course on the ground of what they had done previously in India, but during the last two years, owing to the overcrowded state of the University, it had been impossible to let students do this and enter straight away into the second year of the course.

Some of the men to whom exemption had been granted in the past had fully justified it, while others should have started at the beginning and taken the whole course.

The standard varied very much in the different Indian Colleges and Universities in so far as the actual teaching was concerned, though it was similar to that of British Universities in the Intermediate and the B.Sc. examination.

He agreed that the question of granting exemptions would be greatly simplified if the students had to send in certificates giving details as to their degree, courses taken, their teachers, &c. The Glasgow degree was not conferred on examination results alone, but depended a great deal on the quality of the training.

He said that in a few cases Indian students had come without sufficient preparation to pass their preliminary examination, and that this had interfered with their second year's work. For the most part, however, they were well up to the Glasgow matriculation standard. It was very important that they should understand clearly the handicap of coming to England without h passed the preliminary examination, or its equiva

A new ordinance was being drafted making it pulsory for all engineering students to have passe preliminary before starting on their degree c This was already in existence for all other stu except the engineering students, and he hoped t would be in force for the latter in about a year's ti

He said that Indian students were not deficie ability or mental capacity, but that their traini India was often at fault. Most of them came w sufficient knowledge of English, though a few had difficulty in expressing themselves well.

The professors were always ready to advis students if the latter went to them, but they di always do this. They got to know them more i laboratories, though Indian students were always reserved and rather difficult to approach. They always treated in exactly the same way as the undergraduates.

He was very much against the institution separate hostel for Indian students. It would le too much segregation, and he knew that they selves were very much opposed to the idea. Ther a crying demand for general hostels, however, a was hoped that one or two of these would be set the near future.

An Indian student of really good abilities had the same chance of doing well in the University a English and Scottish undergraduates. As a matt fact, he received slightly more attention, because i recognised that he was more ignorant of the ge conditions of life here. He had asked Indians wh any prejudice was shown towards them and they re

that they had nothing to complain about in their treatment either by the other undergraduates or by the members of the staff.

As regards the special English examination set by the Entrance Board, he held that if a test had to be passed at all an oral one would be quite sufficient. The authorities in India should know the capabilities of their own students, and be able to vouch for them.

He had found that the preliminary scientific instruction in India varied according to each particular college or University, but that those who had been at one of the good colleges were for the most part well trained.

MR. P. D. KAPUR and MR. S. CHUCKERBUTTY, representing the Indian students at Glasgow, were called and examined.

They handed in the following statement :—

Statement by Indian Students' Representatives.

We try to give, as concisely as possible, the views of the Indian students in Glasgow—by whom we have been duly authorised—concerning the Advisory system in general upon the express invitation of the Local Adviser.

The reasons which induce Indian students to come to this country at present, and will, we are afraid, continue to induce for some time yet to come, are as well-known to the Committee itself as to us. They are briefly as follows :—

1. The hopeless inadequacy and want of educational and technical institutions at home; the number of colleges and other educational institutions is far too small to cope successfully with the needs of the country, and even in these institutions the standard and efficiency of training are far below those in this and the other Western countries. As regards the postgraduate study and research work, there are no facilities whatsoever.
2. Almost all the higher posts in the Imperial services, *e.g.*, Public Works, Agriculture, Civil Service, Forestry, Education and Police, &c., are recruited practically from this country.
3. The appointments in many cases to various Chairs are not made upon the fundamental and the only rational basis of selecting men especially qualified for scientific investigations and teaching of special subjects, but the needs of education are subordinated and sacrificed to the administrative needs of a particular "service."
4. Further, a third-grade man with a British University degree or with a certificate of practical training in the West, is preferred to a first-class man with an Indian University qualification or practical training in India. Men with Indian qualifications are kept in inferior and subordinate grades, and do not command equality in matters of salary, promotion scale and status in general.
5. Legal practitioners qualified in India—"Vakils"—are not given the same status and allowed the same privileges as barristers from this country.

The whole state of affairs is extremely deplorable, and this inequality between Indian and British qualifications is completely unjustified, for which the Government of India is undoubtedly responsible.

Now, coming to the question of facilities available to the Indian students as regards admissions, &c., to the Universities and colleges in the United Kingdom, we see that they have been hitherto ample, and the Indians have enjoyed the same privileges in this respect as natives of the country and students from other parts of the British Empire, but lately, through the uncalled-for and inexplicable intervention of the India Office and the allied Advisory system, difficulties are being created in the matter of admissions, &c. We are now supposed to put our applications through the Local Advisers and get a line of recommendation. This is extremely regrettable, and is a serious and most objectionable infringement upon the liberties and rights of the Indian students as students of the free institutions of this country. The admission of the Indian students and, we are afraid, the number, as it logically follows, now depends upon the whims of the Local Adviser.

Preliminary Standard of Admission.—The move on the part of the India Office to have a more definite and uniform standard of qualification for admission to the Universities in the case of the Indian students only is not only monstrous but ridiculously preposterous. They are no judges of these educational tests qualifying for admission; this is a matter wholly and entirely for the Universities to decide, and we are quite satisfied with the existing arrangements, as the preliminary standard is the same in our case as in that of any other student, depending solely on academic qualifications without any special prejudice against the Indians as Indians.

Advisory Bodies.—We have condemned in the past, and do still condemn most emphatically, the existence of any official Advisory Committee for Indian students in any shape or form whatsoever, whether centralised or decentralised and local, whether in this country or in India. We object against it most strongly on principle, as it tends to degrade us; is humiliating to all ideas of self-respect, and deprives us of the growth of national stamina and power to stand on our own legs. It is entirely inexplicable why there should be an Advisory system for the Indian students alone. We are also at a loss to understand why this Advisory system and commission after commission are being forced on us against our declared wishes and most emphatic protests.

In actual practice, the harm done to the Indian students' community and to the Indian national honour has been incalculable, and we do not see the wisdom of paying not only for this useless work, but for this positive mischief, from the Indian revenues.

We are fully alive to the special needs and difficulties of our students, and we are quite capable of looking after our own interests if left alone. We may also point out that even the mere existence of the Advisory system has deprived us of many an assistance from our lecturers and professors, and this sort of attempt of compulsory segregation of the Indian students' community under an official Local Adviser has led us to feel something like "the depressed classes" of the Universities.

Hostels.—Coming to the question of hostels and lodging accommodation, which the India Office seems anxious to provide us not only at the educational centres, but also at holiday resorts. We must emphatically protest against any such provision being made officially—the more so if the use of it is made compulsory. The subjecting of Indians to any such condition while other students at Universities are free to take care of themselves is nothing less than placing a special stigma upon Indians as Indians. Even the most beloved child of a most loving parent would feel itself driven to rebel against any such excessive solicitude for its welfare. Those coming here are neither children nor hothouse plants, that they should be subjected to so much protection; and the products of such a system would not be of the slightest use to India. We do not imply that difficulties do not exist in the way of Indians to secure good lodging accommodation, but the Local Adviser in his official capacity can do no more to help them out of it than any private citizen so inclined.

The remedy of establishing official hostels where all Indians would be segregated together would be worse than the disease itself. On the whole it would seem to us to be better that the newcomer should begin his education here by getting a few knocks about the world and seeing for himself at first-hand the difficulties that exist and the way in which the world is prepared to treat him, than that he should lose this valuable first lesson by having his comfort provided for by the official authority.

We may also add that, if left alone by the official authorities, an Indian student shall have more opportunity to compare and contrast the conditions in his country with those of this country.

Social and intellectual intercourse is obviously too common-sense a matter of the relations between Indians and the natives of the country. This strange and unparalleled function of the Advisory Committee to "grandmother" us even in our social and private life needs a very low and abnormal mentality to appreciate it. We cannot see how an official function, however grand it may be, can truly deserve the name of a social function.

In conclusion, we wish to suggest the following for your consideration :—

1. That the Government of India should try to remedy all the defects and inequalities which we have enumerated above as the reasons which induce the Indian students to come to this country.
2. That the Government of India should give absolute powers in India to the educational authorities there to make education and educational institutions wholly national, with not the least official control over them.
3. That the Government should use their influence with firms here which trade with India to make it a condition that they should every year take a certain number of Indian students to undergo practical training under them, as has been done by the Government of Japan and even Mysore.
4. That the India Office use their influence to get removed all the restrictions to Indians being admitted to the Officers' Training Corps, and also in the Naval, Aerial and Military Training Colleges.

(Signed) P. D. KAPUR.
S. CHUCKERBUTTY.

Glasgow, June 1921.

The Chairman, at the outset, explained that the Committee was not an official body and that their object was to enquire into the general position of Indian students in this country, to investigate the existing organisation, and where necessary to suggest improvements. He hoped therefore that the witnesses would speak with perfect frankness and state any matters of which they had reason to complain.

Mr. Kapur asked whether the members of the Committee had been appointed by the Indian people and, if not, by whom they had been appointed. The Chairman replied that a Committee could not be appointed by the Indian people any more than by the English people. Every Committee or Royal Commission was appointed by the Government of the day. In this case it was a member of the Legislative Council in India who had first asked for an enquiry into the position of Indian students, and the members of the Committee had been appointed by the Secretary of State in consultation with the Government of India. Mr. Kapur said that a Committee so appointed, which was representative neither of the Indian people nor the Indian student community, was clearly an official body.

The Chairman then discussed certain points in the written statement which had been submitted two days previously.

Mr. Chuckerbutty, on being questioned *re* point 4 of the written evidence, stated that he knew of many instances where men of inferior qualifications, but possessing a British degree, were given appointments in preference to better men holding Indian degrees. This happened often in the Educational services, and men who had only just graduated were placed over the heads of Indian professors who had years of experience behind them.

The Chairman pointed out that if the education in this country was better than that in India, the preference given to a man with a British degree might be justified by the fact that he was a better qualified man.

Mr. Kapur said that the better qualified man was not given the preference, and that was the evil of which they complained, viz., that a third-rate man was very often placed over the head of a first-class man in India. He added that it did not necessarily follow that all men trained in India were incapable and inefficient. He objected most strongly to raw graduates being appointed direct to positions of responsibility in India and placed over the heads of quite capable and experienced Indians. This practice, he said, apart from anything else, was most demoralising. The best men, whether Indian or British, should be appointed, and an Indian should be appointed wherever available rather than a new inexperienced European imported to fill up the appointment. Often in the past, and even at the present time, this was the practice.

Mr. Chuckerbutty further instanced the engineers, and said that it was difficult for anyone to understand how people could be chosen for service in the Irrigation Department on the basis of training here, where practically no opportunities existed for such a training.

Asked if this criticism was applicable to "Services" generally, Mr. Kapur replied that though it was practically true of all the "Services," his remarks were mainly confined to "Education."

Asked if he could give any specific instances, Mr. Kapur stated one out of several from his own personal knowledge. He referred to a case at the Muir Central College, Allahabad. Some of the members of the Committee would know of this case and would agree with him that examples of this kind were of quite common occurrence and could be multiplied indefinitely.

Mr. Kapur then stated that Indian students coming to Glasgow had first to obtain some kind of recommendation or reference from Mr. Brown, the Local Adviser.

The Chairman stated that Mr. Brown had said that this statement was incorrect. Mr. Kapur asked why, then, had it been necessary for the application of every Indian student this year to be referred to the Local Adviser, by whom his admission had been decided, instead of as in the past by the Registrar of the University, who received the applications of all other students.

The Chairman said that up till about two years ago there had been no restrictions whatsoever on the admission of Indians, but that since the number of applicants became so large it was necessary to make a certain amount of selection. There was a table of precedence which applied to all students, Indian or otherwise. Ex-Service men came first, then men of high qualifications, and finally older rather than younger men.

Mr. Kapur did not object to any system of selection whatsoever so long as it came from the University authorities, and was equally applicable to all the students alike. But, in his opinion, there was no justification for the recent innovation, in the case of Indian students alone, whereby their applications were referred to a special man, under whom they seemed to be segregated. He asked the Chairman if the Committee were aware of the fact that this year a special list of all Indian applicants was prepared by the Local Adviser, in which two or three different items of information regarding the applicant were entered in different columns, viz., how many times he had applied, through what agency his application was received (*i.e.*, whether through the India Office or the Local Adviser or the Registrar), probably his address in India, his social status, and lastly whether he was approved or rejected.

The Chairman stated that the evidence they had received did not bear this out. Applications, he said, were sent to Mr. Brown in his capacity of Lecturer in the Engineering Department, and he made no selection as Local Adviser.

Mr. Kapur asked how it was, if the applications of all first-year men were sent to the Engineering Department, that only the names of Indian students were in Mr. Brown's handwriting, and the list which was sent to the Registrar did not contain the names of all the applicants of the first year, which should have been the case if Indian students were not subjected to special treatment.

The Chairman repeated that this had been denied by Mr. Brown, but Mr. Kapur maintained that he had seen the list himself, that the facts were as he had stated them, and that a mere assertion to the contrary would not cause him to alter his conviction that a special procedure was used in the case of Indian students which was not applied to any other students.

Regarding "a more uniform and definite standard of qualification," Mr. Kapur held that the question of uniformity of degrees did not arise at all. The Entrance Board had fixed the standard of preliminary examination, which was applicable to all students alike, and they were quite satisfied with it. Even if any further uniformity were required it was the University and the Entrance Board who should decide the matter and certainly not the India Office.

The Chairman remarked that so far as the Scottish Universities were concerned Indian students appeared to have no difficulty regarding admission. In England,

however, the position was different, and if the present organisation were abolished and nothing substituted for it Indian students might find their difficulty in gaining admission to English Universities increased. Mr. Kapur said that, in his opinion, the Advisers were not needed, at least, in Scotland. The Advisory system was, in general, most strongly objected to by Indian students. He specially condemned the suggestion that it could assist in obtaining social and intellectual intercourse, and expressed his horror and surprise at this strange activity of the Advisory system. In their written statement they had expressed their opinion in the mildest possible form by the following words: "This strange and unparalleled function of the Advisory Committee to 'grandmother' us even in our social and private life needs a very low and abnormal mentality to appreciate it."

The Chairman said that Mr. Kapur had completely misunderstod a sentence in the printed notes which the Committee had drawn up. No suggestion had ever been made of interfering with the social and private life of the Indian students, but among the subjects to which the Committee would direct their enquiry were included the existing opportunities available to the students for social intercourse and whether they could be extended and what steps were required to make them better acquainted with social, philanthropic and industrial movements in this country. Mr. Kapur said that the Indian students were capable of mixing with the best society themselves and that they had come into contact with some very nice people indeed. The idea of using official influence to introduce Indian students into good society was ridiculed and severely condemned.

They had their own club and debating society and should be left quite alone; they strongly resented any official interference whatsoever.

The Indian Union was not only quite willing and capable of helping new students coming to the University, but had been doing so for some time past with a great measure of success.

Questioned as to whether any racial prejudice was experienced, Mr. Kapur said that they knew as well as the Committee knew that it existed, and held that no amount of official interference could remove it.

On the whole Indian students enjoyed very good health. They recollected only one or two deaths, due to pneumonia, during the last five years.

Before the Committee rose, Mr. Kapur, addressing the Chairman and the Committee, said: "I am entrusted by the members of my Union with a great responsibility. I am acting as their spokesman, and as such I would be wanting in my duty if I did not, once again, lay their views before your Committee in perfectly clear terms. The Indian students most strongly object against the Advisory system on principle, and at least as far as Glasgow is concerned, I am empowered to say that we do not want any Advisers or official interference of any kind, but want to be left quite alone. I am instructed to ask if you would be prepared to lay our views before the authorities to whom you have to submit your report."

The Chairman said they had heard with interest what Mr. Kapur had said on behalf of the Indian students at Glasgow, and assured him that the Committee would give it the attention it deserved.

MR. R. L. MACKAY, Honorary Secretary of the Students' Representative Council, was called and examined.

He explained that the Council represented the students upon all matters of University policy, but that the social activities of the students and the sports were mainly organised by the Union and the Athletic Club respectively.

The members of the Council numbered in all fifty-five, and they were elected by ballot from candidates from each year in each faculty on a basis of proportional representation. Indian students voted on an equal footing with Scottish students, but he did not recall an instance of any Indian being a member of the Council.

As Secretary he had not had much to do with Indian students in particular, and he thought that no business at all had arisen in respect of them this year.

He did not think that there was any active expression of racial prejudice in Glasgow, but at the same time there was very little social intercourse between British and Indian students. He thought that in both the Scottish and the Indian character there was a strong tendency towards reserve, and that from this a mutual policy of *laissez-faire* had established itself. Indian students were not hampered by any restrictions because of their race or colour, but the witness thought that undoubtedly they were greater strangers in the University than were foreigners from Europe.

He thought that they did not take part to any extent in the University societies and clubs, and although he had seen them at the Union debates he had never heard them speak. He thought that they were only prevailed upon to attend the debates by the importunity of one side or the other who were anxious to carry or defeat a motion.

It was possible that the absence of Indian members from the University societies was accounted for by the fact that most of the Indian students in Glasgow belonged to the Engineering Faculty, and therefore, apart from spending alternate periods of six months in works, had very little free time when at the University.

There was at present no University hostel system at Glasgow, except for women students. Most of the male students lived in lodgings or with their families.

Although all the University societies were open to Indian students, there existed for them no special society, such as the Sino-Scottish Society which was founded in 1913 for the purpose of promoting interest and friendship between the Chinese students and their fellow Scotsmen.

There were about twenty or thirty Chinese students in the University. He did not know whether they got on better as a whole with the Scottish students than did the Indians, but he thought that it was a matter of personal preference.

Indians seldom attended social functions of the University, though he had seen them at concerts and fancy dress occasions when they wore fancy dress. Other foreigners sometimes attended dances, but Indians did not.

It was pointed out that the Glasgow Indian Association was not mentioned in the Handbook to the University, published by the Students' Representative Council, amongst other societies, and the witness said that this was probably because it had not been affiliated to the Union, and more probably still, it had not applied for space in the Handbook so that it could set forth its objects therein. There could be no possible bar to its affiliation, and it would be advisable to do so in that it carried with it certain advantages, such as the cheaper hire of rooms in the Union building for the purpose of meetings.

The Students' Representative Council had nothing to do with the formation of new societies, and it was therefore not within its scope to initiate a special association for Scottish and Indian students.

Societies as a whole were not represented on the S.R.C., though the Presidents of the Union and Athletic Club were *ex officio* members.

He thought that in the Union the Medical Faculty had the largest proportion of members and the Engineering Faculty the smallest, except Law and Divinity. This might account for the few Indian members, but he thought that there was in addition a strong separatist tendency amongst them.

He thought that the Christian Union made some attempt towards friendship with the Indian students, and although there were naturally very few Indian members of that society he did not think that they had any objection to attending meetings which were organised solely with the object of promoting friendly intercourse.

The witness did not know whether there were any Indian members of the Engineering Society, but, speaking as a medical student, he said that he was sure that there was no possible bar to their becoming members of the Medico-Chirurgical Society.

The Union was the only University society which had its own premises, and affiliation to it was therefore a valuable asset.

He thought that if some joint Scottish and Indian society were to be formed in the University the initial steps might be taken by the Christian Union. To do so at present lay outside the functions of the Students' Representative Council.

The witness did not think that the lack of sympathy that existed between the Scottish and the Indian students was a recent development. He had been at the University in 1914, and he had remarked the same feeling then that existed to-day.

He thought that any man of non-Scottish descent had to make actual efforts towards friendship with the Scottish students, and that the reason that Indians did not get on in the University was that they were in their turn too much reserved to make the necessary advances.

He agreed that there was more need for an Indo-Scottish Society than for a Sino-Scottish Society. He imagined that the latter had been formed by some small group of students who were interested in China, and that it was a matter of chance that the same thing had not happened in regard to Indian students. He agreed that it was incumbent upon the Scottish students, seeing what a large percentage of the British Empire was represented by India, to do more than they were at present doing in the matter.

He thought that the admission of Indian students to the O.T.C. would undoubtedly hinder recruitment amongst the present generation of Scottish students, though he could not say whether the same attitude would prevail in future years.

The witness did not know of any cases of friendly advances from Scottish students having met with a rebuff on the part of Indians.

He did not think that Indians were ever invited by Scottish students to their homes.

MR. A. MORRISON, Registrar of the University, was called and examined.

In regard to the complaint made by the Indian students who had given evidence before the Committee that admission was now difficult because applications had now to go through the hands of the Local Adviser, he said that admission was made solely by the Senate. A certain amount of information had to be obtained about every applicant, whether Indian or Scottish, and in the case of Indian students, because this information was somewhat troublesome to get, the Local Adviser was asked as part of his duties to undertake the necessary investigation. The Local Adviser was solely an enquiring agent, and had no say in the matter of actual admission: if he were not there the same work would be undertaken by the Registrar himself. The Adviser, after enquiring into the qualifications of the various applicants, would give his advice as to which of them seemed to be the most suitable, but this was solely on educational grounds and on none other whatsoever.

All students were required to pass the preliminary examination or its equivalent. Examination and investigation of certificates in this matter was the work of the Scottish Universities Entrance Board, and a student was required to present the certificate of this Board to the Registrar as acting for the Senate.

He thought that Indian students used to come to the University very insufficiently prepared; this had changed for the better, but there was still room for improvement.

Indian students sometimes came here for Engineering without having an intimate knowledge of English, and in their first session they were very liable to fail in the examination in March. He thought that the Indian Universities had not thoroughly grasped the standard that was required by the British Universities.

He had a scheme to propound whereby he thought that great improvement in this matter might be achieved. He suggested that all Indian and other Oriental and foreign students who wished to come to a British University should come to this country for a preliminary year in order to learn the language and to get an idea of the methods of British Universities. This year should be spent in a joint institution for all foreign students of whatever nationality, and there should be instruction provided on University lines in all first year subjects. He did not think that the University would be prepared to provide the funds for this institution, and he had no suggestion to offer as to who should be asked to do so. He thought that there would not be so many failures in the first session examinations if this scheme were put into operation. Also students from abroad would start right away with their preliminaries finished, and would not be hampered by the disadvantages with which a stranger always had to contend. Technically it would make the course of the Indian students four years instead of three, but he thought that in reality it might actually shorten the course in that many Indian students, by failing in their first examination, were handicapped all along the line and often took as much as five or six years to complete the three years' course. He suggested that there might be an optional examination for students to take before they left a probationary institution, and that this might be of a standard to exempt them from taking the first year's examination in the University. In this way they would not have to take more than three years over their course.

He did not think that the Adviser was really necessary to the students. As it was they disliked having an Adviser at all, and it was only a very small minority of Indian students who consulted him. They were in the habit of going to the Registrar for any information that they needed in regard to their courses, and for other advice he thought that they might possibly go to their Deans or to the Principal of the Technical College. Ever since the institution of the Advisership the Indian students had complained that they objected to being treated in any way differently from the other students. As regards the complaint that admission had been made more difficult in recent years by the existence of the Adviser, this was simply that the University had been able to accept all applicants before the war, but that since the overcrowded condition had resulted from the war there had had to be a selection and, therefore, not so many Indians could be admitted. He thought that when the rush had subsided it would be easier to admit more Indian students.

As regards the Indian Students' Department in London and the Advisory Committees in India, he said that he had sometimes referred to them for information and they had supplied printed matter. This, however, did not give very much information of the kind that was needed. He had found that Indian students suffered considerably from the language difficulty. It was exceptional for them to come well prepared, and he thought that even if they had done University work in India it would be wise for them to have the probationary year in order to revise their work, get used to the conditions of life in this country, and get a good grasp of the language.

If the Local Adviser were abolished, his work in regard to the investigation of the Indian applications would probably revert to the Registrar. The fact that the former had been appointed to advise students and that the students did not go to him for advice seemed of itself to dissolve the office.

There would have to be some connection established with the Universities in India to advise the University as to the best selection of Indian applicants, if the Local Adviser were not there to undertake the work of personal correspondence with the different institutions. The only reason for excluding Indians of late years had been the question of accommodation. It had nothing to do with the Local Adviser.

He did not know why the Indian Association was not mentioned in the Students' Handbook, and he saw no reason why it should not be.

Personally, he got on very well with the Indian students, and found that they were ready to take the

advice that was given to them from an authoritative source. He was perfectly satisfied with their conduct.

The special entrance forms that had been instituted since the war had to be in by the 31st July in each year. Late cases were considered if they were serious. It was thus that sometimes Indians got admitted by coming over to this country and presenting themselves even though they had been refused admission earlier. If they had nowhere to go the University might take pity on them and grant them admission.

As regards the statement of the Indian students that applications from Indian students had been handed over by the Registrar to Mr. Brown, the Local Adviser, and that he had turned them down, giving them back to the Registrar as aplications not to be forwarded to the Senate, the witness said he did not remember this ever having been done.

Application forms could be supplied direct to India, and it would save much trouble if Indian applicants would use them.

MONDAY, JULY 11, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

SIR LEWIS COWARD, K.C., Vice-Chairman of the Council of Legal Education, formerly Recorder of Folkestone and Chairman of the Board of Legal Studies from 1914 to 1920, now His Majesty's Railway and Canal Commissioner, was called and examined; he was accompanied by MR. D. W. DOUTHWAITE, Under Treasurer of Gray's Inn.

He said that he had been on the Council of Legal Education since 1892, but at that early time not many Indians came over. There had always been a great deal of discussion on the Council with regard to furthering in every way the education of the students who came over from India, and attempts were made from time to time to meet their special needs. For instance, in 1910 it was decided to allow Indians to take an examination in Hindu and Mohammedan Law, instead of in Real Property.

His closer contact with the Indian student as Chairman of the Board of Legal Studies led him to the immediate conclusion that some steps should be taken with regard to the failures disclosed in the examinations of the Indian students. There were great difficulties in moving a man who had failed in his examination, and the Council resolved to call for a report from the Board of Studies as to the best methods of dealing with Indian students who, by failure in examinations or otherwise, showed lack of due diligence in their legal studies. The Board deemed it undesirable to deal with a particular class of student in this connection, and asked the Council's Director of Legal Studies to give his suggestions with a view to providing (1) supervision from the start of the students' work; (2) disciplinary measures where the work was unsatisfactory. The Director submitted a report, in which he said, "None of them, I think, would venture to disregard a personal communication addressed directly to himself, but I cannot write to him and bid him come and see me, because I am not aware of his address or indeed of his existence. Hence under the present system it often happens that a student does not call on me till four or five terms, sometimes indeed until eight or nine terms, since his admission to an Inn. It is true, no doubt, that every student is told to take an early opportunity of calling upon me on the leaflet enclosed in the copy of the Consolidated Regulations which is handed to him on his admission to an Inn, but this he seldom reads and never takes seriously to heart . . . . Another excuse sometimes made for not calling upon me is that they are studying at Oxford, Cambridge, or Edinburgh, or at a University College or the School of Economics in London, and were therefore under the direction of tutors at these institutions. On all grounds it is most desirable that I should get into touch with students at the earliest possible period of their stay in England." The Board of Legal Studies suggested that measures should be taken to bring all students into touch with the Director as soon as possible after their admission to an Inn, and that a form should be sent to each student requiring him by name to call as soon as possible on the Director of Legal Studies. Each Inn was required to furnish the Council of Legal Education periodically with the names of new students, and this course had been pursued. As regards the action to be taken after failure to pass examinations, it was recognised that the Director should have wide discretion in the matter, and a first and in ordinary cases a second failure should be dealt with by the Director himself, but on the third failure the case should be reported to the Board of Studies and the student (who would be ordered to appear before the Board) could be admonished and any further action taken, such as bringing the student formally to the notice of the Benchers of his Inn.

As to the extent to which this scheme had been effectual, the witness quoted the following extract from the report of the Director of Legal Studies dated July 1920:—"The new rules as to students, who have repeatedly failed in their examinations have worked well. Of the 26 students whom it was my duty during the year 1919 to report to the Board of Studies, I am glad to say that 19 have now passed in the papers in which they had respectively failed; 15 of them have passed all their examinations and, with two exceptions, have been already called to the Bar. The students have learned that if they fail more than twice in any subject some unpleasant consequences may follow, and this has tended to promote diligence in their studies."

He was not certain, however, that the Inns of Court quite took the view that they had disciplinary powers which it might be in some instances necessary to enforce. They were inclined to consider that it was no part of the contract with them that a student should pass his examinations or depart, but whatever view the Inns might take the arrangement described was a sort of rod held over the men to try and induce them to get on and pass their examinations.

He then referred to the two types of Indian student who came over here, the vakil on the one hand and the ordinary Indian student on the other. Over the vakil there was a greater hold than over the Indian student. The vakil was entitled, under the Consolidated Regulations, to be called to the Bar after the remission of four terms, provided he had read in the chambers of a barrister in England approved by the Council of Legal Education. The witness laid the greatest stress upon that approval, and said that over and over again the Council had refused to sanction a barrister's name because they thought he was not a desirable person to read with. He stated that the object of students coming from India to this country was to learn the living law of contract and the living law of tort as opposed to the purely abstract book learning that they might otherwise obtain. Unhappily his experience went to show that the Indian student, other than the vakil, had not availed himself or had been unable to avail himself of the opportunities of reading in chambers. Even if they had got into chambers they were seldom such as would redound to their benefit and too often places where they were crammed only for their examinations. It was just as much open to an ordinary Indian student as to a vakil to get the advantage of reading in chambers, but he did not avail himself of them, at any rate he did not find his way into the chambers of a man who would lead to his advancement in his profession. Of course, there was no compulsion for an Indian student to read in chambers; all that the Council of Legal Education could do was strongly to advise a man to read in chambers, at least for a year. It should be remembered that a vakil had a special inducement for reading in chambers, because he got a remission of four terms, which it was now proposed to raise to six terms, whereas an Indian student had not this inducement.

Witness then stated that the view which he was about to express as to the desirability of the ordinary Indian student coming to England for his call to the Bar was his own view, and he was not authorised to speak on behalf of the Council of Legal Education. No doubt, 40 years ago it was desirable that the Indian student should come to this country for legal education, but the standard of legal education to-day in India was different. He hoped that the Committee might be willing to consider the question whether in the near future India should not have a complete system of legal education of its own. It was, of course, necessary to speak with caution on the matter, but his long experience, during which he had taken the greatest interest in it, led him to doubt whether there was anything substantial in the argument that the environment of an Inn of Court was a very valuable experience for a young Indian. The argument which might apply to a college, where there was common form of life and athletics, was not applicable to an Inn of Court, where there was very little social life and nothing particular by which friendships could be cemented. His own experience was that the average Indian student found his environment and friendships elsewhere. He regretted this, because at Gray's Inn they had always been most anxious to do their utmost for the Indian student and had taken particular trouble about food and any other matters to meet their needs, but he did not see why the Inns of Court should not continue to receive Indian students until some system in India had been framed and set in action and tested.

The witness drew attention to the fact that students were sent to England by the Advisory Committees without any enquiry at all, and he considered that it was very important that a student should be obliged to make enquiries about his prospects of admission to an Inn before he left India. Of course, since the war Indian students had found special difficulties in being admitted to Inns of Courts, because the Inns were full owing to the enormous influx of ex-service men, many of whom were in receipt of Government grants; but if enquiries were made beforehand, at any rate it would be possible to avoid Indians being held up in London with very little to do. He held the view, and he had discussed the matter with persons who had great opportunities of seeing Indian students and Indian members of the Bar, that the education of the Indian student over here did not meet with that amount of success which had been hoped for, and this was undoubtedly the view of Lord Macnaghten, who was for many years Chairman of the Council.

Questioned as to the possibility of students reading in the chambers of a barrister in India, witness considered that there was no reason to suppose that the training would be inferior to that which they would get in this country; at any rate it would be an advantage to learn the living law in the country in which they were going to practise it. He had formed a very high opinion indeed of the stamp of man who had come over here as a vakil, and thought that they would lose nothing by reading in chambers in India rather than here.

The Council of Legal Education was recruited, to a very large extent, from men holding very high judicial office, and he saw no reason why there should not be a Council of Legal Education in India in which the judges in India should take as prominent a part as the English Bench did here.

Questioned as to further exemptions for vakils so that they should not have to spend so much time in England even in the present condition of affairs, witness pointed out that the regulation as to the remission of four terms was going to be altered so as to increase it to six, and though he might think personally that it was desirable for the studying in chambers to be done under some barrister of position in India, he could not say whether the Inns of Court would consider the question favourably. Pressed further as to the desirability of exempting a vakil who had passed the examination in Hindu and Mohammedan law in his own country, the witness stated that in his view there should be one standard for call to the Bar, and he was very much against exemptions.

Asked whether he thought that persons who had passed an examination as Master of Law or as Doctor of Law in India should be called to the Bar straightaway, the witness said he did not agree at all with the suggestion, on the ground that they did not get the practical portion of the law by passing examinations at a University.

Asked whether a distinction in this respect was not made between Colonial and Indian degrees, witness said he thought that men in the Colonies had opportunities of learning practical work in chambers, and also, in his view, there was a greater similarity between English law and Colonial law than between English law and Indian law.

Asked whether he would bring his influence to bear in making the position of the vakil who wished to be called here as easy as possible, and in getting him placed exactly on the same footing as the Colonial advocate, the witness said that he would desire to assist the vakil in every way.

In answer to a question as to a junior barrister leading a senior vakil, witness said that he did not know what the regulations of the Bar in India were, but in his opinion once a man was entitled to practise in the High Court the position he had obtained in the High Court ought to be maintained whether he was a vakil or whether he had been called to the Bar.

On it being pointed out that many vakils came over here in order to be called to the Bar because, unless they were called to the Bar here, the junior members of the English Bar took precedence over them in India, the witness said that so highly did he think of the vakil over here that he did not think it was desirable. Also he thought it would be an improvement on the existing position if a vakil was allowed to take his chamber work in India, thus reducing his stay here to practically six months.

Questioned regarding the certificates which it was necessary to obtain before admission to an Inn, witness said that the certificate which they would demand from any gentleman who desired to be called to the Bar would be one from somebody who knew him and was in a position to say from a personal interview that he was a fit person to be admitted to the Bar; there was no reflection on the Indian student in this regulation.

It was pointed out to the witness that if an applicant was a native of India he was required to get a certificate either from the Collector or the Deputy Commissioner of the district in which his family resided, which resulted in the political opinions of the candidate being enquired into, which caused a certain amount of dissatisfaction. The witness replied that, speaking for himself, he had always understood that the Collector was the person who had best opportunities of knowledge of the man, and that it was desirable that they should have the certificate from him in order to get it from the best source. If it was a fact that he was a political personage he would be opposed to it most strongly, because he did not think that political questions ought to arise in connection with such a matter.

In this connection, Mr. Douthwaite explained that if an Indian student presented him with written credentials which, although they did not come within the four corners of the regulations, appeared to him to be satisfactory, it was his invariable practice, under directions from his Bench, to submit the papers to the Bench at the next meeting. It was pointed out that this was satisfactory, but not known to Indian students, and Sir Lewis Coward said that so far as he was concerned if the Indian student did not produce the certificate in the form required by the regulations it would be a matter for the student to supply the Inn of Court with an alternative certificate which would be equally satisfactory.

It was put to the witness that Indian students were encouraged to come to the Bar here in order that they might learn its traditions, but he said that the traditions of the Bar might soak in gradually where Indians mixed together in chambers or in the Courts, but somehow or other the Indians and English did not seem to mix, and the Indian students did not get the traditions which otherwise they might be expected to get.

THE VISCOUNT HALDANE OF CLOAN, K.T., O.M., was called and examined.

The Chairman stated that in addition to asking questions as to the position of Indian students who came to study law and to be called to the Bar, the Committee would be very grateful to have Lord Haldane's views with regard to the success or otherwise of the experiment of bringing Indian students to this country to study at the Universities for their degrees, and in this connection to have his opinion with regard to the age at which they should come, or the qualifications which they should possess, or any recommendations which he would care to make with regard to their general education at the Universities.

Lord Haldane replied:—

"I should like to say that I am more and more impressed with the necessity of keeping all the Universities as far as possible up to a certain standard (and I include the University Colleges when I say that), and that depends largely on the teachers. Different countries produce different excellences. If one were dealing only with special subjects, I should say from what I have seen that we have more men teaching here of a very high quality than it is possible to expect India to produce all at once. On the other hand, there are in India some very eminent teachers. I know their books, and I read what they write about philosophy and other subjects, and it is often very good indeed. I should like myself, with a view to diffusing a high level, to see English professors going out temporarily for a year or two years to India, and Indian professors coming here. There are Indian professors of philosophy, for instance, who would lecture perfectly admirably to our students here and with great profit, because knowledge knows no frontier, and things are now being considered in India which 20 years ago were hardly being considered at all. The result is there is much less difference, when you take the very best man, than you would expect to find. On the other hand, I think there are probably fewer in proportion among the body of teachers of men of that standard of excellence in India than there are here. I am rather guessing and basing my guesses upon the literature produced — which is a pretty good indication. The output is a good indication of the productiveness of the machine. If an organic relation could in some way be established between the Universities and Colleges in India and the Universities and Colleges here by a more frequent interchange of teachers, then I think it would tend to make the standard go up. If that were so it would be all to the good that Indian students should go to Indian Colleges and Universities of as high a level as they could get there. In some things—for instance, in mathematics—you get a very high standard in India. You will get a very high standard in many branches of science and philosophy. When you come to literature it is more difficult, because literature means different things there and here. I do not think it is a good thing for an Indian student to come here and be steeped in an atmosphere which takes his mind away from the history, the literature and the modes of thought of his own country to the extent which happens at present. I have a very strong conviction that if the Vedas were adequately studied in the highest light, and followed out through the Brahmavas into the Upanishads, you would find there material which is fine material for enlarging the mind, of very much the same category as the material which is the only material we have over here; and the material which we have over here, although it is very great (probably in the last resort the greatest), still it deflects the mind into a groove out of which it is not easily got, and which is not well adapted to the work of life which has to be done afterwards out in India. Therefore, I am more in favour of levelling up to a common level the Colleges and Universities than to bring students over here if it can be avoided."

Questioned further as regards interchange of professors, the witness said he did not mean an exact interchange by which a professor from India would take the place of another from England; he was thinking more of the impression which the professor made than of the detailed information which he would give. One of the most eminent mathematicians in the whole world who was a professor in London had said he would gladly go out to India; and all that was required was to provide sufficient remuneration to induce the very best men in England to go to India. It was due to the love of spreading knowledge that they would go. He considered that Universities and Colleges here would be very glad to have some distinguished Indian professors to lecture here.

A difficulty which the Universities raised was put to the witness; the main argument was as follows:—

The Universities think the Indian student should get his groundwork in his own country. They believe the main value that they can give at the Universities is the advanced work in research and post-graduate work and finish off their general groundwork. There, they think, they have a real contribution to make; but to send immature men here at the undergraduate stage is, they think, a mistake. Then the Indian student says to the Committee that at present if he graduates in India and comes with a degree from an Indian University it is not always recognised, and sometimes he is asked to go through the same courses over again and waste one, two or three years of his University life doing the same work as he had already graduated in. This applies not only to the degree, but to examinations of a lesser kind. It was then put to the Universities whether they would be prepared to accept an Indian degree as equivalent to an English degree, and they have replied, not unreasonably: 'Yes, where we are satisfied with 'the standard, but, of course, the standards vary 'very much and there are many of which we know 'nothing.'

Asked to give his advice as to the best means of obtaining some knowledge as to the relative values of Indian degrees and as to obtaining recognition for them in this country amongst Universities, the witness said:—

"We have had an analogous question raised in this country in the Royal Commissions over which I have presided on University Education. The tendency to-day is to make a good deal of degree work post-graduate. I will take a case that is very remote from anything which has to be considered in India, but in theology, for instance, the tendency is not to let anybody go in for a Theological Degree who has not taken an Arts Degree first. I will take the case of the last Royal Commission over which I presided, which was in connection with Wales, which has a number of Colleges. When that question arose we said: 'You may take your degree in College A. That 'does not mean you have to go to any particular 'College for the next stage, the Bachelor of 'Divinity Degree. You may take it elsewhere. 'You may choose the College to which you go, and 'the College to which you go is protected because 'the general supervision of the Universities sees 'that the Colleges are all up to a certain level.' That is so in London, or rather it is getting to be so in London. The training for the degree standards given by the University Colleges is getting to be very much on the same footing, so that having gone through a course at one is quite enough to be accepted by any other College. Of course, it is more difficult when you are dealing with India, but I think the principle is the right one. I sympathise with the Universities who say: 'We would rather have first-rate men coming from 'India who have taken their groundwork degree 'there and who wish to build up to Doctor of 'Philosophy or Doctor of Science, and we will take 'them if their standards are high enough.' That would have to be determined by some machinery set up for the purpose, but I do not think it would be very difficult. For instance, if the University of Calcutta gave a degree I should think it would be accepted as equivalent to a foundation degree by any University here. I take that as an example of a well-known University which has been aiming at raising its standard. Of course, I am assuming that you have got away from the notion of the degree given by external examination. That is a very poor substitute for the degree given as the result of a course with a test at the end. But wherever that is done in the case of the higher class Universities I do not see why it should not be possible to arrange to have the minor degree accepted as a basis for proceeding to the post-graduate degree here. Wherever a post-graduate degree is given, it seems to be reasonable that there should be an exchange of qualifications. At Oxford and Cambridge they do not give post-graduate degrees, what they give is honours. A person might take up a degree on the basis that he was going in for honours, and it could not be expected that the authorities should allow him to cut into the middle of the course. It might, however, be possible to arrange something at Oxford and Cambridge to meet their circumstances."

Asked as to the difficulty which the Indian students had of getting practical training in this country in all the technological subjects which they come to study, Lord Haldane said he did not know enough about the technological arrangements of the great factories to be able to give any opinion which was worth having, but he would have thought that in the very big factories the difficulty could have been got over, while in the small ones it would be hard to surmount. In other countries the difficulty had been got over. The great colour industry in Germany used to take large numbers of students freely from the technical colleges right into the works, and he thought that they got over the difficulty of preventing secret information from leaking out because it was possible, owing to their size, to organise a department so that no access to secret information was necessary. He mentioned that at the Charlottenburg Technical College manufacturers came in large numbers and chose people from a list of students who had done well and picked them out and paid them according to the opinion they formed of their capabilities. These, of course, were persons whom the manufacturers hoped to get into their own business, but he thought that the big engineering firms, for instance, would not mind taking people temporarily if they got the work out of them.

The attention of the witness was then called to the question of law students and it was pointed out that the difficulty raised by the law students was mainly as follows:—They contended that the legal education in India was very good, some thought better than in this country, but when they became qualified vakils in India they were not allowed, with but few exceptions, to practise in the High Courts, which were reserved for barristers. They came to this country to get called to the Bar, and after passing an examination which was less stiff than the one they had already passed in India, they went back and took precedence over their own countrymen who had remained.

On this Lord Haldane said:—

"This is a subject to which my attention has been directed for some years, and rightly or wrongly I have come to a very clear conclusion about it—clear to myself. Before you settle whether you are going to decide in favour of an organisation or against it, you must ask yourself the purpose for which the organisation and the education which it gives exist. The purpose here is obviously to produce the best Indian lawyers you can, advocates and people who can fill judicial positions. That turns *primâ facie* on the training that you give them. Every system of jurisprudence has its own spirit and character, and is different from every other. There are certain foundations on which all legal training ought to rest, foundations which belong to jurisprudence rather than to law, that is

to say, to the science which is akin to ethics, but which is only parallel to ethics, which is at the foundation of all law. Our best writers nowadays on these foundational subjects come from the Universities, men like Professor Dicey and Professor Pollock and Professor Maitland. The text-books here are getting to be more and more masses of digested authorities without much reference to principle, and it is getting to be more and more serious, because in the old days, when our system of law was founded entirely upon the English common law, which was a very scientific system in one way but a very unscientific system in other ways, a highly technical department of knowledge was created, in which men who trained themselves in these technicalities became masters of their craft and used to write beautifully. Now the whole field is so obscured with decisions and statutes and other details that within the purely so-called proper legal study of English law you can get very little. You have to turn to the foundations of jurisprudence, which are emerging more and more by very necessity, and it is the great text-writers who come from the Universities, where the atmosphere is wider than that of any particular system of jurisprudence, who are giving us what is best. The relevance of that is that when you go to India what you want there, too, is the double stage. You want, first, the training in jurisprudence. I have conveyed what I mean by jurisprudence as distinguished from mere law. Then you want the training in law and practice and the spirit of the Courts. The first is no doubt very much the same as what we should have in England. It is not quite the same, because anybody who has been trained for the Indian law, even in its foundations in the jurisprudence which has to precede its detailed study, ought to have his mind enlarged by getting rid of a great many notions which an English lawyer has, and a great many others which a Hindu lawyer, for instance, has. The differences of principle which emerge in Indian law ought to be something of second nature to him—as certain principles of Western systems are of second nature to us. That naturally affects to some extent the atmosphere of the school of jurisprudence in which he studies, but that school of jurisprudence can be put up to a standard which analogously is as high as in the other case. But when you have done that, what is the next training? Here young men come from the Universities, where they have been imperfectly trained in jurisprudence, because very few of them have as much as they should. Then they come to the Inns of Court, where they are not sufficiently instructed in these foundational things. There is some teaching in it. They learn about the rules and about the statutes and about case law and all about what happens in an English Court of Justice, and to fill up the interstices of that extremely miscellaneous framework they go into the chambers of a practising barrister to pick up what they can pick up. It is a training which is the only one we have got for an English barrister, but it is by no means perfect, and some of us want very much to see it improved. It is a totally wrong training, in my view, for an Indian student. Why does he pursue it when he is going to the Calcutta Bar, say? Because he will find that a barrister called here takes precedence of him, however distinguished his position may be as an advocate. He may be the most learned vakil possible, but he has not a look in; he is behind in point of precedence. The reason does not rest with people here, it rests with India, and I have never been able to understand why India has not put it right long ago. India ought to call to its own Bar; it ought to call men to the position of barrister; it ought to create its own King's Counsel. If anybody says that that is an innovation, my answer is that that is what the whole of the Dominions do, with the exception of that country called India. I sit daily in the Judicial Committee of the Privy Council. We have counsel of every nationality and from every part of the globe where the British Empire extends appearing before us, and they take precedence according to their precedence in their own Courts. If there is somebody who has been made a King's Counsel in, we will say, Manitoba (because even the Provinces of Canada make their own King's Counsel), he takes precedence of a King's Counsel made here and leads him in the argument at the Bar. So it is with everybody. We should hear a vakil or anybody who has been called in his own country, but when it comes to precedence we look to see who is analogous to what. I do not see why an Indian student should have to come over here to get what seems to me to be a much worse education for his future calling in life than he would get if he pursued it out in India. It is all very well, you know, but a training in an English barrister's chambers, even if you can get there, is imperfect if you are going to the Indian Bar. First of all there is much less chance of training there than there used to be. In the old days there was a vast number of papers which were sent to counsel to settle—not only deeds, but pleadings and petitions and so on, and it was a fine discipline mastering the very technical and artificial rules which governed those things and drafting proper documents, even if you were going to practise in some remote region with another system. But there is not much of that now, and what there is has become more and more conventional to the English Law Courts. The Indian student studying in our Courts here seems to me merely to get his mind poisoned against what he might imbibe profitably if he went to India. He would do much better to read in chambers in India and to be called in India. It would be well to get rid even of the degree of vakil if you could, and have one profession with seniority in it, and make your own King's Counsel. Then you will be delivered from this very bad system of training, which is bad because there are not places in barristers' chambers even for English students. The Indian student has very great difficulty in getting in. It is as bad a system as it is possible to conceive."

In reply to questions on the matter the witness said he considered that the value of reading in chambers was very much exaggerated; he did not think it could be dispensed with because it was the only way of getting in contact with what happened every day, but it was not an adequate way of getting into contact.

If the proposals that he had made were carried out it would be a great relief to the Inns of Court, and he did not think there would be any objection or difficulty so far as the legal authorities in this country were concerned. Indeed, he thought they would be much pleased because they felt they were not providing adequately for the Indian students. It was a scandal that they should come here and eat dinners and not have the chance of doing anything else but hear lectures and wander about the Courts.

Asked as to a statement that it was necessary to have an element of the English Bar in India in order to raise the standard of honour and industry, the witness said that he had sat for a long time on the Judicial Committee of the Privy Council and had argued in a great many Indian appeals when he was at the Bar. The more he had seen of it the more he was impressed with the grown character of the Indian judges. The standard of legal knowledge shown in their judgments was very high. He would like to mention that there was more of a disposition to be technical in the native judgments than there was in the white judgments. That was the result of a shorter history, but it was all working out right. He thought that the prestige and honour of the Bar in India might with perfect safety be left in charge of the High Courts in India.

It was pointed out to the witness that in order to create an Indian Bar there would have to be control in India; and conditions might be set up in India for English barristers preparatory to their practising there. He considered that they should be admitted *ad eundem*, without any more proof than that they had been in practice and were proper persons: that was what was done everywhere else in the Empire.

Asked as to his advice about bringing Indian students into touch with the intellectual and other activities that were going on in the country, the witness said he was adverse to students wandering about and sipping honey from different flowers. It was put to him that there was probably more done in this country than in any other by private enterprise, charity, &c., and that one of the most remarkable features was the amount which was done by private individuals quite apart from State assistance, whereas in India to-day (apart from those who would not have anything to do with Government at all) there seemed to be a marked tendency throughout the whole of public life to look to the Government for everything. It might therefore be desirable to bring Indians into touch with some of these movements so that they could see what was being done here in that way, and then they would go back to India with the feeling that there were things to be done by private enterprise, and that it was not necessary to ask the Government to do everything.

Lord Haldane considered that this was very true, and that one of the great qualities in this country was the self-reliance of the individual. He might not have thought things out or prepared for them, but for getting himself out of tight places he was unrivalled. The reason was that English people had trained themselves for getting out of their difficulties all their lives. He instanced the way in which the co-operators had got out of a difficulty by making a vast organisation which was beautifully run. It had been done by individuality and character, which had required no particular ability and nothing very remarkable; but the history of the co-operative movement and of some phases of the Trade Union movement was an extraordinary illustration of how here even the working classes did not want to rely on the State. A great deal of the Englishman's education he gave himself, and for this reason his institutions were not always suitable for people who came from a distance.

The witness considered that Indians should, however, use their opportunities during vacations to see something of the movements. It was a very good thing to see summer schools at the Universities where representatives of the working classes came to imbibe the atmosphere of the Universities. They should also see the work of all sorts of bodies which were spreading the influence of the Universities extramurally into the industrial regions and the way in which workmen and workwomen came to study and to expand themselves.

Questioned as to the manner in which Indians might get a knowledge of military science, witness said he thought that the study of military science could not be separated altogether from a study of history or from the study of politics. It was important to have good teachers, and he suggested that India ought to get a certain number of trained young officers who would act as teachers in these things and think and work them out. This would have to be done in consultation with the general staff of the Indian Army in India.

In reply to a question as to the relation between teaching and research, the witness said that it was very difficult to say where the teaching of a subject began and where research was divided from it in the high branches of knowledge. One was plunged into research in one's teaching, and there was no sharp line of demarkation to be drawn. If teachers did not engage in research it was because they could not or would not do so. They ought to engage in research.

He was strongly in favour of the classification of degrees. An ordinary degree ought to represent, not the capacity to pass an examination, but the fact of having gone through a course in the atmosphere of a University. Then when they reached post-graduate degrees, these should be given mainly on the basis of research.

Asked whether Indian students might derive benefit from the study of civics as a University subject, witness said that civics was a very vague subject. If properly pursued it would lead into the theory of the State and the relation of the individual to it and all sorts of questions which plunged the student almost immediately into metaphysics.

Asked further as regards the creation of an Indian Bar and whether the High Court should continue to enroll advocates, or whether this should be left to a Council of Legal Education, Lord Haldane said:—

"Call your barristers and make your own barristers. The High Court is not an administrative body. Set up your Council for call to the Bar and a Committee to superintend legal education. Say to the student: 'You must come with a degree from the University,'—the Bar being treated as something post-graduate to that. 'You must then show that you have studied practically with the vakil or with somebody at the Bar—just as here, and you must also show that you are qualified in the various systems of law which you know.' "

All questions of legal education, control, enrolment and disciplinary action should be transferred to that body.

Questioned regarding the precedence which barristers of the Inns of Court took over vakils in India, the witness said he did not like it. Some of the vakils were very able men and were put at a disadvantage; he would like to see people who pleaded in Indian Courts all barristers. In Ontario, for example, you would find a firm which was a firm of barristers and solicitors; they were probably all barristers who divided themselves into two groups. He thought that was a better system. He would place all vakils and barristers on the same footing. There was only one real safeguard, and that was to have an *esprit de corps* among the Bar, and a high standard of honour that would search out and repress iniquities far better than any amount of technical rules.

Asked whether he considered it desirable to remove the clause which said that one-third of the judges of the High Court in India should be barristers, the witness said that he thought it was quite right if the barrister was a person created in India, but wrong if he had to come here to become a barrister. The present provision might be deleted from the Government of India Act, but it would be better to take power to call people to the Indian Bar and then it would be alright.

In reply to a question whether vakils were not permitted to appear before the Privy Council, Lord Haldane said that they were so allowed. If anybody said to them that he was duly qualified to appear in a Court of Law in India the Privy Council would say that he was duly qualified to appear before them. They did not listen to technicalities, and he was not aware of any restriction having been established by precedent, by which only a member of the English Bar could appear before the Privy Council, and he did not think they would establish such a precedent now.

TUESDAY, JULY 12, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. W. G. WRANGHAM, Sub-Treasurer of the Inner Temple, was called and examined.

He stated that the number of students from India and Ceylon now studying at the Inner Temple was 56, of whom 49 were also studying at Universities in the United Kingdom. All students at the Inner Temple were subject to the Council of Legal Education in the sense that they had to pass the same examinations, the standard and management of which was in the hands of the Council. The total number of students now on the books of the Inner Temple was 1,158; there was no limit to the number that could be taken. If it were found that the Inn had too many students to accommodate in the dining hall they would have to make other arrangements, but for the moment that limit had not been reached.

The witness stated that he required all students applying for admission to the Inner Temple to comply with the Consolidated Regulations in the matter of certificates. He had no special views to express as to the work of Indian students compared with others, as he really knew nothing about it.

The Consolidated Regulations were framed by the four Inns of Court in consultation, and nothing went into the regulations that had not been passed by all four Inns.

On his attention being drawn to the regulation requiring Indian applicants to produce either a certificate from the Collector or Deputy Commissioner of the district in which his family resided, or the Political Officer attached to a Native State, or a certificate from the Joint Secretary to the High Commissioner for India for Indian Students' Work, the witness explained that that regulation applied to Indian students whose homes were in India and whose education had been obtained there. It would not apply to Indian students educated at a University or at a public school in this country. The regulation was about to be changed by the substitution of "the High Commissioner for India" for "the Joint Secretary to the High Commissioner for India for Indian Students' Work." The certificates of the Collector or Deputy Commissioner and the High Commissioner were alternatives, but all Indian students coming from India to the Inn would have to produce one or other of them.

Asked how long the regulation insisting upon the certificate of a Political Officer or the Collector or the Deputy Commissioner had been in force, the witness replied that it had been in operation a considerable time before he became Sub-Treasurer of the Inn in 1908. He was not aware that there was any resentment on the part of the Indian students at having to produce a certificate from a Government officer on the ground that it led to the political opinions of the applicant being inquired into. He had no idea that the High Commissioner took political views into consideration at all, but he presumed it was the duty of that officer to look into the question of an applicant's family, loyalty, &c.

Asked what he thought would happen if, for instance, a man made a speech which the High Commissioner or Collector considered objectionable the witness replied that he did not know, but that he presumed a certificate would not be given. English students had to produce certificates from two responsible people who had known them for a year or more. Such certificates would not necessitate any examination into a student's political opinions.

Asked whether he did not think that a certificate from a judge corresponding to a County Court judge in this country, or a judge of the High Court, a Government pleader or a member of the Legislative Council, would be equally satisfactory, the witness replied that he was bound by the Consolidated Regulations. He did not know sufficient about the status of the people mentioned to be in a position to give an opinion as to whether their certificates should be accepted, but he thought the matter was entirely one for the India Office. The regulations could not be changed without the consent of the four Inns of Court, but so far as he was aware there was no reason why they should be maintained in their present form, and if representations were made to the Inns by the India Office that certificates should be accepted from people who were not Political Officers, he thought the Inns would probably agree. The regulations as they at present stood were drafted in consultation with the India Office, and so long as they remained unaltered he was bound to insist on their being complied with.

Questioned as to the regulation permitting Colonial advocates to be called to the English Bar without passing any examination here, the witness explained that the regulation applied to three Colonies only, New South Wales, Ceylon and the Cape of Good Hope, where the two branches of the legal profession were kept distinct as in this country. In all other Colonies there was no distinction between barristers and solicitors, and they did not get the benefit of the regulation.

Asked whether a vakil who had been practising in India and who came to this country after passing the B.L. or M.L. examination of an Indian University ought to be placed on the same footing as Colonial advocates, the witness stated that the question was now under consideration by a Joint Committee of the four Inns.

So far as he was aware none of the Colonies imposed any restrictions on the admission of English barristers to practise in their Courts, but it was a matter entirely for the authorities of the Colonial Bar concerned, and if they liked to impose an examination they were entitled to do so.

Examined on the question of reading in chambers, the witness said he thought that if an Indian student went into the chambers of an Indian barrister practising in India, he would probably learn Indian law better than he could learn it in this country, but it was a matter for consideration whether he would learn what is called the etiquette of the profession so well. On the whole he did not think the student could learn the etiquette of the

ision unless he read in the chambers of an sh barrister practising in this country or in India.

The Inn did not officially accept any responsibility for assisting the students to obtain admission into chambers. If a student came to ask his advice privately, he would do what he could to assist him, but generally speaking it was left to the student to make his own arrangements, whether he was an Englishman or an Indian.

His experience was that it was a difficult matter for Indian students to secure admission to chambers here as English barristers usually preferred to take English students. He did not think the difficulty was due to any shortage of chamber work. It was not necessary to wait until after the Bar examinations had been passed before applying for admission to chambers. A man could do his chamber practice either while he was still a student or after he had become a barrister. Generally speaking, barristers did not like students of any nationality in their chambers; they preferred men who had been called to the Bar so that they could use them for small cases in the Courts.

Women were eligible for admission as members of the Inner Temple. No Indian woman had, so far, applied for admission, but there would be no difficulty about taking them if they did; in fact, it would not be possible for the Inn to refuse. He anticipated that an Indian woman would have very great difficulty in getting chamber practice in London; the difficulty would be great even in the case of English women.

There was no limit to the number of pupils that a barrister was allowed to take; it depended entirely on the accommodation available in his chambers and the amount of work he had. There were some Indian barristers in practice in London, but he doubted whether any of them had sufficient practice to enable them to take pupils. There was no regulation as to the standing a barrister must have in order to take pupils; it was for the student to find out before he went into chambers whether there was sufficient work in them or not.

The fee usually charged for admission to chambers was 100 guineas a year and it had to be paid by all students whatever their nationality. The fee was in no way fixed or regulated by the Council of Legal Education, but 100 guineas for 12 months was the generally recognised sum. A student might be taken for six months for 50 guineas, and there had been several cases during the war of barristers with a good practice taking students in their chambers without any payment.

So far as the Inns of Court were concerned, there was no compulsion on either English or Indian students to read in chambers, but the English students would not get any work unless they went into chambers, and most of the High Courts in India required Indian students to have read in chambers in this country before being admitted to the roll of advocates.

He did not think that there had been any material difference in the number of Indian students applying for admission to the Inner Temple since the passing of the regulation requiring such students to have graduated in India before being qualified for admission, but the Inner Temple had the smallest number of Indians of any of the Inns. It was not that that Inn was more expensive than the others—the difference between the four Inns in the matter of expense being very slight—Indians simply did not apply for admission to the Inner Temple, possibly because they preferred to go to an Inn where they would meet a larger number of their fellow-countrymen.

Questioned as to the conduct of Indian students, the witness said that he believed that in many cases they did themselves no good socially by coming to this country.

As regards mixing with the English students at the Inner Temple, all he could say was that they did not mix.

He was unable to give an estimate of the average expense that an Indian student must incur between his arrival in this country and his return to India after being called to the Bar. He would have to pay just over £50 on admission to an Inn, and unless he were a member of an English University (and had kept two years' terms there) to make a deposit of £100, which was returned on death, withdrawal, or call to the Bar; he would also have to pay a further deposit of £50 unless he could get two recognised and responsible persons to act as sureties for him. When called to the Bar he would have to make a further payment of just over £100, so that the total expense of being called to the Bar, as far as fees were concerned, was £150.

He thought that it was true that the Inner Temple rather specialised in men from the Universities; he reckoned that from 85 per cent. to 90 per cent. of the students at the Inn were University men.

In the case of an Indian receiving his education in this country, the Inn would require him to present one certificate from the head of his school or college, or his tutor, and one from the High Commissioner.

He understood that Indian students of the Inner Temple were inclined to dine by themselves and not to mix with the other students; they did not use the common room very much, but he did not think that that was any great disadvantage as the people they would meet there were not always of the best type. Beyond occasionally dining together and perhaps meeting in the common room, the students had no opportunities of mixing with the barrister life of the Inn.

The following table was subsequently supplied by Mr. Wrangham:—

INNER TEMPLE.—INDIAN STUDENTS.

Year.	No. admitted.	No. called.	Length of Studentship of those called.
1900	8	2	1 2¾ yrs. 1 11 yrs.
1901	8	1	1 5¼ yrs.
1902	7	3	1 3¾ yrs. 1 4¼ yrs. 1 5¾ yrs.
1903	6	4	1 2½ yrs. 2 3 yrs. 1 3½ yrs.
1904	3	6	1 2¾ yrs. 1 3¾ yrs. 1 4½ yrs. 2 4¾ yrs. 1 5¾ yrs
1905	9	7*	1 2½ yrs. 3 3 yrs. 1 3¼ yrs. 1 3¾ yrs. 1 8¼ yrs.
1906	5	4	1 2¼ yrs. 1 2¾ yrs. 1 3¼ yrs. 1 4¼ yrs.
1907	6	1	1 2½ yrs.
1908	8	3	1 3 yrs. 1 3¾ yrs. 1 5 yrs.
1909	10	3	1 3 yrs. 1 3½ yrs. 1 3¾ yrs.
1910	12	2	1 3½ yrs. 1 5 yrs.
1911	4	7	1 2½ yrs. 2 2¾ yrs. 2 4½ yrs. 1 5½ yrs. 1 10¾ yrs.
1912	12	5	1 2½ yrs. 2 3½ yrs 1 5 yrs. 1 5¼ yrs.
1913	9	6	1 1½ yrs. 1 2 yrs. 2 3 yrs. 2 5 yrs.
1914	10	2	1 3 yrs. 1 4½ yrs.
1915	15	5	1 3 yrs. 1 3¼ yrs. 1 3½ yrs. 1 3¾ yrs. 1 5 yrs.
1916	9	7	1 2¾ yrs. 1 3 yrs. 1 3½ yrs. 1 3¾ yrs. 1 4¼ yrs. 1 4¾ yrs. 1 6 yrs.
1917	9	7	1 2 yrs. 1 2¾ yrs. 1 3 yrs. 1 4 yrs. 1 4¼ yrs. 1 4½ yrs. 1 4¾ yrs.
1918	2	9	2 3¼ yrs. 2 4 yrs. 1 4½ yrs. 1 5 yrs. 2 5¼ yrs. 1 7½ yrs.
1919	11	12	1 3 yrs. 1 3½ yrs. 1 4 yrs. 3 4½ yrs. 3 5 yrs. 3 5½ yrs.
1920	12	3	1 4 yrs. 1 4½ yrs. 1 6 yrs.

* One Indian called in 1905, was disbarred in 1920.

Mr. R. P. P. Rowe, Under-Treasurer of Lincoln's Inn, was called and examined.

He stated that the number of Indian students now reading at Lincoln's Inn was about 150, the total number of students of all nationalities being 450.

Questioned as to whether Lincoln's Inn would be prepared to alter the regulation requiring Indian students to produce a certificate, either from the Collector or Deputy Commissioner of the district in which his family resides, or from the Joint Secretary to the High Commissioner for India, so as to enable them to present certificates from responsible persons such as heads of colleges in India or barristers or judges of the High Courts there, he stated that the Inn would prefer to maintain the regulation in its present form, because it relieved them of responsibility in the matter. If students presented certificates from other persons, he would not know what the status of those persons was, or whether the certificates were genuine.

A certificate from the head of a college would be preferable to one from a barrister of an Indian High Court, for in the latter case it would not be possible for the Inn to decide whether it was genuine or not, and they would certainly prefer to have a certificate from the High Commissioner.

It was the fact that in the case of other foreign students, certificates from judges, magistrates and other persons holding similar official positions in the places or districts where the applicants resided were accepted, but that rule caused a good deal of trouble, as students often brought certificates from people who were said to be "in a similar position" and the Inn were at a loss to decide upon them.

If there were a Government Department which could speak for all foreign students, the Inn would be glad of its assistance, and it would really be to the benefit of the students themselves, as at present the certificates they presented were sometimes not accepted on account of doubts that arose as to their genuineness or the status of the people who signed them.

He thought that certificates from heads of colleges, judges and barristers in India might be acceptable, if the High Commissioner certified that they were genuine and came from people whose recommendations might be relied upon.

He thought that the Indian students at Lincoln's Inn mixed with the other students to a limited extent only. His impression was that they kept very much to themselves. He had often met Indian students who at the end of their course of study for the Bar had known no English barrister who could introduce them to the Treasurer of the Inn in order that he might move their call.

They had a separate common room at Lincoln's Inn for students, and the Indians used it quite as much as the others.

Quite a substantial proportion of the Indian students reading at the Inn were also members of Universities in the United Kingdom, but there were a number who were not.

There were a number of students from Canada, Australia, South Africa and New Zealand at Lincoln's Inn; in their cases certificates were accepted from judges, magistrates, &c.

He had not referred the certificates of any Colonial students to the High Commissioners in London for the Colonies from which they came, because he rarely had a case about which there was serious difficulty. Many of the Colonial students had been at school in this country. So far as he could remember, no Egyptian students had applied for admission to Lincoln's Inn.

His experience was that the Indian students generally managed to get admission to chambers if they desired to do so for the purpose of reading with a barrister, but if they experienced any difficulty in making the necessary arrangements it was due to the fact that English barristers preferred, somewhat naturally, to take students of their own race.

He could not give any estimate of the total cost, apart from fees, which an Indian had to incur, in order to be called to the Bar.

The members of the Bench of the Inn had no direct relation with the students. At one time the students used the same common room as the barristers, but it became so overcrowded that they had to provide a separate common room for students, and any direct link between the students and the barristers had thus disappeared. They might occasionally have luncheon together at the Inn, but unless a student went into chambers his relations with the barrister life of the Inn would be very small, and he would not meet barristers as a result of attending the lectures provided by the Inns.

There was no necessity for any student to attend the lectures; they were quite at liberty to take private tuition if they so desired, but the instruction provided at the lectures was very good, and he thought that the Indian students normally attended them.

He did not think that a student who had merely been called to the Bar in London would carry any of the tradition of the English Bar to India with him; that tradition was set up in the Courts, and not at the Inns.

There was no stipulation that any student other than a vakil should read in chambers before being called to the Bar; the regulation requiring chamber practice was one made by the Indian High Courts and not by the Inns, but he thought that the Indian student would improve his knowledge of law by reading in chambers in London for a year; he might learn more during that year than in all the rest of his time in this country. If arrangements could be made for students to read in the chambers of practising barristers in India, he saw no reason why that should not be done.

His experience was that Indian students who were studying at Universities in the United Kingdom would generally be required to produce a certificate from the Joint Secretary to the High Commissioner. A certificate from their college tutor would not suffice in any ordinary case because they would not be treated as having received their general education in the United Kingdom, but if they had been at school for a year or two in this country before going up to the University, it would be a different matter. If, however, an Indian student presented a thoroughly satisfactory certificate from the head or tutor of a college at Oxford or Cambridge, he personally thought it reasonable to regard it as sufficient without any further certificate from the High Commissioner; but in order to get the Consolidated Regulations altered to secure this, it would be necessary for the matter to come before the Masters of the Bench, and the proposed alteration would have to be approved by all the four Inns.

Mr. Rowe subsequently furnished the following statement:—

Lincoln's Inn.—Indian Students.

(a) Year.	Admitted.	Year.	Admitted.	Year.	Admitted.
1901	14	1908	65	1915	4
1902	10	1909	73	1916	1
1903	16	1910	186	1917	—
1904	20	1911	27	1918	2
1905	27	1912	29	1919	20
1906	27	1913	45	1920	35
1907	38	1914	7		

(b) I regret that I cannot give you the number of those students who graduated in India before they were admitted, as this would involve examining each single admission form.

(c) The average length of time taken by Indian students in the past to complete the Bar examinations: approximately three years.

In my evidence I said that I thought we had at present about 150 Indian students on our books; the actual number is 117.

(Sd.) R. P. P. Rowe,
Under Treasurer and Steward.

28th July 1921.

The following statement was subsequently submitted:—

The considered opinion of the Treasurer and a Select Committee of the Masters of the Bench of Lincoln's Inn on the matter of Indian Students.

During recent years a very large number of Indian students have been called to the Bar at Lincoln's Inn, the numbers for the last 12 years having been as follows:—

1909	23	1913	96	1917	9
1910	26	1914	59	1918	9
1911	35	1915	33	1919	2
1912	76	1916	31	1920	3

The result of experience here, as well as the information given to some members of the Bench of Lincoln's Inn when in India, shows that while mature and qualified men may gain benefit from a residence in England, seeing English practice and attending some of the more advanced lectures, the majority of those who come are insufficiently prepared and too immature in mind and character to be placed among strangers in surroundings of such an entirely different character from those in which they have been brought up.

To bring such students in large numbers to England is neither an advantage to themselves nor to the societies of which they become members, nor, we believe, is it for the interest of the profession or of the administration of justice, and it often exposes the students to serious risks.

We are of opinion that before Indian students come to England they should have given promise of ability and have availed themselves successfully of the opportunities for training and study now afforded in India, both in connection with the law classes of the Universities and by seeing something of the administration of justice in the High Court there (Presidency). The right of audience in the Indian Courts is given to those who go through a satisfactory course and pass adequate examinations in India, and we think that to those who have done so, and who wish to be called to the English Bar, special facilities should be given by recognising what they have done in India, enabling them to be called to the Bar after keeping a smaller number of terms and by exempting them from the more elementary papers in the subjects which they have studied and in which they have passed satisfactory examinations in India.

At the same time it is most important that such students should read at least one year in the chambers of a barrister in England.

There is no doubt that advantage will be derived from maintaining a connection between the administration of justice in India and in this country, and that some at least of those Indians who will occupy a leading position in the Indian Courts should have had some experience of English methods and habits of thought and of the traditional feeling which is associated with the English Bar.

The whole subject ought to be reconsidered and dealt with in a liberal spirit, recognising good work done in India and discouraging the immature, who run serious risks in coming here too early and in too large numbers, from doing so, and at the same time keeping up a connection between the profession here and in India and promoting mutual knowledge.

Mr. C. C. Scott, K.C., Treasurer of the Middle Temple, was called and examined.

He submitted a written statement which is printed below.

In connection with the point raised that it was desirable that all students who had not passed an examination at an approved University in India which entitled them to a degree of that University should have passed an examination in India of a standard satisfactory to the Council of Legal Education, the witness stated that he had not gone into the question of what standard would be regarded as satisfactory. He was really dealing with the hardships which students met with when they came to this country before they had passed the preliminary examination. Since he had been Treasurer, there had been cases of men who had come to this country who had not taken a degree at an approved University or passed an examination there which entitled them to a degree, and who had wanted to be relieved from passing an examination at all, and to be admitted without going through the preliminary examination. There were cases of students coming from India who were not members of a University or who had not spent sufficient time to have taken a degree or to have passed an examination, and in these cases he thought it right that there should be an alternative examination satisfactory to the Council of Legal Education. It would be for the Indian Government and the Universities in India and the Council of Legal Education to arrive at a satisfactory standard of examination, the passing of which should be accepted as satisfactory to the Inns of Court.

It was then mentioned to witness that Indian students complained that the Indian Students' Department of the High Commissioner's office could only give a certificate in the form in which it was required by the Consolidated Regulations. This meant that unless a student had consulted an Advisory Committee in India, he could not get a certificate from the Students' Department; the alternative was to arrive with a certificate from a Collector or Deputy Commissioner of a district in India or from the Political Officers attached to a Native State or an officer of higher rank representing the Indian Government in that State. Witness stated that provided they were satisfied that the authorities from whom the certificate was obtained were reliable and responsible people, such as principals of colleges or judges of High Courts, he thought these might be accepted. Speaking for himself, he did not think there would be any objection to altering the Consolidated Regulations in that sense, but he could not speak for his Inn.

He thought it desirable that a student should come armed with his certificates wherever he got them from, as many of them came without certificates and had to write to India for them, and in the meantime the Inn were asked to admit them provisionally. In the case of a vakil, however, there was not much hesitation in his being accepted.

Asked whether the Indian students had any difficulty in obtaining admission to chambers, witness stated that the Council of Legal Education had always been very careful, especially lately, to see that they read with proper persons. At one time it was possible that Indian students coming to this country read with persons who were not the best qualified—generally with people of their own

nationality—therefore, a rule had been made that if an Indian, especially a vakil, desired to get remission of four terms by reading in chambers, he should apply to the Council of Legal Education in the first instance, and get them to approve of the person with whom he was going to read.

Asked if he could furnish an explanation of some figures that appeared in his statement regarding the time taken to complete the Bar course, from which it appeared that Indians took a shorter time than English students, the witness said he thought this was due to the fact that vakils who could get called in eight terms as distinguished from 12 terms were included in the statistics and the average would thereby be reduced; and to the fact that English students who went to a University in this country spent their time at the University and then came down from the University and spent another year in chambers before they were called to the Bar.*

With reference to the suggestion in his statement that the practice of admitting a native to be an advocate in the High Court as exercised in Bombay might well be extended to the whole of India, witness explained that, so far as he understood the position, a person could not be an advocate in Calcutta unless he was a member of the English Bar, whereas in Bombay advocates might be natives who had taken a degree in law and attended the Courts for two years and passed a further examination carried out under the order of the judges. Such advocates ranked *inter se* and equally with any other barrister who went out from this country according to the date of their admission to the roll of advocates.

He mentioned that there were three such advocates who had applied to the Inns of Court to be admitted to the English Bar without passing examinations and on keeping a very small number of terms. The application had not yet been disposed of; it was still under consideration.

Asked whether he considered the examination for an advocate in Bombay was as good as the examination of the Council of Legal Education, witness stated that he had no opportunity of judging.

He could not agree with the suggestion that the advocates who came here for enrolment, whatever their object was in coming, should be exempted from the examinations here; personally, he was very much opposed to giving the degree of barrister to anyone who did not undergo the examination in this country.

With regard to the fact that Colonial advocates had that privilege, he stated that he certainly would not approve the extension of it, and could not say that all that already had been done altogether met with his approval. It was one thing to say that they were not able to upset things which already existed, and another thing to say that they would not carry them further.

Asked whether there was a list of Indian barristers practising here with whom Indian students could read, witness thought there was not. He doubted whether there was any Indian here who was qualified, as those Indians who had a considerable practice confined themselves to a limited class of practice, and had not the general practice and experience of the Courts that was so necessary for students.

As regards the difficulty of finding barristers who would take Indian students, he did not think that any barrister qualified to take pupils would demur to having his name put forward on the chance that the Council of Legal Education might not approve him. He would not consider as eligible people who were not in active practice. He did not think reading with a coach was the same as reading with a man in practice.

The difficulties of Indians in the way of getting chamber practice were those which any other stranger coming to this country might feel, and he did not think that it was more so in the case of Indians than in the case of other people, say from Jamaica or anywhere else. He did not remember a case arising about persons coming from Canada or Australia.

The witness was referred to the paragraph in the Consolidated Regulations to the effect that the certificate from the High Commissioner could not be given unless a student had previously gone to an Advisory Committee, and asked whether he would accept a certificate from the High Commissioner that he was satisfied, even though he had not received information from an Advisory Committee. Witness said that there was a difficulty at present in so doing, as it was a little difficult to go behind the form as it now stood. The Advisory Committee was at present made an essential source from which the information with regard to students should come, but provided the certificate stated the sources from which the information came, he thought himself that it might be well to widen it.

STATEMENT BY MR. C. C. SCOTT, K.C., TREASURER OF THE MIDDLE TEMPLE.

While desirous of assisting the Committee on Students, I feel that most of the subjects in regard to which information is sought are subjects about which neither I nor the Under-Treasurer are in a position to make any recommendations. Taking the papers entitled respectively "Press Communiqué" and "The Committee on Indian Students" enclosed in the letter of the Secretary to the Committee dated 19th June last, the only matters about which I can express an opinion are the adequacy of the existing arrangements in India for facilitating the access of Indian students to the United Kingdom, the assisting of them while studying in this country, and the standard of qualification for admission to the Inns of Court with the view of being called to the English Bar. With regard to these, considering the great distance the students come, and the awkward position they may be in, and the loss of valuable time and the expenses they may incur if they cannot be admitted as students on arrival in this country, it is very desirable that all students who have not passed an examination at the Universities of Calcutta, Madras, Bombay, Allahabad, or the Punjab, which entitles the person who passes it to a degree of that University (*see* Consolidated Regulations of the Inns of Court) should have passed an examination in India of a standard satisfactory to the Council of Legal Education. I am not acquainted with the examinations conducted by the Indian Universities, but there would probably be no difficulty in conducting examinations at different centres in India in the same way as the Oxford and Cambridge Local Examinations are conducted here. The passing of one or other of these examinations might be made necessary. The necessity of so doing would be a useful check on students coming over here who were unfitted or had no intention of working, and would prevent disappointment and inconvenience to others who were anxious to commence their legal studies. For the same reason, I think it is very desirable that every student before leaving India should have received satisfactory certificates from reliable persons before they leave India, so as to avoid delay in being admitted to an Inn of Court. At the present time some arrive and ask to be admitted without possessing such certificates, or being able to obtain a certificate from the Joint Secretary to the High Commissioner for Indian Students' Work. Notification of the necessity of complying with these requirements should be given by the Indian Government throughout India. As changes may hereafter be made by the Inns of Court in matters affecting Indian students, it is very desirable that some way of notifying such changes to all intending students should be made.

The numbers of Indian students admitted between September 1901 and June 1921 were as follows:—

1st Sept.	1901 to	31st Aug.	1902	15
,,	1902	,,	1903	11
,,	1903	,,	1904	19
,,	1904	,,	1905	25
,,	1905	,,	1906	33
,,	1906	,,	1907	32
,,	1907	,,	1908	44
,,	1908	,,	1909	53
,,	1909	,,	1910	60
,,	1910	,,	1911	116
,,	1911	,,	1912	25
,,	1912	,,	1913	25
,,	1913	,,	1914	15
,,	1914	,,	1915	10
,,	1915	,,	1916	16
,,	1916	,,	1917	12
,,	1917	,,	1918	6
,,	1918	,,	1919	12
,,	1919	,,	1920	100
,,	1920 to	27th June	1921	92
	Total			722

Of these 39 withdrew, 6 died, 1 was killed in France, 2 were expelled, 347 were called.

The corresponding figures for Burmese students are:—

1st Sept.	1901 to	31st Aug.	1902	Nil
,,	1902	,,	1903	2
,,	1903	,,	1904	1
,,	1904	,,	1905	3
,,	1905	,,	1906	6
,,	1906	,,	1907	10
,,	1907	,,	1908	10
,,	1908	,,	1909	3
,,	1909	,,	1910	3
,,	1910	,,	1911	5
,,	1911	,,	1912	2
,,	1912	,,	1913	3
,,	1913	,,	1914	0
,,	1914	,,	1915	1
,,	1915	,,	1916	0
,,	1916	,,	1917	1
,,	1917	,,	1918	0
,,	1918	,,	1919	1
,,	1919	,,	1920	13
,,	1920 to	30th June	1921	11
	Total			76

Of these 9 withdrew, 3 died, 36 were called.

With regard to the well-being of Indian students in this country, the work of the London and the Advisory Committees both here and in India, as described in the published reports, and the guardianship undertaken by the Students' Departments appears to be most valuable and might well be extended.

With regard to education, while reading in chambers is, of course, not compulsory on Indian students, yet, apart from the dispensation of terms which reading in chambers may lead to, it is, in my opinion, of great value to Indian as well as to English students who can afford to do so to read in chambers, as they thereby become acquainted with the usages and the practice of the law and take a greater and more intelligent interest in their studies.

The length of time taken by (*a*) English students and (*b*) native students, who were called between Michaelmas 1911 and Trinity 1914, when things were normal, to complete the course and to be called is as follows, viz., English, 4 years 0·5 months, Indians 3 years 4·3 months. Since the beginning of the war, owing to the recognition of and allowances for war services, things have been so abnormal as not to form a basis for taking averages or making a comparison.

With regard to the conduct of native students, my opinion is to a very great extent based on the absence of complaints or reports against them, and also, and to a lesser extent, on their conduct, so far as they come under my notice. Taken as a class I believe they are well conducted.

I have not had much opportunity for judging myself of their qualifications, but from what I have seen and heard I believe many of them are men of ability and well qualified to succeed—others again, possibly from shyness, have not struck me as men likely to do so. On this, however, the Director of Lecturers or Examiners will be able to give better information.

Owing to my unfamiliarity with the administration of the law in India, I do not feel competent to express a confident opinion on the question whether the time has not arrived when an independent bar should be established in India. Such a question has to be considered not only in the interests of the natives who desire to follow the profession of the law, but also in the interests of the Indian community in general. Considering the latter interest first, I believe the knowledge of our laws and customs and of the administration of our law which is acquired by native students, more especially by those who have practised in India before coming to this country, is of very great value not only to them but also indirectly to the Indian community, and I think it is undesirable to wholly discourage natives from being called to the English Bar. At the same time, if it is considered advisable by those who are acquainted with India to improve the position of those natives who desire to follow the legal profession, I think the practice of admitting natives to be advocates of the High Court as exercised in Bombay might well be extended to the whole of India. Such advocates enjoy full rights of audience in all Courts in that Presidency and rank *inter se* and with those who have been called to the English Bar, and who also have to be admitted as advocates, according to the date of their admission, and they take precedence over all who have not been admitted. If that is done, the qualification for the admission of a native to be an advocate should be the same throughout India.

The certificates of character produced on their admission by 155 out of the 192 Indian students who were admitted between 1st September 1919 and 27th June 1921, were as stated below. It is impossible now to state from whom the certificates for the remaining 37 were obtained, as such certificates were returned to these students at their request:—

From Collector	13	
From Deputy Commissioner	22	
		35
From Political Officer or Officer of higher rank representing Indian Government		23
From Educational Adviser to Indian Students	38	
From Joint Secretary to High Commissioner	17	
		55
Other certificates (Principals of schools, Judges, Local Advisers to Indian students, &c.)		42
Certificates of character returned to Indian students after admission		37
		192

* NOTE.—Since this statement was made the witness supplied a further statement, also printed below, explaining why the average time taken by English students is longer.

Further note as to the average time taken by Indian and English students to be called to the Bar.

In reply to a question why the average time taken by English students to be called to the Bar was greater than that taken by native students, I stated it was due to the fact that vakils could, by reading in chambers for a year, be called in two years, really after keeping eight terms, a much shorter time, and to the fact that English students who went to an English University often took more than the normal time of three years or twelve terms, so as to get the full benefit of the University course before reading in chambers and being called.

Further consideration made me think my answer was inadequate, and that there were other reasons as well. I have therefore looked at the records of the students who were called in and between Michaelmas 1911 and Trinity 1914, and if I may be allowed to do so I desire to give this additional explanation. As already stated, the vakils are allowed a dispensation of four terms by reading in chambers for one year (Consolidated Regulations 44), and if such a vakil enters, as many Indian students do, in the months of October or November, he can keep the remaining eight terms and be called in the Trinity term of his second year, a period of one year and seven or nine months according to the date when Trinity term begins; and if such a vakil also succeeds in obtaining a studentship or certificate of honour (*see* Consolidated Regulations 34) he can get called after keeping six terms in the January year after his admission, viz., after one year and two or three months, as two vakils did in 1913. Next, what I said with regard to the time taken by students who have been to an English University may, I think, also apply to native students, but in a lesser degree owing to the fact that fewer native students go to an English University. There are, however, other reasons for the difference. Taking native students first, it is fair to assume, I think, that they come to this country with the intention of being called to the Bar and of returning to India as soon as possible, and that, even if some do not do so or are inclined to slacken in their efforts, it is the wish of their parents or guardians who supply the funds that they should do so. This acts as an incentive, and there is nothing to prevent such students pursuing their studies and being called in the normal time as happens in the case of some English students. In the case of English students no doubt a great number are men who hope to make the Bar their means of livelihood, and who, like the native students above referred to, desire to be called as soon as possible and who have no obstacle to contend with which will prevent their being called in the normal time. There are, however, a considerable number of English students who do not need, or intend, to practise at the Bar, and who desire to be called (*a*) because of the status it confers on a private person, or on one who looks forward to discharging public duties or as Justices of the Peace, or in county or in municipal work, &c., or (*b*) because they are engaged in some other profession or occupation, *e.g.*, as the Civil Service, the Army, or the medical profession, or in business, and who think they may, by being called, qualify for appointments, or improve their position therein. In these cases, as the student has an existing means of livelihood there is not the same incentive for being called soon, and even if there should be such an incentive these students, by reason of their other occupations and the places where they may be, are often unable to give the necessary time for study, passing the examinations and keeping their terms. These causes tend to greatly prolong the period and to increase the average time taken by English students before they are called, and especially so is this the case when the student, being a member of the Indian Civil Service, the Consular or Eastern Civil Service, or in the Army or otherwise engaged abroad, has to leave England before the normal time for being called has expired, and has to be absent for some years before he can be called.

Mr. D. W. Douthwaite, Under Treasurer of Gray's Inn, was called and examined.

Reference was made to paragraph 2 (ii) (*a*) of the Consolidated Regulations, in which it is provided that one of the certificates required of a student by the Inns of Court might be a certificate from the head of his school or college, or from his tutor, if he had received or was receiving his general education in the United Kingdom. The witness was asked whether this would apply to an Indian who studied at the University, and replied that his Bench did not take that view of the matter their view was that it was intended to apply to the case of a young Indian boy who had received his school education in this country. His Bench did not consider that an Indian student who entered Oxford University could then present a certificate from his tutor; they required him to present the certificates described in paragraphs 2 (ii) and 2 (ii) (*b*); they would not take an English University certificate if he had received his school education in India and came here to join a University. He knew that this was the view of his Bench because he had recently taken the instructions of his Benchers upon such a case, and they made a minute to the effect that his view of the interpretation of the regulations was, in their opinion, correct.

The practice of Gray's Inn had always been to regard the regulations as being merely directory. The Bench considered itself free to take something which was substantially the same, even if in form it did not coincide strictly with the regulations. It might very well happen that a boy would come and present a certificate from his tutor at Oxford or Cambridge, and some other certificates which, when they were examined, were regarded as sufficient in his case.

He had never had occasion to discover what the other Inns of Court did in the matter.

The witness was then questioned with regard to paragraph 2 (ii) (*b*) of the Consolidated Regulations, which referred specifically to natives of India, and it was mentioned to him that Indian students objected very much to being limited to the source from which they might obtain a certificate to what they called "political authorities"—a Collector or Deputy Commissioner in India, or the Joint Secretary to the High Commissioner's office in London. He was asked whether there would be any objection from the point of view of Gray's Inn if an alteration of the regulations was suggested to the effect that Indians might bring certificates from the principal of their college or University or from a judge of a High Court in India, or from some other authority of repute already known to the authorities. Witness thought that this was a matter on which his Bench would probably say that it was for them alone to speak. As regards his experience in the matter, it was news to him that the Indians took exception to producing a certificate from the High Commissioner. He had never heard it suggested that a man would or could be rejected by the High Commissioner, in face of the credentials he presented from India, because of his political connections.

He repeated that he could not express the view of his Bench, but stated that as things were now, if anything went wrong he could go to the High Commissioner and get perfectly satisfactory evidence of the personal antecedents and history of people of whom he could not otherwise judge. If such a person came straight from India with certificates of the kind suggested it would not be so easy to clear up difficulties in the case.

He thought his Bench would probably choose to keep the assistance afforded by the certificates from the High Commissioner.

It might be a possible solution to have a list of eligible persons who could give certificates, and if the Benchers were not satisfied with the certificates they might make reference to the High Commissioner to know whether he was satisfied with them or not. In this case the student would not be made to go to the High Commissioner. He had, in fact, admitted a student who produced a certificate from a judge of the High Court in India and another from a vakil who was known to him personally and who was a barrister of Gray's Inn.

Asked whether the rules applied to Europeans born and brought up in India, the witness replied that he would not consider a European so born and brought up as coming within the Regulations so far as paragraph 2 (ii) (*b*) was concerned; he had, however, not had a case.

The rules were re-drafted because natives of India, sons of persons of Indian parentage, were then coming to the English Inns of Court in large numbers, and experience had shown that the credentials which they presented were not really worth their face value.

There were no special regulations with regard to students from the British Colonies; each certificate was considered on its merits. He had always supposed that a Collector or Deputy Commissioner in India was chosen because he was the man who was likely to know the students best.

He had not had a case of an Indian woman student coming to read for the Bar and so had no experience of the certificates demanded in their case.

Asked as to the alleged difficulty of Indian students in getting chamber practice, witness said he was quite sure that a vakil did not have any difficulty. He had sometimes interested himself in getting a vakil into chambers, and had never had the smallest difficulty in finding a suitable barrister. He might have been exceeding his duty, but an official might feel he ought to help a person where there was something like an obligation on a man to get into chambers.

With regard to the possibility of help of this kind being given to ordinary Indian students, the fact was that the average Indian student did not make the slightest attempt to get into chambers; he doubted if 1 in 20 made an attempt. He did not suppose he had been asked half a-dozen times in 20 years by an Indian student, who was not a vakil, to assist him to get him into chambers.

The vakils usually got their chamber practice while they were eating their dinners, and got called within a period of two years. The average vakil called at Gray's Inn in the last years had certainly not been in this country for more than 18 months.

Questioned with reference to the regulation under which in 1922 a student would be required either to have passed in Latin in one of the prescribed examinations or to have passed an examination entitling persons who passed it to a University degree, witness said that a degree in India or Australia or in Great Britain would be the same for this purpose. If an applicant's qualification was something less than an examination entitling him to a degree, then he was asked to pass one of the other examinations, and unless he had passed in Latin he would not be admitted whether he was a British or an Indian student.

Return submitted by Mr. Douthwaite, Under Treasurer of Gray's Inn.

Indian Students.

Year.	No. of Indian Students admitted.	Qualifications on Admission.						Average time taken to be called.			Comparison with time taken by English Students.
		Inns of Court Preliminary Exam.	Entrance Exam. or Intermediate of Indian Universities.	Graduates of Indian Universities.	Members of British Universities.	—	Dispensations.	No. called, withdrawn, or dead.	No. not yet called.	Average No. of Terms before call.	
1901	12	3	3	2	5	—	—	11	1	15·72	Out of every 100 English students admitted in 1907 and onwards 74 have been called and 26 have not. Average number of terms before call 14·72.
1902	15	7	5	—	3	—	—	13	2	13·92	
1903	13	4	7	—	3	—	—	11	2	14·45	
1904	19	2	9	5	6	—	—	17	2	12·82	
1905	19	2	8	4	7	—	—	17	2	17·64	
1906	32	—	18	11	5	—	—	27	5	13·14	
1907	35	6	20	6	3	1	—	33	2	14·88	
1908	34	6	20	4	3	—	1	33	1	15·12	
1909	19	1	8	6	6	—	—	19	—	13·21	
1910	56	6	28	14	10	2	—	43	13	15·02	
1911	13	2	—	10	3	3	—	12	1	15·5	
1912	15	—	—	10	6	3	—	14	1	15·77	
1913	16	—	—	12	5	2	—	15	1	15·73	
1914	16	—	—	9	10	—	—	16	—	13	
1915	17	—	—	9	10	—	—	12	5	13·41	
1916	16	—	—	10	13	—	—	12	4	15·25	
1917	10	—	—	6	4	—	—	5	5	12	
1918	3	—	—	2	1	—	—	—	3	—	
1919	11	—	—	10	6	4	1	4	6	7	
1920	15	—	—	15	10	4	—	3	12	6	

WEDNESDAY, JULY 13, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

DR. WILLIAM BLAKE ODGERS, M.A., LL.D., K.C., F.R.Hist.S., Recorder of Bristol, Bencher of the Middle Temple, Director of Legal Studies at the Inns of Court, Professor of Law at Gresham College, London, was called and examined.

He stated that it was the duty of each Inn of Court to enforce the Consolidated Regulations concerning the conditions for admission; but the educational tests required for examinations and the exemptions from examination were a matter for the Council of Legal Education. Generally speaking, his functions began when a student had been admitted to an Inn. Very often, however, Indian students came to him before they had settled which Inn they were going to join, and also asked his advice as to what was required of them. He told them how to set about joining an Inn; often they had already passed examinations entitling them to enter. Many of them had been to Oxford or Cambridge or London University and taken a Degree in Law. Such degree might excuse them from taking certain subjects in the Bar examination, in which case he sent them over to the Secretary of the Council of Legal Education. He also advised the students what books to read and in what order they should take the subjects and when they should go in for the examinations. He found that usually they could understand lectures perfectly well after they had been here six months, and were not seriously handicapped by difficulties of language.

Asked whether he could subscribe to figures which had been given by a previous witness of the average time taken by the Indian law student in passing his Bar examinations, and whether such time was less than the average time taken by the English law student, Dr. Blake Odgers said he could not agree with the statement without some qualifications. He did not think there was any difference between English students as a body and Indian students as a body in the time they took to get through their examinations. There were many Indians who did them quicker than some English, and there were some English who did them quicker than some Indians. He thought there was no occasion to attach any particular meaning to figures of comparison between Indian and English students. He wanted, however, to make it clear that in his remarks he had excluded vakils, who generally took two years at most. On the whole he had been satisfied with the work of the Indian students; speaking generally, they were careful, industrious and exact. It took them some time to appreciate some of the lectures, because the lecturers rather assumed that they knew something about the matter when they began. But lecturers of experience knew that they must begin at the beginning. If Indians came having taken a degree in India in law, then there was, of course, a great deal which they had already learned, which helped them in the examinations here. He advised such men, as a rule, to do Part I. of the Bar Examination in their first year, to do Part II in their second year, and then to go into an English barrister's chambers during the third year. It was not part of his functions to assist them to get into chambers, and he always refused to give the name of any particular barrister. He used to send them to 21, Cromwell Road for advice. Sometimes, however, there was a money difficulty, and men whom he had advised to go into chambers had not done so for this reason. Others often wanted to do something else while over here, such as following up some other study, *e.g.*, economics.

With regard to the ordinary students who were here for three years, he strongly advised them to get through the whole of the Bar Examination before going into chambers.

When he was appointed to his present office in 1905 he used to consult Dr. Arnold and the members of his committee, and also went a good deal to 21, Cromwell Road, but he did not now feel the need of going there. He used, at the beginning of his time, to come across cases in which Indian students were in distress from lack of money, but he very rarely did so now.

Asked whether he was aware of the High Court rule in the Punjab by which only a certain number of students who had taken their degree were admitted to the Pleader Bar, which might account for those who could not be pleaders coming to England to be called to the Bar, the witness said that he had never heard of this. He had never wished to distinguish between the provinces of India; he endeavoured to mix all Indian students up with the English and to treat them all exactly in the same way. He thought that during the last 16 years there was a slight improvement in the kind of man who came from India. They seemed to know more about England and English life, and to be more at home in England.

In reply to a question whether he had found that vakils who had passed an examination in law in India, and who had also practised for some time there, were fit to be called to the English Bar, so far as legal knowledge was concerned, as soon as they came over here, the witness said that he did not think so as they knew hardly any English law. Some of them could take Part I. of the Bar examination as soon as they arrived; but they could not take Part II. until they had attended a certain number of lectures here. It was very unlikely that a practising vakil in India would come to England fit and ready to take Part II. of the Bar examination which was a stiff examination. It was also advantageous that he should stay in England from a linguistic point of view. Besides that, he was strongly of opinion that a young Indian should not be sent back to India before he had learned a great deal about England and the English.

Questioned as to whether there was any prejudice against taking Indians into their chambers by English barristers, witness stated that an English barrister in a large practice would very often prefer to have English students rather than Indian students for the reason that the pupil might have to take a case for him before an English jury, and might not do so well as an English pupil would. Except in such a case as this there was little or no difficulty.

Asked whether he thought that India should have a Bar of its own to which vakils could be admitted after whatever training might be imposed as well as barristers trained here, witness said that he could offer no opinion on the matter. He could, however, say that he found the vakils who came over here very able men; they knew a great deal of law and quickly acquired English law. He did not know the details of the curriculum which was required for the B.L. and M.L. examinations in India. If a man said he was a vakil the matter was not doubted and he was put on the two-year list.

In reply to a question whether a person who had graduated as a B.L. or M.L. and done Constitutional Law in India would be able to claim equal knowledge in law with those who became barristers here, he said he would rather not give any opinion: there was a great difference in the examination papers at different Universities.

Asked whether he knew why so few Indians took Hindu and Mahommedan Law instead of Real Property and Conveyancing, the witness thought that it might be because the lectures were not compulsory, but to his surprise he had been told by many Indian students that they wished to take English Real Property Law because they were told that they would not properly understand English Equity Law unless they did so. It was entirely a matter for them; he did not advise them one way or the other.

Asked whether he agreed with the statement that nothing much was done in chambers, the witness said that he did not. Neither an English nor an Indian student would pay 100 guineas if they did not get something for it. He also thought it was to the advantage of Indian students to see the practice of English law.

Asked whether he gave students advice as to how they should live and where they should live and what they should do in their spare time, witness said he was very chary of giving such information unless he was asked. He thought that there had been so many Indian students here that they told the newcomers where to live and what it would cost. He was rarely asked what they should do in the summer vacation.

Every one of the Indian students came to him. At least they were all told to come to him, and he believed all of them, almost without exception, did so. Most of the Indian students attended the lectures. If not, he sent for them and asked them why they did not do so; but he did not often find that necessary.

MR. J. F. WALEY, Secretary to the Council of Legal Education, was called and examined.

He explained that the Board of Studies was in fact the Education Committee of the Council of Legal Education, the Inner Education Committee which directly supervised the preparation of the lecture prospectuses, questions set in examination papers, and in disciplinary matters which might arise in connection with lectures or examinations. Generally speaking, the Council of Legal Education was responsible for drafting the Consolidated Regulations, but a good many regulations came to the Council approved by the Inns, and they had to be printed without alteration.

Asked whether he thought there would be any objections to making an alteration in the wording of the certificate which an Indian student was required to get from the High Commissioner, the witness explained that there was a general provision that the Masters of the Bench of an Inn or Court to which a person sought admission might, in special circumstances, accept such other evidence of good character as they might deem sufficient. He was, however, unable to say to what extent the Inns had used these dispensing powers. The matter of the evidence on which an Inn of Court would accept a student was not really one for the Council of Education, and he could give no information on the matter. He was able to say that the existing certificate was settled in conjunction with the India Office. If the Committee wished to make a recommendation that the regulations should be altered in certain respects he would suggest sending a simultaneous intimation to the Council of Legal Education and the Treasurer of each of the four Inns of Court. The Council of Legal Education, being a Joint Committee of all the four Inns, would probably be consulted in the matter, and so would to some extent mould the form which the change would ultimately take, but the Inns would not be bound to adopt the views expressed by the Council.

Asked as to the persons who conducted the examinations, witness said that the examiners consisted of the six Readers together with outside examiners appointed by the Council of Legal Education. There were no *viva voce* examinations now; they had been abandoned for a long time.

Asked whether he thought that, assuming the same examination was passed in Hindu and Mohammedan Law in India, there was good ground for exemption here from that examination, the witness asked to be excused from giving an opinion, as he was not authorised to speak for the Council. In reply to a question about the existing exemptions from the examination in Roman Law, witness said some question as to the standard of the Roman Law examination at the Indian Universities had been raised comparatively recently on the ground that there was a little doubt as to whether the Council ought to accept the Roman Law examination of every Indian University as being of the same value.

Asked as to the exemption from the Bar examination of certain Colonial barristers under Rule 43 of the Regulations, witness said that they all dated at latest from 1897, with the exception of one which related to New Zealand King's Counsel.

With regard to the recent inclusion of Latin as a compulsory subject, the witness said that the matter had been very carefully considered by the Council. It was thought to be essential that a barrister should have a rudimentary knowledge of Latin; but where a person had a University degree it was assumed that he could acquire sufficient Latin to understand such maxims as were commonly cited in Court and in books, &c.

Questioned further as to the form of certificate required for Indian students, the witness said the matter was initiated in the first instance by the India Office; if the India Office desired any alterations no doubt the Council would consider the proposal with every desire to meet the views of the India Office or the High Commissioner, but it was more a matter for the Inns of Court. It would be necessary for the Council to have the instructions of each Inn as to what might or should be done in the matter.

Asked whether the Council was concerned with measures of discipline such as the continual failure of students to pass examinations, witness said that the failures were reported to the Council, and in the first instance the Director of Legal Studies dealt with them; but if the failures continued, the procedure was at the third failure for the Director to report to the Board of Studies, who might then admonish the student or refer the case to the Council.

NOTE BY MR. WALEY AS TO INSTRUCTION IN HINDU AND MOHAMMEDAN LAW.

Michaelmas 1869, lectures and classes started. Attendance at first fair, but became very small by 1872, when lectures and classes were dropped.

Memorial of protest from students to Lord Selborne, who referred the memorial with a letter to the Four Inns. Mr. Norton, the Professor, was allowed to continue the lectures and classes until October 1874, when he resigned, and the students having dropped off, his post was not filled up.

Nothing more was done until 1892, when, as a result of a communication addressed to the Council, it was resolved to appoint a Lecturer in Hindu and Mohammedan Law, and Mr. Cowell was appointed and commenced his lectures in October.

In the Council's report made in January 1894, it is stated that these lectures were attended by a much smaller number of students than was expected, and the reason was that examinations in these subjects were not necessary for call to the Bar. The Council therefore proposed to substitute an examination in Hindu and Mohammedan Law for the examination in English Real and Personal Property, but first through their chairman consulted the Chief Justices of the Indian High Courts. The replies being unfavourable, the Council decided against the substitution, but resolved to discontinue the lectures.

On the 8th August 1899, the Council received a petition from students for lectures on Indian Law, which was referred to the above-mentioned committee, and the committee reported in favour of the re-establishment of the lectures.

In May 1900 a letter was again addressed to the Indian Chief Justices. In April 1907 Mr. de Gruyther was appointed Lecturer in Hindu and Mohammedan Law. In March 1910 the Council received a report of a committee upon the result of the lectures, from which it appeared that the average attendance since the lectures commenced was 22. They had failed to achieve the success anticipated, but the committee thought it important that the class in Hindu and Mohammedan Law should be maintained in the interest of members of the Indian Civil Service and of students who intended to practise in the East Indian Courts.

It may be added that the Council decided in April 1907 to allow the examination in Hindu and Mohammedan Law to be taken as a substitute for the examination in Real Property together with certain other alterations in the Bar Examination which are not material to notice.

Grant of terms to Vakils (Regulation 44).

The provision for this purpose was contained for the first time in the Consolidated Regulations of April 1903.

TABLE SHOWING RESULTS of Bar Examinations during years 1912-13 and 1917-21, and Percentage of Failures of Indian and other Students.

Period and Date.	Examined.	Passed.			Failed.			Percentages of Failed.	
		Total.	Indian.	Others.	Total.	Indian.	Others.	Indian.	Others.
1912-13.									
Michaelmas - 1912	174	113	42	71	61	21	40	33	36
Hilary - - 1913	136	92	23	69	44	18	26	44	27
Easter - - 1913	165	97	36	61	68	35	33	50	35
Trinity - - 1913	218	123	36	87	95	40	55	53	39
1917-18.									
Michaelmas - 1917	43	29	13	16	14	9	5	41	24
Hilary - - 1918	38	28	14	14	10	6	4	30	29
Easter - - 1918	24	16	7	9	8	4	4	36	31
Trinity - - 1918	28	16	3	13	12	6	6	66	32
1918-19.									
Michaelmas - 1918	27	17	5	12	10	3	7	37	37
Hilary - - 1919	34	20	5	15	14	9	5	64	25
Easter - - 1919	43	34	6	28	9	6	3	50	10
Trinity - - 1919	35	32	7	25	3	1	2	12	8
1919-20.									
Michaelmas - 1919	71	58	4	54	13	4	9	50	14
Hilary - - 1920	59	42	7	35	17	6	11	46	24
Easter - - 1920	71	51	3	48	20	8	12	73	20
Trinity - - 1920	73	64	8	56	9	2	7	20	11
1920-21.									
Michaelmas - 1920	98	74	9	65	24	8	16	48	20
Hilary - - 1921	104	86	14	72	18	4	14	22	16
Easter - - 1921	77	66	13	53	11	3	8	19	13
Trinity - - 1921	91	74	14	60	17	3	14	18	19
Totals -	1,609	1,132	269	863	477	196	281	42	25

MR. F. A. COCKIN, Foreign Secretary of the Student Christian Movement, was called and examined.

He stated that for the last 10 years or more the Student Christian Movement had recognised that its work, which began originally as that of a religious society among British students, also obviously had a bearing on the students from other countries who came to British Universities, chiefly in the direction of the development of friendly relations between them and the British students, and of doing anything that could be done to enable them to see the best side of British life both intellectually, educationally, and socially, and, if they so wished it, on the religious side also.

It had always been made perfectly clear that there was no desire to press on such men the religious opinion of other people, but that if they cared to attend any of the Student Movement meetings, or to go to its conferences and camps, they would always be very welcome, whether they were Christians or belonged to other faiths.

The work of the movement had developed steadily in that direction during the last five or six years, and there were now both at the older Universities and the newer ones what were called Local International Secretaries, whose main business it was to do anything they could to promote the well-being of students who came from other countries to that particular place, to look out for them when they arrived, and in some cases to help them to find lodgings, and to introduce them to other people. These secretaries were not paid agents, but ordinary students who did the work voluntarily. In several cases they associated with themselves a group of students, some British and some foreign, who advised and co-operated with them.

Sometimes week-end parties were arranged, and a group of 10 or 15 students, partly foreign and partly British, went away into the country, either for purposes of social intercourse or for regular study and discussion. Invitations would always be extended to any Indian students who cared to attend meetings and parties organised by the branch of the Student Movement at their place of study.

In London the Movement had a club house at 32, Russell Square, which was open to any *bonâ fide* student of either sex and of any race or religion. There again the students were free to attend the lectures, or not, as they liked. Those lectures might be either religious or secular, and, in addition, there were musical evenings, social parties, &c.

The organisation of this branch of the Movement was by no means perfect, and there were still many lines of work which might be followed up. There were far too many foreign students who passed through the Universities without being brought into contact with any friendly influences of the right kind. The organisation was by no means as good as he would wish, and there was a great deal of work which the Movement would have liked to have tried to do, but which had been found impossible. He thought, however, it could certainly be said that during the last five years a greater response and a greater confidence had been noticeable on the part of Indian students and others, who at first perhaps rather suspected the Movement of being a proselytising body. He thought that those students who had attended the summer conference, and thus had really had some chance of getting into touch with the members of the Movement, felt that they were genuinely desirous of being friends in the best sense of the word.

It had been decided that it would be possible next year to bring rather a new influence to bear by appointing a man to the staff of the Movement whose object it would be to visit the Universities and try to promote among groups of students rather more thorough study of international questions than had so far been the case. He had great hopes that that would do a good deal to arouse the imagination and quicken the interest of the British students, which he regarded as a very important part of the work of the Movement.

The headquarters of the Movement were at Golder's Green and the centre of work in London at Russell Square. They also had a share in the management of two hostels for which the British Y.M.C.A. held the financial responsibility, which were open to men students of any nationality. One of these hostels was in Guildford Street and the other in Bedford Place. There had been Indians residing at them from time to time, but never a very large number, because the hostels were opened after the Shakespeare hut which had proved to be a bigger attraction.

Those responsible for the management were not altogether satisfied with these hostels, as certain conditions over which they had no control had made it difficult to guarantee all the English members being quite the type of men they would have liked. The witness thought it probably true that there had been some men in the hostels who had not entered into the international idea very thoroughly, and that it was therefore possible that some Indian students had found a certain set of men at the hostels not as congenial as they could have desired. That was a defect that time alone could and would remedy.

Apart from that his experience was that the majority of Indians preferred to live among their own countrymen rather than among Englishmen, and for that reason they probably found the Shakespeare hut more attractive.

As regards accommodation, however, the hostels were in some ways better than the hut. There were rooms instead of cubicles, although, of course, they had not the same magnificent reception accommodation as the Shakespeare hut. In each hostel there was a house committee consisting of students' representatives, which dealt with all complaints concerning matters of internal administration.

This year there had not been so many Indian students as usual attending the summer camp at Swanwick, largely because a number of them had already attended the big Student Movement Conference in Glasgow, and it was somewhat of a financial strain to go to both places. In a normal year the number of Indians at Swanwick would be from 40 to 50 or more; this year there had been 20 to 30 only. Two camps were held in two consecutive weeks and lasted five or six days each; they were not holiday camps in the ordinary sense, but were more in the nature of a conference or a summer school. A regular programme of lectures and discussions was arranged, mostly on religious and social subjects. An attempt was always made to put before British students the sense of their responsibility for the welfare of countries to which they might be going, not only as missionaries, but as Government officials, doctors, traders, engineers, &c. This year Dr. S. K. Datta and Dr. Aggrey had spoken about the situation in India and West Africa respectively. The meetings were by no means confined to Indian Christians; Hindus and Mahomedans attended the discussions and took part in them.

Apart from these summer camps, the Movement had at present no arrangements regarding holiday centres, but next year it was hoped to set apart a man who would devote himself entirely to attempting to secure more friendly relations between senior people living in University towns and the students and arranging hospitality. If that could be done, it would be a matter not only for term time, but for vacations as well.

The male students attending the Swanwick Conferences lived in tents, but the women lived in a large hostel. The Movement had an estate of its own at Swanwick on which there was a large country house and a large wooden hostel.

The Indian and British students attending the conferences shared the same tents and lived exactly the same camp life together. There had never been any difficulty about their living together under those conditions, and they had never had a case of an English student raising objection to sleeping in the same tent as an Indian. Possibly that was because the kind of people who attended the conferences were those possessing a certain amount

of goodwill and a wider sense of fellowship. The only students in regard to whom the authorities of the Movement had been warned that such objections might be raised were the South Africans, and it had been suggested that the difficulty in their case would be overcome by setting apart a special tent for them.

Asked whether it followed that because the students of different races attending the camps of the Student Christian Movement got on well together men in an O.T.C. camp would do the same, the witness replied that in his opinion, given a reasonable amount of good feeling on both sides to start with, the rough and ready conditions in camp must tend rather to increase than to decrease friendliness. He should have thought that unless men were really thoroughly embittered to start with, they would have a chance of getting to know one another better under the conditions of camp life.

The hostels and the camps did not really cover the most important and continuous work of the Movement. That was done through the Colleges, where individual contacts could be made between Indian and English students. There were men and women belonging to the Movement at all Universities and Colleges in the United Kingdom, the numbers varying from 20 to 30 in some cases to 200 to 300 in others. It was not the desire of the Movement that Indian students should feel that its first object was to get them to become members of it, but rather that the members of the Movement were friendly towards them. The question of their actually joining the Movement was an entirely voluntary one. At a place like Leeds practically all the Indian students had a chance of coming into touch with the Movement. At Glasgow conditions were more difficult, and at Edinburgh they were even worse, partly because the number of Indian students there was so much greater and partly because of the large South African group which formed a difficult element.

The total number of student members of the Student Movement House, 32, Russell Square, was about 1,200, of whom between 50 and 100 were Indians; there were a fair number of Chinese and a larger number of Continentals—French, Italians, Swiss, Scandinavians, &c. The total membership of the Movement in the British Isles was between 9,000 and 10,000.

He had found that the Indian members used the club house in Russell Square a good deal. There was a small restaurant there, and they came in for lunch between their lectures.

At one time the Movement had a joint hostel for Indians, Chinese and English at Hampstead, but it had had to be given up because the house itself was so unsuitable from the point of view of cost. It was a house not at all adapted for a hostel and was a very expensive place to run.

He sometimes had to deal with cases of Indians in financial difficulty. He usually consulted the leaders of the Indian hostel to discuss whether they had evidences as to whether a man was in genuine need of help. If he was unable to help them himself, he recommended them to apply to the Distressed Indian Students' Aid Committee.

The cost of attending the Swanwick Conferences was somewhere between £2 and £3 for each student, exclusive of travelling.

The club house was open to students of any recognised college; the proportion of foreign members, inclusive of Indians, being somewhere between two-fifths and three-fifths.

It was possible that a person visiting the club house might get the impression that it was largely used by foreigners rather than by English students, the reason being that the foreigners used it much more as a club than the British students, largely because they had not homes of their own to go to and did not go away so much at week-ends.

He did not think it was true that the English women students avoided the club, because in fact a large number of such students went to it; but he thought that the women students sometimes found their relations with the foreign element, particularly the Indian element, somewhat difficult. A certain amount of shyness and difficulty was only natural, especially when women students first began to meet men from other countries.

The Movement did not make a special point of getting into touch with Indian students as compared with other foreign students, but as the number of Indians was much greater than of any other group of foreign students, the Movement came into contact with more of them.

The Movement had no hostels for students elsewhere than in London, as its financial position would not permit of their establishment, but there were branches of the Movement in all parts of the country—something over 200 in all.

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He stated that he had on his books rather over 300 students who were divided into three classes:—

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The majority of the non-Government students were under his supervision, and in their cases it depended entirely on the parents' wishes whether he had control of their finances or not. Once a year he sent a report on the work and progress of every supervised student to the Egyptian Ministry of Education for transmission to his father or guardian.

The Government students, who were selected in Egypt by the Ministry of Education or by other Ministries, were usually men who had been at the higher colleges, which corresponded more or less to the faculty of a University in this country.

The primary object of his appointment was to look after these Government students, but if a parent in Egypt asked for his son to be placed under the care of the Mission that duty was undertaken.

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In the case of non-Government students, the choice rested with the students themselves or with their parents or guardians. He informed the Ministry in Cairo what places were available, and the parents then decided which they preferred.

There were no local representatives of the Mission at any University centre in the United Kingdom. The witness visited each centre at which there were Government or non-Government students at least once a year, and took the opportunity while there to see the supervised students and any of the unsupervised students who cared to meet him. He sent reports to Egypt about the unsupervised students if they wished it, but they generally did not desire him to do so.

It was probable that most of the Egyptian non-Government students regarded him as a spy much in the same way as the Indian students regarded the Indian Students' Department. In Edinburgh it was believed that the Indian Association had encouraged the Egyptians in that attitude, and they had written to him stating that they repudiated him and all his works and that they did not want to have anything to do with him.

On the whole the attitude of the Egyptian students was that he was a superfluous individual, but in spite of that feeling they readily came to him when they were in need of any help, and with the exception of Edinburgh they came to see him quite freely whenever he visited the Universities at which they were studying.

He always told the supervised students quite frankly what kind of report he was sending to their parents about them.

When he took office the Government students had different rates of allowance according to the particular subject they were studying, but he had found that to be a very unsatisfactory system and had had it changed to a fixed rate of £250 a year. Those who had been in receipt of a salary in Egypt continued to receive that salary in England if the total sum was not less than £250 a year. Students at Oxford and Cambridge also took more than £250 a year. He did not actually disburse their funds, but merely acted as their banker, sending them regularly so much every month. Their fees were paid direct to the Universities, and their passages were paid for by Government as well.

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The organisation in Cairo for dealing with the matter of Egyptian students proceeding abroad was entirely an official one. Its real purpose was to deal with Government students, though it was willing to do anything it could incidentally to help other students as well. It was in the charge of a single English official, whose title was "Director of the European Office of the Ministry of Education."

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No definite percentage of places was reserved at Universities in this country for Egyptian students; he had to go down on his knees and beg for their admission. The Government students naturally received preference over the others, and in their cases the difficulty was not so great, as they generally studied subjects like history, geography and science, for which there were not so many applicants as for some other subjects.

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THURSDAY, JULY 14, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, } *Secretaries.*
MR. R. E. FIELD, }

MR. B. C. VAIDYA, at present a law student in London, was called and examined.

He handed in the following written statement:—

STATEMENT BY B. C. VAIDYA.

"It will be proper to classify Indian students in England under three categories, viz.: (1) the aspirants for the higher public services in India; (2) students of technical, scientific and other kindred subjects; and (3) those that come to England for general education or for legal, commercial and economical education.

It is easy to explain for the first class of students. It is the unsatisfactory way in which candidates for the higher public services are recruited. Government itself is unduly favourable to those that possess degrees of English Universities. Up to 1921 the Civil Service Examination was held only in London. For other branches of Imperial Services—Education, Agriculture, Forest, Customs, Survey, Engineering, Commerce and Industry—there is almost no examination. All candidates are recruited in England, and even if the Government of India holds any examination candidates are so strictly examined that very few can succeed. I have a personal experience of the Customs Service Examination. I was one of the candidates selected by the Government of India for the competitive examination of 1919 to fill up a vacancy in the Imperial Customs Service. Although the standard required was B.A. (Honours), and even though some candidates were Masters of Art, and I, myself, got my M.A. degree three months after the Customs Service Examination, the Government declared that none of the candidates reached the standard required, and consequently the vacancy was not filled up. The Secretary of State directly nominates candidates possessing degrees of English Universities without any examination at all. The only inference that can be had is that an Indian candidate with an Indian degree is very strictly dealt with, and that every preference is shown to those possessing degrees from English Universities. The only department which is well manned with Indians is the Finance Department. The work is extremely onerous and requires a very high standard of intelligence. A second-rate man would only spoil the work, and no Englishman would accept that service unless very high pay is offered. The Government of India is, I think, compelled to recruit the gazetted officers of the Indian Finance Department by competitive examination.

The second class of students, *i.e.*, those of technical, scientific and kindred subjects, evidently come to England owing to the meagre provision in India of institutions teaching those subjects. The coming industrial revolution has suddenly created a very great demand for trained men. It is certainly the duty of Government to provide adequate educational facilities in technical subjects. There is not even one mining college in India. I know such institutions cannot be created in a day, and students will have to go out of India for technical education for a long time to come. As many of such students are not Government scholars, Government will be severely criticised if it does not do even the elementary work of supplying them with information and helping them to get their admission.

For the last class there is not much to say. Their number is not likely to increase. Moreover, the practical aspect of their subjects is far more important than the theoretical one. Government can certainly help them, but I think they have not much to expect from Government.

As study and residence in England is a matter of considerable expense, only those who are born in comfortable circumstances, or those who have secured financial help either by means of a State scholarship or otherwise, can hope to come to England. Obviously, those that secure aid from sources other than their parents cannot do so unless they are fully qualified for the studies they choose. It is very different with the sons of rich parents. The craze for coming to England, doubtless owing to the policy of Government and also to an exaggerated idea about the value of English education, is so strong that for a long time you cannot dissuade those that have money from coming to England if they have not proper qualifications. To prevent such men that are coming to England at their own expense would certainly be prying into their private affairs, which a Government cannot do. The only remedy is to improve the quality of Indian education, to provide as many facilities as possible for technical education in India, to recruit as many candidates for the Imperial services in India by competition, and finally to give no preference to any University, treating all degrees of whichever University as of the same value.

A study in an English University certainly has many advantages. I do not want to underrate the importance of education in India, nor have I any wish to unduly exaggerate the importance of that in England. But I think the benefit that a student derives from study in England is not much of a scholastic character. The same subjects can be studied in India to an equally great perfection. It is not true that a graduate of Oxford and Cambridge is necessarily more advanced in his study than one from Bombay and Calcutta. One great curse of the Indian University is the importance attached to the success in examinations. A student thinks more of scoring marks in his subject than of getting a thorough knowledge in his own one. Even the attitude of the public and guardians partake of the same flavour. While admitting that examinations cannot be avoided, as they are the only criterion by which you can judge of a candidate sufficiently in a given short time, I think that too great value is given to them. When those that shine very high in examinations do not attain conspicuous success in after-life, there are some men who fall into an equally big error of thinking that scholastic teaching does a man no good in after-life. Such ideas emanate from ill-conceived and erroneous ideas about education. To gain livelihood is only a secondary object in education. Scholastic education does not mean everything to man. To it we must add a wide view of the world, a high sense of duty and character, and a cheerful willingness to undergo

at the education

As we are thinking of the advantages of education in England, we must review it from all these points of view. A stay in England to study in an English University, coupled with the full knowledge of English society, its complex organism of political structure and a comprehensive survey of industrial conditions, will certainly prove of value to any Indian student. Here we are in daily touch with conditions that are so different from those prevailing in India. England has reached a high degree of progress, and as such its study will be profoundly interesting as an index of the future progress of India. But if a student is to profit by his studies in England he must have his judgment substantially developed, he should be a man of real culture with a thirst for knowledge. I do not think that those who come to England just after their entrance examination can reap the full advantage of English education. In fact, it is not the study of books, but the study of England that is important. Hence it is preferable that a student coming to England should at least be a graduate. Again, North India is the realm of the purdah system. Apart from a somewhat sinister effect on the character of man, it necessarily leaves his knowledge of the world one-sided. He cannot be expected to grasp the full significance of western life, and if he comes very young he may go back to India with a wrong and incorrect impression about England and English society. Moreover, we do not get sufficient intercourse with really good English society, and if a student is not sufficiently conscious of this fact he may take those with whom he comes in contact as a suitable standard for his judgment. We Indian students must be very cautious in judging English society.

As regards point No. 1, I do not know enough, but as for No. 2, I think all Indian degrees should be recognised fully as equals of English degrees. A B.A. should be recognised as a graduate and not as an undergraduate. I think it is best to come to England after graduation, and that too for higher work and not for learning those subjects again, which is merely a waste of time and energy. I think there ought to be more facilities for post-graduate work. As to points 5 to 9, all the schemes proposed are desirable, but as I am not a University or technical student I cannot speak with authority. Points 10 and 11 are certainly very important, and everything that is done in this respect is certainly welcome.

In reply to questions said that the reason he had come to England was because of the necessity of being called to the Bar here in order that he might get the highest privileges in the legal profession in India.

He considered that a vakil was as good as a barrister on points of law, and that the legal education which an Indian could obtain in India was quite good.

He was at present studying at Lincoln's Inn and had not felt any need for any change in the regulations regarding the terms of admission. He had obtained two certificates from gentlemen in Bombay which he showed to the Local Advisory Committee, and on arriving in this country obtained a certificate from Dr. Arnold, which was in the form required by the Consolidated Regulations of the Inns of Court. He had not heard that any other law students had had any difficulty in obtaining a certificate, nor did he know that they had any objection to obtaining a certificate from a collector or from the Indian Students' Department. He did not think there was any difference between the Inns, as the lectures were common to all four Inns and the fees were substantially the same. There was a slightly higher deposit at Lincoln's Inn. He proposed at the end of his 12 terms to study in chambers.

Questioned further with regard to the privileges obtained by a barrister in the legal profession in India, witness said that a vakil in the High Court could not plead on the original side. In Bombay he could not plead unless he was an advocate of the High Court, for which he had to go through a rather difficult examination. A barrister became an advocate by right if he had read in chambers in London, but he thought that the reading in chambers might be done in India for a year provided that it was done with a barrister of 10 years' standing.

Asked with regard to the courses of study in Bombay and in London, witness said there was not a very great difference between them; they read practically the same books in jurisprudence, but in Roman law the books were somewhat different, as a greater knowledge of Roman law was expected here than in Bombay.

Asked whether most of the Indian students went to see the Director of Legal Studies when they first arrived, witness did not think that many of them did so. He had not himself been to see him. He attended lectures, and it was quite easy to know which lectures to go to, as the Council of Legal Education published its curriculum of lectures for each term. He was not sure how many of the students attended lectures, but he thought not more than about 20 per cent. at a time. Most of the students at Lincoln's Inn, however, belonged to Oxford or Cambridge University, so that it was not possible for them to attend the lectures. He thought that a good many contented themselves simply with reading for themselves and not attending the lectures.

He had not heard that Indian students had any difficulty in getting chamber reading in London; the difficulty was to find the proper man: he thought that a good barrister had not enough time to look after his students. Personally, he did not yet know any barristers here.

Asked whether there was any means by which English and Indian students met outside the lecture rooms, witness stated that they sat quite freely together at dinners, but apart from that they had no opportunities of discussing general questions together.

With regard to suitable accommodation, he had not found much difficulty himself, but did not know about other students. He considered that it cost about £5 a week to live in London, exclusive of fees, and he thought it was better for Indian students to live outside London rather than in the central part: he himself lived at Chiswick. He had originally gone to Cromwell Road when he arrived. Mr. Knaster had given him an introduction to a house at Chiswick; he was quite happy there and it was a good place. He did not know what most of the students did through the long vacation; some might go to seaside towns or to the Continent.

Questioned further with regard to the examination for advocates in Bombay, witness considered that the examination was more difficult in Bombay than here, and it took a year less to become a barrister here than to become an advocate there, though in special cases conditions were made still more easy. He could not say that it was on account of the rules that had been passed at Bombay that there was a falling off in the number of Bombay students who came to London. It would be unnecessary for students to come here for the Bar examinations if the rules in India were made suitable, but those who wanted to come here could not be prevented. Personally, he did not think it was any good spending one year more over the course and at the same time having to pass a more difficult examination: it was better to come here. Though he had always intended to read for the Bar, he had already studied economics in

Bombay up to the degree of M.A. He began to read for the M.Sc. in Economics in London, but did not find the task very congenial. He had not attended any lecture for the purpose as it was a question of writing a thesis, and it depended upon the professor to admit a student if he thought he was fit. He thought the professor tried to examine him too much and considered that it would be very difficult for him to get an entrance into the M.Sc. course: he had accordingly given up the idea.

He had become a member of the East India Association and had read a paper there, but he had not met many friends because he was comparatively new there. There was another Indian living in the same house at Chiswick: he came from Bombay to study for the Indian Civil Service.

Witness had made some reference in his written statement to the fact that in recruiting for Government Service undue preference was given to persons with English degrees and his contention was that a a man with an Indian degree was subjected to further examination, whereas in the case of an English degree the degree alone was sufficient. He thought this was true except for the Indian Civil Service or Medical Service.

It was explained to the witness with regard to the Finance Department that the ordinary rule in India was that there was a competitive examination. If an English candidate for that Department was required he was obtained in London. Owing to war conditions, there had, however, been a certain number of appointments made from among Englishmen who had done service in India.

As regards the Customs, the rule was to appoint Englishmen in England through a Selection Committee and for the Government of India to select Indians in India, either through competition or through some form of selection. The witness's point, however, was that the Englishman was merely selected by a Board where his degrees were taken into consideration, whereas the Indian was subjected to a competitive examination.

Asked further in regard to his statement that "to prevent men coming to England at their own "expense would certainly be prying into their "private affairs, which a Government cannot do," witness stated that he did not know that there was any wish on the part of anyone to prevent students from coming to this country, but no doubt, if some restrictions were put on Indians coming to England, it would have that effect. He had not heard any expression of opinion that the present Committee had as one of its objects the prevention of Indian students coming to this country.

MR. S. C. RAY, student of accountancy, was called and examined.

He handed in a statement by three London students in accountancy, which is printed below.

He stated that he had been selected by his fellow Indian students in accountancy at an informal meeting to represent them. All of the students concerned came from Calcutta University and were recently articled to firms of chartered accountants. They wished the Committee to make representations to the Institute of Chartered Accountants for the removal of certain disabilities. The main disability was that the reduction in the period of articleship from five to three years given to graduates of British Universities was not given to Indian Universities. He did not know upon what grounds it was refused, because until very recently graduates did not come to England at all for the subject of accountancy. He supposed that the same disability would apply to any graduate from a University in any other part of the Empire, and was not confined to Indians.

The Institute of Chartered Accountants had not heard directly of this particular disability, as no representation had yet been made to them, or to the Students' Department in London, but there had been some articles in "The Accountant" written by some of the Indian students pointing it out. He did not whether there were students taking this course from other parts of the Empire.

Another difficulty was that of getting articleship in England. People did not know anything about Indians in general and thought they were not conversant with English things. Firms naturally had to depend upon their articled clerks to a certain extent, because they went out to audit books for them and people were required to understand the business properly.

He thought that a way in which the difficulties might be met was to set up an Institute of Chartered Accountants in India, just as there were Institutes in Canada and Australia.

It was pointed out that all the Committee could do would be to make representations to the Institute, with whom the question rested.

A further suggestion the witness made was that there should be Government scholarships given to students for the study of accountancy in this country.

He and his friends were the first batch of graduates from Calcutta University to come to England to become chartered accountants, but he thought there would be more students of this kind in future if the period was made three years.

He pointed out that the Incorporated Society made the course three years instead of five and recognised the Indian degrees, and he thought there was a growing demand for persons who had been so trained.

Asked with regard to the subject of accommodation in London, witness thought that if Indians could live with families, it would be the best possible thing. He did not approve of boarding houses, but thought that a hostel would be a good place. He considered that if a student was economical he could manage on £20 a month, though he would have to spend a large amount as soon as he arrived in England. Perhaps £30 a month including travelling would be a fair estimate.

Asked whether he found any difficulty with firms whose accounts he had to audit, witness stated that a few clients had objected and some had not, but there were great difficulties in the way because firms had to depend for their clients upon clerks whom they sent to audit the books, and if they were prejudiced against the person sent they might lose their business.

He had come to this country without having made any arrangements about his articles, but when he arrived he went to the Students' Department and was put in touch with two other Indians who were also studying accountancy. He advertised for a post in "The Accountant," and after visiting a number of chartered accountants he finally got articled. It had taken five months altogether to make arrangements, and he was able to help the other two students in getting articleship. The firm he was with had not taken up his references. The fee charged there was 200 guineas. He thought that Indians paid more than English persons for their articles, and also that some of the money was returnable to the English students during the period of articleship. He had been told by his firm that he would be paid when useful.

These difficulties would be avoided if there were an institute in India. Also, in the final examination, the law of costs and arbitration was English law, and when he got back to India this would have to be supplemented by a further study of the Indian law, and this was an additional reason for setting up such an institute.

STATEMENT BY STUDENTS OF ACCOUNTANCY.

Sirs,

We have the honour to lay before you the following facts with reference to our studies in the United Kingdom, with the request that you would kindly recommend to the Council of the Institute of Chartered Accountants for the removal of the disability under which we are at present labouring:—

1. We all are graduates of the Calcutta University and have been very recently articled with firms of chartered accountants in London for a term of five years, with a view to quality ourselves as chartered accountants.

2. Under sub-section 1 of section 74 of the byelaws of the Institute of Chartered Accountants, which provides that "Graduates of any University in the "United Kingdom or of a University in the "British Empire approved by the Council" shall be entitled to exemption from the preliminary examination. We have obtained such exemption.

3. Under section 12 of the Royal Charter, the graduates of British Universities are entitled to a reduction of the period of articleship from five to three years, the text of the section running as follows:—

"A person shall not be allowed to present himself for the final examination under this our charter, unless he has served for five years at the least as a public accountants' clerk, or if he shall have graduated in any of the Universities of our United Kingdom for the time being, then unless he has served for three years at the least as a public accounts clerk, &c."

4. We are the first batch of graduates of any Indian University who have entered upon this course of training in the United Kingdom, and it is a great hardship on us to have to undergo the full period of articleship for five years and be placed on a different footing from that of graduates of any University in the United Kingdom.

5. We are all considerably over 20 years of age, and it is an additional hardship to have to start at this age on the full articleship, along with matriculates of British Universities, who presumably begin at a much earlier age.

6. As there is no provision in India for training in higher accountancy, we have been obliged, at a great cost and personal sacrifice, to come over and enter upon our course of training here, and we earnestly pray that we may be granted the much needed exemption of two years from the period of articleship which British graduates enjoy.

7. As this question of the position of Indian graduates in relation to the accountancy course has arisen for the first time, we hope that it only needs to be brought to and pressed upon the notice of the authorities for this disability to be removed.

We have the honour to be, Sirs,

Your most obedient servants,

SUBODH CHANDRA RAY, B.A.
(Articled under Mr. Norman Denis Grundy, F.C.A., of Messrs. Everett, Morgan and Grundy, Chartered Accountants, 90, Cannon Street, E.C. 4. Articleship dates from 28th February 1921.)

SASI BHUSAN BOSE, B.A., B.L.
(Articled to Mr. John Avery, F.C.A., of Messrs. Miall, Wilkins, Avery & Co., of 52, Coleman Street, E.C. 2. Articleship dates from 16th February 1921.)

AKIT KUMAR SARKAR, B.A.
(Articled to Mr. C. F. Bird, A.C.A., and Messrs. Harold Bell, Tayler, Bird & Co., 37, Great James Street, Bedford Row, W.C. 1. London and Japan. Articleship dates from 21st February 1921.)

1st June 1921.

FRIDAY, JULY 15, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. NORMAN KING, Registrar of the General Medical Council, was called and examined.

He stated that the Council imposed the conditions for education and examinations for medical qualifications. They laid down the minimum requirements, and the Universities or other bodies conformed to them as a minimum, requiring anything higher that they saw fit. When Part II. of the Medical Act, 1866, was extended to foreign countries and British possessions, it became the duty of the Council to decide what qualifications were worthy of recognition.

As regards registration, he explained that the Council had no statutory power with regard to students, but when education was not standardised so much as at present, it was agreed by the bodies that they would require their students to be registered as medical students before entering on a medical course. Some bodies did not now insist upon registration, but the majority did so: the Conjoint Board in London and the University of London were the principal bodies which did not so insist, but the Scottish bodies were very strict about it.

Registration enabled the Council to see that a proper standard of preliminary education was obtained before a student commenced his studies, and also enabled them to prepare statistics of those entering the profession each year.

They issued a certificate to the effect that a student had passed an examination considered sufficient as a test of general education, and that he had commenced his medical studies at an institution approved by the Council. New regulations would come into force on the 1st January 1923, by which the standard of general education would be raised to that of matriculation; and an examination in elementary chemistry and physics, conducted or approved by one of the licensing bodies, would be passed before the student could be registered as a medical student. The Council would not go into the question of where the teaching was given, but would merely recognise the examination, and register the students on evidence that they had satisfied the licensing body in those subjects.

Asked whether there was a proposal that the recognition of Indian degrees should be withdrawn unless the medical schools in India could show that there had been better training in midwifery, witness stated that the question would be re-

considered in February 1922. The Council was bound by Act of Parliament to see that every practitioner was properly qualified in medicine, surgery and midwifery. It had no option. If the standard in these three subjects was not satisfactory, the Council would not be doing its duty if it continued to recognise such qualifications. The Council had no power to require anybody to do any particular thing, but if a body did not come up to the standard which the Council thought proper, they had power to make a recommendation to the Privy Council that the qualification of that body should no longer be registerable, and in the case of Colonial and foreign qualifications itself to refuse to recognise them.

It was pointed out to the witness that in India very few people called in a doctor in midwifery cases, and for this reason it would be difficult to get as large a number of cases for the medical students as were required by the Council. Witness stated, however, that the Council was only concerned with its duty under the Act, which was to see that a practitioner was duly qualified to practise in the United Kingdom, and registration by the Council gave the right so to practise. It might lead to serious difficulties if they allowed persons to register without being properly qualified in the three subjects. India could not be put on a plane by herself apart from other portions of the British Empire and from every country with which there was reciprocity. He knew that the Council appreciated the difficulty that India was in. The reason that the question was taken up was that in several cases bodies in the United Kingdom had been told that they must secure somehow or other further facilities for the training of students in this subject. As a corrolary it was decided to make enquiries in India, though the subject was first taken up in the United Kingdom and enquiries addressed to the bodies here. The same letter was sent to all the bodies, who were asked what their regulations were and what facilities they had for carrying out these regulations. The Indian Universities had recently been addressed with a view to seeing whether improvements could be effected, but though some tentative replies had been received, there was nothing very definite. Students were expected to conduct a certain number of cases under the supervision of a qualified instructor in midwifery, and then to conduct a certain number of cases by themselves, without supervision in the latter cases. Although a qualified man might be readily available, the student felt that he had the responsibility upon himself and thus got most useful practical experience. It was pointed out to the witness that at the Medical School at Calcutta there were over 100 senior students, and according to the Council's standard about 2,000 cases would be necessary. These could not be provided by the hospital attached to the Medical School, and witness was asked whether it might be possible for the medical college to arrange to go to cases in other hospitals not affiliated to the college. He said that he saw no difficulty in this, particularly if a medical superintendent who in the first instance instructed the students was present when they first took their cases. He thought that the one difficulty which arose in India was that those who instructed the students might have had only the same instruction as a student himself was getting, *i.e.*, practically no instruction at all, and therefore the matter of instructing the students might not be very easy. A member of the Committee stated that in Calcutta the European practitioners were put absolutely on one side by the Indian practitioners who got the pick of the midwifery practice there, even though they might have had the insufficient training of which the Council complained. The witness had no knowledge of this or whether the Indian practitioners referred to had received training in midwifery outside India. The witness was asked whether private cases, *i.e.*, those which were not in hospitals, would count towards the number required by the Council, and replied that the Council would be glad if the men could get experience in almost any way if there was any difficulty.

With regard to the number of Indian students who had registered with the Council, he had not brought the annual figures, but in the last 10 years the total amounted to 106. The number of men with Indian registrable qualifications who had registered during the same number of years was 140. He could not tell what proportion the number of Indian students bore to the total number of Indian medical students who had been to this country in those years, but the smallness of the numbers might be partly accounted for by the fact that many Indians took the Conjoint Board qualification or the London University examination and so did not register.

Asked as to the standard of examination in Calcutta that would be accepted for admission here, witness stated that a matriculation examination plus the preliminary scientific examination or intermediate examination would be required. Asked whether any classical Oriental languages other than Sanskrit, Arabic and Chinese would be accepted, witness stated that those were only given as examples, and any classical Oriental language would be recognised in practice. It was pointed out that a student who had satisfied the Council that he had passed an examination adequate to admit him for registration might be rejected by a University; the witness said that this was the case because the Council's requirements were a minimum and not a maximum. If a University liked to require a man to take a degree in arts before studying medicine, it was quite at liberty to do so.

Witness was asked whether, in his opinion, the Council would waive the registration of a practitioner or the possession of a registrable qualification as essential in the case of Indians who wished to do post-graduate studies for the D.P.H. or other diplomas, and replied that in his opinion they would adhere in general to their view that a man should have registrable qualifications before he entered the schools for the purpose of the D.P.H., which was a statutory qualification.

Asked if he could state what examinations in science would be accepted for the preliminary science examination which a student would have to pass after January 1923 before he could be registered, he replied that the question of the curriculum was at present under consideration and he hoped that, though a conclusion might not be arrived at this year as to the whole curriculum, a decision would be reached with regard to the preliminary science subjects. The idea was that these subjects should be quite apart from the medical course, which would itself take five years. He could not state what examination in India would be required to satisfy the new condition. He thought that the effect would be that every student's curriculum would be lengthened by about six months, but whether Indian students would be in a worse position than those in this country he was not in a position to say.

Asked whether, in his view, Indians who came to this country to study medicine would tend in the future to come to London in order to avoid spending the extra time which would be necessary at Edinburgh or Liverpool, the witness said that he had not considered the point, but he did not think it was possible to say anything about the result of introducing the new conditions.

Asked whether the Council laid down any general instructions to be followed in the Universities as regards exemptions, witness stated that it was a matter entirely for the Universities which reported all action taken to the Council. If, for instance, the Scottish Universities were to let off a student for the first year, the General Medical Council would have no objection. The only thing that would come before them would be the question of dating back prior to the date a student actually applied for registration on the ground that he commenced his studies at an earlier date. Whether the examination by virtue of which he had obtained exemption was sufficient or not was entirely a matter for the licensing body concerned. Any licensing body could go higher and make further requirements if it felt inclined than the rules with regard to medical education considered by the Council to be a minimum.

Asked whether the Council had considered the question of recognising the Licence of Medicine and Surgery in India, witness stated that it was at one time registrable, but he thought that it had ceased in every case. He stated that the Council had given a good deal of consideration to the question of what used to be called the Indian Subordinate Medical Department. The question arose owing to these persons obtaining qualifications here on easy terms and failing to carry out their contract with the Indian Government at whose expense they had been trained. The Council considered that the preliminary education was insufficient, the medical education was insufficient and the curriculum was deficient. The Council laid very great stress on the course of study and did not consider that the examination was the only thing. Previously a man in such a service used to come to England on long leave and there was said to be one body at least where he was able to pass an examination and get a registrable qualification. The Council recommended that a satisfactory preliminary examination should be passed; that certificates of study should be obtained from India; and that not less than two years' study in the United Kingdom should be required.

MR. N. K. NAG, a student of engineering, was called and examined.

He stated that he graduated in December 1918 at Edinburgh University, and since then had been trying to get practical engineering training. He had applied to many of the British railways, to several harbours and docks and structural engineering firms, but could not get taken in anywhere without paying a premium. He had also tried to obtain work on the Indian railways and from the Port Commissioners at Calcutta, but they would not take him even as a probationer. He had now secured a place in the Borough Engineer's Office at Hythe, but in order to do so he had had to pay a premium.

Asked whether he had approached the Indian Students' Department for their help with regard to obtaining practical training, he said that the Engineering Adviser to that Department suggested that Indian students would have to pay a large premium of about 200*l.* or 300*l.*, and he thought that it was ridiculous for graduates to pay so large a premium as works could take them on as assistants at a nominal allowance. He therefore thought it was no good asking the Indian Students' Department, as if he could pay so large a premium he could manage for himself. The Adviser had offered to help him if he was prepared to pay a premium, but said that unless he was so prepared he would not be able to help him at all.

He had also approached his Professor in Scotland, where they took pupils without a premium if they took them at all, but owing to the shortage of work he could not place him. His view was that mechanical engineers, concrete firms and manufacturers of machinery who dealt with India should be persuaded to take Indians as apprentices.

Asked whether he had made any enquiries in India as to whether he would be likely to get practical training in civil engineering in this country, witness stated that an Indian who had been educated at Glasgow University whom he had consulted, had told him that it was quite possible to get such training in Scotland. He also consulted the Secretary of the Advisory Committee at Calcutta, but he did not know much about engineering. The difficulty was that he had originally meant to go to Montreal and had arranged everything there, but subsequently found that he was too late. If he could have gone to Montreal he could have arranged all his practical training, because the railways, docks and harbours there took students from the University.

The witness agreed that the result of his experience was that something was required first of all to enable students in India to know what the conditions were over here before they came, and when they came here some organisation was required to help them in the matter of getting practical training. He could not, however, say what kind of an organisation a student would really accept and avail himself of.[1]

As regards practical training, he thought that engineering firms in India who had head offices in this country should be persuaded to take Indian students as apprentices in those offices here.

Witness gave a further instance of how he had tried to get on to the Indian railways, and said that Englishmen were preferred to Indians. Two assistant engineers, graduates at a British University, were advertised for by an Indian railway, and, although the advertisements were still going on when he applied to the Consulting Engineers to the India Office, they replied that there was no vacancy for which they would be able to recommend him at present, and he gathered that the appointments were meant for Europeans.

It was pointed out to the witness that he was confusing the question of getting employment and of getting practical training as an apprentice.[2] He stated that it was absolutely necessary for Indians to come abroad to get practical experience, as, though they might be able to get preliminary training in their own country, they had to come over here for the finishing touch in order to be up-to-date. It would accordingly be necessary to put pressure on the firms in this country, who do business in India, to take apprentices, and also on those in India. It was difficult to get on to any of the company-managed lines unless you had a relation working on the railway.

Speaking of municipal engineering, witness said that in India this was very backward, and a person must finish his training in this country as there was no facility in India yet. Provided people came here afterwards, he thought that they might do at least two years of their practical training in India for mechanical engineers, and this would reduce the period required here to about 18 months.

Asked whether he had approached the large Indian engineers with regard to training, he said that he had not done so. The reason for this was that his brother had told him that there were already Indian graduates from English Universities waiting idle in India, and that he had better wait here where he might be able to get training which would secure him employment in India afterwards. Further, the large Indian engineers had not yet shown enough sympathy to encourage the young Indians to approach them. They were equally bad, like the other foreign firms in India. It was too late, he said, to expect any patriotism from the old Indian engineers, and he sincerely regretted it.

[1] *See* Note 1. [2] *See* Note 2.

NOTE 1.

Mr. Nag subsequently wrote :—

"I agree that the students before going abroad should ascertain in India the nature of various opportunities available, and for this different Universities in India should every year publish a handbook of information, and there should be a Board at every University where the students can apply for more details, viz., as in Scottish Universities.

"No organisation is required in this country to help the students. Experience in the past is an ample proof of it. The various firms in India must be influenced to put the Indians into their works in this country, and also the British firms, who without any agency in India, supply articles to the Indian Government.

"The University Board must consist of members who are familiar with the present difficulties and finished their education abroad lately. Further, if the various Universities in India approach the different Universities here for the accommodation of the Indian students, I think they will consider the case more favourably."

NOTE 2.

Mr. Nag subsequently wrote :—

"I am afraid the Committee is not aware how the civil engineering graduates are recruited for a course of training. As a rule they are taken as junior assistants in the drawing office, and then they are shifted from time to time to various departments. There is no apprenticeship for a civil engineering graduate, as he knows already the preliminary of engineering. Before I knew it, I applied for apprenticeship to the various firms of structural engineering, reinforced concrete, railways, harbours and docks, &c., and I invariably got the reply that there was no vacancy in the drawing office *for a junior assistant*. Hence it will be evident to you that if a civil engineering graduate wants any practical training here he must go as an assistant. I do not advise him to go as an apprentice; it is really meant for a boy who has no knowledge of engineering at all. From the very beginning of my work I carried out independently everything, so you cannot call me an apprentice.

"Hence you must distinguish between the two cases :—

"(1) A boy without any knowledge of engineering.

"(2) A boy who is a graduate in civil engineering, and taking two together the apprenticeship and employment must also go together.

"If you agree with me, you shall find that there was no confusion."

MONDAY, JULY 18, 1921 (LONDON).

Present :

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMCHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

SIR CHARLES E. MALLET, Secretary for Indian Students at the India Office from July 1912 to December 1916, was called and examined.

He supplied a written memorandum which is printed below.

He stated that the Students' Department dated from his appointment in 1912, but that the work had been started on rather different lines several years before under Dr. (now Sir Thomas) Arnold. Dr. Arnold's work had been concentrated at 21, Cromwell Road, and there had been no department in the strict sense of the term at the India Office until 1912.

The work and policy of the Department had not greatly altered during the four years he had held the post of Secretary for Indian Students, and he thought that before the end of that time it was slowly making way. There were considerable difficulties to overcome to begin with, because some of the students and their friends were inclined to resent the interference of the India Office, and to suggest that a Department under the ægis of the India Office should be boycotted or charily used. The Department had to win its way with the students, before it could be of any assistance to them. When he got into close touch with them as individuals, he thought their confidence was won in a great many cases, but the Department had no power of winning the confidence of those who avoided it, and with whom it could not get into touch.

The appointment of official Advisers at University centres was to some extent resented by those who disliked India Office interference. Some opposition was at first organised against Local Advisers in Glasgow and Edinburgh, and to a lesser extent the same feeling showed itself at Oxford and Cambridge. But as time went on the hostility declined, and when the students found that the Advisers were able to give them practical help, they were more ready to make use of them. He thought that in the course of the four years the students were beginning to realise that the Department could help them and did not wish to interfere with their freedom. But then the war came, the numbers diminished and the whole situation was changed.

He regarded the Department as an organisation for assisting students, and he acted on the policy that supervision of any kind should be confined to the narrowest possible limits. During his 4½ years of office he had done all he could to convince the students that his object was to be of use to them, to help them to get introductions which they could not get elsewhere, and to enable them to obtain facilities at Universities and other educational institutions which without a friend at Court they were not likely to secure The position at Oxford and Cambridge was peculiar. As a result of conversations and conferences which he had had with the College Authorities, he had come to the conclusion that in order to facilitate the admission of Indian students to certain colleges at those two Universities, it was necessary to establish a system of guardianship, and to appoint someone who would answer for the boys as a parent or master would answer in the case of English students. That necessarily involved a certain amount of supervision over their finances, and a certain amount of personal control. But he felt that unless that system had been adopted, the colleges would have closed their doors even more than they did. It seemed to him that it was worth the students' while to accept the system, which, wisely and kindly exercised, was not a thing to which much objection could fairly be taken.

He did not feel there was the same necessity for guardianship elsewhere than at Oxford and Cambridge, because at Universities where the collegiate system did not exist the same kind of guarantees were not required. But he thought that guardianship had some uses from the point of view of parents in India, who were sometimes unhappy or uncertain about the lives led by their boys in this country. He thought that some parents did value a system under which they could write to the Department about their sons, especially in regard to their health, their finances, and their progress, and receive information such as would be given by a tutor or confidential friend. It might happen that in some cases, if the Department did its duty, it would have to report unfavourably, and to say to a parent: "Your boy is not doing well "here. He is not working as you would like him to "work. He is spending more money than you "allow him." That was of course a delicate task. But he was sure that in some cases, if students had been willing to accept this system they might have avoided a good deal of trouble and have spent happier lives in this country. He had, however, always felt that guardianship could only be successfully carried out when the students accepted it and the parents desired it. It had never been the object of the Department to press it or to carry it too far.

Questioned as to the steps taken to try and cultivate personal relationships with the students, the witness pointed out that that was the main object of the appointment of the Local Advisers at University centres. Men like Mr. Benians, the first Adviser at Cambridge—who was a Fellow of St. John's College—spent a great part of their time in endeavouring to know the Indian students as friends. In London the personal side of the work was largely concentrated at 21, Cromwell Road. There, Dr. Arnold had an Indian Assistant, Mr. Sen, who was appointed largely because it was hoped that as an Indian he would be able to get on friendly terms with the students. And Mr. Field, during the time he was acting as Warden of the House, had been an intimate friend of a good many. Dr. Arnold might have been a little weighted by the fact that he acted as guardian to a certain number of students, some of whom were not always easy to deal with, but he had many friends among the students and was always ready to help and advise.

He had not been able as Secretary to visit many individual students at University centres, nor would such personal visits perhaps have been altogether welcome unless there were special reasons for them. But during his period of office he did make a number of visits to Oxford, Cambridge, Edinburgh and Manchester to different groups of students, and on those occasions he saw a good many of them. He would gladly have carried these visits further had the students as a whole been more willing to meet him. Moreover, the Oxford and Cambridge students came to London a good deal in the vacations, and many of them then called upon him at the India Office or met him in Cromwell Road or elsewhere.

But students at more distant Universities he saw of course more rarely, and generally speaking he had to leave the opportunity of getting to know these students personally rather to the Advisers on the spot.

It was undoubtedly the right plan for the staff of the Department to try to get into personal contact with the students, in order to discuss their difficulties and to remove any misunderstandings that might exist. But in some cases it was not always easy to get the students to meet members of the staff. When he first took office he was very anxious to get into touch with the students in London, especially with those who fought shy of 21, Cromwell Road, and he therefore invited them to come to a meeting and to explain any grievances they felt. There had been a crowded meeting and a useful discussion, in the course of which the students had put their case to him, and he had endeavoured to meet their views and to answer their criticisms. He thought that at the end of that meeting they were already on much better terms, and that he had been able to disabuse some of them of certain prejudices and misunderstandings. But those who were opposed to the existence of the Department did not wish to see misunderstandings removed in this way; and although he made repeated efforts to arrange other meetings of the same kind, he had to a large extent been prevented from doing so by the attitude of this opposition.

If there had been no question of guardianship, he agreed that one source of difficulty for the Department might have been removed. But he was of opinion that the chief source of difficulty was the official connection with the India Office. If he had not been an official, he would certainly not have experienced so much difficulty in getting into touch with the students. Apart from the situation at Oxford and Cambridge, which was peculiar and called for special arrangements, he thought it might be said that more was lost than gained by the system of guardianship.

On the other hand, he did not at present see how it would be possible to arrange for the work of the Department to be carried on by any organisation that had no official connection. Some of the students were very capable, and could probably organise satisfactory machinery to represent their views. But he felt that under present conditions they needed a friend at Court—somebody who had influence with or a hold upon English institutions. He did not for the moment see how that friend at Court was to be obtained outside the India Office, or someone connected with official circles. It might, perhaps, be possible to get a man of influence at the Bar to act as the Indians' friend in legal circles. But a man of great influence would not be likely to have much time to spare. It might not be impossible (subject to the same objection) to get a man of influence at Oxford or at Cambridge to act as the Indians' friend there. And at other Universities, if the right man was chosen and could give the necessary time, it might be found that he would be able to secure for Indians the technical facilities which the Department and its Advisers had been rather successful in obtaining in some cases, but he did not see how an organisation of Indian students could very well hope to secure the right man, the influential man, needed to help them in pressing their claims on British institutions—rather a difficult and thankless task—unless they had the weight and knowledge of some official body like the India Office behind them.

He did not agree with the view of some students that the Department had been of little value to them in the matter of securing admission to Universities. He thought they did not always know the facts. It might, of course, occasionally happen that a student came over who had been informed by the Department, on the strength of statements made by the University Authorities, that there was no room for more applicants at a certain College, and who was fortunate enough to find an unexpected vacancy and to make a good impression on the college head or tutor whom he saw. If so it was all to the good. But such cases were not

numerous in his time. If they had been more numerous of late he was not aware of it—the fact must have been due to the abnormal conditions of the times. He agreed, of course, that if a student secured admission after having been told by the Department that there was no room for him, it was only natural that he should misunderstand the situation. But such occasional instances would probably always occur. If the Universities in Great Britain and India would communicate freely with each other he thought it might be possible to set up some organisation or machinery in the Indian Universities consisting of men with a knowledge of British conditions to advise on the selection of Indian students for vacancies in Colleges here and to keep students in India informed of the conditions at English educational institutions. The experiment might be worth trying. His only fear would be lest, if the co-operation were not close and thorough, the admissions to Oxford and Cambridge Colleges especially might become more limited than before.

As regards the question of providing temporary accommodation for students on their first arrival in England, he agreed that it was not essential that that accommodation should be provided by a Government Department.

He thought that the duties now performed by Mr. Burnaby at Cambridge and Mr. Burrows at Oxford might be fulfilled by a college tutor if it were possible to find one who could spare the necessary time, but it was in some ways a difficult and exacting task, and whoever undertook it would certainly require to be paid. He did not at present see where the money needed was to come from unless it was provided by Government. He did not know if it could be raised from Indian sources. The Universities, the Colleges, the Inns of Court and the hospitals in this country were not, he thought, at all likely to set aside money for the purpose.

His impression from correspondence with the Indian Committees was that it might be possible for the Provincial Advisory Committees to carry their work a good deal further, if they were more fully developed and had more funds at their disposal. He would also have liked to see more attention given to the student problem in official quarters in India. His impression was that the matter had not always received in India the attention it required.

While he was in charge of the Students' Department he had corresponded directly with each of the Provincial Advisory Committees. There had been no central clearing house in India, but he wrote to the different secretaries freely and constantly. He was not sure that a Central Advisory Committee in India would have assisted his work. He had thought that the Education Department of the Government of India might fulfil that function, but they may have felt that it was not their task. The system of direct correspondence with the local committees had been very useful. He had often received information from the secretaries which he would have been sorry to have missed. It might perhaps simplify matters if there were a head office in India to which catalogues, prospectuses, &c., of institutions in this country could be sent for distribution. But he would feel more confident that they would arrive at their destinations at an early date if they were sent direct to the Committees.

He did not think it could be the case, as some students occasionally alleged, that the Advisory Committees in India never had up-to-date information, or that the calendars of English Universities in their possession were often two or three years old. There was no reason why that should be so. Every year a budget of information, prospectuses of all kinds and on almost every educational subject, were regularly sent from London in his day to each of the Advisory Committees in India. He saw no reason why the system should not work well, and he believed it did—although it might, no doubt, be possible to carry it further.

He attached great importance to the question of providing further education in India itself. In his opinion that was the only real solution of the whole problem. He thought that many of the students with whom he came into contact during his period of office would not have come to this country if they could have got the educational facilities they needed in India, and if it had been brought home to them that it could be obtained there.

He had little doubt that the hostility displayed by the students towards the Department in the earlier stages of its existence, was largely due to a suspicion that it existed for the purpose of watching their political opinions. That was really the chief obstacle, far more serious than guardianship or anything else. He had always told the students freely that he cared nothing about their opinions if they behaved properly here. But there were no doubt others at the India Office who did not altogether share this view and who may have thought it was the duty of the Department to keep an eye upon the students' political opinions. He thought that view was diminishing in force by the time he left, and it was never held by him at any time.

He did not know of any secret service work connected with the India Office. There was of course the work of the Judicial and Public Department, but he could not say how far that touched on matters of secret service. He had had nothing to do with such questions and they formed no part of the work of his Department. Incidentally questions touching on politics might of course crop up. At one time during the war, for example, when there was a very difficult situation in Ireland, one of the Government of India scholars at Oxford went to Dublin and was thought to have been involved for the moment in political agitation there. The Head of his College heard of it and took a rather serious view, and eventually the witness asked the scholar to go and see him about it. He pointed out that it was not playing the game for a Government scholar to take part in political demonstrations, and he thought that the student had accepted this view and had not mixed himself up again with such matters while he was at Oxford. That was the only case he could remember in which he was definitely asked to intervene with regard to a student's political views.

The Department had no machinery for keeping him informed as to the political opinions or activities of Indian students in this country, and he had not regarded it as part of his duty to report to the Secretary of State on such matters.

He would generally, he thought, have been informed of any action regarding students taken by other Departments of the India Office. But it was conceivable that there might have been reports sent to the Secretary of State by other Departments of which he knew nothing. The movements of the students were not watched by him or his Department.

On it being pointed out that according to the evidence given before the Committee the feeling still existed among the students that the Department existed for the purpose of espionage, the witness replied that it must be remembered that the Bureau at Cromwell Road had been established only a few months before the murder of Sir Curzon Wylie in July 1909, which had left a very bitter feeling and might have resulted in action by the authorities of Scotland Yard. He thought that the impression, if it still existed among the students, was largely a survival from that time when there was no doubt justifiable alarm in certain quarters.

He did not see how the suspicion could be dispelled otherwise than by the quiet work of the Department and possibly by the personality of its staff. So long as the Department had an official connection, and so long as Government had any kind of secret service, the suspicion was liable to persist, and he did not really see how it could be avoided altogether.

He was in favour of the suggestion that the Universities should themselves directly undertake the care of Indian students without any intermediate authority. But his fear was that British institutions which had been induced to admit students more freely owing to representations made by the Department, might make its abolition a pretext for withdrawing the concessions made.

As regards the usefulness of the Local Advisers at Glasgow, Edinburgh and Manchester, the witness pointed out that he could not speak in regard to present conditions, but he thought that anyone acquainted with the work done by Mr. Bamford, the late Local Adviser at Glasgow, would have been convinced of the usefulness of the office. His recollection was that the great majority of the Indian students at Glasgow had found Mr. Bamford of the greatest possible assistance to them in securing facilities for practical training in engineering. He agreed that unless the necessity for an official agency was amply made out, it had better be given up.

He pointed out that the Indian student problem at Edinburgh was rather a serious one in his time. There were a considerable number of Indians there who formed a community apart. They stood to a large extent outside the ordinary life of the University, and the relations between them and the rest were not altogether happy. What was wanted was to bring about a better state of feeling, to make them more a part of the life of the place, and to encourage other students to recognise them more fully as colleagues and friends. For that work a man of rather exceptional gifts who had the confidence of both sides was needed. He did not know how far that problem had now been solved at Edinburgh. If it were true that the activities of the present Local Adviser were practically limited to about 15 students, he would agree that the experiment had not as yet succeeded. But he would remain of opinion that somebody who could bring together the Indian and the Scottish students would be of great value to them all.

He was of opinion that it ought to be made unnecessary for Indian students to come to this country in order to be called to the Bar, and he adhered to the views on that point expressed in his last Report on the work of the Indian Students' Department. He entirely agreed that full consideration must be given to the objections urged against the establishment of an independent Indian Bar. But his own belief was that the evils for Indians of the present system far outweighed any advantages which it possessed. His impression was that the difficulties in the way of his proposal could with care be overcome.

He rather hesitated to make suggestions on the subject of the organisation of the Advisory Committees in India, because he had no first-hand knowledge of conditions there. But he would like to see, if possible, small working Committees established at each University centre—not merely ornamental Committees of distinguished people—composed of men who knew the conditions of education in England and in India. Each Committee should have a secretary who could interview students freely and travel about and confer with the other Committees. And, if possible, they should have local correspondents or representatives who would take some trouble to bring home the necessary information to students and their parents in the provincial districts. If money and pains were forthcoming to make the whole organisation a real thing, and if it was clear that the Government were determined to make the whole system efficient, he thought that possibly a good start to solve the problem might be made.

As regards the suggestion that the Universities should themselves deal with the matter of the admission of Indian students, he thought it would be necessary if that proposal were carried out to have some special representative at each University centre. But by all means if it were practicable let him be a University rather than a Government official.

The University authorities had in each case been consulted by the Department before the posts of Local Advisers were created, and the persons appointed to fill those posts were in every case suggested by the University authorities. In Edinburgh the previous consultation with the University authorities was particularly close. Those who thought otherwise did not know the facts.

In reply to an enquiry as to what arrangements could be made for the practical training of technical students if the Students' Department were to cease to exist, the witness replied that it was difficult to say. There were two classes of technical students, those who were already grounded in practical work and who came here to take a theoretical course at a University, and those who came for practical training only. The first class would probably be able to arrange for their technical training through the authorities of the University at which they took their theoretical course. But the Universities could hardly be expected to help the latter class; and for the moment he did not see who was to act as intermediary on their behalf, except the Students' Department or whatever organisation might take its place. The whole question of practical training was by no means an easy one, and considerable influence was necessary, in certain trades especially, in order to obtain the facilities required. He did not think that the University authorities, even in the case of University students, would always have more influence in this matter than a Government Department.

If the Students' Department were abolished, he could not say what arrangements would be necessary for dealing with Government scholars. They clearly would have to be under the advice of Government representatives, and if their allowances came from an official source, there would have to be some official supervision of their training.

Asked what connection there was between the Local Advisory Committees in India and the Students' Department, the witness said that it was one of close correspondence and co-operation. The connection could be made very much what the Department and the Committees chose to make it. As soon as he took up office he wrote personal letters to all the local Secretaries in India asking for their help and advice. In nearly all cases they responded readily, and as time went on a good deal of correspondence passed between them and him. The Secretaries had acted upon his suggestion that they should write reports on their work every year, to be embodied in the report which he prepared.

He understood that most of the members of these Committees served in a voluntary capacity, but that some small fee—probably rather an inadequate fee—was paid to the Secretaries.

It was undoubtedly one of the difficulties from which the Students' Department suffered, that it was not sufficiently in touch with local conditions and students in India. If the connection could be largely developed it would make a difference.

In his time a great many students came to England without having sought the assistance of their local Committee, sometimes they deliberately refrained from applying to the Committee. But he thought that as the Committees became better

known and organised, students tended to consult them more. His impression was that the Local Advisory Committees were not fostered and encouraged enough by the Government of India; he would like to have seen much more done in that way. There was also, no doubt, room for more complete co-operation between the Indian Students' Department and the Government of India. He had sometimes found it difficult to get his recommendations attended to in India as he would have liked.

He did not attempt to keep registers following up each Indian student's career. But his Department kept a register of those students who applied to it, and papers regarding each application were kept and could always be consulted. He did not think a larger register would have been of much use.

He thought that in normal times the Department had—although with difficulty—been able to secure all the facilities required for the practical training of Government technical scholars.

He could not say whether in this respect the Secretary of State or the High Commissioner was likely to be the more successful.

As regards medical students, he thought that those who came to England after having graduated in India were the most successful. There was undoubtedly great difficulty in securing hospital appointments for them. He was inclined to think that that difficulty was greater—partly on account of the increase in numbers—during his time than it had been before. The sex question had no doubt something to do with it, but not in his judgment so much as was sometimes alleged. He thought that a larger share of hospital appointments could be and ought to be given to successful Indian medical students

He agreed with the view that there was considerable danger that Indian students coming to this country, where industry was very highly organised, for practical training might not get the kind of training best suited to the positions available when they went home. He thought it was possible that many of the facilities that the Department was trying to secure for students in England might be secured or made available in India if the right steps were taken to provide them. The training which the Government scholars received in England had not always enabled them to obtain the positions that they desired in India. The scholars were not always very happily selected, and he thought there was room for considerable improvement in that point. Some of them, finding it difficult to get employment in India, had gone to other countries like Canada and America or Japan, and probably more would have gone to foreign countries if the Department had not rather set its face against it.

He could not say how far adequate attempts had been made in India to secure the co-operation of Indian manufacturers in obtaining posts for returned scholars. He thought that the Government of India would have to accept more responsibility for placing the men whom they sent over to be trained.

The regulation requiring Indian students applying for admission to the Inns of Court to produce a certificate from the collector or deputy commissioner was, he thought, in existence when he first came to the Students' Department. After he had taken office, the Inns of Court were asked to take his certificate instead, provided that that certificate was given on the strength of a recommendation from an Advisory Committee in India. This they agreed to do. He could not say whether the regulation was framed on the initiative of the India Office. If it was, he agreed that it might have tended to increase the suspicion of the Department felt by the students.

If the Department had been able to do all that he hoped would be possible, he thought it would have helped substantially to improve the relationship between Indians and Englishmen, and that was a bigger thing than the mere securing of admissions for Indian students. He thought that such things as the Hospitality Committee and the work of 21, Cromwell Road were valuable in this direction. He thought it might be possible to extend the activities of the Department so as to include other functions such as getting the students into touch with literary, economic, charitable and industrial activities in this country.

He did not remember many references made to him with regard to particular students who had applied for appointments in Indian services. But such references might be made, and he had at one time served on a Committee at the Board of Education to assist in the selection of candidates for posts in the Indian Educational Service. If a Department referred to him about an applicant, the enquiry would probably be confined to his educational attainments and general character, and would not be likely to deal with his political opinions.

In reply to an enquiry as to whether there would not be considerable risk, if the Department were abolished and its work undertaken by the Advisory Committees in India, in co-operation with the Universities in this country, that the new system might break down and things revert to their former unsatisfactory state, the witness replied that he thought that that was an obvious danger. Unless there were somebody in this country with a certain amount of authority to press on authorities like the Heads of colleges or the Inns of Court the recommendations received from India, he doubted if they would receive the attention which they deserved.

In his time there was also an Advisory Committee in London connected with the Indian Students' Department. Lord Ampthill was the Chairman and the Committee consisted in part of Indian residents in this country. He thought that this Committee when originally appointed might perhaps have been of some value. But after the establishment of the Department it rather resembled a fifth wheel in the coach. There was not much useful work for it to do and it came to an end because there did not appear to be much reason to maintain it longer. He did not think it had proved to be of service in removing misunderstandings on the part of students.

Written Statement by Sir Charles E. Mallet.

It may perhaps be of use to the Committee if I try to sum up the position in regard to Indian students as it appeared to me after four or five years in the Students' Department at the India Office.

Members of the Committee have, I think, lately been in consultation with the Universities and the Inns of Court, and they will understand the general attitude of these and other British institutions. The problem of course tends to become more difficult as the number of Indian students in this country increases. A small number is easily absorbed. A large number, whether at Cambridge or Edinburgh or at Lincoln's Inn, is always in some danger of forming a separate community, cut off from the large society of which it is a part. British educational institutions are of course independent bodies with their own rules and examination standards, and their own requirements in regard to certificates of capacity and conduct. They are not prepared to waive these either for English or for Indian applicants. But Indian students do not always realise that rules of this kind cannot be set aside. In the case of an English applicant for admission, a college tutor can ascertain the boy's whole story, see his parents, write to his master, obtain all the information he requires. In the case of an Indian applicant he wants similar information on which he can rely. This is not always easily furnished. Students do not always understand why it is needed. They themselves sometimes have a very insufficient idea of what English institutions require, and college authorities, Inns of Court officials and others, faced with applications from men of whom they know little, asked to accept testimonials and certificates the value of which they find it hard to judge, not unnaturally turn to the India Office for the guarantees they seek. It is want of reliable information of this kind, coupled sometimes with the want of sufficient education, and often with the want of sufficiently long notice, which has been the chief difficulty in the way of Indian students gaining admission to Universities here.

The University difficulty would be sensibly diminished if Indian students would recognise that there are other Universities in this country besides Oxford and Cambridge well worth their attention—modern Universities with as high a standard and less fixed traditions, which are easier of access, less expensive to live in, and in some respects better suited to men who have been brought up differently from the average English public school boy. At Manchester and Leeds—to mention two examples only—Indian students have sometimes found opportunities and a welcome not to be despised. As regards the Universities the problem is to make students in India realise their requirements before they come over, and to furnish the authorities in England with information on which they can rely. This was the work of the Students' Department at the India Office, in touch with Advisory Committees in India and with Local Advisers at the Universities here. This was the main object of the guardianship system—to supply the guarantees which the college desired. But the difficulty has always been, on the one hand, to get the necessary facts about the requirements of British institutions diffused in India and believed by students there, and, on the other hand, to convince the students in this country that the India Office advisers were there to help them and not to interfere with their freedom. Suspicion of Government intervention both in India, I imagine, and certainly in England, has been the chief difficulty to overcome.

The problem with the Inns of Court and the hospitals is substantially the same. The hospital problem is the less serious of the two. But the position there is not altogether satisfactory. The hospitals are, no doubt, within their rights in pointing out that their capacities are limited, and in claiming that Indian students who apply for admission should be men of good character and should have made some substantial progress in medical studies before they come. They are right also in pointing out that it increases the difficulty if Indian medical students insist on congregating at one or two centres like London and Edinburgh, and that there are now first-rate facilities for medical education in other Universities like Birmingham, Durham, Manchester, Liverpool, and Leeds, of which Indian students do not avail themselves as they might. But still the figures show that some of the London hospitals have not lately admitted as many Indian students as we might fairly expect. It is no answer to the Indian claim to say that Egyptians, Japanese, and Americans are admitted more freely. And it is true to say that Indian students, even of proved capacity, have not of late years been offered their fair share of hospital appointments. The remedy for these grievances is not so easy to suggest. Coercion of the hospitals in such a matter is not practicable. But persistent representations made in the right quarter ought to do something to remove just causes of complaint. Only it is not easy to see how such representations could be made effectively except by some official authority with the influence of the India Office at its back.

With the Bar the problem is larger. It is probably the chief difficulty to be faced. I do not know if Indian opinion fully realises how unsatisfactory and how full of possibilities of mischief the present system is. It brings many young men to this country, often with insufficient education and insufficient means, to spend three or four years, or it may be much longer, at a critical period in their lives, cut off from all the associations and obligations of home. It requires them to make sacrifices in point of money which they and their parents can often ill afford, to live often in inferior London lodgings among inferior society, to struggle with examinations which many of them fail to pass, and to return in many cases, when several years have been practically wasted, no better fitted to earn their living than they were before. The system is hardly fair to the boys themselves. It is hardly fair to the experienced Indian pleaders who cannot afford to come here to get called, and who have to yield precedence often to half-trained men. The fact that some law students do well, work hard, join Universities, and return successful, does not outweigh the many disappointments which occur. It is no remedy for this state of things merely to stiffen the examinations. That, though reasonable enough, only makes the problem worse. It is no remedy to pass High Court rules insisting on Indians reading for a year in English chambers after their call. That, though again quite reasonable, only increases the time and money which the student has to spend. It does not secure him admission to chambers worth joining. It does not necessarily make him work harder or secure him the kind of training which he most requires. One understands well the reasons for the present system, and the desire that Indian barristers should have every opportunity of studying in England and of sharing in the great traditions of the English Bar. But, looking at results, it is difficult to think that Indian students as a whole, or any large proportion of them, acquire much that is worth having in knowledge, traditions, character, or conduct from the system as it exists to-day. I believe that the only effective remedy will be found in providing for Indian barristers an alternative system of training at home, in rendering it possible for them to be called to the Bar in their own country, and to secure in India the legal education they require.

I should like to be allowed to put forward a few suggestions as to what might possibly be done in regard to these problems both in India and here. On our side, I think, a good deal can be done by quiet pressure, by urging the Indian case and claims steadily on educational authorities in this country. But if we are to do this successfully we want the support and co-operation of the students themselves. We want a public opinion organised among them, which will not minimise faults of character, but will make it understood that cases of grave misconduct reflect on the whole community here, and injure the chances of the rest. We want the support of influential Indians, both when they are in India and when they come over here, of leaders of opinion to whom the boys would listen with respect. Without such support and co-operation no one who tries to fight the students' battle will succeed. I have asked myself often, is there any way of "de-officialising" the system? Is there any form of unofficial or voluntary association which could replace the Students' Department, with any hope of helping them as much, which would be sufficiently in touch with English ways and English people, or so likely to be listened to by the heads of English institutions? I am sure that under present conditions Indian students in England need some such intermediary, some advocate, some organisation,

to help them in securing the rights they are entitled to claim. Can they supply this organisation over here themselves? I do not quite see where, outside people connected with the India Office, the necessary influence or driving force could be found. And the young men after all are well aware that the help of the India Office is often worth having, and are constantly appealing for it. I think they would loose a powerful friend if the Students' Department were swept away. It can do and has done a good deal to gain their admission to British institutions, and to furnish its correspondents in India with the information which students who propose to come over need. It has induced almost every Oxford and Cambridge College to take certain Indian students every year, provided their qualifications and certificates are sufficient. It has done a good deal to get them admitted as Bar students, to induce benchers to vouch for them at their call, to find them chambers and to plead their case when regulations, either of the Inns of Court in London or of the High Courts in India, have pressed hardly on them. It has made interest for them at the hospitals: more is still required there. It has found, not only for Government scholars, but for many other students in need of technical training, admirable openings with English firms. Influence in these cases is of use. I am not sure that a voluntary association of Indians in England would find it easy to procure facilities of this kind. The Department has also done a good deal to interest English people in the problem, to help young Indians to find friends, holiday quarters, decent lodgings, comfortable homes. It has maintained at 21, Cromwell Road, an establishment which, whatever its limitations, has been invaluable to many new arrivals and a real centre for students of all conditions afterwards, and which has provided friends worth having for some of them in time of need. All this work can be developed. I think it is on the right lines. But if it had, as it ought to have, the support of the students themselves and of the leaders of Indian opinion, it might be made two or three times as helpful and effective.

But if something can be done in England, much more can be done in India. It is, I think, only in India that the problem can be solved. It may even deserve more attention in India than it has yet received. If Indian students are to continue to come here in large numbers, a good deal more ought to be done to bring home to them and to their parents the facts about British conditions, examinations and requirements. Some of the Advisory Committees in India—Bombay is only one conspicuous example—have already done admirable work in this direction. But I cannot help thinking that, if they had more assistance and encouragement from Government, more time and thought, and perhaps more money spent on them, by authorities who saw the importance of the problem and were determined to solve it, their work could be made far more successful. One does not need for these committees a long list of distinguished names so much as a small group of efficient educationists, in touch with home conditions and with Indian conditions too, in close correspondence with each other and with the Department in England, and with all the backing which authority could give. Students of character and standing, returned from England, might perhaps be called in to help. Information, handbooks, pamphlets, prospectuses—not only in regard to English education, but in regard to the condition of English life—might be supplied from England or published locally. Arrangements for conferences, allowances for travelling, even occasional visits to England, might be of use. Something, to bring the facts home to Indian boys and their parents, might, perhaps, be done through local correspondents in the country districts, something by interesting Indian opinion, something possibly through the Press. I do not wish to dogmatise on points like these; they must be thought out on the spot. But the essential thing is to make Indian opinion, Indian boys and parents, realise that the Advisory Committees, if properly supported by authority and trusted and consulted by the people, could do a great deal to make the student's life in England easier and more successful than it often is.

Useful steps to remove difficulties could also, I think, be taken by the Indian Universities and the Indian High Courts. For instance, the Universities of Oxford and Cambridge have refused to accept the Indian intermediate examinations as the equivalent of responsions at Oxford and of the preliminary examination at Cambridge. The Inns of Court have followed suit, and have refused to allow anything less than the Indian B.A. examination to qualify for admission to the Inns. The remedy in this matter seems to lie largely with the Universities of India. If they, by acting together, or by standardising their examinations, could convince the Oxford and Cambridge authorities that the Indian intermediate is really equivalent to responsions or the preliminary examination, the Inns of Court would probably come into line, and one stumbling-block would be removed for Indian students in this country.

Again, if the High Courts of India would consider together, possibly in consultation with some legal authorities here, the rules most likely to secure a satisfactory training for Indian Bar students in this country, on points like the question of reading in chambers, the position of Indian pleaders, and so forth, difficulties might perhaps be avoided or solved.

Again, in another matter improvement could easily be brought about. The choice of Government scholars does not seem, if I may say so, to have been always conducted on the right lines. If the right men are selected, with the right preliminary education and training, these scholarships can be made a great success. A first-rate technical training for the right candidates can be secured here, and they can be sent back to be of real service to the industries of their own country. But the scholars must be carefully chosen first. This has not always been the case. Men have been selected without sufficient care or forethought, and representations made on the subject—especially the recommendations of a special committee under Sir Theodore Morison, which worked out the whole problem with great thoroughness and made valuable suggestions—hardly seemed while I was at the India Office to receive in India the attention they deserved. Moreover, when these scholars are chosen and trained, their start in life ought, I think, to be considered. It is not right that scholars, when carefully trained to help the industries of India, should have to seek occupation in America or Japan. I am convinced that this department of work would be made much more successful if it received in India the preliminary thought and care which it requires.

One last point. It is, I believe, in the development of education in India that the only permanent solution of our problem lies. Hitherto the tradition has been that only men trained in England were qualified for the prizes of their profession—in Indian administration, medicine, law. We have readily encouraged Indian students to come here, fit and unfit, educated or uneducated, and have taught them that a smattering at least of English education was the best recommendation for professional success. Until we frankly abandon that tradition Indian students will inevitably flock here, and probably, as time goes on, in numbers with which British institutions will refuse to cope. We are at present manufacturing the difficulties we deplore. May it not be well to consider whether this tradition should not be given up, and a new tradition substituted, namely, that India must and can provide an adequate education even for the ablest of her sons? Instead of trying to make good Indians into indifferent Englishmen, to superimpose a superficial English training in a few years at Oxford or a few years in London at the Bar, might it not be possible to develop an Indian type at least as highly educated and as competent—even for administrative purposes—as any hybrid? Such an undertaking would be slow and difficult and costly; but may it not be that the change has to come? It would mean raising the standards of Indian Universities, and of Indian education generally, to levels never yet attained. It would mean an Indian Bar and Judicature, trained, organised and developed on their own lines. It would mean a highly trained Medical Service, and opportunities for medical and industrial training far in advance of anything yet attempted. It would not of course mean, for many years at any rate, less intercourse with England or less intellectual stimulus from English sources; quite the reverse. But it would be a natural instead of an unnatural system, and its home would be in India, not here. I do not underrate the difficulties involved in adopting such a policy fully and frankly. But I submit that it may prove to be the only final remedy for the difficulties we find in the Indian student problem to-day.

Sir William S. Meyer, G.C.I.E., K.C.S.I., High Commissioner for India, was called and examined.

He supplied a written statement which is printed below.

Questioned as to whether he had taken or was contemplating any steps to deal with the difficulties that arose from the Universities telling the Students' Department that all vacancies were filled and subsequently admitting Indian students when they came and made personal application, the witness stated that the chief difficulties with which he had personally been brought into contact had reference to Oxford and Cambridge, and arose from the autonomy of the Colleges who were very naturally insistent on keeping in their own hands the power of rejecting or admitting applicants. It had happened in the past that students had come over here with rather inferior academic qualifications, and the Department had said in a friendly way: "We do not think, in view of the present "rush of applicants, that you are likely to get "into (say) Oxford." Some students then went and clamoured for admission on a College doorstep and in time their importunity was rewarded. Then they went back to their friends and said: "Look "what has happened to us. The Indian Students' "Department said we could not get in, but we have "done so, so it is perfectly clear that the Indian "Students' Department was telling lies and simply "did not want Indian students to be admitted."

He had visited both Oxford and Cambridge, and while recognising that College autonomy could not be interfered with, he had got the Colleges to agree before admitting Indian students to consult with the Secretary to the Inter-Collegiate Indian Students Committee (in the case of Cambridge) or the Secretary to the Delegacy for Oriental Students (in the case of Oxford), who were in possession of the lists of the Department, and knew which applicants might be considered to be the best qualified. He had also got the Colleges to agree to give preference to Indian Civil Service and Forest probationers and Government scholars on the strength of his assurance that it might be taken for granted that they would be picked men. The Colleges had stated that their difficulty was that sometimes the Government of India did not select its probationers and scholars until rather late, but he had promised to get the Government of India to notify in February or March each year the number of men they would be sending over for the following Michaelmas term, and the Colleges had agreed to book those notices and to admit men who came within them. He recognised that the Colleges could not go merely on intellectual attainments, and very often had to look at, for instance, the social qualifications of an applicant; but he thought he might say that the negotiations he had put on foot had tended to reduce the difficulty resulting from the Colleges admitting men whom the Indian Students' Department would not have recommended.

Questioned as to the nature of the selection made by the Department, the witness explained that the Department did not make any selection, and did not profess to discriminate between the merits of individual applicants. It would naturally put at the beginning of the lists, which it sent to the Secretaries of the Inter-Collegiate Committee and the Delegacy, the men whom it considered specially qualified, but there was no implication that the list was a competitive one. The only definite preference the Colleges had agreed to give was to Government scholars and probationers. The difficulty that resulted from a student on the spot securing an unexpected vacancy that might occur late in the year in preference to men still in India with better qualifications, could not be entirely obviated, because the man on the spot was always bound to have some advantage over a man who was not; but it might be overcome to some extent by persuading the Colleges to adopt a reserve list of applicants, who would be admitted if any of those selected dropped out later on. The only way in which the difficulty could be satisfactorily overcome would be for the students to learn by experience that, generally speaking, it was not worth their while to come to this country unless they had secured a definite offer of admission beforehand.

As regards the suspicions of the students that the Department existed for the purpose of spying upon their political opinions, the witness stated that he had made special enquiries upon the point, and could definitely say that no officer of the Department would spontaneously communicate with the India Office or Scotland Yard in regard to the political activities of any student. He would certainly not regard it as the duty of any member of the Department or anyone connected with it, either in the organisation in India or as Local Advisers at the Universities in this country, to obtain information about the political opinions of students, nor would he give them a cordial reception if they were to make spontaneous statements regarding the students' activities.

He thought that the officers of the Department who were in immediate contact with the students did all they could to remove their suspicions in this matter, and he pointed out that neither of the present two Joint Secretaries had any bureaucratic leanings, and that the men under them were similarly situated.

The function of endeavouring to get into touch with the students studying at Provincial Universities was primarily that of the Local Adviser concerned, where there was one, but he did regard it as a fault in the working of the Department that its central officers had not visited the University centres sufficiently, and it was his intention to use Dr. Quayle, one of the Joint Secretaries, largely for this purpose in future.

The officers dealing with Indian students for Oxford and Cambridge were not under his control in any way, but were responsible to the University authorities who appointed them. As, however, their salaries were paid from Indian revenues, he had asked that in future, before a man was nominated to fill any vacancy that might occur, the name should be submitted to him privately, and the Universities had agreed to follow that course. The practice at Manchester was for the University to appoint the Local Adviser with the concurrence of the High Commissioner; at Glasgow and Edinburgh the appointment was made by the High Commissioner, and the University authorities merely concurred. As regards the Provincial Universities, his own opinion was that, so long as the salary of the Local Advisers was provided from Indian revenues, and so long as the Students' Department exercised a certain amount of control over their work, it would be more convenient for the appointments to be made by the High Commissioner in consultation with the University authorities. If, however, any University said that it wished to make its own appointment, he would not object, although it might possibly lead him to consider the question whether a Local Adviser at that University was necessary.

As regards the statement made by the Edinburgh University authorities that the present Local Adviser, Dr. Mackenzie, was appointed by the Department, without consultation with them, the witness explained that he had no personal knowledge of the circumstances, as he only took up office on the 1st October 1920, when the appointment was practically a *fait accompli*. If it was a fact that a Local Adviser at Edinburgh was wanted neither by the students nor by the University authorities, he would be quite prepared to abolish the post as soon as possible. The appointment was terminable at three months' notice on either side. He proposed to send Dr. Quayle round the Universities at the beginning of the next session in October, and would instruct him to investigate the position regarding the Local Advisers at Edinburgh, Glasgow and Manchester. He certainly did not want to spend money on Local Advisers if they were not wanted and were not useful.

The total cost of the organisation, including the Local Adviserships, but excluding the Advisory Committees in India, was roughly about 10,000*l.* a year. The amount spent on Government scholarships was about 18,000*l.* a year.

He had no doubt that the work of the Department would be greatly facilitated if the Advisory Committees in India were more effective. He thought at present that the number of those Committees was too large, and that it should be cut down from 11 to about 6, with branch committees.

No doubt reasons could be advanced for the continuance of Local Adviserships where they already existed, or their creation at other centres, but it was necessary to consider the balance of advantage in making or continuing appointments at the public cost.

He would not favour the obligation of repatriating to India students who got into financial distress in this country being placed upon the High Commissioner. His own opinion was that one of the chief difficulties concerning Indian students was that there were too many in this country, since many of them could obtain what they wanted in the way of education in India itself. That being so, he thought it of advantage for there to be some deterrent to the influx of large numbers, such as the knowledge that they might have to face unpleasant circumstances here. If students could come to England and live extravagantly and then, having spent all their money, be repatriated to India by an obliging High Commissioner they would be induced to come over rather than deterred, and he did not think it right that the obligation to repatriate should be thrown on the Indian taxpayer.

He regarded as quite Utopian the suggestion that, instead of a Students' Department financed by Government, an Association in London financed by voluntary contributions from Indians who were interested in the matter in India, should take over the work in this country connected with Indian students. He thought that, although a good start might be made, the arrangements would deteriorate and inevitably at the end Government would be asked to come in again. The Indian Advisory Committees were rather a good illustration in that respect. They started very well and had quite good men on them, but those good men were very busy and gradually dropped out, and as far as he could judge the present constitution of the Advisory Committees was quite mediocre. Their secretaries received very small allowances at present. If the Committees were really to help and to carry the weight they ought to, they must be fewer in number and have well-paid secretaries.

He thought an Advisory Committee in connection with the Students' Department in this country might be an advantage, and, with the approval of the Government of India, was going to set up one. He was aware of the history of the Advisory Committee that had at one time existed in London, but he was anxious to try the experiment again, avoiding some of the previous pitfalls.

India had now a better control over expenditure in connection with the Students' Department than she had when the Department was under the Secretary of State, because the High Commissioner's expenditure was largely voted expenditure and consequently any material increase had to be referred to the Government of India, and by them to the Legislature—and the same would apply to outlay now classed as Provincial.

The suspicion with which the students regarded the Department had undoubtedly been a great handicap to its work, but it was impossible to remove that suspicion entirely, as Indian students were apt, in a strange atmosphere, to suspect most people with whom they had to deal. They tended to think that everything the Department did was done to their injury, but he claimed that although it had made mistakes, as every Department did, it had from its inception been guided by a genuine eagerness to promote the welfare of Indian students.

If the people of India objected to the regulation of the Inns of Court requiring their sons to produce certificates of a kind that were not required from other students, it was up to India to retort by refusing to recognise English barristers. He could not say who was responsible for the regulation referred to, as it had come into operation long before his time. He should have thought that it must have originated with the Inns of Court, but if that were not so and the India Office was responsible for it, he thought the Indian students would be justified in complaining against it if it amounted to racial discrimination. He objected to anything in the nature of such discrimination, but on the other hand a good many Indian students studying in this country at the Inns of Court were not here to their own advantage, and it might be argued that any regulation which deterred them from coming to this country simply to pass an easier examination than they would have to pass in India was to the good.

He thought that the Universities of Oxford and Cambridge would rather object to a proposal that the officers appointed by them to deal with Indian students should be advised by a Committee of the students themselves. There was no need of such a Committee for the purpose of placing the wishes and opinions of the students before the officers concerned, as the students were in fact already constantly putting their views before them. Indian students were by no means backward in making their representations.

If any Local Adviser were dissatisfied with the answers he received to letters which he addressed to the Department, it was open to him to write direct to the High Commissioner and make a complaint.

Asked whether he had made any provision through the Stores Department to induce firms which tendered for contracts in and supplied material to India to admit Indian students to their works for practical training, the witness stated that he had issued orders that where tenders were not very distant from one another in amount and one tender was from a firm that admitted Indian students and the other from a firm that did not, the firm that took them was to be preferred, even if its rates were a little higher. That was a departmental instruction, and prior intimation of the decision had not been sent out to the firms concerned, although they would probably get to know about it in time, especially if it affected acceptance of their tenders.

Asked whether it was a fact that quite a number of Indian students who had received technological training in this country had experienced difficulty in finding suitable employment on their return to India, the witness stated that no doubt a few such students had found difficulty in securing appointments, but he thought that a considerable majority had profited by their course in this country and had obtained good posts in India. In the case of Government scholars the responsibility for helping to secure employment rested with the Government of India and the Local Governments and not with him; if, however, he thought that a student had done specially well in England, he would write to the Government of India or the Secretary of State in support of any application that the student might make for a Government appointment.

As regards the suggestion of the students that they were quite able to secure admission to Universities for themselves, and that the Department was quite unnecessary in that respect, he thought that a much smaller number of Indian students would have succeeded in obtaining admission to educational institutions in this country if they had not had the Department at their back. He honestly believed that out of some 120 students now at Oxford not more than 50 or 60 would have been successful if the securing of admission had been left to their own efforts, and the same applied to Cambridge. It was only the constant pressure of the Students' Department on the Universities and Colleges that got them to admit Indian students in the proper proportions.

He should say that the number of Indian students now studying in the United Kingdom was somewhere about 2,000, but he did not profess to be able to give an accurate estimate, as a large number did not get into connection with his Department.

He did not think that the amount now spent on the Indian Students' Department was excessive, but he would not be prepared in the present financial circumstances to recommend any material increase.

If asked whether the Students' Department were necessary merely to look after State scholars, he would reply in the negative, because the State scholars were generally capable of looking after themselves, but personally he would not consider it desirable that the Department should confine its energies in this way, as he held that, in present circumstances, it was doing very good work among a large number of other students. No doubt there were a large number of students who came to this country with the resolve to have nothing to do with the Department, because they thought it was going to be a check on their liberties, but when they got into any trouble in connection with securing admission to a University or obtaining lodgings and so on a lot of them then went to the Department, and when they found that they were treated in a friendly way they continued their connection with it. He thought one of the best evidences of the success of the Department with students who came to it was that so many of those who had themselves been connected with it advised their relatives to consult it when they came over.

He thought that the High Commissioner was a better agent in control of the Department, from the Indian point of view, than the India Office had been because he had to get his expenditure voted by the Legislative Assembly and approved by the Government of India, and was therefore obliged to conform to Indian sentiment, whereas the Secretary of State was able to decree whatever expenditure he considered desirable. He thought too that the imperfections of the Students' Department—and imperfections there certainly were—could naturally be remedied more easily by a High Commissioner, who could give his direct personal attention to the work, than by the Secretary of State, for whom the Students' Department was only one out of many. As an individual, however, if some controversy arose with a University the Secretary of State might no doubt carry more weight than the High Commissioner, but in that case he would not hesitate to ask the Secretary of State for his assistance if he thought this needful. As regards questions which might arise with manufacturers in connection with technical students, the High Commissioner placed contracts and thus had the "whip hand."

Questioned as to his views regarding the necessity for an Annual Report on the work of the Indian Students' Department, he stated that he thought such reports ought to be prepared and published. Sir Thomas Arnold apparently did not like the labour involved in compiling such reports, and, with the permission of the Secretary of State, had made the war an excuse for discontinuing the practice of his predecessor in that respect. He (the witness) thought it would have been much better if the Secretary of State had insisted on the continuance of the reports, and he had decided that the practice should be resumed.

There was at present no woman on the staff of the Indian Students' Department, or attached to it, for the purpose of dealing with matters relating to Indian women students, but if the number of such students materially increased he thought that a woman assistant to the Joint Secretaries would be necessary.

He thought that the Government of India ought not to award scholarships tenable abroad for subjects which could be equally well studied in India. The time might come, for example, when it would be unnecessary to award scholarships for the study of most branches of engineering outside India.

Pending the Report of this Committee, he did not contemplate making any material re-organisation of the Students' Department in the near future beyond what he had already done by converting the Local Adviser in London and the successor of the Educational Adviser for Indian Students to the Secretary of State into two Joint Secretaries for Indian Students' Work, and he would certainly not favour any big central organisation in India for dealing with student matters. He did not see what would be gained by such an organisation, but, as he had already said, he did think there would be an advantage in reducing the number of Local Advisory Committees. It was unnecessary to have a separate Advisory Committee for each Indian University, or even for every province. Half a

dozen well staffed and efficient Committees would be better than the 11 Committees of doubtful efficiency that now existed, but it would be necessary, of course, to have branches of one of the other Advisory Committees in provinces that had not a separate Committee of their own.

He agreed that in the matter of recruitment to the Government Service in India, Indian degrees did not at present receive sufficient recognition, particularly in the Educational, Forestry, and Engineering services. At present it was undoubtedly the case that some students came to this country because they felt themselves unable to reach the higher standard required by some of the Engineering Colleges in India, whereas they were able to obtain an Engineering Degree in this country with much less difficulty.

As regards the complaint of the students that they were unable to obtain facilities for practical training in banking in this country, he would suggest that facilities for such training could be provided in India. There were very good banks there, and it was unnecessary to send men to this country to be trained in banking.

As regards the suggestion that if and when the Northbrook Society and the National Indian Association were amalgamated into one society, that society should take over the management of 21, Cromwell Road, and that the house should be run entirely as a private concern with a subsidy from Indian revenues on much the same lines as the Burma Society, the witness stated that he thought such a plan would be possible, but he doubted whether it would be expedient. At present almost the whole of the net expense of the upkeep of the house was borne by Indian revenues, and he thought it very desirable that whoever paid the piper should call the tune.

He had thought at times about giving up 21, Cromwell Road and establishing a more suitable hostel elsewhere, but it required very careful consideration, and he was not yet in a position to arrive at a definite opinion. In justice to the Indian taxpayer, it would not be possible to provide an institution with sufficient rooms to meet the demand for accommodation for Indian students at the busy time of the year. If that were done a large number of the rooms would be empty for the major portion of the year, and the resultant expenses would be heavy. The great argument against removing the hostel was that the big rooms at Cromwell Road, which were very valuable for purposes of social intercourse, would not be available in (say) Bloomsbury. He thought he might claim that the expenses of 21, Cromwell Road were being gradually cut down. Under the old *régime* the House Managing Committee could get a supplementary grant whenever they wanted one, but that was not the case now.

He would not be in favour of a scheme for keeping Cromwell Road as a hostel for people who would reside there more or less permanently and establishing another hostel for temporary residents elsewhere, but he thought the plan practised at Oxford and Cambridge, of establishing what were called tied lodging-houses, might be adopted. The lodging house keeper would be given a guarantee that he or she would have at least a minimum number of boarders, and in return would be required to take the people recommended by the Department. That would be much more economical than starting a new hostel. If premises could be obtained for a temporary period which would correspond more or less with the time of the rush of students from India, that would be a good plan.

The problem of dealing with students from Burma was very much simpler than that of dealing with students from India. The Burmese were a homogeneous set of students who adapted themselves much more readily to English ways, and they were much fewer in number, and could be managed, he thought, much more easily than Indian students.

The principle he would lay down as regards the control to be exercised by Government over any institution which received a grant-in-aid from public funds, was that if the grant was small as compared with the institution's other income the State might be content not to interfere, but if the grant was large as compared with the independent resources of the institution, then the State should exercise a certain amount of control.

As regards the proposal that members of the central staff of the Students' Department should visit students at the various University centres, he thought that that could be adopted to a reasonable extent without necessitating any increase of the staff. Mr. Campion, Engineering Adviser, might certainly, if so desired, pay a few visits to Provincial Universities, but it must be remembered that he was a man getting on in years, and that if too much touring were put upon him he would probably ask for assistance. It would, of course, be necessary to provide more funds for travelling expenses, but in his opinion the staff was adequate to carry out more visits of inspection than had hitherto been the case.

The question of establishing a hostel for Indian women students might have to be considered if their numbers substantially increased, but sooner or later it would be necessary to face the question of how far the Indian taxpayer should be called upon to provide accommodation for Indian students who came to this country, and there was something to be said for allowing the students to find their own level in the way of lodgings, &c.

WRITTEN STATEMENT BY SIR WILLIAM MEYER AS TO THE PRESENT POLICY AND ORGANISATION OF THE DEPARTMENT.

I.—*Organisation.*

The Indian Students' Department is a branch of the office of the High Commissioner for India, 42, Grosvenor Gardens. The Joint Secretaries to the High Commissioner for India, Mr. N. C. Sen, O.B.E., and Dr. T. Quayle, D.Litt., M.A., are in charge, and are assisted at the office by two Assistants to the Joint Secretaries, Messrs. R. M. J. Kuaster, B.A., and V. I. Gaster, B.A. Mr. D. F. Bewers, originally appointed as Clerk and Accountant, is now also in charge of the Registry and its staff, consisting of three temporary clerks. Mr. J. M. Campion, M.I.C.E., is the Engineering Adviser to the Department. There are also Local Advisers at Edinburgh, Glasgow and Manchester, Messrs. J. E. Mackenzie, D.Sc., Ph.D., R. M. Brown, B.Sc., and J. Moir, M.A., M.I.M.E., respectively, who work under the general control of the Joint Secretaries. (These latter are part-time appointments.) The Department is under the direct control of the High Commissioner.

II.—*The Work of the Department.*

The following is a summary of the various kinds of work the Department has to carry on :—

1. Co-operation with the 11 Advisory Committees in India, supplying them with the information they require, collecting and supplying them with the calendars and prospectuses of educational institutions in the United Kingdom, keeping them acquainted with such changes in rules and regulations as affect Indian students, answering enquiries sent by these Advisory Committees, supporting their recommendations for admission of Indian students to educational institutions, as far as possible, as also any justified recommendations for exemption from the ordinary rules *qua* admission standards or the number of terms kept; and sending reports on the work and progress of students who have come to this country with letters of recommendation from one or other of these Committees.

Correspondence with the Secretary to the Delegacy for Oriental Students at Oxford, the Secretary of the Inter-Collegiate Indian Students' Committee, Cambridge, and the Local Advisers to Indian Students at Manchester, Edinburgh and Glasgow, in regard to Indian students seeking admission to any of these Universities or residing there under the guardianship of one or other of these persons. The Secretaries at Oxford and Cambridge are appointed by the University authorities with the concurrence of the High Commissioner, and a subsidy is paid from Indian revenues towards the expenses of the Delegacy and the Committee. These Secretaries are in very close touch with the Department, to whom the other persons mentioned (the Local Advisers) are directly subordinate.

Making arrangements for the studies of the Government of India scholars, the Sussex Trust scholars, and other scholars that have from time to time been placed under the charge of the Department by the Government of Mysore, Patiala, Travancore, &c., and by the Tata and Wadia Trustees, superintending the studies of these scholars, and furnishing reports upon them.

N.B.—The Sussex Trust is a Scholarship Fund for domiciled European and Anglo-Indians, provided by a Mr. Newson of Calcutta. It was previously known as the Newson Trust.

Since 1913, women scholars sent to this country by the Government of India for the study of medicine and a training in the methods and practice of education, have been placed under the charge of this Department, and special arrangements have had to be made for such scholars. Similarly, the Dufferin Fund has entrusted the care of its scholars to the Students' Department.

Caring for other students placed under guardianship; the number of such students varies from year to year; there were 91 in 1911, and it has gradually expanded to 113 in the current year. The duties connected with such guardianship are often arduous and responsible, especially as the total sum of money that has to be administered is considerable, and difficulties are apt to arise owing to delay in the arrival of remittances from India, the death of a parent, &c., to say nothing of circumstances connected with the career of the student himself. Students under guardianship include not only young men pursuing a course of study in a University or College, &c., but also boys and girls who require more constant attention and for whom suitable homes have to be found during the school vacations. At Oxford and Cambridge guardianship is usually confined to responsibility for College and University dues.

Making arrangements for meeting students on their arrival at the docks, or at a railway station (if they travel overland from Marseilles), and arranging return passages.

Furnishing students with references and certificates to enable them to enter educational and technical establishments, and also the Inns of Court. The Benchers of the Inns of Courts accept in the case of Indian students, where necessary, a recommendation from the Department based on the reports of the Advisory Committees in India, as equivalent to the certificate of good conduct generally required from all applicants. Similar assistance is frequently given to students seeking passports.

8. Giving advice to parents and students in regard to educational facilities in this country, the choice of a profession, and the most suitable University, College, School or Technical Institute in which a course of study or practical training may be profitably pursued. The subjects in regard to which the Department has been consulted are multifarious, and include not only Arts courses, in regard to which information is readily accessible, and other well recognised University courses, such as those in medicine, engineering, law, agriculture and forestry—but also technical studies, facilities for which are not so easy to find.

Students who wish to become architects, accountants, bankers or solicitors, have also applied to the Students' Department for guidance as to the best course to follow; in many cases reference has to be made to specialists before a satisfactory answer can be given. By an arrangement made between the Secretary of State for India and the Board of Education, the Students' Department is in a position to consult the Department of Special Enquiries at the Board of Education in regard to technical studies, but it ought to be stated that the assistance rendered has hitherto not been very satisfactory. Similarly, for students undergoing training as teachers, opportunities for visiting schools and other facilities are obtained. In regard to medical studies, the Students' Department is able to profit by the advice of the President of the Medical Board at the India Office. For the benefit of engineering students, the Secretary of State in 1910 appointed Mr. J. M. Campion, M.I.C.E. (formerly Chief Engineer and Secretary to Government in the Punjab) to act as Engineering Adviser, and he is in close touch with the various Institutions of Engineers, and with companies and firms willing to afford students opportunities for practical work. Many of the students who come to this country to be trained as engineers avail themselves of his advice. In other technical matters, the Students' Department is able to obtain for students the advice of the Board of Agriculture and a large number of other experts.

9. In the more difficult matter of obtaining opportunities for practical training and experience the Students' Department has, since its inception, secured for Indian students admission into manufactories and works of all kinds and facilities for a practical training in electrical and mechanical engineering, sugar manufacture, flour milling, tanning and pottery manufacture and other technical industries. Of late, however, difficulties have been raised by certain firms and companies as to the admission of Indian students.
10. For students who, after coming to this country, have to prepare for an entrance or other examination qualifying them for admission to a University or a special course of study or training, suitable and properly qualified tutors are recommended, and, if necessary, special arrangements are then made for their temporary residence with such tutors.
11. Advice and assistance as to their future career is also given to students on the completion of their course of study or training, and in several cases it has been

possible materially to assist well qualified students to obtain suitable appointments.

12. Recommending suitable lodgings, finding families who will receive Indian students into their households and arranging for holiday homes and vacation residences. By these means it has been possible to introduce a large number of Indian students into English households which have become their homes during their residence in this country and in which they have formed pleasant and helpful friendships. As regards suitable lodgings, while a maintenance of up-to-date lists of these had become somewhat behindhand owing to the war and other circumstances the High Commissioner has now directed that attention should be paid to this matter. Introduction into families has, of course, become somewhat more difficult owing to the servant problem.

13. Compiling a handbook of information, which gives details as to the various University and professional studies commonly followed by Indian students in the United Kingdom, together with advice as to outfit and preparations requisite before leaving India, the cost of education in this country and the best means of profiting by it. The handbook, which is frequently revised, has hitherto been issued by the National Indian Association in conjunction with the Department, but arrangements are now being made for the Department taking over the whole work. In addition to this handbook the Students' Department has issued some pamphlets and leaflets, such as an account of the work carried on in 21, Cromwell Road and the advantages that students can obtain there; "Rules and suggestions for Indian Students entering Oxford and Cambridge"; "Rules for the Guardianship of Indian Students in Great Britain"; "Notes and Suggestions for Indian Students for the English Bar"; and "The Cost of Living for Indian Students in Great Britain." These pamphlets are now under revision.

14. Relieving students in financial difficulties by co-operation with the Distressed Indian Students' Aid Committee, which is an outgrowth of the Students' Department, established some 10 years ago; students are every now and then embarrassed owing to the failure of remittances to arrive in time, or (less frequently) through the death of a parent and consequent confusion in monetary arrangements. The temporary loans made by this Committee, to which is attached one of the members of the staff of the Students' Department, and on which the General Secretary to the High Commissioner, Mr. Bhore, also sits, have relieved distress for which previously there was no adequate remedy, and in a number of cases impecunious students are assisted in getting back to India.

15. The care of students who fail into ill-health, arrangements for the burial and winding up of affairs of any who die, the extrication of students from difficulties into which they have fallen, litigation, &c.

16. Promotion of social intercourse with English undergraduates and others in this country.

17. The organisation of the many-sided work at 21, Cromwell Road, and especially its social activities and the various literary and debating societies which meet there. A separate memorandum on this subject is attached, and also a memorandum of the financial aspect of the Students' Department's work.

III. *Policy.*

No important changes of policy are anticipated pending the issue of the Report of the Committee, beyond the appointment of an Advisory Committee to assist the High Commissioner in a consultative capacity. This matter is at present under correspondence with the Government of India. I should be very averse from initiating any other important new departure until I am in possession of the Committee's survey of the situation, and of the changes they propose, which will have to be considered by the Government of India and the Secretary of State, while the High Commissioner will, of course, then have an opportunity of recording his views. I may, however, indicate certain personal views and conclusions which I have provisionally arrived at:—

1. The great difficulty in regard to Indian students is the number who come over, very many of whom would be much better trained in India itself. We cannot, of course, prevent such students leaving India for study, or so-called study, in England, but a good deal might be done by the Indian Government to diminish the attractions which draw them. These have in the past been in large measure due to the action of Government. Speaking generally, men could not get into the higher branches of the public services in India save through the avenue of an English training or a competitive examination in London, and a number of students were thus attracted, most of whom failed to achieve their object. Then again, the fact that men cannot be called to the Bar without training here; that the position of a barrister (or a Scotch advocate) is regarded as higher in certain respects than that of an Indian pleader, while the British course is much easier, attracts very many Indian students. There is also a supposed prestige attaching to the possession of an English degree, especially at Oxford or Cambridge. Things are, however, being gradually remedied in these respects. The higher services are being largely thrown open to recruitment in India. I would strongly urge that any privileges reserved to barristers be done away with, or that India should have her own Inns of Court. Also I would urge that the training of men selected for the Public Works and Forest Service, and to a certain extent for the Agricultural Department, should be carried out in India: and I do not see that the sending over of the Indian Civil Service probationers after selection in India for a *short* course here is of any real good.

2. What ought to be aimed at is to induce men to acquire in India all the educational and practical training that could be gained there, and to encourage the sending of men here only when they need training which India cannot afford. The Indian Governments could do something in this direction by a revision of their scholarship rules, and as time goes on India should become more and more capable of providing for the wants of her own students, while when that stage is reached the work and personnel of the Indian Students' Department can be materially diminished. Then, again, the Indian Advisory Committees ought to be improved in personnel, and I think matters might be helped in this respect if the Committees were fewer in number with local branches, while the Secretaries of these Committees should be adequately paid and made whole-time officers.

3. At present the great difficulty is the number of students with imperfect preparation seeking admission to English Universities, and, speaking generally, if these could be materially reduced in number, the well-qualified men should easily get in.

4. But whatever the past imperfections of the Indian Students' Department, and no Department approaches perfection, I can confidently say that it has done its best in very difficult circumstances aggravated by undue suspicion on the part of a number of Indian students, and that the present large number of Indians in residence in Oxford and Cambridge, for instance, is due to the constant pressure of the Department. Without the Department, I do not think that more than half the number in residence would be there.

IV.—*The charges made against the Department.*

1. I attach a copy of a letter recently despatched to the Government in regard to various quite unfounded charges made against the Department during the course of a debate in the last session of the Indian Legislative Assembly. It is quite possible that these charges may be repeated before the Committee, and I venture to urge that if they are disposed to think that any of these have *primâ facie* justification, the officers of the Department may have an opportunity of putting their side of the case, being furnished for this purpose with copies of the allegations made.

2. The Department has suffered considerably, as indicated in the letter to India above referred to, by the absence for some years of any administration report. This is now to be resumed, and I forward a rough proof of a draft by Mr. Sen dealing with the official year 1920–21, covering also the period which has elapsed since the furnishing of the last report in 1916. This is sent confidentially in its present shape for the information of the Committee and with the caveat that I have only just received it in proof, and that it may be altered in various respects before final publication.

Letter from the Secretary to the High Commissioner for India to the Secretary to the Government of India, Department of Education, Simla.

Sir,

I am directed to refer to para. 3 of your letter, No. 526, dated the 6th April, and to say that the report of the debate has been carefully perused by the High Commissioner. He has searched the official report from beginning to end in the hope of finding some constructive or informing criticism, or even specific charges susceptible of investigation which might lead to the remedy of any evil of which there might be a proof. He can, however, only find general accusations of so wild and indeterminate a character as to preclude the possibility of any useful enquiry into alleged past short-comings with a view to securing practical guidance for the future. It is, of course, possible, in view of the Hon. Mr. Shafi's statement that "he was not prepared to say that there "was no justification for what honourable members "had said with regard to the working of the "Indian Students' Department as it existed under "the India Office," that the Government of India may be in possession of information of a more definite and specific character pointing to past *laches* on the part of the Department. If so, the High Commissioner would be glad to be favoured with this information to enable him to see that amendment is made where possible.

2. The three main grounds of complaint, as far as can be gathered, appear to be:—

1. That the Department existed for the purpose of espionage, and to control and suppress the political opinions of the students.
2. That the Department was not popular with students, gave them little or no help, and in fact put obstacles in their way.
3. That 21, Cromwell Road was a house of bad reputation and that no inmate of it is looked upon as a respectable person by decent Englishmen in India.

3. It is, of course, absolutely untrue that the Department exists for the purpose of spying on students and controlling their political opinions. This charge has, however, been made so often in the past, in the first instance, no doubt, by prejudiced parties, that iteration has, in the absence of authoritative repudiation, invested it with a degree of importance which otherwise would never have attached to so fantastic and baseless a statement.

4. The Department is undoubtedly unpopular with some students and the reason is not far to seek, as it must inevitably exercise a certain measure of financial and moral control over students committed by parents and guardians to its care. These checks are, not unnaturally, unpopular with some young men coming in contact, for the first time, with the life and temptations of large European cities. But in view of the fact that recourse to the Indian Students' Department is purely voluntary and that no one need go to 21, Cromwell Road against his will, the increasing number of students who consult the Department and make use of the house in Cromwell Road (for the year ended 31st March 1921, 1,086 consulted the Department and 381 were for a time provided with quarters at the hostel) is the most effective refutation of the suggestion that it is useless and unpopular with all students.

5. As to the charge that the Department not only gives little or no help to, but actually places obstacles in the way of, students, I am to say that the High Commissioner is aware of no case in which such a statement would be valid. But, of course, in present circumstances, with the number of applications for admission to Universities and other educational institutions much exceeding the number of vacancies available, the Department is bound, in a friendly way, to warn students with inferior qualifications that their chances are slight. It has been the case in times past that the Colleges at Oxford and Cambridge admitted some men of this character even though there were better qualified applicants, and that those who thus profited therefore considered that the Department's warning to them was untrustworthy. But arrangements have now been made whereby the Colleges will work in this respect in far closer touch with the University officials charged wtih looking after the interests of Indian students generally, while the latter in their turn are in very close touch with the Department.

6. Taking Oxford and Cambridge, there are now about 120 Indian students in each, and it may be confidently said that without the constant pressure of the Department, and if Indian students had been left to secure their own admission, the numbers would be much less than what they now are. Full information as to the present constitution and activities of the Department will be found in the Administration report now under preparation, so that it need only be added here that the difficulties of our Department are increased by students expecting to be placed at short notice, whereas present circumstances require long notice to be given to Universities, &c., which are even then unable to admit all applicants.

7. Finally, every endeavour has been made, but without success, to ascertain whether the extraordinary attack on the reputation of the house in Cromwell Road made by Mr. Jamnadas Dwarkadas can even remotely be connected with any incident which may afford it foundation, however slender. The High Commissioner has no hesitation in

categorically repudiating the aspersion cast upon the character of the house. I am to say that he has never come across any Englishman entitled to speak with authority in this country or in India who holds the opinion described by Mr. Jamnadas Dwarkadas, and it has been indignantly repudiated by every Indian gentleman having knowledge of 21, Cromwell Road, who has spoken to him on the subject.

8. The High Commissioner is, however, of the opinion that considerable harm has been done to the Department by the suspension of the annual administration reports which used to be published in the time of Sir Charles Mallet. This has had the effect of drawing, quite unnecessarily, a veil of secrecy over the operations of the Department, which was calculated to give rise to suspicion of its intentions and scepticism as to its utility. As soon as the Department came under the supervision of the High Commissioner he gave instructions that the annual administration reports should be revived. A report will, it is hoped, issue very shortly, which will give a brief account of the Department's activities during the past few years, and specially in respect of the year 1920–21. The High Commissioner trusts that this will help to prevent much uninformed criticism which, to a large extent no doubt, is due to lack of reliable information as to the work and aims of the Department.

9. The High Commissioner has made some changes in the organisation and working of the Department, as, for instance, in making Mr. Sen and Dr. Quayle (the latter of whom will be presently replacing Sir Thomas Arnold) Joint Secretaries for Indian Students, with direct access to him and located in his own office building; but in view of the appointment of Lord Lytton's Committee, he has deferred the consideration of any important alteration in the Department's general policy and procedure.

I am, Sir,
Your obedient Servant,
(Signed) N. C. SEN,
Joint Secretary to the High Commissioner for India.

MEMORANDUM REGARDING 21, CROMWELL ROAD.

21, Cromwell Road was established in 1919 by the Secretary of State—

(*a*) To provide temporary accommodation for newly-arrived Indian students, and to act as a clearing-house from which they could be placed in permanent lodgings.

(*b*) To act as a centre for social activities, whereby Englishmen and Indians could be brought into touch with one another.

(*c*) To house therein Societies interested in India and Indian students, which might contribute to the amenities of the house, and

(*d*) To house the Bureau of Information.

When the house was opened two Societies, the National Indian Association and the Northbrook Society, rented rooms in the house.

The house is governed by a House Managing Committee, which was formerly responsible to the Secretary of State, and is now responsible to the High Commissioner for India. It consisted originally of the Educational Adviser, two members nominated by the Secretary of State, a member nominated by the Committee of the Northbrook Society, and a member nominated by the Committee of the National Indian Association. In September 1919 the number of members nominated by the Secretary of State was increased to four, with a view to the appointment of Indian members to the Council. In September 1918 it was decided to co-opt a representative of the students, and in July 1920 this representative was given the same position in the Committee as the representatives of the Societies. Since the resignation of the last student representative, no further nomination has been made by the students in the house, though a notice has been issued requesting them to make such nomination.

Acting under the general instructions of the House Managing Committee is a Warden. He is in complete control of the staff of the house, which consists of a housekeeper and 10 servants, exclusive of one part-time servant employed by the Northbrook Society.

Within the last year this hostel has given accommodation to 196 students from India, and in all 381 students have stayed at 21, Cromwell Road during the year, many of them more than once. The weekly charge for students is 38*s.* 6*d.* per week for bed, breakfast and dinner, an extra charge of 6*d.* per diem being made for students staying for a shorter period than three days. Luncheons and dinners are also served at a cost of 1*s.* 6*d.* and 2*s.* respectively, and many students not resident in the house go there for these meals.

Owing to the removal of the Local Adviser's Office this year, further accommodation has been provided, and the total number that can now be accommodated is 32 at a time.

With regard to the two Societies, the National Indian Association and the Northbrook Society, the National Indian Association is housed on the first floor and holds many "at homes" and parties during the year to which the students go in large numbers. Receptions are given to meet various prominent people, such as the Earl and Countess of Reading, Lord Sinha of Raipur, Dr. Tagore and others. The Association pays an annual rental of 70*l.* The Northbrook Society occupies the whole of the ground floor, with the exception of the dining-room. It provides a reading room, library and billiard room. This Society also gives various parties and receptions, and pays an annual rental of 270*l.* The question of amalgamating these two bodies is now under consideration.

It may be added that both Societies allow newly arrived students staying in the house to make use of their rooms, though this is purely an act of courtesy.

There is also a large law library and a lecture hall in the house. The lecture hall has been lent to other Indian societies for celebrations, receptions, &c., such as the London Brahmo Somaj, and others.

An annual grant is made from Indian revenues for the upkeep of the house, the grant for the coming year being estimated at 1,500*l.*[1] The following statement shows the details of the budget of the House Managing Committee for the year 1921–22:—

Receipts.	£
Boarders	2,000
Meals	800
Northbrook Society—Rent	270
National Indian Association—Rent	70
Grant for upkeep of the Law Library	20
Grant from Indian revenues to meet difference between receipts and expenditure[1]	1,500
	£4,660

Expenditure.	£
Wages	780
Food	2,500
Heating and Lighting	500
Laundry	160
Maintenance	400
Law Library	20
Furnishing rooms vacated by Local Adviser, London	300
	£4,660

[1] 300*l.* of this is a special grant for furnishing rooms vacated by the Local Adviser.

TUESDAY, JULY 19, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

MR. J. W. BHORE, C.B.E., General Secretary to the High Commissioner for India, was called and examined.

He stated that his connection with the Indian Students' Department had been confined to the period of eight months between the resignation of Sir Thomas Arnold and the appointment of Dr. Quayle. During that time he had supervised generally the work of the section of the Department that was formerly under Sir Thomas Arnold's control.

One of the principal objects of the Department was to assist Indian students to obtain admission to Universities and other educational institutions in the United Kingdom. If an applicant applied for a particular University and was unsuccessful there, the Department would not apply on his behalf elsewhere unless the student had asked in his application for that to be done, as it was obviously undesirable to apply to a University on behalf of a student and then to find that he did not desire to join that University at all.

The general purpose of the Department was to afford Indian students any assistance for which they asked during their stay in this country. If they sought assistance, either with regard to academic courses or in order to obtain facilities for practical training, every effort would be made to help in those and any other matters. The Department did not go out of its way to offer advice or suggestions, nor to seek to establish relationships with them other than what they themselves asked for, as there were objections to the Department forcing its advice on students, and it was felt to be desirable to leave them free to consult or to ignore it as they chose. It would not, however, be correct to say that the work was confined solely to giving assistance and advice where asked for by the students, as in many cases University and other educational authorities referred to the Department for advice regarding applications from Indian students received direct by them, and in that way the Department was able to be of help, even though the student himself did not actually seek its assistance.

As regards the allegation of the students that in many cases they had secured admission after they had been informed by the Department that there were no vacancies left, the witness emphasised the fact that the Department would not inform any student that he could not be admitted unless it had received information to that effect from the University authorities concerned, either in regard to the particular individual case or in general terms. He asked that, if possible, particulars of specific complaints in this respect should be referred to the Department in order that the papers might be consulted and the facts notified to the Committee.

So far as he was aware the Department had always endeavoured to avoid any action which might be construed, however remotely, as giving justification to the suspicions of the students that it existed for the purpose of political espionage. During the period of his connection with the Department only a single case had arisen, and that was a reference from a Scotland Yard official with regard to an Indian student. It was a matter that had nothing to do with the political views of the student in question, but something that brought him within the clutches of the criminal law; however, following the policy of the Department, he had informed the officer that he could not supply any information, and suggested that it should be sought elsewhere.

He understood that in the early days of the Department's existence Sir Thomas Arnold had specially requested the then Commissioner of Police to refrain from making reference to the Department regarding Indian students.

He agreed that so far as the provincial Universities were concerned, personal contact with the staff of the Department and the students had been lacking, but he did not think that that could be said in regard to London students, and everything possible had been done by the members of the Department to remove suspicion from the minds of those students with whom it came into contact. Much more might be done in that connection by personal contact with the students elsewhere than in London, but it must be remembered that it was necessary to avoid any appearance of forcing the services of the Department on individual students, as that in itself would only tend to increase suspicion. He had recently discussed the question of members of the staff visiting provincial University centres, and he believed it was the High Commissioner's intention to see that that was done at the earliest possible moment. He thought it was possible for such visits to be made without an addition to the existing upper controlling staff of the Department.

The witness stated that he was also Chairman of the House Managing Committee of 21, Cromwell Road, the Governing Body of the house. All difficult points of management upon which the Warden wanted instructions and upon which he needed guidance were placed before the Committee, which was the final authority to decide matters concerning the actual management of the house. It consisted of four nominees of the High Commissioner, one representative of the Northbrook Society, one representative of the National Indian Association, and one representative elected by the students who made use of the house. The Northbrook Society's representative was generally a student. It was difficult to make the Committee a body more representative of the students themselves, because the primary object of 21, Cromwell Road was to act as a clearing house; the students were constantly changing, and probably the same set of students would not be there for more than 14 days together. Arrangements had recently been made under which a few rooms were set apart for men who desired to reside in the house more or less permanently. The busiest time, so far as new arrivals were concerned, was from the beginning of September to the end of October. During that period large numbers of students came to England, very many of them without having made any previous arrangements for their accommodation in

London. On one occasion last autumn he went to the station to meet the son of the ex-Rajah of Cochin, and found literally hundreds of Indian students on the platform not knowing where to go. As many as possible were taken to Cromwell Road, and arrangements were made for a large number of others to be accommodated at suitable hotels.

He had not the slightest doubt that a reception house for new arrivals from India was an indispensable feature of any organisation for dealing with Indian students in this country. 21, Cromwell Road was quite inadequate for the purpose at the busy time of the year, and there was room for all the other institutions, such as the Shakespeare Hut, that now existed for that purpose.

He estimated that the average boarding population of 21, Cromwell Road was from 16 to 18; the total number that could be accommodated at a pinch being 32. Many of the students who went to Cromwell Road on their first arrival returned there during their vacations, and for that reason it had been necessary to make it clear that the rooms might at any moment be wanted for students from outside, and that they would have to be given preference over students studying in London.

He had never heard of any incident connected with the house that could possibly have given the faintest ground for such a fantastic suggestion as that made in the recent debate in the Legislative Assembly, that 21, Cromwell Road had so evil a reputation that a man would lose his character even by standing on the pavement outside the house.

As things now stood it was impossible to extend the accommodation available, but negotiations for amalgamation of the two societies—the Northbrook Society and the National Indian Association—were proceeding, and if they eventuated it was possible that more space could be available for additional beds in the busy season; but even then the accommodation would be small compared with the number of Indian students that arrived in England in July, August and September.

At present no machinery existed for the purpose of informing the Department of intending arrivals unless intimation were received from the Advisory Committees. In most cases the students' arrival only became known when someone from the house went to the station to meet a student who was expected and found a number of others stranded there with nowhere to go. He thought the best plan would probably be for the Advisory Committees to make it known as widely as possible that students should, unless they had other means of making provision for themselves, inform the Department that they would be coming over by such and such a boat and ask that arrangements of a temporary nature might be made for them.

It was correct to say that under existing arrangements Government scholars come to this country with no definite assurance of employment in India on their return. He thought it would be most advisable that when students were selected to undergo training in this country they should be given some assurance of satisfactory employment on their return provided that was possible. On the whole he would prefer that students should be sent here after they had been selected, on the strength of good work done in India, for appointment and given a post graduate course of study or training, if that was found necessary, in the particular technological subject with which they would have to deal.

He thought it was quite correct to say that Indian students experienced great difficulty in securing practical training in this country, more particularly in certain branches of technology such as oils and fats, soap-making, &c. The difficulty had been much greater recently than before, and he knew of a case in which the Department had applied to between six and eight different firms and had met with a refusal in every case.

It was very difficult for the Department to make arrangements to provide facilities for practical training on the Continent or in America, but it had done so wherever possible and necessary, and at the moment there were several Government scholars undergoing practical training abroad, one studying wood distillation in France, another hydro-electric engineering at Grenoble, a third pottery at the Sèvres factory near Paris, and a fourth sugar manufacture at Louisiana.

Asked which of the two complaints against the Department, (1) that it exercised espionage, and (2) that it did not obtain admission to the Universities, occupied the more important place in the mind of the average student from India, the witness stated that he should have thought that the suspicion that the Department exercised espionage over the student's movements was the more serious. As regards the second complaint, Indian students had obtained admission in far larger numbers during the last year or two than previously, and he did not think, apart from exceptional cases, that there was much truth in the allegation that such admissions had been obtained otherwise than through the Department. In support of this opinion he quoted the case of the London School of Economics, which had given notice that the admission of Indian students would be limited this year to 12, but had, as the result of a great deal of correspondence with the Department and a personal discussion between the High Commissioner and the Director of the School, eventually offered admission to all the eligible Indian students who had applied—32 in number.

He did not think it would be to the advantage of Indian students if the organisation disappeared so far as the work of securing admission to English Universities was concerned, and the Indian Universities and students there were left to communicate on the matter direct with the Universities in this country. An organisation on the spot could press the claims of Indians with much greater force.

The Department sometimes communicated direct with parents in India in reply to enquiries received from them. That was not the recognised procedure, but it was sometimes done. It was, however, in the interests of the parents and the students that they should refer to the Local Advisory Committee as the information required could often be supplied by them much more quickly. He did not think that the failure on the part of some parents to refer to the Advisory Committees was an indication of a lack of confidence in those Committees, but rather that their existence was not sufficiently well known.

He agreed with the view that little good was likely to result from sending Indian Civil Service probationers to this country, after selection in India, for a short course of study. So far as the acquisition of knowledge of Indian law and vernacular languages was concerned, there could be no question that that could be better secured in India itself. If the idea of sending probationers to England was that they should be brought into contact with more liberal influences than they had been accustomed to in India, then a period of one year was too short, and even if it were to be made two years, he rather felt that more good would result by postponing the visit for some time. He was of opinion that Indian Civil Service selected probationers now at Oxford appeared to be rather isolated in the sense that they had no connection with the work of their college, but were undergoing a special course, and therefore did not come in contact with the college tutors to any considerable extent, and did not really derive much benefit from the collegiate life of the University in the same way as other students. He thought it might be better for the probationers to have special training in subjects with which they would have to deal on their return to India, such as sanitation, education, economics, the co-operative movement, &c.

No register was kept in the Students' Department showing the number of students that had applied for its assistance, the number that had been helped, and the reasons why, in other cases, help could not be given. It would be possible to gather the information by searching through the individual files, but that would be a lengthy process.

He would support very strongly the view that the facilities in India for the study of subjects like forestry and agriculture, with special reference to Indian conditions, were far better than in England, and he thought much more might be done in India with regard to education in those subjects. When necessary, candidates selected for the forestry and agricultural services should, after a period of training in India, be sent to England, America, Germany, France, or elsewhere, for a short course of training.

The Department had no information regarding the number of Indian students now studying in other countries, and it would be a matter of the utmost difficulty for them to obtain information on that point.

So far as he was aware, the Department had never advised any newly-arrived student to take the next ship back to India. No doubt the Engineering Adviser had said to students, as he had often said to the Department, that, so far as civil engineering was concerned, infinitely better and greater facilities existed in India than in this country, a statement with which he, the witness, cordially agreed.

So far as he knew, the Department had never given a student a letter of introduction to a University authority stating that they did not think he was good enough to be admitted.

As Chairman of the House Committee at 21, Cromwell Road, complaints of rude behaviour on the part of the servants had, more than once, been brought to his notice. These complaints had been taken up and gone into with the Warden, whose statement was that during the war, when it was necessary to take any kind of servant that could be obtained, the wrong type had sometimes been employed. Since the witness had been connected with the Department no reliable complaint of rudeness from any of the servants had, to his knowledge, been made.

He was not aware that students had complained of unreasonable delay in replying to letters addressed to the Department, or that the proper type of answer was not sent. Such complaints had never been received from any of the Local Advisers.

If it was true that the latest copy of the Calcutta University Calendar on record in the Department was that for 1917, he would certainly agree that a later edition ought to be obtained as soon as possible.

He was aware that students who had taken a M.A. degree in Calcutta had been obliged by the regulations of the School of Economics to take over again subjects which they had already studied in India. The School of Economics at present refused to recognise an Indian B.A. degree as being equivalent to the qualification possessed by the ordinary English student who applied for admission to the school, and contended that the ordinary graduate from India was, as a rule, more backward than the average English student who had not graduated. The Department had strongly contested that view, but so far without success.

He thought that something much more influential than the representations of the Students' Department would be necessary in order to make educational institutions here revise their ideas as to the value of Indian degrees. It might perhaps be done by a deputation of the Indian University representatives now attending the Universities of the Empire Congress in England.

In the case of students not under guardianship who got into financial difficulty and applied to the Department for assistance, they would be helped wherever possible. The High Commissioner had recently agreed to cable to the Collector of the district concerned in one such case.

As a matter of policy the Department had always refrained from asking Universities how many vacancies they were prepared to reserve for Indian students, as it was undesirable to raise the question of limitation of numbers with a University when that University had not itself raised the point and had never refused applicants on the ground that it could not admit any more Indian students. A University might write and say that all vacancies for a particular year were filled, and ask that anybody who wanted to apply should be informed accordingly, or it might say that it required certain standards to be reached before any individual could be admitted. On receipt of such information the Department would be justified in pointing out to individuals who wished to be admitted to that particular University, or who had not the necessary qualifications, that so far as the Department was aware it was impossible for them to obtain the admission they desired. In cases such as Oxford, Cambridge, and the London School of Economics, where the authorities had themselves imposed a limit to the number of Indian students that could be admitted, the Department would, of course, know how many vacancies were available.

He did not think that the National Indian Association had ever done the class of work that the Department was now doing; the activities of the Association were nothing like as detailed as those of the Department, nor on anything like the same scale.

He very much doubted whether, if the National Indian Association and Northbrook Society were amalgamated, they could do the work of the Students' Department. No unofficial organisation could undertake the task unless it was financed by Government, and such financial assistance would result in the recurrence of the objections which the students now urged against the official organisation.

He did not think that any Indian student had ever been told that there were no vacancies left at any University in this country; such a statement might be made in regard to a particular University on receipt of information to that effect from the authorities concerned, but no general statement had been made.

As regards practical training, the Department did all it could to secure admission to works and factories. In one case of an engineering firm who tendered for contracts in India and who had written to the Department to say that they had resolved to take no Indian students into their works, it had been pointed out that that was an unreasonable attitude to take on the part of a firm making a considerable part of their profits from India, with the result that the firm had reconsidered their decision and notified their willingness to admit Indian students in future provided that they were approved by the managing director.

As regards the suggestion that it would extend the usefulness of the Students' Department if it had a well-equipped central library for the use of the students, the witness thought the proposal rather impracticable owing to the size of the library that would be necessary in order to cover the enormous field that would be required for students desiring information on perhaps 20 or more different subjects. He should have thought that, especially in a city like London, there could be no justification for a complaint that library

facilities were inadequate. If the student came to the Department and asked how best he could obtain information in any particular subject, the Department would be able to advise him.

He agreed with the view that there ought to be a proportion of Indians on the staff of the Students' Department, and he had no doubt that an Indian felt more at home when dealing with his own countrymen, even though they were officials, than with others.

Speaking generally, he did not think that the Anglo-Indian and domiciled European students who had come in contact with the Department had been as successful, from an intellectual and academical point of view, as the Indian students.

He could not say whether any Indian students went to unsuitable educational places in London which advertised in India but were not proper educational institutions at all.

He entirely concurred in the suggestion that the duty of providing higher education for Indians was really the function of the Indian Universities, and that from that point of view the Indian Universities ought to look upon the work of Indian students, in this country, America and elsewhere, as part of their own work. He agreed that an Inter-Indian Universities Bureau under the charge of three secretaries, who might take it turn to conduct the business of the office, to negotiate with the Universities in the United Kingdom, and to tour educational centres in India, might excite less suspicion in the minds of the Indian students than a purely official organisation. But the financial difficulty would have to be overcome in some way. So far as he was aware the finances of the Indian Universities were not in a flourishing condition, and if a Government subsidy were essential for the establishment of the Bureau suggested that would in itself bring to the minds of the students exactly the same suspicion as now attached to a purely official department.

He further desired to say that if, as he agreed, it was the failure of the Universities and the various technical institutions in India to provide the necessary facilities which was the cause of so many young Indians having to come to this country, then the question of those bodies providing the facilities in India needed urgent examination. That appeared to him the most promising avenue of approaching a solution of the difficult question of Indian students in this country.

MR. V. I. GASTER, Assistant to the Joint Secretary, Indian Students' Department, was called and examined.

He stated that he had been connected with the Department since February 1920, and that a great part of his work was that of dealing with applications from Indian students for admission to Universities and other educational institutions in the United Kingdom.

As regards the complaint of the students that after they had been informed by the Department or the Advisory Committees in India that there were no vacancies left for Indian students at educational institutions in this country, they had succeeded in obtaining admission on their own account, he stated that as regards Oxford and Cambridge it was the fact that the Department had been told by the authorities there (the Secretary to the Delegacy for Oriental Students at Oxford and the Secretary to the Intercollegiate Indian Students' Committee at Cambridge) that there was no more room, and had so informed the Indian Advisory Committees, but that, nevertheless, students had subsequently succeeded in obtaining admission. The Department could not deny that that had happened, but its defence was that it had acted on what it had been told by the responsible authorities at Oxford and Cambridge, and was not to blame for that information subsequently proving to be incorrect. In this connection, he explained that the Department did not actually obtain admission to Oxford and Cambridge for individual students, but merely forwarded applications, together with testimonials and certificates sent to it from India, to the Secretary of the Intercollegiate Committee or the Delegacy for Oriental Students. It did, of course, bring, or attempt to bring, pressure to bear on the authorities of those two Universities in regard to the general question of admission of Indian students, but it left to the Colleges absolutely the acceptance or rejection of any individual applicant; the Department tried to obtain from the authorities the largest possible number of vacancies, but left it to them to select the men to fill those vacancies. As regards Universities other than Oxford and Cambridge, he did not think the complaint of the students was quite accurate. There were, undoubtedly, cases of unqualified students who had not passed any examination in India which would admit them to a University in this country who had been told by the Advisory Committees in India. on the strength of information supplied by the Department, that until they had obtained the necessary qualifications it was very unlikely that they would secure admission. On the other hand, the Department had obtained admission for a large number of Indian students, the number of offers of admission for October 1920 being 194, excluding Glasgow, where the authorities were unable to distinguish between the applications which came through the Department and those which came direct from students. He could not say whether all those offers had actually been accepted by the students, but offers of admission from the various Universities had been transmitted to India in 118 cases.

He could not say how many applications had been received from students, as the facts had not in the past been recorded in a form that would enable such statistics to be obtained without a considerable amount of research. Since the High Commissioner had assumed control of the Department a system had been instituted under which every application was recorded, and in future statistics of the kind would be readily available.

There was no doubt that some students whom the Department knew to be thoroughly eligible for admission to Oxford and Cambridge had been refused, whereas others whose qualifications were inferior had been admitted; but he did not think it was possible for the Department to do anything in the way of pressing the claims of individual applicants. The officers at Oxford and Cambridge who dealt with Indian students were University officers, and although the Universities received grants from Indian revenues in respect of the work done, he thought the Universities might resent any attempt on the part of the Department to usurp their functions by discriminating between individual applicants.

So far as he was aware no statement had ever been made during the time he had been connected with the Department to the effect that all vacancies for Indian students at all Universities had been filled, and except in the case of unqualified men, who had not passed an examination which would admit them to a University, no student had been told that no admission could be obtained for him at any University in the United Kingdom.

As regards Mr. J. N. Das, an Indian student of mining engineering at Leeds, who had complained to the Chairman that when he applied through the Advisory Committee at Calcutta for admission to any English University he had received in reply copy of a letter signed by Dr Arnold saying that there was no vacancy in any English University and recommending him not to come, and that on writing direct he had obtained offers of admission at Bristol, Birmingham, Leeds and Edinburgh, the witness stated that an application on behalf of Mr. Das was received from the Secretary of the Advisory Committee at Calcutta in May 1921, and in reply a letter was sent to the Calcutta Secretary on the 20th October 1921 stating that it was not possible for Mr. Das to be admitted to Glasgow, London or Manchester that year, but that a promise of admission to Birmingham, which was his fourth alternative, for the study of mechanical engineering had been obtained on his behalf, and explaining that the delay in sending an answer to the application was due to the difficulty that had been experienced in obtaining a reply from the Birmingham authorities. That letter was signed by Mr. Field and there was no letter on the file signed by Dr. Arnold. He did not think that any letter signed by Dr. Arnold could have been sent to India in this case, as the papers were sent to Cromwell Road immediately they arrived and were not returned to the India Office until 18th October. If a letter had been sent from Cromwell Road it would have been contrary to the usual procedure, and in any case it would have been signed by Mr. Sen and not by Dr. Arnold. Possibly what Mr. Das was referring to was a circular letter signed by Dr. Arnold and sent to all the Advisory Committees in India, drawing attention to the abnormal state of congestion prevailing at all educational institutions in the United Kingdom, and asking that Indian students who applied to the Committees might be warned of the difficulties which they were likely to meet if they left India before obtaining a definite offer of admission, and advised to be prepared with an alternative plan should they be unsuccessful in obtaining admission to the particular University they desired.

As regards the suggestion that the Department was rather too ready to accept statements from University authorities that an individual student could not be taken or that no further Indian students could be admitted to a particular faculty, and that the claims of applicants were not sufficiently pressed, the witness pointed out that the Department worked on the general principle that it was not wise for it to take the responsibility of deciding whether a particular applicant was suitable for admission to a University or not. All applications received were duly forwarded, but the Department regarded it as within the competence of the University authorities to decide whether or not a man could be admitted, and their decision would be communicated to the student without any effort on the part of the Department to get that decision reconsidered if it was unfavourable. The witness added that it was very seldom that an unexplained refusal was received. Generally, a definite reason was given, such as (*a*) that the student was not qualified; (*b*) that the education desired was not available; or (*c*) that there were no longer any vacancies; and, in view of such categorical statements, and of the known facts regarding the congestion at the Universities, it would have been, in his opinion, inadvisable to demand explanations from the Universities unless there were reasonable grounds for believing that the door was being unnecessarily barred against Indian students. The difficulty was that if the Department attempted to discriminate between applicants any student whom it regarded as unqualified, and, therefore, did not recommend, might perhaps secure admission by making a personal application, with the result that the complaints against the Department would be intensified. If it were possible to have a completely uniform system under which all the Universities of the United Kingdom agreed to admit Indian students only through the Department or on its recommendation, the Department might then conscientiously take the responsibility of sifting the applications it received. This would also necessitate the assumption on the part of the Advisory Committees in India of the duty of making recommendations on the individual applications transmitted, instead of merely forwarding them with the necessary documents, as was the present practice. But, even in such circumstances, the witness was doubtful whether such a system would be desirable, as he considered that the best qualified judge of the relative merits of different applicants for a particular University was the University itself, though the Department should be in a position to advise students which University was most suitable for their purpose.

He had never given a letter of introduction to an educational authority to an Indian student and at the same time written a private note to the educational authority concerned advising that the student should not be admitted. In his opinion such a procedure would be most improper.

As regards the statement of the Edinburgh University authorities that Dr. Mackenzie had been appointed Local Adviser without any consultation with them, the witness stated that when Dr. Miller, the previous Local Adviser, notified his resignation, Dr. Arnold wrote to him suggesting that it might be desirable for him to consult with the Principal as to a successor, and asking Dr. Miller to arrange an interview for the purpose. In reply Dr. Miller wrote to say that he had sounded the Principal, who had stated that if Dr. Arnold went to Edinburgh he would see him, but that he did not want to discuss the matter with him, the policy of the University being "no official recognition of the Indian Students' Department." Dr. Arnold, therefore, proceeded to deal with the question of filling the vacancy, and the name of Dr. Mackenzie, which had been put forward by Dr. Miller, was submitted to the Senate with a view to ascertaining whether the Senate objected to his nomination, and the final letter of appointment was not issued until the Senate had definitely concurred in the appointment.

It was true that the University authorities had no responsibility for the selection of Dr. Mackenzie, but it was not correct that the appointment had been made without consultation with them.

Asked whether he had any criticisms to offer as regards the work of the Advisory Committees in India, the witness stated that it was very difficult for him to criticise without knowing Indian conditions, and that the only criticism he would venture to make was that the Advisory Committees did not appear to impress sufficiently upon applicants the necessity for obtaining a qualification in India before coming to this country. By a qualification he did not necessarily mean a degree, but some examination which would exempt from the matriculation or entrance examination of a University in the United Kingdom. There were many cases of students who came to this country without such a qualification, and who had, as a result, to waste time and money in passing the matriculation here. As a general rule the Advisory Committees were prompt in replying to enquiries addressed to them by the Department, and the information asked for was usually given in a satisfactory manner.

Until recently it had not been the practice of the Department to send formal acknowledgments to letters received from the Advisory Committees, but a system of sending acknowledgments, if a final reply could not be sent in a fortnight or so, was being instituted.

Apart from the question whether it was required by the parent on the one hand or the University

authorities on the other, he thought that guardianship was on the whole a good thing for the students themselves. The suggestion that a student ought to be in a position to look after his own affairs might be reasonable in the case of a man who had friends and relatives in this country, who might assist him; but not in cases where the nearest relatives or friends were several thousand miles away in India, and the conditions of life were so different from those to which they were accustomed.

The Department did not have much to do with Anglo-Indians and domiciled European students, except in the case of those holding Government scholarships, who were of course under its control. The Department was, however, always ready to give all the assistance it could to such students, if they cared to apply for its help.

The Department did not make it a practice to ask the various educational institutions how many Indian students they would admit each year, as such a request might suggest to the authorities that there should be a limitation. The Department merely went on applying for admission until it met with a point blank refusal saying that there was no more room, and if it thought that the number of admissions was too small it would then write and ask for an explanation. An example might be cited of the London School of Economics, who proposed, at the beginning of the year, to limit the admissions to graduates of the Indian Universities only, the total number not to exceed 12. As the result of correspondence and personal discussion between the High Commissioner and the Director, the limit of numbers was provisionally abandoned, and 32 students had been promised admission to the School for October 1921. There would no doubt be some advantage in knowing beforehand how many vacancies would be available for Indian students at each University, but the view of the Department was that that advantage would be more than counterbalanced by the disadvantage of suggesting to the Universities to make a limitation. Moreover, at the beginning of the year, when it would be necessary to make the enquiry, it would not be possible for the Department to forecast how many students were coming and what subjects they would wish to study, and it would therefore not be in a position to contest with University authorities any unreasonable limitation of numbers they might choose to impose.

Questioned regarding the ruling of Gray's Inn that an Indian student studying at a University in the United Kingdom could not be regarded as receiving his general education in this country and must therefore produce a certificate from the Deputy Commissioner or Collector of his district in India or from the Joint Secretary to the High Commissioner, the witness explained that the decision in question had been given in reference to the case of a student who had come to the Department and stated that, although he had produced certificates which seemed to comply with the regulations of the Inns of Court, he had nevertheless been refused admission to Gray's Inn and had been asked to bring a certificate from the Joint Secretary to the High Commissioner. The certificates in the student's possession were examined, and it was found that one of them was signed by his tutor, a responsible person who had known him for over a year, and another was from the head of the Oxford College at which he was studying. The Department considered that the case was one in which the applicant was receiving his general education in the United Kingdom and that the certificates were therefore in accordance with the regulations. A letter was therefore written representing the matter to the Under Treasurer of Gray's Inn and pointing out that the certificate of the Joint Secretary did not appear to be necessary in this case. In reply a somewhat curt letter had been received from the Under Treasurer objecting to the Department interpreting the regulations for him, and in the end, after a personal discussion, the Inn had definitely laid it down that no applicant who had not received his school education in this country could be considered as having received his general education in the United Kingdom. The witness could not say whether that interpretation of the regulations was a new one, but such a case had never come to his knowledge before.

He could not say whether the regulation requiring Indian applicants for admission to the Inns of Court to produce certificates from a Collector or Deputy Commissioner had been imposed at the initiative of the India Office as the regulation was in force long before he became connected with the Department.

As regards the allegation of the students that the Department existed for the purpose of spying upon their political opinions, the witness stated that, so far from that being the fact, in one case in which an educational authority had received information from another source that a certain student held political opinions of an extremist nature, and had asked whether the Department would hesitate to recommend such a student if his opinions were brought to their notice, the educational authority concerned had been informed that the Department would not consider any political opinions, however extreme, as a legitimate bar to the granting of its recommendation, or that of an Advisory Committee in India, unless by his opinions the student had actually put himself within the clutches of the law.

So far as he was aware the Department had not taken any steps to get the Inns of Court to abolish the regulation (2) (ii) (*b*) requiring Indian students to produce a certificate from the Collector or Deputy Commissioner of the district in which his family resides, or a certificate from the Joint Secretary to the High Commissioner for India for Indian Students' Work.

The complaint made by Mr. M. B. Narayan, that the Department was unable to supply him with a statement that the Indian Institute of Science at Bangalore was an institution recognised by Government for the purpose of granting diplomas, was correct. The copy of the calendar of the Institute in the possession of the Department at the time when Mr. Narayan made his application was an old one, and did not contain the information on which the statement for which he asked could be based. Attention was also drawn to the fact that war conditions were then in existence, and that it was unreasonable to expect the Department to be in possession of the prospectus and calendar of every Indian institution, especially when every effort had to be made to keep down correspondence, mails, &c. with India to a minimum. The Department had, however, offered to write to India and obtain the information required in this case, but Mr. Narayan did not answer the letter.

The facts regarding the case of Mr. G. D. Kelkar, who had complained to the Committee that the Department did not answer his letters promptly, and that the treatment he had received at its hands was both unbusinesslike and unsympathetic, were as follows:—

In March 1921 Mr. Kelkar applied for an extension of his scholarship and was informed, in reply, that his application had been referred to the Government of Bombay, and that no decision could be arrived at upon it until the views of the Government of Bombay had been obtained. In the previous year Mr. Kelkar had made an application for a grant of about £250 to enable him to go to America for practical training, and this application had been refused by the Secretary of State in Council. Mr. Kelkar, however, persisted in his application, and eventually, after consultation with his Professor, he was told that the question of his practical training could not be settled until he had

completed his degree course at Sheffield. On the 5th May 1921 Mr. Kelkar again renewed his application to be allowed to go to America for the purpose of visiting glass works there, and represented strongly that he did not want to undergo practical training as an apprentice in this country because a man of his age (40) could not stand six hours a day in front of a furnace. The Department then wrote again to the Government of Bombay, representing its views, and also those of Mr. Kelkar, and asking for a decision on the matter. That decision was only received by telegram on the 14th July, and was to the effect that the Government of Bombay did not approve of the proposed tour in America, but empowered the High Commissioner to extend Mr. Kelkar's scholarship for the purpose of obtaining practical training in England if the necessary facilities could be obtained. The letter of the 22nd (not 20th) May, to which Mr. Kelkar complained to the Committee that he had received no answer, was supplementary to his application of 5th May, and did not call for a reply. The Department was now faced with a further difficulty in that Mr. Kelkar had failed to pass his Degree Examination, and that it might therefore prove more difficult to obtain facilities for practical training for him in England. It was now under consideration whether his scholarship should be extended at all.

Mr. Kelkar's complaint that he had not received the assistance he might have done in the matter of exemption from income tax was not correct. The fact was that Mr. Kelkar had put the Department rather in a difficulty because he had asked it to get exemption for him on the ground that he had two wives in India. The matter was referred to the department at the India Office which dealt with questions of income tax, and their reply was communicated in full to Mr. Kelkar with the request that certain forms enclosed might be filled up and returned by him. In that matter Mr. Kelkar received all the information the Department could give him, and since then, in accordance with the provisions of the Finance Act, 1920, all scholarships had been exempted from income tax, and Mr. Kelkar did not now pay any tax at all.

As regards the complaint that certain publications for which he had asked had not been supplied to him, the witness pointed out that as Mr. Kelkar himself admitted, such publications as were available were sent to him. He then asked for another set of publications which could not be identified from his description of them, and he was asked to give the year of publication and the names of the authors and publishers. That information he failed to supply, and at the instructions of the India Office he was informed that if he wished to be supplied with copies of publications at Government expense he must take the trouble to give the information asked for in detail and to ascertain the cost of the books he wanted. Some of the publications appeared to be a little far apart from glass manufacture (one was a map of India showing the coalfields and railways, another a catalogue of the Commercial Museum at Calcutta, a third a catalogue of the section of the Indian Museum at Calcutta dealing with geological and economic products of India, and a fourth the Memoirs of the Geological Survey of India), and he was asked to state what bearing they had on his subject of study. There was a rule that when Government scholars made application in connection with their studies which involved expense, those applications should be supported by the professors under whom they were working; and as Mr. Kelkar had failed to comply with that rule, and the Department were not convinced that the publications for which he asked were essential to his studies, he was told that a letter from his professor should be furnished in support of his application. Since then nothing further had been heard from him on the subject.

As regards the complaint of Mr. B. S. Toki, who informed the Committee that he had not received the assistance for which he asked from the Advisory Committee at Lahore, and that he had secured admission to Sheffield University on his own account, the witness stated that a letter regarding Mr. Toki was received from the Lahore Committee at the end of February 1920, in which it was stated that he desired admission to the City and Guilds Engineering College, London, or failing that to the University of Glasgow. Enquiries were made, and it was found that the City and Guilds College would not promise admission to any student who had not sat for their Competitive Entrance Examination; and that as regards Glasgow, there was very little chance of Mr. Toki being admitted, but that if he would fill in a form of application his case would be considered. That information was communicated to India on the 6th May, and Mr. Toki replied in June, stating that he was quite ready to undergo any entrance examination for the City and Guilds College, provided he was given some assurance of his admission there, which was of course absurd, as no assurance could be given of admission that was conditional on taking a sufficiently high place in a competitive examination. Subsequently a definite refusal was received from Glasgow, and that also was communicated to Mr. Toki. The next the Department heard of him was his arrival in London, when he called at 21, Cromwell Road, and saw the witness. After an interview with the Engineering Adviser he came back and told the witness that he had been in communication with Edinburgh and that he had a chance of obtaining admission there. The witness thereupon gave him a letter of introduction to the Local Adviser at Edinburgh, asking him to do what he could to help him. Subsequently Mr. Toki wrote from Edinburgh, asking that application might be made on his behalf to Leeds or to Bristol. It was no use applying to Leeds, because the authorities there required students to have had one year's practical training in workshops before being admitted to the engineering classes, but application was made to Bristol, and in reply a form was sent to be filled up by Mr. Toki. From the terms of the covering letter it seemed most probable that Mr. Toki would be admitted. The form was forwarded to Mr. Toki with the necessary instructions to him, and in reply a letter was received saying that he was extremely obliged for the trouble that had been taken about his admission, but that he had secured admission for himself at Sheffield. It had since been ascertained that Mr. Toki never returned the form to Bristol University. The statement that Mr. Toki did not receive any help from the Department was therefore unjustified.

As regards the complaint of Mr. G. K. Ambadi, the statement that he had secured admission to Birmingham on his own initiative was quite inaccurate. The file showed that Mr. Ambadi's brother in India wrote a personal letter to Mr. Sen on his (Mr. Ambadi's) behalf, asking him to arrange for his admission to Manchester, and a reply was sent to the effect that the Department had been informed that no more admissions for engineers in Manchester could be obtained, asking for more detailed particulars as to the young man's qualifications, and offering to try at some other college on his behalf, if he were really qualified to come to England. A reply was received, giving the necessary information, and asking that admission should be obtained "at any decent University."* An application was therefore made to Sheffield and was unsuccessful, the University replying that they had been compelled some time before to close the list of admissions to their

* This information was added by the witness after the name of Mr. Ambadi's brother had been communicated to him, as a result of which the remaining papers were traced

Engineering Department. Mr. Ambadi was informed accordingly, and then asked that efforts might be made to secure his admission to Birmingham or Bangor, at which Universities the Department were aware that there were still vacancies. Applications were duly made and acceptances were received from both Bangor and Birmingham. Mr. Ambadi was informed, and on the 23rd September he called to see the witness and stated that he had obtained an offer of admission to Faraday House, but that he was thinking of going to Birmingham, and would report in due course what he ultimately decided to do. He did not keep that promise, but the Registrar at Birmingham eventually reported that Mr. Ambadi had registered as an engineering student there. His admission to Birmingham was the result of the Department's efforts on his behalf, and the statement that he had got into Birmingham on his own account was grossly inaccurate.

With regard to the case of Mr. S. C. Ray, who had complained that the Department had failed to assist him in securing admission to a firm of chartered accountants, the witness stated that when Mr. Ray arrived he was a little doubtful as to whether he would be able to take up the study of chartered accountancy, for which purpose he had arrived here, but after discussion with Mr. Sen, it was decided that he should do so, and should, at the same time, try to work for his degree in Commerce at the London University. He was then informed where he could get a list of vacancies for articled clerks, and he subsequently called upon the witness, and was advised to accept an offer he had received from a firm who were willing to take him for a premium of 200 guineas. Subsequently a representative of another firm to whom Mr. Ray had also applied came and interviewed the witness about him, and on the strength of that interview was prepared to take him, but the young man still seemed somewhat uncertain what to do, and the Department then put him into touch with yet another firm, who were prepared to take him for quite a reasonable premium. Mr. Ray at the time expressed gratitude for all the help he had received, but the Department heard nothing further of him until quite recently, when he came to seek its assistance in securing a loan to help him over a difficulty resulting from his remittances from India having gone astray.

The Students' Handbooks to Oxford and Cambridge were not supplied by the Department to the Local Advisory Committees, because they had to be purchased, and it had been held that as the Advisory Committees were financed by the Local Governments in India, they must purchase these publications for themselves through a bookseller. The Department supplied to the Committees all prospectuses, &c., which were supplied to it by the Universities in this country free of charge, but it did not make purchases on behalf of the Committees. He did not consider it the business of the Department to ascertain whether the Committees purchased the Oxford and Cambridge Handbooks. They were aware of their existence, and if they needed them it was up to them to buy them with the funds at their disposal, unless, of course, the present process was altered.

He would prepare and submit to the Committee a list of the various prospectuses that were sent each year to the Committees.

He had only a very approximate idea of the number of Indian students now studying in the United Kingdom, but he should say that it was between 1,500 and 2,000. It would take him rather a long time to ascertain exactly how many individual students had applied to the Department during the past 12 months, but he could state that the interviews with students averaged over 1,000 in the last two years. The Department did not make any effort to follow up the movements of students because it was anxious to avoid giving ground for the suspicion that it was trying to keep an eye on them in any way. If a student came to the Department he was welcomed, but no effort was made to search him out in any way, or to keep an eye on his address. The Department had no means of doing that and no wish to do so, although it always did what it could to encourage the students to make use of it.

If a student applied for admission to a particular University, the Department would communicate on his behalf with that University unless it had already received a definite statement to the effect that there was no more room there. If a student stated that he wished for admission to such and such a University, but failing that would be prepared to go to any other, the Department would try the Universities one after the other until they got an offer of admission for him. If, however, he applied for admission to a specified University only, and they could not take him, the Department would not apply elsewhere on his behalf, but as a general rule, in conveying the refusal, it was stated that if the applicant desired admission elsewhere the Department would be glad to make the necessary application. It was, of course, unnecessary to state this when the reply went to the Advisory Committee in India, as they were naturally aware that this was the fact.

Apart from Oxford and Cambridge he did not know a single case in which the Department had failed to secure admission for a qualified student at some University, although it might not always have been to the particular University for which the student expressed a preference.

The Government scholars for engineering were invariably instructed to consult with Mr. Campion, the Engineering Adviser, as to their course of study. It depended entirely upon the circumstances of the case whether engineering and technical students other than scholars were referred to Mr. Campion. If they stated definitely what they wanted or where they wished to go, the Department could sometimes deal with the matter without reference to the Engineering Adviser. There were certainly cases in which facilities for practical training had been obtained by the Department independently of Mr. Campion.

In the case of students placed under guardianship, the Department would be governed by the wishes of the parents or guardians in India. As soon as a man came under guardianship, efforts were made to get from the parent a detailed statement as to the amount of money he could afford to spend each year, the course he wished his son to pursue and any other special instructions. When the student was admitted to a College, a budget was sent to the father showing the estimated expenditure under various heads, and when that budget had been approved the Department worked to it, subject to such alterations as might subsequently be desired by the parent.

The work of interviewing students was very heavy, especially during what might be called the rush season—from the beginning of August to the end of September—when the students arrived from India to start their courses. Then there were sometimes as many as 15 or 20 at a time waiting to interview Mr. Sen, Mr. Knaster, or himself.

He would endeavour to supply information as to the number of offers of admission obtained on behalf of students by the Department during the year 1919-20, but it would not be an easy task. He would also endeavour to prepare a statement showing the number of students rejected by Oxford and Cambridge who had been admitted to other Universities through the Department.

WEDNESDAY, JULY 20, 1921 (LONDON).

Present:

The Earl of Lytton (*Chairman*).	Sahibzada Aftab Ahmad Khan.
Sir D. P. Sarvadhikary.	Mr. A. P. M. Fleming.
Diwan Bahadur M. Ramachandra Rao.	Dr. S. K. Datta.
Mr. C. E. W. Jones.	Miss L. M. Brooks.
Sir M. Hammick.	

Mr. E. G. Howarth, Mr. R. E. Field, } *Secretaries.*

Mr. J. M. Campion, M.I.C.E., Engineering Adviser to the Indian Students' Department, was called and examined.

He stated that he had held the post of Engineering Adviser since January 1911, and that it was his function to assist Indian students to obtain practical training in connection with their academic courses as well as to advise them regarding engineering and technological education. Until recently he had been concerned with engineering students only, but since the Department had been taken over by the High Commissioner he had been made responsible for educating and finding practical training for technological students as well.

He had generally succeeded in obtaining facilities for all students who had applied to him, but there were, of course, many who did not go near him; in their cases, if they had failed to secure the facilities they needed, it was due to no fault on his part.

He agreed that the position as regards practical training during the last two years had been exceptionally difficult, partly on account of the large number of ex-service men for whom employment had to be found and partly on account of the unemployment resulting from labour troubles and from industrial depression. In normal times, however, he would expect to be able to obtain practical training in engineering for any student who applied to him and who possessed the necessary qualifications.

He had no definite list of firms to whom he applied on behalf of Indian students, but he knew a large number that were likely to admit them, and it was his practice to apply to one after another until he succeeded in obtaining the facilities needed.

As regards the complaint of the Edinburgh students that they had not been able to obtain practical training during their vacations, the witness pointed out that these students had not applied for his help, but that if they had done so he would probably not have been able to help them as engineering firms were generally unwilling to admit a man for less than one year at least. He regarded the engineering courses at the Scottish Universities as being six months' work and six months' holiday. It was not a proper sandwich system at all, and it was unreasonable to expect that manufacturers would admit students to their works for so short a period as six months. The students could learn nothing very useful in that time and were often in the way.

Of the sandwich system proper, such as that in vogue at the Merchant Venturers' Technical College, Bristol, the Technical College, Loughborough, the Northampton Polytechnic, and King's College, London, he entirely approved, but that was quite a different thing from the system at Glasgow and Edinburgh. The course was a four or five-year continuous one, and throughout that time, whether they were at works or at the college, students were under the discipline and orders of the Principal of the college.

Generally speaking, he did not think that Indian students found it more difficult to obtain practical training than other students. It depended upon the college education and the kind of introduction a man got.

Every Indian student who had applied to him had received advice and help. In the case of one student, he had to write to no less than 26 firms, but he had eventually got him in.

He had never succeeded in getting a student into a works for so short a period as six months. He had made the attempt, but the firms had always declined, and he thought they were right to do so.

In the case of one engineering firm who had stated that they would not admit any Indian students to their works, he had written to one of the directors whom he happened to know, and as a result the firm had recanted, and had informed him that in future they would take Indian students. That was the only case that had come to his knowledge during his 11 years' experience of a firm differentiating against Indian students.

Questioned as to the statement in his written memorandum (appended) that only a small proportion of the men who came to this country with a view to securing civil engineers' appointments in the Public Works Department, the Indian State Railways, &c., were successful, he said that the best educated Indians entered those services direct from the Colleges in India. Men on the spot in this country had the advantage, although their qualifications were inferior, because they were in a position to conform to special conditions and regulations and to appear before the Selection Committee at the India Office. Those men were not of the same calibre as many men in India who had obtained the degrees of L.C.E. and B.E., but they succeeded in getting as good, if not better, positions by coming to this country, and the result was to encourage an influx of Indian students for the study of civil engineering.

So far as he was aware, it was not the practice of Indian Universities to forward their calendars and prospectuses to the various Universities and Colleges in the United Kingdom. He had frequently come across educational authorities who had no idea of the value of the Indian B.E. or L.C.E. examinations as compared with similar examinations in the United Kingdom. He had recently been endeavouring to get the Institution of Civil Engineers to admit two men who had passed the Bachelor of Civil Engineering examinations in India, which, in his opinion, were certainly as good as, if not better than, the London B.Sc. (Engineering); but the Institution would not accept them, and had insisted on their sitting for the A.M.I.C.E. examination, which was of a lower standard in applied mathematics and science.

He was aware of the prejudice which Indian students had against the Students' Department, but he had never come across it personally. He had dealt with over 450 students during the last 11 years, and none of them had ever mentioned the matter to him. He had received many letters from students, both here and in India, thanking him for the help he had given them.

He kept a register of the names and qualifications of all students who sought his assistance, but he could not then give figures as to the number of students who had actually secured admission to works through his intervention. He wrote to firms for them and gave them letters of introduction, and of some he never heard anything further, which was the way with some students.

If desired, he would be glad to visit Edinburgh to meet the Indian engineering students and discuss their difficulties with them, but if they wanted something it was impossible to obtain he would not be able to help them.

In order to obtain civil engineering experience it was necessary to pay a premium, which was generally 100 guineas a year, but might be 150 or even 250 guineas. When arranging for such practical training, it was necessary to ascertain that the engineer to whom the student proposed to go had sufficient work; many of the municipal engineers had not at present sufficient work to enable them to train students.

Questioned as to the case of Mr. N. K. Nag, who had complained that he had received no assistance from the Department, but that he had eventually got himself accepted by the Hythe Municipal Engineer on payment of a premium, witness stated that Hythe was a very small municipality and that Mr. Nag would learn very little there which would be of use to him in India. He undertook to look up the case and to let the Committee know what application Mr. Nag had made and what assistance he had tried to give him.*

Questioned regarding Faraday House, the witness pointed out that it was an expensive institution, as the fee was 100 guineas a year. It had a four years' sandwich system of its own, the first year being wholly class work and the second year being spent in works, then the student had another year at the College and ended up with a year more in works. The institution was connected with all the leading electrical and mechanical manufacturers in England and Scotland and was able to get a student admitted to works when the witness could not. At the present time Faraday House was finding the same difficulty about practical training as everyone else, and the Principal had recently informed him that he could not get facilities required for two Government scholars who were studying at the institution. The standard of qualification for admission to Faraday House was rather lower than in the case of the Universities, but he did not think the Principal would admit a man unless he was confident that he could work up to a high standard eventually.

He presented a report of his work to the Department each year, and in it he gave the number of students who had consulted him and particulars of the different Provinces in India from which they came. He could not give particulars showing how many of them he had succeeded in placing in works for practical training, as in many cases he did not know from the students whether they were successful or not.

He had never been asked to arrange practical training in shipbuilding, marine survey, or dock engineering. The shipbuilding in India was of a special type.

He was strongly of opinion that training in civil engineering, forestry and agriculture should be provided in India. There was no similarity between agriculture in this country and in India, and it was folly to teach agriculture in this country to men who were going out to India to practise it. The same thing applied to railway engineering, in regard to which the conditions in India were totally different from those in this country. Facilities for training in railway engineering could easily be provided in India, but although a memorandum had been sent seven years ago to the different railway companies asking for such facilities to be given and offering the engineers a fee for the training, he had not heard anything further about it and did not know of a single Indian student who had been taken for training on the Indian railways.

He agreed that, generally speaking, it was much more difficult to obtain technological training than engineering training in this country. No soap manufacturer, for example, would admit an Indian student to his works if he could help it because of his belief that the processes he employed were secret. If, however, the position were personally explained to the heads of the firms, he thought the difficulty could be overcome. He had recently been making efforts to get training in a margarine factory for an Indian student and had at first met with a refusal. He then went and saw the managing director of the firm in question, and, after discussing the matter, the managing director had eventually admitted that no trade secrets were involved in his business and had promised to persuade his board to take two Indian students for three or five years.

He thought that a polite letter from the Stores Department of the High Commissioner's Office would result in obtaining whatever facilities were required. He did not think that a threat of being struck off the list of firms from whom tenders were accepted would have much effect.

His experience was that a large percentage of the students who came to this country for mechanical and electrical engineering training had definite hopes of employment on their return to India.

He did not agree that it was essential to get a man admitted to the particular type of engineering works to which he would be going in India, as the engineering in India was general engineering principally connected with such works as lighting and power. If an Indian student went to an electrical manufacturing company in this country which did not specialise, he would get the training he needed.

He did not think there was at present much likelihood of electrical manufacturing being carried on in India; mechanical manufacturing was a different matter, as all the large railway engineering shops in India now did their own mechanical work. Locomotives for the Indian railways were sent out from this country and assembled and erected in India, but the Indian railways were doing their own carriage and wagon building, although the wheels and frames went out from this country.

The students who came to this country for mechanical and electrical engineering training did not at present expect to contribute on their return home to the manufacturing side of the industry. What they needed was a complete knowledge of the manufacture, construction and building up of the machines with which they would have to deal, such as generators, dynamos, transformers, alternators, and switchboards, so that they would be able to perform running repairs. He agreed that a short period of training at a power station would be of value to students who intended entering the electrical engineering profession in India.

He had urged upon manufacturers in this country that if Indians did not obtain the facilities they wanted here, they would go to Japan or America, and would then return to India favourably disposed towards the country in which they had got their training; but as a matter of fact, he had met several Indian students who had had their training in America and they did not speak in very endearing terms about America or their experiences

* A statement, which is printed below, was subsequently supplied by Mr Campion.

there. He was confident that students who had been well trained in this country with such firms as the British Thomson-Houston Company or the General Electric Company would, when they reached positions of authority at power stations and factories in India, go to those firms for all the equipment they needed.

He had a high opinion of Indian engineering degrees and had done his best to get educational authorities in this country to accept that opinion; but he did not consider it his business to get the Indian University Calendars and put them before the Institution of Civil Engineers and other bodies in this country. The Institutions would resent it if he attempted to teach them their own business.

In his experience there had never been any trade union or colour difficulties in the way of getting Indian students admitted to works. He had found that the Indian student generally got on with the workmen very well indeed.

Speaking as an engineer, he regarded any scheme that purported to provide workshop training without actual admission to a manufacturer's works as quite impracticable. He undertook to prepare a statement giving his suggestions as to what might be done to improve the training at Poona, Roorkee, Madras and other engineering colleges in India, if he was called upon to do so.

The Students' Department did not send him any list of students who were coming to this country to study engineering except in the case of Government scholars, but immediately an engineering student arrived the Department would write or telephone to him and he would arrange an interview.

He had had much less difficulty in obtaining admission to works for students who had taken an Engineering Degree in India than for those who had taken a B.Sc. Degree. The Indian B.Sc. was pure science, and an essential factor with engineering manufacturers was a knowledge of applied science and laboratory training so that a student admitted to their works should be able to be put to work at once.

In his opinion a man with a Bachelor of Engineering Degree of an Indian University was every bit as good as a man with a B.Sc. (Engineering) of a University in this country.

When he retired, he was Chief Engineer and Secretary to the Government of the Punjab in the Public Works Department, and his opinion as regards the present state of Indian engineering education was based on his own personal experience in India.

He did not think that it was necessary or desirable to recruit men from this country in order to keep up the efficiency of the civil engineering profession in India, and he did not approve of the present system of recruitment for the Indian Public Works Department. The only thing for which a man needed to come to this country was practical training, and that only in such branches as mechanical and electrical engineering. Far better practical training in railway and irrigation work could be obtained in India than in England. He himself had been trained on an English railway and when he got to India he had to unlearn much that he had learnt.

He had never had a case of a student applying to him for practical training in engineering prior to being admitted to the Universities, and he was not aware that any Universities in this country had stipulated for such prior training before admitting a man to their engineering courses.

When he spoke of having been successful in obtaining practical training for Indian students, he referred only to the cases of men who had applied to him at the end of their academic career after they had taken an Engineering Degree or Diploma.

MEMORANDUM BY MR. CAMPION, ENGINEERING ADVISER TO INDIAN STUDENTS, ON THE CONDITIONS RELEVANT TO INDIAN STUDENTS AND THEIR TECHNICAL EDUCATION AND TRAINING IN THE UNITED KINGDOM.

1. There is much ignorance among Indian students of conditions attached to the course of college work and practical work required for the proper and regular training provided in this country for the branch of engineering or industry determined on in India to be undertaken here. And this notwithstanding the information procurable for them by secretaries of Advisory Committees in India and the detailed particulars given in the *Handbook of Information for Indian Students*. The consequences of such ignorance often result in abandoning altogether the purpose for which the student has come to this country, or taking only a portion of the training; with the result of waste of money and time in trying to do impossible courses and then returning to India half trained and unfitted for good appointments. There are also students who come here with no definite purpose of study or training, and try courses for professions of which they have no knowledge, and for which they are not fitted; wasting time and money all the while.

2. Again, there are students who come here with only a school education, and many with only the matriculation pass of an Indian University. These youths are too old to go to an English school and unqualified to pass an entrance examination of a college. They have to be tutored or taught through correspondence or commercial schools to pass matriculation and entrance examinations, with the loss of a year's time at least. No student is well fitted for a college course in this country, for any technical profession, who has not passed the Intermediate Science Examination of an Indian University; with his probable subjects being Pure and Applied Mathematics, Physics, Chemistry, Drawing and a Modern Language, as French, German or Hindustani. Students are much handicapped in examinations for University degrees and other institutions by want of a modern language. Such students would not qualify at any University in India, and they have come here, I have been told, purely on spec. to get a "pass" degree of an English University as a higher qualification, so considered in India, than that of an Indian University. It seems this might be stopped if the professors of Indian Colleges and Universities could get the majority of their best students to put a low value on the examinations for indifferent "pass" degrees of this country, and other examinations of technical institutions obtained by these students, so that their educational qualifications may be estimated at their correct value.

3. Such Government appointments as are made in this country to the Public Works Department, State Railways, Forest Service, and Telegraphs, brought many men to this country to compete for them, not one tenth of whom succeeded, while the best educated Indians entered these services in India direct from Universities there, as may be seen from an inspection of the list of those services, where these men will be found with the letters L.C.E., B.E., and M.A. after their names. The men who have come to this country could not have competed with the men who competed in India, and yet they succeeded in getting as good, if not better, positions through coming here. Hence this influx.

4. The Institution of Civil Engineers is very ready to admit Indian students provided that they comply strictly with its byelaws, and this it is difficult to get them to understand; with the result that they seek election to other engineering institutions of much less value and recognition for obtaining professional employment. The great

majority of appointments now offered to junior candidates in any branch of engineering either stipulate for the pass certificate of A.M.I.C.E. or, should a candidate possess it, he is given the preference. The reason for this is that the Institution of Civil Engineers by such certificate guarantees the holder has been both educated and practically trained as an engineer, and is fitted for employment as such. For this reason it is recommended that all engineering students should be induced to join the Institution of Civil Engineers as students, so soon as possible, for their own necessary advantage. But, unfortunately, their very poor education prevents this in most cases, and until a student in an engineering college has qualified to the standard laid down by the Institution of Civil Engineers, his Professor of Engineering, if he is a corporated member of the Institute, cannot propose him for studentship. An engineering education and training in this country is both difficult and expensive, and to be properly carried out needs five years; it needs a special education at school in this country to begin with, so that English boys of 16 and 17 on leaving school, or before, matriculate at some University and go to College direct. It is really sad to think of the many uneducated Indian youths who come to this country for an engineering training, and the time and money spent on it, often with very poor results. It would, indeed, be a real benefit to parents and guardians of youths in India could they be made really acquainted with the conditions necessary for an engineering or technical training in this country, so that insufficiently educated youths are prevented from coming here.

5. There is a great want of knowledge among educationalists and engineers in this country of the comparative worth and merit of our degrees of B.Sc. Eng. and B.E. of Indian Universities. It would be of much good help to Indian students if the authorities of the Universities of Calcutta, Madras and Bombay were induced to forward their calendars to the principal Universities and engineering institutions of this country. I have carefully gone through the examination papers of the Indian degree of Bachelor of Engineering and compared them with the B.Sc. Eng., London, and I am of opinion that the merits of both are quite equal for theory; but the engineering papers for the Indian degree are better from being more practical. The B.E. degree is a four years' course, of which one year is wholly practical, in works, while the B.Sc. Eng., London, is only three years, and that College work. And yet with the better training of the B.E., insufficient recognition is given to it by any University or engineering institution of this country, for the simple reason that they know little or nothing about it.

6. The great drawback with the Indian B.Sc. is that it is all pure science and of little value to an engineering student, who must be well acquainted with applied mathematics and physics. Moreover, an Indian student who has not done two years of the engineering laboratory of an engineering college, English or Scotch, cannot be usefully trained in workshops of this country. Also Indian students with the B.Sc. as a rule have learned no drawing, freehand or geometrical. Hence it is that after spending four or five years at college in India for the B.Sc. the only credit they get for it in this country is exemption from matriculation with one year at College; they have to pass the Intermediate here and work two years for the B.Sc. Eng. The men who come after passing and obtaining the B.E. in India go straight into workshops as apprentices or to civil engineers as pupils, and do excellently without any further education and loss of time. It is only men with this educational qualification can do well in this country, with the least waste of time and money.

7. In the pages of the *Handbook of Information for Indian Students*, pp. 121–132, it has been pointed out that it is not necessary to come to this country to be educated and trained in civil engineering for such works as the construction of bridges, roads and buildings, irrigation works, and railways. This training can all be well acquired in India, both at college and at works. Some years ago I advocated this course at the India Office and recommended that the Government of India and guaranteed railway companies should be asked to allow their engineers to train a pupil or two for two years, at a premium of Rs. 1,000 a year; this was done and the railway companies consented, but I have not to this day heard of any student being so trained. But many are coming to this country to be trained on railways at a yearly premium of £150 for a training nothing like so good and suitable as they could obtain in India for much less premium. Of course, there is no training in this country for irrigation engineers, or in any portion of the world suitable to Indian conditions, as can be easily and well obtained in India. For roads and buildings and engineering of the character ordinarily carried out by engineers of District Boards and Public Works Department it is a waste of money to come to this country to be taught and trained for it. With such good Indian engineering colleges as at Roorkee, Sibpur, Madras and Poona it is not at all necessary to come to this country to learn civil engineering of the character before mentioned, and still less to be taught practically, when far more of this class of work is in progress in India—and will be for many years to come.

8. Municipal engineering is quite a speciality, and will have to be acquired in this country for some time to come, mainly on account of the training necessary in public hygiene, a subject of much importance to municipal engineers. There are many other branches of civil engineering, and which are mentioned in the handbook as necessary to be acquired in this country. It should be noted that for any civil engineering training here the student must undergo pupilage for two, if not three, years with a civil engineer, paying a premium yearly. This pupilage is also necessary to qualify for the A.M.I.C.E., but it can be undergone in India just as well as in this country, and where, also, the examination can be passed without let or hindrance.

9. For training in the Railway Traffic Department there are many students coming to this country quite unnecessarily, considering the facilities for this available in India. Of course, the facilities available in India necessitate three years of rigorous training, after selection from Indian candidates with a University degree and good social standing. All this is escaped by just doing two years in the Traffic Department of an English railway, without any good education or technical training, as in India. What becomes of these men I do not know, but that they can be as well taught and trained as the same class traffic officers in India, or become any way so efficient, is quite impossible. It is most difficult to get the English railways to accept these Indian candidates—they are not students—for the good reason that they train only for their own staff and not outsiders; moreover, the system of traffic working and accounting on English railways differs considerably, and is totally different to the traffic system of Indian railways. It would be well if this course of training were discouraged by all possible means, and that such men as come here and needlessly waste their time and money over it, be left to do the best for themselves, and not be dependent on the Students' Department to help them on a wrong course.

10. The matter of training at industrial technology involves more practical work in manufactories than in engineering, particularly research work in organic chemistry. The most of the industries for which Indians come to this country involve a very complete knowledge of applied chemistry, and particularly applied organic chemistry, of which students usually know nothing on arriving here, with the result that a year or two is spent in learning this. There is poor teaching in India of applied chemistry, and little or none of organic chemistry; but now that it is intended to organise a Chemical Department in India for Industries, I would advise that only such graduates in science who have taken honours with chemistry and physics combined should be selected for scholarships here, and should then spend two years at some good class in chemistry at a suitable college, with three years at an industrial factory, of which two years should be devoted to research work in the chemistry of the industry for which he is training.

11. There is great difficulty in obtaining the admission of Indian students to industrial manufacturers' works of this country, owing to the fear such manufacturers have of losing their trade in India, and also of getting their "secret processes" pirated. We have had Sir Charles McLeod and other Indian merchants use their best endeavours on behalf of Indians for this factory training, but without result. I have personally interviewed the managers of several firms, with only partial success. This matter of the training of Indian students in this country at engineering works and industrial factories is, I think, of such great importance that it should be prominently brought to the notice of all firms of manufacturers who regularly deal with the Contract Department of the Office of the High Commissioner for India, in the supply of plant, machinery, and all stores and material of this country for India. All these firms should be written to about training Indians, and their assistance and good services solicited in this matter. From conversations I have had with many of them I found there was much ignorance as to the practical results of such teaching reacting disastrously on their trade, and I was able to ensure them to the contrary, and can of course do so again. But I think that an appeal to them by the High Commissioner, on behalf of the Government of India, would be far more effective.

12. I have to admit with pleasure that manufacturers of engineering plant and machinery have helped generously in the training of Indian engineering students, and I am glad to say that of the many students I have placed with them not one has been rejected or complained of.

MEMORANDUM BY MR. CAMPION REGARDING MR. N. K. NAG.

When Mr. Campion was giving evidence before this Committee, on the 20th July, he was requested to submit such particulars as he possessed of the advice and assistance he had rendered Mr. Nag. These particulars are contained in Mr. Campion's notes, made in his notebook on the four occasions that Mr. Nag conferred with him in regard to his engineering training.

The facts in evidence from these notes are easily abstracted and are as follows:—

(*a*) Mr. Nag came to this country with a scholarship for being trained as a railway engineer, without any knowledge of applied science, geodesy, and drawing.

(*b*) Mr. Nag had not the means to pay the premium for his practical training on an English railway.

(*c*) Mr. Nag was advised to return to India, after having acquired some knowledge of applied science, geodesy and drawing by means of taking the B.Sc. Eng., and there get his practical training on an Indian railway.

It may be noted how this student has lost time for professional employment as an engineer. He graduated B.Sc., Calcutta, in March 1912 and B.Sc. Eng., Edinburgh, in December 1919, since when he has remained in this country apparently doing nothing in particular, although he was warned by Mr. Campion in July 1919 that he could not get practical training on railways in England without paying a premium, and strongly advised, as he could not pay this heavy premium, to return to India and get his practical training on an Indian railway. It was undoubtedly money misspent on a scholarship by granting it to a student for a training in railway engineering who was possibly good at chemistry and pure science, but wholly untaught in the principal subjects necessary for civil engineering, applied science, geodesy, and drawing.

N. K. NAG, from Bengal.

2nd December 1916.—Arrived 1st December 1916. Age 22 years. Was educated at Berhampur College; graduated B.Sc. in Mathematics, Physics, and Chemistry at Calcutta University, March 1912, since when he had been studying Chemistry for the M.Sc. degree, which he failed to pass. He has, however, secured a G. P. Ghose scholarship from the Calcutta University of Rs. 2,000 a year for three years, to come to this country to get a training in railway engineering. Being wholly ignorant of Applied Science, recommended him, on account of his B.Sc., Calcutta, to go to the City and Guilds Engineering College and find out what special course he could get there in railway engineering, and to let me know on Wednesday.

13th December 1916.—Saw him on the 6th instant and again to-day, when he informed me that the City and Guilds Engineering College would give him no exemption beyond passing the entrance examination, and insisted on his doing the full three years' course by joining the first year because he had had no education in applied science, geodesy and drawing, although he had the B.Sc. in pure science. Told him I feared this would be his fate. As this meant his having to do three years of college work and two years of training on a railway, I gave him a letter to Mr. M. N. Das, A.M.I.C.E., an Indian student who had successfully done this course in less time, to enquire of, as I knew that Mr. Das could give him useful information about it.

12th July 1919.—To see me, to find him a tutor for a course in mechanical drawing; he had been at Edinburgh University and passed in all subjects for B.Sc. Eng., excepting mechanical drawing, for which he was to appear again in September. Gave him the names and addresses of two such tutors to inquire of. He also wanted me to get him a practical training for one year with a railway engineer without having to pay a premium; told him this was not possible, and strongly advised him to return to India and get his practical training on an Indian railway.

4th May 1920.—To inform me that he had obtained the B.Sc. Eng., Edinburgh, and now wants a year's practical training on an English railway, but without paying a premium. Again told him that engineers on English railways took a premium, so I could not do this for him; but he might try by writing to and inquiring of general managers of English railways.

THURSDAY, JULY 21, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD } *Secretaries.*

SIR THOMAS W. ARNOLD, C.I.E., Litt.D., Educational Adviser to Indian Students in London from April 1909 to December 1916 and Educational Adviser for Indian Students to the Secretary of State for India from 1st January 1917 to 31st October 1920, was called and examined.

He stated that he had been connected with the Department since its inception, and had had to build it up out of nothing.

He did not think it was correct to say that the first object of the Department was to assist students to secure admission to Universities in this country: the primary object was to provide information upon educational matters to Indian parents and students in India. Many of the students did not want to go to Universities; some wanted practical experience in firms and others wanted to go to schools.

Asked what steps he took on being appointed to establish relations with educational institutions, witness stated that, as he was a professor in the University of London, he was already in touch with all the educational authorities there. As soon as possible after he took up office, he got into touch with Oxford and Cambridge, and he also went to Edinburgh, Glasgow, Manchester, Liverpool, and Leeds. Other Universities, which he was not able to visit personally, he got into touch with by means of correspondence. The establishment of the Bureau of Information for Indian Students, as it was first called, was published in the papers and aroused a good deal of interest at University centres, so that there was no difficulty about getting into touch with them—in fact, some of them wrote to him in the first instance.

One of the first things to which he had given his attention was the publication of the Handbook of Information, the contents of which were submitted to some responsible authority of the Universities and other educational bodies concerned, before it was printed, so that the information contained in it received the imprimatur of some responsible officer—in many cases the Registrar of the University—before the book was actually published.

The Universities supplied him with copies of their regulations, prospectuses, &c., as they were issued, and whenever they made a change in their regulations he was notified. Information thus obtained was transmitted to the Advisory Committees of India, and it was left to them to disseminate it.

Whenever a new issue of the Handbook was printed—generally once a year—copies were sent to each of the Advisory Committees, and that was followed up with special intimation of changes in the regulations of any University of which the Department became aware.

Copies of the regulations regarding appointments to the various Indian Services were also sent to all the Advisory Committees as soon as they were issued. He therefore thought that there could be no ground for the criticism that it was left to the initiative of the Advisory Committees to obtain the information they needed to enable them to answer enquiries they received from students in India. Of course, if they wanted information that had not already been supplied, they would write to the Department for it, and a great many individual enquiries of that kind were dealt with.

There was a considerable difference in the activities of the individual Advisory Committees; some were more active and alive than others.

Asked whether he considered the number of Advisory Committees now in existence was sufficient or whether they were centred too much at the chief towns in the Provinces to enable the information to be circulated sufficiently widely, witness replied that he thought it was enough in most cases to have one central organisation in each province. What was lacking was, he thought, a further extended organisation of sub-committees and corresponding members. For years he had been complaining that the Advisory Committees were not sufficiently widely known; at one time the Government of India published a notice about them in the various Government Gazettes, but that was not enough, and at his request notices as to the existence and working of the Committees were put up on the notice boards of all the colleges and high schools in India. He had also asked that the Committees might be enlarged so as to include representatives from all the chief educational institutions in the particular province and the leaders of all communities, but he was not satisfied that this had been done to the extent that was desirable.

He thought that considerable advantage might result from the establishment of one Central Committee which would co-ordinate the work of the various Provincial Committees and would conduct all the correspondence with the Department in England. The only objection was that it might take rather longer for a Local Committee to obtain any particular information it required. If it were possible for the Central Committee of India to provide answers to questions which were at present sent to London, that would be of great use, and another advantage would be that the staff of the central organisation would presumably be a whole-time one and adequately paid. At present the Secretaries of the Local Committees were part-time officers only and received only a small fee, and they could not give sufficient attention to the important and difficult task of making themselves thoroughly acquainted with the regulations of the various Universities in this country.

As regards the suggestion that there should be some system for selecting students in India, the witness stated that he thought some system of selection was desirable, but, speaking from his own experience, it was an ideal that it would be very difficult to achieve. Persons of importance in India who had friends in this country would apply to them on behalf of their sons and would not be likely to make use of any central selecting body. If, however, the difficulties could be overcome, he agreed that a system of selection was very desirable, and he thought that the Universities and colleges in this country would appreciate it. In order to succeed it would be necessary for the system to have the whole-hearted co-operation of the Universities in this country, and in India, and the students themselves. If, however, the selected

body were not to be connected with Government, he rather doubted whether the Universities here would co-operate with it. He agreed that the colleges in this country paid most attention to recommendations coming from their old students, but he pointed out that in the case of Oxford and Cambridge the recommendation of a Magdalen man would carry weight only at Magdalen College, that of a Balliol man at Balliol, and so on. It would not be possible for the selecting committee in India to be large enough to include representatives of each Oxford and Cambridge college, and he thought that in the end the Universities and colleges would feel greater confidence in it if it were an official body.

He thought that if the Students' Department, or any organisation that took its place in future, were definitely to refuse to assist students who did not fall within the regulations it laid down, much of the trouble connected with the Indian students in this country would disappear. That, however, was a policy upon which he himself would be loth to act, as he had never found it possible to refuse assistance to any student who sought it. If, however, the Department could gain the co-operation and goodwill of the Universities of the United Kingdom so that they would accept the students recommended by it, it might refuse to recommend any Indian student of whose credentials proper examination had not been made and of whose personality full knowledge was lacking. But his experience was that Oxford and Cambridge colleges did not regard such examination and knowledge as indispensable; they were often prepared to take the sons of men in exalted positions without any enquiries at all. He knew of many examples of Indian students who had been admitted to colleges and Universities in this country in circumstances under which English applicants would never have been taken; the Indian applicants came late and the heads of educational institutions did not feel hard-hearted enough to refuse admission, even though their qualifications were not always all that could be desired.

Asked whether his work would not have been made easier if it had been the practice for members of the staff of the Department to make a point of visiting the students at the various Universities and seeing what could be done to assist them, the witness stated that such a system would undoubtedly have led to a better understanding between the students and the Department. In practice, however, the idea had proved to be impracticable on account of the large volume of office work with which the staff had to deal. He stated that the work of visiting the students was a very important side of the Department's functions; the difficulty was that other demands on the time of the staff had made it impossible of accomplishment.

The Universities of Oxford and Cambridge had of late co-operated with the Department much more than was at one time the case, and on the whole he thought that the Indian student problem was exercising the Universities in this country so much that they might be prepared to co-operate with any organisation established in India for the selection of students and say to individuals who applied direct, "We have made arrangements to take our "students through this organisation in India and "we cannot depart from that system."

No doubt a system of selection would cause some irritation and dissatisfaction on the part of those who were not recommended, but that was human nature and could not be avoided. He felt strongly that India should send to British Universities only those students that were most likely to profit from a course of study in this country. The Universities wanted to have the students to whom they could give most, and would welcome arrangements that would enable those Indian students to be admitted who would derive most advantage from their studies here. Those students who failed to secure admission would of course grumble, but those who had the advantage of the training and education for which they were fitted would be entirely satisfied.

Questioned as to why no report on the work of the Students' Department during the time he was in charge of it had been published, the witness stated that the preparation of an annual report was not a condition of his appointment as it had been in the case of his predecessor, Sir Charles Mallet. Sir Charles Mallet's last reports had excited a very large amount of controversy, and he doubted whether any useful purpose would have been served if he himself had been required to write reports.

During his period of office there had been no case of a student not being recommended to a University on account of his political opinions. He had had nothing to do with the political views of the students and had never made any enquiries about them. When his original appointment as Educational Adviser to Indian Students in London was under consideration, it was opposed by a certain official at the India Office because that gentleman had doubted whether he would look after the political opinions of the students sufficiently. He had therefore written to the Secretary of State to say that he would not accept the post unless he were given a promise that he would never be called upon to do any detective work. That promise was given in writing and had never been broken.

Asked whether the Oxford and Cambridge Students' Handbooks were supplied by the Department to the Advisory Committees in India, the witness explained that those publications could only be obtained on payment and that they were therefore not supplied to the Committees, who could obtain them for themselves through a bookseller in India. He had not the slightest doubt that all the Advisory Committees were aware of the existence of these handbooks. A good deal of space was of course devoted to Oxford and Cambridge in the Handbook of Information published by the Department, which was supplied to the Advisory Committees free of charge.

The nature of the guardianship which he had exercised over the students placed under his charge by their parents or their guardians depended entirely upon the individual circumstances. In some cases he left the students to manage their own affairs entirely; in other cases he carefully watched the expenditure of every shilling. He received very few instructions in this respect from the parents or guardians in India and he had to use his own discretion as to the nature of the guardianship exercised. In determining the character of the guardianship he would be guided by his judgment of the character of the student and his capability of looking after his own money. Personally he would much rather have had nothing to do with any kind of guardianship or supervision as it was a most difficult task. He had never voluntarily undertaken the guardianship of any student, and had only accepted the responsibility either in order to satisfy a college that would not admit the student otherwise, or at the request of a parent. In some cases he had urged again and again that students should be released from guardianship, as he thought it of advantage for them to get some training in managing their own affairs, but the parents did not always accept his recommendations in that respect. Guardianship was the most irksome and unpleasant part of his duties, and the less he had to do with it the better was he pleased.

He considered that the Students' Department was very much under-staffed for the amount of work required of it; much more could have been done if he had had the staff to do it with.

He had experienced great difficulties in arranging suitable lodgings for the women scholars sent over by Government.

He knew of no justification for the statements that had been made about the reputation of 21, Cromwell Road, in the recent debate in the Legislative Assembly, but complaints had been brought against the Department from the very outset and had never ceased. It had frequently been stated in India that the Department was started after the murder of Sir Curzon Wylie, but as a matter of fact the Department started on the 27th April 1909 and Sir Curzon Wylie was shot on the 1st July following. That tragedy had been followed by considerable police activity in reference to Indian students in this country, and the students had thought that the Department was concerned with it.

Questioned as to the arrangements made for supplying the Department with the calendars of the various Indian Universities, the witness stated that such calendars were supplied sometimes direct by the Universities and sometimes by the Record and Registry Department of the India Office. They were never, however, very complete; but the Department had access to all the Indian Government Gazettes, in which all changes of regulations were published, so that the absence of up-to-date calendars had not hampered its work.

Before the Department was established, a Committee appointed by the Secretary of State and consisting of Sir William Lee-Warner (Chairman), Sir Curzon Wylie, Mr. (now Sir) Theodore Morison, and Mr. J. E. Shuckburgh (Secretary), had enquired into the Indian student problem. That Committee was appointed on the 14th April 1907 and reported in 1908. It was in consequence of that enquiry that the Students' Department was established.

Asked whether political considerations had anything to do with the regulation of the Inns of Court requiring Indian students to produce certificates from the Collector or Deputy Commissioner of the district in India in which they resided, the witness replied that that was not so. When the Students' Department first came into existence Indian students were admitted to the Inns of Court on the recommendation of two barristers, but, soon afterwards, the Inns of Court—for what reason he did not know—thought they would look into the matter of the certificates presented by Indian students, and they found that 90 per cent. of them bore the signature of one Indian barrister resident in London. The Inns then recognised the unsatisfactory character of the arrangement, seeing that this one man could not know students from all parts of India, and decided that the regulation must be altered. He could not say how the alteration was made or whether it was on the initiative of the India Office that the requirement of a certificate from a Collector or Deputy Commissioner was inserted in the regulations, but the proposal to change the rules certainly originated with the Inns of Court themselves.

In spite of the great difficulties under which the whole Department had had to work, he was strongly of opinion that the results obtained had shown that it was worth while. It must be remembered that people were not as a rule so voluble in expressing gratitude as they were in making complaints. There were many students who were grateful for what the Department had done for them, but they did not publish their views in the newspapers in the way that its critics did. If the Department were to be abolished grave risks would be run of the exclusion of Indian students from many of the British Universities—if not total exclusion at least a large diminution in the number of admissions. It was because Lord Morley was afraid that his own University would shut its doors to Indian students, because the complaints made about them were so many, that he was so anxious for the Department to be established. If it were now to be abolished, the complaints would begin again and they would be worse than they were before.

In considering the functions which the Department had fulfilled, it must be remembered that its work was by no means confined to the task of securing admissions to Universities and other educational institutions in the United Kingdom. The activities of the Department were wide and multifarious and included such important matters as the care of Indian students who fell ill in this country, and their burial or cremation and the settling up of their affairs if they unfortunately died here.

NOTE BY SIR T. W. ARNOLD.

With reference to the period at which it is most beneficial for Indian students to break off their education in India and proceed to the United Kingdom, greatest advantage can be hoped for by those students in arts, medicine, engineering and law who continue their studies in India until they have graduated. The possession of a degree from an Indian University will obtain for such students in the majority of cases admission to a British University for a course of advanced study, either for doing research work or for obtaining a doctorate or other degree.

Indian students, who leave India without having graduated are apt to lose valuable time by having to work for elementary examinations in order to obtain admittance to a British University, whereas ample facilities are as a rule immediately accessible to graduates of an Indian University. Younger students run the risk of missing that valuable part of a young man's education which comes from association with the institutions of his mother country and an upbringing in the midst of the ideals of his family and his own fellow-countrymen. Few students who have not graduated at home are capable of deriving advantage from education abroad. Most educational experts in Europe and America deprecate the sending of students of the undergraduate age to foreign countries.

FRIDAY, JULY 22, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD } *Secretaries.*

MR. W. F. SPEAR, M.I.C.E., Assistant Secretary of the Institution of Civil Engineers, was called and examined.

He stated that the object of the Institution was to promote the civil engineering profession and mechanical science in general, the profession being defined in its Charter, and the definition being a very broad one. The main ways in which the Institution carried out its functions were by its publications as a means of disseminating knowledge and by the testing and approval of the qualifications of candidates to practise the profession. It had, however, no power to prohibit a man from practising who did not hold its qualifications. It set standards of knowledge and proficiency that teaching bodies should not go below if their students were to be recognised by it as being suitably prepared for the profession.

The grades of corporate membership were Associate Members, Members and Honorary Members. There was also an attached class of students who were admitted between 18 and 25. The largest category was that of Associate Members, about half of whom came in directly to Associate Membership, and half, or probably more than half, came through the student class. The Honorary Members were limited to about 20 very distinguished people. It was generally recognised that if a young man intended to pursue a civil engineering career it would be advantageous to him to seek membership of the student class. In one practical sense it was easier for him to become an Associate Member afterwards, as when a candidate who had not been a student came up for election they did not let him go in for the Preliminary and Association Membership examinations until he had proved formally his possession of the necessary practical training and experience. In order to do that he must be upwards of 25 years of age; but a student might take the Associate Membership examination between 21 and 25, and thus he could complete his examinations earlier than the man who did not go through the student class.

Engineering students at certain Universities might obtain degrees which would exempt them from two portions of the Associate Membership examination; all candidates, however, had to take the third portion at an examination held by the Institution. It consisted of a paper and oral examination in engineering drawings, specifications and quantities, and one in a modern foreign language, if they had not taken that at the preliminary (matriculation) stage. Any candidate for Associate Membership who was resident in any of the British Dominions, provided that he had first been approved so far as his practical training and experience went, might be examined there. No Indian engineering degree was included among those recognised as exempting from the first two portions of the Associate Membership examination.

The Institution did not hold a local examination until a man had been formally proposed for election, had shown that he had had the necessary practical training and experience, and had had his qualifications approved generally by the Council.

He saw no reason why an Indian who had never been out of India might not be able to satisfy the governing body of the Institution so as to enable him to pass the examinations in India.

He could not say definitely from memory whether the question of recognising any Indian engineering degree had been formally considered by the Council of the Institution. The Council had certain requirements which they considered it desirable and necessary for any degree to fulfil that was to be recognised by them. When an application was put forward for recognition they obtained full information as to how far those conditions were met, and if they found the evidence satisfactory they accepted the degree. They did not, however, initiate consideration of the question of recognition; they left that to be a matter of application.

As far as his recollection went, about 25 years ago matriculation examinations of some of the Indian Universities were accepted instead of the contemporary Institution examination in subjects of general education ("preliminary"), but their requirements were below the standard which for the last 20 years had been considered essential.

If any Indian University now applied to be recognised to the same extent and on the same terms as other Universities, the Council would consider the matter. He would like to make it clear that University studies and practical engineering training were independent things. The laboratory and workshop training which students received in most colleges was not what was meant in the Institution requirements of practical engineering training.

It was a matter of some surprise to him that more was not done in India to enable students to take advantage of the opportunities for obtaining practical training that obviously must be afforded by the engineering work being carried out there.

There was difficulty in England at the present time in obtaining such training because there was so little constructional work going on. Engineers would not take pupils if they had not such opportunities of gaining knowledge to offer them.

Asked whether the Institution would look favourably on a recommendation from the Committee that more efforts should be made to try and get Indian students into civil engineering works in this country, witness stated that he would hardly like to anticipate the Council's view of such a proposition; he did not think they would be hostile to it, but whether they would consider it likely to yield as favourable results as broadening the facilities in India itself, he was unable to say.

The Council had gone very carefully into the whole question of practical training, and of opportunities for acquiring it in a regular manner, through a Committee whose report had been published.

Questioned further with regard to the facilities that there might be for young Indian students in India to become students of the Institution, witness said that if suitable arrangements were made there for practical training, something might be done in that direction, especially if an examination in general education which the institution could recognise were established in India. A candidate for studentship had to produce evidence that he had arranged to get the prescribed practical training. An Indian student in India rarely seemed to be able to show, as a British student had to do, that he had arranged to be a pupil for three years on or in works. If that obstacle were removed, it would be a matter of the Council agreeing to hold the preliminary examination in India for such candidates, if it was not feasible for some local examination to be recognised as exempting. Young men in the other dominions who showed that they had arranged to get proper practical training and had passed a local examination in preliminary education which the Institution recognised, were admitted as students.

Witness quite agreed that persons admitted to studentship were usually keen to achieve Corporate membership in due course.

As regards practical training, the Council had to be satisfied that it was taken under a competent engineer, and that the training was given under an appropriate agreement.

For election to Associate membership, it was necessary and sufficient that a man should have been properly educated and trained, should have had a certain amount of experience as an assistant, and should be actually engaged in engineering work at the time of his application.

In addition to satisfying specific requirements, every candidate had to be elected by ballot, on a proposal supported by members who testified also to his personal suitability.

Asked whether an appointment in a Government department, say in the Public Works, if a man

had taken his Bachelor of Engineering Degree, would be considered as being the equivalent of the three years' training in the sense that the byelaws required, witness stated that it was difficult to answer the question in general terms. The Institution drew a line between practical training and service as an employee, and he thought a great deal would depend on whether some regular system was established with the definite purpose of training these young men. If in a Government Engineering Department graduates were taken as learners on small pay for three years' service, he thought they would probably be regarded as having arranged to obtain satisfactory training.

Asked further with regard to exempting examinations, witness stated that a degree of any University in the British Dominions exempted from the Preliminary Examination; but only specifically recognised engineering degrees of certain of those Universities exempted from Parts A and B of the Associate Membership Examination.

Asked whether in the Preliminary Examination English would take the place of a foreign language so far as an Indian candidate was concerned, witness replied that the regulations practically allowed this, Hindustani being one of the other subjects permissible.

Witness stated that a large number of the engineers in the Public Works Department in India belonged to the Institution. Some had been admitted directly to full membership (*i.e.*, without passing through the Associate Membership grade) on the strength of long experience and high rank in the Department. The main requirement for this admission directly to full membership (which did not involve the passing of any examinations) was that they should have had 15 years' experience in positions of considerable responsibility.

The Public Works Department now required as a condition of admission either a degree or the Associate Membership Examination, and he agreed that it was not unusual for intending candidates to take both.

Asked whether the Institution would be able to influence those of its members who were responsible for large works abroad to offer practical training to Indians, especially on works being carried out in India, witness said he would not like to express an opinion. As regards individuals, he did not think any additional influence was needed to cause its members to accept a proportion of suitable educated Indians as pupils, provided they had work going on which would afford the necessary opportunities for acquiring a practical knowledge of engineering work.

MR. W. H. TARLETON, acting Secretary of the Burma Society, was called and examined.

He stated that there were at present in the United Kingdom, so far as their knowledge went, about 85 Burmese students. It was unlikely that there were others of whom they knew nothing. These Burmese students belonged to the Burma Club, which had premises at Albion House, St. Peter's Square, Hammersmith.

The club had only limited bedroom accommodation, but in the vacations, when they were very crowded, some of the other rooms were used for this purpose. The expenses of the Club House were met by means of a grant of 375*l.* a year from the Secretary of State, which was conditional upon 150*l.* being raised by subscription, and there were also subscriptions from Burma.

The income had decreased recently owing to the fall in exchange, but they had not lost any subscribers.

With regard to their expenses, the increase of income due to the increasing number of students did not altogether compensate for the enhanced cost of living in London. Burman students who wished to come to this country applied to the Burma branch of the Society corresponding to the Advisory Committees in India. They could, however, act independently of the Burma branch and come to England on their own responsibility. It would be more satisfactory if the Universities only admitted applicants whose applications had come through the Burma branch. In gaining access to the Universities the students came into the organisation for Indian students in exactly the same way as the Indian students.

Cambridge was the University mostly patronised by the Burmese, and he would urge that an undertaking should be obtained that at least four to six Burmans should be admitted into Cambridge every year. The majority of Burmans came straight from Burma to the Universities, but a few came here at the age of 12 or 14 to go to public schools or tutors.

The arrangement at present existing for facilitating the access of Burmese students to the United Kingdom was the Burma branch of the Society in Rangoon. That branch was the Advisory Committee for students recognised by the Burman Government.

The Secretary of the Burma Society here acted as supervisor of studies to the Burmans in this country, and he communicated direct with the Local Advisers at the Universities. He was not able to visit the students during the term time, but most of them stayed at the club, or used it during vacations, and he got to know them there as he was in the club all day. There were 37 law students, 9 engineering students, 12 medical students, 2 students of agriculture, and 11 miscellaneous. These latter would probably be at schools. There were also 2 cadets at Sandhurst, 2 Indian Civil Service probationers, 3 State scholars, and 7 preparing for the Indian Civil Service examination.

He thought that the students appreciated the Burma Society very much indeed. They did not look on it with the suspicion with which he understood the Students' Department was viewed, and, in his opinion, it was owing to the fact that it was purely a private concern that it was so popular. He thought the students would resent any interference on the part of the Government: probably, even a certain amount of representation of the Government on the body would make it unpopular.

If the students wanted help at the Universities they generally wrote to the Secretary of the Burma Society, and did not use the Local Adviser so far as he was aware.

Ten of the Burmese students were under the guardianship of the Secretary, who arranged their finances, education, &c., and kept accounts which were sent out to their parents. Latterly, owing to the exchange, there had been certain difficulties with regard to remittances. They had no funds with which they could help the students, and in no case had applied to the Distressed Indian Students' Society. They had had very few bad debts in the club, but it did not come to his knowledge whether Burman students living in lodgings ran up bills. He was of opinion that they were fairly safe financially with the Burman students.

The Society had also endeavoured to make arrangements for practical training in engineering, but they had in fact very few applications: he could not, however, say whether the help of the Students' Department was obtained in these cases.

Asked whether the Burma Society provided the certificates necessary for students who entered the Inns of Court, the witness stated that in the case of admission to the Inner Temple of non-graduates the High Commissioner's intervention was necessary, but other Inns did not require this. He thought that formerly all the Burmese students were admitted with a certificate from the Burma Society, and that the decision on the part of the Inner Temple was made quite recently: it was one of their rules and they would not alter it. When he was in Burma as Commissioner of Police in Rangoon, students coming to England had to come to him for a certificate which was sent to the Secretary of State, and he understood that that was the reason why this rule of the Inner Temple had been framed. Outside Rangoon the certificate was obtained from the Deputy Commissioner, who was the head of the district. These certificates related to character and were not only certificates of identity. He did not know whether it was necessary now for a Burman student to bring a certificate from the Commissioner of Police or the Deputy Commissioner with him, but it was certainly the case when he was there.

He thought that all the Burman students in this country were friendly to the Burma Society. As regards their social relationship with British Universities, he thought they got on very well indeed: they assimilated very well with the English students, and there had never been any objection to their nationality. The Universities took in the Burmans quite readily, and sometimes without intervention by the organisation for Indian students.

Asked further with regard to the Burma Society, witness stated that it was officially recognised in 1909, although it had been started three years earlier. Its inception was entirely due to private initiative, and up to the present had been entirely under private management. Though the Secretary of State gave a grant of 375*l.*, he had no control or any supervision over it.

The Society was managed by a Committee of about half-a-dozen members. The President and a Vice-President were at present British, and the remainder of the Committee were senior Burman students; there was also a Burman as a second Vice-President; the Burman students were thus in the majority on the Committee. Meetings were held each month. The President, Vice-President, Secretary, and Committee were elected annually by vote at the annual general meeting of the Society.

Witness wished to point out that the Burma Society was not confined to Burmans; all who were domiciled in Burma were admitted.

Witness was asked whether he had any views on the formation of an Indian Bar so that it might not be necessary for so many law students to come to England, and he said that the Secretary of the Burma branch of the Society would be the best authority on that point.

With regard to the Local Advisers to the Indian Students' Department, the witness had found them very helpful when he took over the work of the Secretary, who was ill; he consulted them in all the cases about which he was uncertain and got every assistance.

As regards the relationship between the Indian Students' Department and the Burma Society, the Burman students were technically Indian students, but practically there was little connection.

He explained that the Burman students, so far as they were State scholars, were not wholly independent of the Students' Department, as it was part of the function of that Department to look after all State scholars.

Asked whether there was any residential place provided for Burmans other than in London, witness stated that he thought they lived in licensed lodgings at Oxford and Cambridge if they did not live in the Colleges, and at other Universities might live with such English families as were willing to take them. He thought the students were against hostels, but in London it was more or less hostel life for the Burman students who lived in the club.

The witness desired to add that he had acted as Secretary to the Burma Society for only a few weeks, and that Mr. H. Keene, who had been permanent Secretary for nine years, was on sick leave and too ill to be called as a witness.

The witness handed in written statements by himself, Sir Harvey Adamson, K.C.S.I., President of the Burma Society, and Mr. H. F. Dunkley, which are printed below.

NOTE BY MR. W. H. TARLETON, ACTING SECRETARY OF THE BURMA SOCIETY.

(1) The objects of the Burma Society are:—

(*a*) To form all Burmans in England and all interested in Burma into one united body.

(*b*) To provide a common meeting-place for members of the Society.

(*c*) To assist with information and advice all Burmans who may be in England or about to come to England.

(*d*) To maintain a magazine (now called the "Peacock").

(*e*) To further the interests of Burma generally.

The Secretary of State does not exercise any authority over the Society, nor does the High Commissioner, but in the case of admission to the Inner Temple of non-graduates the High Commissioner's intervention is necessary. The other Inns do not require this. This is a small matter. In accordance with their regulations the Inner Temple require a certificate of character from the Official Adviser of Indian Students; other Inns accept the certificate of the Secretary of the Burma Society.

It would be advisable to obtain an undertaking from Cambridge to admit, say, four or six Burmans every year. This would enable the Burma branch to make definite arrangements for the admission of students before they leave Burma. At present a student when he leaves Burma with the intention of entering a University cannot be certain that he will obtain admission into any College. There has been no difficulty elsewhere, except what is common to all applicants at present. In regard to relations with manufacturers, &c., there have been few calls on the Society, which would be prepared to continue to avail itself of the machinery at Cromwell Road.

The Society is faced with two great difficulties, which are becoming more and more acute:—

(*a*) The deficiency of accommodation at its headquarters in London.

(*b*) The deficiency of income to meet ordinary expenses.

As regards (*a*), there is no hope of obtaining the necessary money from public subscription. The only resource left is the State, which might see its way either to provide suitable headquarters for the Society or provide funds to enable the Society to purchase and enlarge its present premises. As regards (*b*), in view of the fact that the Society has so amply fulfilled in the past years its contract with the Secretary of State, and the danger of the Society's small accumulated capital being gradually dissipated, the grant of the Secretary of State should be very considerably increased. The Society is open to all who have a Burman domicile, and among its students are Burmese, Arakanese, Karans, Chinese, Parsees, Hindus, and Mahomedans, although the majority are, of course, Burmese.

Burmese students now come to the United Kingdom to acquire a better status when seeking employment in the Imperial services. Occasionally they come from love of research work.

The results of Burmans coming to England have been satisfactory on the whole. They assimilate English ideals well, and a good proportion work with credit on return to Burma. The exact number of students in England and Scotland in 1914 is not available, but there is no doubt that it was considerable. After war broke out anxious parents recalled most of the students to Burma and the thin stream of arrivals that was then existing was practically stopped. The years 1919 and 1920 were remarkable for the huge influx of new arrivals. Of these, a few were old students coming back to continue their studies, but most were those who had been compelled by war-time conditions to wait in Burma. The number of Burmese students now in England is 85. Of these some 70 have arrived since 1918. The students now in England are accounted for as under:—

Sandhurst Cadets, 2. Indian Civil Service probationers, 2. State scholars, 3. Preparing for Indian Civil Service examination, 7. Law students, 37. Engineering students, 9. Students of medicine, 12. Students of agriculture, 2. Miscellaneous, 11.

During the last five years 28 students have returned to Burma, namely:—

Army, 4. Barristers-at-law, 8. Doctors, 4. Engineers, 3. Miscellaneous, 9.

The standard fixed for the admission of Burmese students to Universities and other educational institutions in the United Kingdom should be the same as in the case of other students.

Burmese students should come to England either (*a*) as boys of 12 or 14, or (*b*) after passing the I.A. or I.Sc. of an Indian or Burman University.

The Burma Society has not experienced any difficulty in obtaining for Burmese students the facilities for higher and post-graduate training which they desire.

Hostels for Burmans at Universities are not required. Their numbers at such centres are not large, they adapt themselves readily to English student life, and the Society has reason to believe they are not unwelcome.

It is desirable that Burmese students should be made better acquainted with literary, educational, charitable, social, economic, commercial, and industrial movements and associations in this country, but in order to do this a separate officer would be required at the expense of the State. The work of the Secretary, coupled with that of guardian of the wards, would not allow time to carry out this duty.

The question of the provision of facilities for suitable social and intellectual intercourse with the people of the United Kingdom, especially at the important centres of learning, should be left to the students themselves and the authorities at the centres.

(Sd.) W. H. TARLETON,
July 1921. Secretary, Burma Society.

NOTE BY SIR HARVEY ADAMSON, PRESIDENT, BURMA SOCIETY.

The Burma Society differs from the institution in Cromwell Road inasmuch as it is a private Society not directly under the control of Government. Its connection with Government is that it receives an annual grant from the Secretary of State on condition that the Society's income from subscriptions during the year is in excess of a certain amount.

For facilitating the access of Burman students to the United Kingdom, the Burma Society is dependent on its Burma branch, whose headquarters are in Rangoon. This branch is the Advisory Committee for students as recognised by the Burma Government. Its functions are to act as a bureau for supplying information to parents who desire to send their sons to England, to interview and advise the parents and students, and finally to accredit the students to the Burma Society in England. Another important function of the Burma branch is to collect funds for the maintenance of the Society in England.

Burman students in England are, as their parents may desire, either wards under the guardianship of the Secretary of the Burma Society, or financially independent. In the former case remittances are sent by the parents to the Secretary, who administers the finances of the students; in the latter case remittances are sent direct to the students, who manage their own finances.

When a student arrives in England an officer of the Society meets him and conducts him to the Burma Society Club, the headquarters of the Society in St. Peter's Square, Hammersmith. This is a residential club. The students may reside in it if accommodation is available—otherwise arrangements are made for providing them with lodgings outside, or for board with families who are willing to take Burman students. The Society arranges for the student's course of instruction, either in the case of younger members at boarding schools or in the case of the more mature at Universities.

The Burma Society Club is the home of Burman students during holiday time. They either live in the club or in lodgings elsewhere, but most of them assemble at the club for meals. Meals are provided by contract with the steward at prices fixed by the Committee of the Society and the club makes no profit on meals.

The Society has experienced no difficulty in obtaining admission of Burmans into schools. Many schools of good standing are very willing to accept Burmans as pupils. In the congested condition of the Universities admission to them is a little more difficult. If an understanding could be obtained from Cambridge to admit four or six students a year it would be very useful, as it would enable the Burma branch to make definite arrangements for the admission of students before they leave Burma. At present a student when he leaves Burma with the intention of entering a University cannot be certain that he will obtain admission into any College. The Inter-Collegiate Committee are unable to make any definite promises. As a matter of practice the difficulty has generally been surmounted. In not a few cases when the Inter-Collegiate Committee have been unable to place a Burman, he has gone to Cambridge and readily obtained admission through the good offices of some Burma friend who is already established as a student at a College. It is believed that Burmans are generally more acceptable to the College authorities than are Indians, because they assimilate themselves more readily with college life. At all events, the Burma Society has never experienced any very great difficulty in obtaining admission of Burmans to Colleges at Cambridge. Cambridge is the University most desired of Burman students. There are a number at other English and Scotch Universities, and no difficulty has been found in gaining admission.

The Burma Society is faced with two difficulties, which are becoming more and more acute:—

(1) The deficiency of accommodation at its headquarters in London.

(2) The deficiency of income to meet ordinary expenses.

As regards (1), the Society's Club, Albion House, St Peter's Square, which is held on a lease expiring in 1922, has very few bedrooms and some of them are very small. It can accommodate comfortably only eight boarders. The number of students from Burma is yearly increasing. Last year there were 46. This year there are over 70. The bedroom accommodation is not nearly sufficient to meet ordinary requirements. During the University vacations the conditions are unseemly. The billiard room and library are converted into dormitories and are strewn with beds. It is very difficult to obtain lodgings outside when they are wanted for short periods of vacations. A consequence of the lack of accommodation is that a number of students has gone to live among Indian students at the Y.M.C.A. hostel in Bloomsbury. This is very distressing because for reasons that need not be specified, it is most undesirable that Burman students should be closely associated with Indian students.

The class that benefits from the Burma Society is the well-to-do class of Burmans in Burma, who by the offices of the Burma Society get their sons looked after while they are acquiring education in England. This is the class that obviously ought to provide the money that is required to obtain proper accommodation. With the object of enlisting their assistance the Burma Society issued an appeal in Burma for a capital sum of 10,000*l.* to enable it to purchase the present premises of the Society and enlarge them by adding 24 bedrooms. The appeal has been before the people of Burma for nearly two years, and has met with no response. The Burman is a generous enough man in his way, but his generosity is confined to providing pagodas, monasteries, and other religious buildings. He does not understand contributing to an object that is not religious, and he has never done it. It is perfectly clear that there is no hope whatever of obtaining the necessary money from public subscription. The only resource left is the State, and the question which the Burma Society commends for the consideration of the Committee on Indian Students is whether the work that has been done and is being done by the Burma Society is sufficiently useful to enable the Committee to recommend that the State either provide suitable headquarters for the Burma Society, or provide funds to enable the Society to purchase and enlarge its present premises.

As regards (2) (Annual recurring expenses). The Burma Society has up to the present year received contributions from Burma nearly sufficient to make ends meet. The deficiency for the four years 1915–1919 averaged 39*l.* a year. For 1920 the income just met the expenditure of the year. The details of the accounts are exhibited in the annual Reports of 1919 and 1920, which are before the Committee. For the present year 1921 there has been a serious setback in contributions from Burma. This is due chiefly to the depreciation of the rupee, and to the belief by the Burman that the proper value of the rupee is 2*s.* Difficulty is experienced in getting any money from Burma at present, even the allowances of the students. The parents remit in driblets, and excuse themselves by saying that they are awaiting the rise of the rupee.

Increased cost of living in Burma is also a cause of diminished contributions. Probably the Society will end the present year with a loss of 300*l.*, which has to be met from its capital invested in Government securities, the total of which is only 1,220*l.* (nominal value). Unless some remedy is found the invested capital will soon entirely disappear.

The Secretary of State gives a grant of 375*l.* yearly to the Society on condition that the Society's income from subscriptions during the year is in excess of 150*l.* The Society has more than fulfilled this condition. In 1919 the income from subscriptions was 543*l.*, in 1920 it was 826*l.* In the present year it will probably not exceed 300*l.* In view of the fact that the Burma Society has so amply fulfilled in past years its contract with the Secretary of State, and the danger that its small accumulated capital will be gradually dissipated, the Society also ventures to urge for the consideration of the Committee on Indian students that the grant of the Secretary of State should be very considerably enhanced.

It may be added that the benefits of the Burma Society are not confined to the Burmese. The Society is open to all who have a Burma domicile, and among its students are Burmese, Arakanese, Karens, Chinese, Parsees, Hindus, and Mahomedans, although the majority are, of course, Burmese.

(Sd.) H. ADAMSON,
President, Burma Society.

15th July 1921.

NOTE BY MR. H. F. DUNKLEY, I.C.S. (Burma), formerly Secretary of the Burma Branch of the Burma Society.

1. I think Indian students in England fall mainly into four classes, viz.:—

(*a*) The sons of well-to-do parents who, without having any definite reasons for their opinion, think it a good thing that their sons should finish their education in England.

(*b*) Poor students, who come to England on the savings of generations of relatives or on Government scholarships, and whose aim usually is to get into one of the Imperial services, principally the Indian Civil Service and the Indian Medical Service.

(*c*) Officers of subordinate judicial services in the various provinces, who come to England to be called to the Bar, hoping that the title of barrister-at-law will improve their chances of promotion.

(*d*) Vakils and pleaders who come to England to get called to the Bar so that they can become advocates of the High Court and thereby improve their status.

The Burmans in England mostly belong to class (*a*), but classes (*c*) and (*d*) are also represented. Class (*b*) is practically non-existent, as far as Burma is concerned. With regard to class (*a*), the students have no particular object and take up no particular studies. An ordinary degree at one of the Universities or a third class in the Bar exams is as much as they usually hope for, and many of them change their course of study entirely during their residence here. It is no uncommon thing for a student to switch off from medicine to law!

With regard to class (*b*), until recently direct entry into the Imperial services in India was impossible, and hence the more brilliant students who had ambitions in that direction were compelled to come to England. No doubt the institution of simultaneous examinations in India will do away largely with this class.

With regard to classes (*c*) and (*d*), the embryo lawyers who form the large majority of Indian students in England, they are well aware that a third class in the Bar exams is about the easiest educational attainment of any value in the world, and students who would stand no chance in the B.L. examination of an Indian Univerity or a first-grade pleadership examination in India can get through the Bar examination and so obtain a better standing than the B.L. or first-grade pleadership would give them.

Technical training, as far as Indian students are concerned, is in its infancy. There are no technical institutions of any real value in India, and the demand for such training is quite a new thing. It may be noted that the Burma Oil Company has recently started a scheme for sending promising young Burmans to England for training in the technical chemistry of oils.

2. It is, on the whole, in my opinion a bad thing that these students should come to England, as so many of them are, comparatively speaking, failures. What is chiefly required is adequate control over the students who do come, so that only those who can really benefit by the education or training they receive in England are sent. But how this object is to be attained I cannot say. At present the Provincial Advisory Committees have no power; they may advise students not to come to England, but they cannot prevent their coming, and backward students are freely received by English educational institutions, in spite of anything that the Provincial Advisory Committees say to the contrary. If the leading educational institutions in England would agree to accept only those students who come through and with the recommendation of the Provincial Committees it seems to me that the problem would be solved.

A technical side ought to be established in all the Universities in India, to meet the growing want for that class of education, and the standard of degrees of the Indian Universities should be improved and brought more into line with that of the degrees of the best British Universities.

Arrangements should be made for improving the position and composition of the Provincial Advisory Boards; it should be made possible for all students recommended by the Advisory Boards, irrespective of numbers, to obtain the education or training in England which they desire (at present many promising students fail to obtain entry into the English Universities on the plea of "full up," while other students are accepted); students not recommended by the Advisory Boards should be rigidly excluded.

3. The experiment of sending Indian students to this country has certainly not been justified by results. In my opinion, only a small proportion of the students has gained any real benefit from their residence in England.

Educationally many of them are failures, socially they keep too much to themselves; such English people as they do associate with on anything like intimate terms are usually of the small shopkeeper or lodging-house keeper class and "cranks" with unhealthy views or a fancied grievance. They obtain a poor English degree, and return to India with an exaggerated idea of their own importance, which is enhanced by the fact that they are looked up to by their compatriots because they have been to England. In India they fail to obtain the employment which, in their own opinion, they are fitted for, and consequently they become dissatisfied and very soon join the ranks of the political agitators.

4. The system under which students are admitted to the Universities of Oxford and Cambridge may be suitable for English boys, who come from recognised public schools, but is quite unsuitable for Indian students.

Each college acts independently of the others and of the University. Any student who can get a recommendation from a past student of a college is practically certain of admission to that college; in fact practically all vacancies are filled up by recommendation from headmasters of schools or from past students. At Cambridge, at any rate, the Indian Students' Committee has no authority. The committee annually fails to place a large proportion of the promising students recommended to it by the Provincial Advisory Boards; whereas any student who can get a letter from a past student of a college and who comes privately to England and presents his letter to a tutor of that college is practically certain of admission, however backward his education may be. At Oxford I understand that the Indian Students' Delegacy has much more authority and that most of the colleges have agreed to accept Indian students only through the Delegacy.

NOTE ON THE BURMA SOCIETY IN BURMA, BY MR. H. F. DUNKLEY, I.C.S. (BURMA).

Until comparatively recently the sole *raison d'être* of the Burma Society in Burma was the collection of subscriptions for the support of the London Society. The secretary was usually an Indian civil servant who, more often than not, was stationed out in the mofussil, and consequently was not in a position to give advice to students except in the rare cases where he was personally acquainted with a student. There was a committee of the Society, but it never met, and the only meeting of the Society was its annual meeting, at which the accounts of the year were passed and office bearers were elected for the ensuing year. As long as the secretary could keep up the stream of money to London, that was all that was required of him.

The change in the functions of the Society in Burma may be said to date from the appointment of Mr. W. Douglas, I.E.S., as secretary in 1917. Mr. Douglas is a professor at Rangoon College, and so naturally students went to him for advice and assistance. Also about the same time (early in 1918, I think it was) a conference of secretaries of Provincial Students' Advisory Committees was held at Delhi, and this conference drew the attention of the Burma Government to the necessity of creating a Students' Advisory Committee for Burma.

Primâ facie, the committee of the Burma Society was already almost a self-constituted Advisory Committee, and consequently it was asked by the Local Government if it would take over the duties of Provincial Advisory Committee, and, if so, whether it was in a position to conform to the requirements of such a committee as laid down at the conference of the provincial secretaries already referred to. Correspondence ensued between the President of the Society and the Secretary to the Local Government, but meanwhile, before the matter had been settled, the rush of students to England following the armistice began, and Mr. Douglas found that he could not properly cope with the demands made upon him by the work of the Society without detriment to his regular professorial work. Consequently early in 1919 I took over the secretaryship from him.

At that time the difficulties in the way of constituting the committee of the Burma Society an Advisory Committee for Burma were, first, the necessity that a Provincial Advisory Committee should have a permanent office in some central place where the secretary could be easily consulted by students; and, secondly, the necessity that the committee should be such as to raise a presumption that students would almost without exception seek the advice of its secretary.

The first difficulty was overcome by a resolution of the Society that in future the Registrar of the Chief Court, who has an office in the Chief Court building in the centre of the city of Rangoon, should be ex-officio secretary of the Society. The committee did its best to satisfy the second desideratum by having notices posted in all the principal schools and colleges of Burma and by advertising in the English and vernacular Press that its secretary would see students who desired to continue their education in Europe at all times and would assist them to the best of his ability.

When these conditions had been fulfilled, the Local Government formally appointed the committee of the Burma Society as Students Advisory Committee for Burma, and granted a monthly allowance of Rs. 100 to the Society. This allowance was given to the secretary for the support of a clerical establishment, and it enabled me to keep a clerk, one of whose principal duties is to scan the passenger lists of all ships sailing from Burma either to Europe or to India, and make out lists of all students from Burma sailing thereby. In consequence I do not think many students have since (say) about April 1919 left Burma for Europe or America without the secretary of the Society having either seen them or been in correspondence with their parents or guardians. The committee also, since it has been an Advisory Committee, has held regular quarterly meetings, at which the principal business is the consideration of the secretary's notes on the cases of all students who have consulted him during the previous quarter and giving directions, where necessary, to the secretary concerning these cases.

My experience as secretary of a Provincial Advisory Committee has been that students were not in the least reluctant to make use of my services, but what they required was assistance and not advice. In explanation, let me say that if I favoured their project of coming to England they were willing to accept my advice as to what course they should pursue on arrival, and they were glad of my assistance in getting them, through the Secretary of the London Society, admitted to educational institutions here; but if I advised them that they were not likely to gain any benefit by proceeding to England for further study, my advice was instantly rejected and they invariably proceeded to England all the same. I do not think I dissuaded a single student from coming to England. I will quote as an extreme case of this that of a man well over 30 years of age who had several times unsuccessfully attempted to get through the third grade pleadership examination of the Burma Government; he came into a small sum of money and decided to spend this by coming to England and taking the Bar examinations, passing the matriculation examination of London University first in order to gain admittance to one of the Inns of Court. I did my utmost to dissuade his from this course, but without avail, and I believe he is now somewhere in London.

With regard to the support which the Society receives in Burma, in the way of subscriptions for the London Society, this can only be described as disappointing. The demands of the London Society have in the last three or four years greatly increased owing to the influx of students and the rise in prices, and it is only with the greatest difficulty that the Society in Burma has been able to meet the calls made upon it. The most disappointing feature is the ingratitude of the majority of the returned students. They all freely make use of the advantages and accommodation which the Society offers them in London, but on their return to Burma very few of them can be pursuaded to become regular subscribers to the funds of the Society. As to the general public, the Society has a few generous friends who always come to its assistance in case of need, and the strain on their generosity has been severe in the last few years; but generally speaking, the Society receives little support from the public, and efforts which have been made recently to widen the circle of subscribers have met with faint response. The majority of the subscribers still are Government officials, European and Burman, a large proportion of which latter class will never be well enough off to have their children educated in Europe, and so will never be able to make any use of the advantages of the Society. Yet the Burma Society in Burma is, to my mind, essentially an institution which should be supported entirely by Burmans, while its subscription lists show that at present it is to a considerable extent financed by Europeans.

DR. S. A. KAPADIA, M.D., Honorary Secretary of the Northbrook Society, was called and examined.

He stated that the Northbrook Society came into existence in 1880, and that he had been associated with it since he first came to London in 1881. At that time it was housed in John Street, Bedford Row, but in 1883 it moved to 3, Whitehall Gardens. It had all along existed as the Northbrook Indian Society, and under it, at 3, Whitehall Gardens, was organised what was called the Northbrook Indian Club, and the subscription there was three guineas a year for ordinary members and two guineas a year for country students. Ten years later it moved to the Imperial Institute, where it had one room for its particular use, together with all the amenities of the Institute. In 1903 it was thought better to bring the Society into a more central position and it was moved to 185, Piccadilly, where it remained until 1910, when, by an arrangement with the Secretary of State, it moved to its present quarters at 21, Cromwell Road. While at Piccadilly the Society received a grant of £150 a year from the Secretary of State for India, but on its removal to 21, Cromwell Road, that grant ceased, and it was given four rooms at the rental of £270 a year. At the present time the number of members was about 152, about two-thirds of whom were Indians many of them engaged in studies.

The objects of the Society were to bring Indians and Englishmen into closer contact, and to help the students. At one time it issued particulars regarding courses of study to the students, but that work had been mainly undertaken by the Students' Department when it was established, although a good number of students still consulted the Secretary of the Society in regard to their studies, particularly medical and legal studies.

The management of the Society was in the hands of a President and a Committee of 14 members, six Indians and eight Englishmen, two of the latter being appointed by the Secretary of State for India. The President (at present Lord Hardinge) did not often come to the Society, but Mr. Austin Low, the Chairman of the Committee, Sir M. Bhownaggree, the Vice-Chairman, and other members usually attended its meetings and social functions.

The Society had a very good library, and every member of it had the right to take out books. There was also a room for reading and social intercourse and a billiard room.

The Society itself did not supply meals, but its members could have luncheon, tea and dinner in the house if they so desired.

A proposal for the amalgamation of the Society with the National Indian Association was now under consideration. The draft scheme had been accepted by a Sub-Committee that had been appointed to discuss the matter, but the opinion of the general body of members of the Northbrook Society upon it had not yet been obtained. The whole matter would have to be put before a general meeting after it had been considered by the Committee.

The present subscription was 10*s.* 6*d.* a year for students and £1 1*s.* a year for others. Many of the students in London made use of the Society's rooms, but it was not always easy to get them to pay their subscriptions. That had been a difficulty ever since 1880. There were a certain number of the

students studying at the provincial Universities who used the Society's rooms during the vacation, but the number of them was not very large.

Many students were under the impression that because the Society was housed at 21 Cromwell Road, it was connected with the India Office, and were therefore inclined to avoid it. One difficulty with which he (the witness) had had to contend was that if a member failed to pay his subscription to the Society, and was, therefore, forbidden to use its rooms, he could go upstairs to the rooms of the National Indian Association, the subscription to which was smaller, namely 5*s.* a year for students, and quietly entered the Society's rooms if the servant was not at the doors. That difficulty could not, of course, be overcome so long as the two Societies were separate and were housed in the same building. The question of amalgamation was not an easy one, partly because the Association had lady members whereas the Society did not, partly because of the financial considerations involved, and partly because some of the members of the Society would prefer that it should be housed outside 21 Cromwell Road. The whole matter would have to be discussed at the forthcoming general meeting, and he would, after consulting his Committee, send a report of what happened for the information of the Committee.

The financial position of the Society was very good. It was entitled to the dividends on Rs. 100,000 $3\frac{1}{2}$ per cent. India Registered Rupee Stock, 1865, and had other assets to the value of over 5,000*l.*

At one time there had been a debating society, but it had not met of late. The Northbrook Society was a social club for social purposes only, and was not supposed to deal with political affairs. At the same time, politics had a way of getting into debates when they were held, although there was a rule against the holding of political debates, and the Committee had always said that they could not be permitted in accordance with their rules and regulations. All the members of the Society had a right to attend any debates that were held, and no additional subscription was charged in respect of them. But the debating society generally dealt with non-political subjects.

The Society did not move to 21 Cromwell Road on its own initiative; the India Office had said that unless it did so its grant of 150*l.* per annum would be stopped, and it therefore had no alternative but to comply. He could not, however, say whether the Society would be more successful if it were housed outside 21 Cromwell Road, because the question of funds was an important one. The expenses outside would be very likely higher than they now were. If it were financially independent he would not hesitate to recommend its removal from 21 Cromwell Road, partly because of the suspicions of the students that it had an official connection, and partly because of the confusion that now arose from there being three systems under one roof—the Northbrook Society, the National Indian Association and the residential side of the house under the control of the Warden and the house managing committee.

Asked whether he was satisfied with 21 Cromwell Road as a hostel, witness replied that it was not big enough. If it was to be a hostel, it should be a proper hostel and not a half-and-half affair as at present.

If the proposed amalgamation took place, and if suitable facilities were forthcoming, he thought that the new association might be able to take over the work that was now being done by the Indian Students' Department.

He had heard a good many complaints about the service provided at the house, which, in his opinion, was somewhat faulty owing to the dual control that obtained. The Society had one servant of its own, but he left at 7 o'clock each day, and if any members of the Society remained in its rooms then they were waited on by the general servants of the house, who were under the control of the Warden and not of the Society.

Before the Society moved to 21 Cromwell Road, it had no hostel or anything in the nature of a hostel connected with it. It was simply a Society with a library and a billiard room and other rooms, with provision for light refreshments.

The number of Indian students who came to this country in the days when the Society undertook part of the work now performed by the Students' Department, such as helping them to secure admission to Universities, meeting them at the docks and so on, was not very considerable, but, as the Society had done that work once, he did not see why it should not do it again if required.

Speaking as a medical and legal man, he did not think there had been any great difficulty in recent years in securing admission to hospitals and Inns of Court for medical and legal studies for Indian students. During the war many Indian doctors had secured appointments as house surgeons at various hospitals and infirmaries in London.

He thought it was essential for a house such as 21 Cromwell Road, to be under the charge of a Warden. If the Warden was a married man and had a wife who would help him in his work, that would be very useful for social purposes. The present Warden was spoken highly of by the students and was liked by everybody.

DR. ALEX HILL, M.A., M.D., F.R.C.S., the Secretary of the Universities of the Empire Bureau, was called and examined.

He stated that at the Congress of the Universities of the Empire, held in 1912, it was decided that there must be a Bureau to keep the Universities in communication during the intervals between Congresses, and to carry out any business that was of common interest, and that he had been pressed to undertake the duties as Honorary Secretary and bring it into existence.

It was pointed out to the witness that the Committee were interested in knowing whether the Bureau could be of any use in helping to bring the knowledge of Indian Universities before the English Universities in the sense of trying to standardise or find out what equivalents there would be in Indian degrees and English degrees. Witness stated that this was one of the purposes for which the Bureau existed.

Since its foundation conferences of the Universities of the United Kingdom had been called, and in 1918, at Mr. Balfour's suggestion, a Standing Committee of Vice-Chancellors and Principals of the Home Universities was set up. This Committee met once a quarter to deal with any matter of common interest. If, for example, there was some uncertainty as to the conditions under which students from other countries were admitted to the Universities of the United Kingdom, that question was brought before the Standing Committee. Although the Committee was only an Advisory Committee, each Head of a University went back to his University and stated what had happened and what was the general view of the Committee, and the conditions, if unsatisfactory, were usually altered. Up to the present no Indian Universities had raised points of this kind which had had to be settled by the Standing Committee. This was chiefly because there had been no link between the Universities in India. At the last Congress which had just met at Oxford, the Indian delegates decided to establish an Association of Indian Universities, and they looked forward to very improved results from the establishment of that Association, because in future the Association would be able to speak for all Universities, and that made it worth while to bring matters before the Vice-Chancellors' Committee. The same thing had already been arranged in Australia and Canada. The Canadian Conference had on several occasions submitted that unfortunate conditions, arrangements, regulations and so forth existed, and then the matters had been discussed. The Australian Universities had only recently established an Advisory University Committee, but they sent a long list of things which they thought ought to be otherwise, and, after the recommendations had been brought before the Committee of Vice-Chancellors, the conditions in the British Universities had been adjusted in several respects to meet their wishes. Nothing could be done with regard to India until action had been taken to form the Association, and it was hoped that the question would be taken up as soon as the delegates got back to India.

The machinery of the Bureau was the only one which could exist for bringing the Indian Universities into consultation with the Home Universities as there was no Minister of Public Instruction for the United Kingdom and the President of the Board of Education had no authority in Scotland, none in Ireland and very little in Wales, nor had he any direct authority over the Universities.

Although there had been no official investigation into the standards of the several Universities, the question of the equivalence of standards throughout the whole Empire, not as between England and India, had occupied a great deal of the attention of the Committee at several meetings. Representations had also been made by foreign countries, *e.g.*, Holland, with regard to the standard of their examinations. The Universities of Great Britain and Ireland had, at the invitation of the American, French and Belgian Governments, sent delegations to those countries which had brought back much information regarding their curricula and examination standards. He thought that it was in the very highest degree desirable that a visit should be paid to India if the question of exemptions and recognition of Indian degrees were to be investigated by the Bureau.

As regards former delegations, the British Government had paid the expenses so far as the shores of the foreign country, and then, until they re-embarked, they were the guests of the foreign Governments.

The Universities Bureau had since its establishment published a Year Book and from time to time it published various pamphlets as they were called for. During the present year, for example, they were asked to give an account of the conditions for admission into the Universities of the United Kingdom of students who had been educated abroad and they prepared a leaflet accordingly. This was distributed in India as well as in other countries.

As regards the finance of the Bureau, the Government had given a non-recurring grant of 5,000*l.* to enable it to take premises suitable for its purposes and each of the Universities of the United Kingdom granted a subsidy of 100*l.* a year. It was left to the Overseas Universities to make such contributions as they thought fit: the Australian Universities had been very generous, but from the Indian Universities the contributions had been extremely small.

Questioned further with regard to the Committee of Vice-Chancellors, the witness stated that it included all the heads of Universities in England, Scotland, Wales and Ireland. There was also a Bureau Committee of 14 members, 7 representing the Universities of the United Kingdom and 7 representing the Universities Overseas. The representatives of the Overseas Universities were not in all cases permanently resident in this country.

Questioned further with regard to the commissions sent to America, France and Belgium, witness stated that in the case of America the movement came from the American side. They wished the Universities here to be conversant with the resources of the Universities in America and to get their degrees recognised in this country. On the other hand the English authorities were anxious to ascertain as much as possible about the standards of examinations, methods of instruction, &c., because they realised that after the war the migration of American and other students to Germany would probably not be resumed and efforts ought to be made to attract advanced students to Britain. It was decided by the Universities of the United Kingdom to establish a Ph.D. degree open to graduates of other Universities, and the visit to America was useful in enabling Universities here to decide which of the American Universities could be trusted to send graduates of sufficient calibre to commence a course of advanced study.

With regard to a delegation to India, witness thought that if an investigation was to be valuable and deal with such delicate matters as examination standards, it ought to be a mission of experts—persons who were actually engaged in the work.

Witness then referred to a return which the Bureau had called for showing the numbers of overseas students in all the Universities in the United Kingdom, which he said had proved very useful to many bodies in the United Kingdom. Asked whether he had made a similar enquiry about America, he stated that it was out of his province to do so, but the number of Indian students in America might possibly be obtained through the Director of the American Universities Union who had accommodation in the Bureau premises.

Asked whether Indian students desirous of coming to the United Kingdom asked his advice, he stated that about half-a-dozen persons had done so, but if anyone wrote to him he would refer them to the Joint Secretary to the High Commissioner. There had been a suggestion that the Bureau should to some extent take the place of Cromwell Road as regards giving advice to students, but it was an extremely difficult question and the difficulties were very much more apparent than the advantages.

As regards students from the Universities of the Dominions, other than India, he had considerable correspondence with those who proposed to come to this country and he gave them introductions and what assistance he could.

MR. STANLEY RICE, Honorary Secretary of the East India Association, was called and examined.

He said that the Association was chiefly literary and its business was to act as far as it could for the welfare of India and for the promotion of a good understanding between Englishmen and Indians. It was mainly composed of European members, but they had a large number of Indian Princes as Vice-Presidents. He attended there about three times a week, and if Indians came who wished for information which he could not give, he sent them to the India Office or put them in touch with other places. They were not specially concerned with students, though they had some student members whom they accepted on special terms.

The premises were at Victoria Street, Westminster, but the accommodation was not very extensive. Their membership would be about 500 and not more than 10 per cent. of these were

students. To the ordinary member the terms were 25*s.* a year, which included the supply of the "Asiatic Review"; the students' subscription was 7*s.* 6*d.*, but for that they did not get the "Review."

In their rooms they took most of the Indian papers that were published in English, and the rooms could be used by people who wished to meet each other or have interviews with their friends. They had considered the advisability of moving from where they were, but had never considered the question of housing the Association in 21, Cromwell Road. The only concrete suggestion ever made was that they should take rooms in the Royal Asiatic Society's premises.

Questioned with reference to the memorandum which he had handed in, and which is printed below, witness stated that he had been told in the part of India where he was that students who had degrees married better in the sense of getting better dowries than those without, and the prestige of an English degree was greater than that of an Indian degree.*

In his memorandum he had also suggested that more colleges should be provided in India for technological subjects, and he stated that he did not know any place in Madras where technical subjects were taught except the Engineering and Medical Colleges. The Forest College was not affiliated to the University.

With regard to his statement about professors, he had in mind chiefly the Medical Colleges, where a person might hold two or three positions at the same time as being a professor of some medical subject. His chief objection was that the professor was very often a person who had given no particular attention to the branch of the subject of which he was a professor. Such a person was also liable to be moved from one post and changed to another. The object should be very largely to increase the prestige of the Indian Universities and bring them more up to the standard of Oxford and Cambridge.

Witness was asked whether he was aware of the Regulations of the Inns of Court with regard to the admission of Indian students, and whether he had been asked for a certificate from prospective students when he was a District Magistrate in Madras. He replied that he was familiar with the Regulations and had had a request for a certificate, but he could not say precisely what the terms of the certificate were: he thought that it was to the effect that to the personal knowledge of the Magistrate of the District the person was a fit and proper person to go to England for instruction. The terms of the certificate were then explained to the witness.

Asked whether he thought there was any more reason why a Collector or Deputy Commissioner should give such a certificate than a prominent vakil, witness thought that it depended largely upon the personality of the Collector and on the direction given to his ideas by the Government. He thought that a certificate of that kind ought to be given by someone who was responsible to an authority. He did not mean to suggest that the Collector would have ample opportunities of knowing the students in his district, but he thought that the certificate might be changed so as to avoid the Collector having to say that he had a personal knowledge of the applicant. At present the certificate was hardly fair to the District Magistrate or to the student. He did not think that the certificate in the form required took into account the special conditions of Indian official life.

Asked whether the average student who had passed an Intermediate Examination was deficient in English, witness said that he was certainly not as good as a B.A., but there were many F.A.'s who might have a bent for English, and the average person who had reached this standard ought to be able to understand courses at the Universities here.

With reference to the witness's suggestion for a separate University in this country for Indians, he stated that he thought that it would be possible to get greater competition in this country as people were loth to leave England, and so it would be more easy to get better men here.

From his knowledge of what he saw of professors in India, they did not for the most part give him the same idea of erudition which was attached to the names of professors here.

Asked with regard to the student members of the Association, he stated that for the most part they were friendly, but sometimes, if a subject was of a highly controversial nature, they felt deeply about it and let their feelings be seen. It was, however, not easy to distinguish student members from casual visitors, who were sometimes responsible for a demonstration.

Asked further as to the suggestion about an Indian University, he said that he made the suggestion in rather a half-hearted manner and chiefly as concerned with technology and not with literary work. If the Indian Universities were raised to the standard necessary, there would be no necessity whatever for an Indian University in England except to bring Indian students more into contact with Englishmen.

MEMORANDUM BY THE HONORARY SECRETARY OF THE EAST INDIA ASSOCIATION.

(1) The subject must be divided into two heads:—

(*a*) General Education.
(*b*) Technical.

The chief reasons under (*a*) are (i) prestige, (ii) a better price in the matrimonial market. This is specially noticeable in legal circles.

(*b*) Indians come over to study law, mechanical engineering and medicine. Law falls largely under category (*a*) There are at present inadequate facilities for learning mechanical engineering and the medicine is not so up-to-date in their country.

(2) (*a*) and (*b*) Suggest that more colleges be provided for technical subjects. I speak of Madras, which is the only part I really know. The only colleges for such study are the Law College, the Medical College and the Engineering College (mainly civil engineering), all in Madras. I should prefer to see these dissociated from the University as in the Forest College at Coimbatore. This is, I believe, the English plan, *e.g.*, the great hospitals supply our doctors, the Inns of Court our lawyers, and not Oxford or Cambridge.

Professors should be really professors and not the haphazard incumbents of posts who call themselves professors for the time being, *e.g.*, district surgeons may be put in to act as professors of this or that branch of medicine, and the other day a young civilian was made professor of English. Such appointments cannot but reduce the prestige of Indian Universities when compared with the professional chairs in the English Universities.

Hospitals should be absolutely up-to-date and journals should be started like the "Lancet" or "B.M.J." Not only have young students not the facility to practise up-to-date methods to the same extent as in England, but they get rusty. I rarely found a medical subordinate who was keeping himself well informed of the progress of the science. I believe, too, that those who do are forced to take in the English journals. There are at present no thoroughly equipped schools for the purpose of teaching mechanical engineering, at any rate in Madras.

(3) I have not found much justification myself. Speaking of the Bar, I should say that the vakil is on the whole a better advocate than the average Indian barrister. It is chiefly those who have been educated in England from early boyhood who have derived appreciable profit.

The question of hostels at University centres depends upon the view taken. I should myself be opposed if the idea is to give the student the full benefit of University life, which can only be obtained by mixing with his companions. The hostel savours too much of racial segregation. It divides the University (*e.g.*, Oxford) into Indians and Englishmen instead of into Magdalen and Christchurch. This was rather noticeable when I was up myself. Though I was a member of New College, I was also a member of the I.C.S. confederation, which was collected from all colleges and remained in a sense a thing apart. If, however, it is desired to preserve national characteristics and to keep the student out of mischief, there may be more to be said for the hostel.

Further points which occur to me are—

(1) That education should be more adapted to the Indian national character, *e.g.*, more and better teaching of Sanskrit and the vernaculars, and literary vehicles. This of course does not apply to science which is universal.

(2) That to this end it might be possible to start a University in England for the benefit of Indian students.

Advantages.

(i) It could be run on more Indian lines.
(ii) It would tend less to denationalise.
(iii) Professors could be secured in England who would not go to India.

Disadvantages.

(i) It would, perhaps, act in the opposite way to that desired by the Committee, by attracting students to England.
(ii) It would be a serious handicap on really competent Indian professors and men of science, *e.g.*, Sir J. C. Bose or Mr. Srinivasa Iyengar (Indian History).

I must apologise for the brevity of these notes. There is, of course, much more to be said. They may, however, serve as a basis.

(Sd.) STANLEY RICE.

* NOTE.—Witness subsequently wrote: "I have since "ascertained that the remarks about the matrimonial "market, though true of India, do not usually apply to "students in this country as they may be already married "when they come to this country."

TUESDAY, JULY 26, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

PROFESSOR WILLIAM WRIGHT, D.Sc., F.R.C.S., Dean of the London Hospital Medical College, was called and examined.

He said that their school had in the past had a tolerably wide experience of Indian students, but recently a resolution had been passed somewhat modifying their previous attitude. That resolution was passed on the experience they had had in the past. The students who had come to them from India had not been altogether satisfactory, and it was thought that if they got another type of student, a more experienced type and one whose physique was more established, it would probably be more satisfactory to everyone concerned. His experience had been that a fair proportion of the students had broken down in health; many of them had not been mentally first-class, and he had been told by friends in India that quite a large proportion of the Indian students who came to London came there because they were not sufficiently good to be admitted to the Universities in India. The result was that instead of qualifying here in five years, very often they had taken seven or eight years and had then qualified with the lowest medical qualification. On the point of morals in the widest possible sense, there was very little criticism to make; the proportion of them that had gone wrong was not higher than that of the Englishmen themselves.

For the last three or four years the admission of Indian students had been confined to persons who had graduated in India, and the operation of this restriction had had most satisfactory results. The students were both older and more experienced; they took more serious interest in their studies; they did much better in their examinations, and many of them worked for the highest examinations, *e.g.*, the Fellowship of the Royal College of Surgeons. His instructions were that if a post-graduate student came from India he was to be admitted unless there was some definite objection to him. He thought that they had now about half the number of Indians that they had when the former policy prevailed.

The witness said that he had experience as an Examiner of Glasgow, Leeds, and Liverpool, and from his experience there he thought that the students that they had at the London Hospital before the new policy was inaugurated were much the same as the Indian students who went to those Universities. The examinations in London were in no essential different from examinations at the other places. The present policy of the hospital was widely known in India, and the numbers who applied who were not already qualified in India fell off every year. Such students usually wrote 12 months before they proposed coming, and they received a letter telling them the actual conditions before they sailed. The hospital also communicated with certain of the educational departments in India, and the policy was known to the officers of the Indian Medical Service, who were also teachers in the Universities, and it was known to the Indian Students' Department here. So far as he remembered, they had not had any communication with the Provincial Advisory Committees in India.

In the past, students used to come to the hospital either for the London University curriculum or for the Conjoint Board curriculum, but now they came for the final examination of the Conjoint Board, for the Fellowship of the Royal College of Surgeons or for the membership of the College of Physicians. The persons who were admitted now were those who were allowed to take the final Conjoint Examination without any further hospital curri-

culum. The ordinary course for the Colleges was five years, and the Conjoint Board Authorities would give exemption from certain examinations under certain circumstances. It did not lie with the teaching hospitals to do that; it was a matter for the educational and examining authorities.

Asked whether licentiates of Indian Universities were admitted under the present arrangement to the London Hospital course, witness replied that they were, but they had to take the second Conjoint as well as the final Conjoint Examination in order to obtain the English qualifications. If they had graduated in India they had only to take the final Conjoint Examination. Very often they passed the second examination in three months after they came to London; for the final examination it was sometimes a year, so that 15 months would be an average length for the course. They would not, however, be allowed to sit for the final M.B. Examination without having passed the London Matriculation and the first and second M.B. Examinations. The curriculum for the University degree normally extended over 5½ years. There was, however, a special clause under which registered practitioners who had taken a medical degree in India might take their final M.B. in three years, but they had to pass all the examinations in that time, and he had not met more than, he thought, two or three who had done it.

Asked how he compared the Indian medical graduates with the English medical graduates, witness said he would rate them at a slightly lower value, perhaps 80 per cent. There was no reason why an Indian graduate should come over here to get a British qualification except to gain experience in another country and to see the methods of other people. He thought, however, that it was advisable for the best post-graduates to come over, as they learned a great deal, especially in operative methods and methods of teaching. There were post-graduate courses at the London Hospital which did not necessarily lead to a higher qualification. Students were admitted either as undergraduates or post-graduates for an annual payment which admitted them to anything in the college or hospital during the year; they had the privilege of examining the clinical cases, though there was a certain amount of discrimination shown by the teachers between undergraduates and post-graduates. There were also tutorial courses for the post-graduates, so that persons who came over from India for a year would have a regular system of teaching and could study all branches of anatomy, physiology, medicine, surgery, &c., quite thoroughly.

Asked whether the restriction only to take post-graduates applied to all non-European students, witness replied that it did; the Japanese, Chinese, West Africans, and Cingalese were treated in exactly the same way as the Indians. The Indians formed the bulk of the non-Europeans, but they also had a fair number from Ceylon.

He had not heard of any definite objection being raised on the part of the patients at the hospitals to being treated by Indians; there had been rumours to that effect, but he had never been able to fix any definite complaint. The same was true in midwifery cases in Whitechapel. Occasionally an indefinite statement had been made, but he could trace no definite objection on the part of the patients. The statements which had been made were in regard to the capacity of the students and not a reflection on their character. If there were any prejudice on the part of patients being attended by Indians on the ground of colour, he thought he would have heard of it; although, as he pointed out, his duties were confined to the students and did not extend to the patients.

Witness was asked about the Indian Medical Service, and it was pointed out to him that a student had to come here in order to obtain the qualifications necessary, which meant that he had to go through a double course. Witness suggested as a better arrangement that the students should obtain a medical degree of an Indian University and then might come over here and take the M.R.C.S. and L.R.C.P. in three months' time. He did not think that the regulations required a degree here as well as a degree in India, and in any case the regulations were under consideration. If the pre-war arrangement of having the recruitment on purely competitive lines were returned to there would be no question of British degrees being given preference.

In answer to a further question witness stated that no Indians had held house appointments at the London Hospital. Asked as to the reason for this, he thought that it was in deference to the prejudice against colour, which was particularly strong among students and resident medical officers. He could not defend the practice of not appointing them except on the grounds of this prejudice.

Asked how many midwifery cases a medical student ought to take, witness replied 20. He would not be prepared to agree to the proposition that if 10 cases were done thoroughly well in the training of a student in midwifery they ought to answer the purpose. He thought midwifery was a very important subject, and that 20 cases were the minimum which a student should attend before he sat for his final examination in the subject.

DR. W. J. FENTON, M.D., F.R.C.P., Dean of the Charing Cross Hospital Medical School, was called and examined.

He stated that at present they had 10 Indian students studying medicine at the school, six men and four women, which represented about the average number, as they had usually taken about 10.

They had no special regulations as to whether the students who came should be graduates or undergraduates; most of them who came were graduates of Bombay or had the L.M. and S. of Bombay, but some of them were ordinary students. As regards the latter, they were guided by the rules of King's College, as the preliminary students were sent there for their primary and intermediate examinations.

He did not think there was an appreciable difference between the undergraduates and the graduates. Possibly this was due to the fact that they were able to select their students because they had more applications than they were able to admit. It was possible to make a good guess of the type of student even when he wrote from India for particulars, and in addition to that they had to be interviewed before they were admitted. They were treated on precisely the same lines as all other students, and he did not think that any particular objections had been raised by patients in the hospital to being treated by Indian students, though there had, he understood, always been a certain general objection, particularly among women patients.

He thought the work they had done was up to the average, and he did not remember any special trouble with regard to the work of the Indian students. He thought there was no complaint to be made about their relationship with other students; they tended very much to hang together; some of them were quite popular while others were not, but that applied to all students.

Indians had been given house appointments after they were qualified, and certainly one or two made very excellent house officers. He had also had experience at the Brompton Hospital, where they had numbers of Indian qualified medical men as resident doctors.

There was one peculiarity which he had noticed about Indian qualified men as a whole compared with the English qualified men; they were reluctant to take responsibility or initiative, and in these respects they were not on the same level as the English.

They had had a few Egyptians, and those that they had had were not very satisfactory.

At Charing Cross Hospital they had not many facilities for post-graduate work, but if Indians wished to do such work they went in with any post-graduate students there might be. There was no special course at Charing Cross Hospital for the D.P.H.

Asked whether there was any means by which a student who had done part of his medical education in India could be given credit for what he had done, witness stated that the school was accustomed to refer these matters to the Examination Boards for decision. The London University, the Conjoint Board, and the Apothecaries' Hall were the chief qualifying agencies, and each of them had their own requirements. So long as these bodies were satisfied as regards exemptions the school would be satisfied.

Asked whether the numbers could not be increased, witness stated that it was very difficult to draw a hard and fast line as to numbers, but in actual practice they had put it at about 10. They did not rigidly adhere to that number; they might have had one or two more or one or two less on occasions; but he could not say whether the authorities would be prepared to take larger numbers.

Witness was then asked whether he would be prepared to assent to the proposition that the minimum number of midwifery cases that the students should attend might be reduced to 10 if they were well done. He replied that personally he thought 10 was not enough.

Asked what were the relative standards of the Indian medical graduate, and the English medical graduate, witness stated that he thought the standard of examination in England was certainly higher. He was inclined to think that the difference was greater with regard to clinical studies, but pointed out that they did not deal with the preliminary subjects directly, as these were done at King's College.

As regards his experience of them as house physicians and surgeons, he could only repeat that there was a lack of initiative. They would not accept responsibility, and there was a tendency to refer everything back, which made a difficulty in an ordinary hospital. The resident came into contact with the cases first, and serious cases or cases of emergency he would have to deal with without referring them, and it was just there that the lack of capacity to accept responsibility was noticed.

With regard to the 10 students at present in the hospital, all were taking the Conjoint Board qualification. The students had been admitted impartially whether they had applied directly or through the Indian Students' Department. He thought that about half of the Indian students at present in the hospital had taken medical degrees in India. It would be entirely in the hands of the Examining Board to decide upon what exemptions should be granted. So far as he knew the scheme of medical examinations in the Indian Universities did not come up for consideration at the medical schools in London, but he thought that it would be very desirable that it should do so.

MISS E. J. BECK, Hon. Secretary of the National Indian Association, Hon. Treasurer of the Distressed Indian Students' Aid Committee, and Hon. Secretary of the House Managing Committee of 21, Cromwell Road, was called and examined.

The witness submitted a written statement, which is appended.

She stated that she had taken an interest in Indian students since 1891, when she returned to India after staying for 2½ years at Aligarh with her brother, Mr. Theodore Beck, who was then Principal of Aligarh College.

She had been Secretary of the National Indian Association since 1906, and had been in attendance at 21, Cromwell Road since the Association moved there in 1910. In 1911, when she was giving up her home, she had suggested that if the authorities would like her to live at 21, Cromwell Road, she would be pleased to do so, and the Secretary of State for India in Council (then Lord Morley) had approved a proposal by the House Managing Committee to allow her to live in the house free of charge on account of the interest she took in the welfare of Indian students.

If the Indian students residing at Cromwell Road had any complaints to make about the management of the house they occasionally brought them to her, but the rule of the house was that all complaints should be made to the Warden, so she did not always hear of them. In the past it had been the practice of the Warden to discuss such matters with her, but the present Warden did not do so. The complaints generally were small matters concerning food and things of that kind. Occasionally complaints were made about the servants, and she thought it was impossible to obviate them entirely, but so far as she knew very few complaints were made about the present staff. Any complaint made would be taken up either by the Warden or the House Managing Committee.

The busiest time at the house was from about the middle of August to the end of September, when the students arrived from India. Many of them came back to the house during their vacations, and the number of those would be much larger but for the fact that the accommodation was very limited and many of those who applied had to be refused. There were some students who visited the house every time they came to London although they might not stay for long. They often came for a few days on their way to the seaside or some holiday resort.

Before the war the Association had had a large social meeting every month, but owing to want of funds and other reasons they could not now be held so regularly. But tea was provided every Wednesday afternoon and every Friday evening, and any student who liked to come to those teas was welcome.

Questioned as to the kind of relationship which she established with the students as Hon. Secretary of the House Managing Committee, the witness said that she regarded her place in the house as that which a lady would take in any ordinary household. She always did everything she could to make the students feel at home, but it was very difficult to do much with a constantly changing set of students. She was always present at meal times and therefore met the students living in the house frequently; but if any student preferred to use the rooms of the Northbrook Society, from which ladies were debarred, and did not come to the rooms of the National Indian Association she did not get much chance of speaking to him.

The terms of membership of the National Association were 7*s.* 6*d.* per year for students and a guinea per year for others. In return for that, the members received the magazine, which used to be issued monthly, but was now issued eight times a

year only, and the use of the drawing-room. They could attend any of the social meetings and the Wednesday afternoon and Friday evening teas. In the drawing-room there were games at which the students could play. The temporary residents in the house, who did not belong to the Association and who did not subscribe to it, also had the benefit of using its rooms. The advantage which those who joined the Society gained was that they had the magazine and received invitations to the larger social meetings, to which those who did not subscribe were not usually asked. Speaking from memory, she said that between 200 and 250 Indian students were members of the Association last year. Many of them were not in London, but they joined when they first came and revisited the house from time to time.

Now that the offices of the Local Adviser had been removed from 21, Cromwell Road, she considered there was an opportunity for eliminating the official element, which had caused so much adverse criticism among the students in the past. If the two Societies located in the house were amalgamated into one Association, it would bring about a greater unity. If they did not so amalgamate the dissenting one might probably remove, in either of which cases there would be one Association only. She would propose that the management of the house should be put into the hands of that Association, who might appoint a small sub-committee to act as the House Managing Committee, the High Commissioner appointing a representative on it to safeguard the use of the grant given by him towards the upkeep of the house. If she were appointed Secretary of the new Association, she would be prepared to undertake the duties of House Secretary or Warden, but she thought a second residential Secretary would be required. The second Secretary, who should be a man, should be appointed by the Association and should devote himself to the club work, to mixing with the students and to arranging social activities, debates, parties, &c. This would obviate the necessity for an official Warden and would bring the house under non-official management. The National Indian Association had never received financial assistance from Government or any outside body and had never been under official control in any way. The expense of the social work of the house had always been borne by the two Societies and did not fall on Indian revenues, and she would propose that that plan should continue. The funds of the Association should be kept separate from the funds of the house, and used for entertainments, newspapers, stationery, games and the general social activities of the place. The house money, consisting of payments by residents and the grant made by the High Commissioner, should be used as at present for the catering and the general upkeep of the house. In order to eliminate the official element, the Secretaries should be paid by the Association, and if that were done she considered it only fair that no rent should be charged for the Association's rooms. She was of opinion that the work the Societies did for the house was a great asset to it, as without them none of the ordinary facilities of club or even hotel life could be given to the students without drawing upon the revenues of India. She thought that no further expenditure of public funds would be involved in such an arrangement, as the loss of rent would be compensated for by the abolition of an officially paid Warden, and some re-arrangement of the rooms in the house.

Asked whether the objection to the house raised by the students on the ground of its being an official institution was purely theoretical or had in fact any real meaning, she stated that there was really no officialism in the working of the house, and that the students' objections to it on that ground did not keep them away from it. It was therefore very difficult to say whether, if her scheme were carried out, it would make any practical difference to the students from that point of view.

There was no doubt that the present house was not large enough to meet the demands for accommodation. Many applicants had to be refused, and some who were very comfortable and happy had to be sent away in order to make room for others. She thought it would be a great advantage if another house, preferably next door, could be obtained and used as a more permanent place of residence.

She did not think that much more residential accommodation could be provided if the National Indian Association and the Northbrook Society were to remove from 21, Cromwell Road. For one thing the rooms occupied by those two bodies were all large reception rooms unsuitable for conversion into bedrooms, and on the other hand it was necessary to avoid turning the place into a mere boarding house, as unless provision were made for social amenities and personal contact with the students they might just as well live at an hotel.

Questioned as to the constitution of the House Managing Committee, the witness read the following note which she had prepared on the subject:—

"The House Managing Committee of 21, Cromwell Road, when it was started consisted of two representatives of the Secretary of State, Sir Theodore Morison and Mr. F. M. Cheshire, the Educational Adviser (Dr. T. W. Arnold), a representative of the Northbrook Society (Mr. Cranmer Byng), and a representative of the National Indian Association (Miss Beck). This number remained at five until June 1918, when the Secretary of State appointed Mr. B. N. Basu and Sahibzada Aftab Ahmad Khan as additional members. The Warden and an Indian student also attended as co-opted members without votes. As regards the Northbrook Society, their representative from July 1914 to January 1915 and from June 1918 to the present time has been an Indian student. As regards the Indian student member, in April 1915 the committee appointed an Indian student as a co-opted member and three students consecutively held this post. In September 1918 it was agreed that the student representative should be elected by the students themselves, and they were therefore represented in this way until November 1919, when the place became vacant, and apparently for want of sufficient interest amongst the students no further election was made until 4th June 1920, when Mr. Gurdit Singh Dara was elected. At the request of the students the Secretary of State was asked to permit the student member to have the full right of the other members as to votes, and this was granted. At this time there were three English members and five Indian, two of whom were students. Six weeks later, however, on 23rd July, Mr. Dara resigned his membership, being annoyed that a resolution for raising the weekly charge for bed, breakfast and dinner from £1 11*s.* 6*d.* to £1 18*s.* 6*d.* had been passed against his approval. This increase of charge was deemed necessary in view of the great increase in the cost of everything. After Mr. Dara's resignation on 6th August 1920, a notice was put up on the board in the hall informing the students that he had resigned and inviting them to elect another representative. On 13th August the Northbrook representative (a student himself) was requested to speak to the students and suggest that they should call a meeting for this purpose, but since then no one has been elected. At the present time the House Managing Committee consists of the Chairman (Indian), two members appointed by the High Commissioner (one Indian and one English), the Secretary of the National Indian Association (English) and the representative of the Northbrook Society (Indian student). The place for the elected Indian student is still vacant."

Questioned regarding the work of the Distressed Indian Students' Aid Committee, the witness stated that this year applications for assistance had already been received from 26 students. The amount lent up to the present time was £479, and the balance at the present moment was £9 only. She thought that the present serious aspect of the matter was largely due to the fact that many students came to England when the rate of exchange was high, but now that it had dropped they only got half the amount for the same number of rupees, and many parents were unable to make up the difference. Another class of distressed students were those who had run away from home and arrived in this country without any money at all. If the Committee could do anything to persuade the Peninsular and Oriental Company to allow distressed students to be sent back home as deck passengers, that would be a great advantage, as the expense involved would be much smaller. Generally speaking, students were unwilling to return home unless they were absolutely stranded, but when there was nothing else left for them but to go back, then they were willing to return. Each application was investigated as far as possible, but it was sometimes necessary to give assistance, even in an undeserving case, as such cases had an undesirable effect on other students if they were not helped to return home. Every effort was made to recover loans advanced, but it was sometimes very difficult to secure repayments, and occasionally loans had to be written off as irrecoverable. Some part of the amount now owing from the students would no doubt have to be so written off.

She estimated that at the present time there were about 40 Indian women students in this country, but that number was likely to increase considerably before long, and she thought that something should be done in the way of providing a hostel for them before their numbers became too large to handle easily. About 18 months ago a hostel for Indian women was started by the Indians themselves and served a very useful purpose, but it did not pay and it had to be given up. At present nobody was responsible for making arrangements for meeting women students and finding lodgings for them.

The housekeeper at 21, Cromwell Road was at present under the control of the Warden. The previous housekeeper had been responsible to the House Managing Committee, and had been independent of the Warden and the Secretary of the Committee. She had consulted the witness about a great many things, but the witness had never had any official right to interfere with her. The present housekeeper, who was very capable, went to the Warden regarding all matters concerned with the general upkeep and maintenance of the house, and was responsible to herself for keeping the accounts correctly. The Societies had no control over the housekeeper.

The witness agreed that the presence of two or more different interests in one house tended to cause friction, which conveyed itself to the students, and for that reason she was very anxious that the Northbrook Society and the National Indian Association should amalgamate. At the present time the students had to pay two subscriptions, one to the Northbrook Society and one to the National Indian Association, and consequently did not know whether to join both or neither. If arrangements were made under which they would pay only one subscription which would entitle them to the use of the whole house, they were more likely to be satisfied than if they had to pay two subscriptions. At present those who joined one Society only were inclined to feel some opposition towards the other, and the result was undesirable. It was not true that members expelled from the Northbrook Society had been admitted to the National Indian Association, but some of those who were expelled were also members of the Association, and she saw no reason why the Association should turn them out because the Northbrook Society had done so. Possibly the Society felt some annoyance with the Association because it did not expel those who had been turned out of the Society for failure to pay their subscriptions, but there was no open quarrel between the two bodies. The cost to a student living in the house and taking all his meals there was $2\frac{1}{2}$ guineas per week without laundry, as compared with $2\frac{1}{2}$ or 3 guineas outside for bed, breakfast and dinner only. She thought many students would reside in the house for longer periods if they could know definitely that they would not be required to turn out to make room for others. Some of them had said that if they could stay permanently they would be prepared to pay more.

There was no sitting-room in the house for the use of Indian women. The men students were allowed to bring lady friends to the rooms of the National Indian Association, but ladies were not allowed in the rooms of the Northbrook Society.

The rule of the house was that it closed at 11.30 p.m., and the students were expected to be punctual at meals. No doubt there was a large class of students who would object to the establishment of a hostel on a large scale, but on the other hand there were many who said "What an advantage it would be if you had a larger place," and she was of the opinion that there was an appreciable class who would like to have some permanent residence found for them under suitable conditions.

The house undoubtedly suffered on account of the suspicion of the students that those in charge of it were agents of the Government for the purpose of spying upon them. If a man became particularly friendly with her the others were inclined to suggest that he was her agent, and was providing her with information about them. Suspicions of that kind were extremely difficult to remove, and in her opinion it was no use worrying about them. At the time the house was started, there was a very unsettled state of feeling among the students and they looked upon it with suspicion, but it was always understood by the different bodies which joined the house that there would be no espionage over the students, and the house had always been run on that principle. The students, however, would not believe it, and although the conditions under which the suspicion began had long disappeared, one generation repeated it to the next and it was still in existence.

During the period of her connection with Cromwell Road she had known some thousands of students, and she thought, generally speaking, that they enjoyed very good health. There were some sad cases of tuberculosis, but there had been very little illness among the students at 21, Cromwell Road, and on the whole their health was extremely good. If a student was taken ill while residing at Cromwell Road he would be nursed there unless the illness was serious, in which case he would be sent to a hospital.

So far as the National Indian Association was concerned, she did not think that the fact that it was housed in a building rented by Government had adversely affected the number of students who joined it. By being at 21, Cromwell Road, the Association came into contact with a very much larger number of students than would have been the case if it had been housed in a separate building, and in her opinion the work of the Association had actually benefited from being at Cromwell Road.

The duties of the present Warden were to supervise the work of the housekeeper and to look

after the general comfort of the students residing in the house. He did not join in the social side of the work. If the Societies amalgamated it was proposed that the committee of the new Society should consist of half Indian and half English members. In her opinion there was no reason why students should not be appointed on sub-committees or help in the management of the house, but she did not think it possible to place a student in a position of control over the housekeeper and the domestic arrangements. The students had been given the right to elect a representative to serve as a member of the House Managing Committee three years ago, but they had availed themselves of that right for a period of 15 months only. That appeared to indicate that they did not really care about being represented on the Committee, but it must be remembered that, generally speaking, no student resided in the house for more than a month at a time, and that therefore the election of a representative was a rather difficult matter.

She was by no means certain that the proposed amalgamation of the Northbrook Society and the National Indian Association would eventuate. The Association was quite prepared to amalgamate, but there was some doubt as to whether the Society would be willing to do so.

She was not in favour of the suggestion that both the Society and the Association should be turned out of the house and the whole place turned into a hostel. Personal connection with the students was essential if the work was to be carried on successfully, and if that connection were broken the chief purpose for which the house was founded would be lost.

She was of the opinion that it would be possible to combine in one and the same institution a clearing house for temporary residents, a club which would act as a social centre for Indian students, and a place of permanent residence, but in order to do that it would be necessary to have more rooms than at present. There was a house next door but one to 21, Cromwell Road which would accommodate about 40 permanent lodgers, and if that were taken the present house could be used as a clearing house and a centre for social intercourse. She did not think that such a scheme would greatly increase the overhead charges. The house in question was for sale at £3,000, but might perhaps be obtained for £2,500. The ground rent was £150 per year and the lease was for 26 years. It was in good condition, but required painting outside, painting and papering inside, alteration of bath rooms, partitioning of some of the rooms and furnishing throughout. If it could be bought for £2,500 the interest on that amount at 5 per cent. would be £125 per year. There was a stable at the back which an estate agent said would probably let for £100 per year; if that were so the annual expenses would be: interest £125, ground rent £150, plus taxes, less £100 for rent of stable. About 40 residents could be accommodated, and if the place could be made comfortable and be kept full, she thought it should pay its way. If £2 5*s.* 6*d.* were charged for a single room and £1 18*s.* 6*d.* for the others, and there were 40 residents, the income would be about £80 10*s.* per week, which ought to enable the expenses to be met without any grant from Indian revenues, although the initial expenses of buying the house and furnishing it would, of course, have to be met by Government. It would, of course, be much better if the next door house could be obtained, as then the two houses could be turned into one by making a passage between them.

She did not agree that the main idea of the hostel ought to be an educational one. The students received their education outside at the colleges to which they belonged, and in her opinion the purpose of a hostel was to provide a place where they could live in good surroundings and get a home-like atmosphere.

She considered that living in a family was very much better for an Indian student than living in an hostel, but it was quite impossible to obtain sufficient families to meet the demand, and for that reason she considered a hostel necessary. If anything could be done to encourage English people to show more hospitality to Indian students it would be a very good thing. The main idea of many of the students who came to this country was to get to know English people, but after a few months they found that idea impossible of fulfilment and they gave it up as hopeless.

She was constantly receiving letters from students who had returned to India which showed that they appreciated what was done for them at Cromwell Road although they might have talked against the house when here.

Questioned as to the necessity for three administrative officers—the Warden, the Secretary and the housekeeper—the witness stated that her work was more social than administrative and was quite separate from that of the Warden and the housekeeper. In the past the Warden had always assisted in the social work of the house, but the present Warden took the line that she, the witness, was to have nothing whatever to do with the residential side of the house and did not agree with her policy of trying to provide a home element. The result was that her work was rendered very difficult. She could not now do so much social work among the students as she had been able to do when there was a Warden with whom she could work, and this want of co-operation made it a somewhat disunited household. She was, however, strongly of the opinion that three persons were necessary to perform the work properly. Her idea was that the housekeeper should be responsible for the housekeeping, and that with a certain amount of supervision she should look after the domestic side of the side; then there should be a Secretary who would look after the club work, get up debates, concerts, entertainments, &c., and generally mix with and help the students in every possible way; and she (the witness) would supervise the work of the housekeeper, arrange for the admission and reception of students and look after their general welfare in the house, taking a share also in the social side of the work.

The House Managing Committee was responsible for the management of the house; all complaints of a serious nature were brought up before it, and if purchases beyond a certain amount were necessary, its approval had to be obtained. In theory, the committee were responsible for the appointment of the staff and the carrying out of their duties, but as a matter of fact they did not concern themselves with such matters, and the work of management was actually done by the Warden, the housekeeper and herself.

The present Warden was not appointed by the House Committee and was not their servant, although he was responsible to them for the conduct of the house. The first Warden was appointed by the committee, but the procedure was changed afterwards. She (the witness) was appointed Secretary by the House Managing Committee. The present housekeeper was selected by the Warden and appointed by the committee.

Questioned as to the statement in her written evidence that but for the work of the National Indian Association no social and friendly atmosphere would exist at 21, Cromwell Road, the witness stated that at the present time no attempt was being made to produce any social atmosphere in the house apart from what was being done by the Association, and that if the Association were not

there a social atmosphere would either have to be created in some other way or would cease to exist.

As regards her suggestion that it would be better for all Indian students in this country under the age of 20 to be placed under guardianship, she did not mean that the guardian should be an official; he might be an Indian, or any private person, but if parents understood that it was to their advantage that students under that age should be placed under some kind of guardianship, either private or official, whichever they preferred, she thought it would be a good thing.

Several students had been placed under her personal guardianship by their parents in India and some had placed themselves under her guardianship entirely of their own accord. She undertook that duty in a purely private capacity and not as Secretary of the National Indian Association. At one time the Association had undertaken the duty of guardianship, but in recent years that practice had lapsed.

Prior to the establishment of the Students' Department the National Indian Association had always worked for the welfare of the Indian students. The "Handbook of Information for Students" was first published in 1874 and was now in its 17th edition. It was issued and printed by the Association, but part of the cost was met by a grant from Indian revenues. She had herself compiled the last seven editions, but she always received assistance from the Department and the colleges in their preparation.

STATEMENT BY MISS E. J. BECK.

Hostels.

I have frequently been asked whether I consider that the hostel system is a good one for the Indian students. My answer is that it is not an ideal one, but under the conditions existing in London I think it is useful and a necessary one. I believe the best thing for a student is to live with a good English family where he will gain some knowledge of English life, and there are cases where a hard-working student will be more comfortable in a quiet and respectable lodging; but the problem of finding homes for 800 or more students in London is an impossible one, and I consider that a hostel is far better than the cheap and undesirable lodgings into which so many of them drift.

It is argued that it is not desirable for Indian students to live together in large numbers, that they have little opportunity of mixing with English people, that it is difficult to study with so many people about, and that the games and other amusements provided for recreation prove a temptation to those who should be at work.

There is, no doubt, a good deal of truth in these statements. On the other hand a hostel, if well managed, has other advantages. It is more possible to meet the desirable English people than it would be in a lodging, the fear of unsuitable surroundings is lessened, and there are many ways in which those in charge can help students who seek advice or who need looking after when they are ill.

My experience with regard to hostels has been gained during my 10 years' stay in 21, Cromwell Road. The primary object for which the home was started was to provide temporary accommodation for new arrivals and for students coming to London for short visits, and in this respect I think it has justified its existence. I have been greatly struck with the appreciation shown by new arrivals when introduced into home-like and sympathetic surroundings, and the remark that they feel at home as soon as they arrive is a usual and very frequent one. The following extract from a letter received last week is typical of a large number that I received:—"I cannot sufficiently thank you for the kind help you had given to me during my stay at Cromwell Road. It was due to you that the feeling of depression and loneliness which I felt during the first two weeks there, was, in a measure, dispelled."

Many students would gladly make 21, Cromwell Road their permanent residence if that were possible, but the knowledge that they must shortly leave to make room for others gives them an unsettled feeling, and rather than wait to be told their rooms are required they will often move and take any room they can find. In this way they often get into most undesirable surroundings. Since the war it has been more difficult than formerly to find lodgings where the evening meal is supplied, and not infrequently a room is engaged for bed and breakfast only. This I consider is the worst possible arrangement. In my opinion it is of the utmost importance that a student should be placed in good surroundings during the first few months that he is in the country. On these few months often depends the success or otherwise of his future career. Many of them come to England with a determination to live up to the high ideals set before them, the advice and warnings they received from home being fresh in their minds, and it has been a sad experience to see some of them thrown into unsuitable surroundings, and gradually sink to a lower level merely for want of a fair opportunity at the start.

21, Cromwell Road suffers from certain disadvantages, the most important being the want of sufficient room both for sleeping accommodation and for purposes of study. Until two or three years ago the sleeping accommodation was limited to 17 beds, but now that the Local Adviser's offices have been removed this number has increased to 28 with four additional ones for emergencies. This accommodation is quite insufficient to meet the demands made on it during the busy season, and it was a matter of deep regret that during the last year scores of young men had to be refused admission on their first arrival and sent to hotels. In this way it was impossible for them to become acquainted with us and most of them have remained strangers to us ever since.

Since the house was opened 1,700 different residents have stayed in it, and a large number of them have returned to it whenever they had an opportunity of doing so. It has recently been decided to allow a few students to stay on a more permanent basis at times when the rooms are not required for new arrivals; this innovation has been much appreciated and in my opinion the time has come when this work might be extended. To increase the accommodation I suggest that an adjoining house might be taken, which could be used for permanent boarders, whilst the present one might be kept, as at present, for temporary boarders and social activities. A connection could be made between the houses and all residents could take their meals together.

When the house was started the Northbrook Society and the National Indian Association, at the invitation of the Secretary of State, rented certain rooms in it on the understanding that they would be quite independent of official control and that they would assist the house in its social work and help to create a centre for Indians in London. The National Indian Association has endeavoured to do so and to continue the work so nobly carried on by Miss Manning in its early days, that of assisting Indian students and others in whatever matter they might seek advice. The drawing-room at 21, Cromwell Road has largely increased its opportunities, as it has enabled the Association to afford hospitality not only to its own members, but also to residents and their friends, and in this way to bring about a social and friendly atmosphere in

the house. Except for the work of the National Indian Association such an atmosphere would not exist.

There has always been a certain amount of friction between these two Societies, which has tended to cause a want of unity in the house. In order to overcome this trouble steps are now being taken to bring about an amalgamation between them. It is believed that in joining together they will do better work and add greatly to the unity and general welfare of the house. It now seems likely that this amalgamation will take effect, and if it does I think that it might bring the house into one united whole if the management of the house were put under the charge of the new Association.

The social work of the house and the expenses connected therewith have always been undertaken by the Societies, and this arrangement should continue, the money of the Association being kept separate for this purpose, whilst the payments from boarders, together with the grant from the High Commissioner, would be utilised for catering and the general upkeep of the house. To safeguard the money granted for this purpose the High Commissioner would no doubt appoint one of his representatives to sit on the House Committee, which might be a sub-committee of the Association.

If this scheme was adopted I would propose that the new Association should be excused the payment of rent. It might then engage the services of another resident secretary, who should assist in the club work and in anything connected with the general welfare of the students. It would thus perform an important function and render a real service to the house.

Hostel for Women Students.

A good deal of what has been said above applies also to the position of the women students, and I believe that the starting of a hostel for them should be seriously considered. In many cases they are less fitted to fight their own battles than the men. After having been carefully guarded in their own homes, they come to London, where they find an altogether new life and surroundings. They have no knowledge of the restrictions in the better-class English families, and are beset with many difficulties and dangers, and especially when they first come to London they need some capable and reliable friend to advise and assist them. At present the number in the country is not large, probably less than 40, and those here have mostly had some experience and have been studying for some years in India. The number, however, is likely to increase rapidly and girls of all ages will be coming. Unless some organisation is now started to deal with the situation I fear that troubles may occur which will cause regret on all sides.

I think that a hostel should be provided for the purpose of receiving them when they first arrive, for helping them until they get used to the ways of the country, and for finding suitable homes for them when their educational plans have been completed. The house need not be on so large a scale as that at 21, Cromwell Road, but it would be well to have accommodation for 25 to 30 residents. Some of the ladies might reside there for months or perhaps during their whole stay, whilst others would prefer to live in English homes or other hostels. Other hostels are, I know, opening their doors to Indian ladies, but this will not adequately meet the situation. If some of them can be comfortably lodged with English students so much the better, but in their own interests I believe that it would be better in some cases that until they get used to the different habits and customs of English life they should live in a house with a capable English lady at the head, who, having some knowledge of the East, would understand their requirements and create more or less of an Indian atmosphere for them.

Distressed Indian Students' Aid Committee.

My work with the Distressed Indian Students' Aid Committee has brought me into contact with another difficulty of the Indian students, and that is the financial one.

The financial condition of a large number of students at the present time is a very hopeless one. This is largely due to the fact that young boys are sent here without having had any experience of the use of money and with a large sum in their hands. Unless they seek advice from some experienced person they are apt to be led into great extravagance in the matter of clothes, &c. I know one, possessing very limited means, who purchased a dress suit for over £20 and eight or ten other suits as well. When, finally, after some 20 months, he had to be assisted home, he had no suit but the one he stood up in. Another one paid from £15 to £20 for ordinary lounge suits, and having once got the taste for the latest fashion he would not condescend later on to be more economical. Many of them rush blindly into debt and have no regard of the consequences. In most cases this could be prevented if they had come to England under the care of some guardian. I believe that, as a general rule, although in some cases it would not be necessary, a great deal of the present trouble would be saved if all students under the age of 20 were to have a guardian in this country. One of the most important things for them to learn is the proper value and use of money.

To cite a case in point. A student arrived in London with no money, having borrowed from his fellow passengers. Telegrams to his people induced them to send remittances, which he placed in the hands of a friend, and for a while he went on satisfactorily. Then a remittance of £150 was sent direct to him, and in two months it was gone; difficulties arose in obtaining more, and after a while he was placed under the guardianship of that friend. The boy is now learning the use of money, he has his weekly allowance, and gives no further trouble, but he says himself that if he had more money in his hands he would spend it all. Without some guidance he would have always been hopelessly in debt, lost his self-respect, and been one of those who bring discredit on the Indian students in England.

Certain classes of students are perfectly capable of managing their own affairs. This applies chiefly to the older and hard-working students, but the younger ones I think would, as a rule, be better off with someone to guide them, at any rate for the first year or so.

There are other students whom it would certainly be advisable to prevent from coming to England if possible; for instance, those who have been failures in India and who are sent to England to give them a last chance; those who are good students, but have insufficient money and think they can supplement it by getting work; and those who leave India without the consent of their people, thinking that they can get money from home as soon as they arrive in England.

I think it is important that some steps should be taken to acquaint parents in India of the conditions in England. When a parent hears bad reports or becomes dissatisfied with his son's progress he is liable to stop his remittances, and he does not seem to understand that it is impossible for him to live in England without money. It is easy to stop an allowance, but it is difficult to realise the suffering and bad effects that it produces. Such an action leads to borrowing, debts, and often to dishonesty. It would be better to continue the regular allowance whilst investigations are being made, and then, if it is found necessary to recall him to India, to send the passage money to a banker or to some reliable friend. This work has sometimes been undertaken by this committee. It is another important point that remittances should be sent with absolute regularity. The following figures will give some idea of the work that the Distressed Indian Students' Aid Committee has accomplished during the last 10 years.

The general fund has had an average income of about £200 a year. During the 10 years that it has been working it has received advances to the amount of £831 1*s.* 6*d.* from the Secretary of State and subscriptions to the amount of £1,059 18*s.* 10*d.* The income of £198 17*s.* derived from interest in invested capital has far exceeded the total cost of office expenses, which have amounted to £104 15*s.* 5*d.*

£4,638 has been advanced to 252 cases:

£	
2,760	has been returned by 156 cases fully paid, 15 practically paid.
341	has been written off in 36 cases as irrecoverable.
1,537	has still to be recovered.
4,638	

Besides the general fund a special grant of £650 was made by the Secretary of State to assist Indian students and others who were thrown into difficulty on account of the sudden outbreak of the war. This sum was to be returned to the Secretary of State as soon as it was recovered by the Committee. 59 cases were assisted with loans amounting to £891 7*s.* 10*d.* £380 has been returned to the Secretary of State; £78 15*s.* 4*d.* has been written off as irrecoverable; £6 19*s.* 3*d.* has been spent on office expenses; £184 5*s.* 5*d.* has still to be recovered.

It has been with the greatest economy only that it has been possible to meet the demands that have been made on the funds, and sometimes help has had to be refused in cases which it would have been desirable to assist. The committee look with deep anxiety to the future. A request has been made to the High Commissioner for an increase in his yearly grant, and it is understood that he is putting forward a recommendation that he should be authorised to advance half as much again as has been done in the past. This will be a useful addition, but the committee fear that it will be quite inadequate for the demands that will be made on them. The number of students who have recently come to the country without the required qualifications for commencing a course of study and with incomes based on the inflated value of the rupee in 1920 is very large. Many are now applying for help and others are known to be on the verge of doing so.

It might be well to point out that this is the only fund which is in a position to assist the Indian students. Students who used to apply to the India Office in former years are now always sent to this committee to be dealt with.

The above statement has been written by me in my private capacity and not as the Hon. Secretary of the National Indian Association or the Hon. Secretary of the House Managing Committee of 21, Cromwell Road.

NUMBER OF MEMBERS OF THE NATIONAL INDIAN ASSOCIATION SINCE IT STARTED IN 1870.

Founded in Bristol.	English.	Indian.
1870–71	158	—
1872	158	4
1873	138	5
1876	138	2
London.		
1871–72	72	2
1873	103	1
1874	101	6
1875	103	6
1876	90	7
1877	97	12
1878	210	16
1879	206	11
1880	202	18
1881	191	15
1882	208	16
1883	229	25
1884	236	31
1885	232	23
1886	—	—
1887	240	36
1888	202	30
1889	214	35
1890	225	34
1891	217	32
1892	202	23
1893	189	35

Founded in London.	English.	Indian.
1894	168	34
1895	176	24
1896	167	30
1897	173	16
1898	168	19
1899	157	7
1900	162	12
1901	150	22
1902	149	25
1903	140	35
1904	145	26
1905	137	23
1906	138	71
1907	130	144
1908	128	205
1909	147	148
1910	136	195
1911	143	257
1912	145	265
1913	142	273
1914	140	177*
1915	144	146*
1916	143	142*
1917	143	128*
1918	135	115*
1919	131	244
1920	119	240

* Years of the war.

In 1902 Indian students were admitted as associates at a subscription of 5*s.*; in 1920 this subscription was raised to 7*s.* 6*d.*

In 1918, at the end of the war, the number of Indian student members was only 93. Of these 39 paid subscriptions for three or more years; 43 paid subscriptions for two years; 82 continued their membership; the remaining 11 paid for one year only.

27 joined in 1918; of these, 3 left the country the same year and 16 continued their membership.

In 1919 there were 225 Indian student members. Of these, 49 paid subscriptions for three or more years; 95 paid subscriptions for two years, and of these the third year's subscription is not yet due in 49 cases; 10 others finished their course in two years and went home. 144 continued their membership. Of the remainder 12 went home before the year was completed, and this leaves 69 who did not continue their membership.

158 joined in 1919; of these, 12 left the country, and 77 continued their membership. Of the remainder more than 20 left London for the Universities.

The impossibility of personally dealing with such large numbers often makes it difficult to keep in touch with members after they leave the house.

THURSDAY, JULY 28, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

THE HON. GEORGE COLVILLE, Secretary of the Institute of Chartered Accountants of England and Wales, was called and examined.

He submitted a written statement, which is printed below.

It was pointed out to him that some Indian students had informed the Committee of a disability which they suffered owing to the requirement that they had to enter into articles with a member of the Institute for five years, even though they might be graduates of an Indian University, whereas the time required in the case of graduates of a University of the United Kingdom was three years. The witness stated that he was aware that they were under this disadvantage, but that the requirement was one laid down in the Charter and any variation would require an alteration in the Charter itself, and that would mean a fresh application to the Privy Council. The Charter was obtained in 1880 and was expressly limited to England and Wales, and he understood that, when it was originally obtained, there was considerable opposition from the Scottish Charter bodies, who considered that it might be an infringement of their Charter.

Though the membership of the institute was not restricted to residents in England or Wales, all the members originated there; for instance, a graduate of an Indian University could only become a member of the Institute if he came to England and served under articles; he believed a member need not indeed be an English subject provided he served his proper period of service in this country, but they had never yet had a case of a foreigner, so the point had never arisen.

As regards the length of time required in the case of a graduate of a University in any other country, the regulation did not apply to the Indian only, but equally to a graduate of any University outside the United Kingdom.

The witness said he could not give any reason for the discrimination except that the Charter was granted 40 years ago, and no doubt the Universities in the Colonies and in India had altered a great deal in the interval. Probably 40 years ago the position of Indian Universities was not much known in this country.

Without knowing the system of education in India or in any other part of the British Empire at the present time, he could not express an opinion whether there was any adequate reason for keeping the Charter in its present form.

It was suggested to the witness that if the Institute of Chartered Accountants could be satisfied as to the quality of a degree of a University within the Empire, they might be prepared to say that once the University had been approved a graduate of such a University should have the same privileges as were given to a graduate of a University of the United Kingdom with regard to becoming a member after he had been articled for three years. The witness replied that at present they had no power to take any steps to decide whether they would put any University on such a list; he had already been approached by the High Commissioner once or twice and had told him that they had no power.

With regard to the Preliminary Examination, they had power to exempt from such an examination a graduate of any University within the British Empire of which the Council approved; they had only had two applications as yet, *i.e.*, from Madras and Calcutta, and they had accepted them both.

In the case of a reduction of time from five years to three years in order to become a member of the Institute, that was limited to graduates of Universities in the United Kingdom, and they had no power to apply similar exemptions to other Universities within the British Empire, whether the Council approved or not.

Questioned further with regard to the possible alteration of the Charter, witness stated that it would be necessary to apply to the Privy Council for a supplemental Charter. It was not contemplated by the original Charter that they should ever apply for a supplemental Charter, but he imagined that such an application would require the approval of a general meeting of the members of the Institute.

Asked what the procedure would be if a representation was made to the Institute that the Charter should be altered, witness stated that the matter would first come before the Council, and if the Council were favourably disposed, it would, he presumed, be put before a meeting of the members. If they approved, the Council could then make application to the Privy Council, but before they granted a supplemental Charter they would, he thought, give the public the opportunity of making objection, and trouble might arise. Any body of opinion which could establish its *locus standi* would probably have a right to be heard. He could not say whether the members of the Institute would approve of the change, or whether the Council would approve; there might be objections at those stages.

Asked whether the Council had considered the question at the request of the High Commissioner, witness thought the matter had been discussed, but at the time they were not prepared to recommend it; if it were put to them by the Government they would probably consider it afresh. He did not think that there would be any objection on the part of the public to this particular alteration, but if they had the chance they might ask for extension of powers affecting this country, to which the Institute would not be prepared to agree.

Witness was asked whether he thought that there would be any difficulty in setting up an Institute of Chartered Accountants in India, assuming that that proposition was put forward and he replied that he did not imagine his Institute would have any right to oppose it so long as there was no infringement of their name, of which they were very jealous; it might be called an Institute of Public Accountants, or an Institute of Indian Accountants, for instance. They had suffered on that point very considerably in Canada, where the Institutes of Accountants, which were incorporated by an Act of the Local Legislature, were styled the Institutes of Chartered Accountants. He was only concerned to differentiate a chartered accountant under Royal Charter from a public accountant whose qualifications were based on an Act of Legislature.

Asked whether a graduate of an Indian University who served his articles in India would be qualified to practise as a chartered accountant in India, witness stated that he would not, but that he must serve his articles in England or in Wales.

Witness was asked what was the status of the Institute of Chartered Accountants compared with that of the Incorporated Accountants, and whether a member of the Institute of Chartered Accountants had any title for special work which was denied to a man who was an Incorporated Accountant. Generally speaking, he replied, the answer was in the negative; in some Articles of Association, trust deeds, or other legal documents, it was often found that the auditor must be a chartered accountant, and a chartered accountant was usually preferred by the public. He was not prepared to say more than that about the difference between the two bodies, whose relationships were of a perfectly friendly nature.

Asked whether there was any prejudice on the part of clients of chartered accountants to allowing Indian clerks to handle accounts in the way of audit, witness said that he would not be likely to hear from the clients, but might hear of it from employers. He knew there were some employers who might think it would have effect upon their clients. He had sometimes been asked to find a place for an Indian as an articled clerk, and he knew that he must look for an employer in two or three directions.

Asked whether Scottish graduates applied to serve under articles for three years with the Institute of Chartered Accountants, witness replied that they did not come at all; they stayed in Scotland.

With further regard to an institution being set up in India, witness was asked whether the members of an institution here would be at a disadvantage supposing that an institution in India adopted some kind of hostile reciprocity, and replied that he did not think that Indian commerce would like to see the most capable accounting knowledge prevented from going to their country; on the other hand, firms here would not like to see their work taken away. He did not think, however, that such a possibility would weigh with the Society to see that greater facilities were given to Indians in order to avoid such consequences. It might have a serious effect on the employment of British capital in India if English capitalists were debarred from having investigations made by chartered accountants, who had their confidence, into the soundness of schemes for which the capital was required.

Questioned further with regard to the possible prejudice against employing Indians to audit accounts here, witness stated he imagined the prejudice would not be on account of their not being competent, but racial prejudice; the mere fact that a man was an Indian would make him not so acceptable as an Englishman; similarly, English people might be at a disadvantage in India.

Asked further with regard to Canada, witness stated that they had a few chartered accountants in Canada, but they had to educate themselves up to the law of that country. The provincial societies in Canada made byelaws with regard to examinations which would exempt applicants from passing their own examinations, and the examinations of the Institute here were recognised by the Canadian societies. Members of the Institute of Chartered Accountants trusted to the quality of their work to vindicate themselves in any part of the Empire, and the Institute was universally recognised as the leading body of accountants in the world.

Questioned further with regard to the change of the Charter, witness stated that at the stage to which the matter had been carried it would be no good raising the question again unless an appeal were made by the Government on public grounds, and the Government would have to see that only one modification was made and that no other objectionable features were introduced by means of the alteration.

Questioned with regard to the premiums which clerks paid, witness stated that it was a very difficult question to answer. Before the war a man might have gone into an office and paid no premium at all, or he might have paid 500 guineas if he went to one of the leading firms. Since the war the change in salaries had altered the whole position, and it was difficult for him to answer the question fairly.

With reference to a point raised by a student to the effect that articled clerks could charge their expenses when they went on the firm's business, whereas Indian students could not do so, witness thought there must be some misunderstanding; he could not imagine such a thing occurring. He undertook to forward particulars as to the members of the Institute practising in India.

MEMORANDUM BY THE HON. GEORGE COLVILLE, SECRETARY OF THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES.

The Institute of Chartered Accountants was incorporated under a Royal Charter granted by Her Majesty Queen Victoria in the year 1880, and admission to membership is controlled by the terms of that Royal Charter and byelaws which have been made under it with the approval of the members in general meeting and subsequently allowed by the Privy Council.

In the early days of the Institute, admission to membership could be obtained by the applicant proving that he had been in practice as a public accountant for a substantial time, or that he had, for some longer period, been in the service of a practising public accountant as his clerk. In the present day, however, admission under these conditions is practically non-existent and the only way in which a person can proceed to membership is by serving under articles for the required period and passing the usual examinations.

Before a clerk can enter into articles, he must pass the Institute's Preliminary Examination (the subjects of which will be found in the syllabus) or he must produce a certificate of having passed one of the examinations referred to on page 3 of the syllabus under such conditions as are there laid down. On complying with one of these alternatives, he will then be in a position to enter into articles, which must be served with a member of the Institute practising in either England or Wales. The ordinary period of service under articles is five years, but where a clerk proves that he is a graduate of a University of the

United Kingdom the period is reduced to three years.

After half the period of service under articles has expired, the clerk is required to pass the Intermediate Examination, which is conducted solely in professional subjects. After the expiration of the clerk's articles or, under certain circumstances, three months before their expiration, the clerk is allowed to sit for the Final Examination, which is also conducted in professional subjects only, and on passing this examination he is eligible for election to membership.

Indian students are eligible to sit for the Institute's examinations under the same conditions as Englishmen, and the Council have recently recognised the taking of a degree at Madras and Calcutta Universities as entitling exemption from the Preliminary Examination. The Council have no power to allow graduates of Indian Universities to serve under articles for three years in lieu of five.

During the last two years eight Indian subjects have obtained exemption from the Preliminary Examination and two Indian subjects are at present fully qualified members of the Institute, while four Indian clerks are at present serving under articles.

Members in India.

Town.	In Practice as Accountants.	In Service as Accountants' Clerks.	Holding Appointments.	Total.
Agra	—	—	1	1
Bangalore			1	1
Bombay	4	2	6	12
Calcutta	15	14	15	44
Cawnpore	—		1	1
Chittagong	1			1
Delhi	—	—		—
Gwalior	—		1	1
Karachi	—	1	1	2
Lahore	2	—	—	2
Madras	—	—	3	3
Oorgaum	1			1
Quilon	—	—	1	1
Rawalpindi	—		1	1
Secunderabad	—		1	1
Simla	—			
Total	23	17	32	72

SIR JAMES MARTIN, M.B.E., Adviser to the Council of the Society of Incorporated Accountants and Auditors, was called and examined.

He submitted a written memorandum, which is printed below.

He stated that the Society was incorporated 36 years ago. It had a membership of about 3,300, of whom 33 were in India. The Diploma of the Society had been upheld in the High Court of Justice and by Committees in both Houses of Parliament. They aimed at one standard of qualification for the United Kingdom, India and the British Dominions; they did not wish there to be any variation in the standard of qualification anywhere.

The original members of the Society 36 years ago were all in the United Kingdom, but the Articles of Association had been altered from time to time to enable British subjects throughout the Empire to qualify. Some of the examination conditions had been altered and strengthened, but in the main the regulations remained as they were originally drafted. They were able to alter their Articles of Association from time to time to meet existing requirements as they desired; they had a licence to incorporate from the Board of Trade, and they could alter their regulations by a special resolution of their members passed at a meeting by a majority of three-fourths, and confirmed by another meeting. Candidates from India were admitted to examinations on the same terms as candidates from any other part of the Empire; they first of all had to pass a preliminary examination, but could be exempted from that if they held a degree of any Indian University. They did not keep a fixed list of approved Indian Universities, but consulted the Educational Adviser for Indian Students at the India Office with regard to any diploma that came before them with which they were not familiar. Of such Universities as they approved, they admitted the graduates under articles of three years instead of five years.

The question of practical training was one for the clerk and his employer, whether in India or in England, or anywhere else. If an Indian was articled in India he must obtain his practical training there: some few got practical training in England. The difficulty had been greater after the war as they had to absorb such a large number of men who had fought, some of whom were partially disabled, and they had not been able to encourage any Indians to come here for the purpose of trying to obtain articles.

When Indians had made application to the Society for it to find an office where they could be articled, the Society had advised them not to come to England because of their inability to find them room.

Under the regulations there were some special byelaws which enabled clerks of long standing in the offices of recognised public accountants to sit for the Society's examination without undergoing articles. The advantage of that course was that a paid clerk who had not been able to afford a premium had by that means been allowed to sit for his examinations and qualify for the diploma, but it meant that he had to serve roughly double the period of clerkship than would be required under ordinary articles. They had not, however, had a single case of a clerkship without articles from India.

Witness said that they had worked in close association with the Indian Students' Department and had always had a desire to be helpful; in return, they had found the Department was able to be of help to them. He thought too that the relationship had been a benefit to the students.

Asked with regard to the 33 members who were in India, witness stated that 16 of the 33 were Indians; those of them who were in public practice were entitled to take articled pupils.

With regard to persons who were admitted as members, enquiries were made as to their character and position and submitted to the whole Council. They had between 15 and 20 committees, mostly in the United Kingdom, but there were also some committees in the principal Dominions. Where these committees did not exist, it was difficult to maintain anything like constant supervision over the members, but his 33 years' experience led him to realise that if there was anything wrong they generally got to know it very quickly. There was a disciplinary committee for the purpose of hearing complaints.

Asked with regard to premiums in England, witness stated that these ran from about 150 up to 300 guineas; it depended on the character of the office and the class of the work done.

With regard to the creation of an organisation in India for supplying the growing needs of that country in the matter of public accountants, witness thought that that must be a matter for consideration in India, and he did not think that he was entitled to express an opinion upon it. He did not, however, think that his Council would make opposition to it. The Indian Government and the Governments of the Dominions accepted their English diploma favourably, but at the same time, naturally, they put no obstacle in the way of the development of their own people in their own way.

With regard to the question of status as between chartered accountants and incorporated accountants, witness stated that he did not mind expressing his opinion, but all he was prepared to say was that the High Court of Justice accepted them as equal and Parliament accepted them as equal, and he did not wish to go further than that. As far as the training was concerned, he did not think there was any superiority in the training of a chartered accountant over the training of an incorporated accountant; the difference between the two bodies was that it was only possible to obtain membership of the Institute of Chartered Accountants by serving under articles, but it was possible to obtain membership of the Society of Incorporated Accountants by serving without articles.

With regard to the training in India compared with that in England, his view was that the facilities in India for the practical part of the work were not as good as those to be obtained in this country; they found that the Indians had great facility for passing examinations, but he was doubtful sometimes with regard to those trained in India whether they had anything like the same practical knowledge as the men that trained in England. He could only give his own experience of the matter, which was that the work in the offices of the majority of the practising accountants in India was not as good class work as they had here. He would not, however, like to say there were not places where a man could get good training in India. There were some to his knowledge.

With regard to the standard of examination of the Institute and of the Society, witness stated that the Society's syllabus had recently been altered so as to exclude some of the law and to admit such subjects as costing and economics. It might be that the present final examination of the Society was rather better than that of the Institute, but at any rate it was in every respect quite as good.

It was pointed out to witness that it had been stated in evidence that the Society's examination was rather harder, and he replied that in his opinion the Final Examination presented rather more difficulty than that of the Institute at the present time because they had taken advice rather earlier and had altered their subjects to meet the growing need of the time. He wished, however, to deprecate any idea that there was a rivalry between the chartered accountants and the incorporated accountants; they were two different organisations, but they were working on very much the same lines and in a friendly way. The object of both was to maintain a high standard of examination and professional conduct.

Witness was asked whether the Intermediate and Final Examinations could only be held in this country, and replied that there were Local Committees in South Africa and in Australia who could conduct the examinations there, but these were restricted to persons resident in those countries. A student from India would have to come to this country for examination. Provided a student had served the stipulated time, there was no reason why he should not take the Intermediate and then the Final after the minimum interval which was laid down. The Final Examination was competitive in the sense that there was an Honours List, and no distinction as regards special service was made between an Indian student and a student from the United Kingdom or the British Dominions. Persons who came from any part of the British Dominions, other than those mentioned where they had a committee authorised to conduct the examination, would have to come to England to be examined.

As regards setting up a committee in India, witness thought that with a total membership of 33, the Council would not be likely to set up a Committee there; they would, however, keep their minds quite open on the matter.

MEMORANDUM OF EVIDENCE submitted to the Committee on Indian Students on behalf of the Society of Incorporated Accountants and Auditors by Sir James Martin, J.P., F.S.A.A., Adviser to the Council, Senior Partner in the firm of Messrs. Martin, Farlow & Co., Incorporated Accountants, and formerly Secretary to the Society for a period of 32 years.

A.—*Present Position with regard to Indian Students:—*

(i) Candidates from India are admitted to the Society's examinations after service under articles of clerkship in accordance with the regulations.

(ii) These candidates must first pass or obtain exemption from the Preliminary Examination, but in almost every case they have obtained exemption by reason of holding certificates as graduates of Indian Universities, and in certain instances by a matriculation certificate.

(iii) The service under articles as a special matter has been reduced in the cases of approved University graduates from five years to three. Before such reduction has been approved advice has been received from the Adviser to Indian Students, India Office, on the merits of the particular certificate in question.

(iv) Articled clerks either serve their articles with a member of the Society practising in India and proceed to England upon the completion of the term to be examined, or serve the required period in the United Kingdom.

(v) All candidates pass the Intermediate and Final Examinations as per syllabus, and upon submitting to the Council certificates from their respective employers that their articles have been completed satisfactorily, their names are brought before Council for election as Associates.

B.—*General Observations:—*

(i) It has been found necessary to insist rigidly that the full term of articles must be completed before the candidates come to England for the examinations, otherwise difficulties have arisen; during the time such candidates are in England they spend their time for the most part with coaches, studying for the examinations, to the neglect of the more practical part of their training.

(ii) As a general rule, these candidates when qualified return to India and commence public practice, which enables them to take articled clerks not exceeding two in number.

(iii) It has been observed that in a number of cases connected with Indian articled clerks, questions have arisen from time to time which have suggested that the course of the articles does not always run smoothly.

(iv) In adopting the policy outlined the Council have endeavoured to offer to Indian students admission to the Society's examinations and membership upon the same terms and conditions as are applicable to other classes of candidates, but the Council have not felt able to extend facilities for examination beyond those provided by the examination centres in the United Kingdom.

(v) It is to be noted that the certificates of the various bodies of Chartered Accountants and of the Society of Incorporated Accountants are fully recognised under the Indian Companies Act.

(vi) Admission to the Society's examinations is also granted upon compliance with the provisions of special byelaws governing the cases of candidates not serving under articles, but it has been found in practice that Indian candidates are not in a position to comply with these special regulations.

(vii) Applications have also been received from a limited number of candidates who state that they are in public practice in India, but the Council have no means of being able to satisfy themselves as to the training and professional standing of these candidates. The Council feel it is extremely difficult to deal with such cases for the reasons indicated, and in order to secure as effective control as possible, they are of opinion that under all the circumstances admission to the examinations for the most part should be confined to articled clerks.

C.—With regard to the scope of the Committee's enquiries, the following observations are submitted:—

(i) Although a number of Indian students have served articles of clerkship in this country, it is difficult—and owing to the large number of service and other candidates it is becoming increasingly difficult—to find vacancies for Indian students in the United Kingdom. Such difficulties, however, do not arise if the articles are served in India.

(ii) While the Council realise their responsibilities in this matter, they do not see clearly how any extension of facilities could in practice be granted either with advantage to the Society or to the candidates.

(iii) With regard to the educational attainments of candidates, there appears to be some variety in the certificates of education submitted, but in this matter the Council have been guided by the advice which the Adviser to Indian Students in London has kindly given from time to time.

(iv) The Council consider that unification and improvement in the standards of Indian educational institutions would be an advantage from this Society's point of view, as so far as they are able to judge the standard of any particular educational examination or degree of Indian Universities is not *mutatis mutandis* of the same standard as the corresponding examination or degree of Universities in the United Kingdom.

Mr. N. C. Sen, O.B.E., Joint Secretary to the High Commissioner for India for Indian Students' Work, was called and examined.

Asked to describe his duties, he said that it was a little difficult to do so as the Students' Department was in process of reorganisation. When he first became connected with the Department in September 1913 he was Indian Assistant to Dr. Arnold, who was then Educational Adviser to Indian Students at 21, Cromwell Road. At that time the whole Department was under the charge of Sir Charles Mallet, whose designation was Secretary for Indian Students. Subsequently, at the end of 1916, when Sir Charles Mallet retired, Dr. Arnold was transferred to the India Office with the designation of Educational Adviser for Indian Students to the Secretary of State for India, and he (the witness) took charge of the office at 21, Cromwell Road with the designation of Local Adviser to Indian Students in London. On the retirement of Dr. Arnold and the transfer of the Department to the control of the High Commissioner, the posts of Educational Adviser and Local Adviser to Students in London were abolished, and the two branches of the Department were amalgamated and placed under the charge of two Joint Secretaries to the High Commissioner for Indian Students' Work. The witness was appointed one of the Joint Secretaries at the end of February 1921 and Dr. Thomas Quayle was the other. Dr. Quayle had, however, only taken up his appointment at the beginning of July and it had not yet been decided how the work was to be divided.

When he first went to Cromwell Road there was another assistant, Mr. F. M. Cheshire, who was also Warden of the house. He left at the end of 1913 to take up an appointment in the Indian Educational Service and was succeeded by Mr. J. B. P. Adams. Soon after the war broke out Mr. Adams joined the army and Mr. Field was appointed Acting Warden in addition to his duties as Sir Charles Mallet's assistant at the India Office.

Questioned with regard to the complaint of the students that the Department not only did not help them to secure admission to Universities, but was sometimes an actual hindrance, the witness stated that although he had heard of such complaints he did not know of any instance in which the Department had put obstacles in the way of any student. If a student wished for its assistance, the Department was always ready to forward his papers and to give any help it could. If a student said: "If "I cannot get into Oxford then I should like to go "to Cambridge, and failing Cambridge I would "like to go to London," his papers would be forwarded to the Secretary to the Delegacy for Oriental Students at Oxford to the Secretary to the Intercollegiate Students' Committee at Cambridge, and direct to one of the London colleges.

The student's name would then be put on the list of applicants for admission to Oxford, Cambridge and the London college concerned, but the procedure was not very satisfactory because the colleges did not know whether the man would accept a vacancy if one were offered him.

If it were found to be impossible to secure an offer of admission for a student at the particular University or Universities for which he applied, the Department would inform him accordingly and suggest that efforts should be made on his behalf elsewhere, but it would not actually make those efforts until it knew whether the student desired it to do so, because if application were made to a University on his behalf, and after securing admission the student said: "I am not prepared to go there," the University would not unnaturally be annoyed at having been put to unnecessary trouble.

As regards the case of Mr. M. H. Faruqi, who had written to the Chairman complaining that he had sent his application for admission to a University through the Secretary of the Advisory Committee in the United Provinces in 1919, but

that when he arrived in the autumn of 1920 he found that no action had been taken on his case and that no effort had been made to secure admission for him, the witness, after referring to the file, stated that it was true that Mr. Faruqi had applied through the Secretary of the Advisory Committee at Allahabad in 1919, but the application, which was dealt with by Dr. Arnold, stated that he wished to join one of the smaller Universities to prepare for its matriculation, and also to be admitted to one of the Inns of Court. As Mr. Faruqi's only qualification was the Indian matriculation, he was not qualified for admission to an Inn of Court or any University in the United Kingdom; but as it had been stated in his application that he would be arriving in England soon after the application itself reached the Department, it was not felt to be any use to write to the Allahabad Committee about the case, and the papers were kept pending Mr. Faruqi's arrival. As no news had been received of him by March 1920, a letter was then sent to the Secretary of the Advisory Committee at Allahabad asking whether he was coming to England or not, and a reply was received, dated 20th May 1920, stating that Mr. Faruqi intended to sail for England as soon as he could get a passage. When Mr. Faruqi arrived in England he did not go to the Department in the first instance, but wrote from Cambridge on the 23rd September 1920 saying that his certificates had been sent through the Allahabad Committee and that he hoped all arrangements about his admission to a University and an Inn of Court had been made. Subsequently, Mr. Faruqi called at 21, Cromwell Road, and was given a letter to the Local Adviser in Edinburgh, explaining the circumstances of his case and asking that everything possible might be done to assist him to obtain admission to that University. The witness agreed that it would have been better if the Department had replied to the letter from the Allahabad Committee immediately it was received, but he pointed out that the reason why that was not done was that Mr. Faruqi was expected to arrive very shortly. It was impossible for the Department to take any action with regard to securing admission to the Inns of Court or a University, as students could not join Universities to prepare for the matriculation, but had to pass a qualifying examination or secure exemption from it before they were admitted, and the Inns of Court would not accept a man who was only a matriculate of an Indian University.

Asked what action the Department took through the Advisory Committees to publish in India information as to the nature of the steps that should be taken by students desiring admission to Universities in the United Kingdom, the witness stated that the Handbook, a fresh edition of which was usually issued once a year except during the war, was sent to all the Advisory Committees, together with copies of the prospectuses and calendars supplied to the Department by the various Universities, and it was left to the Advisory Committees to adopt whatever means they thought best of spreading the information contained in those publications. Any change of regulation and any other information useful to Indian students that was communicated to the Department by the Universities, or of which the Department became aware, they tried to notify immediately to all the Advisory Committees.

He did not consider it was his duty or his business to advise educational institutions as to which students they should admit and which they should reject. Apart from the fact that the educational institutions would resent any attempt on the part of the Department to discriminate between individual applicants, it was undesirable in that the students who were not recommended would undoubtedly complain. The invariable practice was for the Department to forward to the Universities all applications which it received without attempting to differentiate between them, unless, of course, the particular University mentioned in the application had already stated that it could not take any more Indian students, or unless the man's academic qualifications were not up to the standard required to enable him to have any chance of securing admission. In the case of Oxford and Cambridge, it was also necessary to ascertain that a man had sufficient means to enable him to pay his way if admitted, as the College Authorities expected to have some assurance on that point, and if a man's allowance was obviously insufficient to enable him to meet his expenses, it was useless to forward an application on his behalf.

He had never given to any student a letter of introduction to an educational authority which the student thought to be a letter of recommendation, but which was in fact a letter advising that he should not be admitted, or indicating that the Department did not consider him eligible for admission. Such a procedure, in his opinion, would be most improper. It had, of course, sometimes happened that a student whom he had never seen before, and of whom he knew nothing, asked him for a letter of introduction to some educational authority; in such cases it was necessary, both in the interests of the work of the Department and of the Indian student community as a whole, to exercise some caution, and he might state in the letter of introduction that no papers had been received about the student in question from any of the Advisory Committees in India, and that he (the witness) had no means of certifying that the student possessed the educational qualifications which he claimed, or that he had the means to pursue the course of study he proposed to take. If he did not do that there would be a danger that if the man turned out to be otherwise than what he represented himself, the College or University concerned would feel aggrieved and would say: "You introduced such and such a person to us and "we admitted him, but we now find that he does not "possess the qualifications stated, and is unable to "pay his fees." He could, however, state definitely that he had never given a student a letter which was otherwise than what it purported to be. He thought that if he erred at all it was in the other direction, namely, that he had, in some cases, given letters of introduction to students under circumstances in which others would probably have declined. It was not really correct, in his opinion, to speak of the Department as giving letters of recommendation; as he had already explained, the Department should not attempt to discriminate between students, and letters of introduction was the more correct description.

It was not possible for him to supply figures as to the number of students who had sought the assistance of the Department during the past five years, as no complete record of statistics had been kept. Nor could he state the proportion of students rejected by the Universities of their first choice who had secured admission elsewhere through the agency of the Department.

He thought it would be very difficult to obtain accurate figures of the number of Indian students now studying in the United Kingdom. Figures could be obtained from the various educational institutions, but there were many Indians at schools and undergoing practical training, so that any estimate framed on the basis of figures supplied by Universities and colleges would necessarily be inaccurate.

He knew of no case in which the authorities of Scotland Yard had sought information from his office in the past regarding any Indian students in the United Kingdom. During the war, when it

was necessary for all foreigners to establish their identity to the satisfaction of the Home Office authorities, enquiries had been received from the police as to the nationality of some Indian students, and the Department had certified that they were Indians and as a result they had been relieved from the trouble of registering themselves as aliens. Again, when conscription came into force Indian students sometimes found it difficult to satisfy the military authorities that they were not liable to serve in the army, and the Department had been able to answer enquiries about them and to render assistance in that way. But none of these enquiries had had anything to do with political opinions; they had merely been for the purpose of establishing the identity and nationality of the men concerned.

It was not until he became Joint Secretary to the High Commissioner and his offices removed to 42, Grosvenor Gardens that he had conducted any direct correspondence with the Advisory Committees in India, and it was therefore rather difficult for him to answer enquiries regarding the duties of those committees. He imagined, however, that they did not regard themselves as merely post offices, but as bodies which were supposed to make recommendations if they thought that the students regarding whom they were writing to the Department were really worth recommending. He himself would certainly accept the recommendations of the Advisory Committees without question, as he regarded them as being in the best position to judge of the qualifications of an applicant. It would greatly facilitate the work of the Department if it were laid down that it was the duty of the Advisory Committees to sift the applications they received and to make definite recommendations as to those considered best qualified, &c.

He regarded it as unfortunate that two organisations like the Northbrook Society and the National Indian Association, with identical objects and housed in the same building, should be under separate control and management, as in consequence it was inevitable that they should be regarded as more or less rival bodies. If there could be one organisation in the house instead of two, it would be very much better. He thought that the removal of the offices of the Local Adviser in London from 21, Cromwell Road would tend to diminish the feeling that the house was an official one.

He certainly regarded it as of great advantage that the Department should provide a social centre for Indian students, and he considered that such a centre was now provided in 21, Cromwell Road.

Records were kept of the syllabuses, prospectuses, &c., that were supplied by the Department each year to the Advisory Committees in India, and a list of them could be supplied for the information of the Committee.

He could not say whether the latest calendar of the University of Calcutta on record in the Department was that for 1917, but even if that were the case any later information required could always be obtained from other sources and the "Calcutta Gazette," which was kept in the Department, and which contained lists of successful candidates. No student had complained that he had been deprived of information because the calendar was out of date.

The Department was responsible for all Government scholars, but in the majority of cases it had not exercised any sort of financial guardianship over them. One or two of the women scholars had placed their allowances in his hands, and he administered them for them, but that was entirely voluntary on their part, and most of the Government scholars administered their own funds. Apart from finance, the guardianship exercised over the scholars was more complete than in the case of any other students. The Department controlled their education and training, looked after their health, kept as closely in touch with them as possible, and advised them in all matters concerning their work and welfare. A statement was periodically prepared showing the names of the Government scholars studying in this country, their subjects of study, and the places at which they were working. Copies of the latest statement could be supplied for the information of the Committee. A register was also kept regarding students who were not scholars, but had been placed by their parents under the guardianship of the Department.

If he were asked for information regarding any student who had come in contact with the Department, he would be able to supply it, but he could not, of course, answer enquiries regarding students who did not come to him, and of whom he knew nothing.

Questioned as to what proof could be produced if challenged to show what the Department was doing in this direction, the witness replied that there were several hundred files of papers in the registry of the Department, and he should have thought that that in itself was sufficient answer to any suggestion that the Department was doing nothing.

As regards the complaint that letters were sometimes left unanswered for a considerable time, he could only say that the policy was to answer every letter as soon as possible, but the volume of correspondence had grown very considerably within the last two years, and it was not always possible to answer a letter as quickly as could be desired.

He could not say whether the Indian Students' Department was created on the initiative of the Secretary of State or the Government of India, as it had been started long before his time.

He did not think it was correct to say that the London Advisory Committee that had existed at one time in connection with the Department had been abolished. He understood that it was only suspended during the war. It was now about to be revived, but he could not say what its constitution and functions were likely to be, as that was a matter for the High Commissioner to settle in correspondence with the Government of India.

It would not be correct to say that during the war years the Department had little real work to do. All manner of requests for information, advice and help were continually being received throughout the war period, but of course, so far as actual applications for admission to educational institutions in the United Kingdom were concerned, there was a much smaller number to be dealt with then, and the real rush of students to this country did not begin until after the Armistice was signed.

Questioned as to the extent to which the Department and the National Indian Association respectively were responsible for the "Handbook of Information," the witness stated that a large part of the current edition was prepared by the Department. Originally it had been produced entirely by the National Indian Association, but of recent years the Department had taken an interest in it, and had considerably amplified the information given in earlier editions.

He was not the first Indian to be connected with the staff of the Department as there were two others before his time. They had served for much shorter periods than he had done, but even now he was not a permanent officer, and was employed on a temporary basis. At the present time all the members of the Students' Department were temporary and not permanent.

Asked whether he thought it would help the work of the Department if a larger proportion of its staff were Indians, he stated that he doubted whether under present circumstances it would do. As regards the Warden of 21, Cromwell Road, it should be remembered that a good deal of experience in managing a house, running a residential club, and other similar duties was needed, and that an Indian coming to London for the first time would be handicapped, not because he was an Indian, but because he would not know anything about the management of a large establishment. The present Warden was a master at a school before he joined the Department and had had some experience of house management. He thought that if some of the senior Indian students who had taken their degrees and had been for a considerable time in this country could be induced to give assistance in the work of the Department and the house at Cromwell Road, it would be a very good thing, but so far he had not been able to find men ready to undertake the work.

An Indian in charge of the whole Department with an Indian staff would not, in his opinion, have the same advantage working in London as an Englishman, and would find himself handicapped in dealing with British Universities and educational institutions even though he might possess all the experience, ability, and qualifications required. As far as the students were concerned, he did not know whether it would make any difference to the Department's position at the present moment if the High Commissioner, under whose control it was, were himself an Indian. There was already a much larger proportion of Indians on the staff of the High Commissioner's office than had ever been the case with the staff of the India Office, and he hoped that as the office grew the number of Indians would also increase.

Questioned as to the arrangements which he would make in London for the accommodation of Indian students if he had the power and money to carry out whatever seemed to him to be the best scheme, the witness replied that the matter was one which had exercised the minds of many people for the last 30 years, but it was very difficult to make definite suggestions, because there were so many classes of students to be provided for. Some parents in India did not wish their sons to be living with other Indians during their stay in this country. They said: "We are sending them to England for "education and we want them to get an insight into "English life and thought; if 20 or 30 of them are "going to be always together, they might just as "well remain in India." Others preferred a hostel or a boarding house where there were an equal proportion of Indians and English students. There was no doubt that if arrangements could be made for Indian students to live with suitable and cultured English families, that would be excellent, but the number of Indian students had now increased to such an extent, especially in London, that it was impossible to find sufficient English families ready to take them as paying guests, and the consequence was that several of them had to be sent to one family. He was personally of the opinion that at the present time the best arrangement for the majority of students was a hostel at which an equal number of Indian and English students could live, if that were possible.

The Department made it a part of its business to collect and keep a register of families willing to take Indian students, but at the present time, in consequence of the war, that register was rather out of date. In 1914, a Hospitality Committee, under the presidency of Lord Haldane, had been started, and had been very useful, not only in getting the students into touch with good families, but also in providing hospitality and accommodation at various seaside resorts. That committee was quite unofficial and was a great help, but its activities had had to be suspended during the war and it had not as yet been revived. At the present time the Department had to rely on the assistance of educational and other agents, newspapers or friends of students to furnish particulars regarding the names and addresses of people who were prepared to take Indian students.

He thought that if 200 students could be found who would guarantee to reside there for at least a year, it might be possible to establish a hostel for Indian students in London, but even then it would not be self-supporting and it would have to receive some financial assistance from Government.

Of the three ways of providing for the accommodation of Indian students, he regarded residence in families as the best, but the most difficult to accomplish at the present time; the better class of lodging or boarding house as the next best, and somewhat less difficult to obtain; and the inferior class of lodging house as the worst of all because at such places a student usually had a bed-sitting room only and had to go outside for all his meals. He had no company, no society, and no one to look after him when he was unwell.

Before the war there were a considerable number of really good boarding houses, where Indian students were welcomed, well fed, and well looked after, but many of them had closed down entirely owing to the war, and the students had now to deal with a new and sometimes less friendly class of landlady—a class that was not so dependable as the old one.

TUESDAY, AUGUST 2, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. R. M. J. KNASTER, Assistant to the Joint Secretary, Indian Students' Department, and Warden of 21, Cromwell Road, was called and examined.

He stated that he was appointed Assistant Local Adviser to Indian Students in London in October 1919, and became Warden of 21, Cromwell Road in addition in February 1920. On the transfer of the Local Adviser's Office to 42, Grosvenor Gardens his designation was changed to Assistant to the Joint Secretary, Indian Students' Department, but he still remained Warden of 21, Cromwell Road, and spent the greater part of his time there. His duties as Assistant to the Joint

Secretary consisted principally of dealing with matters of guardianship, admission to schools, and the provision of tutors, families and lodgings. Guardianship was not confined to the mere administration of a student's funds, as the students came to the Department for all sorts of advice on all kinds of subjects. As the guardian of an Indian student he acted *in loco parentis* in exactly the same way as a person in charge of an English boy whose parents were living in India would do. The number of guardianship cases now in his charge was about 14, but the number would be larger before long, as Mr. Gaster, who was at present acting as guardian in a few cases, would be handing them over to him shortly.

Of the students at present under his care, two were at school, and the remainder were either at Universities or under tutors preparing for admission to a University. All excepting the two at school were over 18 years of age.

His main duties as Warden of 21, Cromwell Road, were to supervise the house, to see that it was run in a respectable manner, and to provide accommodation for those who desired to live there. In the majority of cases he received written applications for accommodation, and the students living in the house frequently came to his room to tea, and for a talk in the evenings. He took his meals with the students, and was present at practically all meals except lunch.

When he was first appointed there was no housekeeper at 21, Cromwell Road, as his predecessor had held that it was possible for the Warden to act as housekeeper as well. But he (the witness), after making the attempt, had found it impossible to perform both duties, and with the approval of the House Managing Committee a lady housekeeper, Miss Russell, was appointed. He had chosen her for four reasons. First of all because she came of a Lincolnshire county family, and therefore attracted him from the point of view of being a lady; secondly, because she appeared to be a very capable woman, judging from the experience she had had already; thirdly, because she was able to play and sing, and could thus help to entertain the students if need be; and last, and most important of all, because she was practically a qualified nurse, and had intended at one time to take up the medical profession. Miss Russell had control over the staff, and looked after the catering subject to his supervision and approval.

His relations with the House Managing Committee appeared to him to be rather peculiar, as he understood that he attended its meetings as a consultative member only, without power to vote, and was supposed to remain silent unless asked to speak. He thought it important that he should have a vote and had raised the question with Sir Thomas Arnold but so far as he was aware no decision had been arrived at.

He could not say whether his predecessor had been in the same position or not.

As Warden, he got to know the students fairly intimately, and quite a number of them kept in touch with him by correspondence after they had left the house.

He did not think that those students who had resided at Cromwell Road would criticise it in the same way as those who had no personal knowledge of it, but his impression was that the suspicion of the hostel as a place where they were watched and reported on was shared by some students whether they resided in the house or not. This was partly due to the fact that it was an official establishment, and he was sure he would not be misunderstood if he suggested that sometimes this suspicion was liable to be increased by the well-intentioned solicitude of Miss Beck herself, whose great interest in the welfare of the Indian students led her sometimes to press them with questions that may have suggested to them an undue curiosity in their affairs.

Speaking from his own experience as Warden, he thought it would be much better for 21, Cromwell Road to be run as a hostel quite independent of other organisations, and for the Northbrook Society and the National Indian Association to be housed elsewhere. He did not wish for a moment to suggest that the Northbrook Society as such was an undesirable society, but he felt that certain members were undesirable as visitors to the House, especially perhaps because of their influence on the young impressionable Indian fresh from India. He had not made any effort to prove the correctness of his conclusion because, apart from the fact that the Northbrook Society was entirely independent of his control, he had no wish to listen to complaints by one student about others, though he could not always avoid hearing such complaints when they were made.

The presence of the National Indian Association did not cause inconvenience in the same way as the presence of the Northbrook Society, but at times the conditions made it difficult for him to work in as full co-operation as might be desired with the Secretary of the former Association. Another difficulty was that the only room which could be used in any way as a common room was accessible only through one of the rooms of the Association.

Before taking up his appointment as Assistant Local Adviser he had had no experience of Indian students.

He found it very difficult to give an approximate estimate of the number of Indian boys now at English schools, but he should say that there might be something like 25 or 30. It was very difficult to get an Indian boy into an English school, and his experience was that the path could be considerably smoothed by having a personal interview with the headmaster.

In the past he had received complaints from the students about the behaviour of the servants towards them, but at present he had an excellent staff who were trained never to answer back, and the complaints had been very few of late. One difficulty was that as the relationship between master and servant in India was so different from the relationship between master and servant in this country, some of the newly arrived students were inclined to treat the servants differently from what was general in England.

He thought it very desirable that the hostel should have a common room and a larger dining-room. The present dining-room was much too small and quite unsuitable. The difficulty was that the house itself was not really adapted for a hostel. It was a private dwelling-house with very large rooms, and two or even three students had to sleep in one room, whereas it would be very much better for them to have rooms to themselves. He thought arrangements should be made for students to reside at the house more or less permanently, and he also thought that the charges ought to be raised, as it was impossible under present circumstances to provide constant variety at meals for the prices charged, 1*s.* for breakfast and 1*s.* 6*d.* for lunch.

It had recently been decided that a certain number of students should be allowed to reside at the house for long periods on the understanding that during August, September and October they might have to leave at 12 hours' notice to make room for new arrivals from India. He entirely approved of that arrangement, but he thought that great care should be taken in selecting the men who were allowed to reside there for any length of time.

He had no record of the number of students whom he had succeeded in placing with families during the year 1919–20. The work was much too heavy to permit of such records being kept unless he had had some assistance.

Questioned as to the necessity of three officers—a Warden, a Secretary of the House Committee, and a housekeeper—the witness stated that he thought there was no need for the office of Secretary to the House Committee and that it might be abolished. It was necessary to have a lady housekeeper because the Warden could not always be present, and during his absence the housekeeper would be called upon to act for him. The only duty which the Secretary of the House Committee at present performed was that of exercising a general supervision over the housekeeper's accounts, but as Miss Russell was a very competent person that supervision involved very little work.

The difficulties arising from having the two societies under the same roof as the hostel had been brought by him to the notice of Dr. Arnold, the High Commissioner and the chairman of the House Managing Committee, and he had drawn their attention to the undesirable effects arising from time to time.

He thought it very unlikely that the Northbrook Society and the National Indian Association would ever amalgamate, but the same difficulties would exist should undesirable members of any one Society remain members of the new Association.

Miss Beck did a great deal in the way of helping the students, and with a certain type of student she was very successful. She did a great deal for the rather simple-minded type with little or no educational qualifications, but he felt that with the more scholarly man she was not equally successful.

It was undoubtedly a great help to have a lady resident in the house. When Miss Beck was away her place was generally taken very successfully by Miss Dove.

He did not think that the Shakespeare hut was very successful from the point of view of helping and advising students in the same way as was done at Cromwell Road. His opinion was that the number of students residing in any hostel should be limited to about 30. If the number were much larger than that they would not mix together, and would tend to form little cliques among themselves. If, however, the social side of the work were abandoned and a hostel established merely as a clearing house, that would be a different matter, and he saw no reason why it should not be run by a body independent of Government.

Asked whether, judging from his own experience, he could say if it would be useful to separate the functions of the Warden from those of the Assistant to the Joint Secretary, the witness replied that if he had been asked that question a year ago he would certainly have replied that the two appointments should be separated; but at the present time things were so well in hand and ran so smoothly that the two positions seemed to combine very well together, and he found that the very fact of his being Assistant to the Joint Secretary helped him greatly in advising the men who came to him as a friend at Cromwell Road. He did not think that his relations with the students as Warden suffered by reason of the fact that he was also an official in the High Commissioner's office.

If both the Northbrook Society and the National Indian Association were to be removed from 21, Cromwell Road, it might be possible to increase the number of residents to 40, but, personally, he thought 30 a much better number.

In his opinion it was very desirable that every Indian student studying in London should reside with a good English family. Some of them were very charming men, and there was not much difficulty in placing them with families if they so desired; but it was very difficult to find families for all students who desired to be accommodated in that way, and his experience was that there was a certain prejudice against admitting Indian students, more especially amongst Church of England people and clergymen of the Church of England than among others.

Speaking frankly, he felt it would be advantageous to the Northbrook Society which was to all intents and purposes a men's club, if it had premises elsewhere than at 21, Cromwell Road.

He attended at the High Commissioner's office from 10 a.m. till about 3.30 p.m. each day, and then returned to 21, Cromwell Road. Any students who arrived in his absence would be received by Miss Russell, and for that reason it was essential that the housekeeper should be a lady; a working housekeeper would not be suitable.

In the past the annual budget of the house had been prepared by Miss Beck, but this year he (the witness) had been asked to prepare it, and he had done so.

During the rush season, from the beginning of August to the end of September, he experienced great difficulty in finding sufficient accommodation for newly-arrived students, but he had one or two hotels on his list where from 30 to 40 could be accommodated at a time. Generally speaking, Indian students did not get into the right kind of lodgings. The whole lodging question was a very difficult problem, and his opinion was that every lodging ought to be personally inspected before a student was permitted to go into it.

His difficulties in the matter of finding suitable families and lodgings had been greatly increased by the publication in the newspapers some time back of the case of an Indian student against whom an affiliation order was made. This student had at one time been a frequent visitor to 21, Cromwell Road, and the case as reported in the papers might possibly have given rise in India to an adverse and erroneous opinion of the House. He was unable to say whether the telephone at Cromwell Road was ever used by the students in residence there for the purpose of making assignations with women. He could not, of course, hear what was said on the telephone, and had no desire to do so.

BRIGADIER-GENERAL MAGNUS MOWAT, Secretary of the Institution of Mechanical Engineers, was called and examined.

Witness stated that the Institution had representatives all over the world. It had had Indian members in the past and had some now.

In order to become a member of the Institution an applicant had to produce evidence of practical knowledge as an engineer as well as the possession of an engineering degree or pass an equivalent theoretical examination. It was essential that he should have served an apprenticeship in a workshop. He was aware that this particular matter was a considerable difficulty to Indians. He did not, however, think if industry were flourishing that it should be difficult for Indians to get practical training in workshops, but unfortunately at present more than half the works were closed down owing to abnormal and temporary causes, and it was no fault of the Indians that they found difficulty at the present time. Personally he had no knowledge of Indian students. He had been an engineer on the Great Indian Peninsula Railway in India, and when he was in charge of the shops there he had a very large staff of native assistants and formed a very high opinion of them; he got on very well with them. He had not had any students under him, though he knew that they were at the Universities in considerable numbers.

Witness was asked whether there was any reason why Indian students should not get some practical training before leaving India, and considered that the proposal was a very good one.

So far as the Institution was concerned, if a man could show that he had had practical experience in India and then taken a course at an Indian University, he could be admitted to associate membership forthwith provided he had attained the prescribed age. The general rule was for them to go to college first and to the workshop afterwards, but there was no reason at all why that should not be reversed. He thought the railway companies in India could take students for practical training, as they had very good facilities for doing so. There was undoubtedly more being done in the matter of railway construction in India than in England, though it was 20 years since he had been in India, but he kept in touch with Indians there, and he thought that the railways would give every facility for practical training.

Asked as regards the Indians who were at present members of the Institution, witness stated that there were about 30 members on the roll at the moment from India, and one of them was an honorary member of the Institution, which was the highest honour they could give to anyone.

As an instance of the difficulty of obtaining practical training for English people, and even the best of these, witness mentioned the regulations for Whitworth scholars, which at present had been modified to allow hours spent in technical classes at school to count as workshop experience. This relaxation was made by the Board of Education entirely owing to the difficulty that there was at present in obtaining practical instruction.

Questioned further with regard to the grades in the Institution, witness stated that they had graduates, associate members, and members.

As regards graduates, no preliminary practical training was required, but a person was admitted as a graduate whilst still in training and was expected to do about two years in the workshops if he had obtained a degree at a University, and three years in the shops would be required if he had been trained at a technical school. These rules were not hard and fast, but this was about the normal amount of training.

As regards the type of practical training, it need not all be spent in actual workshops, but at the discretion of the Council part might be taken in the drawing office, but to take as much as six months out of two years in this way would be cutting the practical training rather fine. The Council had always taken the broadest possible view of these matters and would not tie anybody down to a particular formula; as long as they saw that the candidate got practical knowledge in works it would suffice.

Asked further with regard to the Indian staff of whom he had experience on Indian railways, witness stated he referred to the overseer or sub-overseer type, inspectors and men engaged as subordinates in the workshops. What he noticed most about them was their extraordinary agility; they could improvise equipment in a manner never attempted in this country. He thought that it was the essential feature of Indian training that they had this innate ability to utilise whatever might be at hand for the job they were doing. In his opinion students who came from India would get better value out of their experience here if they had preliminary training before they came. It was difficult for people to know exactly what experience they required when they came here; there might be a risk if a person came straight from India and went into a very highly organised engineering works that he might go back and not find a use for his specialised experience, because conditions in India had not been developed on the same lines.

Asked with regard to persons who had come through Indian Universities, witness stated that the only college in India with which he had any dealings was that at Roorkee, and, judging by the work that it put out, the standard was a very high one.

Asked further with regard to the grades of membership of the Institution, witness stated that it would be a desirable qualification for an Indian engineer to obtain the full membership of the Institution, which had a professional status of its own. The Institution had recently sought to obtain recognition of its membership examinations for public appointments in the Colonies, but they had not taken any steps with regard to India as they had regarded the Institution as being firmly established there.

As secretary to the Institution he kept a list of members who desired employment, and although there was nothing in the way of an Appointments Board or bureau, they did a good deal to help their members to get employment. As secretary, he often had enquiries for engineers for particular types of work; such enquiries had sometimes come from India, and in these cases Indian members would be put on all fours with the others, and might even be preferred, as each man was regarded as best fitted for his own country.

With regard to examinations, the witness stated that at present all examinations were held in London, but the question of decentralisation was before the Council at present and he thought that in a few months they would be held throughout the country and in the Colonies. Under special circumstances (war-service candidates) a person who had received his practical training in India could now go to the Institution's representative in Calcutta and write a thesis on a subject approved by him; this would then be examined in this country. They hoped, however, very shortly to have a regular examination abroad, at Calcutta, in New Zealand, Australia and South Africa, for all candidates.

With regard to admission to the Institution, the Council were more lenient to people from overseas than to people from here, and this applied to Indians as well.

Asked with regard to the question of practical training, witness stated that he had discussed the matter with the President of the Institution and they were prepared to use their Gazette for the purpose of making known the question that practical experience was desired for Indians. He did not think that there would be any trouble in starting in that way and it would bring out persons who were anxious to have Indian students; he thought that works which executed a large amount of orders for the Indian Government would come forward to help.

With regard to practical training in India, witness considered that sufficient facilities could be provided because India was in a way, for civil engineering at any rate, the chief training ground for this country, and to some extent for mechanical engineering also, though in the latter case it would be necessary to supplement this by a course of about a year in this country.

Questioned further with regard to the conditions for admission to the Institution, the witness stated that in addition to the actual work in the workshops, the usual academic qualification was the B.Sc. in Engineering, but there were one or two diplomas which were regarded by the Institution as qualifications; they published a pamphlet showing exactly what English qualifications were recognised. If the Committee wished to raise the point of Indian qualifications, he thought the Council would be prepared to take it up as they wished to extend their scope throughout the world.

Asked further about practical training, witness stated that work on the Indian State Railways as an engineer would be regarded as practical training, provided that it was clear that persons had been definitely in charge of the erection of plant or machinery of some sort, or in the workshops where machinery was made. There were, however, no regulations setting out the nature of the practical work which was insisted on by the Council.

Asked whether the Indian Public Works Department regarded the membership of the Institution of Mechanical Engineers as a necessary qualification for service, witness stated that they did not do so. He thought they knew the Institution of Civil Engineers better than that of Mechanical Engineers; this was natural because the Public Works Department was more concerned with civil engineering. In the State Railways, however, there were both branches, and with regard to the appointment of locomotive engineers, he thought the qualification of member or associate member of the Institution of Mechanical Engineers would be taken.

Questioned further with regard to the class of person whom he had come into contact with on the Indian railways, witness stated that though they were excellent at practical work, they would not be able to get into the Institution as things stood at present because they would not be well enough qualified as regards general education. The Council were, however, trying to make some improvements so as to allow some of those who were essentially practical men, but had as yet no theoretical knowledge, to join as graduates and remain so to a later age than at present allowed with a view to their acquiring the other qualifications which might allow them to become associate members or eventually members.

With regard to persons who had taken a course in an Indian Engineering College but had not got a degree, such persons would only be accepted by the Institution here as graduates. They would be lacking in practical training as the men previously referred to were lacking in general education. So far as the Institution was concerned, both would be admitted as graduates so that they would get all the privileges of membership and facilities for acquiring the further knowledge that would enable them to come within the corporation of the Institution.

WEDNESDAY, AUGUST 3, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH. } *Secretaries.*
MR. R. E. FIELD. }

Three students from Burma, LIEUTENANT TIN TUT, MR. S. Y. LOCK, and MR. C. C. PO, were called and examined.

They handed in the following statement:—

STATEMENT BY SECOND-LIEUT. MAUNG TIN TUT, I.A., MR. C. C. PO, AND MR. SEET YEW LOCK.

The problem of the welfare of Burmese students in England differs in some respects from the problem of Indian students, and is probably capable of easier solution.

The reasons which induce Burmese students to leave Burma are:—

(1) The lack of good schools in Burma.
(2) The lack of a well-established University and until recently the total lack of a University.
(3) The practical impossibility of obtaining an appointment in an Imperial Service without an English education.

Anglo-vernacular schools in Burma are either (*a*) Government or municipal schools; (*b*) missionary schools; or (*c*) National (including Buddhist) schools. The curriculum at Government, municipal or missionary schools is prescribed by the Local Government, and has not been very successful. National schools are a new experiment made without the approval of the Government of Burma, and they have not yet arrived at a stage which allows their efficiency to be judged. At present the only course open to Burmese parents who desire to give their sons a good school education is to send them to an English public school.

The Rangoon University recently established has had an unfortunate beginning. The curriculum offered contains certain features strongly disliked by the Burmese people, and the result has been the boycotting of the University by the majority of Burmese students. A National College has been founded by the people, but lack of adequate funds will prevent its rapid growth for some time. The consequence has been, and will be, to increase the number of Burmese students who come to England.

There is no doubt that the value attached to an English education in the making of appointments in the Imperial Services and the inability of Indian

Universities to grant first-class qualifications in any of the learned professions offers the greatest inducement to Burmese to obtain an English education.

The experiment of sending Burmese students to England has been justified by the results attained. Burmans with English education have been found suitable for the highest public appointments, and the responsible leaders of the Burmese people consist of men who have spent some time in the United Kingdom. The only Burman appointed as a judge of the Chief Court is a barrister of the Middle Temple, and out of the three delegates sent by the Burmese nation to England, two are men with English education. Apart from the material benefits obtained, Burmese students in the United Kingdom pass through an enjoyable time at the various educational institutions and in social life, and it is believed that they give a favourable impression of themselves to the Englishmen they come in contact with.

Yet in one respect it is regrettable that the necessity of coming to England should exist. The Burman who can afford to possess an English education obtains an unfair advantage over his less fortunate brother. A young Burman with a Cambridge degree may start his career as an Assistant Commissioner, while an abler countryman with a Calcutta degree will be lucky to obtain an appointment as a Subordinate Judge.

The remedy lies (1) in the provision of adequate educational facilities in India and Burma, and (2) in the granting of a sufficient number of State scholarships to enable poor but deserving Burmans to proceed to the United Kingdom. An Indian Medical College that will give its graduates the same efficiency and the same standing as Bachelors of Medicine from British Universities, an Indian Engineering College and an Indian Forestry College of similar status, an Indian Military College like that which recently existed at Indore, and an Indian Law College that will give its graduates the same standing in India and Burma as English barristers, will do much to give the professions and the services the best brains of India and Burma.

Burmans are particularly unfortunate in regard to State scholarships. There are at present only three Burmans holding State scholarships or State Technical scholarships, and the State scholarship eligible to women only was awarded to an Anglo-Indian lady from Burma. It is suggested that the number of State scholarships should be greatly increased, and that preference should be shown to Burmans and Burmese ladies in the choice of State scholars from Burma.

Burmese students have not hitherto found any considerable difficulty in obtaining admission to British Universities, with the exception of Oxford and Cambridge. The courses of study at Oxford do not appeal to Burmans, and there is only one Burman at this University. It is necessary, therefore, to treat in detail the difficulties of admission at Cambridge only. It should be noted, however, that the difficulties are of recent origin. Before and during the war Burmans did not find any trouble in gaining admission to the colleges at Cambridge, and it is probable that these difficulties will disappear when normal times return.

Each college in Cambridge admits a definite number of Indians every year, and some colleges count a Burman as an Indian while others do not. It is easier for a Burman to obtain admission to the latter class of colleges, as in colleges where he is counted as an Indian there is usually a long waiting list of Indians, at the bottom of which his name is inserted. This indefinite standing given to Burmans at Cambridge is highly unsatisfactory, and it will be to the interest of Burmans if the India Office will state explicitly that for the purpose of admission to the University Burmans are to enjoy a separate status from Indians and are not to be under the jurisdiction of the Local Adviser to Indian Students; or in the alternative to treat Burmans at Cambridge definitely as Indians and to reserve six vacancies or more every year for Burmans. Burmans prefer the former alternative as it would increase their chances of admission.

The majority of Burmese students who intend to come to England break off their education in Burma at about the age of 20, when they have either obtained a University degree or have passed the Intermediate Examination in Arts or Science. We do not consider this the most beneficial time for coming to England, as many of the things learnt at Indian Universities have to be unlearnt in England, and the student at this age has become too old to assimilate new ideas. The ideal age for coming to England is probably 15, when the boy has learnt to be a good Burman and is not too old to learn at a public school the ideals of a good Englishman. Oxford and Cambridge are natural continuations of English public schools and a Burman from a public school has many points in his favour at the University and beyond.

Burmese students in England experience no difficulty in entering into the social life of the country. This is probably a matter of racial temperament which cannot be altered by any Governmental action. At the Universities, Burmans enter well into the social life of the other members and take part in sports and games. Nearly half the Burmans in Cambridge represent their colleges at some branch of sports.

During vacations Burmans are either in boarding houses at holiday resorts, or at the Burma Society's club in London, or enjoy the hospitality of English friends. Special holiday quarters are not necessary and probably not desirable, as it is preferable that Burmans while here should move about in the country or travel on the Continent and incidentally get glimpses of the social life of England and other European countries. In practice the Burman manages to get a very good time during his vacations.

It is undesirable that hostels should be established for Indian and Burmese students at University centres. Indians (and Burmans in a lesser degree) have a very natural tendency to seek each other's society. If they are to derive the fullest advantage from their stay in England, they should curb this natural inclination, and anything which facilitates this too much is not to the advantage of Indians and Burmans. A hostel for Indians and Burmans at Oxford or Cambridge would be fatal to their welfare.

No such objections are open to hostels for Indians and Burmans in London. What Indians and Burmans do not possess in England is a home, and anything which is a fair imitation of such is welcome to them. In the case of Burmans in England, the difficulty is solved by the existence of the Burma Society's club, which serves as a headquarters for Burmans and those interested in Burma. Although a residential club it is not meant as a permanent residence, but is intended to be utilised as a temporary home on the occasions when Burmans from the Universities find themselves in town. The Burma Society, which provides the club, is an unofficial body whose object is the welfare of Burma in general and that of Burmese students in England in particular. The distinguishing feature of the Society is that it is managed by a committee elected by and composed mainly of Burmese students. The work of the Society is, however, curtailed by insufficiency of accommodation and need of funds. A liberal State grant to the income of the Society will do much to increase its sphere of usefulness and the welfare of Burmese students in England.

(Sd.) MAUNG TIN TUT,
M.A. (Cantab.), 2/Lt., I.A.
C. C. PO,
B.A. (Cantab.)
SEET YEW LOCK,
B.Sc. (Cal.)
B.Sc. Tech. (Man.).

Questioned with regard to various points raised by the written statement, Mr. Tin Tut stated that though the only course open to Burmese to get a good school education was to come to an English public school, the Burmese did not do so to any large extent because their parents could not afford it. Most of them came after they had finished their schooling in Burma, though the ideal method would be for them to come at school age. Another reason for coming to England was that an English degree was an advantage in obtaining admission to the public service.

There was only one University in Burma, which had recently been established, and it would be preferable to go from there to a University in India than to come to England if the same results could be obtained.

The University chiefly preferred here was Cambridge, but those who could not get into Cambridge went to London or elsewhere.

There were at present three technical scholarships offered by the Government of India to Burmans, but the witnesses considered that there ought to be about 30 scholarships, not necessarily confined to technical subjects, but in order to enable Burmans to get a University education.

Asked with regard to the military college referred to in their statement, Mr. Tin Tut said that it was after the style of Sandhurst, but open to Indians in India. It had only existed for a year after the war. There were two Burman cadets at Sandhurst, but a good many more would like to have a military career.

With regard to persons who wished to come to Cambridge, the procedure was either to apply through the Burma branch of the Burma Society in Rangoon, which acted as an Advisory Committee who would forward the application to the Indian Students' Adviser at Cambridge through the Burma Society in London, or to come to England direct and take the chance of getting in.

As regards the former course, they were not quite satisfied. The Burma branch of the Society might be left as an Advisory Committee and the application should then go to the London branch, who should be able to deal direct with the college authorities without going to the Adviser to Indian Students, also they did not want the students to be debarred from doing it themselves if they preferred.

The Burma Society in London acted for them as their Students' Department, and they had nothing to do with the Indian Students' Department. The Society was in receipt of a grant from the Indian Government, but was otherwise an unofficial body, and Burmans had, generally speaking, complete confidence in it.

Questioned with regard to the age at which Burmans should come to this country, all the witnesses were in agreement that 10 years spent in this country from the age of 15 to 25 would not denationalise them in the sense of making them out of touch with their own countrymen on their return. They considered that the Burman who had assimilated western ideas was not handicapped, and though he might get out of touch to a certain extent, it was quite easy to get into touch again. He was not regarded in Burma as having lost touch with his own country.

It was preferable for Burmans to mix as much as possible with English people. At Cambridge Burmans preferred to live in colleges, and if they went to Universities which were non-residential they would prefer to live in a hall rather than lodging, if a hall was available.

As regards the hostel maintained by the Burma Society in London, they considered it of very great value, as it was useful to have a place in London to go to on arrival and whenever they wanted during parts of vacations. The club there was very much appreciated by Burmese students, and this was partly due to the fact that it was more or less under the student's control. The fact that it received money from the Government did not deprive it of its value and would not do so provided the Government did not take control of it.

Questioned as to the age which they came to this country, Mr. Tin Tut said he came at the age of 15, Mr. Po left Burma when he was 12 but spent five years in America before coming to this country, and Mr. Lock was 21 when he came here.

With regard to the University of Rangoon, witnesses stated that it had been boycotted by the majority of Burmese students on the ground that it had several features which were disliked by the Burmese students. The course was too long, partly owing to the necessity of a probationary year for some candidates who did not attain to a certain standard in matriculation, and partly that it was necessary to put in several extra years for honours course.

The students had founded a National University in Rangoon; the movement was entirely educational and not political at all. A few, not more than about 30 or 40, students went to Calcutta University. If they wanted medical, engineering, forestry, agricultural or legal education they had to go outside the province, though he believed there was now some provision at the Rangoon University for law.

Since the original boycott a few Burmans had returned to the University, but the majority attended the National College. This was organised by the Board of National Education which had been founded, and subscriptions were raised from the Burmese people. The college did not provide all the necessary facilities for education at present, but hoped to be able to do so in future. Before the college was set up the Government was approached with regard to complaints about the University, but any concessions that were made by them did not satisfy the Burmese people. The Regulations of the University were made contrary to the wishes of the Burman Delegates.

Questioned with regard to the hostel set up by the Burma Society, it was stated that the arrangements were under the management of a committee, the majority of which was composed of Burman students—there were six Burman members and three non-Burman members.

The committee was elected annually at a general meeting. The three non-Burman members were the secretary, the president and vice-president. The secretary acted as adviser in educational matters to the Burman students and was also guardian in those cases where the parents wished their sons to be placed under guardianship.

Asked why the Burmans preferred to go to Cambridge than to other Universities, Mr. Tin Tut stated that at Cambridge it was possible to concentrate on one subject and get a degree at it without having to trouble about other subjects. It was not because Burmans studied science in preference to arts subjects.

Mr. Lock stated that he himself had studied mechanical engineering at Manchester, and had found no difficulty about getting practical training. The college always tried its best to put its students in touch with firms who had done practical courses

in the vacations. He did not know whether other technical students had had particular difficulty in getting practical training, but he did not see any difficulty himself.

Asked whether Burman students made use of 21, Cromwell Road, Mr. Tin Tut stated that they might visit it, but they did not stay there, partly because the Burmese temperament was different to Indians, and partly because Cromwell Road was a Government institution. There were, however, several Burmese at the Shakespeare hut.

With regard to the Burma Society, practically any man who came from Burma was elected as a matter of course and nearly all the Burmans belonged to it, and so all got to know each other. Women were admitted to the Society, but not to the club. The Burma Society was well known to Burmans, and many had their names sent forward from the Burma branch of the Society to the London branch, but, even apart from these, knowledge of the Society was spread through the newspapers.

He thought that at present there were about 73 Burman students in Great Britain who were members of the club, and there might be one or two of whom they did not know.

Questioned with regard to the improvement of schools mentioned in the third paragraph of their note, it was stated that nothing had been done in that direction by the Government since the establishment of the University, but National Schools had been founded in various parts of Burma. An enquiry had also been held as regards the existing schools financed by the municipality or the Government. They thought that if the Government would take the National Schools they might become very good, and that might obviate the necessity of Burmans coming abroad so young.

As regards admission to Cambridge, the witnesses were asked why they desired separate treatment from Indian students, and Mr. Tin Tut stated that Burmese names were put at the end of the list; this, however, was because they applied rather later. He thought, however, that as a rule they got a better chance when they applied on their own behalf. He thought that very few of the Burmans now at Cambridge had got in through the Adviser for Indian Students, though sometimes when Burmans applied personally to a college for admission they were referred to the Adviser.

As regards hostels, Mr. Tin Tut objected to anything which gave Burmans and Indians too great a chance of seeing too much of themselves while in this country. They did not object to the Burma Society hostel or the Shakespeare hut, because neither were meant as a permanent residence. There was no express rule to this effect in the Burma Society hostel, but persons were not meant to reside permanently.

Questioned with regard to Cambridge, he said that the average Burman student took more part in athletics than the Indians; their favourite games were association football and lawn tennis.

Questioned further with regard to the Burmese hostel, he stated that the catering was done by the steward under contract and the tariff was fixed by the committee. The steward was resident at the club and was a servant of the Society. The tariff was at present fixed at 5*s.* per day for food and lodging; 4*s.* of this was for food. Breakfast and lunch were English, but dinner was Burmese. Persons who were not resident, but came in occasionally for meals, paid slightly more.

The steward supervised the four servants of the house, and the secretary was in the house each day. They had no complaints to make about them except that they were overworked in vacations.

Occasionally there were cases of persons who did not pay their bills and the committee had power to expel members if necessary, but no serious cases of breaches of discipline had so far arisen.

It was pointed out to the witness that the deficit for the year up to September 1920 was £740, and it was stated that this was met by subscriptions and donations and also by the Government grant.

The six students who were on the committee were elected every year, as the students were constantly changing. Sometimes they held office for two or three years.

The majority of them were permanent residents in London, but this was not necessarily the case; a student at Cambridge, for instance, might be a member of the committee. The committee met once a month.

Asked further with regard to eliminating the adviser, the witness stated that they wanted an adviser, but desired the Secretary of their committee to act as adviser and to have direct relations with the Universities; also they did not wish to be debarred from making application themselves.

Subsequent to the appearance of these witnesses, the following memorandum was sent in by the Burmese students whose names are appended thereto:—

We, the undersigned students of Burma now studying in the United Kingdom, beg leave to submit this note purely from the point of view of Burmese students on lines directed by the Committee on Indian Students. All suggestions herein have been made to the best of information at our disposal. On points on which we have no adequate knowledge we have not made any attempt to state anything.

We pray that in considering this note the Committee would keep in view the peculiar needs of the Burmese students, inasmuch as conditions applicable to India are very often found inapplicable to Burma. To quote one example, we may point out that Hindu and Muhammedan Law, which has been included amongst the subjects for the Bar Examination in order to help Indian students, is of no use to Burmese students, who on their return to Burma have to read newly Buddhist law, which is the personal law of the Burman Buddhists.

1. The reasons which at present induce Burmese students to leave Burma for education in this country are:—

(I.) Want of such facilities as could be obtained only here. In this connection it may be pointed out here that in Burma there are no arrangements to qualify a man for the Imperial services, the barristership, and for technical training, &c.

(II.) Defective and inadequate system of education. In Burma, to get a degree in Law, one has to study at least seven years after matriculation, while it takes only three years to get called to the Bar here after matriculation. For a medical degree, a Burman student passes the Intermediate Examination in Arts or Sciences, and then proceeds to India for a six years' medical course. After final success in this course, he is entitled only to an Assistant-Surgeonship, a post very much inferior in rank to that within the reach of a man who studies and obtains the medical degree in the United Kingdom. As regards engineering education, there is only one engineering school in the whole province, which qualifies a man only for a very subordinate position in the Public Works Department. Moreover, the present University in Burma does not provide for any adequate scientific and technical education.

(III.) System of examination. The multiplicity and anomalous combination of subjects necessarily prevents a student from acquiring proficiency in any study which can be of use to him in life. Hence the impossibility of specialising in any branch of learning.

This multiplicity of subjects inevitably causes a very great expense of time and energy. It means an abnormal lengthening of a student's University career. It is made far worse by a system peculiar to India and Burma by which a candidate who fails in one subject of his examination is forced to take the entire examination again, and even that at the end of a year.

No one in Burma is allowed to proceed for the matriculation examination unless the students pass the 7th standard (Middle School), and study for further three years; whereas in England a student can take the matriculation without such restrictions and limitations.

The intrinsic value of the matriculation in Burma is very much less than that here. This can be best seen from the fact that even a student who has passed it, and also the Intermediate Examination in Arts and Sciences, after two years' study must pass the London Matriculation again in order to enable him to be admitted into one of the Inns of Court and some of the Universities in the United Kingdom.

(IV.) Difference in the status of respective degree-holders. The highest law degree, to attain which one has to study at least seven years after matriculation, entitles him only to be enrolled as a vakil of an Indian High Court, and even that, too, not immediately after obtaining the degree, but after certain number of years' practice in the subordinate courts, or after satisfying a further test held by the High Courts. Notwithstanding all these trials, in some of the High Courts in India he has no right to practise in the original sides; in other words, there is no Indian law degree that will qualify a man to practise in the original side of some of the High Courts, whereas a person who is called to the Bar three years after matriculation will have a claim to practise anywhere and everywhere in the whole of the British Empire.

In India and Burma a barrister is always considered superior in status to a vakil or a first-grade pleader of Burma, however senior in practice the latter may be. These are some of the points out of many in which the difference in status between the Indian degree and the English degree is clearly apparent. What applies to law applies equally to all other branches of study, in so far as the time and energy spent in any particular course, the limitations and the restrictions therein, and, lastly, the efforts thereof are concerned.

2. We humbly suggest that the Committee take action as regards the following matters:—

(I.) Better provision for technical, scientific and professional education in Burma.

(II.) Recognition by the Government concerned of the degrees and diplomas granted by the Indian Universities in the same way as to those obtained here.

(III.) Removal by the Government of the various restrictions and limitations that a student labours under in pursuing his educational course in Burma.

(IV.) The fostering care on the part of the Government in the development of national educational institutions and in the attainment of their aims and objects. It is our humble opinion that the national institutions will be on the basis of and in consonance with national inspirations and ideals, on the achievement of which there will be little or no necessity for seeking education abroad.

3. As regards the necessary arrangements to be made for the facility of Burmese students in the United Kingdom, the following suggestions are submitted for consideration by the Committee:—

(I.) Certain number of places in the Universities here, especially at the Universities of Cambridge and Oxford, should be kept reserved for Burmese students every year.

(II.) The study of Buddhist Law is just as important for those who wish to practise in Burma as barristers as that of Hindu and Muhammadan Law for those in India. Therefore it is desirable that Buddhist Law should be one of other alternative subjects with the Hindu and Muhammadan Law in the same way as Roman-Dutch Law in Part I. of the Bar Examination. The highest legal course in Burma which qualifies a man to practise in the highest judicial tribunal in Burma does not contemplate any study of any other personal law than Buddhist Law.

(III.) The Burmese language should be recognised as one of the modern languages when such languages are a part of the curriculum of any University here. It may be mentioned here that Urdu, Chinese, Japanese and Arabic are recognised in the Universities here. It may also be pointed out that the London Matriculation is the only examination in the United Kingdom in which Burmese is recognised as one of the subjects under the heading of modern languages.

4. Under the present arrangement Burmese students, in consequence of their being grouped with the Indians, feel very much hampered in obtaining admission to the Universities here. It is therefore highly desirable that Burmese students should by themselves be considered as a distinct class, and certain number of seats should be allotted to them exclusively.

It is needless to say that Burma, although at present a province of India under the Statute, is as different from India in race, religion, customs and traditions as Siam is from India.

5. The uniform qualification for admission to the institutions and Universities here should be the matriculation of any recognised University in India and Burma. At present the anomalous situation exists, at least in Cambridge University, where a student who has passed the Intermediate Examination of an Indian University in the First Division is exempted from the previous examination and also three terms, while a person who has obtained a pass degree of the very same University does not receive any privilege whatsoever. We suggest that this anomaly be at once removed.

6. In view of the above statements the matriculation should be the point at which it will be most advantageous to break off study in India and Burma for a student who desires to pursue a higher course of study in this country, as a conservation of both time and energy.

7. As regards the establishment of separate hostels for Indian students, it may be pointed out that any idea of isolating the Burmese students from the English students should be strongly deprecated. On the contrary, it is highly desirable that Burmese students in England should be afforded every chance and facility for a free intercourse with English students in order to enable them to have an insight into English life, with a view to promoting mutual understanding and goodwill.

8. It is highly desirable that Indian students should be afforded facilities for admission as apprentices in various factories and workshops at least of such companies as have any kind of dealings with the Government of India.

9. As regards the means of providing adequate and suitable lodging accommodation, it may be mentioned that the only place providing lodging accommodation in London for Burmese students is the Burma Society's Club, 39, St. Peter's Square, Hammersmith. This club has proved absolutely inadequate even for students studying in London, not to speak of those who come to London during holidays from other parts of the United Kingdom. Consequently Burmese students very often for want of

accommodation at this place encounter enormous difficulties on arriving in London whether from Burma or from other parts of the United Kingdom. The consequence is they accommodate themselves indiscriminately wherever they could find any shelter. (The above-mentioned club contains six bedrooms, which can accommodate at most 12 persons.) It is therefore suggested that the Government's subsidy at present allowed to the Burma Society should be enhanced in order to enable it to have a more commodious building suitable for students in some central place in London.

(Sd.) MAUNG AUNG HLA. MAUNG PYANT.
MAUNG NI. BA MAW.
MAUNG OK PAY. BA THEIN.
MAUNG E. MAUNG. SAW HLA PRU.
THET TUN. PAW TUN.
SAN MAUNG. LIM KYI TOE.
MAUNG PU.

MR. AUSTIN LOW, C.I.E., J.P., senior partner of Messrs. Grindlay & Co., and formerly Chairman of the Northbrook Society, was called and examined.

The witness stated that he had been Chairman of the Society for several years until a few days ago; he was still a member of the Committee, and had been Treasurer for many years. He believed that he was the oldest member still connected with the Society. Its main object since its formation was to provide opportunities for social meetings between Europeans and Indians, and to provide a suitable suite of rooms where young gentlemen from India could find a place to spend part of their time. There were periodical entertainments, to which prominent people connected with India were invited.

The Northbrook Society was originally a club, but now had the two principal aims which he had just mentioned. It had failed as a club for financial reasons, and unless it had a much stronger financial backing he would hesitate to be associated with starting it again as a club. Though he was not Chairman at the time he had as much to do with the removal of the Society from Piccadilly to Cromwell Road as anyone else. The cost of remaining in Piccadilly was more than they could meet, and it happened that the India Office was at that time trying to find rooms for the National Indian Association and the newly formed Students' Department and offered them accommodation at 21, Cromwell Road. This they accepted after some consideration.

One of the bones of contention between the Northbrook Society and the members of the National Indian Association was that the former paid five times as much rent as the latter. There had been other causes of friction which he thought was almost unavoidable. He was very strongly of opinion that both the Societies would gain by amalgamation. He had not himself any experience of the Warden of the hostel at Cromwell Road, and his recollection was that the hostel was not in active being at the time that the Northbrook Society first went there. He could quite understand that the Warden would prefer to be Warden of a hostel which had nothing else under the same roof, but he had not heard that the Northbrook Society or the National Indian Association would rather be outside 21, Cromwell Road. The reason that he was in favour of an amalgamation between the two Societies was on account of the enormous waste of power. The Northbrook Society had larger funds, and the National Indian Association did a good deal more good than the Northbrook Society. He had been connected with all the moves of the Northbrook Society for 40 years, and he knew that they could not stand on their own feet financially.

The committee consisted of 12 persons, half of whom were Europeans and half Indians. A sub-committee which negotiated with the National Indian Association reported unanimously in favour of amalgamation, and the committee unanimously accepted their report. But the meeting of the general body of members at which this report was to be considered had not yet been held.

Asked whether the Society had any rule which enabled them to expel a member, the witness stated that they had such rules. The rule as regards persons ceasing to be members if they did not pay their subscriptions was the usual rule used by societies and clubs. They had also a rule enabling the committee to call on a member to give a personal explanation as to any allegation against him of conduct which was detrimental to the interest of the Society, and to have power to expel such a member in default of any satisfactory explanation. He could not, however, remember a case in which the rule had been put into force. It was the usual rule which was in all club regulations. It was pointed out to the witness that a criticism made by the Warden at 21, Cromwell Road was that the place might have suffered by the retention, through the leniency of the committee, of men which it would have been better to put out. The witness thought that this was quite possibly the case.

Questioned with regard to the particular case of a member of the Society whose conduct had appeared in the newspapers, witness could not remember the details of the case or whether the person remained a member of the Society. The minutes of the committee meeting would show whether it was formally brought to their notice or not.

He did not think that the Society had suffered from being housed at 21, Cromwell Road because they got accommodation which they could not get elsewhere for more money.

With regard to the leniency shown by the committee towards some of the young men, they had always taken the view that their duty towards young gentlemen who had come from India was to be as tolerant as possible, provided that order was maintained.

Witness was then asked from his experience as a banker whether it would be difficult for Indian students to obtain practical training in banking in this country, and replied that he thought it would be very difficult. He had an office here and offices in India; here the staff consisted of Europeans but in India it consisted very largely of Indians. The system here was entirely to take in young fellows and train them for themselves, and he believed that that system obtained in most banks at the present time. No banker wanted to turn his office into an educational establishment, except for his own benefit.

As regards Indians, witness thought they would get just as good opportunities for studying banking in India as they would here. If they went into a bank young they might be kept there, as it was well known that in India the boards of directors of many banks consisted largely, and in some cases exclusively, of Indian gentlemen and there was no reason why an Indian who wanted to go in for banking should come to this country any more than an Italian or anyone else.

He could not see how any young Indian coming to this country could derive very much benefit from studying at a bank here as he could only fill a very subordinate position, and until several years had passed his horizon did not widen and he saw very little more of what was going on than would a private on a battlefield. It would never occur to him as the head of a bank to bring some of his Indian clerks to study here because it would not do them any good and it would not do him any good either. Ordinarily, people had to start from the lowest rung of the ladder and there was no outside system for training men to occupy important positions in a bank. The Bankers' Institution provided lectures which clerks could attend and acquire a good deal of information which they would otherwise be a long time acquiring in the office.

Questioned with regard to the value of the entertainments got up by the Northbrook Society, witness stated that they were in no way political. He thought social functions were a step in the right direction, because the same kind of thing was not done anywhere else. The European members turned up in considerable numbers and also numbers of Indian students. The Society could only bring people together; it could not mix them up but could only give them a chance to mix.

As Chairman, he visited the Society's premises when there were committee meetings about once a month. He did not think that the membership was either growing or decreasing, but latterly they seemed to have filled up with student members who paid half the price. They did not get an increased membership by reason of the number of Indian gentlemen (not students) who were coming to this country. No propaganda was carried on in India with regard to the Society, but he thought that it might be usefully organised.

As regards their income, there were two separate trust funds, together about £12,000, from which they derived the interest. Though one of the objects for which the Society was established, as set out in the Memorandum and Articles of Association, was that of creating scholarships, that object had never been fulfilled as they had never had enough money. Another object was to take care of Indian students, and he thought they could say that they had fulfilled that object inasmuch as they had provided Indians with a place to which they could come and amenities which they would not be able to get elsewhere. He had never heard of the Society undertaking the duty of guardian to anyone. Now that the Indian Students' Department had come into existence those objects of the Northbrook Society were no longer necessary.

He thought that one of the things that had kept the Northbrook Society as alive as it was, and that his position there had lasted so long, was that he was purely a private individual and had nothing to do with any official Department of His Majesty's Service.

Asked whether, supposing the amalgamation of the National Indian Association were not effected, any of the funds of the Northbrook Society would be available for other purposes, witness said he did not see why this should not be the case, with the consent of the trustees; it might be quite possible to evolve some scheme. When the Memorandum of Association was made, it was made as wide as possible so that it might include anything they might do, although at the time they had no chance of doing it. He had repeatedly suggested the election of another person in his place as Chairman owing to his being unable through pressure of other occupations to devote as much time as he would wish to the Society, but under pressure from the committee he had, until recently, consented to re-election.

FRIDAY, AUGUST 5, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH } *Secretaries.*
MR. R. E. FIELD }

Three representatives of the Indian Women's Education Association, MRS. PATRICK VILLIERS-STUART, MRS. BHOLA NATH and MRS. K. P. KOTVAL, were called and examined.

Mrs. Villiers-Stuart stated that the aim of the Association was to raise funds for scholarships to enable selected women graduates to undergo a course of training at an English college.

They had larger aims, but owing to limited funds, had cut them down this year. As the Government of India was changing and education was being put in Indian hands, the original aims would want reconstructing.

One of their original aims had been the establishment of committees in the principal towns in India for the purpose of founding training colleges to train Indian women graduates, but their immediate work was now the giving of a year's training as teachers to Indian girls who had got their B.A. degrees in India.

When they got an application from an Indian woman student to come to this country, they did not communicate with the Indian Students' Department, or ask them to arrange it, but wrote direct to the University; nor would the Indian women students use the organisation of the Advisory Committees in India, but would write to the Association direct if they wished to become scholars of the Association. The Association had dozens of applications, but had only the money to give one scholarship a year; they were only concerned with their own scholars. An Indian woman student who wanted to study at Oxford or Cambridge would not apply to their organisation unless she was applying for one of the scholarships. They might, however, help other students in the holidays. They had had several applications to look after girls, which meant the giving of hospitality and introducing them to members of the Association or others. In various ways they were carrying out the social function of bringing them into touch with life here. The Government gave a grant of £100 a year, and the Committee might recommend that it would be a good thing for them to continue the grant or give a larger one.

The Association got people who were interested in it to invite their scholars to meetings in connection with Girl Guides, or Child Welfare, &c. Sometimes there were parties at which people spoke on these subjects, and in these cases their activities were not confined to their own students, but they tried to invite all the Indian women in England.

As regards their own scholars, they had confined themselves to teaching and had not been concerned at all with medical students; though the social aspect of their work had always been one of their objects it had been put aside during the war.

The value of the scholarship given by the Association was £200 a year, but they were trying to increase this sum; they could not deal with people unless they had some resources of their own. The reason they had decided to give scholarships for training was that the education of Indian women in India might be improved and developed by Indian women themselves; for the Association felt strongly that it was only with the help of her women that India could be successfully modernised without losing more than she gained in the process. That was the keynote of their work. While making the most of modern methods they endeavoured to keep what was best of the past, what was best in Indian literature, Indian home life and Indian ideals.

Questioned further with regard to the parties at which Indian ladies and students were present, Mrs. Villiers-Stuart stated that it was advertised in the social columns of the papers that all Indian ladies and students would be welcomed. So far as they could, they kept a list of Indian women students in this country and offered them hospitality in this way two or three times a year.

Mrs. Bhola Nauth said that private hospitality also was offered, and she and Mrs. Kotval also had two girls living with them for the whole of their holiday, and they also got many invitations from English friends.

As regards the total number of women students in this country, Mrs. Villiers-Stuart said that it could easily be obtained through their Association and she would endeavour to get the figures.

As regards their own students, they tried to get places for them in the colleges, or at any rate in the hostels connected with the colleges, but an aim that they would like to develop very much if they had the money would be the provision of a hostel for Indian girls in this country. Their funds, however, were so low at present that they could not embark on anything else except the scholarship which they gave. They were quite aware that the time they were able to allow each scholarship holder to remain in this country was only adequate for acquiring the educational diploma and not adequate for getting the students into contact with other things such as After Care Committees, and they wanted them if possible to have a longer time in this country, because the part of the educational work which was done voluntarily by women in this country was very valuable.

Asked whether the scholarship holders had a guarantee that they would be employed afterwards, Mrs. Villiers-Stuart stated that they had no guarantee, but they would be employed because there were so few qualified women in India.

Questioned with regard to the hostel in Highbury, Mrs. Kotval said it had not been a success owing to mismanagement on the part of the lady who had been put in charge; and the hostel also suffered from being started without a reserve of funds to tide it over the first year or two.

MONDAY, AUGUST 8, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. W. PRESCOTT, representative of the Federation of British Industries, was called and examined.

He stated that he was head of the particular department which dealt with production matters, and as education was one of the chief things that affected production, it came within his ambit.

The Federation included representatives of both individual firms and associations. They had about 2,000 direct members, either association members or individual members. Associations would be such people as the British Engineers' Association or the Master Cotton Spinners, and the individual firms were both large and small, from firms like Vickers and Levers down to firms employing not more than 100 men. Altogether about 16,000 firms were covered. All branches of industry were included except agriculture.

Asked whether the Federation had considered the question of obtaining practical training for Indian students, witness stated that it had not done so; they had, however, had other applicants from various sources. While the Australian soldiers were awaiting demobilisation a question arose of trying to get them works experience. As an aftermath of the Brazilian Commission, some Brazilians desired such training. They had also had applications from South Africa, from Canada and Spain.

Generally speaking, they had always been able to place the men, but each case had to be treated as an individual. In the case of persons coming from a country where there was no question of competitive industry, the firms were helpful because they felt that they were building up a sales organisation.

With regard to Australians, they had had difficulties, and indeed could not place two men who wished to be trained in tinning and zincing, because they were going back to the Broken Hill Company's works, and would have been in direct competition with the South Wales firms. The applications with regard to Australians came from the Australian Military Education Authorities. With regard to Brazilians they came through the Brazilian Minister of Commerce and latterly through the Commission Attaché.

When they received such applications, the Federation knew what firms had good training facilities, and they directly approached such firms. They had, however, never had any request from the High Commissioner for India. If they were so approached, he could say that they would take steps, but he wished to make it clear that they could not say that those steps were going to be successful; everything depended on the class of training required. He would not like to have to go to Manchester and convince the Manchester members that it would be in their interests to allow Indians to go through the whole of the cotton trade; it might, however, be possible for a student to take some part of the trade.

He could not say definitely whether the Federation would assist the Indian Students' Department in approaching firms with a view to obtaining works training of every type. The Federation existed primarily for its members, and could not try to press on firms a course which they did not see at present to be to their advantage.

It was of great advantage that a student should be trained in this country in the use of machinery, and help to keep up the market for the machines he had learned to use, rather than go to Germany or the United States, and learn to use their machines; but this argument did not apply to a person who wanted to learn to make the cotton fabrics which Lancashire was making to-day.

If the Federation were induced to believe that the request for practical training was in the interests, not only of the student, but of British trade, they would be quite willing to help. Also, quite apart from the question of placing, he did not think the Federation was quite the body to do the work suggested, but they would always be prepared to let the Department have the value of any knowledge or direct information they might have.

The Federation could not do anything in favour of one section which was prejudical to another, but they could suggest to the Department that in their opinion the best way of progressing would be to get in touch with a particular body. The class of training, however, depended on the function of the men afterwards, and unless they knew what the students were going to do when they had finished their training, those trying to place them might be working in the dark; for example, in engineering it would be necessary to know what function a student would ultimately take up, whether the managerial side or the secretarial side or research work. For that reason it was very important that engineering or technological students from India should be advised to make up their minds exactly what their objective in India was before they came here to take degrees, and when they knew that it would be easier for them to get practical training.

Witness was asked whether it would be possible to get young Indians trained for their various industries by stating that they would buy only from those countries which would train their young men, or by giving a preference to such countries; he thought that if representative bodies were approached, the proposition would obtain a greater hearing than if it was to be on the plea of patriotism, empire and so on. It would be considered purely from the commercial point of view. Witness stated, however, that his own opinion was that he would start from a somewhat different angle. Many English firms had branches in India where the chief managerial and executive positions were held by Englishmen. If, however, the capital of such concerns were provided by Indians or jointly by Indians and Englishmen it might be possible to arrange for the training to take place in the works of the people who had industrial interests over here; that, however, was not a complete way. Where it was a question of having Indian capital, Indian works and Indian organisation, witness thought it would be very difficult to arrange training required to start such industries, even by offering preference as far as England was concerned.

Asked with regard to his views about other countries, witness stated that with regard to dyes, for instance, Germany would let students go through their works, but they certainly would not let them see anything that mattered. He did not believe the preference suggested would tempt any country, but he could only speak for England.

Asked whether India could employ experts from other countries to start factories in India, witness stated that they could certainly do so, and such of course would offer greater possibility of training, but there would be some difficulty in finding the experts. The best way would be simply, to announce the vacancies and get the news put abroad through the Press in England. There might be the men or there might not be. There was a difficulty, however, even in this course, because a man might be fully aware of English practice, and when he went to a country where everything was different, *e.g.*, climatic conditions and transport, the works he set up and ran might not be a success. If, however, they had some experience of India, they should be able to set up works and train Indians in them.

Asked whether at present he would seek to place Indian students through a definite firm or through one of the associations belonging to the Federation, witness stated that in principle every association should have some means of doing this thing, and where the association was really well organised it was practicable now, but the difficulty was that many associations were very limited in scope. He did not think the Federation could undertake any propaganda on the Indian student question alone; it had to be part of the general programme for training overseas students. The Federation had Imperial tendencies and would sooner let the Colonies and Dependencies be brought under a joint policy as laid down by the Education Committee, so that they should go forward and try to impress the necessity for providing such educational facilities on their members. The policy of the committee was that facilities should be provided, and not only facilities, but proper facilities, because it was no good providing facilities which were pure shams. It had been done in the cases of Chinese and Brazilian students as he had mentioned, and the policy of the Education Committee was being carried on actually through their Bulletin.

They had not, however, been asked directly to make arrangements for the Indian students, but the general question of training foreign students had been raised at the annual meeting and other meetings where the question of education was mentioned. It was a definite part of their policy to go forward with propaganda on the lines he had stated; the facilities which had been used in the case of other students would be used in the case of Indian students if there was a request.

The Federation had no commissioners in India, but at the chief ports had representatives who were purely commercial. Here, however, there were district representatives in the chief centres, and they had considerable influence with individual firms. These people could be of great use in the placing of students.

Asked with regard to the conditions of the chemical industry in India, into which he had made some investigation, the witness stated that an Indian student should have some practical experience of the conditions in India before he came here; and having at the back of his mind what conditions he would have to meet with, his training here could be much more effective and he could be of much more assistance in gradually building up the industrial system in India to the same level as here. If he came straight over here and then went back and tried to alter things at once, there would be chaos. Industry had to grow slowly. Industrial development here stretched over two or three hundred years, and it would be a slow process in India to build things up to a high degree of efficiency.

He was quite certain that if practical training was to be of any value to the student, it would be no good giving it to him until he had had some experience of the conditions in India.

Asked with regard to the educational propaganda undertaken by the Federation, the witness stated that though it was properly trade propaganda which was at the root of the idea, yet there were certain things attached to trade which were not quite all profit and loss, and these had to be kept in mind as

well. The reasons for the propaganda were rather mixed, but it was rather from the business angle that they could get support. It was worth while for people to consider how touch with India might be maintained instead of allowing India to drift to other channels abroad. He could promise that if the question of giving Indians general training arose, the case would be put before the associations and organisations in as favourable a light as possible.

As regards the practical training which might be done during the academic courses, witness stated that some technological colleges ought to be able to arrange for a certain amount of practical training with firms with which they had some connection, and there was no reason why such a plan should not be adopted by the different Universities. In the case of the Universities, the majority thought the students would do more good if they spent their time on the college course than by going into works; but if practical work was desired, he thought it should be the duty of the Universities to arrange their courses in such a way as to get training facilities.

There would be much more chance of the Federation being able to help persons to get works experience if they had the complete article to deal with.

Asked whether representations from a student in India would have more favourable consideration if they came through the Students' Department of the High Commissioner's office than if they came from a student direct, witness stated they certainly would do so, and in his opinion it would be a *sine qua non* of any such scheme that there should be some sifting body in India to whom any student who wished to get outside training should send his application first. That would be essential.

As regards the period of training, it really depended upon the particular individual, and the majority of departments now-a-days made their articles a minimum of so much instead of for a definite period. He thought there should be a minimum of two years for any practical training whatsoever.

Asked which would be the best organisation to approach the Federation with regard to the admission of Indians to works, witness stated that if a body in India could select a certain number of people and see what definite positions they wanted to be trained for, they should then go through the Secretary of State, who might have an advisory officer to deal with the matter and get in touch with the firms and conditions of training.

With regard to persons who were doing University training over here, perhaps the Universities ought to approach the Federation on the matter; it was, however, essential that there should be a progress check kept on any students who were doing training.

Asked with regard to the main industries included in the Federation, witness stated that all industries except agriculture were included. The constituent associations were represented on the Grand Council, and they formed a liaison between the various industrial districts and the Federation. The Federation itself could not order an association to take a particular line of action. If they had an application to assist in providing practical training they would see the member of the particular association who was on the Grand Council and talk it over with him before bringing the matter before his Executive. The Federation would thus be a channel of communication to the various associations; it would, however, be a sympathetic channel.

The Federation was a focus for anything which concerned industry. He would not, however, say that nothing would appeal to them unless it promoted industries and their prosperity, as education was looked upon as one of their most serious activities. The whole of the educational propaganda went before every affiliated association; for instance, the last report on compulsory continued education was somewhat advanced, but even then every association considered it, and all actually approved it.

The witness was asked with regard to a particular student, about whom there had been a good deal of difficulty in securing practical training. He said that if the Federation were given details and information of what steps had already been taken, they would be prepared to give their assistance.

Asked whether, in his opinion, a big industrial development in India must necessarily be prejudicial to this country and hostile to the industrial firms here, witness stated that in his personal opinion this would not be so if there were no restriction of trade.

He considered that if the Committee wished to back requests to firms to take in students for works training, they might be able to help the Department with this work. He recommended some general action for the purpose of creating the necessary psychological atmosphere. He thought it would help if more were done by the Government as a whole in drawing the attention of manufacturers to the coming industrial development in India, and asking them to focus their attention on any assistance they could give. A good deal of effort might fall on barren ground, but he thought that as a whole it would be really helpful.

Asked whether he had seen the report of the Indian Industrial Commission, witness stated that he was away at the time and he had not. It looked, however, to be a large document, and what the English industrialists wanted was to have such a document as that concentrated into four or five pages. He did not think that English industrialists were familiar with the report.

MR. V. N. SAHAI and MR. P. V. ISAAC, two representatives of the Indian students at 21, Cromwell Road, were called and examined.

They handed in the following written statement:—

"As representatives of the Indian students resident at 21, Cromwell Road, we have been asked to make the following statements:—

"The representation of students on the present House Committee is practically nil. Very little confidence is placed in the present management as suggestions for improving the quality of the food are not carried out. Thirdly, the establishment at 21, Cromwell Road, which can accommodate only 28 residents, is disproportionately large. Besides the high cost of keeping this staff, some of the best rooms have to be reserved for their use.

"We should like the house to be run as a hostel directly under the control of the High Commissioner for India, for the reception of fresh arrivals from India and for affording temporary accommodation to those who are already in the United Kingdom. The Warden must be an Indian who has been through some British University, and possesses qualifications of the type required for the Indian Educational Service. The management of the house should be entrusted to a committee on which students are *adequately represented*. The Warden should be directly responsible to the House Committee. He should keep a list of families and houses who are prepared to receive paying guests, and should generally help students to find accommodation at various educational centres and holiday resorts."

(Sgd.) V. N. SAHAI.
P. V. ISAAC.

They stated that they had been chosen to represent the views of the students at Cromwell Road at a meeting at which about 15 students were present, some three or four of whom had been in residence for about two months.

They suggested that representation of the students on the House Managing Committee of 21, Cromwell Road should be secured by inviting the students at each educational institution in London where there were any number of them to elect a representative to serve on the Committee. If it were possible to obtain a representative of the students living in the house, that might also be done; but in view of the fact that it was only a place of temporary residence, it would not be easy to elect a representative who could serve for more than a very short time. The representatives chosen by the students at the various educational institutions would not necessarily represent the students living in the house, but they would be representative of the Indian students in London.

Questioned as to the remark in their written statement regarding the best rooms in the house being reserved for the occupation of the staff, the witnesses stated that each of the three officers at Cromwell Road—the Warden, the Secretary of the House Committee and the housekeeper—at present had a sitting-room and a bedroom. If the number of superior staff were reduced, some of those rooms could be used to accommodate student residents.

They were strongly opposed to the establishment of a hostel for permanent residence, but they considered it essential that there should be some such place as 21, Cromwell Road to serve as a clearing house for new arrivals. In order to keep the house as full as possible, a certain number of students might be allowed to stay for longer periods, say three months, during the time of the year at which the number of new arrivals from India was small. Students coming to London from the provincial Universities during the vacations should also be allowed to reside at Cromwell Road if they so desired.

Questioned as to their suggestion that the Warden of the house should be an Indian who had been at a British University and possessed qualifications of the type required for the Indian Educational Service, the witnesses stated that in their opinion it was essential for the Warden to be a very highly qualified man with good University and social attainments, so that he could look after the students and get them into touch with English people of position and importance both from an intellectual and social point of view. The Warden should do more than merely run the hostel; he should be an adviser to the Indian students in all matters in which they sought his help. They did not think that a really well qualified and sympathetic Englishman would be more successful and useful than an Indian as Warden of the house. He might, perhaps, be as successful as a good Indian Warden, but under the present circumstances the chances were that an Indian would be better.

Asked for their views as to whether it was a good thing to have the National Indian Association and the Northbrook Society housed at 21, Cromwell Road, the witnesses said that if the two bodies were to amalgamate it would be very much better, but even then they would prefer that the Societies should not have anything to do with the running of the hostel, and should not have representatives on the House Managing Committee. On the whole they thought it would be better to run 21, Cromwell Road exclusively as a hostel and to house the National Indian Association and the Northbrook Society, whether amalgamated or not, elsewhere. So far as the National Indian Association was concerned, the students whom they represented had authorised them to say that it was doing useful work among them, but that so long as it remained under the same roof as the hostel, complications were likely to arise.

Asked whether they were satisfied on the whole with the present management of the house, the witnesses replied that they were not. They thought that insufficient attention was given to complaints regarding the food provided. Some improvement in this respect had been made as the result of a representation made to the Committee by a number of residents, but there were still a lot of changes that were desirable. If an Indian cook could be permanently maintained at the house to provide Indian dishes, that would be a great advantage.

They had no complaints to make about the servants, and considered them to be quite satisfactory.

Asked whether they could suggest any reason for the feeling of the students that Cromwell Road existed for the purpose of espionage, the witnesses stated that although the feeling undoubtedly existed, they were unable to produce any proofs, and themselves doubted whether there was any foundation for the suspicion. There were some people frequenting the house who said that they had proofs of espionage, and they were present at the meeting at which they (the witnesses) were elected, but they were apparently unwilling to produce those proofs. The witnesses thought that so long as the Government had anything to do with the Institution it was likely to be in disfavour with the students, but they did not suggest that Government connection with it should be severed, because they agreed that it could not be run without Government funds. The suspicion of espionage might, perhaps, to some extent be due to the fact that the Warden of the house was also assistant to the Joint Secretary, and acted as guardian to a certain number of students, as those who were his wards were inclined to suspect that somebody had been spying upon them and telling tales about them if he expressed disapproval of anything they had done. One student might have said something about the doings of another without intending to incriminate him in any way, but if when the other student next came in contact with the officers of the Students' Department any indication was given that they knew something to his discredit, he immediately jumped to the conclusion that somebody had carried news about him, and he, not unnaturally, reasoned that if news had been carried the officers of the Department must have wanted to get information about him. They did not think that that suspicion could be removed so long as students were under guardianship and also in receipt of advice from the Students' Department. It would be much better if the guardian were not a member of the Department.

They thought that the present Warden was sufficiently accessible to the students, in spite of the fact that he attended at the office of the High Commissioner every morning; but they thought that he would be able to get on terms of greater intimacy with the students if he had no connection with the Department. A Warden who was also an official could not get the confidence of the students as well as one who had no official connection.

They felt that the present accommodation at 21, Cromwell Road was quite inadequate to meet the demand for a temporary place of residence, and that it needed to be considerably extended, but it should not on any account be used as a place of permanent residence, as that would only result in the students becoming segregated and failing to take advantage of the opportunity of mixing with English people. They thought that the existence of 21, Cromwell Road as a place of temporary residence was fairly well known in India. Any student who consulted the Advisory Committee in the Province from which he came would be given

information regarding it, and advertisements and notices were also published in the Indian papers.

They did not think that students got into touch with English people to any appreciable extent through the medium of Cromwell Road, although the National Indian Association and the Northbrook Society made some efforts in that direction. It was a difficult matter, because on the one hand English people did not always take sufficient interest in Indian students, and on the other hand the students were not inclined to take much trouble to get into touch with English people.

Questioned as to the reason why the students had not taken advantage of the opportunity to elect a representative on the House Managing Committee, the witnesses said that in their opinion it was due partly to a certain lack of confidence in the Committee and partly to a certain amount of indifference among the students.

They would not have so much objection to a mixed hostel, where both English and Indian students would reside, as to a purely Indian hostel, but they thought it would be difficult to get English students to reside in it.

Their experience was that good lodgings could be obtained at rates that were little (if any) higher than those charged for residence at Cromwell Road. It depended, of course, entirely upon the particular type of lodging house; at some of them the food was very good and single rooms could sometimes be had for £2 a week inclusive of breakfast and dinner, whereas at Cromwell Road most of the rooms had two beds in them and some of them three beds.

Another objection to Cromwell Road as at present constituted was that no political debates were allowed there. The very fact that political lectures were not delivered emphasised the fact that the house had an official connection. Debates and discussions were sometimes held, but they were always on social and educational subjects, and politics were eschewed. If debates on political subjects were permitted, that would tend to remove some of the suspicions of the students and would make the house more popular.

Asked whether they could cite any definite cases in which the Department had done anything which caused the students to be critical of it, Mr. Isaac referred to the case of Mr. M. N. Bahuguna, a Government Technical Scholar from the United Provinces, who, he said, had been sent to this country for the study of wood distillation and had only just succeeded in obtaining admission to works after having spent nearly 12 months doing nothing. Mr. Bahuguna's complaint was that he had been told in India that arrangements for his admission to works had been made, but that when he arrived in this country he found that that was not the case and he had had to waste a great deal of time. He knew of various places in America and elsewhere to which he could have gone, but because he was under the charge of the Students' Department he could not do as he liked and he had to wait about doing nothing until the Department was able to place him in a works.

At the request of the Chairman, Mr. Field explained that at the time the Government of the United Provinces proposed to send Mr. Bahuguna to this country there was a good deal of distillation work being carried out, and enquiries through the Ministry of Munitions had indicated that facilities for his training could be obtained without difficulty. The Government of the United Provinces had been informed that Mr. Bahuguna might be sent over, but it was eventually decided to give him a preliminary training in India first, and by the time he arrived the war had come to an end and all the wood distillation factories had closed down. Every effort had been made to obtain facilities for a practical training in wood distillation in some other country, but it was only quite recently that an offer of admission from a French firm had been secured on Mr. Bahuguna's behalf. It could not be correct that Mr. Bahuguna himself knew of places to which he could have gone but had been prevented from doing so, because the Department had followed up every suggestion that he had made, and they had all proved of no avail. Enquiries had been made as to the possibility of securing facilities in America, but the reply had been that none of the wood distillation plants working on up-to-date lines would admit any students, and that a period of training at one of the old-fashioned plants which might have been ready to admit Mr. Bahuguna would have been no use to him.

Mr. Isaac replied that he did not intend to suggest that the Department had not made efforts on Mr. Bahuguna's behalf, but merely that the circumstances of the case had created a feeling of dissatisfaction and that all that was possible had not been done for him.

Mr. Isaac also referred to the case of another technical scholar, Mr. V. M. S. Bailey, who he said had a chance after taking his B.Sc. Degree in Engineering to gain practical experience by teaching at a big technical institution, but had been told that his passage to India would be forfeited if he did not return home.

At the request of the Chairman, Mr. Field stated that he had a good deal to do with Mr. Bailey's case when he was a member of the Students' Department, and that the fact was that, whereas Mr. Bailey had been given a scholarship for automobile engineering, he had all along endeavoured to avoid studying that subject and to read mechanical engineering instead. He had been told that unless he devoted himself to the subject for which his scholarship had been granted it would be terminated, and he had then undertaken to confine himself to automobile engineering; but in the end, after four years' work at the Northampton Polytechnic Institute, he had failed to obtain his diploma in automobile engineering, but had taken his B.Sc. in mechanical engineering as an external student of the University of London. He then applied for permission to remain in England for a further year at his own expense to enable him to obtain practical training, and on satisfying the High Commissioner that he had the means to support himself and could obtain the facilities he required, permission had been granted, but recently it had come to the notice of the Department that he had lost his engineering post in consequence of the coal strike and was proposing to take a post as a lecturer in a technical institute in the north of England. In the opinion of the High Commissioner such a post was not practical experience in the sense for which Mr. Bailey had been allowed to remain in this country, and he was therefore called upon to return to India. This he refused to do, and in accordance with the rules under which he held his scholarship he had thereby forfeited his claim to a passage back to India at Government expense.

Mr. Sahai stated that when he proposed to come to England he wrote in June 1919 to Dr. Arnold and was informed in reply that it was impossible for him to secure admission to Oxford as all the vacancies were filled. When, however, he took the risk and came to this country, he had experienced no difficulty in obtaining admission to Oxford as a non-collegiate student.

The papers regarding the case were obtained from the Students' Department and it was explained to Mr. Sahai that the information that he could not be admitted to Oxford was sent on the strength of a statement received from the Secretary of the Delegacy for Oriental Students there, and that the Department could hardly be blamed for the fact that the University authorities told it one story and subsequently told a student another or acted in a contradictory sense.

TUESDAY, AUGUST 9, 1921 (LONDON).

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sahibzada Aftab Ahmad Khan.
Mr. A. P. M. Fleming.
Miss L. M. Brooks.
Dr. S. K. Datta.
Mr. E. G. Howarth, Mr. R. E. Field, } *Secretaries.*

Mr. C. A. Weekes, Assistant Secretary of the British Electrical and Allied Manufacturers' Association, and also Secretary of the Education Committee, the Research Committee, and the Revising Committee of that Association, was called and examined.

Referring to the printed information published by the Association, he stated that it represented almost all the important firms in the industry, the number of firms being 224, according to the last report. It was governed by a Council which controlled the actions of the members within certain limits.

The printed "objects" of the Association were, of course, somewhat general; but it would be observed that it was a promoter of education, primary, secondary and technical. It was divided into working sections, of which there were 26, which reported to the Council. He wished to draw special attention to the working committees. Standardisation formed a great part of their work. There would have been no standardisation at all in the industry except for the Association, and they worked hand in hand with the publishing body, the British Engineering Standards' Association, but were themselves responsible for drafting the original specifications.

The Association were also creators of sets of legal conditions of contract for electrical machinery, which were adopted almost unanimously by the whole trade. It was a great saving of time in making contracts to be able to tender on B.E.A.M.A. conditions instead of having to argue each case out separately. Education was one of the most difficult of their problems, but even in that they had tried to standardise as much as possible, and their Handbook on Education set out, on page 14, the various classes of industrial apprenticeship, the standard of education necessary for each class, the commencing age, the period of training, and what the students were trained for. All the larger firms who made a point of providing for the training of apprentices adopted the table which showed the standards arrived at in this matter.

From the last annual report it would be seen what each committee was doing; for example, in education, what scholarships the Education Committee had provided. He would particularly call attention to that part of the report dealing with research. There would have been no research in electrical engineering except for them. They were able to subscribe to the Electrical Research Association (a body that had been started by them, but had now floated off as a separate body) a sum of £8,000 a year, and the Government added another £8,000. The Research Committee of the Association acted as a liaison body between the members who wanted research and the Research Association. The funds were obtained partly by special levy from among the members and partly by annual subscription. The subscription was large. Some members paid about £1,000 per year; others paid 5*s.* per £100 of manufacturing wages.

They would have done much more in education, especially in the matter of overseas students, had they been able to get more money, but they had spent the money on more pressing things like research, the great importance of which the war brought out clearly.

Witness also referred to the British Electrical Development Association, which was another body floated off from the Association. It received from them £2,000 per year. All these matters showed the very high state of organisation to which the electrical industry had been carried.

It was pointed out to the witness that the chief matter which interested the Committee was to know whether, so far as the electrical industry was concerned, there was any insuperable difficulty to the admission of Indians to works for the purpose of their practical training. He thought there was no insuperable difficulty, but up to now he had not heard of any body as responsible for looking after Indian students or as having communicated with the Association with regard to the question of practical training for Indian students. About six months ago they had some communication with the Department of Overseas Trade, but not with the Students' Department of the India Office. That Department might have communicated with particular firms, but the Association had never heard from it.

Asked whether the Association would be able to offer assistance as to where students should apply, what firms they should communicate with, &c., in case the Department found itself under the necessity of obtaining training for, say, 10 or 20 Indian students per annum, the witness stated that he did not think, generally speaking, that Government Departments got much attention from particular members of the Association, but that if the business were done through the Association there might be a fair chance of success. At the moment business was very poor, and though members would take apprentices in numbers when business was good, when it was very bad they would hesitate about taking any at all.

Quite apart from the question of Indian students, the Association did not consider that the Indian Government had treated them quite fairly in certain matters. They had found great difficulty in making way against American competition in India, and had corresponded with the Indian Government about it. For example, in the case of hydro-electric power schemes, large concessions had been obtained in India by non-British firms, and the only thing they could get for the British firms was the promise that they would be given a fair opportunity to tender. They considered that, as India was a British Dominion, and was, for these purposes, in the same position as any other Dominion, such as Canada, Australia, or New Zealand, which gave them a tariff preference, it should at least give them some encouragement, but, so far, the Government of India were immovable from the position they had taken up. Their members knew that India gave them nothing, and it was not remarkable that they were not very keen on taking Indian pupils. This need not be a permanent factor, but at the moment it was a factor.

Asked what the position would be if the Government of India were to say that they would be influenced in dealing with contracts by the extent

to which firms in competing countries were willing to take Indian students into their works for training, witness said that might help America too. He agreed that it might be (though he did not know) a readiness on the part of America to take Indian students and the good commercial relations established which had brought about the position with regard to India at present. Englishmen, who were not commercially up-to-date, did not go after business as the Americans and the Germans did. In that matter the Association was of real value, because they could bring these matters to the notice of their members, and could represent to them the needs of finding places for engineering students.

Asked whether he had had any communications from Mr. Campion, the Engineering Adviser to Indian Students in the Indian Students' Department, witness stated that to his knowledge he had never had any communication. He thought that if the Association were to be approached with regard to the taking of Indian students, it would be better if a Government Department in India or the Indian Government itself were to make the request.

The witness was then questioned with regard to a statement that the Egyptian Government had requested the B.E.A.M.A. to place some students nominated by them, and said that the Association had impressed their members with the importance of taking these people, and they had done so. The reports on the progress of those students had been the usual mixed sort: some were excellent, others were lazy. They had no difficulty in placing those students who had put themselves in the hands of the Association. Some of them had tried to make their own arrangements, but had not been successful, and the Association had had to place them in the end. The course of training was electrical, with all the supplementary mechanical training they could get. One or two had been placed in the locomotive works of firms outside the Association.

They had had one or two requests from Chinese students, but he did not think they had got them accepted.

Reference was then made to the India Overseas Committee of the Association, and witness explained that it was a small and almost independent body of representatives of the home firms. It dealt principally with commercial matters and conditions of contract. It was interested primarily in trade between Britain and India, and was not likely to be greatly interested in the placing of students unless a good customer could be served by that means.

Asked with regard to the relations of the Education Committee with the Universities in this country, witness stated that the chairman, Mr. Fleming, who was also a member of the present Committee, was in daily touch with all the Universities. Witness's duty was to transmit to the University certain terms for scholarships which they proposed should be tenable at some of the Universities. They wished for more direct touch with the Universities, but the old divorce between industry and science still existed here to a great extent compared with America and Germany.

Questioned further with regard to the Research Association, witness stated that it included a number of University professors among its members. Their own Research Committee was really the trade side of it, connecting it with the Association.

As regards connecting links between the Universities and industries since the war, witness stated he would like to think there had been some change, but he did not see much practical change in the sense that as students went to works with the consent of the professors, the works also went to the professors for information.

Questioned further with regard to the attitude of the Government of India, witness stated that he was quite aware that the Government represented the interests of the Indian taxpayer, who was, of course, justified in getting things on the best terms. In the case of hydro-electrical work, which he had mentioned, the Americans and Swiss had extensive practical experience which English firms could not have.

They were aware that it was in the interests of their business to train Indians, and this had been pointed out to them for a long time past and their Council was most sympathetic to those views. The Education Committee were enthusiastic, but the members were a different proposition. The Council was aware that if the firms did not train Indians, the Indians would go to America and they would become American agents. He thought, however, that there would be less difficulty if business were really good. In that case he thought Indians would be taken readily. He did not think that the objection would be raised that, in taking Indians, firms might be training persons who would compete with them in manufacturing machinery which they manufactured.

Questioned more in detail with regard to the 224 firms included in the Association, witness stated that a large number were specialised firms, who could not of themselves give a complete course of practical training to an overseas man; firms who could give such complete courses of training could be numbered on the fingers of both hands.

He thought there was no doubt that, if the Association were approached by the Indian Government to place students in works, it would be much better for the Association to arrange with its member firms as to the placing of the men. The Association had the confidence of their members and they knew how to treat them. The Association was not only willing and sympathetic towards the idea of such training, but had the machinery for putting it into effect. Whether they would be successful in actually placing the men depended greatly on trade conditions, but they would be entirely sympathetic and absolutely willing to do what they could.

Witness was asked whether the Department under the High Commissioner for India, which assisted Indian students in finding practical training in this country, might not be more suitably assisted by means of a small committee consisting of representatives of each of the big associations which represented groups of industry, instead of the present arrangement, and said that he thought that this would be most helpful, and undoubtedly his Association would be willing to detail an individual to assist such a committee.

As regards the difficulty of the relatively small number of firms being able to give a complete course of training, the Association would be able to make arrangements for a continuous composite course made up by a number of smaller firms, and he thought they could guarantee that the quality of the training could not be equalled anywhere else. He agreed that British engineering was more reliable than either German or American. If the Germans and Americans sometimes got the business, that was because they were more clever salesmen.

Asked whether reference could be given to the interests of Indian students in the journal of the Association, witness said that they would be very glad to receive statements. He did not see, so far as his knowledge of India was concerned, that there was much possibility of students being able to get a complete electrical training in India without coming to this country or some other industrial country.

Questioned with regard to the qualifications of candidates in the four classes of apprentices, trade, engineering, student, and research, witness stated that he could not say what the corresponding Indian qualifications would be, so as to admit candidates to these classes. It would depend on their qualifications, when they came here, whether a supplementary theoretical course was required before they were admitted to practical work. He could furnish information for any particular candidate showing precisely what his qualifications ought to be under any of the four headings.

Asked with regard to scholarships for training, witness said he did not see why they should not be open to Indians if they proved to be suitable, but the question had not arisen in his mind. There were about 16 scholarships vacant at present. It might be a way of attracting the attention of the Indian Government if one or two of the scholarships were offered, but it must be remembered that some of their members might not be keen on moving in the matter. The Council and Education Committee were enlightened bodies who had in their official capacity no direct interest in making money, but the members as a whole were the people who had to be satisfied. It was their business to make things pay.

Questioned further as to the type of student who might best be taken, supposing matters could be arranged, witness stated that the student apprentice would be the type he would most like. The Egyptian students, for example, had been of this type. They were all graduates of the Engineering College at Ghizeh.

Indian technical training would help in breaking them into English work, but the two or three years of training referred to for that class of student would have to be taken here. Engineering apprentices, too, might interest them, but he did not think that either trade apprentices or research apprentices would interest them particularly. The trade apprentices would be out of the question because the Trade Unions would not admit them; and the research apprentices would be too old.

Asked whether the large firms who were members of the Association had branches in India, he thought that all such firms were likely to have branches, as apart from agents, but not workshops, and so there were no such shops where students could be placed for training in India.

With further regard to the question of making hydro-electrical plant for India, he was not aware, as suggested by a member of the Committee, that in addition to the fact that experience was lacking, an attempt was made to place a certain order in Great Britain, but the manufacturers here refused to look at it.

With regard to the number of overseas students in members' works at present, he understood the largest numbers were 24 from Australia, 21 from South Africa, 17 from India, and 14 from Egypt.

With regard to the character and work of Indians in this country, he would like to quote the opinion given by an important member of the Association which he thought was representative:—

"The number of students we have at present is seven. Their aptitude for absorbing information is very good. They are very observant. They are keener than the average Englishman. Their aptitude for using information we have not much opportunity of judging in practice, but we think it rather poor generally, with two or three brilliant exceptions. Their initiative is low. If a breakdown on a test occurs an Englishman has to be called in to help them out. This experience of course is shared with other foreigners. Their general character, we are sorry to say, is lazy. 75 per cent. are disinclined to work. As to the returns we get for keeping them, they do not pay in the apprentice department, but earn their money very well in the test department. Evidently they like the practical testing side—what the machine will do after it has been built. We have not benefited by ultimate positions obtained by Indians when they left this country."

SIR E. D. ROSS, C.I.E., PH.D., Director of the School of Oriental Studies, was called and examined.

He stated that he had had considerable experience of Indian students. He was head of a purely Indian college in India, and had a good deal to do with Calcutta University, and his Indian experience had lasted for 14 years.

With regard to the School of Oriental Studies here, there were 55 Indian students there last year. The School was founded in 1916.

With regard to the reasons for Indians coming to this country, he thought that as regards Oriental studies, post-graduate students would only be able to obviate the necessity of coming when a sufficient number had been trained here to conduct post-graduate work themselves in India. He did not think that the higher type of European post-graduate teacher would be induced to go to India; but in the future, when there had been enough first-class scholars among Indians who had been taught here under guidance, they might set up a school of research in India itself. Even when India could satisfy the needs of her own under-graduates, he thought it was essential that the great importance should be realised of post-graduate work under scholars such as could be found here. It was only possible to learn from a first-class professor what had been done, what was being done, what was to be done, what was worth doing. To his mind a great deal of the future success of higher studies in India depended on the establishment of schools of higher research. He had had an opportunity of watching the preliminary stage in India; he now had the opportunity of watching the higher stage of men who had taken their degrees in India, and it was possible to see what it meant to them to get suddenly into a new world of real genuine research work. The great point was to realise the far-reaching effects of post-graduate research under proper guidance on the best brains of India.

The best Indians would turn out to be really first-class scholars; he knew two examples at Cambridge recently, and he thought it was people of that type who would ultimately influence education in India; people who had got the real academic ideal, apart from the mere cramming of facts. Of course, some people might come over and undertake what they were really not fit for; this had happened, but in such cases it was necessary to advise them not to continue in post-graduate research work.

As regards Oriental studies, until the School here was founded there was every reason why post-graduate students should have proceeded to some other country than England, but now there was no excuse. He thought that in London they could get the best possible training with as good teaching as was available anywhere. There would be no harm in persons going to Paris for a year after they had taken their degree here; it was desirable and some of them did it.

London, he considered, offered the best advantages for Indian students; the test was more searching and the degree was harder than at any other University in England, an eye was kept on attendances at lectures, and altogether the academic discipline was on a very high level. Although there was no residential system such as at Oxford and Cambridge, the University felt a very considerable responsibility towards its students, and took a great deal of trouble to look after them.

With regard to residence, it had passed through his mind that the ideal residence for students would be the City, in the neighbourhood of the

School of Oriental Studies. A large site had been purchased near the School of Oriental Studies, and it had occurred to him that there could not be a finer destiny for it than to turn it into a hostel for Indian students. It need not be made official, but it could be made disciplinary. The site was the property of the School; they would require part of it for schoolrooms and they might be willing to dispose of part of it to a similar body. In his opinion it would make an excellent centre.

He was very much in favour of having unofficial University hostels for Indian students, because he thought the way to achieve social intercourse was by giving opportunities to Indian students of inviting English students in return for invitations the other way round; that would solve the difficulty in its simplest form and make no distinction.

He thought the gatherings at 21, Cromwell Road had been always rather functions than anything else; it would be a different thing if Indians had a students' club to which they could ask their English fellow students. He had no experience, however, of the Shakespeare Hut hostel.

As regards the actual students at the School, 2 were reading for the D.Litt., 2 had just taken it, 6 were reading for the M.A., 6 for the Ph.D. and 25 for the Bachelor of Commerce degree. These latter were also students at the School of Economics. One remarkable fact was that they had no less than 10 Bengalis studying Bengali; they came here with the idea of taking up a business career, and they now had the opportunity not only of learning English methods and English but of improving their knowledge of their own vernacular.

He thought that the atmosphere at the School was more sympathetic than anywhere else, and he thought that students were happy there. In addition to himself there were among the teachers half-a-dozen men who had spent a large part of their lives in India and a certain number of the teachers themselves were Indians.

With regard to the standard of qualification for admission, he was prepared to encourage persons who were keen students, but did not happen to have any of the ordinary credentials to offer. He quite saw that the Universities could not break their rules of admission, and there had to be some sort of limitation; but it was a pity if scholarly men who happened to have no degree from a recognised University had to spend three years getting to the B.A. stage before they could enter on their higher studies. At the School of Oriental Studies they gave a diploma which was equivalent to the Ph.D. degree. A person who had been brought up in the tôl or Madrasah learning, for instance, got a more thorough grounding in the grammar and vocabulary of particular languages than a person who had taken his M.A. in that language, and this was the sort of person to whom the methods of research might usefully be taught. The tôl and Madrasah systems had produced very learned men, who would have done much more valuable work if they had known how to utilise their knowledge.

At present the diploma had had no public recognition outside the School, but there was no reason why it should not obtain recognition from the Indian Educational Service or the Government of India, so that a scholar who did not wish to lose two years of study in working up to the English degree could take his diploma on the strength of his knowledge of some Oriental language. He did not want the Universities necessarily to recognise the diploma, but thought it should be recognised by the India Office. It would get over a great difficulty encountered by a number of serious students who could only take a degree in their real subject at the expense of spending two or three years in doing other things. The point of the recognition was that when they went back to India people could say that they had got a diploma which was recognised.

This had already been achieved in another field; for instance, a person who had been in business in Russia and was very keen on Russian could go to the Slavonic School and take up the higher study of everything connected with Russia, and take a diploma without going back to the matriculating stage.

He did not see why tôl and Madrasah men should not be encouraged by scholarships if they showed great promise as scholars, instead of scholarships being confined to men with B.A. or M.A. degrees. Such persons had to put in about four years' more work at Sanskrit, Arabic and Persian than those who had taken their M.A. in one of those difficult languages. What they wanted was guidance and to be told what lines of research to pursue.

He also laid great stress on the study of history from the point of view of national pride and real culture. He had been instrumental in introducing the History of the East into the M.A. degree of the University of London, and already half-a-dozen men had come from India to read for it. The study of history was very congenial to Mohammedans and was beginning to be congenial to Hindus. He thought that this subject was going to attract more and more students from India, and it would make men realise the enormously wide field of research which lay almost untouched. They would get the idea of the rise of the Hindu dynasties, the rise of Mohammedanism and the rise of the Mogul power in India, and so on.

As regards languages, every literary Indian language except Sindhi was taught at the School. For all the principal languages there was an English professor and sometimes an Indian assistant or lecturer, who was specially selected for his knowledge of his mother language. For instance, they had an English professor who had a perfect knowledge of the Himalayan language, who knew Hindustani, Kashmiri and Punjabi; in the case of Hindustani, for which they had a large demand, they had an Indian reader.

Questioned with regard to the aims of the School, the witness stated they had two functions: first of all, to train people who merely wanted the practical side of things—these might be soldiers, sailors or business men—and secondly, they had research students or persons reading for a degree. They also had a number of Indian Civil Service candidates who were studying Sanskrit for their examination, and this work was almost of degree standard.

Apart from the 55 Indians the rest of the 500 students were mainly English, and the majority came to qualify themselves for residence in the East.

Asked whether it would not be of use to Indians in order to enable them to become Consuls, witness stated that that side of the School would certainly be utilised by Indian students. He considered that if a person wished to get a real knowledge of Arabic there were opportunities of learning it better at the School even than in India.

Asked whether he was aware that the Indian Universities were appointing professors for instruction in the methods of research, witness stated he was not opposed to the policy, but considered that it was the men that mattered. One lecture from a first-class professor was of more value than a year's study in theoretical methods of research.

Asked whether he would advise Indian students to come to this country and read for the ordinary B.A. degree, which included Oriental languages, he said he would not do so. They should take an Indian degree first and be admitted on their Indian qualifications to take research here. It was, however, necessary to test a man to see whether he was fit for research. He had an example recently of a person who wished to go in for an M.A. but was not admitted because he was not ready. He would, however, give him another test in October, and as soon as he passed that he would be recommended to the University for permission to proceed to the degree. The University took his word that a man was fit to go up.

In order to become post-graduate students or to read for the B.A. examination, the terms of admission were exactly the same as in any other College or University of London. If, however, a person wanted to study on his own account, there was no qualification or test of any kind. If a man wished to take a diploma it was merely a matter of whether he knew sufficient to pass it and not whether he had learnt it at the School.

They had had a great many English women students, several had taken the diploma; they also had Indian women students from time to time.

Questioned further with regard to the hostel which he had suggested, witness stated that the success or otherwise of such a hostel would depend entirely on how it was run. It was suggested that such a hostel tended to make Indians detached, and witness stated that this could be got over by organising plans for reading parties in the holidays or other such arrangements as were supplemental to hostel life. The hostel would primarily welcome Indians, but equally would not keep other people out. It might be an advance if, after the hostel had been started, it developed into a residential college.

This would combine the influence of a place of learning and a place of residence. It would be exclusively for students and something to which they would be proud to belong.

Asked whether English students had been attracted for higher research work, witness stated that they had a great many such students, and people had already been attracted from Oxford and Cambridge. The work was not in any way co-ordinated with the Indian Institute at Oxford, nor did he think that the School clashed in the least with the teaching of Oriental languages at other centres in England.

Witness was asked whether he thought there would be much necessity for Indians to come here for research in history if facilities in the way of access to records were restricted, and in reply said he thought that the best research students that he had had had benefited enormously by coming to this country; and though there were difficulties about examining unpublished documents at the India Office regarding modern history, this could not be helped. He had known Frenchmen who could not get access to their own records, and if a Government happened to think that it was politically inadvisable to give such access to records, it could not be helped.

Asked whether there was any teaching dealing with Oriental art and Oriental music, witness said there was a special endowment for lectures on Indian art, and they also had lectures on Oriental music. There would certainly be development on the art side, but it was not so easy to develop the musical side, because it was rather a difficulty to get the right kind of expert.

WEDNESDAY, AUGUST 10, 1921 (LONDON.)

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sir M. Hammick.
Sahibzada Aftab Ahmad Khan.
Mr. A. P. M. Fleming.
Dr. S. K. Datta.
Miss L. M. Brooks.

Mr. R. E. Field, *Secretary*.

Professor E. Wilson, M.I.C.E., M.I.E.E. (of King's College, London), nominated by the Institution of Electrical Engineers, was called and examined.

After stating that in the short time available he had not had the opportunity of consulting the Council of the Institution, and that therefore the views expressed by him must be regarded as being his own, the witness said that the number of Indians now in the Institution of Electrical Engineers was approximately as follows:—Members 2, associate members 35, associates 7, graduates 54, students 15. Total 113.

He thought that the Institution would use its influence in assisting Indian students to secure practical training provided they were student or graduate members of the Institution, and provided there was some evidence that they had preliminary aptitude for engineering work. The question of aptitude was one of the most difficult that had to be dealt with in connection with Indian students in search of practical training. The manufacturers themselves desired it, and the Institution would feel it necessary to satisfy themselves that the students had had some practical training before they could strongly recommend them for admission to works. The fact that a student had completed a theoretical course in electrical engineering would in itself show that he had a preliminary interest in the subject, but Indian students, while often very good at written work and calculations, were frequently not up to the average of English students when it came to practical work, and the Institution would like to have the opportunity of testing a student's aptitude for engineering on the practical side as well as on the theoretical side before introducing him to a manufacturer.

Questioned as to the method he would propose for testing the aptitude of students on the practical side, the witness referred to the scheme of engineering training in force at King's College, which he said could be made applicable to other Institutions also. He stated that at King's College there were engineering workshops, and during vacations the students went into them and actually worked on lathes, milling machines, &c. There were skilled mechanics on the staff who were well able to judge the capabilities of the students, and at the end of the workshop training they were graded in three classes, A, B and C. He did not suggest that it would always be the case, but the fact was that this year's Indian students at King's College were in class C. In this connection it must be remembered that for the manufacturer the question of admitting students to his works was a commercial one; he expected any student whom he admitted to possess some aptitude for the work, and it was rather a serious matter for the Institution of Electrical Engineers to recommend a student merely because he happened to be a member of the Institution and without any more evidence than that as to the likelihood of his doing well in a works. If a man had been placed in class A at King's College, the Institution would be able to recommend him with confidence.

Questioned as to whether he thought it desirable that Indian students of engineering should undergo a period of practical training in India before coming to this country, the witness replied that it all depended on what the man had done so far as the theoretical side was concerned. If he had already had two or three years in an Indian college and taken a degree, he thought it undesirable that he should undergo practical training before coming to England to take an engineering degree. He should proceed with his studies at once, because then he would be able to make full use of the theoretical knowledge he had already acquired, whereas if he put in a year or two at a works first he would lose his theoretical knowledge to some extent and have to begin the whole academic course over again. If, however, a man started from scratch, so to speak, and had not done any college work at all, then he might take a period of practical training to begin with. On the whole, however, he (the witness) preferred a man to have his college training first and his practical training afterwards, unless he was so circumstanced that he could easily get practical training before coming to England.

The examination for the Associate Membership of the Institution of Electrical Engineers had not so far been held in India, but it had been held in other places abroad and it could be held in India. The Institution would set the papers and send them out to some responsible body that would provide such invigilation as was required, and the answers would then be sent back to be scrutinised by the Institution.

At present the Institution of Electrical Engineers did not specify the character of the practical training which its students should undergo.

In the case of their own students, the Institution would give any publicity it could to efforts made by the Committee to secure practical training for engineering students in this country. It was necessary to confine that to its own students because the Institutions of Civil and Mechanical Engineers would presumably do what they could to help their students and the Institution of Electrical Engineers would not wish to interfere in the province of other Institutions.

He did not think it was at present possible to secure in India suitable facilities for practical training in the manufacture of electrical machinery. For that it was necessary to come to Europe.

As regards the kind of practical training which an Indian student of electrical engineering should undergo in this country, he pointed out that there were two classes of electrical engineering, the manufacture of electrical plant and the actual running of electrical machinery in power stations. It was doubtful whether a man who was going to be an operating engineer should put in a lot of time on the actual construction of electrical machinery; he ought, of course, to know a good deal about it, but his main work would be the utilisation of electrical energy, and the bulk of his practical training should, therefore, be taken in a large power station. On the other hand, the man who was going to be concerned with the manufacture of electrical machines would require very little power station experience and should have the bulk of his training in the works of an electrical plant maker. Power station experience could be obtained in India because there were several large power stations there, but for actual experience of constructional work a man must come to Europe.

The examination for the Associate Membership of the Institution was normally a written one, but in the case of candidates who submitted a thesis in lieu of examination the examiners might, if they so desired, examine the candidates orally on the subject of the thesis.

Judging from his experience of 30 years at King's College, his feeling was that on the average Indian students had not got the same aptitude for practical work in engineering as Englishmen had.

He considered it highly desirable that any Indian student who intended to follow the profession of an electrical engineer with a view to its application to industry in India should belong to the Institution, starting, perhaps, as a student or graduate member, and rising eventually to full membership, which was recognised as the highest professional qualification an electrical engineer could get.

In his opinion the standard of the examination of the Institution of Electrical Engineers was quite as high as that of the Institution of Civil Engineers.

Questioned as to whether it was not desirable that a student who intended returning to India to develop Indian industry should have some knowledge of that industry before coming to England, because the conditions in the two countries were so different, the witness said that he appreciated the force of that argument, but he felt that if an Indian student once got to a position of responsibility on the practical side of the engineering industry in India he would not come to England at all, or, if he did come, would probably have to start *de novo* on his return. For that reason he felt that when a man had got a science degree at one of the Indian Universities it was best for him to come to England at once for theoretical training if he intended to come at all.

He thought that Indian students of civil engineering generally had a good idea of what they were going to do when they went back to India, but that was not always the case with the electrical engineers. In his opinion, however, that was a difficulty that was bound to be overcome before long as the electrical side of the industry developed in India.

At the present time the Institution recognised the engineering degree of any University in the British Empire as exempting from their examination for associate membership. The Council of the Institution were now dealing with an application for recognition which had been received from the Indian Institute of Science at Bangalore, which was not a University, but no decision had been arrived at upon it, and he did not know what the decision was likely to be.

There was a local centre of the Institution in India, and it had a secretary who would do what he could to assist any Indian students who might be wanting to enter the Institution. His headquarters were at Calcutta.

He thought that if the question of getting Indian student engineers personal experience in positions of some responsibility in a power house in this country arose, the Institution would use any influence it could in getting practical sympathy displayed in that direction.

Questioned as to whether, when trying to get Indian students admitted to works for practical training, it would be better to approach firms individually or through the Institution, witness stated that it would best be done through the Institution, provided that some organisation were set up to deal with the matter. At the present time the Institution had no department which actually dealt with getting its students into practical work, and so far as he was aware there was no movement on foot to deal with the matter in that way, although the members of the Institution had always displayed great sympathy with the students in their endeavours to get practical training.

He thought it very desirable that the Institution should make an examination of the syllabuses of the various Indian Universities with the object of ascertaining to what extent their degrees were suitable for recognition, and that had not been done so far either by the Institution of Civil Engineers or the Institution of Mechanical Engineers or the Institution of Electrical Engineers.

If in the future electrical engineers were recruited for the Government of India on the lines of civil engineers, the associate membership examination of the Institute of Electrical Engineers should be accepted as a qualifying examination. At present electrical engineers were recruited on the recommendation of a firm of consulting engineers, which the witness considered limited the field from which candidates were chosen.

Dr. J. Gordon Parker (Principal of the Leathersellers' Company's Technical College, Bermondsey), representing the United Tanners' Federation, and Mr S. F. Connolly, of Messrs. Connolly Brothers, Ltd., Curriers, Deputy President of the Federation of Curriers, Light Leather Tanners and Dressers, were called and examined.

Dr. Parker stated that the difficulties of getting facilities for practical training in leather manufacture for Indian students were very great. They were great even in the case of English students because, as everyone connected with leather manufacture realised, the trade was one that could not be learnt in a short time. It took a man years to establish a name and a reputation for his products, and it was not likely that he was going to give that lightly away to anyone. No doubt, generally speaking, an English tanner would prefer to take an English student rather than an Indian, not because he had anything against the Indian, but because he knew the Englishman better; on the whole, however, there was really no difference between the two nationalities, and the fact of the matter was that it was extremely difficult to secure facilities for practical training for either of them. Leather manufacturers would admit their sons, their nephews, the sons of their managers, and so on, but in the case of a stranger, even if strongly recommended, it was extremely difficult to get him in unless he had some strong financial or commercial interest at his back.

Asked whether the difficulty was due to general conservatism or was due to the dislike of the leather manufacturers to letting the knowledge of the secret processes they used getting into other hands, Dr. Parker replied that he thought both considerations had to be taken into account. On the whole, however, he did not think that manufacturers would look on an Indian student as less acceptable because on his return to India he might use the knowledge he had obtained to compete with the firm that had trained him. The real difficulty about getting Indian students into works was the labour difficulty. There was a feeling among the workmen that they preferred to work side by side with men of their own nationality, and it was very difficult to disabuse the British workman of the belief that the object of admitting any foreigner to a works was to cut down wages.

Mr. Connolly confirmed this view and stated that he had been told by a friend of his who was a partner in a firm of motor body manufacturers, that on one occasion he had given employment to an Indian who was a fairly expert upholsterer, but had had to turn him out before he had been in the place for an hour because the shop stewards demanded his dismissal. In that case the Indian was of course receiving wages, but he (the witness) thought that the same objection would be raised to admitting a student even if he paid a premium and did not receive any wages at all. The fact was that the men had control of the situation, and no matter how well inclined the manufacturers might be they were powerless to act against the wishes of the men in a matter of this kind.

Mr. Connolly stated that in his opinion it would have been a distinct advantage if a representative or representatives of labour had been invited to this meeting in order that the Committee might have had their views on the subject. In the present frame of mind of the workmen he feared it would be doubtful whether any real good could be done by the Secretary of State or High Commissioner approaching the workmen on the ground that they had contracts to give and might show favour to those firms that admitted Indians.

Dr. Parker stated that the difficulty in securing practical training was equally great in the case of Colonial students, unless it so happened that the firm of Colonial tanners with which the student was connected had business relations with a firm in this country. It might help if leather manufacturing firms in India used their influence in the same way on behalf of Indian students, and that was really the best way of approaching firms in this country.

As regards the suggestion that the High Commissioner should make it a condition that firms tendering for Indian Government contracts should admit Indian students to their works for practical training, Dr. Parker stated that the matter had been discussed at a meeting of the Executive Committee of the United Tanners' Federation, and that he had been instructed to say that, so far as that Federation was concerned, while they would very much deplore such a step it would not in their opinion have the desired effect; even if the most drastic stipulations were made, the best firms would snap their fingers and say: "We will get our business elsewhere," and it would only be third and fourth-rate firms that would agree to admit the students. Another difficulty in this connection was that the actual producers of the leather very seldom made the contracts; that was done by merchants and middlemen, and in many instances the producer of the leather did not even know where his leather went to.

In this connection Mr. Connolly read the following note by Mr. F. H. Briggs, a former President of the Federation of Curriers, Light Leather Tanners and Dressers:—

"The question is a very deep one and full of pitfalls, and before one can venture an opinion upon it, it is necessary to hear a discussion amongst men who have studied this subject, from an educational standpoint, and also had experience of the workings associated with the bringing of Indian students to England.

"On first thought, it would appear very desirable and a necessary policy to follow, more because of the influence which we wish to have over India than for the definite benefit which the students will receive.

"What is meant by this remark is that the Indian mind is not like the English mind, which has been bred and cultured in commercial thought for generations.

"The Indian student is incapable, except in rare cases, of realising the necessity for the detail and exacting methods necessary for the production of leather on an extensive scale.

"This remark I make from the experience which I have had with the students whom we have had in the factory, also in conversation with them, because I spent some time in conversation with each of them. When I came to press for keener attention to their duties they all gave the same answer and endeavoured to illustrate to me the fact that the educated Indian was not in the habit of applying himself to the work essential for the production of leather, in the same manner as the Englishman

applies himself. He is more in the habit of giving orders to servants to do the work, and not seeing it done, which is an essential feature in British productions.

"Neither are they accustomed to the strict discipline associated with factory work. Consequently, in my opinion there is nothing to fear from a competitive standpoint. If it is beneficial from a national standpoint that we educate Indians here, I should undoubtedly be a party to making adequate arrangements for their education. That they would return to make leather is true, and possibly by such they would induce the natives to become boot wearers; but it will be many generations, if ever, before they will produce any leather which will equal British productions."

He had also consulted Mr. T. O. Hart, the present President of the Federation, and his view was as follows:—

"Indians are members of our Empire, and it is our duty to adopt a liberal policy towards them. On the other hand, I see the difficulties consequent on the Indian frame of mind, which is so different to our own. For my own part, I would not care to take an Indian into my factory. I fear our workpeople would raise difficulties. I certainly think they would."

With these opinions he agreed. In his own business, which dealt largely with the japanning and enamelling of leather, there were certain secret processes which rendered it impossible for him to admit students to his factory. If Dr. Parker himself wanted to visit his works, he would allow him to walk through them, but he would take care that he did not see too much.

Dr. Parker stated that during the time he had been connected with the Leathersellers' Company's College he had had a large number of Indian students through his hands, and his experience of them was that, so far as the study of tanning was concerned, they were not up to the average standard of other students in general knowledge. Those who came with a degree in chemistry or science were sometimes better than those who had had little or no previous education in India, but on the whole his experience was that even the men who had taken their degrees in India were very poorly equipped in general knowledge for a course of technical education. He thought that they were rather too much inclined to rely on their memories than to make themselves really acquainted with the meaning of what they studied, and did not seem able to apply the knowledge they had. He did not think that Indian students were lazy, but his experience was that, whether on account of the climate or for some other reason, their capacity for hard work became less in accordance with their length of stay in this country. Many of them did well during their first year and then dropped off in the second.

There was no doubt that if a student had had some connection with the leather trade in India before coming to this country it made a considerable difference and was of great advantage to him. Such men seemed to have altogether more interest in their work, and now that he was in a position to pick and choose whom he would admit he preferred to accept those who had connections with the Indian leather trade.

He did not wish to suggest that no Indian students should come to England for the study of tanning, and he thought that in some cases it would be possible by means of gentle persuasion to obtain facilities for practical training in works. More would be gained by persuasion than by the use of force, as if firms admitted students under compulsion they would take no interest in their training, and would probably do what they could to see that it was of no value to them.

Asked what preliminary training an Indian student intending to study tanning should in his opinion undergo, Dr. Parker stated that scientific and technical training was absolutely essential for a leather manufacturer if he was successfully to compete in the markets of the world. Such a training was provided by the Leathersellers' Company's College, but in order to derive advantage from it the Indian student must come with a sound technical education and a sound scientific grounding. The science of leather manufacture was probably the most difficult science in existence; it required chemistry, colloidal chemistry, physical chemistry, physics and biology, so that the man who proposed to study it ought to be more highly trained than one who proposed to go through an ordinary University course. The Leathersellers' College had a factory of its own, and it was possible to give the students a very substantial amount of training in it. They did not, of course, get the commercial training that they would get from admission to a large works turning out thousands of tons of leather, but the school turned out sufficient—about £10,000 worth to illustrate the principles, and the students did get a practical training in leather manufacture. The great difference between the course at the Leathersellers' College and that at the University of Leeds was that Leeds aimed at turning out men who were going to be leather chemists, whereas the Leathersellers' College turned out men who were going to be managers of tanneries. The course at Bermondsey was much more practical than that at Leeds.

If he were an Indian, the plan he would adopt for developing the leather industry in India would be to establish an institution to teach not only the scientific side of the industry, but also the actual manufacturing part. It would of course be necessary to recruit instructional staff from England, but he regarded the scheme as a practical and workable one.

Even though it might not at present be possible for Indian students to obtain admission to tanneries in this country, he thought it was worth while sending really suitable men to this country for the study of leather manufacture. Any student who studied at the Leathersellers' College got a considerable amount of practical training, and that would be of immense advantage to him if only he would apply it when he went back to India; but it was very difficult for a man who had had only a partial practical training to go back and tell others to do the work when he could not do it properly himself. That was another difficulty with the Indian students; they were rather averse to manual labour, and when remonstrated with replied that when they got back to India other people would do the work under their instructions. It was very necessary that a man should actually do the manual work himself in order that he might be able to instruct others how to do it.

It would certainly be of value if before a student came to England he (the witness) were furnished with full details of his previous course of training as that would enable him to pronounce an opinion as to whether there was anything in the student's previous career to indicate that he was likely to be a successful student of tanning.

The majority of the students of whom he had had experience were Government scholars, but out of the 50 or more who had passed through his hands there were not more than about half-a-dozen whom he could mention as being really successful.

He had a good deal of correspondence with the Indian Students' Department, especially in regard to the scholars, but, generally speaking, the Department was not much use to him. Most students, other than scholars, did not write to him before coming to England, but merely arrived at the College and said "We want to be admitted." He then did what he could to find out something about them, and it was sometimes necessary for him to cable to India. Many students now came to him with recommendations from former students of the College.

The fees at the College were £60 a year, which included everything except books and note-books.

Questioned as to how the state of the tanning industry in India compared with that in this country, the witness stated that his knowledge was second-hand, but that during the last 20 years he had supplied most of the instructors, foremen and managers for the tanneries in India and therefore had a very fair idea of the industry in India. Generally speaking, he should say that India was many years behind this country as regards leather manufacture. Leather tanned in India was largely used there, but if it was sent to this country it was generally completely re-tanned to make it suitable for the English market and to improve its quality.

Although the processes in India were so much behind those in this country, he nevertheless thought it desirable for the man who was going to find employment in the Indian leather industry to have a highly specialised and advanced course of training. The best results were likely to be obtained by employing men with English training even for the ordinary work of the development of a technical industry.

During the war the Government of India had recruited highly trained men from England for the leather industry, and the result was that Indian leather had probably improved more in the last seven years than in the previous 200.

There was nothing special about the quality or kind of hide that had to be dealt with in India. Goatskin was procurable there, which would make the finest leather and the worst. It was probable, however, that India would never be able to make its own belting leather because a very thick hide was required for the purpose, and the Indian hides did not grow to the thickness necessary.

He was of opinion that a man who had been through the course at the Leathersellers' College would have sufficient knowledge of the practical side of leather manufacture, even though he had not undergone a course of training in a commercial tannery, to enable him to play his part in developing the tanning industry in India. He would not, of course, be in a position to manufacture leather that would compete with the products of highly developed tanneries in any part of the world, but he would have sufficient knowledge for his initial requirements and he would gain further experience as he went along.

He agreed that if an institution equivalent to the Leathersellers' Company's College were established in India there would be no object in sending students to this country for the study of leather manufacture, at any rate so long as the present difficulties regarding facilities for practical training continued, but the establishment of such an institution would be very costly.

He did not think there would be any advantage in an Indian student undergoing a period of practical training in a works manufacturing tanning machinery, because the machinery in use at the Leathersellers' Company's College was exactly the same as that in use at large tanneries, and the student could obtain all the experience of it that he required by following the course at the College.

FRIDAY, AUGUST 12, 1921. (LONDON.)

Present:

The Earl of Lytton (*Chairman*).
Sir D. P. Sarvadhikary.
Diwan Bahadur M. Ramachandra Rao.
Mr. C. E. W. Jones.
Sahibzada Aftab Ahmad Khan.
Dr. S. K. Datta.
Miss L. M. Brooks.

Mr. E. G. Howarth } *Secretaries.*
Mr. R. E. Field }

Mr. Ariam Williams, one of the secretaries of the Y.M.C.A. Indian Students' Union and Hostel, Keppel Street, London, was called and examined.

He handed in the following written statement:—

From my experience as Travelling Secretary of the Student Christian Movement of Great Britain and Ireland from 1919 to 1920, and Secretary of the Indian Students' Union and Hostel from 1920 to 1921, I propose to place before the Committee for their consideration in this brief memorandum, only one aspect (perhaps to my mind the most important aspect) connected with the whole question of Indian students in the United Kingdom. That is with regard to the kind of organisation that should be set up to be responsible for the education of Indian students in foreign countries. On the right solution of this difficult question depends the development of higher education in India along sound lines, and the well-being of Indian students in foreign countries.

Indian Students in the United Kingdom.

These can be classified under four groups:—

(1) Post-graduate research students:—
  (*a*) Government scholars.
  (*b*) Private scholars.
(2) Undergraduates working for a degree.
(3) Students taking courses of study that have not been provided for by the Indian Universities.
(4) School boys in public and other schools.

Students under groups (2) and (4) should not come to Great Britain, and parents should be educated as to the risks they run by sending immature boys away from them to a foreign country with all its temptations and the enormous waste of money involved.

As long as proper facilities are not provided by the Indian Universities for research work in certain departments of study, it is inevitable that students should be sent to countries where they can get the best facilities for research in these departments.

Higher education should be in the hands of the Universities. All responsibility for higher education is theirs, and no other institution should interfere in their sphere of work. It is the duty of the Government as well as private institutions interested in education to criticise or propose new methods from time to time, but the Universites are the medium of expression. It is therefore the responsibility of the Indian Universities to make

provision for that part of the necessary curricula of studies that they fail for various reasons to provide.

I hope the day is not far off when Indian Universities will be in a position to provide adequate facilities for higher education in all departments of study in India itself. But until that time comes they should try to do the second best. There must be a definite policy for this department of study without which higher education in India cannot develop and keep pace with the growing demands of the country. Whatever the policy may be it must be "all India" and not provincial.

How can this be Achieved?

1. Each University Syndicate should appoint a committee to be in charge of this department of education with a full-time secretary, who himself should have had full experience of foreign Universities and should have a standing in those Universities.

2. The secretaries of these committees, along with two other members nominated by each of the Universities, should form an Inter-University Board, responsible for all matters connected with the education of Indian students in foreign countries.

3. There should be a Central Bureau in India run by the Inter-University Board, which should serve as the clearing house. It shall be the duty of this Bureau to publish, monthly or quarterly, as the case may be, all matters connected with the research department.

4. This Inter-University Board should set up an office in London, called the Indian Education Bureau, and appoint three Indians with experience of foreign Universities and having a standing in those Universities for their scholarship.

They should preferably be experts in (1) industry and commerce, (2) science, (3) literature and art. It must be the duty of one of these by rotation to visit the foreign Universities and see the heads of Universities and business firms and arrange for the admission of students in Universities or firms best fitted for the different branches of studies. In order that the Central Bureau in India and the local committees can be supplied with the latest facts, it is essential that one of the three should visit India every year by rotation.

The Inter-Universities Board should be responsible not only for the provision of proper facilities, but also for the accommodation of Indian students in foreign countries so that they may be able to put the best into their work. This problem does not rise in the case of residential Universities like Oxford and Cambridge, but the problem is serious in Universities like London, Edinburgh and Manchester, where there are a large number of Indian students. The situation in London claims immediate attention, and properly solved would be the key to the whole problem of Indian students in Great Britain.

Indian students have begun to realise the value of organised life wherever they may be. They have yet a long way to go in achieving this, but it may be said that they have made a good start. On the whole the organisations of Indian students have exerted a healthy influence on their conduct and life The one corrective is undoubtedly a healthy public opinion created by the students themselves. A union and hostel for Indian students in London is a necessity. The office set up by the Inter-University Board in London and the union and hostel should, if possible, be in the same place. The office, while remaining altogether a different department from the union and hostel, should be easily accessible to the students and should work in close co-operation with the union and hostel. It should be left to the Inter-University Board to decide whether the union and hostel should be run by them or whether they should invite another body to undertake it, but it should be unquestionably Indian, should have no connection with Government and be strictly under the control of the Inter-University Board.

This residential club should in time develop into a graduate school for Indians where the best in Indian life and culture shall be found, and be the interpreter of India to the West. The men in charge of this residential club should be highly qualified, intellectually, culturally, and spiritually.

The witness stated that he had graduated in India and had come to this country for two years as Travelling Secretary of the Student Christian Movement. After having served for one year the Y.M.C.A. had asked for his services and he had obtained leave from the Student Christian Movement to become a Secretary of the Indian Students' Union and Hostel. He had been occupying that position for the last 10 months.

His view was that although a good deal of research work was being done in the different provinces in India, that work was not at present co-ordinated and a good deal of money was thereby wasted. If a Central Bureau run by an Inter-University Board such as he proposed was set up, that Bureau would keep records of the research work being done by Indian students in India as well as in other countries and would act as a co-ordinating agency and should develop in time into a sort of graduate or research school for the whole of India.

The Indian Education Bureau in London suggested by him should take the place of the present Indian Students' Department.

He had not considered the financial aspect of the organisation he had proposed, but his opinion was that a very large amount of the money now spent on the education of Indians in the United Kingdom was wasted, and in his view it was up to the Indian Universities to find the necessary funds if his scheme appealed to them as likely to produce a more adequate return for the money expended.

His proposal that the three officers in charge of the Indian Education Bureau in London should be "experts" did not mean that they should be merely advisers; they should be whole-time men.

The proposal that one of the three should tour in India and another in England and elsewhere did not mean that a student who sought assistance regarding any particular branch of study would be without an adviser for 12 months until the "expert" concerned returned from his tour. It would be quite sufficient if the man touring India went there, say, in June and returned in October. He would then be back in England at the beginning of the academic year and would be able to advise any student who sought his assistance, and also post the men in the different Universities where places were found for them.

He considered it very essential that the Inter-University Board in India should be responsible for making suitable residential arrangements for the students whom it sent out of India. No special arrangements would, of course, be necessary at places like Oxford and Cambridge where the collegiate system prevailed, but in places like London and Edinburgh, and anywhere else where there was no collegiate system and the number of Indians was appreciable, some arrangements for the provision of suitable accommodation were essential. As far as London was concerned he was quite clear that a residential hostel was needed, the great advantage of a hostel being that it tended to create a healthy public opinion, which kept students not only from moral downfall, but also from economic breakdown. Before the Indian Students' Union and Hostel was started, any Indian who wished to live in a shady way could always avoid the public

opinion of his fellow countrymen, but that was much more difficult now because he was swept into the organised life of the Indian students in London and could not shut himself off from the public gaze as had been the case before.

He was a great admirer of English life and had had the privilege of seeing some of the best of it; but as regards the contention of the students that a hostel prevented them from taking advantage of the opportunity of mixing with English people and tended to congregate them into a community composed entirely of Indians, his view was that the average Indian student who came to this country did not see the best side of English life at all. What he saw was the worst side either in London streets or third-class boarding houses, but he did not realise it; and when he went back to India with the idea that what he had seen was real English life, it did harm both to Indian and to English people.

One of the advantages of the hostel was that through it really interested and cultured people, particularly from the Unversities, both students and professors, had been brought into touch with the students. Another advantage of it was that it enabled the students to feel that they had some place of their own to which they could invite their English friends. Previously they had been all the time in the position of guests and never in the position of hosts, and the result had been unsatisfactory.

Questioned as to whether if the organisation he proposed were established the cost of living in London for an Indian student would be much reduced, the witness replied that in his experience that had been the result of the experiment of establishing the Y.M.C.A. Indian Students' Hostel. When a student first arrived in this country he often spent much more money than was necessary, merely because he did not know where to stay or how to lay his money out.

His idea was that the union and hostel in London proposed in his scheme should not be merely a place of accommodation, but should develop into a sort of graduate school in England for the study of such subjects as could not at present be properly studied in India. He did not think that any outside body, whether Government, social or religious, should be allowed to interfere in the question of education, and he was therefore of opinion that the High Commissioner for India could not meet the needs of Indian students by establishing a hostel of his own. The whole question was so mixed up with education that it was necessary to have an educational centre consisting of a hostel, besides an organisation for placing students at Universities and so on. The whole thing must be combined together in one institution.

He calculated that the annual sum spent by Indian students on education in the United Kingdom amounted to something like £500,000, and not only did India not get value for that expenditure, but it was a recurring expense. The students who had received their education in this country did not seem able on their return home to do much towards establishing institutions of the same standard as those in this country; for example, most of the professors lecturing at the School of Tropical Medicine in London had gained their experience in the tropics, mainly in India, but although Indians came year after year and undertook research work at the London School of Tropical Medicine they had not as yet been able to set up a similar School of Tropical Medicine in India.

In his view, the principle to be borne in mind was that it was the duty of the Indian Universities to provide for the education of Indian students wherever they might be, and it was on that principle that his scheme was based. He believed the principle to be right whether or not it was possible to carry it out from a financial point of view, and he was confident that it would command the confidence of the students.

He stated that he was a member of the Indian Conference in England, and that one object the Conference had in view, although it had not as yet been able to achieve it, was to start different groups of men working on different fields of work such as irrigation, public administration and education. The difficulty was that at present no one was responsible for the organising work necessary so that the students might actually start with the facts before them and not have to study the question from the very beginning. If the Indian Education Bureau in London were established and properly run it would eventually become a sort of college with a staff of scholars and research students sent from India.

He had not had sufficient personal experience of the existing organisation for the care of Indian students in the United Kingdom to say that it was unsatisfactory but from his knowledge of what was required and from what he had been told by those who had come in contact with the existing organisation, he was of opinion that some new and better organisation was necessary.

The number of Indian students at present in residence at the Indian Hostel at Keppel Street was 93, but the membership of the Union was 793, and meals were served every day to about 400 men, so that the hostel was in a position to create a sufficiently effective public opinion among Indian students in London, of whom there were about 1,000.

The intention was that 25 per cent. of the accommodation of the hostel should be reserved for Britishers and other nationalities than Indian; the average number of Britishers in residence there during the past year being 10, of whom about six had come through the Student Christian Movement.

Questioned as to whether the hostel was popular with Indian students, witness emphasised the fact that there were two kinds of popularity, and that those responsible for the establishment of the hostel had never aimed at what might be called "cheap popularity." They had stood for a real moral basis, and whenever the wishes or actions of the students had conflicted with that basis, they had never been afraid to take what action might be required to maintain it.

He stated that the Chinese Government had recently established in conjunction with the French Universities a college in France to which 2,000 Chinese students were to be sent each year. He could not, however, say how that college was being financed.

He had visited all the Universities in the United Kingdom with the exception of Leeds, and judging from the statistics he had collected regarding the number of Indian students studying at them, he did not think that the total number greatly exceeded 1,500. The statistics he had collected were still available, and he would send them to the Secretary of the Committee.

Asked whether he would suggest that all students coming from India to this country should come through the Inter-University Board which he proposed, the witness stated that the student would first of all apply to the University Committee in his own province and would then pass through the Inter-University Board. At present that procedure thould, of course, only be compulsory in the case of Government and University scholars, and private students would be at liberty to apply through, or independently of the Provincial University Committee as they desired. His belief, however, was

that if the scheme were put into operation, the very great majority of students would take advantage of it. The mere fact that a man was going out to a foreign country would cause him to go to the person who had all the facts available, and who knew the places which would suit him best.

He was of opinion that, generally speaking, only the best graduate students should come from India to England, but he did not think that such students would be able to get the best out of a course of study in this country if no organisation for helping them were in existence. He agreed that it would not be possible to prevent students who had the necessary funds from applying for admission to educational institutions in the United Kingdom, even if they did not go to the Inter-University Board or that Board considered them educationally unsuitable, but he considered some system of selecting applicants to be essential.

If undergraduate students were to continue to come to England, he thought it desirable that there should be some system of guardianship for them, as it was always a good thing for a young boy to have somebody responsible for him; but post-graduate students could really look after themselves quite well, and there was no need for any guardianship in their case.

If such a Bureau as he suggested were established, he did not think it would be necessary for the Universities in this country to appoint special officers of their own to look after the interests of their Indian students. One of the officers in charge of the Bureau would be constantly visiting the University centres, but apart from that, it was, in his opinion, the business of the Universities to look after their own students whatever their nationality, and no special officer should be required in the case of Indians.

He did not think the students would have any objection to his scheme merely because it would be necessary for the Government to give a grant to the Indian Universities in order that it might be carried out. So long as the control was in the hands of the Universities and not in those of the Government he thought the students would be satisfied.

MONDAY, AUGUST 15, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SIR M. HAMMICK.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, } *Secretaries.*
MR. R. E. FIELD, }

MR. K. KURIYAN, representative of Indian Law Students in London, was called and examined.

He handed in a memorandum which is printed below.

He stated that he had come on behalf of the law students in London who were members of the Indian Y.M.C.A. Their number was a little over a hundred. He had not called together a meeting of all the law students as asked originally because some law students wanted to boycott the Committee. He was selected at a meeting of the law students at the Indian Y.M.C.A., but notices of the meeting were sent round to the Inns of Court, and some of the law students who were not members of the Y.M.C.A. knew of the meeting and could have come if they wished. He was not certain exactly what happened to the notices taken to the Inns of Court, but he would find out and let the Committee know. A second meeting was held consisting of about 20 people, and at this meeting the written evidence to be submitted was discussed. The first part of the written evidence was more or less general and then there were special points relating to the students of law.

It was not the case that law students could not get the legal education required in India and so had to come here on that ground, but mainly on account of the differences that existed between barristers and vakils. Also (and this applied especially to Madras students) they had previously to be graduates in arts, and persons who were not able to pass the B.A. Degree Examination in India came here in order to get a legal qualification more easily. It was also mentioned at their meeting that clients preferred a barrister to a vakil in criminal cases, but as there was not sufficient evidence to substantiate this, they had not mentioned it in their written statement. Another reason was that a Western degree had always had a glamour about it and, to some extent, for very good reasons.

As regards the Advisory Committees in India, they were not satisfied with them, partly because the personnel was not satisfactory and the aims were not suitable, and partly because, being Government bodies, they were more or less above public criticism. They did not, however, complain against a body because it was a Government body. If the organisation were a University organisation where the officers were elected, they would be more amenable to public opinion than civil servants; also, they were not up-to-date in their information. He had come through the Advisory Committee himself; they simply forwarded his application and told him if he went to London the Indian Students' Department would take care of him. He got what he wanted from the Students' Department, but after some delay, but this was a little exceptional because Dr. Arnold had just gone out of office and the new High Commissioner had not come in. He thought it would be preferable for each Indian University to have an Information Bureau in its Registrar's office, and the question of students going abroad should be dealt with by a committee of the Senate, the members of which should, as regards the majority, be persons who had had their training abroad. Also, there ought to be a central University body to co-ordinate the work of the local University bodies.

As regards this country, the Universities of India should open an Advisory Board in London with a full-time secretary.

The funds of this organisation should be provided by an increased grant from the Government to the Universities.

The statement which he had drawn up was not entitled to much weight as regards Universities other than London, but was to be put down as a general opinion of some of the students they had consulted in Edinburgh, Glasgow, and so on.

It would be the central University body in India, which would appoint its own board in London. The composition of that board was a question of detail which could be worked out later; for instance, some representative of the students might be appointed. He thought that a body which was paid for by, and responsible to, the Indian Universities would command more confidence from the students here than a body paid for by, and responsible to, the High Commissioner. Whether the prejudice was right or wrong against the latter body, it existed. He thought also that a University organisation ought to command greater respect on matters of education than a Government Department.

Questioned with regard to his own qualifications, witness stated that he had taken the B.L. Degree at Madras, and although he was becoming a barrister here, he was also taking lectures at the School of Economics. He had really come over to improve his general education and not for the Bar specially.

Asked whether in his opinion Indians who had been here commanded greater respect than they would have done had they not come, he thought that this was so in the majority of cases.

When he first arrived here he had been to Cromwell Road and found it useful. He did not stay there, but went to the Shakespeare hut and had resided there a good deal, though not permanently. He preferred living in rooms. If a hostel contained only Indians they missed the advantage of residence and travel in a foreign country, which was one of the great assets of coming here. He would not like the Y.M.C.A. hut to come to an end, as besides residence they got other things such as meetings and lectures and introductions to prominent persons. They wanted a hostel, but a person should not be allowed to be there for more than a certain time. There ought to be a clearing house where fresh arrivals could be received.

Questioned further with regard to the desirability of a central hostel, witness stated that the need of a clearing house was at present met by the Y.M.C.A. and by 21, Cromwell Road; they only wanted a place where the residence was temporary. He would not, however, object to students going back from time to time to the hostel.

Questioned as to his objection to the Advisory Committee in Madras, he stated that the information the Secretary had there was all pre-war. All the useful information he got was from Dr. John Matthai, who had recently returned from England and had up-to-date information. His other objection was that the Advisory Committees seemed to impress upon the students rather the prestige of British Universities than anything else. They did not like a man who failed in the Matriculation or the Intermediate examination in India to go to Scotland, for instance, and get an M.A. in three years. They considered this a reflection on the University, and though they would not say so, that was at the back of their minds. Also, they were not sympathetic in giving them advice; a man might be a failure in an Indian University, yet he ought to be advised of facilities in America or England where he might make himself a success. An Indian degree was not always a test of the ability of a person, and some who failed might be encouraged to go abroad.

Questioned with regard to the persons coming to England for legal studies, he said that even if all the rules were abolished and the concessions that he had suggested in his statement made, people would still come to this country, and he thought it was right they should do so because there was no question that the educational institutions here were on a higher level than the existing ones in India or the ones that were likely to exist in India in the near future.

He did not think it was possible to lay down any hard and fast rules about qualifications, but in order to meet the difficulty with regard to the lack of accommodation here, the final selection would have to be with the Universities here and not with the Indian Board or the Advisory Committees. In exceptional cases, however, where a person displayed outstanding ability, the Indian Universities might make a special recommendation. He did not consider there was any difficulty in a University body recommending a person who had failed in their examination to seek a degree abroad, because in the Intermediate Examination, for instance, there were two branches and a man might do well in one but not in the other. At present the Universities were hide-bound and very hard and fast in their rules, and instances of this nature were bound to react on the Indian Universities and lead to reform. He did not think it would be going back on their own judgment to recommend that a person would be a success if he went abroad.

It was pointed out to witness that of about 2,000 Indian students in this country something under 1,000 were in University institutions, and he was asked whether the organisation he suggested could apply to the non-University student also. He stated that this had been discussed, and at the time they thought it was a legitimate sphere for the Central Board in London appointed by the Universities in India to operate in.

Asked whether he got to know personally any English barristers, he said he had made the acquaintance of some who were living at the Shakespeare hut and had come into contact with others through lectures there.

As regards chamber practice he could not say whether Indian students found much difficulty; he knew there was some difficulty, but from the experience of other students he thought that he would be able to get chamber practice next year. This, however, was where a central organisation backed up by the Secretary of State could do good. If they had the option of having their chamber practice in India, or here, their grievance would be removed.

Asked whether he thought that students in India would take the advice of the Advisory Boards which he suggested even when they recommended a student not to go abroad for study, witness thought that there would be more likelihood of them accepting the advice.

Asked whether he thought that only persons who took an arts degree in India should come to this country, he did not desire that this should be an absolute rule. What they wanted was that there should be only graduates in arts in the legal profession in India. This was not anything new, but he wished to endorse that movement. He quite saw that there was no way of preventing persons who passed a preliminary examination here and were called to the Bar without being graduates of a British University.

Questioned more precisely with regard to the proposed constitution of the Advisory Committee, witness stated that though he had in mind primarily that of Madras, the students from other

provinces supported the view that they should be set up by the Universities. Even though members of the Senate were on the Committee at Madras, this was not satisfactory, as they were not put there by the University, and so questions could not be asked in the Senate about their action. They should be appointed by a body who were in closer touch with the students and the interests of the students than the Government.

Asked whether he thought that the central body he suggested in London would suffer by being housed in the offices of the High Commissioner, witness thought that students would prefer to go to a Department housed in a building quite separate from any Department of the Government. He knew that this view was unjustifiable, and it did not apply to himself, but it was a question of student psychology at the present time.

Asked whether anything was required in the way of securing admission to English families, witness thought that something in this direction was certainly necessary, but he did not know whether any organisation was required. Their point was that the Government, the Advisory Committee, and voluntary organisations like the Y.M.C.A. should co-operate; they were not anti-Government at all, but wished proper things to be done by the proper bodies. He thought perhaps the Advisory Board, or one or two of its members, with outside members, could act as a hospitality committee to obtain offers of hospitality in families. He knew of several cases where people had been sent to good families through the Shakespeare hut, but they could not do all that was needed as they only served a limited number of students.

MEMORANDUM PLACED BEFORE THE LYTTON COMMITTEE on behalf of the Law Student Members of the Indian Y.M.C.A., London.

1. The reasons which at present induce Indian students to leave India for education and technical training abroad :—

(*a*) Foreign degrees and diplomas, particularly British degrees and diplomas, have a higher recognition in India than Indian degrees and diplomas; hence their market value.

(*b*) Want of facilities, especially in the matter of technical training.

(*c*) The differences that exist in the privileges and status of barristers and Indian vakils.

(*d*) Examinations for the Indian Civil Service, the Indian Medical Service, the Bar, &c., are held only in this country.

(*e*) Want of adequate facilities for research in India.

(*f*) In some cases persons who have not been able to do well in Indian Universities have found it possible to take degrees and diplomas in the United Kingdom and thus fit themselves for the public service, the Bar, or business in India.

(*g*) A few have come for the glamour of being "England returned" and for the culture that stay in the British Isles, and particularly in the Universities of Oxford and Cambridge, gives.

2.—(*a*) Some of the above-mentioned difficulties may be wholly or partly removed by the holding of simultaneous examinations for the Indian Civil Service and the Indian Medical Service and the opening of an Indian Bar.

Some of the rules requiring English qualifications on the part of candidates may be either abolished or modified.

Institutions and laboratories for technical training, commerce, industrial chemistry, railway services, &c., may be encouraged in India.

More facilities for research can be provided in the Indian Universities.

(*b*) The Government can help students in the matter of getting practical training in commercial firms and industries and also to see that the largest possible number of seats are reserved for Indian students in British Universities.

3. The experiment of sending Indian students abroad, and particularly to the United Kingdom, has been in our opinion a distinct success in the past. The students who have returned have taken back with them more democratic and progressive ideas and a wider outlook of life. They have been pioneers in the field of social reform which is very badly needed in India. In the political sphere also they have stood out for greater independence. Their knowledge on technique and organisation has been a great gain to this country.

Problems special to Law Students.

So far as law students are concerned there is no want of facilities to be complained against in the matter of admission, either for the degrees or for called to the Bar. We would, however, take this opportunity of offering our criticisms of the existing Advisory Committee system in India. We are of the opinion that the question of students studying abroad must be dealt with by the Universities and not by the Government. The Government have in the past tried to do this work for the students, but the results have not been satisfactory. The Advisory Committees have been little more than mere forwarding agents. Their advice to the students has been of very little assistance, while in many cases where real advice and help were necessary they have not been able to render any. They have seemed to us to be more concerned about the prestige of British Universities than about the claims and aspirations of Indian students. They have, on the other hand, in many cases proved a hindrance to the students. We would, therefore, recommend the abolition of the existing Committees. To take their place each Indian University must open an Information Bureau in its Registrar's office, and the question of students going abroad must be dealt with by a Committee of the Senate, the members of which must, all of them, be persons who have had their training and education abroad. If necessary, an Inter-University affiliation in India may be brought into existence in course of time. Arguing on first principles, this seems to us to be likely to be more helpful to the students themselves because a recommendation from an Indian University is likely to have more weight in matters of education than the recommendation from a Government Department however well intentioned.

So far as law is concerned we would like to see that only graduates from India, as a rule, go into the legal profession.

For other courses than law, if students come for a first degree they ought generally to leave off as soon as they have passed the Intermediate Examination of an Indian University.

There is not much demand for facilities in research and post-graduate work so far as law is concerned.

In London there is need for a central hostel and that need is at present met by the Indian Y.M.C.A. In any case, we are against allowing Indian students to be permanent residents in an Indian hostel.

There is no necessity for Advisory Committees in the United Kingdom, but London seems to be an exception. The Universities of India must open an Advisory Board in London with a full-time secretary. The question of finance at once arises. The Indian Universities are at present subsidised by the Government, and we do not see why a further grant from the Government for the Foreign Department cannot be provided for.

There is necessity for providing for greater facilities for the practical training of Indian students. We would confine ourselves chiefly to the chamber practice of law students. So far as Indian vakils are concerned, we would recommend that they should be given the option of undergoing their practical training either in this country or in India. We would also recommend that Indian students should be afforded equal opportunities with British students in regard to the Air Force, the Army, the Navy and the Officers' Training Corps.

It is highly desirable that firms who tender for Indian Government contracts should be induced to admit to their works for practical training a limited number of Indian students.

The Advisory Board in London must prepare and make available to Indian students a list of houses where board and lodging are available at moderate terms.

It is highly desirable that Indian students should be acquainted with literary, educational, charitable, social, economic, commercial and industrial movements in this country. The Indian Y.M.C.A. in London is already doing a great deal in this direction. There is room for more work here. The Government, the Advisory Board and institutions like the Y.M.C.A. must co-operate in this matter. Opportunities must be given to Indian students for membership in political and economic associations, and in particular should they be helped to observe and in other ways acquaint themselves with operations of municipal or local Government.

A Few Special Problems.

The advocates in Indian High Court (first-class lawyers) must be placed on the same level as the Colonial barristers so far as call to the Bar is concerned. Other vakils must be given a concession of eight terms instead of four as at present. They must also be exempted from Part I. of the Bar Examination. Constitutional law would probably be an exception. So far as the Law Degree of the University is concerned, questions in French and Latin must be made optional for Indian students.

Several reasons have been mentioned which induce Indian students to leave their country and come to the United Kingdom for educational and technical training. Some of these reasons can be removed immediately, others cannot be; but even if all these Government rules and regulations are removed, and greater facilities for research afforded in India, a certain number of Indian students will come to this country for advanced study, and in a few cases for the privileges of public school life. So long as India remains a part of the British Empire, India has a right to go to the best educational centres in whatever part of the Empire. This is one of the legitimate and inevitable implications of Imperial citizenship. Further, so long as these shores contain the ancient Universities of Oxford and Cambridge, Indian students will be attracted to come, and it is right that they should be. Incidentally they derive all the inestimable advantages of travel and residence in a foreign country.

MR. D. RUNGANADHAN, General Secretary of the Y.M.C.A. India Students' Union and Hostel, was called and examined.

Witness had handed in a memorandum, which is printed below.

He stated that the management of the hostel was undertaken by a Management Committee of nine, and in addition to it there were four secretaries appointed by the Indian National Council, who submitted all their reports to the Committee of Management. The work was divided into four departments—(*a*) educational work, (*b*) house and restaurant, (*c*) membership and social, (*d*) finance and general management.

The committee met once a month; there was no elective element on it as the actual selection of the members was made by the National Council. He thought that it would tend to popularise the institution if they had students on the committee, and it might be a great help to them in this direction. In the time between the meetings of the committee the secretaries took any action that was required, *e.g.*, of a disciplinary nature. They had a formal conference of secretaries each week, but in point of fact met every day to see if there were any emergency cases to deal with, when they would take action and get their action confirmed subsequently by the committee. If there was any radical difference of opinion between the secretaries and the Committee of Management, the matter would be referred to the Indian National Council at Calcutta, but the Management Committee here could override particular action by the secretaries that they thought mistaken. As regards the finance of the institution, they could not pay their way even supposing they had the premises rent free. Though they had lost £1,000 in the first year on running expenses, they would not do so in the future as that only applied to 10 months of the year. He did not, however, think that a hostel of this kind could be entirely self-supporting on the subscriptions of its members and pay its own rent. If, however, they had their own building he thought they could make it self-supporting. The rent of £3,000 a year which they paid was very high, but they were not able at the time to get any other building which would give them the same facilities for their work in any central locality. At present they were looking round for fresh accommodation. They got no grant from the Government of India, but when there was a deficit they let the Indian National Council know that they needed so much money and they had to find it. The Council did not get any grant from the Government of India in respect of the students' hostel in London. He thought that, supposing they had got a grant from the Government, it would prejudice the hostel in the minds of Indian students

Asked with regard to the visits referred to in para. iv (3) of the written statement, witness stated they issued their programme in advance and asked persons who would care to take part in the visits to hand their names to the secretary. The largest party they had had was 45, who went to Harrow. At this and the other schools they were met either by a master or by one of their friends who was staying there and taken round. They had in view a set of lectures on the London County Council by a member of the Council, as he had been told that such a course would be very helpful to Indian students. As regards their lectures, a number of the students from 21, Cromwell Road attended.

Asked whether he thought the fact that the members of the hostel were almost entirely Indians had diminished its value, witness stated that he did not think so, and he was certain that the need of a central place for Indian students had been greatly felt. As regards recreation, they encouraged their members to join the Indian Gymkhana Club, which had acquired a ground and had tennis courts. They had only spent money on indoor games which took place in the gymnasium of the hostel.

Asked whether he had any views on the question of an organisation for Indian students in London, witness stated that in his opinion the problem of the students should be handled by educationalists, and the best people to do so were the Indian Universities. Any organisation in London should also be under their general control. Such an organisation would be able to provide facilities for technical instruction for students, and during the last year five students were put into various factories through the exertions of one of the secretaries of the hostel.

Asked whether he thought that any considerable number of students would live permanently in the hostel, witness thought that they would do so supposing adequate arrangements could be made. Some had stayed longer than six months, and so far they had not attempted to send out anyone in order to make room for others. Part of the popularity of the hostel was no doubt due to the fact that Indian food was provided.

Asked whether the hostel gave educational advice to students when they first came to this country, witness stated that a good many students asked them questions of this kind, and if they could not answer them they sent them to somebody who could give the information required. As regards admission to institutions, he thought that one of their secretaries had obtained admission for two or three students at Oxford. So far they had not referred to the Indian Students' Department, nor had they touched the question of getting facilities for practical training except in a few cases that he had already mentioned.

There was no religious test for admission to the membership of the hostel, and Christian propaganda was not a definite part of the work of the club or the hostel.

Asked with regard to holiday arrangements which they had made for about 150 of their 700 members, witness considered that the work could be extended if they had more money to spend on it. There was a great deal to be done in that direction even though many students preferred to make their own holiday arrangements. They had last year run a holiday camp, which was a failure financially, and personally his own view with regard to these camps had changed, as he thought it was better for students to go to different places each year. They also made arrangements for students to meet English people outside their club. They had no relations with the National Indian Association, though some of their members were also members of that Association. They were also hospitable to organisations such as one for the cultivation of Bengali literature and the Malayi Association, which sometimes met in the hostel.

Asked with regard to the Committee, whether it would be possible to broaden the basis of its constitution, witness stated that the committee were not necessarily all Christians, and when they got people of the right stamp the National Council would be quite willing to accept them.

Asked with regard to the statement that they dreamt of a centre which would focus Indian public opinion in England, witness stated that this was in connection with their own organisation. He did not think politics need enter into the thing at all; their organisation was not political in any sense except that political lectures occasionally came into their educational programme, and even so were dealt with as education.

Questioned with regard to the cost of living at the hostel, witness stated that perhaps it was slightly higher than that prevailing in some lodgings, but in the long run the students found that it was more economical to stay in the hostel than outside.

Asked whether it would be possible generally to reduce the expenditure, witness stated that they had endeavoured to be as economical as possible, but naturally when they were beginning, especially in temporary accommodation, they had had to spend a good deal of money.

Asked whether they had any religious lectures, witness stated that if they had they would only be for the purpose of comparative study. There was no religious object in view directly or indirectly. He was quite convinced that it was necessary to have resident accommodation in the hostel as well as the other side of the work, and though he had himself no experience of living in lodgings, scores of students had said that they would rather live in the hostel than outside. He did not consider that persons living in lodgings really saw English life, and it was very difficult to get into really good English families. In the hostel they aimed at having English as well as Indian residents, though it was meant primarily for Indians. The average number of English residents would work out at about 10. The English persons who had lived at the hostel had all expressed their satisfation.

Witness stated that there seemed to be an assumption that the committee looked upon it as an ideal to popularise the hostel, but this was not so. If it was merely a question of board and lodging, it was desirable to have students on the committee; but if there were other objects, they had to be careful with regard to the management.

Questioned with regard to help which had been given to some students to return to India, witness stated that the money was raised from a few individuals and not from any of the Y.M.C.A. funds. The cases numbered about 14 altogether who had been helped to go back to India.

Asked with regard to catering at the hostel, witness stated that they had had a loss during certain months of the year, on account of the various changes in the management, but during the last five months the work had been very satisfactory, and the restaurant had more than paid its way.

Asked with regard to lectures given, witness stated that they did not mind what kind of views a person held, whether they were extreme or moderate: they looked mainly to the standard they had to keep up. Discussion was the rule at most of their meetings, but at some particular lectures, where they thought there was no necessity for it, they had dropped the discussion. It would not surprise him to hear that the hostel had been criticised, because of the moderate opinions expressed by the majority of speakers.

Memorandum submitted by Mr. P. D. Rungandhan, General Secretary of the Y.M.C.A. Indian Students' Union and Hostel, London.

The idea of having an Indian students' centre in London has long been in the minds of the leaders of the Y.M.C.A. movement in India. In 1916 one of our secretaries, on his way back from America to India, stopped in London for a few months to study the Indian students' needs, and on his return to India submitted to the Indian National Council a strong appeal for the establishment of a Student Branch in London somewhat on the lines of the Y.M.C.A. Student Branches in India. This work of investigation was followed up by another one of our secretaries, who had come to London in connection with the Student Christian Movement. He, too, on his return to India backed up his colleague's appeal for an Indian Students' Branch in London. There was no doubt whatever in the minds of these two secretaries as to the scope for service among the Indian students in this country. The successful results of the Y.M.C.A. student work in the University centres in India, and the work done among Indian troops by the Indian University men during the war cleared the doubts, if there were any, as to our capacity to render this service. There were two points that stood out clearly in the memorandum submitted by these two secretaries:—

(1) That there was need for service among the Indian students in London, and

(2) That Indians must serve Indians.

On account of the war, which was then at its full height, it was not possible for the Indian National Council to take any definite steps toward the starting of a hostel in London. Their hands were full with the work among the Indian troops in France, Egypt, India, East Africa and Mesopotamia. In 1919 Mr. K. T. Paul, the National General Secretary of the Indian National Council of Y.M.C.A.'s, visited England. There were also in England at this time Mr. W. R. Gourlay, who has been a great friend of the Indian Y.M.C.A. for several years, Mr. E. C. Carter, who was Mr. K. T. Paul's predecessor in India, Mr. M. N. Chatterjee, who had just returned from France after three years' service with the Indian troops, and several other Y.M.C.A. secretaries who had either been in India or in France. These, with representatives from the English Y.M.C.A., the Churches, Student Christian Movement, &c., met together and discussed the question of an Indian students' hostel, and decided finally to start such a hostel. The main objects of this hostel to be (1) to provide suitable accommodation for Indian students in London; (2) to provide opportunities for physical, social, educational and religious facilities usually found in Y.M.C.A. hostels in India; (3) to afford facilities such that Indian students can meet and entertain to their mutual profit British men and women; (4) to create a centre from which the Englishmen can get a true interpretation of India and the Indians the best of England.

On account of the difficulty in finding a satisfactory place in a central locality the "Shakespeare hut," as it was then called, was taken temporarily on a yearly lease, although the rental was a prohibitive one—£3,000 per annum without rates and taxes, which add another £1,500.

On 4th February 1920 the hostel was formally opened by Mr. Laurence Binyon, of the British Museum. The Right Hon. H. A. L. Fisher, who was to have taken the leading part on this occasion, could not come on account of urgent Cabinet work, but sent the following message, which very aptly describes the hopes entertained about the hostel:—

"The members of the Shakespeare Institute will have opportunities for reading and for pleasant intercourse with one another and with Englishmen. They will learn from England and they will teach their English friends something of India. In the past many Indians have spent a lonely and friendless life in London lodgings, and have returned to their native country with very little knowledge of English society and full of antagonism, secret and avowed. The Shakespeare Institute will provide for Indian students pleasant and social intercourse, in which friendship ripens and experience is sweetened."

The hostel has been in existence now for a year and a half. During these 18 months a good deal of pioneer work has been done and what we considered at the beginning as "experiments" have now become facts. For the sake of convenience we have made the following rough division, and each is considered accordingly:—

1. Membership.
2. Hostel.
3. Restaurant.
4. General Programme.
5. Miscellaneous.
6. Holiday work.
7. Committee of Management.
8. Finance.
9. Conclusion.

1. *Membership.*—Our membership to date is 783; of this number 700 are Indians and 83 are of other nationalities. In addition to the 783 members, we have 40 Indian ladies, whom we consider as honorary members, and to whom complimentary tickets have been issued. During the past 18 months 123 members have either returned to India or have gone to other countries for further studies.

Everyone who comes to the "hut" is not a member of the union. Members are allowed to entertain their guests here. All the hostel residents, however, are required to become members, although no membership is required for those staying for less than three nights. The membership fee is 25*s.* per annum, and is payable annually in advance.

The following statements showing distribution of members will be of interest:—

1. According to Presidencies.		2. According to Faculties.	
Bombay	158	Engineering	56
North India	128	Medical	151
Madras	131	Law	120
Bengal	116	Science	45
British Isles	77	Arts	58
Central Provinces	59	Economics	66
Ceylon	37	Indian Civil Service	38
Burmah	16	Commerce	29
Behar and Orissa	14	Theological	15
United Provinces	11	Unassigned	185
Continent	7	Miscellaneous	20
Africa	7		
Assam	6		
United States, America	3		
Australia	2		
Malay Straits	2		
Not known (Indians)	9		
	783		783

2. *Hostel.*—We have 88 rooms set apart for residential purposes. Of these, 78 are single rooms and 10 are double rooms, making a total of 98 beds. In addition to these, temporary beds are created during the rush season (August and September) in the gymnasium, where we have been able to put up between 20 and 30 extra beds. The rates charged for rooms (including heat, light and baths) are as follows:—

15*s.* each for a double room.

18*s.* and 22*s.* 6*d.* for single rooms.

The 22*s.* 6*d.* room is a little larger than the 18*s.* room, and most of them have windows. Central heating is fitted throughout the hostel and there are 14 shower baths supplied with hot

and cold water. A luggage room is provided for spare baggage, and there is a cloakroom for the use of visitors.

We feel ourselves that the bedrooms are not very satisfactory for residential purposes, but situated as we are we have tried to make the place as comfortable as we possibly can. One of the rules of the hostel is that residents should become members of the union. Special arrangements, however, are made for guests of resident members, and transient members who want to stay for less than three nights. The average number of resident members is 88. The number of people who have used the hostel since the start is approximately 750. Of this number about 150 have stayed with us for three months and the remaining 600 have stayed in the hostel for periods ranging from one night to three months.

With the idea of bringing Indian students into closer touch with British students, 15 seats have been reserved for British students, who are sent to us through the Student Christian Movement or through our English friends. The British students staying with us have been studying for either theology, medicine or engineering. The relationship between the British and the Indian students have been cordial, helpful and encouraging. The more mature the British student is the better is the understanding between the two. The average number of British students staying with us has been 10.

3. *Restaurant.*—For the convenience of the hostel residents, as well as for outside members, we have a restaurant, where both Indian and English food is provided. There are three Indian chefs in addition to the English staff. The fact that one can have rice, curry, curds, dhal, chapatis, Indian sweets, &c., is really appreciated very much by the Indian student, and makes him feel much more at home in a foreign country and keeps him in good humour—although it is sometimes the other way when the curry is not quite up to the mark. The restaurant also serves as a great social factor, in that the Indian student can invite his friends and be a host to his English guests. The idea is to provide wholesome food at reasonable prices. Our desire is not to make profit, but to make the restaurant self-supporting, and at the same time help the student to keep his board bill within two to two and a half guineas per week. This, with room, rent and laundry, brings the weekly living expenses of the student to between £3 and £3 10s. The restaurant is a fairly large, airy room and can accommodate about 125 people at one sitting. On the days when there are lectures, socials, &c., there are as many as three sittings. The hours for meals are as follows:—

Breakfast, 8–9; lunch, 12.30–1.30; tea, 4–5; dinner, 6.30–8.

On Sundays breakfast is served from 9–10. No meals are served in the members' rooms except to those who are unwell. No intoxicating liquors are allowed on the premises.

The average number of meals served daily is 376, or weekly 2,630.

4. *General Programme.*—By general programme is meant the main activities of the union and hostel. This divides itself into three main groups:—(*a*) Social; (*b*) Physical; (*c*) Educational or Cultural.

(*a*) *Social.*—There are monthly socials for resident members and open socials at least once a quarter. Special entertainments are also arranged from time to time, such as "India Night," Christmas and New Year celebrations, musical evenings, special concerts, plays, cinemas, &c. In addition to these, advantage is taken of the visits of prominent Indians to this country, for whom special receptions are held, such as the receptions we have given to Lord Sinha, Sir J. C. Bose, and members of the University Congress. These receptions help not only to bring these Indian leaders to meet the Indian students in this country, but also to bring English men and women who are interested in India. The musical evenings and the social teas on Sunday evenings have been of immense value in promoting friendship between Indians and Europeans. In this connection, it needs be said that the Student Christian Movement has been of great help to us—providing musical talent, giving introductions to people with whom we ought to get into touch, inviting our members to their socials or to lectures, getting lecturers for us, are but a few of the many ways in which they have helped us. Several English friends, both in and out of London, frequently send invitations to groups of students asking them for dinner, evening parties, tennis parties, week-ends, &c.

(*b*) *Physical.*—Our physical programme has not been to our satisfaction. This is largely due to the want of a playground. We have a small gymnasium, in which basket-ball, indoor tennis and volley ball are played. There is a jiu-jitsu class conducted by a Japanese expert. In addition to these, ping-pong, draughts and chess are keenly played by a large number of our members. We also have three full-sized billiard tables, which are kept busy most of the day and evening. The rates charged for billiards are:—1*s.* per half-hour, and 1*s.* 6*d.* per hour. We had a very successful hockey team last year. Tennis and boating parties are frequently arranged. It is unfortunate that Indian students in London, especially, are greatly handicapped for outdoor exercise. There is an Indian gymkhana, but only recently it has been able to get a large plot of ground for tennis, hockey and cricket at Osterley Park. Unfortunately, it is rather out of the way for most of the Indian students. It is well worth our while to pay more attention to this side of our work among the Indian students in London.

(*c*) *Educational or Cultural.*—This has been the strongest side of our work, and rightly so, for, after all is said and done, we must ever keep in mind the primary objects with which the Indian student leaves his country, and whatever we do should be such as to help him to realise this objective. Our educational programme is carried out through—

(1) Reading-room and library.
(2) Lectures.
(3) Visits to factories, social settlements, public schools, &c.
(4) Study circles and group conferences.

(1) *Reading-room and Library.*—There are over 400 well-selected volumes in the library on history, economics, religion, art, politics, &c. The reading-room, where the library is located, is the best room in the hostel. For the reading-room the following Indian and English papers and magazines are received:—

Indian.

Daily: The Hindu, The Leader, and The Tribune.

Weekly: The Christian Patriot, The Indian Social Reformer, The Servant of India, The Young India, The Times of India (illustrated), The Times of India (Mail edition).

Monthly: The Indian Review, the Modern Review, The Hindustan Review, The Young Men of India.

English.

Daily: The Times, The Daily Herald, The Manchester Guardian, The Westminster Gazette.

Weekly: The Spectator, The Nation, The New Statesman, The Literary Digest, and the Challenge.

Monthly: The Fortnightly Review, The Contemporary Review, The Nineteenth Century, and The Review of Reviews.

Special Journals: The Sociological Review, The Economic Journal, The Round Table, The Quarterly Review, The Lancet, The Clinical Journal, The British Medical Journal, The Times Educational Supplement, The Times Literary Supplement.

(2) *Lectures.*—But for the cordial support and help given by the leading Englishmen in this country it would not have been possible for us to carry out this end of our programme. The names of some of the lecturers and the subjects given below will be sufficient to indicate the willingness of the lecturers to help us, on the one hand, and the high educational value of the subjects on the other. Some of these lecturers have given more than one lecture during the year. The Sunday lectures are for both members and non-members, and special invitations are issued to more than 200 guests, mostly Europeans, for the important lectures. The attendance at these lectures varies from 200 to 800. The lectures are followed by discussion. The following are some of the lecturers and the subjects dealt with:—

Lord Haldane: Ideals of a University.
Sir Rabindranath Tagore: Meeting of the East and West; Spirit of India.
Mrs. Annie Besant: Winning Indian Home Rule.
Hon. V. S. Sastri: The Present Political Situation in India.
Delisle Burns: International Politics; Freedom.
Colonel Wedgwood: Politics in India.
Dr. Garvie: Political Idealism.
Ernest Barker: East and West in the Middle Ages.
Sidney Wood: Ideals in Education
Bishop Gore: Democracy.
Canon Temple: Robert Browning.
Professor Rothenstein: The Responsibility of Indian Students to their own Arts and Crafts.
Yusuf Ali: National Education.
Professor Tara Chand: Influence of Islam on Indian Culture.
Professor G. H. Leonard: The Meaning of Patriotism.
Rev. W. R. Matthews (Dean of King's College): What is Justice?
Professor Beresford-Pite: Architecture in London.
Professor Adams: Vocational Tests.
Hon. Mrs. H. Franklin: How Parents can help Education.
Professor Lowes Dickinson: A Chinese Philosopher on the War.
Dr. Crichton Millar: Dreams.
Aylmer Maude: Tolstoy and his Teaching.
H. S. L. Polak: Mahatma Gandhi, as I have known him.
Rev. W. H. Drummond: Mazzini, the Man and his Message.
H. A. Mess: The Social Situation in England.
Rev. E. Phillips: The Cost of Progress.
Colonel S. P. James: Ideals in Public Health.

(3) *Visits to Factories, Social Settlements, &c.*—Theory alone is insufficient, and, therefore, whenever possible, we have tried to follow up the lectures with visits to factories, social settlements, public schools, &c., for practical study. Some of the places we have been able to visit during the past year have been:—Farningham Home for Boys, Barnardo's Homes, Browning Settlement, Toynbee Hall, the Victoria Printing House, Peek Frean's Biscuit Factory, Royal Primrose Soap Works, Macfarlane Lang's Biscuit Factory, Greenwich Observatory, the Public Schools at Eton, Harrow, and Rugby. We are grateful to the Hon. E. S. Montagu, Secretary of State for India, for writing to many of the factories on our behalf to allow us to visit these places. One would be interested to know that we are at present arranging for a complete series of lectures on the working of the London County Council, which is said to be the largest as well as the best run, municipality. Each lecture is to be followed by a visit to study the actual working of the Department. This will be of great value to most of the Indian students, for on their return to India they will be working in one way or another in their own municipalities.

(4) *Study Circles and Group Conferences.*—These are small circles of 10 to 15 members, meant for a more thorough and continuous study of the subjects in which members are particularly interested. At present there are four such groups:

1. Art; 2. Economics; 3. Administrative; 4. Medical.

Each group is led by an experienced leader. In addition to these study circles, there are small group conferences, about 15 to 20 members, at which some of the leading Englishmen are requested to come and meet with the students and spend an hour or so talking informally on subjects such as "Public Health," "Rural Industry Reconstruction," "Co-operation," "Indian Student Problems," &c. During the past year we have had the privilege of having with us Mr. H. F. Whyte, Sir George Newman, Sir John Green, J. A. Spender, H. Wolff, Dr. Jagger, Mr. Lionel Curtis, Lord Meston, Lord Pentland, and Lord Lytton, as leaders of these conferences.

5. *Miscellaneous.*—We have dealt in detail in the preceding pages with the main lines of our work, but there is another side to our work, however, which does not come under our regular programme, and yet takes time, labour, and money. For want of a better word we have called it "Miscellaneous," and it is miscellaneous indeed! Taking the new arrivals around London, getting passports, dealing with stranded cases, arranging passages, meeting trains and boats, lending money knowing that we will never get it back—all come under the daily routine of the secretaries. It might be of interest to note here a few figures relating to some of the points mentioned above:—

Passages and passports secured for students	35
Passages and passports secured for non-students	25
Stranded cases of students sent back to India	9
Stranded cases of non-students sent back to India	5
Amount raised among students to help standed students	£150

While our work is meant primarily for Indian students, there are a number of non-students who come to the hostel. They are of all sorts—business men, holiday visitors, runaway lascars, stranded men. The majority of these call on our time for advice, information, introduction, &c., and some of them on our purse. We are as much at their disposal for any service needed as we are for students.

6. *Holiday Work.*—At the time the hostel was started, it was also our intention to open a holiday home for our members. For this purpose a big house was rented at Lowestoft, and arrangements were made to cater for at least 100 students. During the three months the house was open,

there were only 85 students and guests who took advantage of this. This number was not as good as we anticipated, and we suffered a loss of £300 on this venture. This year we had to abandon the holiday programme for financial reasons, but a far more important and helpful work has been done for the students in this connection. With the help of the Student Christian Movement and the Y.M.C.A. branches in different parts, we have made arrangements for our members to spend their holidays in different places, not only in Great Britain, but also on the Continent. The following statement showing number of students for whom holiday arrangements were made will be of some interest:—

In Great Britain, 30; France, 40; Germany, 23; Vienna, 18; Switzerland, 15; Holland, 8; Italy, 9; Denmark, 5.

7. *Committee of Management.*—The work of the Indian Students' Union and Hostel is at present under a Committee of Management, the members of which are selected by the Indian National Council. These members are so selected as to make the committee a fairly representative group—Indians, both Christian and non-Christian, representatives from the Churches, Student Christian Movement, English Y.M.C.A., Business Circle, &c. The following are, or have been, Members of the Committee of Management since the start:—

President, Mr. Edwyn Bevan; Treasurer, Mr Harold G. Judd, of Messrs. Mann, Judd, Gordon & Co., C.A.; Mr. H. S. L. Polak, a solicitor by profession and one who is keenly interested in the welfare of Indians; Mr. E. C. Carter, Major Young, Mr. O. H. McCowen, representatives of the Foreign Department of the English Y.M.C.A.; Mr. R. N. Joshi, a member of the Servants of India Society; Mr. W. Paton, Secretary of the Student Christian Movement; Mr. J. Callan, General Secretary of the Plaistow Y.M.C.A., who has worked in India as a Y.M.C.A. secretary for over seven years; Mrs. K. Sathyanadhan, Sir Henry Proctor, Mr. Kenneth Maclellan, of the International Review of Missions.

The Committee of Management meets once a month, goes over the programme in general, passes the accounts, decides on questions which need immediate attention, &c. The final authority in all matters pertaining to the hostel, however, lies with the Indian National Council. In addition to the Committee of Management there are four secretaries, who are responsible for carrying out the actual work of the union and hostel. These secretaries are usually graduates of either English or Indian Universities, and men who have had experience among students.

8. *Finance.*—No institution is complete without this necessary and yet troublesome item. The work done by most institutions is in proportion to the money available, and at the present time the institution that manages to "scrape through" should be considered very lucky. Of course we do not come any way near such an institution, for, from the audited statements attached hereto,* it will be seen that there was a deficit of nearly £4,000 on the first year's work. This was not unexpected; with £4,500 per year for rent, rates and taxes alone, it is not possible for any institution to be self-supporting, unless its income is in proportion to the amount spent. The statements attached hereto are to the end of December 1920, and have been audited by Messrs. Fairbairn, Wingfield and Wykes, Chartered Accountants, London. At the end of the present year there will be possibly another deficit of £4,000, making a total of £8,000 for the two years. Of this sum we will receive £3,000 from the Indian National Council as their grant for two years, at the rate of £1,500 per year. The rest has got to be raised somehow, and very soon. This may sound too optimistic. We knew at the start that there would be a deficit, but we also knew that there was a piece of work that had to be done by someone, and if it could be proved that it was worth while undertaking this task, then it is the responsibility of the people to finance such a piece of work.

9. *Conclusion.*—The preceding pages relate the plain story of our work during the past 18 months. Apart from satisfying the actual needs of the student as well as the non-student, we have found in every bit of our work a point of contact and a chance for personal friendship and fellowship, which count far more with one who is thousands of miles away from home in a strange country with strange company. We have no fear for his morals, for we know his record is as good as his neighbour's; we have no fear that he will fail in his main object, for all know his record in Colleges and Universities; but we do fear that he may go back without counting England as a friend. The solution to this does not be in organisations; it lies in sympathy and friendship. It is not for us to say who should come and who should not come, for our purpose is to serve whoever comes. This place was created because somebody who had seen the need dreamt of the possibilities to fill this need. One may ask if we are satisfied with what we have done. It is contrary to human nature to be satisfied. We, too, dream sometimes. We dream of an Indian centre in England which will be the centre of Indian public opinion in England, interpreting India's best to England and taking England's best to India; an Indian centre, every member of which would be a student, not for a degree, but for something more important and valuable—life itself. It might be medicine, art or science, but each in his own way contributing to the welfare and well-being of society. An Indian centre, whose leaders would be India's best, for who else could interpret India rightly, and also guide the younger students with them? Such a centre would not only knit together the Indians themselves, but it would attract the best of England. When India's best and England's best come face to face, there will be neither race nor colour nor creed nor caste.

* Not printed.

TUESDAY, AUGUST 16, 1921. (LONDON.)

Present:

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

MR. R. N. VAIDYA, representative of Indian students studying economics in London, was called and examined.

He stated that he had come to England in August 1919, having first obtained an Arts degree in mathematics of the University of Bombay. He had consulted the Bombay Advisory Committee before leaving India, but that committee had only been of use to him in that it had allowed him to consult calendars and prospectuses of educational institutions in this country.

When he first arrived in England he went to a hotel for two days and then removed to 21, Cromwell Road. He called at the India Office and saw Dr. Arnold, but at that time he (the witness) had not thought of taking up the study of economics, but was contemplating a course in engineering. The information he received from Dr. Arnold therefore referred to engineering, but after taking medical advice he had decided that his physical condition was hardly suitable for engineering, and he had thereupon decided to study economics instead. He did not take the advice of the Students' Department about economics, but made his arrangements for admission to the London School of Economics in person.

His first visit to Cromwell Road extended over two or three weeks, and since then he had been back to the house once or twice. At the present time he was living in the Shakespeare hut, and his experience during his two years' residence in England had been one of constant moving from the Shakespeare hut to lodgings and from lodgings back to the Shakespeare hut. That was because he found it difficult to secure suitable lodgings. He had tried several different parts of London, but his experience of lodgings had not been a happy one, and he had not yet secured any suitable place for permanent residence.

He greatly preferred the Shakespeare hut to 21, Cromwell Road, principally because he was allowed more personal freedom there. Another thing was that at Cromwell Road the atmosphere was one of officialdom, whereas at the Shakespeare hut the students were free from any kind of official control. It was quite true that the Shakespeare hut rooms were unsuitable for study and that there was constant noise and interruption: that was the great objection to the Shakespeare hut.

Questioned as to whether his suggestion in his written statement that Indian students came to this country because they had not the same chance of getting into Government service unless they had an English degree was not somewhat out-of-date, the witness stated that in his opinion changes that were supposed to have taken place in India in that direction were more in theory than in practice. He agreed that the change would be more substantial in practice after a few years, but taking conditions as they were at present, he thought the reasons advanced in his written statement were correct.

Questioned as to why he had remained in India until after he had graduated, whereas he recommended in his written statement that students should come to this country after passing the Intermediate Examination, he explained that there were circumstances in his own case which made it impossible for him to come after taking the Intermediate; he had actually remained in India for one year after taking his B.A. degree, and then a chance of coming to England offered itself, and he had taken advantage of it. The reason why he thought that students should come after taking their Indian Intermediate was that they had to spend two years after that in order to obtain the Indian degree, and in his opinion that two years could be utilised much better in England. Any student who intended to take up economics should, in his opinion, come to England after passing the Intermediate, because very little economics was taught for the Arts degree at any Indian University.

As regards the necessity for Indian students to obtain practical training in banking, the witness stated that without such experience the prospects of Indian students who studied commerce or economics in this country obtaining suitable employment in India were almost negligible, as firms would no longer employ men on the strength of a University degree alone; they insisted upon some practical experience as well. He quite agreed that banking practice in India was in many respects different from banking practice in England, but the facilities for obtaining practical training in India were very limited, and it was therefore necessary for Indian students to obtain such training in this country. He understood that now that the London University had established a Bachelor of Commerce degree, the Directors and Committee of Management of the School of Economics had made arrangements with certain banks to admit students for practical training. A similar arrangement should, if possible, be made for Indian students. The Imperial Bank of India and Messrs. Tata, Limited, could provide facilities if they so desired.

At the present time about 20 Indian students were studying at the School of Economics for the B.Sc. degree in Economics, and about the same number were studying for the Bachelor of Commerce degree. Some of them intended to take up the teaching profession on their return to India, but a good many desired to obtain employment in industrial and banking firms.

The reason why he recommended that the question of establishing hostels for Indian students in London should be deferred for consideration at a later date was not that the Y.M.C.A. hostel at the Shakespeare hut provided what was required, but that the distrust of Government among the students was so great at present that no hostel established by or with the assistance of Government could, in his opinion, be successful.

Asked whether it was not a fact that although the students professed a great dislike of 21, Cromwell Road, the accommodation there was nearly always full, the witness said that many students went to Cromwell Road because they did not know where else to go. He, himself, had had no desire to go there, but being quite a stranger with no one to advise him, he had had no alternative. He himself, and the students who had gone to Cromwell Road with him, had made it a point to leave as soon as possible. Personally he did not feel that he was being watched or spied upon while he was at Cromwell Road, and his experience during his stay there was not unpleasant, but he still thought that the distrust of the house on the part of the students was so great that any extension of it was most undesirable at present. Questioned as to whether the fact that the High Commissioner had now replaced the India Office as the controlling authority for 21, Cromwell Road would not tend to lessen the distrust of it, the witness said that the feeling among the students was that it was a change of name rather than of spirit.

His experience of the Indian Students' Department was that it gave very little real assistance to students, and sometimes actually hindered them. When he first thought of coming to England he consulted the Secretary of the Advisory Committee in Bombay as to his chance of securing admission to an English University for the study of engineering, and he was told that as the war was just over and many demobilised officers and men were seeking admission to the Universities,

it would be impossible for him to get admission in 1919, and it was very doubtful whether he would get admission even in 1920. Many students would have stayed in India on receipt of that advice, but acting on the strength of what his friends had told him, he had come to England and called upon Dr. Arnold, who had said: "I "have just come from Scotland and have seen "the Universities there. They are quite full. "I do not see any chance of your getting "admission at all, but you can try." He then made a personal application to Glasgow and Edinburgh, and secured offers of admission from both. That was at the end of August 1919.

He would not recommend, however, that the Students' Department should be abolished altogether; what was needed was that the Department's angle of vision should be changed. He thought it would be quite possible for the Universities in India to establish some sort of bureau in England which might take the place of the Students' Department, but he did not consider such a step really advisable. In the first place it would entail a large amount of organisation, and it was doubtful whether the Universities were in the position to find the necessary funds; in the second place, whenever further help was needed—for example, in securing facilities for practical training—the assistance of the India Office or the Office of the High Commissioner would have to be sought, and the result would be that the control of the Indian Universities would be merely nominal and the real work would be done by Government; and in the third place the establishment of a University Bureau in England would not secure the confidence of the students because the Indian Universities themselves, as at present constituted, were more or less Government bodies. The change would be one of name rather than of substance, and he would not be in favour of it.

He agreed that for the purpose of securing admission to Universities and educational institutions an organisation established by the Indian Universities might carry greater weight than an organisation established by Government, but for all purposes a Government organisation was likely to be more effective because it would have more influence at its back.

Questioned as to the value of the Bachelor of Commerce degree of the University of Bombay as compared with the B.Sc. degree in Economics of the University of London, the witness said that in his opinion the Bombay degree was of more practical importance than the London one. He had seen the syllabus as well as the examination papers of the Bombay Bachelor of Commerce, and he thought the standard was better than the B.Sc. in Economics of London University. The Bombay course dealt more with finance, banking and accountancy than with the theory of economics, and was better suited to the needs of the man who was going into business. Nevertheless the man who took the London degree had an advantage over the man who took the Bombay degree because of the preference given by the Government of India to English degrees when recruiting for educational posts.

Questioned as to whether there was a general feeling among the Indian students in this country against 21, Cromwell Road and the Shakespeare hut, the witness said there could be no doubt that there was a strong—almost unanimous—feeling against 21, Cromwell Road, but that very few students had any objection to the Shakespeare hut. The principal objection to 21, Cromwell Road was that it was an organisation of Government; and until there was strong evidence that Government was prepared to conduct the Students' Department quite independently of political policy, the Department and all organisations connected with it would be distrusted. At the present time the students were convinced that the policy of the Department was actuated by the political policy of the Government of India.

The objections raised by the small number of students who were not in favour of the Shakespeare hut were, first, that it was a Christian organisation; secondly, that officials from the India Office were in the habit of visiting it from time to time, and that, therefore, it had some Government connection; and thirdly, that in return for the financial help which it was understood was shortly to be asked of the Government of India in connection with the establishment of new premises, the India Office would demand some voice in the management. Personally, so long as the management of a Y.M.C.A. organisation was entirely independent of Government, he did not see any objection to the granting of funds from Indian revenues for the building or maintenance of a hostel. In his opinion the Y.M.C.A. was doing excellent work among the Indian students, and he would advocate a policy of subsidising hostels under its control until the Government were able to start hostels of their own, which would not be the case until they had gained the confidence of the students.

He did not consider that there was any need for hostels at all elsewhere than in London, and so far as London was concerned, if accommodation for 200 residents could be provided, that should be sufficient.

Questioned as to how he was elected to represent the Indian students studying economics in London, witness stated that there had been a meeting at which about 16 students were present, and that he had been elected at that meeting. After that, he had prepared the statement which he had submitted to the Committee, but it had not been possible to show it to all the 16 students who had elected him, because some of them were away on their holidays. So far as the educational views expressed in the memorandum were concerned, he thought that the majority of students would agree with them. As regards the political opinions expressed they should be taken as his own personal views, as there were many students who would go beyond what he had advocated.

Questioned as to whether the Students' Department had not done its best in the way of getting facilities for practical training for Indian students as distinct from securing admission to Universities, witness replied that the opinion of the students was that in the matter of practical training the Department had either shirked its duty or done as little as it possibly could.

As things were at present, he would not, even if he had the chance, like to remain in permanent residence at the Shakespeare hut; but if the rooms were made more spacious and he could have one to himself, he would like to stay there permanently, and he thought that many of the students now temporarily residing there would do so also. He did not think the popularity of the Shakespeare hut as compared with Cromwell Road was due to the fact that it was managed by Indians. The nationality of the management did not much matter so long as it was entirely independent of Government. If Cromwell Road were an independent organisation it would have a chance of succeeding and becoming popular with Indian students, even though it were managed by Englishmen.

Questioned as to whether, if he were on the threshold of his career and had in view a post as a teacher of economics, say, at the Sydenham College, Bombay, he would go to England for his education or stay in India and work for a commercial degree there, the witness said that if he thought he could get as good a post by staying in India, he would naturally prefer not to come to England. The course of study in England was not, however, to be valued only for the sake of the degree obtained. There were other advantages, and those advantages would have to be weighed against the financial saving that would result from remaining in India.

Judging from his own experience, he did not think that there was any religious propaganda carried on at the Shakespeare hut. He thought that the heavy loss at present incurred on running the hut could be largely obviated if it were run more on commercial lines. If, however, that was not so, then Government should finance it.

There was, of course, a strong feeling among a small body of Indians that it was not right that Indian students should be looked after by a Christian Association, but no other body had come forward to accept the responsibility, and the work of the Y.M.C.A. had therefore to be accepted as a matter of necessity. Personally he welcomed it on account of the sound work it had done for Indian students, and he did not think the question of religion should come into the matter at all.

Questioned as to what he would do if he suddenly found himself ill and without money in London, the witness said that he would first apply for assistance to his friends among his fellow students; Government would be the last body he would apply to in such a case, but he had no objection to Government assisting students who were in difficulties if it desired to do so.

He knew of several cases in which Indian students had been hindered by—or, at any rate, had not received the assistance they expected from—the Students' Department, but he had not obtained permission to give the names to the Committee and so could not mention them. He would endeavour to obtain permission, and if he got it he would send the names to the Committee, 21, Cromwell Road and the Local Advisers in the various University centres were some of the principal causes of irritation in the minds of the students.

Statement by Mr. R. N. Vaidya, Representative of Indian Students studying Economics in London.

I am a student of economics, studying for B.Sc. at the University of London, and have been appointed to appear before the Committee on behalf of the students of economics, politics and commerce.

There are various reasons that induce Indian students to come over to England, but they can be divided into two groups. Under the first group may be included (i) greater facilities for higher education through the Universities and other similar bodies, (ii) well-equipped libraries, (iii) museums, (iv) factories, &c. Besides these, travelling itself is a good education to broaden the mind, and even though some facilities for the same kind of education be provided in India, some residence in England and other countries is always desirable whenever possible. The above reasons are of a character that would induce anybody to travel to some other country that offers him more efficient instruction, practical as well as theoretical, and as such they are not restricted to India. In the second group is the preference given to the English degree over the Indian degree by Government. It is quite natural that the students going in for Government service—whether civil, educational or otherwise—should grasp the opportunity of coming to England, spend money and years to get a degree and return to India—provided that he is fortunate enough in getting into the service—as a superior in position to a man with equivalent Indian qualifications. To avoid this waste and prevent injustice, the first step is to raise the status of the Indian degree to the level of the English degree. It will be necessary to enlarge the syllabus of studies for the Indian degree. To speak specially for the students of economics and commerce, I should suggest that the other Indian Universities should follow the example of Bombay and institute a degree in commerce, while at the same time more attention should be paid to the study of economics for the degrees in arts.

The right time to break off education in India is after passing the intermediate examination, which will save two years' unnecessary waste in India. But if, as suggested above, instructions for a first degree in commerce or economics are provided for in India, it would be advisable to come to England only after the degree course is complete, *i.e.*, for research work.

The question of practical training after the degree work is over is of great importance. Some practical training is essential before these students can be expected to undertake responsible posts whether in the banks or in commercial or industrial firms. Something can be done in this direction in India by making arrangements with the Imperial Bank, but still more will have to be done in England. The only body to which the students can look for help is the Government. This is a task which the Government in the past has either neglected or done only in a half-hearted way. The Secretary of State has large dealings with various bankers and firms in this country, and it must be his duty in future, to see that real help is given to the students by recommending them for apprenticeships. Fully conscious of the fact that the firms are at liberty to accept or to refuse, I still think that much depends on the will of the recommender and the tone of the recommendation. I may put it down here quite plainly that the attempts and successes of the Government in executing this function will be considered as a crucial test of their sincerity in helping the students.

I do not think it advisable for the Government to take into hand the question of hostels for students, at least for a few years to come. There is no urgent need for it in the University centres outside London. As regards London, Y.M.C.A. has done excellent work in that direction, and it will be wise for the Government to restrict its hostel schemes to giving financial and other help to the institution (if asked for). This grant should not be accompanied by demanding some voice in its management, for it is sure to raise a storm of distrust against the institution which will hinder its progress. The experience about the hostel at 21, Cromwell Road should serve as a guide to the Government in its future actions.

The existing Advisory Committees in India have done some good work, but I cannot hold the same view about those in England. In most cases they have proved unnecessary and troublesome, and a good many cases can be quoted in which the Committees, instead of giving any help to the students, have deliberately hindered their progress in securing admissions. The accusations against it are too many to be enumerated in full, and I cannot help saying that they are greatly responsible in creating the present state of distrust.

I suggest, however, that the old system should be retained. I do not propose to transfer the

management of the Students' Department to a Joint Board of Universities in India. Financially it is unpracticable, administratively less efficient. It cannot by itself succeed in winning over the confidence of the students as long as the Universities are, themselves, Government bodies. A change is indeed required, but it should be one of spirit and not of form.

I cannot conclude without dwelling on a point which, though not arising directly out of the several heads under which the evidence is invited, is yet of vital importance to the future working of any organisation that may be set up. I refer to the present feeling of distrust on the part of students towards the various Government departments about the students. The Government is accused of spying. However unfounded may the charges be considered by the Government, this state of things cannot be ignored. If anything is to be achieved in the way of being real help and guide to the students, the first step must be necessarily to win over the confidence. This can be accomplished only by sympathy, sincerity and solid work.

N.B.—Prior to the attendance of witnesses from the India Office, the following correspondence passed between the Committee and the India Office. This correspondence is printed here instead of as an Appendix in order to explain the oral evidence subsequently recorded.

Correspondence with the India Office.

Committee on Indian Students to India Office.

42, Grosvenor Gardens, S.W. 1,
21st July 1921.

Sir,

I am directed by Lord Lytton to send you the enclosed copies of two memoranda that have been prepared and submitted to him by members of this Committee, and to say that he would be greatly obliged if the information therein asked for could be furnished to me for circulation to the Committee. Lord Lytton does not, however, desire to throw upon the staff of the India Office any heavy burden of work in this connection that can be avoided, and I am therefore to suggest that only such of the information desired as is readily available should be supplied in the first instance, and that an indication should be given of the amount of labour involved in supplying the remainder, so that Lord Lytton may consult with the Committee and reconsider how much of the information asked for is really essential to the purposes of the Committee's enquiry.

In addition to obtaining written statements in regard to the matters referred to in these memoranda, the Committee desire to examine orally representatives of the Departments of the India Office dealing with such questions, and I am therefore directed to enquire whether there would be any objection to arrangements for the attendance of such representatives being made by me direct with the Heads of the Departments concerned.

I am, &c.,
(Sd.) R. E. FIELD,
Secretary to the Committee.

The Under Secretary of State
for India.

NOTE 1.

1. What action has so far been taken with regard to the recommendations and suggestions contained in para. 32 of the Public Services Commission's Report, with special reference to the Agricultural, Civil Veterinary, Factory and Boiler Inspection, Forest, Geological Survey, Mines, Mint and Assay, Pilots (Bengal), and Railway (Locomotive and Carriage and Wagon) Departments? If any of these recommendations have not been accepted, please state the reasons.

2. What action has so far been taken to give effect to the proposals made in para. 152 of the Industrial Commission Report? Where no action has yet been taken, please give reasons.

3. What steps have been taken to give effect to the proposals contained in paras. 158–9 of the Industrial Commission Report? If none, please state reasons.

4. What has so far been done with regard to the proposals and suggestions made in paras. 170–2 of the Industrial Commission Report?

5. Has anything so far been done with regard to the suggestion made in paras. 173–5 in the Industrial Commission Report? If not, please state reasons.

6. Which of the Indian services are recruited in England and which of them recruited wholly and which partially?

7. Is it a fact that in the matter of recruitment a B.Sc. degree in agriculture obtained at a University in the United Kingdom is of greater value than a B.Ag. degree of an Indian University?

8. It has been stated to the Committee that 18 scholarships given by the India Office for the study of forestry have been awarded to Scotchmen and South Africans only, and that none of them have been awarded to Indians. What are the facts?

The following statements have been made to the Committee during the course of their enquiry. Have the India Office any views to express upon them?

(A) That facilities for research work and other higher branches of study in India are quite inadequate in such departments as forestry, agriculture, and tropical medicine. If the Indian standard could be improved, it would be far more valuable to the student to remain at an Indian University, where he could study the conditions with which he would eventually have to deal.

(B) That all appointments to the Indian Services, as far as Indians are concerned, should be made in India only, and that the chosen candidates should then be sent as probationers either to this country or to some other country, where the best facilities for specialising in the particular study are to be obtained—England for railway and dock engineering and America for agriculture.

(C) The facilities for practical training in banking should be obtained through the medium of those banking firms that enjoy the patronage of the India Office.

(D) That State scholarships should only be given to men who propose to do research work or to read one of the higher branches of study. . . . It is a waste to spend on study for the Indian Civil Service money which should be spent in producing for India as many efficient specialists as possible to carry on educational or industrial work.

(E) That existing engineering colleges in India should be extended so as to provide training for shipbuilding, aeronautical, marine and aerial survey, railway engineering and bridge building, and that new technological institutions should be started for providing adequate training in subjects like leather manufacturing and paper making.

(F) That the Indian Civil Service probationers should be required, while in this country, to acquire a practical knowledge in one of such subjects as the co-operative movement, town planning, and municipal administration.

(G) That a certain number of Indians should be admitted each year to the naval colleges in the United Kingdom . . . . that a greater number of Indians should be admitted each year to the Royal Military College at Sandhurst. (Are there any military colleges or institutions in India where Indians can be trained?)

(H) That technical scholars sent to this country should be given an assurance that when technological institutes are open in India their claims to appointment will be considered first . . . ; in the case of scholars who undertake to start business the Department of Industry should help them by offering loans at a low rate of interest.

(I) That it is wasteful on the part of the Government to maintain the Imperial Agricultural and Forestry Institute in India, and at the same time to send their probationers to Oxford to be trained at the public expense.

(J) That the examination for the Indian Medical Services should be held simultaneously in India and England as is being done in the case of the Indian Civil Service.

(K) That the connection of the India Office with the Indian Students' Department has created the suspicion that the activities of Indian students are watched and their speeches in the Majlis and other societies reported.

(L) That a certain number of Indians should be specially trained while in England for the diplomatic and consular services, municipal work, the Army, the Navy, and the Air Force.

(M) That a wider selection of newspapers should be supplied to the Indian Institute at Oxford for the use of the Indian students there. Those at present supplied represent only the Anglo-Indian point of view, and it should be possible for the students to make themselves acquainted with the views of both sides.

NOTE 2.

One of the points for consideration by the Committee is the adequacy of the present facilities for education in India. Various proposals for the improvement of the existing arrangements have been made from time to time, and it is necessary that we should have definite information as to whether any of these proposals have been carried out, and, if they have not been, the ground on which action has not been taken. The witnesses from the India Office will be in a position to furnish the necessary information, and some of the points in which information is necessary are mentioned hereunder:—

Agricultural Education.—The Royal Commission on the Public Services was of opinion that "there are no considerations of policy which make recruitment in Europe necessary, and the "Government of India had frequently declared that the object to be steadily kept in view is to "reduce to a minimum the number of experts appointed in England, and to train up independent "talent so as to enable the country to depend upon its own resources for the recruitment of its "agricultural staff in the higher branches. With this principle the Commission were in complete "accord. . . . They accordingly recommended that facilities for such training be developed in "India, and that the standard be brought up to the level for the best equipped agricultural "institutions of Europe and America. The training classes should be established at Pusa, such "additions being made to the staff of that institute as may be necessary for the purpose." They were satisfied that there is no incompatibility between the two functions of teaching and research, but, on the contrary, both may gain by being conducted in close association with each other.

The Agricultural Conference sat at Pusa in 1916, and the points referred to in the Conference were as follows:—

> Should the object of agricultural colleges be merely the provision of suitable candidates for service in the Agricultural Department; or
>
> Should they aim at providing a liberal and scientific education in agriculture which would be as complete as possible, and would attract not only students who aspire to the higher posts in the Agricultural Department, but others who wish to take up higher studies and research work in agriculture for their own sake?

If it is possible to combine both these aims, would it be an advantage if the colleges were affiliated to the different Universities?

The conference adopted resolutions on the subject, which will be found on pages 154 and 157 of Vol. VI., Sadler Commission. With reference to these resolutions and recommendations of the Royal Commission, has any action been taken by the Secretary of State or the Government of India or the Local Governments for making provision for a liberal education in agriculture, or are the agricultural colleges in India intended to satisfy departmental needs for the lower branches of the services?

Veterinary Education.—At present the higher services in the Veterinary Department are almost entirely recruited in the United Kingdom, and candidates must hold a diploma of the Royal College of Veterinary Surgeons. Indian students come here to undergo training for the purpose of entering this department. In referring to the Civil Veterinary Department the Royal Commission expressed the opinion that "there are no considerations of policy which make recruitment in Europe necessary, "and we cannot consider it satisfactory that at the present time the cadre of the Imperial branch

"does not include a single officer who is a statutory native of India. . . . We recommend, "accordingly, that as soon as possible classes teaching up to the highest standard should be "established in India, and that the passed students of these colleges should constitute the normal "field of recruitment for the Imperial branch of the department." One of the points referred to the Conference on Veterinary Education, held in December 1917 at Poona, is in these terms :—

(1) To report up to what standard each of the colleges and schools now teaches.

(2) To consider whether it is advisable and possible to raise the standard at one or more selected colleges so as to turn out students who will be qualified for appointment for the higher grades of the provincial service as ultimately to the Imperial Service as recommended by the Royal Commission on the Public Services (para. 7, Annexure II, page 79, Vol. I.). The Committee reported that the existing colleges have failed to train a sufficient number of men to fill up the subordinate cadres of the various Veterinary Departments. The Committee discussed the whole subject and expressed their opinion that it is for the Local Governments to decide whether they will reorganise their colleges to permit of a higher grade education, and pending the development of a complete scheme of training in India the Committee suggested the Local Governments should grant scholarships at their discretion to likely candidates to enable them to proceed to Europe for obtaining the diploma of the Royal College of Veterinary Surgeons.

Have any steps been taken to reorganise veterinary education in India or to award scholarships as suggested above. Figures should also be given about the recruitment for the all-India Veterinary Service both here and in India for the last five years.

Forestry Education.—The Royal Commission were of opinion in 1914 "that the time has arrived "when a beginning should be made with the system of direct recruitment to the Imperial Forest "Service in India." They therefore recommended "that a course of training be established at Dehra "Dun up to the highest European standard, and that the doors of the Institute should not be closed "against other well-equipped students other than the nominees of the Government." They also recommended that in order to attract a proper class of student, half the number of appointments should be made available to the statutory natives of India who have been through the Dehra Dun course.

Have these recommendations been carried into effect? If not, the reason should be fully stated.

If the course of practical instruction for Indian probationers can be given at the Dehra Dun Institute, there would be no necessity to send forestry students here for instruction or training, though it may be advisable to send them for a post-graduate course. It is understood that the question was discussed in connection with the establishment of an Imperial Forestry Institute at Oxford. The relevant papers should be made available and statistics for recruitment here and in India for five years should be furnished.

Public Health.—It is presumed that at present a British Diploma in Public Health and a medical qualification registrable in the United Kingdom are necessary for superior appointments in this branch of the service. The Royal Commission approved of this regulation in present circumstances, but recommended that steps should be taken to improve the facilities for instruction in hygiene in India so as to make it possible for statutory natives to obtain a Diploma in Public Health and instruction in tropical hygiene without going to Europe. They also stated "that this was specially "necessary in view of the fact that the sanitary problems in India and England are developing on "different lines and that the course for the Diploma of Public Health no longer covers the whole "ground."

What steps have been taken to carry out in this country these views? The figures of recruitment for the superior services in this department should be given for the last five years.

Professorships in Medical Colleges and the connected Appointments therein.—Strong objection was taken before the Royal Commission that the existing system of reserving professorships almost entirely to the Indian Medical Service was detrimental to the efficiency of the colleges, and it was suggested that professorships could be recruited from specialists either from the Indian Medical Service or otherwise. The Committee, however, recommended that the clinical chairs of medicine, surgery and clinical surgery, ophthalmology and midwifery and their connected parts should be reserved for the members of the Civil Medical Service, however recruited, and that the scientific chairs of physiology, pathology, anatomy, materia medica and biology should be thrown open to all comers and officers of the Civil Medical Service should compete for them on the same terms as the general public. Mr. Abdur Rahim, on the other hand (para. 259), expressed the opinion that all professorships and chemical examinerships should be filled by specialists who have established a reputation for original work, and that they need not be selected from any service, but should be the best men available in India and the United Kingdom. The opinion of the witnesses who have so far appeared before the Committee is almost unanimous that the presence of the large number of Indian medical students is partly the result of the inefficiency in teaching in India. It is therefore pertinent to enquire what the orders of the Secretary of State in Council were in regard to this portion of the report and whether the practice of recruiting all the teaching staff almost entirely from the Indian Medical Service is still continued. Figures as to how many of the professional appointments in India during the last five years have been filled by men outside the Civil Medical Service should be furnished.

Engineering Education.—A very large number of Indian students are going through a course of Engineering education in the various Universities in Great Britain. Many of them come here, it is suggested, for want of adequate facilities in India, the accommodation in the various colleges being limited. The students also believe that by obtaining a British qualification they can get into the superior engineering service. The Royal Commission, in fact, observe that many young Indians are now sent to England with no other purpose than to secure the prize of an appointment in the Imperial Service. Those who fail for the prize are thrown on their own resources. They cannot find suitable employment in England, they are debarred from serving the Government of India in any permanent capacity, and their opportunities of finding Government employment in India are few and far between. They therefore recommended that the 10 per cent. rule for the recruitment of Indians in this country should be abolished, whilst statutory natives of India should be eligible for appointments by the Secretary of State, and it was suggested that notice should be given to prospective candidates in Europe of this change. Under the existing arrangements it is presumed that half the number of appointments is recruited in India and the remaining half is probably recruited from European candidates in this country. The existing orders of the Secretary of State on this part of the report should be stated fully and the actual number recruited in England and in India for the last five years should be also mentioned, and also how many recruited in India were recruited on the strength of their British qualifications, and how many here and in India were recruited for railway engineering and how many for civil engineering. In regard to railways under company management it should be stated whether under the terms of their contracts the companies are bound to recruit any statutory natives of India for their engineering services, and whether they are bound to afford facilities for training to Indian apprentices in engineering. The Royal Commission expressed themselves satisfied with the training now given in each of the four engineering colleges for the higher branches of the public service. The Industrial Commission also considered the whole question, and their views will be found on pages 105–9.

Have any steps been taken in the direction of giving effect to these views of the Commissions? If so, they should be briefly indicated.

Technological Training.—The expansion of engineering colleges into technological institutes was considered for many years in India. The whole subject was again considered by the Industrial Commission (page 109), and the orders of the Secretary of State on this portion of the report should be stated and how far they have been carried out or are intended to be carried out.

Geology and Mining Education.—The Royal Commission stated "that there are no grounds of "policy which make it necessary that recruits for this department should be obtained from outside "India." They strongly recommended as a preliminary step that if there is no fit statutory native of India available, application should be made for an officer from Europe to secure that all such are forthcoming, and to develop the teaching of geology in the interests of the country generally, and the Commission recommended the early establishment in India of a School of Geology which will rank with similar institutions in Great Britain, and give equal opportunities for the scientific study of the subject. It is desirable that at one centre at least in India an advanced study of this subject should be possible, and that this centre should be connected with one or other of the Indian Universities. The Industrial Commission has recommended the establishment of a School of Mines in India (paras. 169–71). The Sadler Commission also discussed the whole question of mining education (paras. 144 and 148, Vol. V.), and have approved of the recommendations of the Commission with some modifications. Have any steps been taken by the Secretary of State or the Government of India in the light of the above proposals for education in geology and mining? The number of existing superior appointments in this branch of the service and the number recruited during the last five years should also be stated.

State Scholarships.—(1) The number of State scholars who had come to England since 1913 and the subjects studied by each of them should be stated.

(2) A statement should also be placed before the Committee showing the nature of the efforts made by the India Office to secure training in engineering and with manufacturing firms for these scholars and the extent to which they have been successful, and whether any of the scholars so trained entered the service of the Government. Information as regards the after career of the students for the same period may be furnished if available.

(3) With reference to the observations of the Industrial Commission that scholarships have been frequently awarded to young men without any previous practical acquaintance of the University they proposed to take up, and that in some cases they have been allowed to take up industry non-existent in the country, and that no organisation was wanted to ensure that the scholarship holders were suitably employed in India, has any alteration of the system been made? The latest rules for the award of scholarships may be made available to the Committee.

(4) The Industrial Commission has also suggested that before scholarships are actually awarded it should be definitely ascertained from the India Office if facilities for the acquisition of practical knowledge can be provided. Have any enquiries been made in this country, before the students actually arrive, on the subject of practical training? Full information may be given on this subject as to what has been done in the matter during the first two years.

(1) The present age limits for the recruitment of the various all-India services, the existing orders of the Secretary of State in Council fixing the ages should also be made available, the place of recruitment and the proportion to be recruited, if any, in India and in the United Kingdom.

(2) The number of appointments recruited in India and in the United Kingdom for each of these services during the last five years, and if the appointment is made by selection the instructions for the Selection Committee should be given.

It has been suggested that facilities should be afforded for training in this country for Indians in military subjects, and for the Navy. Information should be furnished as to whether there are any racial or other disabilities put on Indians from seeking admission to the military schools and colleges, naval schools and colleges, and aeronautic schools. Also are there any racial or other disabilities in the way of Indians competing for recruitment in these services and in the Colonial Civil Services?

India Office to Committee on Indian Students.

India Office,
15th August 1921.

Sir,

I am directed by the Secretary of State for India to refer to your letter, dated the 21st July last, enclosing copies of two memoranda prepared by members of the Committee on Indian Students, requesting information on various points.

The enquiries made cover a wide range, and it has been necessary to collect information in all Departments of the India Office, but it is hoped that the papers which are now enclosed will sufficiently meet the purposes that the Committee have in view. On certain subjects falling within the scope of their enquiry it is presumed that they may find it convenient to prosecute further enquiries in India. This more especially applies to the case of education, which is now a "transferred" subject.

I am also to invite attention to the fact noted in the papers that the various regulations for admission to the Indian Services are printed in convenient form in the India Office List, 1921, pages 212–85.

Mr. Montagu agrees to arrangements being made as proposed for the attendance of certain Heads of Departments as witnesses before the Committee.

The Departments which seem more particularly concerned with the scope of their enquiry are :—

The *Judicial and Public Department*, which deals with the Indian Civil Service, Indian Educational Service, the Indian Police, &c.

The *Commerce and Revenue Department*, which deals with the Indian Forest Service, the Indian Agricultural Service, the Indian Civil Veterinary Department, and other technical services.

The *Public Works Department*, which deals with the Engineering, Railway and Telegraph Services.

For the convenience of the Committee 15 copies of this letter and its enclosures are sent herewith.

I am, &c.,
(Sd.) J. E. FERARD.

The Secretary, Committee on Indian Students,
42, Grosvenor Gardens, S.W. 1.

REPLY TO FIRST NOTE.

As regards the adequacy of the present facilities for education in India, it may be noted generally that education being now a "transferred subject" and in the hands of Ministers, detailed information will be most readily obtainable in India. But the following paragraphs deal *seriatim* with the particular points set out in the Note so far as information is available in the Commerce and Revenue Department of the India Office.

It may be mentioned here that the India Office List, 1921, prints in convenient form "Particulars regarding Admission to the (various) Indian Services," *see* page 212.

Agricultural Education.—No report has been received in the India Office of any action being taken in India in the direction indicated, but it does not follow that no action has been taken. It is not a matter in which the initiative rests with the India Office. Agricultural education is, in fact, almost entirely a transferred subject.

The regulations for appointment to the Indian Agricultural Service are in the India Office List.

The Secretary of State has accepted the recommendation of the Government of India that on the resumption of normal recruitment Indians should be appointed to 50 per cent. of vacancies in the Imperial Service, if qualified candidates are available.

Veterinary Education.—We have not heard what the Local Governments have done in the way of reorganising veterinary education in India. The question of provincial veterinary education is a transferred subject. The Government of India have issued regulations (one copy attached) for the grant of State scholarships to enable holders to proceed to the United Kingdom with the object of gaining a Veterinary Diploma and thereby rendering themselves eligible for appointment to the Imperial Service. All the officers of the Indian Civil Veterinary Department appointed during the past five years have been recruited in this country except Major F. G. Sikes, who was recommended by the Government of India for a temporary appointment, being too old for permanent appointment.

The Secretary of State has accepted a recommendation of the Government of India that one-half of the vacancies in the Imperial Service should be filled by Indians (Provincial Service officers and scholars) sent to the United Kingdom for training, subject to their attaining the requisite standard of efficiency.

The regulations for appointment to the Indian Civil Veterinary Department are in the India Office List.

Forestry Education.—The enquiry of the Committee appears to have reference to two different proposals :—

(1) That a course of training should be instituted at Dehra Dun by which a diploma might be obtained that would be accepted as qualifying for a probationary appointment to the Indian Forest Service ;

(2) that Indian Forest Service probationers should be trained at Dehra Dun.

As regards the first of these proposals, we have not heard of any action being taken by India, but it does not necessarily follow that no action has been taken.

As regards the second proposal, a course of training for probationers for the Indian Forest Service has not at present been established in India. The question is at present under the consideration of the Government of India, and the papers are confidential.

Until last year there had been no recruitment in India (except since the war, from among soldiers serving in India). Recruiting in India under the ordinary regulations began last year.

The "Ordinary" Regulations for appointment to the Indian Forest Service are in the India Office List.

Public Health.—It is not apparent how steps can be taken in this country to carry out the views referred to. The suggestion made is that "steps should be taken to improve the facilities for "instruction in hygiene in India so as to make it possible for statutory natives to obtain a diploma "in public health and instruction in tropical hygiene without going to Europe." Moreover, public health is now a transferred subject, and the India Office has thus no means of ordering steps to be taken to deal with it in any way. Appointments to the Public Health Service are made entirely in India, partly by the recruitment of private practitioners and partly by the transfer of Indian Medical Service officers to the Public Health Service.

Professorships in Medical Colleges.—The Commerce and Revenue Department of the India Office has not received any statement from India as to the action that is being taken on the recommendatiou referred to. The question now comes within the scope of one or more "transferred subjects." It

nderstood, however, that a certain number of professorships in medical colleges are being given hers than members of the Indian Medical Service.

Engineering Education.—This subject is dealt with in the Public Works Department of the India e.

The orders of the Secretary of State on the recommendation of the Public Services Commission egard to the Public Works Department in India have been communicated to the Government of a. Taking the recommendations in the order in which they are placed in the Commission's ort (page 336), the result is as follows :—

) The present Imperial and Provincial services ıld be amalgamated into one service.	Agreed.
i) Statutory natives of India should be eligible selection in England, but the arrangement by ch 10 per cent. of the vacancies filled in land are reserved for Indians should be ished. Due notice of the change should be n.	Ten per cent. rule to remain in operation until 1924, when it will be reconsidered. Up to that date Indians specially qualified for the Public Works Department over and above the 10 per cent. may be recommended to the Government of India for appointment in India.
ii) So long as the cadre remains at its present ngth, the number of vacancies allotted to the ian colleges should be increased to 13 annually, to 16 annually when recruitment under the per cent. rule in England comes to an end ; the number of vacancies in the superior e assigned to the Upper Subordinate Service ıld be increased to 6 and 7 in alternate s.	Government of India estimate normal annual recruitment for India-recruited branch of the Superior Service at 10 students from the colleges and three officers promoted from the Provincial Service, but they have been authorised to increase the rate of recruitment above the normal so long as is necessary, the extra recruits being drawn either from the colleges or from such other sources as may be available. They also agree to not more than 20 per cent. of the superior posts open to the India-recruited branch being allotted to promoted officers of the new Provincial Service.
v) As the cadre is reduced to the numbers essary to provide for promotion after eight s' service, recruitment in England and in ia should be so adjusted as not to cause any ease in the proportion of vacancies to be d in India.	Proportion of superior posts to be filled by recruitment from Europe to be reduced to one-half, except in the case of Burma. If proposals as to Buildings and Roads Branch should finally be adopted, proportion of recruitment in India will ultimately be increased to about 75 per cent.
) Selection Committee at the India Office ıld be enlarged.	Agreed.
vi) Evidence of having passed the examina- for the Associate Membership of the itution of Civil Engineers should not be pted as a sufficient qualification for appoint- nt.	Not agreed to.
vii) It should be made a condition of appoint- nt in England that candidates should have at least 12 months' practical experience of ineering work. In the case of candidates for ointment to the Railway Department, special ght should be given to practical experience ı British railway.	Owing to the conditions arising as a result of the war, it has not yet been possible to make this condition absolute, and during the past few years certain candidates have been accepted for appointment whose practical experience has been less than 12 months. It is, however, a provision of the 1921 Regulations that candidates "must have "had one full year's practical experience in civil "engineering," and as conditions become more normal it may be expected that this condition will be enforced. The candidates allotted to the Railway Service are usually taken from those with railway experience.
viii) The selection of students from Indian eges for appointment to the Superior Engi- ring Service should in all cases be based ly on their record during the college course, ly on the final examination list, and partly the degree of their proficiency in practical k. The maximum limit of age for admission ıld be fixed at 27.	Information in regard to this point will presumably be sought in India.
x) Students in India should be allowed ission to the college having the patronage of guaranteed appointments in the Provinces to ch they belong.	Information in regard to this point will presumably be sought in India.
c) Royal Engineer officers with more than years' military service should not be eligible appointment.	Government of India, at the instance of the military authorities, decided to postpone consideration of this matter.
ci) All officers appointed to the superior e should be on probation for two years.	This rule has actually been in operation for the recruits appointed in England for several years. Proposals for the selection and training of candidates in the future are, however, still under consideration by the Government of India.

(xii) The arrangement by which, in the case of Rurkee students, two candidates are appointed on probation in one vacancy should be discontinued.

(xiii) For the first year of service officers should be under training.

The Government of India state that, under the revised proposals, the necessity for appointing two students on probation in each vacancy will not arise.

The recommendation has been accepted in principle, but the details of the scheme have not yet been agreed (*see* (xi) above).

The same provisions are accepted generally for the State Railway Engineering Service. A reservation is made, however, under (iv) above. The Government of India accept for State Railways an equal distribution of superior posts between recruits appointed in England and in India respectively, but they are not prepared to recommend any specific rate by which the proportion of recruitment in India shall be increased above this figure. They also object to the suggested maximum age of 27 under (viii) and consider that ordinarily 23 before and 25 after practical training should be the maximum limits.

The recruitment of Assistant Executive Engineers in this country and in India during the past five years was as follows :—

Year.	England.				India.			
	P.W.D.		Railways.		P.W.D.		Railways.	
	Europeans.	Indians.	Europeans.	Indians.	Europeans.	Indians.	Europeans.	Indians.
1916 -	1	1	—	1	4	11	5	3
1917 -	—	3	—	1	1	12	—	3
1918 -	—	2	—	1	3	12	—	2
1919 -	62	3	8	—	3	15	—	4
1920 -	10	—	2	—	3	9	—	3

NOTE.—The figures of recruitment in India are taken from the half-yearly Establishment Lists, and are subject to correction on information obtainable in India.

There is no information at this Office as to how many of the Assistant Engineers recruited in India were appointed on the strength of their British qualifications.

The only provision in a contract with an Indian railway managed by a company, requiring the administration to recruit any statutory natives of India for its Engineering Service, is contained in the latest contract with the East Indian Railway Company, dated 17th December 1919. Clause 5 of that contract provides that "The Company so long as this contract remains in force will continue its "present policy of extending the employment of Indians in the Superior Establishment as suitable "candidates offer themselves and can be trained." There is no contract provision with any of the companies that they should afford facilities for training to Indian apprentices in engineering.

There does not appear to be any information in the Department of the India Office as to the steps that have been taken to give effect to the recommendations of the Public Services and Industrial Commissions as to improving the training now given in each of the four engineering colleges in India. This information can, no doubt, be obtained more readily in India.

Technological Training.—No orders have been passed by the Secretary of State in the Public Works Department of the India Office on the proposals of the Industrial Commission in regard to technological training.

Geological and Mining Education.—The Government of India and the Secretary of State accepted the recommendations of the Public Services Commission and the Industrial Commission for the improvement of geological and mining education in India.

In a Resolution of 11th September 1920 the Government of India announced that they proposed to establish a high-class specialised school of mines and geology at Dhanbaid, Bihar and Orissa, in the centre of the mining industry, available for students from all parts of India. The Government of India will finance the institution and control its administration, but hope that the provincial Governments and industries will give liberal support in the shape of scholarships, travelling fellowships and lectureships. The Government of India and certain provincial Governments, the Calcutta and Patna Universities, and local mining associations will be represented on the Governing Body of the school. At the request of the Government of India the Secretary of State has appointed a principal to work out, in consultation with the Governing Body, detailed proposals for buildings equipment, &c., as well as estimates of cost.

The number of superior appointments in the Geological Survey is as follows :—

	Rs.
Director - - - - - -	3,000
6 Superintendents - - - - -	1,500 to 2,000
22 Assistant Superintendents and Chemist - - -	400 to 1,200

(with Overseas pay of Rs. 150 to 250).

No appointments were made in the years 1915 to 1918. Two Indian Sub-Assistants were promoted to be Assistant Superintendents in 1919. Three Europeans were appointed in 1920 and a fourth vacancy was filled in India by an Indian recommended to the Secretary of State by the Government of India. The existing nine vacancies for Assistant Superintendents are to be filled gradually and four appointments are being made in 1921.

ıber of superior appointments in the Mines Department is as follows :—

	Rs. Rs. Rs.
f Inspector - - - - - -	2,000—100—2,500
spectors - - - - - -	1,500— 50—1,750
nior Inspectors - - - - -	750— 30—1,200

of Junior Inspectors is being increased. Two were appointed in 1919, one in 1920 921. One is to be appointed soon owing to a vacancy.

olarships.—It is presumed that information under this head will be obtained from the nts' Department.

AGE LIMITS OF ALL-INDIA SERVICES.

'vil Service.—For Open Competition, 1921, 22 to 24 on 1st August 1921.
ı Competitions, 1922 and 1923 (transition years), 21 to 24 on 1st August of the year.
ı Competition, 1924, and onward, 21 to 23 on 1st August of the year.
osal is that when an examination is established in India, the age limits should accord ed for the Open Competition in London.

olice.—For the Open Competitions of 1921 and 1922, 19 to 22 on 1st August of the year.)pen Competitions of 1923 and onward, 19–21 on 1st August of the year.

rest Service.—In case of "Service Candidates," 19–27 on 1st July of year of appointment rs.
f ordinary candidates, 19–22 on 1st January of year of appointment.

ducational Service.—23–30, but exceptions are sometimes made as regards the maximum e Regulation 4 of Regulations printed in the India Office List).

gricultural Service.—Not less than 23 nor more than 30, but exceptions made as regards nit in case of appointments with special qualifications.

-The upper limit has not always been rigidly adhered to.)

Service of Engineers.—Normal maximum 23 years. By virtue of war concessions at sible, the maximum limit in 1921 was 27 years and the minimum limit 22. The ll be reduced year by year until the normal is reached, *i.e.*, it will be 26 in 1922, 25 in 924, and 23 in 1925 and subsequently. The pre-war minimum was 21 years, and this ted to when the normal maximum comes into operation in 1925. Indian candidates ndered military service during the war are subject to the same age limits as Europeans; ve not rendered service of this nature are subject to a maximum age limit of 24 years, e maintained for the next two years, and reduced to 23 years in 1924. The minimum Indians has been maintained at 21 years throughout.

lway Engineering Service.—The same rules apply as for the Indian Service of Engineers.

Engineering.—Only one appointment to this service has been made from this country rs (in 1919), and the same limits of age were applied then as for the Indian Public tment engineers, viz., minimum 22 years and maximum 28.
e limits apply to the recruitment in this country.

Branch of the Civil Veterinary Department.—Not (except on special grounds to be approved of State) over 30 years. (Rule not applied to Service Candidates.)

l Survey.—Not ordinarily above 25, but rule may be relaxed to secure specially en.

partment.—Usual limits 25 to 30.

RECRUITMENT AND PROPORTIONS RECRUITED IN INDIA AND UNITED KINGDOM.

ivil Service.—The following is an extract from a Resolution of the Government of India Department, No. 2559, dated the 1st December 1920, regarding the percentage of Indians e :—

Percentage of Indians in the Service.—After full consideration and with the approval of ecretary of State, the Government of India have decided to adopt the proportion suggested t. 317 of the Joint Report on Indian Constitutional Reforms. This proportion of 33 per rising by 1½ per cent. annually for 10 years to a maximum of 48 per cent., will be taken ll-round figure to cover total Indian recruitment from all sources, including promotion the Provincial Service and appointment from the Bar. The number of Indians to be ed in India by examination and nomination will be fixed each year after taking into t the number of Indians recruited in other ways, including the open competition in n."

ducational Service.—Recruitment is partly in the United Kingdom and partly in India. portion to be recruited in either country is not defined as such, but 50 per cent. has been s the standard percentage of Indians to be worked up to for the Indian Educational whole.

olice.—Recruitment is partly in the United Kingdom and partly in India.
are to be recruited in India to the extent of 33 per cent. In Burma and the North- r Province the percentages may be limited to 22 per cent. and 10 per cent. respectively.

ervice of Engineers.—United Kingdom and India, half and half.
portion of recruitment in India may ultimately be increased to about 75 per cent. are finally adopted for the transfer of certain duties of the Buildings and Roads Branch Authorities.

ilway Engineering Service.—United Kingdom and India, half and half.

Telegraph Engineering.—United Kingdom and India, half and half.

The following list is also supplied by the Public Works Department of Indian Services with which it is concerned which are recruited wholly or partially in the United Kingdom.

Traffic Department, Indian State Railways	Partially.
Locomotive Department, Indian State Railways	"
Carriage and Wagon Department, Indian State Railways	"
Assistant Coal Superintendents, State Railways	"
Electrical Inspectors, Public Works Department	"
Consulting and Assistant Architects, Public Works Department	"
Other specialist officers for State Railways and Public Works Department, *e.g.* :—	
Civil engineers for hydro electric schemes	Partially.
Boring engineers for artesian wells	"
Mechanical engineers for canal workshops	"
Quantity surveyors	"
Bridge engineers, State Railways	"
Electrical engineers, State Railways	"
Signal engineers	"
Officers for Wireless Branch of Indian Posts and Telegraphs Departments	"
Officers for Civil Aviation Service	"

Indian Forest Service.—Partly in United Kingdom, partly in India.

Indian Agricultural Service.—Partly in United Kingdom, partly in India.

Indian Civil Veterinary Department.—Wholly in United Kingdom hitherto, but recruitment in India is taking place this year for the first time.

Bengal Pilot Service.—Wholly in United Kingdom.

Indian Customs Service.—50 per cent. are Indians recruited in India; the appointments from United Kingdom are normally of Europeans (but recruitment is very small).

Number of Appointments recruited in India and the United Kingdom.

Indian Civil Service.—Recruited during last five years.

A. Open competition.—1916: 3 Europeans, 5 Indians, 1 Ceylonese. 1917: 1 European, 4 Indians, 1 Ceylonese. 1918: 9 Indians. 1919: 4 Indians, 1 Ceylonese. 1920: 4 Indians, 1 Ceylonese.

NOTE.—European recruitment practically closed by war until 1919.

B. Selection of ex-Service candidates under temporary Regulations.—1916–18: nil. 1919: 63, all Europeans. 1920: 51, all Europeans.

NOTE.—Recruitment of ex-Service candidates, including some Indians, is proceeding in 1921, but is as yet incomplete.

Recruitment in India.—This started in 1919, when the numbers for 1919 and 1920 were recruited in one batch:—1919, 34; 1920, nil.

NOTE.—Twelve more Indians are being similarly recruited this year for training in the United Kingdom.

Indian Police.

Recruited in the United Kingdom.—1916–18, nil; 1919, 43, all Europeans; 1920, 29, all Europeans.

Recruited in India.—1916–20, figures not available.

Indian Educational Service.

The following figures (covering the years 1915 to date) may be quoted:—

Year.	In India.	In England.	Total.	Year.	In India.	In England.	Total.
1915	5	13	18	1919	13	4	17
1916	6	—	6	1920	15	4	19
1917	7	—	7	1921 (to date)	7	4	11
1918	1	1	2				

In India, 54; in England, 26. Total 80.

(These figures do not include appointments made on reorganisation of the Indian Educational Service, mainly incumbents of regraded posts.)

Appointments of non-Indian candidates in this country are made on the recommendation of a Board of Education Selection Committee, which normally includes an India Office representative and, if possible, a responsible member of the Indian Educational Service from the province in which the vacancy under recruitment exists. No special instructions are given to the Committee beyond a statement of the qualifications required for the particular post.

Non-Indian candidates in India and Indian candidates, whether in India or elsewhere, are at present appointed by the Secretary of State on the recommendation of the Local Government in which the vacancy exists and the Government of India, but for the purpose of future recruitment the constitution of provincial selection committees has been commended to the Local Governments.

Women's Branch.

The general scheme is similar to that evolved for the Men's Branch.

The figures of appointments 1915 to date are as follows:—

Year.	In India.	In England.	Total.	Year.	In India.	In England.	Total.
1915	3	4	7	1919	1	—	1
1916	—	—	—	1920	3	—	3
1917	3	—	3	1921 (to date)	1	3	4
1918	1	—	1				

In India, 12; in England, 7. Total, 19.

Indian Educational Service Appointments.

Men.				Women.			
Year.	Indians.	Others.	Total.	Year.	Indians.	Others.	Total.
1915	1	17	18	1915	—	7	7
1916	1	5	6	1916	—	—	—
1917	1	6	7	1917	1	2	3
1918	2	—	2	1918	—	1	1
1919	9	8	17	1919	—	1	1
1920	10	9	19	1920	1	2	3
1921	7	4	11	1921	—	4	4
	—	—	—		—	—	—
	31	49	80		2	17	19

Indian Service of Engineers and State Railway Engineering Service.

See above-mentioned table, which gives the actual numbers appointed in this country and the approximate number appointed in India, so far as can be ascertained from the information available.

(III.) *Telegraph Engineering.*—Only one candidate has been appointed from this country within the period stated. According to the Establishment List of the Department, the following appointments were made in India:—One in 1916, one in 1917, one in 1918, two in 1919.

The appointments in this country to all these Services are made on the advice of a Selection Committee. The Committee in each case is furnished with the regulations governing the particular appointments to be made, but no specific instructions as to the method of selection are issued to it by this Office.

Indian Customs Service.

In the years 1916–20 there have been recruited in the United Kingdom:—1919, 2 Europeans; 1920, 1 European. Figures are not available as to recruitment in India.

Note as to the Indian Finance Department.

Ordinary recruitment will for the future be confined to India; persons will be recruited on special terms from time to time as necessary, and they will be persons of special technical attainments and qualifications.

Note as to the Mint and Assay Department.

Appointments to the Assay Department are confined to qualified metallurgical chemists. Recourse will only be had to recruitment in the United Kingdom if no qualified person is available in India.

The Mint Department has hitherto been recruited from the Royal Engineers. In future there is to be no restriction of race, country, or profession, but Royal Engineer officers are recognised as "especially suitable." Other candidates are merely required to have "necessary engineering experience" and to be "otherwise eligible."

These are both small departments. The Mint Department has three and the Assay Department four Gazetted officers only.

Training for Army and Navy.

Special arrangements now exist for the admission of selected Indians to the Royal Military College, Sandhurst, with a view to their obtaining regular commissions in the Indian Army.

The question of Indians joining the Officers' Training Corps at the Universities is still under discussion with the War Office. The proposal of the War Office that Indians joining the Officers' Training Corps should be trained in special platoons with distinctive badges has not been accepted by the Secretary of State.

The question of the admission of Indians to the Navy or the Air Force is a matter for the Admiralty and the Air Ministry.

Colonial Civil Services.

It is understood that Indians are not eligible to Eastern Cadetships in Ceylon, the Malay Peninsula, or Hong Kong.

SECOND NOTE.

The following information is supplied in reply to certain heads :—

1. The recommendations in para. 32 of the Public Services Commission Report are presumably those relating to the provision of educational facilities for students in India desirous of qualifying for certain services. This is a matter on which the India Office has no up-to-date knowledge so far as concerns education for services with which the Commerce and Revenue Department of the India Office is concerned. In fact, the provision of educational facilities of the kind falls for the most part within the scope of one or other of the "transferred subjects."

There is no information available as to the training of candidates for appointment to the Locomotive and Carriage and Wagon Departments of Indian Railways.

5. Para. 173 of the Report of the Industrial Commission has reference to the training of young Indians in nautical subjects and modern engineering. So far as the Commerce and Revenue Department of the India Office is concerned, it has no information as to any action being taken in India, neither has it required the development of commercial education in India to which paras. 174 and 175 relate.

7. The question can only be answered satisfactorily by members of the Selection Committees, who do not report in detail their reasons for recommending candidates.

8. The only scholarship for Forestry study awarded by the India Office is the Currie scholarship, of which details are given in the Ordinary Regulations for appointment of Forest Service probationers printed in the India Office List. It is awarded on a competitive examination, and has not hitherto been won by an Indian.

STATEMENTS MADE TO THE COMMITTEE.

The following comments occur on certain points :—

(*f*) The training of the Indian Civil Service probationers in this country is the subject of detailed correspondence between the Secretary of State, the Civil Service Commissioners and the Government of India.

(*g*) Under present arrangements 10 Indians are admitted annually to the Royal Military College. Exclusive of these, 50 Indian Army appointments are now made annually from the Royal Military College. There is no military college in India for training officers for permanent commissions in the Indian Army.

(*j*) The question of holding examinations for the Indian Medical Service in both the United Kingdom and India is one of the points being considered in connection with the future organisation of the Indian Medical Service. No decision has yet been come to on the point.

(*k*) The Indian Students' Department is self-contained, and the statement is not understood that it has some connection with the India Office, which results in the suspicion referred to. Reference may be made to Sir Charles Mallet's Report, Command 7160 of 1913, para. 15 :—"Some undoubtedly "avoid it still, and even warn their compatriots against it, because they fear official interference and "imagine that the Bureau is intended to be a centre of espionage and restriction. That fear is, of "course, a pure illusion."

(*l*) The Commerce and Revenue Department agree that it would be useful for some Indians to study English methods of municipal work.

MR. J. E. FERARD, C.B.E., Secretary in the Judicial and Public Department of the India Office, was called and examined.

He stated that the chief Imperial services dealt with by his Department were the Indian Civil Service, the Indian Educational Service and the Indian Police Service, and that he could only answer questions relating to those particular services. He could not answer questions as to the policy of the India Office regarding them, but merely as to what had been decided upon by the Secretary of State in Council.

He had been in the India Office for 28 years, and for about one half of that time in the Judicial and Public Department.

He was not in the Judicial and Public Department at the time when the enquiry of 1907 into the position of Indian students was held under the chairmanship of Sir William Lee Warner, but his recollection was that the reason why that enquiry was made was that the Secretary of State and many persons connected with the India Office felt that the arrangements then in existence for assisting Indian students were quite inadequate and that the whole position was very unsatisfactory. He could not say whether the Government of India moved in the matter at all or whether the enquiry was initiated entirely by the India Office, but speaking from memory he did not think it was at all correct to say that the enquiry had been carried out merely because there was unrest in India, or that Sir William Lee Warner's Committee recommended that the Students' Department should be established with the object of supervising the political opinions of Indian students. His opinion was that the dissatisfaction that existed was an indication that something was wrong with the arrangements generally for helping Indian students, and that the basis of the enquiry was to ascertain what could be done to render the position more satisfactory from the point of view of the Indian students themselves.

The orders of the Secretary of State for establishing the Students' Department would, of course, be on record in the India Office, and he would have the records looked up and a statement sent to the Committee.

As regards the regulation of the Inns of Court requiring Indian students to produce certificates from Collectors or Deputy Commissioners or Political Officers in Native States, he could not say from his own knowledge whether the regulation was introduced at the instance of, or in consultation with, the India Office, but he would look the matter up and send in a statement in regard to it. He should have thought that the regulation must have been based on the analogy of the regulations of the Indian Civil Service regarding the age of the Indian candidates. The Civil Service Commissioners were not themselves in a position to verify the age of candidates from India, and had therefore asked the India Office how that could best be done, and the India Office had replied that the only practical method was for an Indian candidate to go to the Collector or Deputy Commissioner of his district, or the Political Resident if he lived in a Native State, who would give the necessary certificate. He would, however, go into the matter and let the Committee know when the regulation was introduced, for what reason, and at whose suggestion.

In reply to an enquiry as to what was the object of having both the Northbrook Society and the National Indian Association housed at 21, Cromwell Road, he stated that he could not answer with any definiteness, but his impression was that the considerations involved were largely financial, and that it was thought that if both Societies were brought under one roof there would be a saving of money. He could not say whether there was any ground for the statement that the Northbrook Society had been informed that unless they agreed to remove to 21, Cromwell Road their grant-in-aid from Indian revenues would be stopped, but he would look up the papers and send a note on this point also.

Questioned regarding the recruitment of Indians for the Indian Civil Service, witness stated that the arrangement was that 33 per cent. should be Indians, rising by 1½ per cent. for 10 years. The larger the number of Indians recruited through the open competition in England, the smaller would be the number recruited in India, and *vice versâ*; and the Government of India had periodically to calculate the number of vacancies that had to be filled in each country on that basis. When the first nominations (34 in number) were made in India in 1919, these nominations were so calculated as to make allowance for earlier years when recruitment had not taken place.

As regards the age limits, they were eventually to be identical for the competition in England and that in India, the idea being that all successful candidates, whether recruited in England or India, should begin their probation together, take the same two years' course, sit for the same Intermediate and Final Examinations and rank for seniority on the results of those examinations. When the transition years were past the age limits would be from 21 to 23 on the 1st August of the year in which the examination was held.

Even if it were correct that the average age at which a man could graduate in India was 21, he did not think that such a candidate would be handicapped so far as the examination in this country was concerned, because the range of subjects in the open competition was very wide now, and any course of study followed at an Indian University would more or less fit in with the examination here. It was generally true that in the past the Indian candidates who had been successful in the open competition had been graduates of a British University; but now that the standard of education at the Indian Universities had been improved, he thought that it should still be possible for an Indian to prepare himself in India itself for the London competitive examination if he so desired.

It was hoped that the first open competitive examination in India would be held next year, but there was a large amount of work to be got through in preparation for it, and it was not yet absolutely certain that it would be possible for arrangements to be made in time. A member of the Civil Service Commission in London was specially going out to India in order to facilitate matters.

No Civil Service Commission had yet been set up in India, but the Secretary of State was in communication with the Government of India on the matter now.

The scheme of training which present nominated probationers were undergoing at Oxford and Cambridge was not the final scheme, but was a special one drawn up to meet the particular circumstances of the case. The scheme to be finally adopted was now being worked out, would extend over two years, and would cover such subjects as Indian Economics and Indian History, and include taking notes on legal cases; it would be radically different from the present scheme, being for two years instead of one.

The proportion of Indians to be recruited for the Indian Police Service was also 33 per cent., and, generally speaking, Indian candidates for that service would be recruited in India, exception, however, being made in the case of Indian candidates who had been pursuing their ordinary education in the United Kingdom for at least five years prior to the 1st August of the year. That exception was a temporary one—in the sense that the Regulations were drawn up annually—and if it should be abolished recruitment in this country for the Indian Police would be confined entirely to Europeans, and the whole of the 33 per cent. would be recruited in India. If Indians generally were made eligible for the examinations in this country the proportion of Europeans and Indians recruited to the Service would be upset because it was not possible to get suitable European candidates in India, and any Indians successful at the examination in this country would, therefore be additional to the 33 per cent. recruited in India.

The final decision in regard to the "All-India Services," including the proportion of the recruitment to be made in India, rested with the Secretary of State in Council and the Provincial Governments, and the Government of India merely made recommendations in the matter, but their recommendations carried very great weight. It was almost certain that if the Local Government or the Government of India nominated under rule a particular candidate, the Secretary of State would agree to appoint him.

Recruits from the United Kingdom for the Indian Police Service were generally drawn from the public schools and the Universities; the age limits being 19 to 21, they were generally not graduates.

Questioned as to the action that had been taken upon the recommendations of the Public Service Commission for the improvement of Indian educational institutions so as to permit of the same class of individual being recruited for the Indian Services in India as in this country, the witness said that the Government of India had in many respects already acted on the recommendations of the Commission. A great deal had been done in the way of improving Indian educational conditions; as the best way of improving educational institutions in India was to improve the prospects of the men recruited for educational posts, much must have already been accomplished since the scale of pay for the Indian Educational Service had in fact been considerably improved.

It was not possible for him to give detailed information as to all the improvements in educational facilities that had been made since the Public Service Commission reported, because a good deal had been done locally, and the India Office often only became aware of action that was taken when it involved expenditure to which the sanction of the Secretary of State was necessary. The India Office could answer fully any questions regarding recruitment in this country to the Indian services, but information regarding recruitment in India could be obtained much more satisfactorily and accurately from the Indian witnesses who would be giving evidence before the Committee in India.

Prior to the establishment of the Indian Students' Department, Government of India scholars were dealt with by the Judicial and Public Department, but there were very few such scholars in those days, and the work in connection with them was very light. But his own experience entirely bore out how greatly some outside assistance had often been needed for those who for the first time found themseves alone in London.

It was absolutely untrue that the Indian Students' Department had been instrumental in or had been organised for the purpose of watching the political opinions of Indian students in the United Kingdom. So far as political activities were concerned, Indian students were on precisely the same plane as students of any other nationality, including English. If they made violent speeches or put themselves within reach of the criminal law they would, of course, come to the notice of the police and the facts might be notified to the India Office. But the Department responsible for dealing with such matters was the Home Office, and neither the Government of India nor the Secretary of State had any jurisdiction in the matter. If an Indian made a speech at a public meeting which the police thought it necessary to bring to the notice of the Home Office, the Home Office would probably also bring it to the notice of the India Office; that would apply to any speech concerning India which the police authorities considered to call for notice, whether the person who made it was an Indian or an Englishman or of any other nationality.

In answer to questions he said that if the Secretary of State's attention was directed to any person who made violent speeches regarding India, and that person subsequently went to India, the Government of India would probably be notified; that had certainly been done frequently during the war, when the Aliens Department of the Home Office and the military authorities were naturally very active. Prior to the war the police had done very little in the way of reporting on Indian students in the United Kingdom; no doubt after the murder of Sir Curzon Wylie the police were more actively concerned with a certain class of Indian students and the party of violence in general, but as time went on the interest of the police in Indian students had, he believed, diminished until the outbreak of war, when it became necessary for them to exercise supervision over all persons of whatever nationality who held extreme views.

Asked whether reports were ever made by the Government of India regarding persons resident in India who were proposing to visit the United Kingdom, the witness stated that reports were undoubtedly made from time to time about various individuals. Generally speaking, they were foreigners, but if an Indian whom the police in India thought likely to commit crime of any kind were coming to England, the English police would, of course, be notified about him. Students would be in the same category as others. The communication would generally be made direct by the Police Department in India to the police authorities in England, but the India Office might be kept notified about the matter.

Asked whether it was always necessary for an Indian applicant for appointment to the Indian Educational Service who had undergone a course of study in the United Kingdom to return to India before he could be appointed, the witness stated that that was not the case. Indian applicants were required to apply to the Local Government of the provinces in India to which they belonged, but there was no obligation on them to return to India, and in some cases they were appointed while still in this country on the recommendation of the Local Government or the Government of India. It was necessary to insist that all Indian applicants should apply to their Local Governments in the first instance, because in the past great difficulty had been experienced in equating the claims of Indians in the United Kingdom with the claims of Indians in India. Under the old system, when all applications of Indians in the United Kingdom were made direct to the Board of Education in London, Indians who had done well in India had a grievance because men in this country were given preference simply because they were on the spot. The present arrangement enabled the Local Governments and the Government of India to equate the claims of all applicants whether they were in the United Kingdom or in India, and the Indian in India was no longer under any disadvantage.

He had never heard of a case of an Indian in this country being appointed to the Indian Police Service, but there was no reason why he should not be if he were a good candidate. His application would, however, have to be made to his Local Government. There was no doubt that a good many Indians who had studied in this country had been appointed to the Indian Police Service after their return home.

It would be very difficult for the India Office to supply entirely satisfactory information as to everything that had been done in India in the way of recruitment to the "All-India Services" and the improvement of those services because, *e.g.*, many vacancies were filled by promotion and full particulars were available only in India. As regards the action taken upon the recommendation of the Public Services Commission, the Industrial Commission and the Calcutta University Commission, the position was that such action would be initiated by the Government of India and would only be brought to the notice of the India Office if the Secretary of State's sanction to any proposals were necessary.

The final stage in the reorganisation of any Indian service or the improvement of the prospects of officers of any Indian service was ordinarily the issue of a Resolution by the Government of India; copies of such Resolutions were supplied by the Government of India to the India Office, and he (the witness) would make a collection of the chief Resolutions relating to the services with which he had to deal and supply them to the Committee.

He would also endeavour to obtain figures regarding the number of Indian students studying in the United Kingdom prior to the transfer of the Students' Department to the control of the High Commissioner.

Questioned further regarding the allegation that the Indian Students' Department existed for the purpose of watching political opinions, the witness stated that he could definitely and categorically say that the India Office had never been accustomed to obtain information regarding a student's political opinions through the Students' Department. From the moment that the Students' Department was first started it was realised that its ill-wishers would be likely to say that it was used for espionage purposes, and the result was that the general attitude of the India Office staff was to do everything to avoid giving colour to that suspicion. In many cases where information required about particular individuals could have been obtained from the Indian Students' Department, the Judicial and Public Department of the India Office had deliberately refrained from applying to that Department. The work of the Students' Department had always been regarded by the India Office as being purely educational, and not in any way connected with political activities or opinions.

Questioned as to how long the regulation as to the ineligibility of Indians for Eastern Cadetships in Ceylon, the Malay Peninsula and Hong Kong had been in force, the witness replied that so far as Ceylon was concerned the regulation was a very recent one; as regards the Malay Peninsula and Hong Kong, it had been in force for a number of years. Under the orders of the Secretary of State representations had been made to the Colonial Office regarding the Ceylon regulation, but the answer received was that it was felt that Ceylonese had the first claim to the few appointments that were available. Corresponding restrictive action had not so far been resorted to by India, and Ceylonese were eligible for admission to the Indian Civil Service.

Questioned as to the procedure adopted for dealing with applications from Indians for passports, the witness explained that all passports were issued by the Foreign Office, but in the case of an Indian a recommendation from the India Office had to be obtained. The origin of that regulation was that years ago the Foreign Office had experienced great difficulty in connection with applications for passports from people who claimed to be Indians and British subjects, and it was therefore arranged that Indian applications should be vouched for by the India Office. If the India Office were in any doubt as to whether a man was a fit and proper person to be given a passport, they might refer to the Home Office or to the police before giving him a recommendation, and if the India Office were not sure whether the man's claim to be British and an Indian subject was established or not, they would of course make enquiries about him.

During the war there were naturally many cases in which an application for a passport had been refused or held up for a considerable time, but he should have thought there were very few cases in which a passport was refused to an Indian who wished to return to India.

Questioned as to the complaint of Indian students at Oxford that the papers supplied to the Indian Institute there represented one shade of opinion only, witness stated that so far as his own knowledge went he did not think any papers were supplied to the Indian Institute at the expense of the India Office. At one time papers that had been supplied for the use of the Office or for the use of Members of the Council were, he believed, passed on to the Institute when available, but that practice had now been dropped because it was found that the papers were very much out of date before they could be spared. The question of supplying Indian papers to the Institute had on one occasion been considered by the Secretary of State in Council, but it had been decided that as the Institute was already in receipt of a subsidy from Indian revenues no expenditure on the supply of Indian papers to it was justified. He would look up the file and inform the Committee whether any, and, if so, what Indian papers were now supplied to the Institute by the India Office.

Mr. Ferard subsequently supplied the following note:—

I would add the following notes on various points:—

Origin of the Indian Students' Department.—The Department was the outcome of recommendations of the Committee presided over by Sir William Lee-Warner in 1907, which recommended (*inter alia*) that an official bureau of information should be created.

The arrangements regarding it were notified in a Resolution of the Government of India in the Home Department, Nos. 556 to 569, dated the 1st July 1909. The Resolution was published in the supplement to the Gazette of India and the Committee presumably have a copy of it.

Certificates required by the Inns of Court.—Arrangements as to this were also based on the recommendation of the Committee referred to, to whom it had been stated in evidence that cases had occurred in which Indians had been called to the Bar in England who, on account of their character, would not have been admitted to the Roll of Vakils in India. It was recognised that young Indians coming to England were peculiarly liable to temptation in their surroundings.

Figures regarding the number of Indian Students in the United Kingdom prior to the transfer of the Students' Department to the control of the High Commissioner.—Information as to this will be found in records transferred to the High Commissioner and will no doubt now be available for the Committee.

Papers supplied to the Indian Institute.—I am informed that the weekly issues of the "Times of India," the "Pioneer," the "Statesman" and the "Englishman" are supplied to the Indian Institute out of the number ordered for the Record Department of the India Office.

Information regarding the re-organisation of certain Indian Services.—A collection of papers on this subject is annexed, a list being appended hereto.

List of Papers—Indian Civil Service: Government of India Resolution No. 2559, Home Department (Establishments), dated 1st December 1920. Indian Educational Service: Communiqué dated Delhi, the 6th January 1920. Indian Educational Service (Women's): Communiqué dated 18th May 1920. Indian Police: Resolution of Government of India No. D. 449, Home Department (Police), dated Simla, 26th July 1921. General: Summary of Resolution issued by the Government of India (?) 16th August 1921, as to the pay of Indian Imperial Services after consideration of memorials received.

WEDNESDAY, AUGUST 17, 1921. (LONDON.)

Present:

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

MR. E. J. TURNER, O.B.E., Secretary in the Commerce and Revenue Department, India Office, was called and examined.

He stated that his Department dealt with agriculture, veterinary science, forestry, public health, and the Bengal Pilot Service.

Questioned as to whether the statement, in the note submitted by the India Office, that, as regards agricultural education, the initiative did not rest with the India Office, was correct only since the subject of education had become a transferred one, he stated that he thought it had always been true that as regards agricultural education the initiative did not rest with the India Office although the issue of final orders had in the past rested with the India Office, and still did so as regards central educational institutions such as that at Pusa. As a matter of fact, the Secretary of State had said to the Government of India about a year ago that he hoped they would be able to do something in fulfilment of the Public Services Commission's recommendations, but no information had been received as to what the Government of India had done in the matter. If the Secretary of State had desired to insist upon the expansion of agricultural education in accordance with the terms of the Commission's report, it would have been open to him to do so before the reform scheme came into force, but it was not within his power to do so now.

So far as the witness was aware, nothing had been done by the India Office to assist on agricultural education being brought up to a standard which would permit of recruitment to the Imperial Agricultural Service in India, and the same was the case in regard to education in forestry and veterinary science. The Government of India might have taken some action, but the India Office had not been informed about it and no enquiries had been made as to what had been done so far as he could recollect. The matter was really one on which the Committee would get full and accurate information in India.

Questioned as to the present method of recruitment for the Indian Agricultural Service, he stated that his impression was that candidates recommended by the Government of India would ordinarily be accepted, although the actual decision would rest with the Secretary of State in Council. A large recruitment to that service was to be made this year, and the Government of India had asked that not more than three or four vacancies should at present be filled from this country, so it was evident that they were going to make a large number of recommendations, probably in excess of the 50 per cent. agreed upon, though several of the Indian candidates that they proposed to appoint might belong to the Provincial Service. He did not know whether the outside candidates whom the Government of India were likely to recommend were in possession of qualifications obtained at Indian agricultural colleges only, or whether they had British qualifications also. There was nothing in the rules to exclude candidates with only Indian qualifications, but he could not say whether any Indian candidate with such qualifications had in the past been recommended for appointment. The system of recruitment in force this year was an entirely new one and it was too early to say what procedure the Government of India were adopting, or on what qualifications candidates would be recommended; so far as recruitment in this country was concerned the regulations were much the same as in the past, and under them preference was given to distinguished graduates of Universities in the British Empire, so that it could not be said that Indian degrees were excluded. He did not think the Secretary of State had issued any instructions to the Selection Boards established in India for the purpose of recommending candidates, and he did not know what instructions had been issued to those Boards by the Government of India.

He would look up the records and report whether, during the last three years, any candidate had been appointed to the Indian Agricultural Service with only Indian qualifications.

Asked whether it would be possible for him to supply a statement of the different steps that had been taken in this country or in India for giving effect to the recommendations of the Public Services Commission, the witness stated that that was a matter on which he would have to take the instructions of the Secretary of State before replying. It would not, in his opinion, be possible to give a full reply in this country; that could be obtained only in India, and in the present state of the work of the India Office he was not sure that the authorities would consider that it was right to spend a good deal of time in searching out information which could only be imperfect. He would, however, take the orders of the Secretary of State upon the matter.

Questioned as to the meaning of the term "normal recruitment" in the statement that the Secretary of State had accepted the recommendation of the Government of India, that on the resumption of normal recruitment Indians should be appointed to the extent of 50 per cent. of the vacancies in the Imperial Agricultural Service, the witness explained that at the present time recruitment was abnormal because, owing to there having been so few appointments during the period of the war, there was a lot of arrears to be made up. Therefore recruitment was not at present normal, and the 50 per cent. rule was not in force; nevertheless the Government of India had asked that recruitment in England this year might be held up because a large number of recommendations were to be made from India, and it therefore seemed likely that the Government of India proposed to recruit 50 per cent., or even more, of the candidates in India. Normal recruitment meant the filling up of vacancies during the year in which they occurred.

Questioned as to whether the statement that 50 per cent. of the appointments should be given to Indians "as soon as qualified candidates were available" did not really mean that the recruitment of Indians in that proportion would be postponed until the Indian agricultural institutes and colleges were capable of producing better qualified applicants, the witness replied that that all depended on the view which prevailed from time to time among those concerned with the selection of candidates, and his impression was that opinions on that subject were changing, and that there was now a tendency, probably owing to the dearth of more highly qualified candidates, to appoint candidates who would not have been selected a few years ago.

For all practical purposes recruitment for the Civil Veterinary Service had in the past been made entirely in England. So far as he was aware, there was at present no veterinary college affiliated to any Indian University, and the India Office had no information as to what had been done to carry out the recommendation that the standard of veterinary education in India should be improved; the latest information on the subject would have to be obtained in India, but so far as he was aware only one Indian had as yet been appointed to the Veterinary Service, he having the English M.R.C.V.S.

As regards forestry education, a proposal that probationers for the Indian Forest Service should have their practical training in India was under consideration by the Secretary of State in Council, but he had been instructed to regard the papers on the matter as confidential, and he could say no more than that the matter was under consideration. The Forestry Research Institute at Dehra Dun was a central one, and it was open to the Secretary of State and the Government of India to require a course of instruction to be started at the Institute which would be regarded as qualifying for appointment as probationer for the Indian Forest Service. He pointed out, however, that the regulation for recruitment to the Indian Forest Service did not require a candidate to have had a previous education in forestry. It was also open to the Secretary of State to require a course of instruction for probationers to be started at the Institute. No steps towards that end had been taken so far, but the matter was now under consideration. The regulations for recruitment in India this year merely stated that a man must be a graduate of a University—not necessarily even in science—and the probationers would then be sent to Europe for their forestry training. A telegram had been received from the Government of India showing that attempts were being made to appoint 22 Indians and 4 Burmans* in India, and saying that it was anticipated that no less than 21 Indians would be appointed. The number of candidates appointed in this country would be rather larger,† and some of them might be Indians, as Indians, provided they possessed the necessary qualifications, were eligible on the same terms as Englishmen.

He would prepare a statement showing the number of Indians appointed to the Indian Forestry Service during the last three years and send it to the Secretary of the Committee. He would also send copies of the report of the Inter-Departmental Committee on Imperial Forestry Education, and of the resolutions passed at the London meeting of the British Empire Forestry Conference.

* They have since reported that 20 Indians and no Burmans have been appointed.

† 24 Europeans and 2 Indians have been selected in London; 10 Army candidates have also been selected in India.

As regards public health, the India Office had no information as to what steps, if any, had been taken to improve the facilities for students in hygiene in India, or to make it possible for Indians to obtain a diploma in public health and instruction in tropical hygiene without coming to Europe. So far as he was aware, the Secretary of State had not taken any steps to call the attention of the Government of India to the matter. Deputy Sanitary Commissioners were recruited entirely in India, partly from the Indian Medical Service and partly from outside, and the regulations governing their appointment were not made by the India Office. If it were the fact that the regulations required applicants to possess a diploma in public health of a University in the United Kingdom, the Governments in India could, if they so desired, alter that regulation and recognise the degree in public health of an Indian University. Full information in regard to the Sanitary Service, and also in regard to the appointments of professors in medical colleges, would be obtainable in India. The India Office was not in possession of all the facts.

In accordance with the recommendations of the Royal Commission on the Public Services, the Bengal Pilot Service was now open to Indians if they possessed the necessary qualifications, but so far he had never heard of any Indian who had acquired those qualifications, which could be obtained by training on a merchant ship. It was certainly open to any Indian to get himself taken on a merchant ship and be trained as a mercantile marine officer, but, so far as he was aware, it had not yet been done.

He did not think any proposals had ever been put forward for opening a School of Navigation in India. The India Office had never considered the question, and it was now entirely a matter for the Government of India and the Local Governments. He was aware that the Industrial Commission had made recommendations in regard to the establishment of such a school, but he did not think any action had been taken in the matter. In any case the whole question of the Bengal Pilot Service had now been handed over to the Government of Bengal, and it was for them to take whatever steps were necessary to provide training that would render candidates suitable for appointment to the service.

He was aware that the Public Services Commission had recommended that a course of training should be established at the Forestry Institute at Dehra Dun equivalent to the highest European standard, and that the doors of the Institute should not be closed against well-equipped students other than nominees of the Government, but so far Indian probationers for the Forest Service, with two or three exceptions in very special circumstances who spent their probation in India but not at Dehra Dun, had been sent to the United Kingdom, and had undergone a course of training at Oxford, Cambridge or Edinburgh, being sent to France and Switzerland afterwards for practical training. He was also aware that there was a certain school of thought in this country opposed to the views of the Public Services Commission regarding forestry education.

Questioned regarding the report of the Industrial Commission, he pointed out that that Commission had been appointed by, and reported to, the Government of India and not the Secretary of State. The India Office would ordinarily only be aware of action taken upon the Commission's report if the proposals required the sanction of the Secretary of State. So far as he was aware, nothing had been done regarding the recom-

mendations in paras. 173 and 174 dealing with navigation and commercial education.

Questioned as to whether in the matter of recruitment to the Agricultural Service a B.Sc. degree of a University in the United Kingdom was of more value than a degree in agriculture of an Indian University, the witness said that the question was one which it was not possible for him to answer. It depended entirely on the view taken by the Selection Committees, but apart from that he doubted whether there had ever been any candidates in England who had not had a British qualification, and if that was so it was impossible to say what weight would be attached to an Indian qualification in the case of a man who had not an English or European qualification as well.

As regards the statement made to the Committee that of 18 scholarships given by the India Office for the study of forestry, none had been awarded to Indians and they had all been given to Scotchmen and South Africans, the witness said that, as stated in the India Office note, the only forestry scholarship known to them was the Currie scholarship of the value of £35, which was open only to forest probationers. It was a sort of prize to the best probationer of the year. It was not the case that 18 scholarships had been given in any year.

With regard to the complaint that no facilities were given to students to undertake research at the institutes at Dehra Dun and Pusa and that they were confined only to teachers and lecturers, witness said that he believed the contention was, broadly speaking, true, but that he thought there had been exceptional cases of students being admitted to the Dehra Dun Institute; full information on the subject could be obtained only in India. So far as he was aware no provision had as yet been made for the general admission of students to either Institute, and no proposals to that end had been made by the India Office.

In reply to a suggestion that, as the Public Services Commission reported in 1917, rather unnecessary delay had taken place in giving attention to its recommendations so far as education was concerned, the witness remarked that during the war the pressure of work at the India Office had been very great, and there had been little time to give to matters not directly connected with the war.

Asked whether he was aware that a question had been raised as to whether men holding Indian medical qualifications should be registered in this country in future on account of their deficiency in practical midwifery, the witness said that the Secretary of State had heard that the view of the General Medical Council was that unless the training in midwifery could be improved, Indian qualifications would not continue to be accepted as they were at present. He (the witness) was not sufficiently well acquainted with the regulations in force to know that if Indian qualifications ceased to be registered in the United Kingdom it would not be possible for a man with an Indian medical degree to get a diploma in public health or in tropical medicine in the United Kingdom, and no steps had been taken to induce the Medical Council to recognise Indian degrees for that purpose even if they refused to recognise them for the purpose of enabling a man to practise medicine in the United Kingdom. As a matter of fact the India Office had not yet despaired of making some arrangement which would get over the difficulty raised by the General Medical Council, and he doubted whether there was anything to be gained by taking the matter up so far as the diplomas in public health and tropical medicine were concerned, unless and until it was finally decided that Indian qualifications should not be registrable.

Asked whether proposals were under consideration for separating the Indian Military Medical Service from the Civil Medical Service, the witness said that he had heard of such proposals from time to time, but that as the matter was dealt with in the Military Department he could not give up-to-date information in regard to it. So far as professorships in medical colleges were concerned, they would be dealt with in his department if dealt with at all in this country, but very little information had been received from India for years past about the arrangements in the Indian medical colleges, and he could not therefore answer questions as to the present conditions regarding the teaching of medicine in India. In the past many professors had undoubtedly been appointed from the Indian Medical Service, but there were some exceptions; he understood that under the reform scheme the Provincial Governments were free to appoint anybody they thought fit to hold teaching posts in their medical colleges.

As regards the Bacteriological Department, there had been one or two cases of appointments made from this country, but it was most unusual; such posts were ordinarily recruited in India, generally from the Indian Medical Service.

He could not say whether alienist appointments were reserved for members of the Indian Medical Service.

The Women's Medical Service was really an unofficial service recruited entirely by its own committee, on which Government had no representation. Government gave a substantial grant to it and the committee had to obtain the approval of Government to the conditions under which officers were recruited, but the actual candidates were neither selected nor appointed by Government.

Mr. Turner subsequently submitted the following note:—

REPLIES TO CERTAIN QUESTIONS ASKED BY THE COMMITTEE ON INDIAN STUDENTS.

1. During the last three years has any outside candidate been appointed to the Indian Agricultural Service having only Indian qualifications?—No.

2. Have any veterinary scholarships yet been awarded?—The selection of candidates for these scholarships is being made in India for the first time this summer. The India Office has not yet heard the result of the selection.

3. How many Indians have been appointed during the last three years to the Indian Forest Service?—Two in 1918, two in 1919, four in 1920. This year the Government of India have recently reported that they will probably appoint not less than 21. An attempt will be made to recruit four in London.

4. I enclose copies of the Parliamentary Papers about Forestry, to which I referred when I saw the Committee.

(Sd.) E. J. TURNER.

19th August 1921.

MR. W. H. SWAIN, O.B.E., Assistant Secretary in the Military Department, India Office, was called and examined.

Questioned as to the present position as regards recruitment to the Indian Medical Service, and the proposals regarding the future of that service, he said that he had been principally concerned with combatant officers and did not know very much about medical officers; but he could say that the Indian Medical Service was at present being recruited by nomination in India and in England, and he understood that it was intended to resume recruitment by means of open competitive examination either next year or the year after.

As regards the admission of Indians to the Officers' Training Corps, the position was that the War Office objected to the enlistment of Indians in the ordinary way, but were prepared to allow them to join the corps if they served in separate Indian platoons. The Secretary of State for India did not like that solution of the difficulty and the suggestion had been rejected. That was how the matter stood, and it would be necessary for the War Office to be addressed further if it was to be reopened.

The question of the admission of Indians to naval schools was one for the Admiralty to deal with, and he (the witness) could not give any information on the subject. His impression was that naval schools were not open to Indians.

As regards aeronautical schools under the control of the Air Force, he would ascertain what the position was and report to the Committee.

As regards military schools and colleges, a certain number of Indians were admitted each year to Sandhurst on the nomination of the Government of India or the Secretary of State. There was no regulation preventing an Indian not so nominated from being admitted, but he believed that in practice they had not in fact been accepted; so that if an Indian wished to take a course of military education, either in order to join the Army or to qualify himself for a chair of military science, he had no opportunity of getting a training in this country unless he secured a nomination from the Secretary of State or the Government of India. At present 10 Indians were being nominated each year for Sandhurst out of a total of about 60 appointments to the Indian Army. Indian candidates went through a preliminary examination in India and were then sent to England and went through the ordinary course at Sandhurst. If they passed the examinations and were satisfactorily reported on they then received commissions on the Unattached List for the Indian Army.

There were at present no military colleges in India at which a military education could be obtained. One was started during the war at Indore with the idea of training men for temporary commissions, but that had now been closed down. To the best of his knowledge no proposals had been made for the opening in India of a military college at which Indians could be educated in military science.

He could not say what was the total number of Indians who had so far obtained commissions in the Army, but he would collect the information and supply it to the Committee; he thought the numbers would be something like 30 or 40 out of a total of between 4,000 and 5,000 commissioned officers.

He would also find out and report whether there were in India any Officers' Training Corps attached to schools and colleges similar to those in existence in this country.

It was rather too early to say whether the practice of nominating Indians for commissions after going through a training at Sandhurst had been successful or not, but those who had so far passed out from Sandhurst had been for the most part well spoken of. He could not say whether the number of Indians nominated for Indian Army commissions was likely to be increased in the near future.

Questioned as to the conditions under which Indian cadets at Sandhurst lived, he stated that they went through exactly the same course as the British candidates. The conditions of their residence, supervision, and discipline were the same as in the case of the British cadet. There was, however, a Staff Officer at Sandhurst whose special duty it was to make arrangements for Indian cadets during the vacations. Some of them had guardians in this country, and in their cases vacation arrangements were, of course, quite simple, because they went to live with their guardians; but for others who had no guardians here, special arrangements had to be made, and the Staff Officer referred to arranged for them to stay with military and civil officers in different parts of the country. The arrangements proposed had in all cases to be approved by the Secretary of State.

Questioned as to how cadets for the Indian Army other than Indians were selected, he explained that the ordinary method of entering Sandhurst or Woolwich was by open competitive examination, although a certain number of cadets were nominated on the recommendation of the head masters of certain schools. Then shortly before a cadet passed out of Sandhurst he would have to say whether he preferred to be commissioned in the Indian or in the British Army, and those who put themselves down for the Indian Army were appointed in order of merit. Artillery and engineering officers serving in India all held British Army commissions in the Royal Artillery or Royal Engineers. They were merely temporarily in India with their particular British unit or attached in the case of some of the Artillery to Indian batteries, and in the case of Engineers to the Indian Sappers and Miners or the Military Works Services. So far no Indian cadets had been nominated for admission to the Royal Military Academy, Woolwich, which trained cadets for the Artillery and Engineers.

He would make enquiries as to whether the Government of India made contributions to military educational establishments in this country, and, if so, to what establishments such contributions were made. He would also report whether courses in military science at the Universities in this country were open to all students or only to those who were members of the Officers' Training Corps.

He would also ascertain whether any proposals had been put forward regarding the future recruitment of the personnel of the Indian medical colleges, and for such specialist appointments as bacteriological research and alienist work.

Mr. Swain subsequently submitted the following memorandum:—

NOTES ON QUESTIONS RAISED AT THE INDIAN STUDENTS' COMMITTEE, 17TH AUGUST 1921.

Indian Medical Service.—Before the war the method of recruitment was by competitive examinations held in this country. During the war examinations were suspended and the service was recruited by nominations made on the recommendation of Selection Boards held

both in India and in England. This system still continues, Indians being recruited in India and Europeans in this country. It is hoped to return to the examination system as soon as possible, but it is not considered likely that this will be feasible before 1923.

A Committee, of which Sir Verney Lovett was President, was appointed by the Government of India early in 1919 to report on the question of the reorganisation of the Indian Medical Service. They reported on 22nd April 1919. Their report was considered by the Government of India and was submitted for the criticisms of the Local Governments. It was not until November 1920 that the Government of India addressed the Secretary of State on the subject of the Lovett Report, and final orders on the recommendations of the Government of India have not yet been made. The subject of the Indian Medical Service, was also dealt with by the Committee on the Administration of the Army in India presided over by Lord Esher. Section III. of Part IV. of the Report of this Committee, which is dated 22nd June 1920, dealt with the Medical Services, and the recommendations therein made are still under consideration, and I am therefore not in a position to state what will be the final decision on some of the points referred to by the Students' Committee, such as the question of holding examinations both in India and England, the separation of the military from the civil side of the Indian Medical Service, the arrangements for future recruitment of the personnel of the Indian medical colleges, the widening of the field of selection for specialist appointments, &c.

Indian Cadets at Sandhurst.—The appendix to Indian Army Instruction No. 500 of 1921, a copy of which I left with the Committee, gives full information as to the method of selection and as to the course of instruction. The Indian cadets are treated in exactly the same manner as the British cadets. They work together, mess together, and play together. Indian cadets have already been selected to represent the college in some of their games competitions.

As regards the vacations, it would, of course, be a great advantage if every Indian cadet had a guardian in this country, to whose house he would go during the vacations. This, however, would involve the parents of the cadets in considerable expense and cannot at present be regarded as practicable. The Staff Officer at the Royal Military College (Major Stooks, D.S.O., Indian Army), who has the general oversight of the Indian cadets, makes arrangements for them to spend the vacations with English families, preferably with officers or civilians who are acquainted with India.

The number of cadets now being taken for the Indian Army from the Royal Military College, including the 10 Indian cadets, is 60 per annum. Thus the Indian cadets form 20 per cent. of the whole number.

Share of Cost of Sandhurst and Woolwich.—No separate claim in respect of India's share of the annual cost of the Royal Military College, Sandhurst, and the Royal Military Academy, Woolwich, has been made since 1890, as India's share has been included in the "capitation rate," *i.e.*, a sum paid to the War Office in respect of each soldier sent to India. In 1890 the share of the cost of these colleges which was allotted to India was £11,228 for Sandhurst and £7,582 for Woolwich. There was also £15,000 charged to India in respect of a share of the upkeep of other military educational establishments in this country—the Army Medical School, the School of Gunnery, the School of Military Engineering, and the Artillery College. The capitation rate was then fixed at £7 10s. per man In 1908 it was increased to £11 8s. Since 1920 a temporary arrangement has been made with the War Office under which the capitation rate has been increased to 2½ times this latter sum. Thus, though separate figures for India's share of the cost of Sandhurst and Woolwich at the present time are not obtainable, the amount would be considerably higher than in 1890.

University Corps. These were established during the war at six Universities: Calcutta, Bombay, Madras, Allahabad, Lahore and Patna. They were in the first instance included in the Indian Defence Force. They now form part of the Indian Territorial Force. Their training and organisation are based on that of the University Officers' Training Corps in this country, but for details it would be necessary to make enquiries of the Government of India.

Officers' Training Corps at Schools in India.—There is no information in this Office on this point.

Admission to the Navy and Air Force.—I have ascertained from the Admiralty and the Air Ministry that candidates for admission to the Navy or the Air Force must be of European descent.

In further explanation of my remarks before the Students' Committee I beg to state :—

There is nothing to prevent any Indians who are members of a University from attending lectures on branches of military science given at the University to which they belong.

The total number of Indians who have been given permanent regular commissions in the Indian Army is as follows :—

From the Native Indian Land Forces -	9
From Indian regiments for distinguished conduct in the field during the war -	14
From the Royal Military College, Sandhurst - - - - - -	5

Besides these, 39 were granted temporary commissions from the college at Indore, and those who are recommended will be granted permanent commissions.

Three others were granted temporary commissions without going through the Indore College; two of these have now been granted permanent commissions, and the case of the third is under consideration.

(Sd.) W. H. SWAIN.

THURSDAY, AUGUST 18, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
DIWAN BAHADUR M. RAMACHANDRA RAO.
MR. C. E. W. JONES.
SAHIBZADA AFTAB AHMAD KHAN.
MR. A. P. M. FLEMING.
DR. S. K. DATTA.
MISS L. M. BROOKS.
MR. E. G. HOWARTH } *Secretaries.*
MR. R. E. FIELD }

MR. W. STANTIALL, Secretary in the Public Works Department, India Office, was called and examined.

Reference was first made to the statement prepared by the India Office, and witness stated that he was responsible for the part dealing with the Engineering Service. Electrical engineers for the Indian Service in India were seldom recruited in this country, and no mechanical engineers, except for the locomotive department. These men had to have three years' experience of locomotive shops in this country.

The suggestion had been made that persons could be recruited to the Indian Service in India, but it had not been carried out so far. Some of the civil engineers recruited here were recruited into the civil engineering department, and others into the State Railways. They had the same qualifications, except that a man who had had practical experience on railways would be preferred for a railway appointment. The conditions for recruitment and the proportion of recruitment for the State Railways and in the case of civil engineers was exactly the same. The proportion of 50 per cent. Indians and 50 per cent. Europeans was decided upon at the beginning of last year, and he imagined it was now in force. The proportion between Indians and Europeans was ultimately to be 50 per cent., and the recruitment would be adapted to attain that object. It would not follow that there would be the same number of appointments in England and in India in any one year. It did not mean that 50 per cent. of the vacancies in any year would be recruited in India and 50 per cent. here. He could not say how long it might take to reach the ultimate object. The same number was not sent out from here every year. The Government of India stated each year the number which they wished for; this year only 11 had been asked for, whereas in 1919, 73 were sent out.

He could not say what recruitment obtained in India for the State Railways, and he had no figures showing the percentage of Indians in the superior posts of the State Railways Service, but he expected the European percentage was much greater than the Indian, and to reduce the European to 50 per cent. would take a long time, perhaps nine or ten years. Meanwhile, a few persons must be recruited here in order to keep up a regular gradation; this year they had only been asked to appoint two persons from here.

So far as he was aware, the recruitment of the Railway Service in India was from the engineering colleges of Roorkee, Sibpur, Madras and Poona; and by promotion from the subordinate staff. He did not think that any appointments in the superior service of the State Railways were guaranteed to the colleges, but he knew very little about Indian recruitment and could not say definitely. So far as he was aware no regulation had been laid down by the Secretary of State as to how recruitment in India should be carried out, nor what qualifications should be acquired; that was left entirely to the Government of India.

Asked whether a person who had an Indian qualification and applied here would have his degree accepted, the witness stated that Indian degrees were not recognised. He could not say why that was so, but they were not among the list of degrees laid down for recruitment here. He could not give any ground for the differentiation or whether it was justified, as that was a matter for the Secretary of State.

Questioned with regard to company-managed railways, witness stated so far as he was aware there was nothing which imposed upon them any obligation to employ Indian engineers in India; he had, however, the impression that they were employing Indians to some extent. The Secretary of State had always hitherto adopted the policy of leaving the companies a free hand in appointing their own staff. Though there was no obligation upon them to employ Indians, it was known that they were adopting that policy.

Asked whether there was any proposal for training Indians in India for employment in the superior posts of the Wagon and Locomotive Departments, witness stated that he believed there was, but could not speak confidently about it. He could not recall any Indian who had been appointed to the superior branch of the Locomotive Department; the recruitment for that Service had been in this country up till now, and the Railway Board had not made any recommendation that any definite proportion should be recruited in India.

Asked with regard to the Traffic Department, witness stated that the recruitment was partly in India and partly in England—he thought two-fifths in India and three-fifths in England; that, however, was the old figure, and probably more were appointed in India now. Only one person had been appointed in England last year.

As regards the Civil Engineering Branch of the Service, the Secretary of State recruited Indians in this country up to the extent of 10 per cent. of the total number of appointments, and this was to be continued until 1924, when the question was to be reconsidered. This was based on a recommendation of the Public Services Commission. It was explained by Sir Murray Hammick, who had been a member of the Public Services Commission, that the idea of the Commission was that as a rule Indians should be appointed in India, but in case an Indian turned up in England with exceptional qualifications the Secretary of State might appoint him. Ordinarily they did not wish to see Indians appointed in England, they wished that the standard of engineering training should be so raised in India that efficient education could be given in India to Indians so that they should find their avenue to the department in India on Indian qualifications.

Witness was asked whether he considered it satisfactory that Indians who had obtained qualifications here should be excluded from applying here or should fail to get appointed because they had to compete against Europeans. He stated that he was unable to express an opinion on this point.

Asked why 62 Europeans were recruited for the Public Works Department in 1919, witness stated that during the war they had ceased to recruit Europeans altogether, but went on recruiting Indians, and in 1919 had leeway to make up as regards Europeans, but not as regards Indians. That was before the 50 per cent. proportion was suggested. The policy of appointing only men who had done war service had been followed.

Asked with regard to telegraph engineering, witness stated that so far as he was aware there was no fixed proportion of posts to be recruited in this country or in India. They had not appointed any telegraph engineer for 10 years until last year.

Asked whether any action had been taken with regard to para. 152 in the Industrial Commission's Report, witness stated that so far as he knew no action had been taken. The report was made to the Government of India, and the initiative on such a report would not usually be taken here; probably the Secretary of State would wait for the Government of India to send their recommendations. He agreed that in the interests of Indian students some of the recommendations made were very important, but he was not prepared to express an opinion that it was time they were taken up.

So far as he was aware, no scheme had been before the Secretary of State with regard to

extending the existing engineering colleges in India to provide training for shipbuilding, aeronautics, marine engineering and bridge building. He would have known if any such scheme had been proposed. The question was primarily for the Government of India to consider.

Asked with regard to the question of purchasing stores for the railways, witness stated that the companies purchased their own stores direct, and he had no knowledge of manufacturers being told that those who gave special facilities to Indian students for training would have preference in getting orders; but if the suggestion that all Indian railway stores should be purchased through the High Commissioner was accepted, he thought that this would follow. So far as he was aware, the Railway Boards here had not been asked to take special steps to help Indian students to get practical training, but they were always willing to act on suggestions from the Secretary of State. The Railway Boards, however, had not much influence on the English railway companies, and he thought that the best bodies to approach the companies with the idea of providing practical training would be the college or University authorities.

Questioned further with regard to the appointment of Europeans in 1919, witness was asked whether they should not cease appointing Europeans at all for a certain number of years, and he stated that it was difficult to stop such recruitment altogether as otherwise there would be a large gap between men of certain years of service.

Asked why it was not possible to decrease the number of Europeans to be appointed and increase the number of Indians, witness stated that that was being done; this year nine Europeans were to be appointed, whereas the normal number before the war was about 25.

After 1915 about three Indians were appointed each year in this country and no Europeans at all, and the ordinary recruitment of Indians in India was proceeded with. As regards the 62 who were appointed in 1919 to the Public Works Department, this only amounted to an average of about 15 a year, which was considerably below the normal recruitment before the war. He wished to make it clear that the Indian recruitment went on independently of the cessation of the European recruitment, and that the 62 appointments had not affected the Indian recruitment in any way.

Asked whether arrangements had been made for the manufacture of wagons and engines in India, witness stated that this was the case with regard to wagons, and with regard to locomotives the question was now being discussed whether the establishment of works in India could be facilitated.

MONDAY, SEPTEMBER 26, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, } *Secretaries.*
MR. R. E. FIELD, }

MR. T. B. W. RAMSAY, M.A., LL.B., Hon. Secretary of the Indian Gymkhana Club, was called and examined.

He stated that in July 1916, at a meeting with the late Sir Frederick Robertson in the chair, it was decided that it was desirable to form a cricket and sports club near London to afford facilities to Indian students to play cricket and tennis in summer, and, if possible, football and hockey in the winter. Before the war there had been a small sports subcommittee which had been able to get up very satisfactorily cricket matches for Indian students. The question whether a definitely organised sports club would be a success depended largely on the students themselves. After various meetings the club was inaugurated under the name of the Indian Gymkhana Club in December 1916. Witness handed in the reports for 1917, 1918, 1919 and 1920, which gave the history of the club since the inauguration; he also handed in a copy of the appeals sent out in 1920 and 1921.

The club started by sharing the grounds of the Mill Hill Park Club at Acton, where a playing field was rented, but after the war the Mill Hill Park Club wished for the whole of their accommodation, and it became necessary for the Indian Gymkhana Club to seek for another ground. The appeals which had been sent out only brought in about £3,000, and in order to secure and lay out a ground at Osterley, which they had agreed to buy, the Maharajah of Patiala had agreed to pay the purchase price or whatever balance remained, provided the amount was not subscribed in the ordinary way when they were required to complete the purchase.

The membership at the present moment was about 280, and the subscription was £1 1s. a year, for which people could play in any section they liked; the only extras were that they had to pay 1s. a game for tennis if they wished to bring visitors. It was not possible to say whether the subscription would meet the cost of carrying on a new ground clear of debt; they did not yet know how much it would cost to carry on. He considered that there was ample opportunity for the club to increase, and that it would do so when they were able to get into touch with all the students. During the war they probably had the major number of the students in the country as members, but they had not yet circularised the new arrivals because their organisation had been so much taken up in purchasing the ground. He had not sent out any circulars at all during the last two years, though they had representatives at the Universities of Oxford and Cambridge. They had no Government grant and it was doubtful whether it was desirable to have such a grant. When he started to organise the club there was a little difficulty with some of the students, who asked whether it was an India Office organisation. He had been able to convince these students by showing them his books that they received no financial support from the India Office, and there was now no feeling on that ground on the part of the students. He thought that, roughly speaking, about half the present members were English, but these were mostly non-playing members.

Another difficulty with regard to the present position in respect of membership was that they could not at present offer facilities for games because the ground at Osterley was not yet laid out. They had hoped by now to have got a good deal done, but the dry summer had made it impossible. They had, however, made a pavilion and it was hoped that the ground would be available for football and hockey this winter.

As regards the feeling existing between Englishmen and Indians in the club, witness stated that there was a wonderful spirit of comradeship. He said, too, that when they played the Australians at Lords in 1917 the feeling was most friendly, and it was a surprise to the Australians to see what a fine set of people the Indian players were. In 1918 they had a most successful season and won the majority of their 37 matches. They had played several of the public schools and clubs in London, and there was a great competition amongst London teams to get matches with the Gymkhana Club. He had no doubt they would have a very full fixture list for 1922.

In choosing the ground at Osterley, they had kept in mind the fact that it was no good having a ground which involved considerable cost to reach, as Indian students were not as a rule well off.

As regards the subscription, this was very much lower than in other clubs of a similar kind, where members had to pay more than £1. 1s. a year for each section. In his view they ought to pay a separate subscription for the summer and the winter, but the committee had never tackled that problem because they did not wish to put any bar in the way of the students joining the club. He thought that when their own ground was set in order and when students realised what things actually cost in other clubs, they would pay a higher subscription more readily.

As regards the management of the club, they had now got a student as secretary of the cricket section, and though he had practically no work to do this year there would be a good deal from now onwards. They had also appointed a secretary of the hockey section and a secretary of the tennis section.

He felt that the club was full of great potentialities, not only for the students themselves from a social and physical point of view, but also for the good of the country.

MR. F. G. HALLETT, O.B.E., Secretary of the Conjoint Board of Physicians and Surgeons in London was called and examined.

He submitted a memorandum, which is printed below.

He had had a great deal of experience of Indian students who came to study medicine in this country. He found that a great number came without the slightest idea of the conditions that they had to fulfil if they wished to take the diplomas of the Royal College. A considerable number came without having passed a preliminary examination of the required standard; others came over who had attended courses which were not up to the required standard here, and those courses had to be supplemented, causing considerable delay. Others came over expecting to be exempted from earlier examinations here, though they were not entitled to these exemptions. All these factors created great disappointment in Indian students, and the difficulty was more largely recognised here each year. Even when he advised people who had written to him from India before they started that it was no good coming to this country until they had passed a recognised preliminary examination or had satisfied the Board that they were entitled to certain exemptions, or had got a definite undertaking that they could be admitted to a medical school, they still came in spite of that advice. He was convinced that a large number came without proper advice and without knowing the conditions here. He provided the Indian Students' Department with information to send to India, but how far the information was distributed in India he could not express an opinion. If students did not take the trouble to seek advice from the Advisory Committees, or to ask for information, they would continue to arrive in ignorance of the conditions. If the schools and medical colleges in this country combined and said that they would only admit a certain number of students from India each year, and if this were known in India, there would probably be more reason for getting information from a central bureau. He did not think that any suggestion of that kind had been made by the schools as a whole, but he thought that there was a certain understanding amongst the medical schools in London that they could only admit a certain number in each year. In London there was a Committee of Deans of the Hospitals who met occasionally to discuss matters, but so far as he knew there would not be any intercommunication between the medical schools at different Universities.

As regards the students who came here now he did not think that they came too young, but merely that they had not taken the necessary step because they had not been sufficiently informed. As far as his experience went, those who arrive here with the M.B. and B.S. degrees of the India Universities were of quite good standard and some of them passed their examinations here without much difficulty. He should say that the Indian student of this type was quite as well equipped in knowledge as those who come from Australia and Canada. As regards knowledge of the conditions, however, he had not found any candidates of any other country coming here and knowing so little of the conditions. As regards those Indian students who did come, he thought there ought to be some method of selection, as there could only be a limited number of places available for foreign students, but whether the selection should be by educational attainment or character, or status in the profession, it was difficult to say. On the whole, he thought that Indian students could profit more by post-graduate work. They could get quite good opportunities for study in India up to the standard of the degree, and if they wished to get a British diploma afterwards they were in a better position to do so if they had attained the standard of a registrable degree in India.

Asked whether he had any opinion to express on the change which Indian medical schools might be required to make in their course in midwifery in order to get their students registered, witness stated that having once consented to register these diplomas, it was a serious matter to withdraw the recognition of the degrees for registration. He thought, however, that there was no doubt that the Indian medical schools should improve their teaching in that subject.

Witness made it quite clear that he could not speak officially on behalf of medical schools here but could only state the general impression he had gained from talking to the various teachers and Deans and hearing their opinions on the various subjects which had been raised.

Asked what was the relation between the Conjoint Board and the Medical Schools of London and other Universities, witness said that it was rather difficult to explain shortly. In all the Medical Departments of the Universities in England students could be educated both for their University degrees and for the examination of the Conjoint Board. Many students took a University degree and the Diploma of the Royal Colleges. Some years before the war he had obtained a return which showed that 72 per cent. of the medical students who graduated at Universities in England, took the diplomas of L.R.C.P. and M.R.C.S.

The Conjoint Board was formed by the Royal College of Physicians and the Royal College of Surgeons who appointed a Committee of Management of the Conjoint Board. The governing bodies consisted of physicians and surgeons most of whom were or had been either teachers or examiners and they therefore represented most of the medical schools and hospitals. Any large question of education which came up dealing with the medical curriculum was reported upon by the Committee of Management of the Conjoint Board to both the Royal Colleges, and therefore had to be passed by representatives of the profession from practically all the Colleges both in London and the provinces. The relation of the Board to the General Medical Council was that each of the Royal Colleges, of which the Committee of Management of the Conjoint Board was the executive body for examinations, appointed a representative on the General Medical Council in just the same way as Oxford, Cambridge, London and the other Universities did. The General Medical Council dealt with Great Britain and Ireland and laid down the minimum standard which would justify them in recognising diplomas for registration.

Asked with regard to his insistence on a higher preliminary qualification for Indian students, witness stated that when a student came to the Conjoint Board for an examination, the Board were entitled to examine not only what had been done at the medical schools in England, but also the qualifications which had admitted him to a medical school; and if they found that the preliminary qualification upon which he was admitted was not satisfactory, they could object to him. That, however, was not likely to happen often as the Deans of the medical schools in London were very careful and did not admit a student unless they had evidence that he had either been registered as a medical student by the General Medical Council or that he had matriculated at a University in this country or had passed the preliminary examination required by the Conjoint Board.

The General Medical Council went into the question of the standard of preliminary and matriculation examinations some years ago and laid down the conditions under which students should be registered as students in this country. They also went into the standard of the matriculation examination in India. The Conjoint Board's requirements in regard to preliminary examinations were the same as those of the General Medical Council with the one exception that the Board did not insist upon Latin as a compulsory subject. They had accepted the conditions of the General Medical Council as their standard and did not wish to go any lower than that.

Asked whether he would rather that an Indian who had failed in some of his medical examinations in India should not come here, witness stated that in his opinion such a student ought to finish his course in India. He would not necessarily bar them out, but the number of places available for Indian students was not large and he would prefer that they were taken by persons who had already gone through a curriculum and obtained a registrable degree or licence in India, and who could then supplement their studies in this country. If a man completed his work in India, he had got his degree which entitled him to practise there, in which case failure to pass examinations here would not affect him so seriously. If he did not complete his degree there and came over here and failed in the final examination, then he had to continue his studies in this country at considerable expense and he would be much better doing that at home.

Asked whether he had any proofs of the need of improvement in gynæcological studies, or whether it was merely a laudable desire on his part that there should be more done, witness stated that he had not come prepared to discuss this subject, and had, therefore, not prepared any figures; but asked as to his general impression he said he had gathered from discussing the matter with examiners that the students from India were not well up in midwifery and gynæcology. This impression was gained in conversation with the examiners, and applied to the persons who came over here, both with an Indian qualification and without. Though M.B.'s of Indian Universities were entitled to proceed straight to the fellowship of the Royal College of Surgeons they usually took the membership first as this course saved them time. If an Indian wanted to go into the fellowship he would advise him to come straight from his degree and take the membership examination first. Witness stated that it was not common for a person who had come from India with his M.B. degree to go direct into the final conjoint examination where midwifery was included; they usually went for three or six months to a medical school to get revision courses, and during that time got further instruction in the subject of the final examination, so that it was very difficult to say that a candidate coming over here from India had no further instruction in midwifery before taking an examination. He wished to make it quite clear in regard to anything he had said on the subject that he had not prepared any evidence at all, but was giving his impressions about the matter. Witness observed that he did not think that any statement had been made that the teaching of midwifery was in itself bad; the point, as he understood it, was that Indians came over here without having conducted a certain number of cases which it was considered should be the minimum they should conduct.

Memorandum by Mr. F. G. Hallett, Secretary of the Conjoint Board of Physicians and Surgeons, London.

(1) From a large correspondence I have with students and medical practitioners in India, and as a result of numerous interviews in London with students and practitioners from India, it is obvious that the conditions under which study can be pursued and diplomas obtained in this country are not at all understood in India. It is a constant experience in my office to find that a student who has come to this country with a view to taking professional examinations has not passed a sufficient preliminary examination in general education, and I have to deal with numerous cases of those who have obtained lower qualifications in India such as the L.C.P. and S. or the Assistant Surgeon's diploma, who learn that they cannot be admitted to examination for diplomas in this country without fulfilling somewhat onerous conditions in regard to study and examinations.

(2) The first necessity, in my opinion, is the establishment of a Central Bureau in India to which application can be made for general information as to—

(a) the examinations in general education which can be accepted by the Examining Boards in Great Britain and Ireland;

(b) the regulations under which diplomas in this country can be obtained, both as to study and examination.

(3) The second object to be aimed at is the limitation and selection of the students and qualified medical practitioners who should be allowed to come to this country for further study. It is difficult to see how it is possible to attain this object unless some concerted action is taken by the medical schools in this country to refuse admission to all students and practitioners from India who are not furnished with a recommendation from some specially authorised body in India. Many who come at the present time have failed in the examinations at their Universities, whilst others possess diplomas of a lower standard which are not registrable in this country.

(4) Such persons should not be allowed to come here and fill the few vacant places in our medical schools, but should be made to continue their studies in India until they have obtained a recognised diploma or degree.

(5) Much advantage would be gained if the standard of entrance examination for all medical qualifications in India were raised to such a minimum standard that it could be accepted for diplomas in this country.

At present no Matriculation Examination of an Indian University is sufficient for the requirements of this Board, or of the General Medical Council.

In the case of the University of Calcutta, the Preliminary Scientific Examination or the Intermediate Examination in Arts must be passed in addition to the Matriculation Examination; in the case of the University of Madras, the Intermediate Examination in Arts; in the case of the University of Bombay, the Preliminary Scientific Examination or Previous Examination; in the case of the Punjab University, the Intermediate Examination in Arts or Science; in the case of the University of Allahabad, the Intermediate Examination in Arts. These requirements are the same as those of the General Medical Council except that the General Medical Council requires Latin or an Oriental classical language and another language in addition to English and mathematics, whereas this Board requires a classical or a modern language and a second language or a science, in addition to English and mathematics.

(6) In the case of a student of the Universities of Allahabad, Bombay, Calcutta, Madras and the Punjab, who arrives in this country having passed the Matriculation and Intermediate or Preliminary Scientific Examinations as the case may be, and who has pursued his professional studies in India for the degree of M.B. of a University, he is given practically equivalent standing in this country so far as the diplomas of the Royal Colleges of Physicians and Surgeons are concerned, so that if he has passed in Chemistry, Physics, Biology, Anatomy and Physiology at his University in India for the degree of M.B. he is only required to pass the Final Examination of the Conjoint Board of the Royal Colleges in order to obtain the Diplomas of L.R.C.P. and M.R.C.S. after completing the necessary curriculum.

(7) In the case of Licentiates in Medicine and Surgery of the Universities of Bombay, Calcutta and the Punjab, these candidates are required to pass the Second Examinations of the Conjoint Board in Anatomy and Physiology before admission to the Final Examination in Medicine, Surgery and Midwifery, but provided they bring with them certificates showing that they have completed the full five years' course for those Licences they are not required to take out any further study in this country. The Licentiate in Medicine and Surgery of the University of Madras is only admitted under similar conditions if he commenced his professional studies before the 1st January 1892.

(8) Licentiates of the College of Physicians and Surgeons of Bombay or of the Bengal State Board are required to pass a recognised Preliminary Examination in general education before they can be considered as candidates for our diplomas. They must pass the Second Examination in Anatomy and Physiology, and they must complete two years of additional study in this country before admission to the Final Examination.

This is because they have, as a rule, completed only a four years' curriculum of study on conditions which are considered to be of inferior standard to those fulfilled by Licentiates in Medicine and Surgery or Graduates in Medicine of the Universities.

(9) It will be seen, therefore, that the conditions of admission to examination vary considerably, and it is not surprising that many students and doctors are ignorant of them and that disappointment frequently occurs when they arrive in this country and find they cannot be admitted to examination.

(10) It is highly desirable that students who have not passed an Entrance Examination of sufficient standard to be accepted in this country, and those candidates who have obtained the lower qualifications in India, should be discouraged from coming to England unless they are fully acquainted beforehand with the conditions they have to fulfil.

(11) There seems to be no object in a student coming to this country until he has obtained a diploma or degree in India which is registrable in this country, because so far as education is concerned he can obtain in the University Medical Departments the course of education which is adequate in the First and Intermediate subjects and probably also in so far as clinical opportunities are concerned. Indeed, the latter may be of more value than those which can be obtained in this country, for the reason that in regard to contact with patients, especially female patients, difficulties occasionally arise here which are not present in the Indian hospitals.

(12) If a student has obtained the degree of M.B. or the Licence in Medicine and Surgery of a University he can obtain diplomas in this country without much delay and can then attend post-graduate instruction. It is true that at the present time the post-graduate instruction in London is not on a satisfactory basis, but there is reason to hope that, as the result of the recent enquiry by the Ministry of Public Health, better opportunities will be available before long.

(13) With regard to the higher and special diplomas again only those who possess the

registrable diplomas (M.B. and L.M.S. of a University) can be admitted to the special diplomas granted by the Royal Colleges in Tropical Medicine, Ophthalmic Medicine and Surgery, Public Health and Psychological Medicine, and only those who hold the M.B. degree of a University, recognised for the purpose, can be admitted to the examinations for the Fellowship of the Royal College of Surgeons without first passing the Final Examination of the Conjoint Board and obtaining the diploma of M.R.C.S.

THURSDAY, SEPTEMBER 29, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
SIR M. HAMMICK.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

MR. ERNEST BARKER, M.A., Principal of King's College, London, accompanied by PROFESSOR H. G. ATKINS, M.A., D.Litt., Assistant Principal, was called and examined.

He stated that he had only just completed his first session as Principal of King's College and so had not much experience of Indian students there though he was familiar with the question at Oxford. So far as the College was concerned, the main problem in the past had been that of discipline. He had looked up the records in the Principal's book and found that Indians might have suffered a little at the College because of the delinquencies of other non-European students. The Delegacy (or governing body of the College) had passed a resolution "that the "Principal be instructed to interview and to "exercise care in the selection for admission to "the College of all students of non-European "origin." This resolution was passed on account of a serious case in which a non-European student, who was not an Indian, was the culprit. It was a hampering resolution, and it was almost impossible for him to do justice to the claims of Indian students and at the same time to interview them before giving them a promise of admission to the College. In practice he had tried to act on the method of requiring of persons from India who wrote for admission: (1) that they should be graduates of a University (this had not been enforced in all cases, but they had been trying to insist on graduation), and (2) that they should produce a certificate of character from the Vice-Chancellor of the University or the Principal of the College from which they came.

The numbers of Indian students at King's College had been inconsiderable in the Faculty of Natural Science, and there were very few in the Faculty of Arts; there had been more in Medicine and a fair number in Engineering.

As regards London University there was one difficulty in the regulations which in his view stopped Indians from coming as freely as they might. The University made it very easy for Indians to do post-graduate work, but not to come and take an ordinary honours degree. At some other Universities an Indian student who had graduated in India was exempted from passing an Intermediate Examination, and could take the final Honours Examination at the end of two years, but there was no provision for this in London. An Indian student, even though he had graduated in India, might be best advised to take a course leading to the B.A. Honours Degree here, and he thought it of considerable importance that Indian students should have the way made easy for them to take such a course.

With reference to rescinding the resolution referred to, he thought that all that could be done at present was to act as though it was not there, and try and get such preliminary information from India as he could command; and if there was an authority to whom he could readily write when the student applied, it would make a good deal of difference. He knew that some of the authorities of the University were quite ignorant of the existence of Provincial Advisory Committees in India. So far he had only had correspondence on two occasions about Indian students as there were comparatively few at the present time at King's College. The proportion of students of non-European birth in the College had been fixed at 10 per cent.; this, however, was not the cause of the small number of Indians and did not mean that they had refused Indians, because, even with this fixed proportion, they had been able to admit all who had applied.

Asked whether in his opinion there was need for some organisation, either in India or here, and whether he thought it could be fulfilled by a body that was not official and was not a Government Department, witness stated that it was very difficult to get British Universities to act together or to constitute any joint organisation that was going to be really effective. He thought, however, there was room in the University of London for something like the Oxford Delegacy with a person who would fulfil the functions of the Local Adviser not from the point of view of tutelage or guardianship, but in order that there might be somebody in the University in an official position who really knew about academic conditions in India, and who, when applications came in, could appreciate the value of those applications.

So far as he was aware or had been able to find out they had not had any serious difficulty in the way of Indian students' failure to pay college bills.

Asked with regard to the question of practical works training, witness said he could not add anything to the evidence given by Professor Wilson, but it was part of the system of the teaching of Engineering in the College that there should be workshop training.

As regards practical training in Medicine there should be no difficulty as they had an agreement with four associated hospitals that they would take all students who had qualified at King's. *Vice versâ*, those hospitals had also the right to send their students to King's to get their first two years' training and King's had to take such students, many of whom had in the past been non-Europeans.

Questioned as to the facilities open for an Indian student to take undergraduate work, witness said he would generally feel that an Indian student was not in a position to get the best out of London unless he had arrived at the age at which he would normally have taken his degree in India. He would not welcome them earlier, but if there were an exceptional person who was really very forward in his studies he would be prepared to make an exception. If a man had graduated in India he would like to let him come into the honours course here without the Intermediate Examination, but if he had not done so the Intermediate should be insisted upon. A number of persons applied for admission here who had tried their intermediate and failed or had just taken their intermediate, and he could never quite understand why they had not gone on to complete their course in India. He looked on such applications with less sympathy.

As regards actual numbers, the fixed proportion of non-Europeans to which he had referred would allow of about 120 such persons being admitted, but at present they had not got anything like that number. He would like to have more Indian students of the best stamp and would be glad if the Committee could help him to get some more of that character; for instance, there were practically none in the Faculty of Arts.

Asked further with regard to the organisation which might be set up in England, witness suggested that the Committee of Vice-Chancellors and Principals which met from time to time might be asked to take this question into consideration and to see whether there was anything which they could recommend. They would realise the difficulty and might find a solution which, in his view, might be more practical than for the Committee to set up an authority. He would be inclined to leave the University problem to be dealt with by some University authority and try to find some other authority to deal with persons who came for other purposes, *e.g.*, industrial training or similar things. He did not quite see how a single voluntary central organisation could be created which would serve all these purposes.

As regards the treatment of Indian degrees and qualifications, he thought that the Committee of Vice-Chancellors should be urged to give uniform treatment on the most liberal basis, such as, *e.g.*, that of Oxford. He thought that London was behindhand in this matter. When it came to post-graduate study the University would give any amount of concessions to foreign students, but it was less liberal in regard to such students when they were engaged on undergraduate studies.

Asked with regard to the sort of authority in India which would satisfy his requirements, witness said that a regular constituted University authority for each University would help him more than the present system of applying for a certificate of character to the individual principal of a college who might be unknown to him. This, however, would not prevent him accepting certificates from one of his old pupils in India.

With regard to a University officer in London who should be familiar with qualifications of Indian students, witness thought that it was conceivable that the University might pay him and get a contribution from the India Office.

Asked whether there were any hostels in connection with the College where Indians could stay, witness said that there was a hostel for women students and a small one for students of the Medical School. There was no large accommodation, but he was trying to obtain funds to build a new hostel for 100 men.

As regards the type of Indians which had been at the College, Professor Atkins said that some had played a conspicuous part in the games of the college, and during the last 20 years there had not been any difficulty in their admission to the social and athletic life.

As regards the extension of facilities for Indians to be admitted to the College, Mr. Barker said that there had been a great change since 1915, when women were admitted. The building was very small and the large number of people in this small space made an increase of facilities difficult.

Witness stated that he would sincerely like help in getting some good Indian students in the Engineering Faculty; they had always had an Indian connection largely through a former secretary of King's College, who had been in India, and he did not feel that they were doing their duty unless they had a certain number, and the same would apply to each of the faculties.

FRIDAY, SEPTEMBER 30, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

PROFESSOR T. P. NUNN, M.A., D.Sc., Vice-Principal of the London Day Training College and Professor of Education in the University of London, was called and examined.

He stated that the course at the London Day Training College consisted partly of lectures and classes at the College on the theory of education and the art of teaching the various subjects of the curriculum, and partly of practical teaching in schools under the supervision of the College authorities. There were three elementary schools directly connected with the College, and use was also made of the ordinary secondary and elementary schools in London and the surrounding neighbourhood. The majority of the students who joined the College after having graduated, as was the case with the Indian students, expected eventually to teach in secondary schools, and it was therefore necessary that a large part of their practical work should be taken in secondary schools. As a matter of fact the College had students teaching in most of the secondary schools of London and in the surrounding educational areas.

The course extended over one year, two days a week being spent in practical teaching and the remainder of the time at the College.

The very fact that practical training was an essential part of the course made the problem of the College in relation to Indian students

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different from that experienced by other institutions, and the written memorandum (printed below) which he had submitted must be read in the light of that fact. In it he had suggested that the number of Indian students must be limited, but there was no desire whatever to limit the number of Indians so far as they were simply persons sitting in the lecture rooms of the College and taking part in the classes there. It was in connection with the placing of students in schools to gain experience of practical teaching that the difficulty regarding Indian students arose. The headmasters and headmistresses of secondary schools received students of any nationality for practical work rather as a duty than as a pleasure, and it was therefore essential for the College to exercise great care in choosing the students to send to them. An Indian student, or, for that matter, any foreign student, was bound to be of greater inconvenience in a school than a native student who knew the ways of the school and was at home in its environment. It was therefore necessary to place a limit on the number of foreign students admitted to the College for the full course, including practical work.

The College received a fair number of applications from Indians, and one of the complaints it had to make in regard to them was that they were sometimes very casual. The students sometimes came from India with no intention of joining the London Day Training College, but on hearing about it from their friends came to the conclusion they might as well spend their time at the College being trained as a teacher as in doing anything else. He felt that to be a very undesirable state of affairs, but it not infrequently happened.

Asked whether applications from Indians were generally made in person or in writing, the witness said that he thought the numbers were about equal. As regards the written applications, the College complaint was that they sometimes took the form of a bare announcement that the student in question was about to leave India and desired his name to be registered for admission to the College course. In such cases the College authorities had no opportunity of advising the student not to come to England if they felt that he or she was not likely to profit from the course, and they sometimes had to admit people whom they would, in other circumstances, have advised not to enter the College. There had been cases of women students coming from India in that way, without making any previous provision for their reception here. The problem of accommodating such students was a most serious one and had caused the College much trouble. It was difficulties of that kind which the College wished, if possible, to avoid by having a definite organisation.

Questioned as to whether the College at present made use of the Indian Students' Department, the witness said that occasionally Mr. Sen wrote to them regarding Indian students who desired to be admitted, but the College was not in the habit of applying to the Department for information regarding any student who applied direct to them of whom they had insufficient knowledge. He was not aware of the existence of the Advisory Committees in India, and had never had any correspondence with them, nor was there any sort of connection established between the College and the Indian Universities.

There had been Indian students at the College from time to time ever since its institution some 19 years ago, but it was only since the conclusion of the war that the number of applications showed signs of any great increase. A few of the Indians had been thoroughly good students, and these were characterised by a good command of the English language and really good natural ability. He did not think they had ever had a really good woman student. Some of them had been very pleasant to deal with, but none had been what he would call good from the point of view of intellect and teaching ability.

In the case of the really able Indian students the difficulty about securing opportunities for practical work had not been great. There had been some initial difficulty, but when the schools to which they had gone had tested their ability, they made them very welcome. Nevertheless, there was some feeling among headmasters that the students sent for practical training should be confined to those who intended taking up the teaching profession in this country.

Broadly speaking, the Indians were the only foreign students at the College who wanted practical teaching work. There were foreign students from almost every part of the world at the College, but generally speaking they were experienced teachers, often sent over by their Governments who wanted to hear the English view about the theory of education and to spend the rest of their time in visiting and studying educational institutions, so that the problem of practical teaching rarely arose in regard to them.

Some of the Indian students who had been at the College had previously undergone a course at a British University, but the majority of them had come straight from India, and his experience was that they generally had insufficient experience or ability to enable them to gain much profit from the course. Many of them either just got through the examination for the Teachers' Diploma with a little benevolence on the part of the examiners, or failed to obtain it. Such men could not be regarded as having spent their year profitably, as, in his opinion, it was of no advantage to an Indian student barely to satisfy the conditions for the award of the Diploma; he would be much better employed deepening his experience in his own country.

Asked to explain the statement in his memorandum that certain tendencies due to temperament and training appeared to be peculiarly common among Indian students and militated against their efficiency in an English school, the witness said that all beginners of whatever race were inclined to talk far too much when they first faced a class. They did not realise the importance of making the pupils do the work; and his experience was that, for some reason, the tendency to talk a great deal too much and slowness to see that the teacher's talking did not make a class progress, were very strong among the Indian students and difficult to eradicate. That was all he meant by the statement in his memorandum, but it was a very serious bar to efficiency.

No Indian student, educated in a British University, would be admitted to the College without careful enquiry and without a personal interview, because even if his academic qualifications were satisfactory and even if he were backed by persons who knew him, it was often evident when one came face to face with him that he was unlikely to be a successful teacher. What was wanted in the case of the Indian students was something to take the place of that enquiry and interview, and he thought that an organisation in India was essential for the purpose, and that personal knowledge of the student should somewhere come in.

Questioned as to his statement that the academic qualifications of the Indian students were often unsuitable, the witness stated that he did not wish to cast any reflection upon the value of Indian degrees. He left on one side the question of whether the standard of those degrees was sufficient, and all that he meant to suggest was that Indian students were inclined to present subjects such as English literature and history, which were necessarily more difficult for them than for an Englishman and which they were often ill-qualified to teach. His experience was that a man with a teaching degree or license from India was better equipped to derive advantage from the College course than the man who had taken the ordinary Arts Degree of an Indian University.

Any student who had been through the course of the College and done well in it should, in his opinion, be suitable for appointment as a lecturer or professor at an Indian University on his return, provided his academic qualifications and ability were sufficient.

He had had little experience of Indian students taking the London M.A. or Ph.D. Some of them had desired to do so but had not had the necessary qualifications. The standard of the higher degrees of the London University was very severe, and even in the case of Englishmen candidates had to be of exceptional ability to be successful.

He had had some experience of men of more mature age, between 30 and 40, who had had considerable experience of teaching in India itself before they came to this country, and he was sorry to say that that experience was not very satisfactory.

One of the difficulties in regard to many Indian students was that they were inclined to endeavour to carry out in a single year what most other students would spread over a longer period. The College tried to prevent them from doing that whenever it could, because it certainly dissipated their attention and militated against their success.

If it were true that any of the Provincial Governments in India had schemes on hand for sending large numbers of men to this country for training in teaching, he thought that it was a great mistake for the reasons he had already mentioned.

The total number of students now studying at the College was nearly 1,000, of whom about 200 were taking the one-year course of the Teachers' Diploma, the remainder were in the earlier stages of the four-years' Board of Education course and were at present reading for their degrees at one of the other London colleges.

He thought there would be great difficulty in placing more than three or four Indians a year in secondary schools for practical teaching work. If the number were larger than that the College would become unpopular with the schools, and the difficulties which were already found in the matter of placing its students would be accentuated.

Asked whether he had any knowledge of the standard of the Indian training colleges, the witness said that he could only judge it by the students who had come to him from those colleges, but he had formed the opinion that the standard was nothing like so high as in this country. The students who came from the Indian training colleges failed particularly on the practical side, but it must of course be remembered that the failure of an Indian to reach a good standard in teaching in an English secondary school did not necessarily imply that he would not reach a fairly high standard in an Indian school. If the number of Indians desiring admission to English training colleges were to increase to 20 or 30 a year he thought the only way to place them would be to organise their distribution so that only two or three of them went to any one college. All the Universities of the United Kingdom now had their departments for the training of teachers, and if the Indian students were properly distributed among them there would be no difficulty. As things were at present they were inclined to apply to the London Day College in the first instance, and it would be quite impossible for the College to accept so large a number. There should be some organisation in India for selecting and recommending applicants and some other organisation here to see to their distribution.

MEMORANDUM ON INDIAN STUDENTS, by PROFESSOR T. P. NUNN, Vice-Principal of the London Day Training College and Professor of Education in the University of London.

This College is a School of the University of London. Its work is confined wholly to the training of teachers and to encouragement of higher pedagogical studies. Speaking generally, the students are either (*a*) young graduates of approved Universities who are preparing to enter the teaching profession and take a one-year course leading up to the examination for the Teachers' Diploma, or (*b*) maturer persons working for the degree of M.A. and Ph.D. in the subject of Education.

The class preparing for the Teachers' Diploma usually contains a small number of Indian graduates. In 1919 one man and one woman were admitted; in 1920 six men and one woman; in 1921 three men. While a few have been thoroughly good students, capable of deriving as much profit from the course as their English colleagues, the benefits secured by (perhaps) the majority cannot be regarded as an adequate return for the expenditure of their own time and money and the attention of the college staff.

Among the factors which have contributed to produce this unsatisfactory result the following are the most important:—

(i) *Insufficient command of the English language.*—A student taking an academic course of considerable length may overcome this drawback, but it may easily prove a fatal hindrance when the course extends over only one session and an essential part consists in practical teaching.

(ii) *Insufficient natural ability.*—A student coming straight from Indian conditions to an English training department cannot be expected to hold his own unless he possesses more than average ability. With some qualification the same holds good even of Indians who have taken their degrees at British Universities. In many instances the intellectual level of our Indian students has not satisfied this condition.

(iii) *Unsuitable academic qualifications.*—An Indian student is at an obvious disadvantage in attempting to teach English literature and history to British pupils, especially in a secondary school; yet these are too frequently the only subjects offered.

(iv) *Certain tendencies due to temperament and training* which appear to be peculiarly common among Indian students and militate against their efficiency in an English school.

Experience of these defects has forced us to take the view that, in the interests of the College and of the students themselves, the admission of

Indians should be definitely and carefully controlled.

(*a*) There should be in India a recognised officer through whose hands all applications for admission to English training colleges should pass, who should inquire into the fitness of the applicants, and should forward, either directly or through a recognised correspondent in this country, only those applications which he can endorse.

(*b*) Every application should be accompanied by a confidential report from which the principal of the training college may form an opinion as to the suitability of the candidate.

(*c*) Applications should reach the college early enough to give the principal time to intimate acceptance or rejection or to make further enquiries.

(*d*) It should be recognised that only a small number of Indian students can be received in any one training college.

I have not referred to the question of lodgings for students who wish to enter a non-residential training college, since it arises in connection with Indian students pursuing all kinds of courses of study in this country. It is, however, a very important question, especially in the case of women students.

MR. LIONEL CURTIS was called and examined.

He submitted a memorandum, which is printed below.

He desired to emphasise particularly to the Committee the point as to the importance of securing that the places available at British Universities (and he spoke especially of Oxford) should be filled by the best Indians who were most capable of benefitting, and this implied a careful selection. He did not see the possibility of selection unless it was first possible to overcome the difficulty of knowing how many vacancies were available in each college. Such information could not be obtained at Oxford and Cambridge through the University, but had to be done by direct negotiation with each separate college. He looked to this Committee as an official organ which might be used to get each college to say in advance how many students they could take for the next year. Such colleges as were willing to state so many months in advance how many students they could take in the following October would be allotted the pick of the Indian students, and he thought that all the other colleges would readily fall in with the arrangement. The number stated would be a minimum, as colleges might find at the last moment, as they often did, that they had unforeseen vacancies, and there might be a certain number of Indian students already in the country who would be seeking admission, and he did not want to preclude the colleges from considering their applications too.

As regards the organisation which it would be necessary to set up both in this country and in India, the witness thought that it would be possible to find in this country persons who knew and cared about India and would be willing and able to form a non-official organisation to do the work of supplying Indian students with information from the Universities, meeting them when they arrived in this country, organising hospitality for them and communicating with the body in India with regard to vacancies available here. It was obvious also that there must be some authority in India, which should be as far as possible a non-Government authority, which was competent to lay down finally the allocation of the vacancies between each University. Supposing the number were 1,500 or 1,000, that total would be sent to the Indian authority with a list showing where vacancies were available. The Indian authority then had the very difficult and critical task of saying that so many of those vacancies were available for Calcutta, so many for Allahabad, and so on. Supposing Calcutta found that it had 30 places available there ought to be competent machinery in the University to pick out the best applicants from its own students. It was quite obvious that there must be some authority in India, preferably some could be created, which would be competent finally to allocate the vacancies. If this system were once working a great deal of the causes of the difficulty would have been removed.

As regards the Universities who laid down no limitation, it would still be an advantage that they should be informed that they were going to get a certain quota of selected Indian students, and besides these they could take as many of their own choice as they desired.

As regards the difficulty that a certain number of persons might come over for whom no places had been allocated, it would be necessary to make it clear that the machinery only existed to deal with the rationed places, and there ought to be no room for odium against the organisation if it were perfectly clear that it only dealt with a definite list of vacancies. He was quite aware that an Indian who had not got one of the rationed places but got admission on his own account might easily discredit the selecting organisation to some extent. If the effect was that a definite number of people were selected in India before they spent any money on leaving, it would greatly minimise the present evil, and he did not see that it was possible to control, under any circumstances, independent actions which students and their parents might like to take outside the agency. Under his proposal for selection he submitted that the cream of the men who were seeking a course in British Universities would get that privilege. At present he did not believe that Oxford was getting anything like the cream of the men who wanted to go there, and though this was a minor wrong to the University it was a major wrong to the best of the Indian students.

Asked whether his suggestion would not result in the closing of what was now a fairly open door, witness said that this referred only to a minimum of places which he hoped would not be less than the number of places at present filled, and no check whatever was interposed on the independent action which students and parents might care to take. He knew perfectly well that the whole cause of bitterness would not be removed by this Committee or any other agency, even though it could be ensured that all Indian students could be admitted to British Universities. It was a question of minimising the evil.

As regards the objection that colleges might have to surrendering their right of selection, witness pointed out that this was exactly what happened in connection with the Rhodes scholars, who were selected by, say, an American or Australian University, and had to be received by the colleges after that selection.

Witness made it quite clear that he was speaking largely of Oxford and Cambridge, and he

if it conferred on a definite number of students the privilege of knowing for certain before they left the shores of India that they were securing their object.

He did not think that Oxford and Cambridge could possibly go beyond a certain definite figure with regard to Indian students, or else they would cease to be British Universities and to serve the purpose of this country. If, however, it was desired to make available further places beyond the minimum, he would like to see the proposal thoroughly examined of having at Oxford and Cambridge a primarily Indian college. Such a college might have a great majority of Indian students, but he would not like to see its doors closed to English undergraduates. He did not make this as a suggestion, but would wish to have it examined by well-informed persons. He would not have such a college in the least interfere with the other scheme for getting a permanent minimum number of places from the colleges themselves.

Asked whether he did not think that the Universities ought to be more generous in taking Indian students, witness stated that the same kind of pressure came from parents in the Dominions and it was not possible for the historic Universities to expand indefinitely. He had no data on which to go as to the exact number of non-Europeans who should be received.

Asked how the selection that he had suggested should take place, the witness said he objected to the idea of it being made in India by the Universities on the results of examinations. The Rhodes scholars are not so chosen, and he thought that one of the points which ought to be taken into consideration was the career that an Indian student proposed to follow. It might be left to each University to work out its own method.

Asked what form of organisation he would be prepared to set up in India, witness stated that he was in the same position as the Committee in that respect, as if he could travel throughout India and hear what everyone thought he would probably have a very different opinion. He would suggest that the Member for Education might possibly have the duty of allocating the number of places for each University, but he was not prepared to make any definite suggestion on this point.

Asked whether he had any suggestions with regard to the problem of students who came here to be called to the Bar, the witness stated that any reasonable man would recommend the abolition of the system by which certain of the superior Courts in India were closed to legal practitioners unless they had got degrees of another country.

Questioned further with regard to the organisation which would be necessary in this country, witness stated that representatives of the Universities ought to belong to it, and also Indians resident in this country; then there ought to be Europeans who were trusted by the Indian students. The appointment should be made between the High Commissioner for India and the Universities, and he saw no other course than for the Government to finance it, though he would not be in favour of a Government representative.

As regards the question of mixed hostels for Indian students at the bigger centres in England, witness considered that, unless there was a religious objection, he would be inclined to contract with the Y.M.C.A. for this work as they seemed to him to be able to do this kind of work well.

MEMORANDUM BY MR. LIONEL CURTIS.

I should like to press on the attention of the Committee the very unsatisfactory conditions under which numbers of young Indians come to this country in search of education in English Universities without any assurance that their wishes can be met. About August and September I am bombarded by letters from Indian friends begging me to use my influence to find a place in an Oxford college for a son who is stranded in England, very often without any hope whatever of finding such a place. The son of a highly distinguished Indian friend, who is in this very position, has just left my room. It is obviously most undesirable that Indian parents should be left to spend their money and their sons' time in sending them to England on the mere chance of their finding some place in an English University. These Universities exist primarily for the education of young Englishmen, and the number of places which can be allocated, especially in the colleges of Oxford and Cambridge, to Indians is strictly limited. The number of Indian applicants is, I believe, steadily increasing, so that the number of disappointments must also become more frequent. I need scarcely point out to the Committee that these disappointments lead to bitterness which is none the less mischievous because it may be called unreasonable. The trouble is, of course, that the conditions which exist here are very imperfectly understood in India. The Indian parent and his boy are the victims of a perfectly natural ignorance of the conditions, from which some action on the part of the Government can alone save them in future.

But the inconvenience to Indian parents and boys is not the whole trouble. So long as students are left to scramble for the available places in this country there is no guarantee that the best students are obtaining the desired privilege. I am firmly of the opinion that Oxford is not getting the best of the students which India wants to send.

The remedy is obvious. Each college at Oxford and Cambridge and each University elsewhere ought to be asked to specify in advance to some office here, presumably that of the High Commissioner for India, the minimum number of Indian students which it will engage to take. A list should then be compiled showing the number of vacancies available for Indians in each college and in each University. Some authority in India should have that list, and arrangements should be made in India that every University should nominate so many applicants. I wish to emphasise very strongly indeed the principle that the duty of selecting the students who are to fill the places reserved for Indians in English Universities and colleges should be thrown on the Indian Universities and not be attempted either by the Government of India or the Provincial Governments. The preferences of the selected students for this or that University or college would, of course, be indicated, but the allocation of the places to the selected students must, I think, of necessity be left to some committee in this country.

I have said that the remedy is obvious, but it is intensely difficult to apply, as some of us, who have tried for two years to get this arranged, have found, especially at Oxford and Cambridge. Those Universities are federal institutions in

which the colleges are very strong and the University is very weak. There at present exists no organisation which is strong enough to get each college to accept the system and to allocate in advance the number of places which it will assign for Indian students. In Lord Lytton's Committee I see a golden opportunity, if a great effort is made by the Committee, of getting this reform agreed to and established once for all. That is the main point which I should like to submit to the Committee.

There is more to be said with regard to special colleges for Indians and also as to the character of the organisation which ought to look after the interests of Indian students in this country, but as I understand that the Committee still wish to interrogate me orally, I will not further expand this memorandum.

WEDNESDAY, OCTOBER 5, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
MR. A. P. M. FLEMING.
MISS L. M. BROOKS.
MR. E. G. HOWARTH } (*Secretaries*).
MR. R. E. FIELD }

SIR ALFRED KEOGH, G.C.B., G.C.V.O., LL.D., Rector of the Imperial College of Science and Technology, was called and examined.

He stated that he had been several years in India and knew something of the conditions there as well as here. At the Imperial College they had at present 31 Indians; about two-thirds of them were doing post-graduate work and one-third were in the Chemical Department. The College dealt with nothing but science; it was a federation of three colleges at South Kensington, and was established for the purpose of dealing with branches of science which were not adequately dealt with elsewhere, new departments from the Imperial point of view, largely colonial questions, and so on. They never set up anything there which they considered was adequately dealt with elsewhere. Though they had extended very largely in the last 10 or 12 years and had set up many new departments, they had an enormous demand on their space and had to refuse a large number of students, and even now they were putting up a large building to deal with bio-chemistry, because of the demand for accommodation. Persons trained in this part of the college usually worked for four years and then went into industries or into employment in the Colonial Office. Their object at South Kensington was not so much to train men for particular professions as to turn them out as really first-class scientific men. In the first year every student after having passed the entrance examinations went through exactly the same course whatever his future was likely to be. The post-graduate work was of two kinds. If a student had been at a University for three years, he was required to take his fourth year of study either in research or in advanced work in his particular subject; a special type consisted of graduates who were recommended to them and who desired to pursue a particular line or method of research.

Asked what his experience of the Indian students had been who came as graduates of an Indian University, witness stated that the general verdict of the professors would be that they were very often weak in subjects in which they ought to be strong, though in the majority of the subjects they might be quite as good as Englishmen. There were two classes of Indian students, those who came under the ægis of their Universities, scholars and so forth and others who came quite independently. He felt considerable need for consultation with some other body in India with regard to the applications that came direct from India; there ought to be further information with regard to those students from their professors long before they arrived in England. At present, they had to find out what the students were good for after they arrived. On the whole, the Indian student was remarkable for his industry and his desire to learn, but, taking them all round, they were defective in their education. He could not recall a single case of any trouble or of any disciplinary action which had to be taken with regard to an Indian student. From his experience in India he came to the conclusion that an Indian student was prone to learn things by heart rather than to thoroughly understand them; also they were not well up, from a practical point of view, in the management of scientific instruments and technique. This, however, might be due to the inadequacy of equipment in India. He thought it desirable in the students' own interests that colleges here should know from the professors in India full details about each individual student so that he might be properly dealt with from the very beginning when he arrived in England. If there were a body dealing with the matter, who were people of standing in the academic world, he would be quite satisfied to receive information from such a body.

As regards the organisation here, he did not know whether there was any need for more advice or assistance to the students after they arrived. In his experience, at least two scholars who came from India last year were in great distress financially, but he had a fund out of which he could advance money to such students on the expectation that it would be repaid when such students were well enough off. They suspected there were other Indian students in much the same position, but they did not know much about them outside the College. Any organisation which might be set up should not be in connection with the India Office as the student would be inclined to suspect their motives. He was rather disturbed to find that at the College the European and Indian students did not mix together as he thought they ought to do, but he was convinced that this was not due to any prejudice, but largely to the fact that they did not take part in the games and social life of the College. It was probably true that the Indian students could not afford to do this.

Asked whether the College gave degrees, witness stated that they did not do so, but if a student was sitting for a doctorate and the professor under whom he was working considered his thesis to be worthy of a doctorate, he would forward it to the University of London, and if it was approved he would get the degree straight from the University provided he was already a University graduate. The College gave a diploma for work of that description, and the diploma was guarded very jealously indeed at the College.

Asked whether, in connection with their work in technology there was any facility for practical training, witness stated that in the case of mining, students were sent to Cornwall for six weeks each year, where mining surveying was taught underground, and students arranged for themselves an annual course in a commercial mine which had to be approved by the College. In organic chemistry there was a semi-scale laboratory where the students were able to get experience. There was also a department of aviation, from which the students could go about half their time to one of the Government research stations to do experiments on a large scale, and there were experimental departments in chemical engineering, and in fuel technology with opportunities for practical work in a commercial firm.

They had more people applying to enter the College than they had room for; they made special allowances for foreigners. They had not reached the point of having to refuse Indian students because not more had applied than they could take. In the future he thought they would be able to say beforehand that they could reserve a certain number of places as a minimum for Indian students, and, provided they were up to the standard, and able to pass the examination, they would be prepared to accept students who were selected by a University body in India. It would, however, not be fair to an Indian student to accept him if he were not properly prepared.

As regards Indian graduates, they would be glad to take them, even though they might be defective in some branch of the College curriculum, as they could be strengthened in that subject later on, and they recognised that it was the absence of consonance between the curricula of the Universities and nothing else which was responsible for this circumstance.

Questioned with regard to Indian students who entered the engineering department, witness stated that there were four or five entering this year. They proposed to return to India when they completed their courses. Some professors preferred that they should have works experience before they came to the College; others that they should get it afterwards, and there was also the sandwich system. As he was not an engineer, he would not care to express an opinion as to which was the most preferable. He did not think there was any difficulty in getting engineering students into works in this country apart from abnormal conditions in trade. He considered both with regard to engineering and other industries that there would be no difficulty if it was put to employers that it was important from an Empire point of view to admit Indian students rather than let them go to America and Japan.

The witness subsequently added that in his view if Indian Universities were adequately equipped and staffed it should not be necessary for undergraduates to come to England for a first degree, but that as many graduates as possible should be sent to Great Britain for post-graduate education and for research.

MR. T. C. MOORE was called and examined.

The witness stated that he was a past President of the North Staffordshire Chamber of Commerce, a member of the Royal Commission of the International Exhibitions at Brussels, Turin and Rome, and the British Commissioner-General for the Lyons International Exhibition, 1914. He was formerly a manufacturer of pottery until 20 years ago, and had had the sole responsibility of placing Indian students in pottery works.

Owing to the trade secrets in the pottery industry there was considerable difficulty in placing Indian students and this could only be done by personal influence. It was only because he knew a large number of manufacturers in the pottery industry and had now no interests in it himself that he was able to place Indian students. The first Indian student he placed was about 1912, and the firm chosen was one where he could see all the process of manufacture. He did not think that direct communication with the manufacturers would lead to anything but a polite refusal to accept students, but if there were a panel of advisers to the High Commissioner to whom he could turn for assistance in each particular department of the pottery industry, that would probably be helpful. If it should be desirable to appoint such a panel he would undertake to select a certain number of representative manufacturers one from each of the various departments of pottery, *e.g.*, porcelain, pottery, tiles, sanitary ware, &c., and so form a small committee for reference over which he would consent to preside, to direct and carry out the work.

As regards the suggestion that it might be a condition for obtaining Indian Government contracts that some Indian students should be taken as apprentices, witness thought that, though it was a good idea, some firms would not submit any tender on those terms. If this condition could be enforced without risk of losing the contract it would be a wise thing to push it as far as possible.

In his view the fear of losing trade by the information given to other countries was not warranted, and he thought that it might be to the interest of manufacturers to take Indian students and so train them as to enable them to make common pottery on their return to India, and possibly create a demand for better class goods, which England only would be able to supply.

With regard to the stage of educational training that pottery students ought to have before they left India, witness said that the first arts examination of an Indian University covered the ground, and as far as possible they should have whatever practical training India afforded.

The object of the Indian student in studying pottery was to establish a pottery in India, and he came first of all to learn the common grade of pottery and tile making.

Witness had suggested to Sir Charles Mallet that he would be willing to advise on the foundation of a pottery factory in India, and also to

advise on the suitability of Indian clays. It would not be necessary as an experiment to build more than a small pottery with an oven and grinding mill. With the addition of a very small amount of machinery it would be possible to prove to the Indians that pottery could be made and under what conditions it could be made.

At present there was no porcelain nor pottery ware made in India. In his view a firm like the Tata Company would be able to add to their other businesses the manufacture of pottery on a large and profitable scale, thus providing employment for native labour to a large extent. The development of higher grades of pottery and porcelain would be gradually brought about.

He considered that the existing facilities for the present training of Indian students in this country could not be improved. The practical knowledge and the technique of production could be learnt in a factory, and the theory and research in the Pottery School of Science and Technology at Stoke-on-Trent. If a centre of manufacture was being sought in India it would require careful consideration to locate it either on the clay beds or where there was a very liberal supply of fuel.

THURSDAY, OCTOBER 6, 1921.

Present:

SIR M. HAMMICK (*in the Chair*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, } *Secretaries.*
MR. R. E. FIELD, }

SIR R. HAVELOCK CHARLES, G.C.V.O., Dean of the London School of Tropical Medicine, was called and examined.

He stated that there had been altogether 135 Indian students at the school since it was started and that there were 10 there now. Of the whole 135, 8 had obtained distinction at the school examination, 63 had passed, and 47 had failed. Sixty-seven Indians had entered for the Diploma in Tropical Medicine, of whom 46 were successful and 21 failed. Three Indian students from the school had gained the M.D. of London University in tropical medicine. During the war, when there was a shortage of European doctors, two Indians had held house appointments at the School. On no occasion had an Indian student ever been refused admission. The Report of the Warden of Studies was that they were invariably hardworking and painstaking, but were inclined to be bookworms at the expense of practical application.

There was accommodation in the school laboratories for 70 students altogether, or perhaps two or three more at a push.

The Indian students had all been men possessing a qualification entitling them to practise medicine.

In the past it had been necessary for Indians to come to this country in order to study tropical medicine, but that was no longer the case. A School of Tropical Medicine had been established in Calcutta which would take at least 150 students, and another college at Bombay would also take a considerable number. A third college to be built at Delhi was to be confined to research work only, and when that was started the facilities available in India for the study of tropical medicine would be ample—in fact, they would be infinitely greater than in England—and there would be no necessity, so far as tropical medicine was concerned, for an Indian student to come to England.

The Indian students at present studying at the School lived in lodgings. Formerly, when the School was at the Albert Docks, there was residential accommodation for about 40 students, but now that the School had come to London that had been abolished, and the students lived wherever they liked.

He regarded the figures as to the success of the Indian students who had been at the school as very satisfactory. None of them had been sent over here with scholarships.

Questioned as to his views about the ordinary Indian student who came to this country to study medicine, the witness stated that his experience of teaching Indians in India for 20 years led him to consider that no student should come to England for the study of medicine until he had qualified. They should take their qualifications in India first and then come to this country just in the same way as it was better for an English student to qualify here before he went to the Continent. In some respects the early training was much better in India than in England, for example in anatomy, and a student had more sense and was better able to take care of himself once he had graduated, and was, therefore, less likely to get into trouble and more able to appreciate what he saw here.

Asked for his views as to whether Indian students came to England for a medical course instead of graduating in India because they thought the Indian colleges were not as good or because they thought that an English degree would carry them further, the witness replied that he thought there were several reasons. In some cases a student failed at his examinations in India largely because he was lazy, and if his people had sufficient funds they then sent him to this country, and he did eventually succeed in passing his examinations here, although he might fail several times before he was successful. Another reason was that an Indian thought that if he got an English qualification it would give him a better standing, and he therefore came to England instead of pursuing his medical education in India. As a matter of fact, the best students did not come to England at all, because immediately they qualified they were offered good appointments in India and accepted them. Other men who were not good enough to have appointments offered to them immediately came here, and it could therefore be said that the English schools did not get the best Indian medical students. For that reason he had always recommended that the Indian Medical Service should be partially recruited in India by nomination of the best student of the year in each University.

Questioned as to whether it was not the fact that the Indian Medical Colleges required a student to take Latin, the witness stated that he believed that was so in Calcutta and the Punjab.

In his opinion it was very necessary that a medical student should know some Latin.

Asked whether there were many qualified Indian doctors practising in this country, the witness stated he believed there were a considerable number, especially in the south of Scotland and in Derbyshire and Yorkshire and Durham. They were very popular with the miners and with other classes of workmen and had established good practices. Some of them made as much as 2,000*l.* a year. In future, however, unless the difficulty that had arisen with regard to midwifery teaching in India was overcome, it would no longer be possible for an Indian to come to this country and set up in practice unless he took an English qualification. He did not think that many Indians came to this country with the idea of settling down, but when they got over here they found they liked the place so much that they took a post as assistant to a medical practitioner and eventually decided not to go back to India.

He had had some experience of Indian women medical students and had found them very hardworking. His views as to the desirability of students completing their course in India before coming to this country applied equally to men and women. He had no doubt that the examination for the Indian Medical Service which was held in this country had encouraged a large number of Indians to come over. But the examination had not been held since the beginning of 1915, and the future of it was absolutely undecided for the present. The examinations could not be started again for some years yet, but if they were eventually started he would like, in order to attract the best class of Indians into the service, to see some system established under which an Indian college would nominate its best men for commissions, and those men would then have a year's practical training in India, six months as a house surgeon and six months as a house physician, and then come to England for a further year, six months of which would be spent on the study of diseases of women and children and six months at Millbank and Aldershot.

Questioned as to his experience of the health enjoyed by Indian students in the United Kingdom, witness said that on the whole he thought their health was good, although there had been a considerable number of deaths from tuberculosis caused perhaps by underfeeding or underclothing consequent upon a student having insufficient funds to meet his expenses.

The course at the London School of Tropical Medicine was a short one—rather less than four months. About 50 per cent. of the Indian students obtained their diploma at the end of their first course. He could not say how that compared with the proportion of successful European students at the school.

So far as he was aware a man who had not got a British qualification did not suffer any disability in India, and there was really no reason why any Indian should come to this country to take a British qualification except that if a man wished to set up on his own in one of the large towns in India it was a very good thing for him to travel and study in other countries. If an Englishman wanted to set up a practice in London he travelled and studied on the Continent after obtaining his qualification, and if an Indian student wished to set up in Bombay or Calcutta it would be a good thing for him to travel before he did so; but in the opinion of witness it was foolish for a man to travel before he was qualified.

As regards the trouble that had arisen about the teaching of midwifery in India, he thought it could be easily overcome if independent practitioners in each province would subscribe towards a maternity hospital and then apply to Government for a grant-in-aid. There was no reason why that should not be done. When the Maternity Hospital in Madras was first started there were only three or four cases dealt with in a year; now there were more than 1,000, and the midwifery teaching in Madras was as good as anywhere else in the world.

He did not think that women were at any disadvantage in the Indian medical schools; they had equal facilities with the men, but it must be remembered that it was only since 1886 that Indian women had begun to study medicine, and it was rather a big jump from the Purdah to studying medicine in a college alongside men students. Nevertheless, he thought it preferable for a Mohammedan woman who desired to study medicine to do so in India rather than in England, as she would have a greater amount of moral suasion and moral pressure around her if her friends and relatives were in the neighbourhood than if she were far away from home in a place like London.

Questioned as to whether it would be an advantage for Indian students to come to this country to study such things as mechanical dentistry and the manufacture of artificial limbs, witness stated that he did not consider the facilities in India for a training in such subjects were at all good. A student could, of course, come over and join a school of dentistry in the same way as a medical student would, but for any other mechanical trade he would have to make arrangements with the head of a particular firm concerned in the matter because there was no Government institution for the study of such subjects.

He agreed that the number of applicants for admission to medical colleges in India greatly exceeded the number of vacancies available, but he thought that was a difficulty that should be overcome by increasing the accommodation in India rather than endeavouring to secure admission for a larger number of undergraduate Indian medical students at the London medical schools. There was no difficulty in securing facilities for post-graduate students, but the Indian undergraduate student, whether he came here for the whole of his course or remained in India until he had completed some part of his medical studies, would always have difficulty in securing admission to an English medical school on account of the lack of accommodation and the large number of English applicants for admission.

Questioned as to whether his remarks regarding recruitment for the Indian Medical Service meant that he would advocate that recruitment for that service should be confined entirely to India, the witness said that that was not his meaning and that he considered such a course would ruin the service. It was very necessary to get the very best material for the service, and it should be recruited wherever it was to be found. The three or four men whom he would recruit from each medical college in India—not by means of examination, but by selection—would be first-class men, but if, instead of taking three or four, 30 or 40 were selected, some of them would be only second rate and that would be to the disadvantage of the whole service.

Questioned as to a resolution passed by the Bengal Medical Association urging that if the General Medical Council withdrew their recognition of Indian medical qualifications on account of the insufficiency of midwifery practice recruit-

ment in England for the Indian Medical Service should be stopped as a retaliatory measure, the witness said that when every European had left India it would be possible to put such a retaliatory measure into practice, but so long as there were Europeans in India with European wives there would have to be European medical men to attend them. As he had already said, the maternity difficulty could be tackled successfully if only medical practitioners in other parts of India would copy the example of Madras.

The General Medical Council had been asked to postpone taking action in this matter, but they were only acting under the orders of an Act of Parliament and were compelled to take the step that had been taken. Even if the General Medical Council did ultimately refuse to recognise Indian medical degrees that would not prevent an Indian student from being admitted to the School of Tropical Medicine, because the Indian degree would be registrable in India and the School of Tropical Medicine would take any graduate registered in India no matter what the General Medical Council might say.

It was, of course, a very serious thing for a man without the necessary practical experience to attend maternity cases. It was not a question of improving the oral teaching, but of increasing the facilities for the practical conduct of labour cases. No one would suggest that a man should be given a surgical qualification until he had had practical experience of surgery, and the same should apply to maternity work. Some thought should be given to the poor woman in her agony. He considered it a case of murder for an untaught man to take charge of a maternity case.

Questioned as to why more Indians did not take up the study of dentistry, the witness stated that the teaching of dentistry in India was very elementary. Those who did come to England and qualify as dentists established enormous practices on their return home and made a great deal of money. It would be an excellent thing if a College of Dentistry and a Dental Hospital could be established in India, but it would cost a great deal of money.

He did not know whether the scale of fees for the School of Tropical Medicine at Calcutta had yet been drawn up, but fees in India were generally cheaper than in this country; for example, the fee for a course in anatomy at Lahore was Rs. 10 during his time, whereas a similar course in this country cost 30*l*. It cost a man at least 1,500*l*. to obtain a medical qualification in this country and, therefore, in order to take an English qualification an Indian needed to have a considerable amount of money. His experience was that the men who had the ability had often not got the money and therefore the best students did not leave India.

SIR GREGORY FOSTER, B.A., Ph.D., Provost of University College, London, was called and examined.

He submitted a written statement which is printed below.

He said that the largest number of Indian students in any one session at University College was 99, and this was in the session 1920–21.

His view was that India should be encouraged to train her own undergraduates, and that Indians who came here should come for post-graduate work mainly. He thought this was the direction in which things ought to develop both for the sake of Indian students as well as for the sake of the Home Universities. He was of opinion that Indians who were more matured, were better able to understand the relation of things, and got more out of European education than undergraduates.

As regards the undergraduates who came here to study for Civil Service courses, they had now devised a special form which was sent out to applicants to India, with a request that they should return it accompanied by direct evidence from one or two of the Professors under whom they had worked. This had been sent to the Indian Students' Department and also direct to the Universities in India.

The College had had constant communication with the Students' Department, more particularly in recent years, and the Department had been very useful in securing such information as the College desired. The information required was chiefly about the educational curriculum and the capacity of the student as shown by what he had achieved at his University or school in India, particulars about character being also asked for.

The College had never asked for any reference as to a person's political opinions or activities or connection with political movements, and he did not remember the Department ever supplying anything about these matters. In the one or two cases where they had had information on these matters it came direct from India and had not been asked for by the College. He was quite clear that within his own experience the Department had not dealt with these matters at all, and he had never received from any official in the Department information with regard to such points.

The reason why they devised a form for persons intending to study for the Indian Civil Service was that many had come over in the past with quite unsuitable qualifications, and when they failed there was great disappointment. They tried to reduce the number of cases of disappointment by preventing an unfit man from entering upon the course.

A certain number of Indian applicants to the College had been refused admission because their qualifications were insufficient but sometimes they had been refused on the ground of numbers. For instance, with regard to engineering, they did not think it was desirable to have more than 10 Indians in a class of 60, and this was both in the interests of the Indians themselves as well as the class as a whole. The procedure was that if they got a very large number of applications from India or from any other country, and it appeared probable that the class would be largely represented by that particular country, the Dean considered the matter. No definite proportion had been laid down in the case of any other faculty than engineering up to the present.

As regards admissions, it was quite practicable for the College to say in advance about the middle of the academic year what number of Indians they would be prepared to admit in the following October. It would be a very great help to the College to have some machinery in India, if it could be made effective, for selecting students for these places, though, of course, they could not shut out altogether an individual who chose to come over at his own expense.

As regards post-graduate work, the position had changed since the war, as there was now a Ph.D. given by every one of the Home Universities after a minimum period of two academic years. The development of post-graduate work was obviously most desirable, but it was very expensive, as the post-graduate paid very little in fees compared with the undergraduate. All the Home Universities were very anxious to go on with this post-graduate work, and their power to do so would depend on the resources available.

As regards letting Indian students know the conditions in this country, he was of opinion that each Indian University would do well to have a special committee or board, the business of which would be to make itself informed of the requirements over here and the standard of work, and that board should advise the students of the University. He did not, however, attach much importance to the setting up of any central body for the purpose of the admission of students. There would need to be some organisation in India representing all the Universities, and that organisation should get from the Home Universities the number of places available and communicate this to each of the Universities concerned.

There was the beginning of an organisation in the Universities Bureau, and it might be possible for India to develop a branch from this, as the Indian Universities were already connected with it. Some organisation in India representative of all the Universities was wanted, and this would get from the Home Universities the number of places available not later than, say, 1st June. Applications might be made in a provisional form when the student was a candidate for a degree examination that was coming on in some later month. Supposing the first or contingent application was made by June, the necessary information would be gathered together in India, and a complete application with all the desirable information would be available by the end of June. It would be quite possible for the College to say each year that they were prepared to reserve for Indian students so many places in the Faculty of Engineering, or Science, or Medicine and so on, provided those places were taken up by a date to be agreed upon, which probably would be not later than 1st August.

Questioned as to the course mentioned in his note about librarianship, witness stated that it was the first school of its kind in the country, and had already among its members some six or seven Indian students. The minimum course was for two years and the requirement for entry was matriculation. A man who had graduated could get a Librarianship Diploma in a year.

Asked whether the College would be able to accommodate a larger number of students in other subjects supposing the candidates for Civil Service subjects fell off, a concurrent examination being held in India, witness stated that he would regret a diminution in that group, as he thought that the knowledge of London and English life gained during the period here was a very valuable thing for future civilians.

As regards the quality of persons admitted to the higher Civil Service courses, they were of opinion that it was little use for a person to go in for the competition unless he was above the average, and they did not now take anyone from India who had not got either a good Honours Indian Degree or an Intermediate with very strong recommendations from his teachers.

As regards the ordinary Indian graduate, he thought that until the work of the Indian Universities was improved a considerable number would come for undergraduate work, but in time the work and output of the Indian Universities would improve.

Questioned with regard to the hall of residence in connection with the College, witness stated that the accommodation was not adequate to meet even the needs of the home undergraduates, and for that reason non-European students were not acceptable there. He did not think there was any rule of exclusion at the hall in connection with University College, but if it was a question between an English undergraduate and an Indian undergraduate, the Warden would probably take the Englishman. He did not think there would be any difficulty if there were sufficient provision of halls of residence, but both in London and throughout the Provincial Universities accommodation of this kind was quite inadequate. Though theoretically it might be undesirable to consider that, practically, especially in London, it would probably be necessary to have a hall of residence specially set aside for Indian students. At present he thought there was little prospect of Indian students being admitted to the present halls, unless the accommodation at these halls was very largely increased. His own view would be that as the provision of halls of residence was increased, arrangements should be made to get a certain number of Indians admitted as in the Oxford and Cambridge Colleges.

As regards expansion of such accommodation in London he thought the University as a whole should deal with the problem and organise halls of residence for University students, irrespective of the College to which they are attached.

Questioned with regard to post-graduate courses, witness stated that the result of the establishment of the Ph.D. Degree was that a student coming from another University and entering the University of London as a post-graduate student had to proceed through the Ph.D. before he could get the D.Sc. If he had got the Ph.D. he could go away and develop his work in India and present a thesis for the Doctorate of Science without any further residence.

Asked how many of the 99 Indian students at present in the College were post-graduate, witness stated that 46 were post-graduates and 43 undergraduates. The pressure of accommodation on the departments, even in post-graduate work, differed very much. For instance, at the present time there probably would not be a single place vacant in chemistry or physiology, but there might be several vacant benches in the laboratory in a subject like pharmacology. He agreed that it would be of advantage to announce in advance the number of post-graduates as well as of undergraduates the College could receive.

A certain number of Indian students had come asking to go on to the Master of Science or Ph.D. Degree, and had been told that they must take what was equivalent to the final undergraduate year's work, and many who had been told that had withdrawn, because they could not give the extra year. These, generally speaking, were persons who had come over on their own initiative and at their own expense, but apart from these they had not found it necessary to reject Indians for post-graduate work on the lack of insufficient knowledge or attainments though they had found (and this was a general truth especially in science) that even an Indian honours graduate who came and asked to do post-graduate and research work, wanted a period of work equivalent to the Bachelor of Honours work in the third year.

He had no idea of the total number of Indian students in the United Kingdom who took post-graduate courses, but he thought that the number of post-graduates at University College was larger than that at any other University institution in the country.

If there was any question of distributing Indians between colleges in London, it would be much better to do this by consultation between the colleges. Personally he would not welcome the appointment of an official in the University who had the specific function of taking care of the interests of Indian students, and at University

College there was no one specially appointed for that purpose. The Indian student was treated exactly like every other student, and the Dean or Sub-Dean of the Faculty in which he studied looked after him. He thought it would be rather invidious to have a special officer within the College, and they had never felt the necessity for having such an officer.

Questioned with regard to Advisory Committees, witness stated that he knew of their existence, but did not know much about them, and had not had any direct communication with them.

As regards the general behaviour of the Indian students at University College, he thought they were much the same as other men, though occasionally when they were in trouble, it was rather more difficult to deal with them satisfactorily owing to the fact that their parents and friends lived at a great distance. From the point of view of discipline and general conduct, he could not distinguish between Indian students and any other kind of student.

With regard to persons who got into financial difficulties, he had a small fund at his disposal and used it without any differentiation between one kind of student and another. He could make a loan without interest to any student in distress, and as it was a debt of honour he expected it to be repaid when the student was able to do so, and almost invariably it was repaid.

MEMORANDUM SUBMITTED BY SIR GREGORY FOSTER, Provost of University College, London.

I. The reasons which at present induce Indian students to leave India for education or technical training.

The reasons are various :—

(A) Indian students come for undergraduate courses in professional subjects (Medicine, Engineering, Architecture, and in the last two sessions for Librarianship) mainly because they believe the teaching in these subjects to be better in England than in India; in Librarianship there is no teaching available in India.

The number of applications for Engineering has in recent years been very great. This is, I understand, due to the fact that for appointments in the Public Works Department an English degree or diploma in Engineering is either essential or carries greater weight than anything of the sort to be obtained in India.

I have not been able to ascertain whether an English degree or diploma is essential for the Public Works Department. If it be so, this requirement should be reconsidered.

(B) Indian students come in large numbers for Law, because of the advantages that are at present available for those called to the English Bar.

A small number (about 4 per cent. at present) of the Law students in London read for the University Law degree. They are probably the pick of the Law students; they generally do well both at the Bar examinations and in the University.

(C) Indian students come in comparatively small numbers for undergraduate courses in Arts and Science. Those who come with scholarships or other money aid are generally serious-minded students, and do moderately but rarely brilliantly. Those who come at their own expense are, generally speaking, less satisfactory. It is among these that the political agitator is generally to be found. In the last few years the numbers in Arts and Science have increased. The increase is accounted for by men coming for a course suitable for the Indian Civil Service. Most of these have already reached the intermediate standard of an Indian University, and a considerable number have taken an Indian degree. A large number make application for Higher Civil Service courses who are quite unqualified for them.

The College is now asking for proof that students applying for admission to the higher Civil Service courses are men of rather more than average ability. By insisting upon this proof, the entry for the current year, although considerably reduced in number, appears to be of better quality than the previous session.

II. The adequacy of the facilities for educational training in the United Kingdom is a difficult matter to determine. It is clear that as the educational facilities in India improve, the necessity for undergraduate students especially to come to the United Kingdom will diminish. Is the adequacy of the facilities of the United Kingdom to be determined by the number of those who wish to come from India, or to be determined by the number of those who ought to come? For example, the number of applications from India for the First Year Engineering Course at University College this session was about 45. The qualifications submitted by at least half were judged to be insufficient to justify their admission. The qualifications of the remaining half were sufficient for admission. As the First Year Engineering Class is restricted to 60 members, it was not desirable to admit more than 10 Indian students. The remainder were advised to continue their studies in India for at least another year. But if engineering teaching in India were improved, the applications for First Year Engineering would probably very soon disappear altogether.

The policy of University Institutions in the United Kingdom is likely to be more and more in the direction of discouraging students from coming for undergraduate courses. On the other hand, there is every indication that the number of post-graduate students is likely to increase.

The largest number of post-graduate students entered at University College before the war was in the year 1913-14, when the number was 22. During the war it inevitably dropped. It rose again to 21 in the session 1919-20, and to 46 in the session 1920-21.

The institution of the new Ph.D. degree largely accounts for this increase. It may be noted that the first Ph.D. degree to be obtained in the University of London was obtained by an Indian.

The University Institutions of the United Kingdom would undoubtedly need Government help to develop adequately the facilities for post-graduate work.

III. So far as University College is concerned, the admission of Indian students is no longer a matter of experiment. From the date of its opening in 1828* Indian names appear on the Roll of Students. The Cama Fund, founded in 1863, was a testimonial "to the advantages afforded by "University College to our countrymen in "enabling them to obtain a college education "without interference with the religious creed "inherited by them from their ancestors."

The number of Indians was at first small and has varied considerably from time to time. Many of those trained at University College have occupied and still occupy places of influence in India, so that on the whole the practice of admitting Indian students may be said to have been justified. Provided that their numbers are not too great, they mix with the other students with beneficial results on both sides.

In the session 1908-09 there was a great flood of applications from India. The College decided that it was not desirable, in the interests of the Indian students or of the other students, to admit more than 100 from India and Ceylon together. This number was very nearly reached in 1913-14, when the total number from India was 71 and from Ceylon 15. Owing to the growth of the College, the total number from India and Ceylon has been increased to 120, provided that this number is fairly equally divided among the different faculties. The total in 1920-21 was 99 from India, 20 from Ceylon.

Points to which particular attention will be drawn.

1. The question of the adequacy or otherwise of the facilities has been dealt with in the comments in paras. II. and III. above. The question of the system of admission is one of great importance. Efforts have been made during the last 10 years at University College to induce Indians to apply from India for admission, submitting at the time of application a full statement of their qualifications. Applications are asked for not later than 1st June from students who wish to be admitted in the next following October. This system has met with considerable success, but in spite of it, year by year, large numbers of Indians appear in London in the latter part of September without having made any previous application, or for that matter any sufficient previous enquiry. It has been impossible on various grounds to admit many of those who come in this way. Many of them are not qualified for the courses for which they apply. Others have been rejected because there has been no room, notably in the Faculty of Engineering. Several come each year who have already been notified that they cannot be admitted.

2. The Universities Bureau of the British Empire has directed its attention with some success to securing a more uniform standard of matriculation. Speaking generally, the matriculation standard does not now present a great difficulty. The difficulty that is each year becoming more apparent is in regard to the standard of qualification for admission to post-graduate courses. Speaking generally, the requirements for the Bachelor's degree in India are very inferior to the requirements for the Bachelor's degree in any University of the United Kingdom. Indian students with Bachelor degrees need at least a year's thorough training, generally two years', before they are fit to go on to post-graduate work in London. Indian students with a Master's degree generally require a year's undergraduate training before they are fit to go on to post-graduate work in London.

This problem can only be solved by the improvement of the teaching and of the degree requirements in Indian Universities. This can only take place gradually.

3. The ideal position to be aimed at is that India should provide adequate facilities for training all its own undergraduates. Until India can do this, speaking generally, undergraduate Indian students should be admitted to the Universities of the United Kingdom, especially in professional and technological Faculties. Here, again, as indicated above in II., the process must be a gradual one. It is undoubtedly desirable, if it be possible, to set up in India at each of the Universities some recognised means of selecting undergraduate students for work in England.

4. The sufficiency or insufficiency of higher or post-graduate training of Indian students in the United Kingdom has already been dealt with in II. The demand for such facilities will undoubtedly increase. In this case, again, each Indian University would do well to establish some definite method for giving advice to Indian students who contemplate coming to the United Kingdom for higher and post-graduate work. Speaking generally, I do not think the advice of any single Indian professor in India is sufficient.

5. There is a very great need for the establishment of Halls of Residence for Indian students at University centres, provided those Halls of Residence are properly officered and administered. Non-European students are not as a rule acceptable in University Halls of Residence.

University College has attempted to meet this need to some extent by keeping a list of families in which one or more Indian students are welcomed, but this list is not in itself sufficient. The question of Halls of Residence for London students is being considered by a special Committee of the University of London. The general view is that it will be best to establish such Halls on the outskirts of London, near the playing fields of the several Colleges. The question of establishing a Hall of Residence for postgraduate students of all nationalities is under consideration. Such a Hall might be in the centre of London, but it is obviously more expensive to place the Hall in central London than on the outskirts of London.

6. The appointment of an Adviser to Indian students in London has been of the greatest help.

9. The question of lodging accommodation has been dealt with in (5). One of the advantages of placing Indian students in families is that they are usually able to make arrangements for their holidays.

10-11. I do not think that any new machinery is necessary for these purposes. The intellectual and social societies, clubs and organisations at the several Universities are adequate for these purposes.

I append a table showing the number of Indian and Singalese students at University College for the last 10 years.

INDIAN AND SINGALESE STUDENTS IN ATTENDANCE AT UNIVERSITY COLLEGE DURING THE LAST TEN YEARS.

Session.	Under-graduate.	Post-graduate and Research.	Evening.	Vacation Course.	Totals.
1911-12 :—					
India	38	10	—	—	48
Ceylon	12	1	—	—	13
1912-13 :—					
(Indian and Singalese students not set out separately.)					
Totals under that heading: 105 Day, 28 Post-graduate, 1 Evening.					
1913-14 :—					
India	49	22	—	—	71
Ceylon	15	—	—	—	15
1914-15 :—					
India	42	13	—	—	55
Ceylon	10	2	—	—	12
1915-16 :—					
India	34	15	—	—	49
Ceylon	9	2	—	—	11
1916-17 :—					
India	28	11	—	—	39
Ceylon	7	5	—	—	12

* *Note.*—The first Indian name on the College roll is that of F. Nugee, who was a student of Law.

The second name is that of Lobo Raphael who entered in 1840.

In 1845 there were four medical students admitted, and from that time onwards Indian names appear to occur on the roll; but the whole roll has not yet been fully searched.

Session.	Under-graduate.	Post-graduate and Research.	Evening.	Vacation Course.	Totals.
1917–18 :—					
India	15	6	—	—	21
Ceylon	3	2	—	—	5
1918–19 :—					
India	11	7	1	—	19
Ceylon	3	—	—	—	3
1919–20 :					
India	33	21	—	4	58
Ceylon	6	1	—	—	7
1920–21 :—					
India	51	46	2	—	99
Ceylon	17	3	—	—	20

FRIDAY, OCTOBER 7, 1921 (LONDON).

Present :

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
SIR M. HAMMICK.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD. } *Secretaries.*

DR. E. DELLER, LL.D., Academic Registrar of the University of London, was called and examined.

He submitted a memorandum, which is printed below.

He stated that in his view the conditions under which Indian students were admitted at present were not satisfactory. This was due very largely to the fact that it was difficult in a number of cases for the University authorities to get an accurate idea of what a student had actually done, as the standard of the Universities varied very much. This variation was not peculiar to India, it applied also to Canada and the United States. It would be an undoubted advantage to have an authoritative body with whom English Universities could deal, which could furnish full information about the candidate, the courses he had studied, his academic attainments, &c.

Nearly all the applicants for admission had already been at an Indian University, and if an organisation was set up in India by the Universities, which would forward information about the students coming from those Universities, that would meet a large part of the difficulty. It would not settle everything, but it would be helpful to the students as well as to the University if they knew before they came what was expected of them. Some students had very hazy ideas of what was required for a degree, and it was sometimes difficult to convince them that they had not enough knowledge to start with, and when they failed they naturally had a sense of grievance. It would be much easier for them to understand what the conditions were if there were such a body in India with something permanent in the way of a secretariat. He had noticed that it was quite common for students to come from India with an inadequate knowledge of English; such students could not do themselves justice, and it was difficult for the examiners to know how much they really knew because of their lack of expression, also it was an undoubted hindrance to them because they could not take in lectures properly. There was a tendency for this to improve, but there was still very much room for improvement.

As regards the time at which students should come he considered the intermediate stage as a minimum, but preferably they should come as graduates. The advantages of the latter course were that at that stage they had made more progress with English, they were older, they had acquired the habit of concentration and of practical work, and they had a wider knowledge of scientific terminology.

With regard to the number of students which could be taken by the colleges, he did not think it would be difficult for them to say well in advance how many could be taken. As regards post-graduate students, the numbers would vary according to the subjects.

He felt very strongly that hostels for Indian students should be established in connection with the University. They should be self-governing but at the same time related to the University. He had seen a good many Indian students in London who had been living under unsatisfactory conditions in boarding houses, and he thought an Indian hostel was most desirable. He quite appreciated the point that if the hostel were composed entirely of Indians they would lack the opportunities of mixing with British life and understanding British habits and customs, but he considered that, when an understanding had gradually been built up, it might be possible at a later stage to proceed with a mixed hostel.

The money for such hostels could not come from the University, which had no money for such purposes, and would have to be provided in some other way, but after capital expenditure had been met they ought to be self-supporting.

In his own opinion some kind of tutor in the hostel was most desirable. Indians were brought up against a new civilisation and did not gain the benefit of coming to London if they did not avail themselves of things outside the University. They wanted someone to advise them what they could do with advantage, the things they ought to go and see, and what they should avoid. He had not in his mind so much coaching work as particular advice as to how they could get the best out of their stay in London.

At the present moment there were several hostels in connection with colleges and universities and these were entirely left to the college authorities and delegacies, though there were in some cases representatives of the University on the governing body. The hostels were not confined to their own colleges in choosing their members, though they would naturally prefer men who came from their own college. He thought that there had been two or three Indian students resident at the college hostels.

If the Government of India could be got to provide a site and a building, he did not think there would be any difficulty in establishing an Indian hostel almost at once. It would have to be, however, an inter-collegiate hostel.

As regards the hostels at present in London, he could not say whether they were self-supporting, but he would make enquiries from the different colleges and furnish further particulars about them.

With regard to having a special officer to deal with Indian students, he had felt the need of this as a matter of organisation, not only with regard to Indians but in respect of overseas students generally. There was a great deal of detail work in connection with such students, and their cases required going into personally. One man had, indeed, been doing this kind of work for some time in his office, and they had accumulated a great deal of information at different times, but the problem was getting bigger and bigger each year.

Questioned with regard to a special officer being set aside to look after Indian students during their University career, witness said he quite understood that such students might resent treatment which was not applied equally to British students, but he thought that the criticism could be met by the frank recognition of "nationalities"—Canadian and Australian as well as Indian—and it was better that each should be together and have expert advice affecting their special needs. Anything was better than that men should be straggled about as isolated units in a place like London. He did not wish to perpetuate a system of segregation that might be considered undesirable, as it was not ideal to have an exclusively Indian or Canadian or Australian institution, but he thought that was the best method of getting something done to begin with.

Questioned as regards the insufficient knowledge of English which he had mentioned, witness stated that this was not greater than in the case of Egyptian students.

Chinese and Japanese students did not come here in large numbers and were very carefully selected.

With reference to the statement in his memorandum that in many cases students would derive benefit from a second University course in India, he meant that as a rule it was a good thing for a man to see something of a second University, and that in many cases a man would do just as well or better, perhaps, by going from Bombay to Calcutta than by coming from Bombay to London. He did not think that that would involve an elaborate inter-University organisation in India, as they could pass on as they did, for instance, in the United States, from one University to another, and get credits.

Questioned further with regard to his suggestion of a tutor in the halls of residence, he said that such a tutor would suggest to the Indian student practical means of studying subjects affecting administration or politics in a live manner and get them out of the way of relying too exclusively upon text-books London abounded in opportunities for such study though there was no definite scheme for such type of education.

As regards the numbers of Indians, he considered that much of the effort was wasted because the University did not get the right type of Indians. The numbers were capable of considerable expansion but it was desirable that a selective process should be at work as well. There ought to be a process of advice going on in India so that men would come here knowing roughly what to expect. There should be here in London an individual, preferably in connection with the University, who should be able to give them advice as to where to go for particular courses of study, and in connection with him there might be a consultative body who could keep him in touch with the Universities. There should also be a building which would come to be known as the place where an Indian student ought to go first which could put him up until he got definitely placed at a University.

It was possible that the University Grants Committee might be able to make a grant for such a purpose.

Asked whether it would be possible to standardise qualifications through such an organisation so that students might be able to avoid duplicating their work, witness thought there were great difficulties, as even in this country, there were considerable disparities between the standards of degrees of different Universities.

STATEMENT by DR. E. DELLER, Academic Registrar of the University of London.*

Large numbers of Indian students, undergraduate and post-graduate, are in attendance at Colleges and Schools of the University. The conditions under which they are admitted are, however, unsatisfactory in some respects; they cause much difficulty, and not infrequently give rise to disappointment and a sense of unfairness.

The earlier examinations which they have passed in Indian Universities do not (I am speaking in general terms) imply such a high standard as those of the corresponding examinations of English Universities. A student cannot for this reason be exempted from much of the preliminary work here; on the other hand, he finds it tedious to have to follow courses and undergo examinations in subjects in which he considers that he has already done what was necessary. It is very difficult to judge of the value of these examinations, and the case of a single student often involves a considerable amount of research into University calendars, examination papers, &c., often with an inconclusive result. Precedents, though useful in maintaining a standard, may in certain cases operate unfairly against specially qualified students.

The lack of an adequate knowledge of English is in many cases a serious obstacle to a student's progress. There has apparently been some improvement in recent years and there is hope that this improvement may be continued At the present time, however, the fact that so many students are unable to understand English or to express themselves clearly and concisely in it prevents their getting a real grip of their subject or doing themselves justice in an examination.

The point at which it is most beneficial for Indian students to break off their education in India and proceed to the United Kingdom varies somewhat according to the branch of study. In subjects such as engineering and medicine many students come to London for their first degree. In these cases a prior qualification not lower than the Intermediate Examination, but preferably that of a Degree, is desirable. The University of London exempts graduates of approved Indian Universities from matriculation and admits undergraduates to a special examination under Statute 116 in lieu of the ordinary matriculation.

It is more difficult to fix the point in the case of students who come here for research or post-graduate study. As a general rule a student who desires to attain one of the higher degrees of London

* *Note.*—This statement represents the personal views of the writer. It must not be understood as committing the University in any way.

University, *e.g.*, M.A. or M.Sc. or a Doctorate, should have already passed the M.A. or M.Sc. Examination of an Indian University. A large number of post-graduate students are now being enrolled in London, but as these students necessarily take up a large amount of individual attention a certain discretion has to be exercised regarding their admission, and some limit has to be placed on the number which can be taken.

The foregoing remarks apply with equal force to undergraduate and post-graduate students. In the latter case, however, there is another point to which reference may be made, and that is, as I am informed, the inability of students, Indian especially (and very often students who have considerable aptitude for absorbing books and lectures) to carry out original work. This is a generalisation which I make with some hesitancy, and there are of course instances of highly gifted individuals to whom it does not apply.

London abounds in phenomena which to a student of, say, sociology or political science should provide material for a great deal of original thought in students brought up amidst different civilisations, but except in the physical or biological sciences very little original work of much value has been done.

There can be no doubt that in certain subjects and for the right type of students a second University course in England can be of the utmost value, and that not merely in a pedagogical sense. It may also be true, on the other hand, that in a great many cases students would derive more benefit from a second University course in India.

The creation of an effective organisation to advise students contemplating an English University would be of great value. It is the practice to warn students that they should not leave their own country until their qualifications have been investigated. This entails delay, and some students appear to come without any adequate preliminary enquiries, with the result that they meet with disappointments on their arrival. An organisation in India could inform students of the disparity between English and Indian requirements; it could give them some idea of what is expected of students, of the testimonials required, &c.; it could explain the reasons which necessitate some check being placed upon numbers and advise in the choice of a University, and thus be of considerable help both to students and to English Universities.

The establishment of hostels for Indian students in London is, I think, eminently desirable, and I would suggest that there should be attached to them one or more tutors who could supplement the lectures given at the University and give the students guidance regarding the proper utilisation of the great facilities which London can offer outside the formal University course. In connection with such hostels it would be possible to form sports and other clubs which, by meeting in friendly rivalry similar English clubs, might do a great deal to promote a social intercourse with English people. This should not by any means be regarded as a substitute for their taking part, in common with other students, in the social and intellectual life of the University.

NOTE SUBSEQUENTLY FORWARDED BY DR. DELLER.

As I promised, I have made further enquiries regarding hostels, particularly on the question of their being self-supporting. The following is a summary of replies that I have received from four Colleges :—

King's College (Vincent Square).—Accommodates about 65 students. In addition there are two members of the staff in residence, who pay for their rooms and food. There is an annual grant of £125 per annum from the Ecclesiastical Commissioners, who have also been especially generous in the matter of the ground rent, which amounts to £400 per annum. The Warden is not paid any salary, but lives in the Warden's House free of rent and rates. The Sub-Warden's salary is not a charge upon the hostel, but he gets his rooms and food free. There is a debt on the building fund, but the interest on this is not charged to the hostel income.

The opinion is expressed that a hostel could only be made self-supporting if the people in charge of it could be paid from other sources, or could be induced to undertake the work as a voluntary matter.

University College.—The Secretary writes: "I think you can safely say that hostels can be "self-supporting if there are no capital charges "or rent to meet. I suppose that by this you "mean that they can be self-supporting if the "land, buildings and equipment are placed at "their disposal without any obligation to pay "rent upon the capital land as such. I do not "think that it ought to be difficult to make them "self-supporting on that basis, provided they are "large enough. I would not like to say that it "is possible to do so if the number at the hostel "is less than about 40."

King's College for Women, Household and Social Science Department.—Each hostel is managed on different lines, but both are self-supporting. At Queen Mary's Hostel provision is made for depreciation and repairs to effects, but not for the actual shell of the building, except for painting. The expenses include rates and a share of the ground rent, which is extremely heavy. There are at present 70 students each paying 93 guineas a session, which just makes ends meet.

The expenses in the other hostel include rent, rates and taxes, together with provision for depreciation of paper, painting, &c., while the charges are 70 guineas for a cubicle or sharing a room, and 80 guineas for a single room. The accommodation is not so superior as that in Queen Mary's Hostel.

Bedford College.—The Principal writes :—"This "depends on the number of students in the "hostel. A hostel for 35 students or more should "certainly be self-supporting if there were no "rent or capital charges. A hostel for a less "number of students could with difficulty pay "its way.

"We have three hostels (apart from the College "Residence). Of these, one has 37, one 30, and "the third 15 students. The first of these (which "has a low rent) is run with a small profit; the "second shows a loss, which would be wiped out "if there were no rent and capital charges; the "third shows a deficit very nearly equivalent to "the amount paid in rent and capital redemption. "The figures are as follows :—

	£
"Hostel for 37 students :—	
"Rent and capital redemption	66
"Profit on year's working -	106
"Hostel for 30 students :—	
"Rent and capital redemption	362
"Loss on year's working -	232
"Hostel for 15 students :—	
"Rent and capital redemption	191
"Loss on year's working -	175

"These figures show that the question of profit "depends upon two factors—(*a*) rent, (*b*) the "number of students resident in the hostel. It "should be borne in mind that a college hostel is "open only for 30 weeks of the year, and it is "therefore more difficult to work at a profit than "one which has boarders all the year."

I have also made enquiries on the question of self-government, and I give you the opinions of the Colleges :—

King's College.—All the officers except the Warden and Sub-Warden are elected. The Dean is responsible for the discipline of the hostel, but a student officer, called the Proctor, is really given considerable powers. Self-government within definitely prescribed limits is the ideal.

University College.—In some respects self-government is possible, as there are a number of small matters in which residents can well look after their own affairs. As regards the general domestic management, self-government of hostels is not satisfactory, as most undergraduates have not the necessary experience in the matter of engaging staffs, handling staffs, &c.

King's College for Women, Household and Social Science Department.—Apart from certain regulations, dealing largely with leave, which must be observed, the Students' Union practically make all their own arrangements, and the Resident and Dean do very little controlling, though as a matter of fact they know what is going on through being in personal touch with the students. The students have nothing to do with the domestic control of either hostel or college, although they may make complaints, which are always listened to and investigated.

Bedford College.—The essential rules are laid down by the resident Tutor and Principal, but are very few in number. The students are responsible for seeing that these are carried out, and for all matters of minor discipline. The views of the senior students are ascertained before any change of rule is made, and any representations made by them are carefully considered. The students appoint their own Seniors and Committee members, subject to a veto by the Principal, which would of course only be exercised in exceptional circumstances. Experience has not shown that student-discipline is over-rigid. The more responsibility is thrown on the students the more they realise their obligation to support the honour of the institution, and a large measure of self-government is possible and desirable.

MISS M. TUKE, M.A., Principal of Bedford College for Women, was called and examined.

She stated that there had been a few Indian students at Bedford College for some years past, but that the number had never been very large, not more than about one a year on the average. This year they had two Indians and one Anglo-Indian, so that it appeared that the number was on the increase.

Indian students generally applied for admission to the College direct, unless they held Government scholarships, in which case they applied through the India Office, or the High Commissioner.

There was no real difficulty about admitting Indian students to the College, but if they wanted to be resident students there was more difficulty because the residential accommodation was very limited. Another difficulty was that in some cases their educational qualifications were hardly sufficient to justify their being admitted for the course they proposed to follow. Generally speaking, the Indian women who had applied to Bedford College had already obtained an Indian degree, but in many cases the length of time they proposed to spend in England was not sufficient to make it worth their while to come here. Whether they came to train as teachers, after having taken some teaching qualification in India or whether they came to take a higher degree, two years seemed to her to be the minimum time in which to pursue a course of study in this country to real advantage. Some of those who came to train as teachers could only stay for one year and that was certainly not enough They came, perhaps, with a not very easy familiarity with the language, and certainly with a less good general education behind them than the English honours graduate with whom they studied, and they could not get the full advantage from the course. The witness had consulted the heads of several training colleges on this point, and they all said that Indian students should certainly be at least one year in England before they attempted the teachers' training course, even if they already had a degree. As regards the students who came to take a higher degree, the M.A. or the Ph.D., her experience, although limited, was that such students were seldom really qualified to take a higher degree, although they had graduated in India and were really only qualified to take an honours degree in London after the ordinary three years course leading up to it. Some of them might manage it in two years, and spend a third year on a training course.

So far as Bedford College was concerned, the Indian students had not experienced a difficulty on account of their lack of knowledge of the English language, but witness had heard from some of the other training colleges that the language had been found a difficulty. She should think that those who had experienced this difficulty could not have graduated in India before they came.

At the present time there was one Indian student at Bedford College who had taken a B.A. degree in England and was now preparing for the B.Sc., and was doing quite well, but this was the first case in which they had had a student thoroughly up to the work she had undertaken; most of the others had either failed in the examination or had gone back to India without sitting for it. Those who took the teaching course were obliged under the University and Board of Education regulations to practise teaching in schools, and that was where a difficulty had been experienced, as often the Indian students had not sufficient knowledge of the subject required by the schools to be acceptable to them. The subjects taught by each training student were arranged by the Head of the Training College, the student's proficiency in the different subjects guiding the selection.

Generally speaking, she considered that only graduates should be encouraged to come to this country, and that they should come not with a view to going on to advanced work here, but to taking a really good English degree course. Those who wished to take up the teaching profession should spend at least one year on general education, in addition to the year required for the teaching course. They would not get any further degree or diploma for that extra year, but it would give them a much better position when they came to start on their teaching career.

At the present time the number of Indian women students in London was small, and it was easy to advise them, but if in future they came in greater numbers, she thought it would be

desirable that there should be some one woman to whom they should all go for advice as to which University or College they had better join, which subjects they should study, and how long they ought to take over their studies, &c., and who would make arrangements for their residential accommodation.

In the past, the Indian students at Bedford College had either had relatives in London with whom they could reside, or had been in residence at the College, but if their numbers increased some of them would have to live in non-University hostels or lodgings. It was a great responsibility for the College to find accommodation for such students, and it would be better if some one specially conversant with the needs of Indian students would be responsible for their accommodation whether they were Bedford College students or others.

She thought there might be some advantage in applying to India the policy now followed in South Africa in regard to the training of women teachers. In South Africa the English women who went out as graduates had their year's training there before they actually started teaching in schools, and there would be some advantage if in the case of Indian women the year's training could in future be obtained in India, and the time spent in England devoted entirely to academic work. If, however, they had their training in England, she thought that at least a year's academic study here should proceed it. The advantage of the South African plan was that the teacher obtained her academic knowledge in a place where the standard was high and her knowledge of teaching conditions in the country where she had to carry on her profession.

She could not give any statistics as to the total number of Indian women students now in England; the figures with regard to Bedford College would be forwarded in a few days, but she could not speak for other colleges. If the number coming over should increase to 30 a year, she should consider that the appointment of a special woman adviser was called for.

Asked for her opinion as to the advisability of encouraging large numbers of young Indian women to come to this country for education, the witness said that in her view the policy should be to encourage a selected few rather than the many; she thought the few would get more advantage and more good would result to India than if they came in considerable numbers. If 30 came over every year and they were spread over the various educational institutions of the country, she should not think that number excessive, provided they were well selected. Bedford College might take 10 a year in the different departments, provided they were selected and their educational qualifications were sufficient.

Questioned as to her opinion about Indian girls going to mixed colleges, the witness stated it was rather difficult for her to give an opinion as she had not any knowledge of how Indian women got on in mixed colleges, but generally speaking she should have supposed that in view of conditions in India it was more desirable that they should join colleges for women only.

So far as her experience went, the Indian women students got on very well with their fellows. Bedford College at any rate had had no trouble on that account. Although their relations with the other students had always been excellent, they had seldom become really intimate with them.

As regards hostels, she would be sorry if the numbers of Indian women became so great that it was necessary to provide a special hostel for them, but if the numbers did become great some special accommodation would be necessary.

As regards health, many Indian women found the climate of England very trying, but she only knew personally of one case of complete breakdown in health.

Questioned as to the minimum yearly allowance necessary for women studying in London who had to pay everything out of their income, including tuition and examination fees, vacation and residential expenses, books, dress, &c., witness said that she estimated 300*l.* as the minimum. If they took a course in science the minimum would be rather higher, and those living in lodgings would need a minimum of about 320*l.* a year if they were admitted to lodgings of the right type. She quite agreed that the women could not be expected to rough it in the same way as the men, and therefore required a larger allowance.

She would not recommend that Indian women should come to this country after obtaining a qualification lower than that of a degree (*e.g.*, the matriculation examination of an Indian University), as she was of opinion that some students would find it very difficult to obtain an English degree in three years. Women students from India had entered Bedford College who had passed an intermediate examination in India, but only one of these had succeeded in obtaining a degree, and that after five years' preparation. The others had not attempted to complete the course, finding it too difficult. If the London University regulations allowed it she thought that Indian graduates might obtain an honours degree in two years. At present the degree was not given until three years had elapsed after matriculation in the University. She would like to see the regulation modified so as to allow a graduate to take the honours degree after two years' study in London.

She did not see any advantage in an Indian girl who had taken an undergraduate examination coming to this country and taking the two years' course of training for teaching in an elementary school. In an elementary training college she would neither obtain the type of general education which she needed, nor would she gain the advantages derived from mixing with University students.

The witness subsequently wrote that her views might be summarised as follows:—

(1) Indian women holding degrees will profit far more by University education in England than those holding a lower qualification.

(2) An Indian graduate is not necessarily capable of proceeding to a higher degree (M.A. or Ph.D.), but will gain more by preparing for an honours degree (B.A. or B.Sc.).

(3) Three years is the ideal time to be spent in London. It could be used by the best students in obtaining a higher degree (M.A.). By those desiring to become teachers two years could be given to a degree course, one year to a teacher's training course. Other students would require the full three years before entering for the honours examination.

(4) If two years only are possible for an Indian student to spend in England they should be spent (*a*) in a year's academic study, followed by a teacher's training course: (*b*) by preparing for an honours degree (if permitted by the University regulations).

(5) One year spent in England has comparatively little value as the student has to adapt herself to strange conditions of all sorts (language, customs, standards of education), and is therefore at a disadvantage as compared with graduates of English Universities.

GENERAL A. C. BAYLAY, D.S.O., representing the Engineering and National Employers' Federation, was called and examined.

He agreed that in normal times there should be no great difficulty in getting Indian students admitted to electrical and mechanical engineering firms for practical training, but that there was a difficulty at the moment owing to the abnormal state of trade.

Questioned as to the suggestion that a committee or panel of representatives of the various industries should be formed to assist in securing practical facilities for Indian students, the witness stated that he doubted whether such a committee would be of value, and that he thought that the best method of getting students into engineering works would be for the High Commissioner, or whoever was interested in the matter, to approach his Federation. They were in direct touch with the very large majority of engineering firms in the country, and would be able to ascertain what vacancies were available.

So far as he was aware, the Federation had not in the past been approached by Mr. Campion, and was not in touch with him, although individual firms connected with it might have had some correspondence with him on the subject of placing Indian students. The Engineering and National Employers' Federation was the biggest Employers' Federation for dealing with labour matters in the country, and could be of much help in such matters if they were approached.

Questioned as to whether the Trade Unions raised any objection to the admission of students to works, he said that the Trade Unions on the whole were objecting to a certain extent to the admission of any students at all, but that, if anything, he should say that their objection would probably refer less to foreign than it did to British students.

He agreed that there was a real advantage from a business point of view in getting those men who were going to be engineers in India trained in this country rather than in countries which were competitors of British manufacturers, and he thought that everybody thoroughly appreciated that a considerable industrial development was likely to take place in India in the next 10 years or so, and that it would be of advantage to the British machinery manufacturer that Indians who were to take part in that development should have been trained in the use of machinery made in this country.

Questioned as to whether firms generally preferred to take students for a long period or a short one, the witness stated that he should have thought they would prefer to take them for six months rather than for a year, although many firms would probably be prepared to take them for as long as two years on end. He also was of opinion that firms would prefer that the training given should be a combined University and works training.

If the High Commissioner were to make representations to his Federation, he thought they might be able to render some assistance in placing Indian students in engineering works even at the present moment, although it certainly was not a good time to approach firms on the matter. He thought, however, there was a strong feeling among employers generally that students should be paid for the work they did, as otherwise they had no hold on them, and there were likely to be complaints from the Trade Unions that the employers were obtaining labour for nothing.

The practice varied with different firms in different localities as regards engineering firms demanding premiums from their apprentices.

As regards the suggestion that it was easier for Indian students to obtain practical training in America than in this country, witness stated that he thought that had been true to a certain extent in the past, but that of late the engineering firms in this country had realised the necessity for doing something in the matter, and that in future practical training would be obtainable here as readily as anywhere else.

His Federation was concerned with mechanical and electrical engineering only, and he could not speak in regard to civil engineering, but so far as electrical and mechanical engineering were concerned, he thought that the Federation if approached would be both willing and able to place a considerable number of Indian students in works for practical training.

THURSDAY, OCTOBER 13, 1921 (NEWCASTLE).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
SIR M. HAMMICK.
MR. A. P. M. FLEMING.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, } *Secretaries.*

SIR THEODORE MORISON, K.C.S.I., K.C.I.E., C.B.E., Principal of Armstrong College, was called and examined.

Asked whether, having been a member of the Committee under the chairmanship of Sir William Lee Warner, on the recommendation of which the Indian Students' Department was established in 1909, he had any views to place before the Committee as to the working of the Department, and the conclusions which this Committee ought to draw from its record, the witness said that he thought the Department had never had a fair chance because it started in an atmosphere of suspicion which the members of the Lee Warner Committee thought could only be dispelled by the publication of their report. The Secretary of State for India had been prepared to publish it, but the Government of India had objected, and the report was not published, with the result that the objects of the Lee Warner Committee were never explained to the public, and a good deal of misapprehension had arisen as to the reasons for the creation of the Department. At the time when the Lee Warner Committee reported there were a number of extremist organisations among the Indian students in this country, and it was immediately inferred that the Students' Department was being set up for the purpose of counteracting them. If the Lee

Warner report had been published, the witness thought it would have been realised that that was not the intention of the Committee, but he felt sure that owing to the report not being published, the Department never had a fair chance; it was looked upon from the very first as being only another form of espionage, and the wholly disinterested and unselfish work done by Sir Thomas Arnold and his colleagues was never properly appreciated.

Asked whether the organisation which was in fact set up was on the lines which the Lee Warner Committee had contemplated, or whether he had any criticisms to make about its actual constitution, the witness said that so far as the English end of the organisation was concerned, he was entirely satisfied with it, but he thought that the matter was never taken up very seriously in India, and that the Indian end of the organisation was never very closely in touch with the English end. It seemed to him that the recommendations received from the Advisory Committees in India were not always given with that care and personal knowledge without which they could not be of very much value, and that fact greatly handicapped the Department in its dealings with British educational institutions.

The Lee Warner Committee did not visit India, and had no opportunity of considering the Indian part of the organisation they had in view. It was an integral part of their suggestions that there should be in India a counterpart of the organisation set up in England, but the Government of India had apparently never taken the matter up in the same spirit as the Committee had viewed it.

He was perfectly sure that the present Committee could not deal completely with the problem they were investigating if they confined their enquiries to this country. His belief was that one of the reasons why the Lee Warner scheme had not worked as it should have done was because the Indian end was never properly co-ordinated with the English end, and he was confident that unless the question was treated as a whole by the same people at both ends, any scheme that might be proposed would be unsuccessful.

Asked whether he thought that any alteration of the existing organisation would cause it to work better, the witness said he feared it was very unlikely that any alteration would result in the dissipation of the suspicions with which the students now regarded the Department, and from that point of view he thought the present Committee were right in suggesting, as they had done in their letter of the 6th October to the Secretary of State, that no official organisation could be successful.

As regards an unofficial organisation, however, his fear was that it might fail to secure the confidence of the Universities, and that the abolition of the official organisation might result in a considerable reduction in the number of Indian students now admitted to British educational institutions. There could be no doubt that the Department did at present put pressure on the British Universities and that they yielded to that pressure. Educational authorities often said that they could not take any more Indians, but if the India Office through the Students' Department put pressure upon them they gave way and admitted further students, although it might be inconvenient for them to do so. He did not think that any unofficial organisation would have so much influence with the Universities in that direction.

Another, and perhaps even more important, objection to an unofficial organisation was that the Universities might adopt a less favourable attitude towards applications from Indian students if there was nobody in existence to offer them the same official guarantee in regard to the character of the student which they had been able to obtain through the Students' Department. For example, in the case of the Armstrong College students who came with a recommendation from authorities of the M.A.O. College at Aligarh, now the Aligarh University, whom the witness had known when he was Principal of that College, he would give every consideration to their cases, but Aligarh was only one of the Indian Universities and he was not in touch with the others, so that if a student came to him with an official letter from the Registrar or the Principal or even the Vice-Chancellor of another University, he would not know the individual and would not be able to judge whether the recommendation was to be taken at its face value or whether it was given merely as a matter of routine. All educational authorities in this country were desirous of having recommendations from people who had a personal knowledge of the students whom they recommended, and it could not be expected, so long as the present pressure on their accommodation remained, that they would pay very much attention to recommendations that might be given as a matter of formality.

Questioned as to the extent to which the character of a student who applied through the Department was officially guaranteed, the witness said he understood that the Advisory Committees in India had at least looked into the claims of students and that they had been sifted to a certain extent by the Department, and that the Universities here could therefore rely upon the students sent to them through the official organisation.

At the present moment he was keeping open a certain number of vacancies for students recommended by the Department, and if those students presented themselves they would be admitted, but if any other Indian students came along the answer would be that all vacancies were filled.

Asked whether, supposing a body were established in India consisting of men known to the University authorities here and having a knowledge of the various Indian Universities and also a knowledge of the British Universities and the standards they required in character as well as academic attainments, it was not possible that the recommendations of that body would have as much weight with the Universities in this country as the recommendations of a Government department, the witness replied that he had great difficulty in trying to imagine how such a body would function. For instance, anybody who professed to speak for the University of Calcutta could not possibly be in personal touch with each individual student whom he recommended, and the same would apply to the representatives of other Universities. When he was at Aligarh the University of Allahabad consisted of a great many colleges scattered over the length and breadth of the United Provinces, and the colleagues with whom he worked represented Lucknow, Benares, Allahabad, Cawnpore, Agra, &c. There were altogether 34 colleges affiliated to the Allahabad University, and even if the heads of them could meet together only one man would have any knowledge of an individual student, and if his college were a large one he would probably know very little about him. For that reason he found it very difficult to conceive a body which would have a personal knowledge of all the individual students recommended by it.

The reason why the Lee Warner Committee had come to the conclusion that only an official organisation could do the work was on the one hand that an unofficial organisation left plenty of room for errors, and that if in practice the students that came over on its recommendations were not satisfactory, the organisation, however it were composed, would lose weight with the educational institutions here, and on the other hand that it was a very difficult matter to keep unofficial organisations alive in this country. Unofficial organisations interested in the welfare of Indian students, such as the Northbrook Society and the National Indian Association, had been in existence here for many years, but it had been extraordinarily difficult to keep them going, and they were only kept alive by the energy of one or two devoted people. When these two or three energetic people passed away, there would be no guarantee that the organisations would continue to exist.

Asked whether the fact that a High Commissioner for India had now been established in London did not alter the circumstances that were current when the Lee Warner Committee reported, and whether, if the students could be persuaded to regard the High Commissioner as the man who would attend to their interests—not because they were students but because they were Indians—and if it could be so arranged that the High Commissioner merely acted as an organising agency and the work was largely left to unofficial people, the necessary element of continuity could not be obtained, the witness said that he was entirely in sympathy with the suggestion that the organisation should be made as unofficial as possible. All he wanted to do was to point out the danger first that the Universities might not accept unofficial recommendations, and secondly that private and unofficial effort depended very much upon certain individuals and might peter out altogether. He did not wish to say those dangers were decisive, but he wanted the Committee to bear them in mind.

Asked whether he was prepared to receive at the Armstrong College as undergraduates, students who had passed the Intermediate examination of an Indian University, the witness said that, provided there was room, he was always prepared to admit such students. Students who had taken their degree in India should, in his opinion, take a post-graduate course in this country, as it was a waste of time for them to go through the ordinary undergraduate course again. So far as the Armstrong College was concerned—and although it did not apply to the same extent to Oxford and Cambridge, it was probably true of most of the modern Universities—the standard of the degree was not so much higher than that of the Indian Universities as to make it worth while for a student who had graduated in India to go over the ground again in this country. Men who had already taken a degree in India would be better advised to take a post-graduate course here.

Questioned as to the number of Indians whom he would be normally willing to admit to the Armstrong College provided he was satisfied as to their qualifications, the witness said that something like 5 per cent. of the total number of students was the maximum number they could usefully assimilate. He regarded 5 per cent. as being the maximum, and if the numbers went above 3 or 4 per cent. he would begin to watch the figures rather closely and see what the result was, but the total number of students at the Armstrong College was over 1,200 last year, so that it would be a long time before qualified Indian students would have to complain of being refused admission. Armstrong College could take a considerably larger number of Indian students than it had in the past provided they were spread over the different faculties. They could not, for example, admit 50 to the Engineering Department, but if they were spread over the different departments, they could certainly take as many as 50 altogether.

Questioned as to the suggestion in his written memorandum (which is printed below) that the total number of Indian students in the United Kingdom ought to be more equally distributed among the various educational institutions than was now the case, the witness said that it was his desire to promote as much as possible the access of Indian students to the United Kingdom for purposes of study, but he had seen the disastrous results of their crowding into particular Universities and colleges, and he thought it would be greatly in the interests of the Indian students themselves if they could be more equally distributed. The advantages of such distribution might be gauged from the instance of Cambridge, where at one time Indian students flocked in large numbers to one particular college, with the result that they became segregated from the general body of undergraduates, that particular college was avoided by the majority of English students and a deplorable amount of prejudice and hostility between the two races grew up. On the representations of Lord Morley, who was Secretary of State for India at the time, the heads of all the colleges had agreed to take a certain number of Indians, with the result that they had become distributed among the various colleges, and a very considerable improvement of feeling had been brought about.

The evil results of segregation were perhaps greater at Oxford and Cambridge than elsewhere, but his experience was that even at the non-residential Universities there was more racial feeling at those where the number of Indian students was considerable. Where the number was small, for example, at Leeds, the Indians got on very well both with their fellow students and with the University authorities, and they had a much happier time.

The same considerations were also in his mind when he stated that he regarded separate Indian hostels as being undesirable. The Indian students themselves resented being segregated, and he entirely sympathised with them. Mixed halls of residence were quite a different matter, but there, again, great care should be taken not to have more than a certain percentage of Indians in one particular hall. In his opinion, if a hall could take 40 or 50 students altogether, it ought not to have more than one or two Indians.

Questioned as to the amount of allowance which it was necessary for an Indian student studying at Newcastle to have, witness said that he regarded 200*l.* a year as the absolute minimum at the present time, and that 250*l.* would be much better.

Questioned as to why Indian students tended to congregate at a few centres and did not apply in large numbers to other Universities, the witness said he thought the reason was that very little information was available in India as to the facilities which existed in this country. Indian students had all heard of Oxford and Cambridge, those who were studying medicine had heard of Edinburgh, and to a certain extent they had heard of one or two other places which had special facilities for the study of certain subjects such as engineering, but he thought there was nothing like sufficient information available in India as to educational facilities in England. It was very desirable that complete information, such as was contained

in the Handbook published by the National Indian Association in conjunction with the Students' Department, should be in the possession of the Professors and Principals of all Indian colleges and should be easily accessible to the students.

Questioned as to whether conditions of climate accounted to some extent for the small number of Indian students that went to some of the northern Universities, the witness said his experience was that Indian students more often than not benefited physically from their stay in this country. The climate of Newcastle was quite as rigorous as that of any of the Scottish University towns, and the students who had stayed there had not suffered from it. Fear of the climate might be one of the things that kept students away, but as a matter of fact he did not think they would actually suffer from it if they came.

Asked whether he could say how far the recommendations of the Committee of 1912 on State Technical Scholarships, of which he was Chairman, had been carried out, the witness said that he was not really in a position to give an answer on that point, because soon after the Committee reported he left the India Office to serve on the Public Services Commission, and since then he had not been very much in touch with developments, but his fear was that very little or nothing had been done in the matter. He saw no reason to modify the view he had held at the time the Report of that Committee was written, and he thought the recommendations contained in it still held good. His view was that in the near future there would be a large number of young Indians who desired to make an industrial career for themselves and who thought they would find a suitable opening in India if they could get the proper qualifications, for which they would probably have to come to this country. He felt very strongly that the Government of India, which controlled a great number of industrial concerns, especially the railways, ought to use them as an opportunity for giving Indian students the practical experience which they found it so difficult to get in this country. For example, far too many Indian students came here to study civil engineering. That was not a course to be recommended, because there was now hardly any civil engineering being done here, and in order to obtain practical experience of constructional work it was necessary to go abroad. The railways, roads and harbours of England were already built, and there was no canal construction going on here at all. On the other hand, there was an enormous amount of civil engineering work being done in India, and Indian students could get all the practical experience they needed there.

Asked whether there was any justification for the view that the India Office, through the Students' Department, exercised influence with the object of limiting the number of Indian students admitted to British educational institutions, the witness said that that view was not in any way justified, and was, he thought, quite untrue. When, at the instance of Lord Morley, the Cambridge colleges all agreed to admit a certain number of Indian students each year so that they should be distributed among the different colleges instead of being crowded together in one, it was understood that no college would in future admit such a large number as would result in the recurrence of the difficulties that had been experienced in the past, but there was no justification for the suspicion that the India Office desired to put pressure on educational institutions to prevent them admitting Indian students. What had happened, and what to a certain extent accounted for that suspicion, was that the creation of the Students' Department synchronised with a very considerable hardening of feeling in this country against Indian students. It must be remembered that at that time the anarchist activity among Indian students was very considerable, and culminated in the murder of Sir Curzon Wylie. When that took place a great many institutions, such as the Inns of Court and the different colleges at Oxford and Cambridge, began to take a hard view of Indians and to close their doors against them, but their action in that direction was quite independent and not in any way the result of Government influence.

Asked whether he could give any information as to how the rule requiring Indian applicants for admission to the Inns of Court to produce a certificate from the Deputy Commissioner or Collector of their district in India was instituted, the witness said that his recollection was that the India Office as such had nothing to do with the introduction of that regulation. He personally was consulted by the Inns of Court or by certain officers of various Inns which were contemplating making very drastic rules against Indians. That was at the time of the Savarkar case, and one of the Inns began to give serious consideration to the question of admitting Indians. At that time he was a Member of the Council of India, and he was consulted, not as an official, but merely as one who knew something about Indian students, and his recollection was that there was a certain section of the authorities of the Inn who wanted to make very severe rules indeed against Indian students, because they took the view that as a legal body the Inn ought not to be in any way facilitating illegal anarchic doctrines which were contrary to the whole spirit of any legal body, and ought, therefore, to be perfectly sure that none of the people whom it called to the Bar were practising that kind of thing. Had it not been for the advice they received, he thought it very likely that the Inns of Court would have refused to admit any Indian student unless he came with a recommendation from the India Office, but they were induced to modify their views and to accept the recommendation of a Deputy Commissioner or Collector. That was his recollection of the matter, and he did not think the regulation in question had been instigated by the India Office.

Asked whether he had any views to place before the Committee on the subject of Indian women students in this country, the witness said he thought it was a much bigger and more important question than that of Indian men students. There was an enormous movement among women in India at the present moment towards English education, and a very much bigger landslide in the Europeanising of India was probably now taking place as a result of Indian women coming over to England than had taken place in the last three generations among the men. He expected that the number of Indian women students coming to the United Kingdom would greatly increase in the near future, and he thought it most necessary to have all the arrangements for their welfare made in good time, and that no disaster should be allowed to occur before some organisation was established for looking after their interests. He thought the question much more difficult in the case of the women than in the case of the men, and it was very desirable that Indian women coming to this country should live under a certain amount of friendly supervision. They had fewer opportunities than the men of becoming acquainted with English ways, and it would be of great

assistance to them if there were somebody to tell them what English conventions were. He knew of cases in which Indian women in pure innocence, and merely through ignorance of English conventions, had done things which no English woman would dream of doing, and it was only kindness to save them from such pitfalls.

Questioned again as to his earlier statement that the Universities expected that students coming to them through the Department had been sifted in some way, witness said that the recommendation of a Government department could not of course secure admission irrespective of academic qualifications, but any student who had passed the necessary examination and came with the recommendation of the Department was regarded as being vouched for by Government and that helped his application considerably. His complaint was that in the past the Department had been rather too soft-hearted and passed on with their recommendation any student who applied to them. He lived in the hope—which was constantly being deferred—that some organisation would be devised which would courageously turn down unqualified applicants. The original intention was that the Provincial Advisory Committees should do something of that kind but that intention had not been fulfilled, and no such organisation as he considered desirable had yet been brought into existence.

In reply to a suggestion that even if the Advisory Committees were given the power of rejection the ill-qualified students would continue to come to England in spite of them and the position would be in no way improved, the witness said that, so far as Newcastle was concerned, they would be perfectly prepared to refuse any student who did not come with a satisfactory visa. If the Advisory Committees could not undertake the responsibility of granting that visa, then it must be done by some other body, but as regards the suggestion that the Indian Universities should deal with the matter, he was doubtful whether any Indian University would take upon itself the odium of saying that a man was not good enough, and that, although he had passed, or just failed to pass, the Intermediate examination, they could not recommend him to come to England for further study. What was wanted was somebody with a stiff back in India to turn down the undesirables, but it was very difficult to find anybody who would do it. If a body could be created, whether official or unofficial, which would undertake the task, the English educational institutions would accept its visas without question.

He thought there would be no difficulty about arranging for the British Universities to state, say, six months beforehand, how many vacancies they would be prepared to reserve in each faculty for Indian students for the following academic session. It was a difficult matter to get the Universities to act together, but, so far as the Universities of Durham, Leeds, Sheffield, Manchester, Liverpool, Birmingham and Bristol, which formed one constituency, were concerned, he thought he could guarantee that they would adopt a uniform policy. It might not be so easy at Oxford and Cambridge because of the autonomy of the individual colleges. That was a difficulty with which the Students' Department had had to contend. The colleges agreed to take a certain number of Indian students, but often by the time the best students sent in their applications it was found that the colleges, for various reasons, had accepted all sorts of people less qualified, and the better students very often found it difficult or impossible to obtain admission to them.

The recommendation in the Report of the Committee of 1912 that Indian students who came to this country for industrial training would do well to have had some previous acquaintance with the industry in India, still held good; in fact, the necessity for previous practical experience was very much greater now than it was in 1912 because there was a great tendency on the part of the Universities to require students to have had practical works' experience before being admitted to an engineering course. That was one of the things that ought to be made quite clear to Indian students who intended to come to this country for the study of engineering.

He agreed that an Indian student coming from India even with some knowledge of the local engineering industry who went into one of the highly-organised works in this country would find that, unless he were able to judge exactly what kind of knowledge he wanted, the conditions here were such a long way in advance of those in India, that the knowledge he would obtain would be of little value to him on his return. It was therefore most necessary that the students before leaving India should be properly advised by those who had a thorough knowledge of Indian industry as to the kind of practical training they should seek here. At the present time that did not happen, and students streamed over to this country without having the benefit of anybody's advice and the problem was to know what to do with them when they got here.

There was a growing tendency to require all engineering students to start their practical apprenticeship at the age of 16, and he understood that the attitude of many of the local industrialists was that they were prepared to help by giving Indians practical experience in their works if they would accept the condition which the Trade Unions were endeavouring to lay down that a student must enter the works at the age of 16, take his college course as part of his time after gaining a certain amount of experience at the works and finally pass out at the age of 21.

Asked whether in his opinion the fact that the National Indian Association and the Northbrook Society were housed at 21, Cromwell Road, was beneficial to the house as a whole, the witness pointed out that the house was started primarily with the object of keeping those two societies alive. It was recognised that they were doing a certain amount of good work, but were very much crippled for want of funds, and the Secretary of State therefore helped them by offering them accommodation at a moderate rental. Efforts were made to persuade them to amalgamate into one society, but those efforts were not successful. If the two societies were turned adrift now, he did not think that the house could go on having the same influence on Indian students, because many of them were attracted to the house by the very fact that the two societies were housed there.

He was entirely of the opinion that the Advisory Committees could not be successful unless they were heavily financed in view of the fact that their work involved constant meetings and considerable travelling and postage expenses. He would not, however, like to say that want of funds had been the cause of the failure of the Advisory Committees to do the work which had been expected of them. He had been sceptical from the first about their success, but his two colleagues on the Lee Warner Committee had taken a more optimistic view. He did not think anyone could say from this end what had been the cause of the failure of the Indian Committees, and he thought that the present Committee ought to go to India to settle a question of that sort.

He realised that it had always been unlikely that they would succeed, but he felt himself incapable of offering any suggestion for remedying them until he had examined the problem in India.

In his opinion it was very important from every point of view that there should be some place in London to which students could go, on their first arrival, for temporary accommodation. He had heard of quite pitiful cases of students, who were not at all well off, who had consulted a porter, on their arrival at Charing Cross, as to where they could find accommodation and had been advised to go to the Hotel Cecil. A student who had to manage on, say, 240*l.* a year, remitted perhaps rather irregularly, found himself in financial difficulties from the start if he incurred unnecessary expenses of that kind. Moreover, students coming from an Indian village to live in a big town needed advice in regard to a lot of elementary things, and it was most desirable that there should be a boarding-house or something of the kind where friendly advice would be available, to which new arrivals might go. In his opinion the present house of 21, Cromwell Road, was nothing like adequate for the purpose. Much larger accommodation was wanted particularly at the period of the year when the majority of the students arrived from India.

Asked whether he could make any suggestions as to the kind of machinery for dealing with the Indian student problem which might be set up in India and which would command the confidence both of the students and of the British Universities, the witness replied that all he could say was that the Indian Universities appeared to him to be the most likely field of survey. They had the confidence of the Indian parents and the Indian public, they were not suspected to the same degree as the Government, and he thought that it was by trying to get the necessary machinery erected by the Indian Universities that the best results would be obtained. It would not, however, be an easy machinery to set up, and he could not see how anybody could possibly handle the question from this country. Unless the Committee ascertained what the Indian Universities were prepared to do and actually handled the thing on the spot, he doubted whether they would be able to make any recommendations of value. He had a great fear of elaborating schemes on paper without actually testing them and finding out whether they would work.

As regards the English end of the organisation all he could say was that he thought it would have to be an *ad hoc* organisation devised for the particular purpose only. He did not think the Universities of the Empire Bureau could help, and the Universities themselves could not afford the time. They were all overwhelmed with work and were particularly pre-occupied at present with financial difficulties, so that they would not be able to afford either the expense of travelling or the time to attend to the matter.

The organisation would have to command the confidence of the Universities here, and in order to do that he thought the Government would have to be represented on it in some way as the Universities were not likely to be satisfied with an organisation which was purely voluntary.

Assuming an organisation were brought into existence he thought the Universities would be prepared for some representative of it to visit them at the beginning of each year with the object of becoming acquainted with the Indian students who had arrived, provided he were a person willing to help the University authorities in any particular difficulties they encountered in regard to their Indian students. If that were the case, the Universities would welcome such visits and would not regard them as interference.

He desired to represent most strongly his opinion that a great deal of the trouble in regard to Indian students in the United Kingdom had arisen merely because the call to the Bar was the "soft option" which attracted many of them. Most people who had gone into the matter had recognised that fact, but they had generally left it by saying that it was so difficult to move the Inns of Court. There was, however, one thing which the Indian High Courts might themselves do to-morrow, if they so desired, which would make an enormous difference, and that was to insist that a man who possessed the qualification of a call to the English Bar should at least give as much evidence of general education as was insisted upon in India for a Vakil, that is to say, he should have a B.A. degree. He was seriously concerned with the disrepute of the Indian students, and he thought that that disrepute was almost entirely due to students, who, having failed to pass the Intermediate or B.A. examination in India had come to England to be called to the Bar because they thought they could pass the examinations here more easily. In one case of which he had personal experience, a student had been sent over here after failing twice at the Intermediate examination in India. That student tried to pass the Bar examinations, but he failed very badly and did an enormous amount of harm. His family were not at all well off and made great sacrifices to send him to England, but all he did was to squander the money and add very perceptibly to the ill-opinion in certain quarters of London about Indian students as a whole. That kind of thing happened merely because of the inducement which the "soft option" held out to men who were failures from an educational point of view in India.

As regards the objection that might be raised against the admission of Indian students by people who contributed to the support of their local University on the ground that the first obligation of that University was towards the locality which supported it, the witness thought it would be very difficult to maintain that India had a claim as a part of the Empire to share in the educational facilities provided by local and parochial funds. It could not be said that the teaching of undergraduates was an Imperial obligation, and he did not think any British University had an obligation to give undergraduate teaching to persons from another part of the Empire any more than the paupers of one unit of the Empire had a right to go on the poor rates of another unit. Every country had to provide its own undergraduate teaching. Post-graduates were, however, in an entirely different position, and, generally speaking, they would be welcomed by any University.

STATEMENT by SIR THEODORE MORISON, K.C.S.I., Principal of Armstrong College, Newcastle-on-Tyne.

I have the honour to submit to the Committee on Indian Students my opinion upon the points to which they wish to direct particular attention in the United Kingdom. For convenience of reference I will follow the order in which these points are enumerated in the Committee's circular letter.

1. In Newcastle, upon which alone I presume that my opinion is now asked, Indian students are admitted as undergraduates or students of the University of Durham if they can produce evidence that they can attend the course of University lectures with benefit to themselves. A certificate that they have passed the Intermediate or First Arts Examination of an Indian University is accepted as satisfactory evidence upon this point. The entrance examination of an Indian University is not accepted as a proof of sufficient attainment. This equation between the values of Indian and English standards has been reached by experience. It has been found in practice that Indians who have passed the Intermediate usually are fit to attend the degree and diploma courses of the Durham University, and that those who have only passed the entrance examinations are not. Indian students who have passed the Intermediate Examination, and who are furnished with adequate testimonials of good character, are admitted in the same way as other students, and therefore I think the facilities available to them in this University are adequate.

It remains to consider whether any of the rules or regulations of the University or of the Newcastle Colleges, though equally applicable to all students, do in practice bear with particular hardship upon Indians. I can only think of two such rules :—

(*a*) The first is a rule in the Engineering Departments of the Armstrong College that, *ceteris paribus*, preference shall be given to students who have had workshop experience before attending college. This, though only a working rule, is of considerable importance at the present time when the Engineering Departments in this, as in other colleges, is very crowded. The Committee should bear constantly in mind the essential difference between a Department of Applied Science and a Department of Arts. In a Department of Applied Science such as mechanical engineering, mining, electrical engineering or naval architecture, the number of students who can be admitted is conditioned absolutely by the size of the laboratory. A party of five or six students can stand round a running engine and see exactly how it works and be explained the mechanism of all its parts. Twice that number, 10 or 12, would derive no benefit : they would get in each other's way, they could not look all over the engine or handle it personally. Such knowledge as they gained would be theoretical, bookish, unpractical and of no value in a commercial workshop. The conditions in an Arts Department are obviously different. The bulk of the teaching there is given by means of lectures, and supposing seating accommodation is adequate a good lecturer can explain himself as well to 60 as to 30 students. Of course, in an Arts Department very large classes are a hindrance to efficiency. The essay work cannot be so adequately dealt with ; the attention given to the individual student is necessarily less, but an Arts Department is not absolutely clogged and brought to a standstill by an unforeseen increase in numbers. A Department of Applied Science is. The number of students that can be admitted for a course in Applied Science depends absolutely on the size and equipment of the laboratory. It will be seen, therefore, that every Department of Engineering has a fixed limit to the number of students that can be admitted to it. That limit has been reached in the Armstrong College and, I believe, in most colleges which teach engineering in the United Kingdom. In these circumstances we have to make a selection from among the applicants for admission, and we give preference to those who will derive the greatest benefit from the training we can give them. Those who will derive the greatest benefit are men who have had practical experience in the shops. Indians very rarely have this experience and they are therefore likely to be refused admission. This is not because they are Indians but because they are not fully qualified. If Sir Rajendra Mukerji were to recommend to me a young Indian who had been through his works I should not hesitate to give him preference over an English boy who presented himself straight from a public or secondary school.

(*b*) The other regulation which presses hard upon Indian students is the requirement of Latin for admission to the College of Medicine. The justification of this requirement is obvious, but I should prefer that the Committee should hear this from Dr. David Drummond, the distinguished President of the College of Medicine, or from Professor Howden, the Registrar.

2. I think most of the Universities of the United Kingdom are coming to accept the Indian Intermediate or First Arts Examination as the qualification for admission for a degree or diploma course, and I should like the Committee to recommend that this standard of qualification should be generally recognised.

3. As long as it is necessary or desirable for Indian students to come to this country to read for the B.A. or B.Sc. Degree, they should come after having passed the Intermediate or First Arts in India. But I hope that the education given in Indian Universities will make such progress that there will be no advantage for them to come to this country as undergraduates. When that progress has been achieved, the point at which they should break off their education in India will be the B.A. or B.Sc. I think that for a long while to come it may be beneficial to Indian students who wish to achieve real distinction in some branch of science to come to the United Kingdom for post-graduate study. Facilities for research have been opened by the new regulations for the Ph.D. of which I think Indian students might take advantage with great benefit to themselves and to India.

4. The Armstrong College offers facilities for research and study in chemistry, physics, applied mathematics, naval architecture, zoology, electrical engineering, agriculture, economics, and philosophy antecedent to the Ph.D. Degree. Properly qualified Indians who wish to take this degree in Newcastle will be welcomed.

5. The number of Indians who come to Newcastle does not warrant the establishment of a special hostel for them. But even if it did I should oppose the suggestion. I entirely sympathise with the Indian objection to this proposal. Indians come to England for the same reasons which send young Englishmen to France or Germany, *i.e.*, to learn the language, and, if one may now use the word, the culture of the people in those countries. That object would be defeated if they were segregated in special hostels. The proposal for an Indian hostel is evidence that the Indians have not been absorbed into the general body of the students of the University ; it is a danger signal indicative that Indians are in excess in that University. This is what has already occurred in certain Universities in the United Kingdom. Indians have proceeded to those centres in greater numbers than the Universities can absorb, and the result is bad feeling, antipathy, or racial prejudice. Here we come to the central problem which the Committee has to consider, and I beg them to look facts squarely in the face, for only waste of money and disappointment can result from ignoring them. I beg the Committee to realise that no University can absorb more than a limited, and rather small, number of foreign students. A University is a corporate body with traditions and a certain characteristic tone ; it has a personality which is distinctive, of which it is proud and which it desires to retain. This personality would be destroyed or distorted by the influx of a large number of strangers, and no University will tolerate this transformation. This is as true

of Universities in India as in England. Neither Aligarh nor Benares, the two Indian Universities with the most distinct personality, would consent to be swamped by aliens. Either by official regulations or by unofficial ostracism they would react against the intrusion of strangers who could not participate in their aspirations. The English Universities are beginning to react against the invasion of Indian students because the latter have come to them in numbers greater than they can absorb. A similar thing was beginning to happen in France before the war. The French Universities were reacting against the invasion of Russian students in spite of the fact that there was, both politically and socially, the greatest friendship between France and Russia. If Indian students flock to one University either in the United Kingdom or America or Germany in numbers greater than that University can comfortably absorb, there will be friction and ill feeling, and no recommendations which your Committee make can prevent it. The wise course is to limit the number of Indian students in one University and to distribute the total number as evenly as possible over all the Universities of the United Kingdom. The object for which all should work is the improvement of the Indian Universities to such a point that there would be no need to come to England for undergraduate study. At the same time the illegitimate advantages which an Indian may gain by studying in England should be neutralised. Of these the facile call to the English Bar is the greatest. A young Indian who has passed the Matriculation Examination of an Indian University has very solid reasons for preferring a call to the English Bar to the Indian qualification for pleading in the High Court. In the first case he will need only the expenditure of three years' time and a moderate intellectual effort to become a barrister, qualified to plead in any Indian court, and enjoying, by virtue of his foreign qualification, precedence over those who have studied in their own country's colleges. In the other case he will see before him at least six years of hard work; he will have to pass three examinations, the Intermediate, the B.A., and finally the LL.B., and these are not merely nominal examinations after the prescribed terms have been kept, but severe tests at which, on an average, about 50 per cent. of the candidates fail. The call to the English Bar is the soft option which inevitably tempts many an Indian family. It is grossly unfair and penalises the poor in favour of the rich. I know by considerable experience how difficult it is to alter this unsatisfactory state of things, but one small step towards more equitable conditions could be taken by the Indian High Courts at once, and that is to insist that all barristers, like all LL.B.'s and High Court pleaders, should produce that evidence of general culture which is indicated by a B.A. Degree.

6. The Advisorships are of little use unless the Universities undertake to do what the Advisers recommend. This I understand they have not been willing to do. I do not want an Advisorship created in Newcastle; it is a very thankless appointment, and the Indian students believe that the Adviser is a spy or police officer.

7. The principal industries on Tyneside are coalmining, shipbuilding and engineering. It is for the Committee rather than for me to say how far these industries are developed in India, and to what extent, therefore, practical training in them is needed by Indian students. The directors of industry on Tyneside are as a rule broadminded men, and I believe that if they were approached by the Committee it would be possible to work out a scheme for giving practical training to selected Indian students. But I desire the Committee to realise (1) that no firm can give training to more than a limited number, and (2) that there must be a general understanding binding all firms to give such training in some proportion to their resources.

8. I am in favour of this suggestion. I have it on the authority of one of the managers of a big industrial concern in Newcastle (now dead) that no firm could refuse this condition if it were made essential to the contract. When I was at the India Office I tried to get the Stores Department to act on this hint, but without success.

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11. The proper sphere for social and intellectual intercourse for a student is the college itself. If he is in a college where Indians are not in excess he will have in the different societies as much social and intellectual intercourse as he can digest. If he is well mannered and agreeable, and has something of his own to contribute to the general stock, he will probably find in a college like this where his countrymen are comparatively rare, that it is an advantage to be an Indian, but of course he can only expect to meet men of his own age; the days are gone by when a distinguished man of letters like Alfred Tennyson asked the young Sajid Mahmud to stay with him.

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Professor Meek stated that he had had only a small experience of Indian students in this country, but so far as the one or two medical and science students he had known were concerned, he thought the experiment of sending them here had been successful, though he was inclined to the idea that it might be better if the encouragement of study was made in India rather than here. His experience was that it had been their custom to allow Indian students to come in rather easily, and the consequence was that some of them were disappointing throughout the course. He doubted whether they were the best brains that could have been selected from India for study here. In future, he thought if more students from India were to come to this country it ought to be made a rule that they were not let into the Universities at a lower level than British students were let in, and that the Universities of India should make the selection of students.

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From what he knew of the temper of British firms, he did not think the suggestion would work at all that, as a condition of a contract from the Indian Government, firms should take their part in providing practical training. If, however, a firm were induced against its will to take a student because they would submit to conditions rather than lose a contract, he did not think that they would so arrange matters that the man would learn nothing. He was, however, convinced that, whether it was an Indian or a British student, the amount of real education a student got in a works depended on himself. If he were bent upon learning he would learn, and nothing the firm could do would prevent him from getting good results from his training. Firms, however, varied very much in the opportunities they had of providing training facilities. There were some, although very few were on the North-East Coast, which made a speciality of training

of Universities in India as in England. Neither Aligarh nor Benares, the two Indian Universities with the most distinct personality, would consent to be swamped by aliens. Either by official regulations or by unofficial ostracism they would react against the intrusion of strangers who could not participate in their aspirations. The English Universities are beginning to react against the invasion of Indian students because the latter have come to them in numbers greater than they can absorb. A similar thing was beginning to happen in France before the war. The French Universities were reacting against the invasion of Russian students in spite of the fact that there was, both politically and socially, the greatest friendship between France and Russia. If Indian students flock to one University either in the United Kingdom or America or Germany in numbers greater than that University can comfortably absorb, there will be friction and ill feeling, and no recommendations which your Committee make can prevent it. The wise course is to limit the number of Indian students in one University and to distribute the total number as evenly as possible over all the Universities of the United Kingdom. The object for which all should work is the improvement of the Indian Universities to such a point that there would be no need to come to England for undergraduate study. At the same time the illegitimate advantages which an Indian may gain by studying in England should be neutralised. Of these the facile call to the English Bar is the greatest. A young Indian who has passed the Matriculation Examination of an Indian University has very solid reasons for preferring a call to the English Bar to the Indian qualification for pleading in the High Court. In the first case he will need only the expenditure of three years' time and a moderate intellectual effort to become a barrister, qualified to plead in any Indian court, and enjoying, by virtue of his foreign qualification, precedence over those who have studied in their own country's colleges. In the other case he will see before him at least six years of hard work: he will have to pass three examinations, the Intermediate, the B.A., and finally the LL.B., and these are not merely nominal examinations after the prescribed terms have been kept, but severe tests at which, on an average, about 50 per cent. of the candidates fail. The call to the English Bar is the soft option which inevitably tempts many an Indian family. It is grossly unfair and penalises the poor in favour of the rich. I know by considerable experience how difficult it is to alter this unsatisfactory state of things, but one small step towards more equitable conditions could be taken by the Indian High Courts at once, and that is to insist that all barristers, like all LL.B.'s and High Court pleaders, should produce that evidence of general culture which is indicated by a B.A. Degree.

6. The Advisorships are of little use unless the Universities undertake to do what the Advisers recommend. This I understand they have not been willing to do. I do not want an Advisorship created in Newcastle; it is a very thankless appointment, and the Indian students believe that the Adviser is a spy or police officer.

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apprentices. Where, however, there was no special training, it depended more than ever on the student what amount of profit he got. He agreed that it would be rather absurd for a firm to take an Indian student as the result of obtaining a contract and then not to be in a fair way to train him when they got him.

Asked whether it would be possible for his Institution to act in the matter of accepting Indian students and placing them with firms who were members of the Institution, the witness thought it would be possible, but it would be a matter that would have to be considered by the Council of the Institution. At present the institution acted as representative of the North-East Coast firms in regard to education because of its knowledge of educational matters. He thought that the Council would be prepared to consider such a suggestion. He did not think, however, that Tyneside firms would be willing to modify their training in order to give a more suitable training to Indians to meet their special needs.

Asked whether there had been any difficulty with regard to Trade Union regulations in respect of taking students, the witness stated that he was not aware that any difficulty had been felt as yet. He was speaking largely of persons who might be considered as the commissioned officers of industry, but he gathered that the Trade Unions were endeavouring to legislate for prospective artisans who might be considered as non-commissioned officers. He was not an employer of labour, however, and did not want to pretend to have very much knowledge about the question; he only knew of certain conditions that existed in certain works.

Professor H. LOUIS, M.A., D.Sc., Professor of Mining at Armstrong College, was called and examined.

He stated that the Mining Department was founded by the University of Durham in conjunction with the North of England Institute of Mining Engineers and was a special department from the very outset of the College.

He had had several Indian students both for civil engineering and for mining. As a rule they were not well prepared, and though it was exceptional for them to be weak in English they were not strong in mathematics and their greatest defect was in general education. His impression was that they had perhaps specialised at too early an age. He thought that the Mining Department of the College was known in India rather through individuals than through advertising their facilities, as he was personally in touch with a great many Indian people. As a rule the Indian students he had had were very good students, though they did not strike him as men qualified for high posts in coal mines. They were better on the book side of their work than on the technical side. English students usually came from mining families or a mining atmosphere and might, or might not, have had actual experience of mines; but Indian students came to it practically new. The previous practical experience was a difficult point. A Committee from India which came to this country in 1916 found that opinions in this country regarding previous experience were about equally divided, but they considered that for Indian students about eight months underground was necessary before their second year at a Mining College. His own view was that students both in this country and, if possible, in India should have something like six months in machine shops before they came to the College, though this was a counsel of perfection.

The mining course at Newcastle was three years, and in the two long vacations there was opportunity for four months' underground experience. There had not been any serious difficulty hitherto in providing this experience for Indians, but in the past year it was practically impossible for anyone because all the mines were shut down.

Indians came at about the same age as British students—between 18 and 21—and were required to have passed the Matriculation Examination here or an equivalent.

As regards Indians he would prefer to have persons with a good broad general education rather than those who had attempted to specialise before they came.

With regard to the workshop experience that he had mentioned, the object was that a person should get into the way of dealing with men, and he could not insist too strongly on the fact that the successful engineer was the one who could handle workmen.

Asked whether he had had any experience of men trained in either Sibpur or Dunbad in order that he could compare them with Indians who began their course here, witness stated that he could not recollect any at the moment.

Asked whether he knew anything of the after career of his Indian students, witness said that he knew about some of them, but he did not very often hear from them. He thought the majority of them had been Government scholars.

British students after taking their degree in mining could not immediately take up a responsible position in a mine; for instance, in coal mining a person was not allowed to hold a responsible position until he had obtained a colliery manager's certificate, which he could acquire by serving five years in a colliery or, if he held a college degree or diploma, three years. An Indian would have to go through such a further period of practical training in a mine after taking his degree, but whether he should do it here or in India was a moot question. So far he had never encountered any difficulty in getting practical training for a foreign student who had taken his degree, and during the college course he liked a person to spend one long vacation in a coal mine and another in a metalliferous mine. The majority of students made their own arrangements.

He did not think that the Indian students had taken very well to the practical work, and, as a rule, they had not a practical turn of mind. Personally, he had not been in the Indian coalfields for about a dozen years, and when he went round the coalfields there some of the native mines were exceedingly badly run from the technical point of view, though he understood that they had been much improved since.

An Indian would get a much more complete training here than in India, and if coal mining in India was to be as progressive as they expected it would be, the best Indians ought to have some training in this country. He wished to urge on the Committee that the Minister of Mines should be induced to accept experience in Indian mining as qualifying for a colliery manager's certificate in this country, and if this were granted it would be a very useful piece of work for the kind of student which the Committee had in mind. If a man who had had his experience in Indian mines for three years could come here and sit for his colliery manager's certificate he would then be qualified to take a responsible position at home, and after holding that for a year or two he could go back to India and help Indian coal mining very much. Such a man would be eventually more valuable in developing the Indian mining industry than a considerably larger number of less mature men.

Asked whether he would recommend men to go to Newcastle who wished experience in gold mining, witness stated that the training at Newcastle was just as good as training anywhere else for that purpose and he had ex-students from Newcastle in all corners of the world.

Asked how many Indian students he could take for the mining course, witness said that he did not know any limit to the numbers.

Asked whether he would not revise his opinion that persons who had done a portion of their school and college work in India were not the right type to come over here for finishing, witness stated that he could see that there might be an advantage to such students, but his difficulty was rather how to fit them in. If, for instance, Sibpur and Dunbad were on exactly the same lines as the institutions here, there would be no difficulty; but there was in fact a serious difficulty of curriculum because a student might have taken a portion of the mining work which was done here in the third year in his second year and might not have done the geology in his second year which was done in the second year here. There was the same difficulty supposing a man from Manchester or Birmingham came to Newcastle. It was perhaps one that could be surmounted, but he was profoundly dissatisfied with their own curriculum and would hesitate to suggest that the Committee in India should bring the curriculum of mining studies there into accord with that at Newcastle.

He did not consider that three years was enough and would prefer a four-year curriculum in which at least four to six months of each year were spent underground. A student then would have four years at college, during which there would be 18 months or two years in the mine which would count towards the three years' practical experience to be insisted upon before he took a responsible position.

Asked with regard to the persons whom he suggested should come over after having had three years in a subordinate capacity in India and get a responsible position here, witness said he did not see any reason why they should not be Indians provided they were good men.

The question was one of character more than anything, and persons who could control and handle men would certainly succeed. In general, the Indians' difficulties were temperamental rather than physical, and he thought that Indians could be got to learn this department of the industry. It was possible to get men in India who were quite equal to it; they were exceptional, but they could be got.

COMMANDER C. HAWKES, Professor of Engineering at Armstrong College, was called and examined.

He said that in the Engineering Department they had had about 30 Indian students since 1907. At present there were only two civil engineering students, who recently commenced their course of training. He had only been at the College a short time, but his experience of the last session was that the Indian students were generally not sufficiently prepared fully to benefit from the instruction given. He was strongly of opinion that a student should have had a certain amount of practical training before commencing his University career. This was not an obligation at present imposed by the University, but he hoped that it might be at some future time. It was not the general practice for students who came to Armstrong College to have commenced their practical training before entering the College, but this year the percentage of those who had done so was higher than previously and possibly 80 per cent. of them had been in a works. Though a student who had completed his theoretical course in engineering at a University could make quicker progress in a works afterwards, yet he would be rather too old to commence his works training, and the witness was strongly of opinion that the time to go into a works was when one was young. He had himself been brought up on a form of the Sandwich system and was more in favour of it every day.

British students at Armstrong College were often apprentices who were allowed to attend the University as part of their apprenticeship, returning to the works in the summer vacation. Some students who were not associated with firms previous to their entry into the College made arrangements to join a firm during the summer vacation. The remainder had no association with the works during their college training.

In normal times it might be possible for an Indian to commence his practical training in this country previous to his engineering course at college, but at the present time it would be extremely difficult.

As regards civil engineering, he was of opinion that if it could be managed the first part of the practical training should be in mechanical engineering.

With regard to the work of Indian students, he found there was a tendency for them to memorise things too much instead of making a real attempt to understand the principles involved. This was also true to a smaller extent of other students.

Asked whether the use of tools could not adequately be learnt in a workshop at a public school such as Rugby or Clifton, witness did not consider that this could be a substitute for a works, which was the proper place to get practical knowledge.

Asked with regard to the attitude of trade unions, witness stated that the trade union restrictions generally applied to persons who were going to be artisans and would probably not affect Indian students who went into works as college graduates—at least when conditions returned to normal. There were few firms in the district which would take premium apprentices. It was difficult at the present time to place persons who wanted to get into works after taking a degree when they had had no previous practical experience.

If he were asked to devise the whole course of training, he would insist on a student doing at least two years in a works before commencing his University career; and the same condition would apply to a British student. Such students however, would only be capable of working in a comparatively subordinate position even when they had done that amount of training. A student who had had some years of experience in engineering shops in India and had proved his capacity to conduct industrial affairs would derive very great benefit from a University course here. His own view was that no engineering student should be allowed into a University under the age of 18.

MR. N. C. AHUJA, an Indian student of agriculture at Armstrong College, was called and examined.

He stated that the course was for three years, but that he had been exempted from the first year's work because he had done the first year work in India. He had also got the B.Sc. degree in the Punjab University at Lahore; he was now in his final year at Newcastle.

He had not heard about the Newcastle course from the Advisory Committee when he was in India though he had tried to get information there as to which University he should join; in fact the Advisory Committee at Lahore rather discouraged than encouraged him, and, had he gone on their advice, he would not have come to England at all.

He did not consult the Indian Students' Department on his arrival in England; he learnt enough from his friends to decide where he should go. In his view, if a student wished to come to England, there was no need in India of any information from the so-called Advisory Committee; if he wished to know which University he should join he could decide here better than having old prospectuses given to him in India. He had known of students who had decided in India to go to a particular University here and had even got admission through the Advisory Committee, but when they arrived here had gone to some other University which they found on further enquiry was more suitable for their particular subjects. He thought that Indian students who went back from here to India knew much better the conditions than organised Associations, such as the Advisory Committees. He did not think that there was any official organisation in connection with American Universities, though, as far as he knew, Indian students had no difficulty in obtaining access to them. His own experience was that Indian students who had come back from England to Rawalpindi gave him much better practical advice than the Secretary of the Advisory Committee at Lahore.

One of the reasons why he had taken an agricultural course was that it was a line which few Indians were following and yet was a line which was essential to the country. His views were not quite decided as to whether he should settle down to agriculture or seek to get into the Agricultural Service. He wished to know the general principles of agriculture and could get those here and did not seek to specialise with regard to the conditions in the Punjab until he got to India. In his first year at the college here he used to go to a working farm near Newcastle once or twice a week.

Asked whether he found the north of England suitable for his health, witness replied that in the north of India from whence he came they got much the same cold as was experienced here last year. He thought it depended upon the individual student whether he could resist cold or bad weather.

He did not find there was any social difficulty with regard to his treatment here, and personally he had had no difficulty about residential facilities.

He had no practical experience of agriculture before coming to England, and he had not found that it was a handicap in his work as a good many of the English students were in the same case.

When he first arrived in England he had stayed at the Shakespeare Hut. Supposing it had not existed he would have enquired where to go from his Indian friends. He did not think there was any difficulty in Great Britain, as there were so many hotels and lodgings where anyone could be comfortable if they had the money to pay.

He did not say that he wished both the Shakespeare Hut, and 21, Cromwell Road to disappear, but he thought more money was being spent on them than they were getting back. If they did not pay their way and could not hold all the students, the result was quite clear.

He did not think there was any need to open hostels or organisations for Indians, as he thought that if students made an effort they could find facilities for themselves.

FRIDAY, OCTOBER 14, 1921 (NEWCASTLE).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
SIR M. HAMMICK.
MR. A. P. M. FLEMING.
MISS L. M. BROOKS.
MR. E. G. HOWARTH, } *Secretaries.*
MR. R. E. FIELD, }

PROFESSOR D. A. GILCHRIST, M.Sc., Professor of Agriculture at Armstrong College, was called and examined.

He said that they had not had many Indian students in the Department of Agriculture, but the Committee were aware already of a particularly brilliant student, N. N. Sen-Gupta. The others in the last 10 years had numbered only four or five.

He laid great stress on students having practical training on farms, and in the case of the present Indian agricultural student at the College he had advised him to spend his vacations, both long and short, on farms if possible, even though he had had some practical experience in India. He thought it most desirable that Indian students coming to this country, not only for agriculture but for other things, should be looked after during their vacations as well as during their terms, and there was no better way for an Indian student to spend his vacations than on a farm. It was necessary to find a farmer and his wife who were sympathetic to an Indian student, and they had generally been able to find farmers who were willing to take them. As a college, they did not undertake the responsibility of finding farms for their students, but they helped Indian students in every way they could.

He thought it was desirable that in all the Universities and colleges there should be someone to look after Indian students generally, and in the case of agricultural students to help them to get practical work on farms. Indian students were of different types, and it was easier to place some on farms than others, and it might mean visiting farms in order to place them.

The Adviser in Agricultural Chemistry at Armstrong College had held a post in India for some years and was always interested in Indian students. He was most helpful to them because he knew the conditions of agricultural work in India.

There was one difficulty which he found with Indian students in common with Oriental students, namely, that they did not like to buckle to as quickly as English students did. A farmer wanted a student to be willing to milk or do any kind of work, and it took Indian students a little time to buckle to in the hard work of a farm.

They had no special training for Indian students and aimed at making their degree a good all round one, because they believed that in the examination and analysis of soils and the rotation of crops the principles were the same all the world over. He generally found that Indian students preferred to be on one of the smaller farms in Cumberland or Westmoreland rather than on a large farm in Northumberland where there was a great deal of machinery.

He thought that the success which they had in placing students on farms was largely because both he and his colleagues did a great deal of advisory and experimental work all over the north of England. The member of his staff to whom he had referred was one of the men whose chief duty was to work out problems for farmers and give them scientific advice, and for this the Department got a grant from the Ministry of Agriculture. He felt certain that the Department would do what they could to take up Indian agricultural questions, though they had no means of appointing any special lecturer to look after the Indian students. His own strong feeling was that there was only one way of teaching agricultural science, and that was to make it applicable generally to agriculture and at the same time to give opportunities for students to specialise in the direction in which they wished to specialise. If, however, a man did not know his agriculture, he could not be an agricultural scientist.

From his experience here as well as at Reading and in North Wales, he thought it was a mistake to send too many Indian students to one college. It had to be remembered, too, that the Agricultural Department was subsidised by the Ministry of Agriculture and by grants from the four Northern Counties, and he wished to be protected from the imputation that the Department was going all over the world to get students rather than training the people for whom the grants were given.

At present they had 27 students at the College studying for a degree, and a total of 68 altogether. He suggested that about six Indians altogether might be a fair proportion to admit. He thought that a man who was to be a research worker or teacher or who aimed at taking a really good position in agriculture should take the degree course of three years rather than the diploma course of three winters. It seemed a long way to send men from India here merely for a diploma course.

Asked how much it cost for a working student to live on a farm, witness said that before the war they estimated 25*s.* to 30*s.* a week, including board, but roughly speaking nowadays it was about 2 to $2\frac{1}{2}$ guineas a week.

He considered it important to select the very best and most suitable students to come to England, and it was important that they should have had some practical training on farms in India before they came.

All that the College demanded of persons who entered on a degree course was the College Matriculation Examination or its equivalent.

He would welcome some organisation which would enable them to enquire into the character of the students; otherwise the testimonials they brought with them should be from their University authorities or from someone known to the College. He did not think that in the case of English students testimonials were asked for from their former teachers, but they generally knew a good deal about their English students.

So far as his experience went he had had no difficulty on the score that Indians did not understand English; as a rule they knew English fairly well.

He thought that if they had ideal conditions for teaching agricultural science in India, it would not be necessary to send Indians over here, but the country that gave the best agricultural teaching would always draw the best students.

Probably the most effective solution of the problem of training agriculturists for India would be to meet the bulk of the local needs with local colleges, and that those who had a special object should go abroad.

At the Northumberland County Experimental Station at Cockle Park, of which he was also director, they had conducted certain experiments on the feeding values of various Indian products which they had received through the then organiser of agriculture in India, and the results were of considerable value to the farmers here and incidentally of value to Indians here.

MR. E. R. B. REYNOLDS, President of the Students' Representative Council at Armstrong College, was called and examined.

He said that the Students' Representative Council was chosen from each of the Faculties and from societies of general interest. It was composed of approximately 25 persons, who varied from year to year according to the number of students in residence. The Principal had given them complete authority in disciplinary matters, but they had in actual fact very little power. Every man paid two guineas a year and every woman 25*s.* as a composition fee for all students' societies and clubs, and they got this money and distributed it as they thought fit. They had jurisdiction over the finances of certain societies; for instance, general societies got money from the Council which enabled them to carry on and the Faculty Societies had a small subscription for their own small expenses. The Council had, however, no jurisdiction over the conduct of meetings of societies. Indians would be eligible for all the same societies as the British students; they voted for the Council as members of the different constituent bodies.

There had never been any question of an Indian Society because there had never been many Indians. One Indian, Sen-Gupta, had been President of the Students' Representative Council for a year during the war.

The college had no Officers' Training Corps of its own, but they had the Durham University Officers' Training Corps.

He did not think there would be any feeling against the admission of Indians to the corps

provided they were in character and position eligible and desirable; he thought there was a very small amount of prejudice amongst the whole body of students, and it had not expressed itself in the student life at Newcastle.

Asked with regard to the Indian student who had been President of the Students' Representative Council, witness said that he was an extremely good man in everything he set his hand to, whether it was intellectual or athletic things, and had been greatly respected. Indian students, so far as his experience went, usually took part in the games, but more especially played lawn tennis and hockey. The subscription of two guineas a year enabled them to play any games.

As regards lodgings he thought that a year ago there was difficulty in getting lodgings at Newcastle, but he did not think it was so acute now.

As regards the cost of living he thought that an Indian student could manage to live, including vacations, on about £200 a year.

DR. D. DRUMMOND, C.B.E., M.D., Vice-Chancellor of the University of Durham and President of Durham College of Medicine, and PROFESSOR R. HOWDEN, M.A., D.Sc., Dean of the Faculty of Medicine, were called and examined.

Dr. Drummond stated that they had not at present any Indian students now studying medicine at the Durham University College of Medicine. They had had 82 applications from Indian students in the last 12 months and prospectuses were sent to them and the requirements as regards matriculation were pointed out. None of them had made any further application, presumably because the requirement of Latin was an insuperable bar to the Indian student. The question of removing that bar had been considered more than once, but the University of Durham had always insisted on Latin. Their own view was that it was essential for doctors, as so many of their terms were derived from Latin, and it was considered advisable to retain it in the matriculation.

The medical course lasted for five years. Their course varied slightly from the course usually adopted by other Universities, as in addition to pure science in the first year the students attended lectures in junior anatomy and did dissections. As soon as a person had passed his anatomy examinations, he could commence his hospital work, and they insisted upon their men taking three whole winters' and two summers' hospital work.

Indians, if they were matriculated students, would have the same facilities in obtaining hospital practice as others, and there would be no objection whatever on the part of the hospitals. They had had not long ago an Indian student who had been a resident physician at their hospital.

Professor Howden stated that he had examined the register for about 25 years, and found that during that time they had had eight or nine Indian students, and among these there were two very capable students.

Asked whether they were prepared to agree that the question of a classical language might be got over by some arrangement with the Indian Universities that some classical language must be taken in the matriculation there, Dr. Drummond said he could not give an answer straight away, as any question of that kind would have to be submitted to the Matriculation Board. Speaking personally, he would be prepared to support the proposal that if Arabic or Persian or Sanskrit or one of the recognised classical languages of the East were taken, the requirements might be satisfied. Greek had been an essential for their M.D. degree until quite recently, but it had now been dropped.

Professor Howden stated that Indian students all came through his hands, and he was clear that the matriculation with its requirements of Latin was what stood in the way of the entrance of Indian students. He could only administer the requirements of the University, and it was for the Matriculation Board to decide upon any representation on behalf of the Indian students for the removal of Latin or the substitution for it of some other subject.

Witness thought that the view was held that the Indian matriculation was of a lower standard than their own, and for this reason they usually asked that an Indian should have taken some supplementary language in India as well as Latin. Even if a student had passed the Intermediate Examination of an Indian University, he would be required under the existing regulations to pass in Latin before being admitted to the medical course. He did not think that the question of the standard of Indian Intermediate Examinations had come before the Matriculation Board. He did not think that the Indian Universities had ever made an application to have their Intermediate Examination recognised. It was pointed out to the witness that while the Principal stated that the Intermediate Examination of an Indian University was accepted by the Armstrong College as adequate, the College of Medicine would accept a matriculate of an Indian University if he qualified in Latin, but would not accept a man who had passed the Intermediate of an Indian University unless he had passed in Latin.

Witness stated with regard to Indian graduates that the question of Latin would not be raised, as an examination for a Degree in Arts in any University in the British Empire was recognised as equivalent for their matriculation purposes.

A degree in medicine would not exempt a man from matriculation; anyone coming with a degree in medicine could take the Hygiene Bachelorship in virtue of his having a degree, but could not take the Medical Degree of the University.

At present there were just over 400 students in the medical faculty, but usually there were only about 200. There were plenty of beds in the hospitals, both for ordinary and for midwifery cases for all students. He thought that the number of students in the medical faculty was likely to decrease within the next few years judging from the entry for this year which had been about 60 as compared with 100 last year. The figures of the last few years had been entirely due to war conditions, and they could have had a great many more if they had relaxed their University requirements as other Universities had done. They would certainly not fall behind the pre-war numbers and probably they would increase on them.

Professor Drummond subsequently wrote, on 19th November 1921, that the Matriculation Board of the University of Durham had agreed a day or two previously that as the Matriculation examinations of the Indian Universities were below the standard required for admission to the University of Durham, these examinations be no longer recognised for entrance to the University, but that the intermediate of the Indian Universities be recognised, if such examinations contained the required subjects.

SIR GEORGE HADCOCK, K.B.E., of Sir W. G. Armstrong, Whitworth & Co., Ltd., was called and examined.

As regards the difficulty of Indian students obtaining practical training in engineering, witness considered that the Indian Government had made it clear that they wished to make India absolutely independent in all manufactures, and they would be in competition, therefore, with all engineering firms in England. It seemed sound to him that engineering firms in England should look for some compensation if they were to take Indian engineering students and teach them the technicalities of their work.

It was asking that greater facilities should be given for Indian students than were given to English students if it were proposed to ask for admission without payment.

Armstrong, Whitworth & Co. took ordinary apprentices who signed on for five years, or until they were 21, and they took pupils who came for two or three years and paid a considerable premium and had the run of the shops. The ordinary apprentice was simply taught a trade. A pupil learnt pattern-making, moulding, blacksmithing, fitting, turning and drawing office work, but he had to pay as much as 300 guineas for three years. Sometimes they took pupils free under very special conditions; perhaps friends of people connected with the firm, or University students who had been taking engineering degrees, but required three months' training in a shop. But such students were often at the works merely for the long vacation. They would usually be paid wages, because it gave the firm a hold over them. They had had one or two Cingalese, but no Indians.

They had never been approached by the authorities at Armstrong College, nor by any other University, nor by the High Commissioner, with regard to taking Indian students.

He thought that if it were desired to approach the firm on the matter, an appeal by the Government would be more likely to have influence with them.

As regards the ordinary pupils whom they took, they gave no guarantee of employment. The very best of them might stay with the firm, but he thought it was far better for them to go away and get more experience. He could not say whether an Indian student who had gone through the pupilage course would then be fit for really responsible work. It depended entirely upon the man himself.

Their works were so large that they were divided into various departments, and a pupil would be asked to put his name down for marine engineering or locomotive engineering, and would spend the whole of his time in that department and would not be sent into the ordnance works at all.

They had been thinking about the question of pupils very carefully, and prospective pupils were now generally seen by the department managers, who satisfied themselves that they were likely to do the firm credit. It was difficult to say whether it was better for persons to come straight from a public school or whether they should have a University training first. If a person had a strong character, the best plan would be to take him when he was 16. Such a person would get his technical education somehow, as at night classes, even if he did not go to the University afterwards.

A good many firms did not take indentured apprentices; they preferred to let them come, and if they were not satisfactory to send them away again, but others liked to have them bound for five years.

He would not object to an Indian student because he was an Indian, but he did not think them so satisfactory as the English students. He would not expect any difficulty from the attitude of the workmen, as they had never found any in the case of other foreigners.

Asked whether it would have any influence with him personally or with the firm if an appeal for the Indians came through a body like the North-East Coast Institution of Engineers and Shipbuilders, witness stated that he thought the firm would prefer a direct application rather than one made through any association.

At the present moment they had been asked to allow five of their best apprentices each year to go to a technical college in Newcastle, and though they turned out these five highly qualified persons each year they could not absorb each year so many persons in responsible permanent positions. He could not imagine any firm taking on a large technical staff unless they could use it efficiently.

As regards the type of training, witness stated that every branch was becoming more and more specialised and it was unlikely that an all-round training would be good. He thought that if a person wanted to be successful in running a works it would be much better for him to be able to understand men and machines, and be able to get the best out of both, than to be very highly qualified technically. For the management of men, he would probably learn more in public schools and Universities than in the works.

As regards the theoretical training of pupils, the firms generally insisted on a condition that they should have passed a matriculation examination after the first year, and though they did not do any theoretical work direct with the firm they were allowed to break their pupilage and go to the Armstrong College for six or nine months if they desired to do so.

Asked with regard to the conditions that would require to be satisfied in taking Indian students, witness said that the fact that a person was an Indian would not necessarily be a bar. They would expect him to know English pretty well, and to have had some training in mathematics and mechanics.

He thought it would be more successful with his firm if they were approached with regard to particular students directly by the High Commissioner rather than through any member of an Employers' Panel of Advisers.

FRIDAY, OCTOBER 21, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
MISS L. M. BROOKS.
MR. E. G. HOWARTH } *Secretaries.*
MR. R. E. FIELD }

SIR W. H. BEVERIDGE, K.C.B., M.A., Principal of the London School of Economics, who was accompanied by PROFESSOR E. CANNAN, M.A., LL.D., and PROFESSOR H. B. LEES-SMITH, M.A., was called and examined.

He thought that the total number of Indian students at the school in the current session would be about 70 or 80. The usual period of the course was three years for the first degree,

but some persons came for higher degrees which could be got in two years. Indian students did not, as a rule, stay for more than three years unless they were going for a higher degree as well as the first degree; sometimes they took more than three years to get the first degree if they failed in one of their examinations, but they were very unwilling to stay more than three years. Formerly, Indian students were admitted to the London School of Economics without any limitation as to qualification, but they had recently found it necessary to establish a rule (though it was not an absolute rule) that only Indian graduates would be taken by the School. He considered it would be a great advantage if there were an organisation in India which would serve the two purposes of advising and spreading information to the Indian students and informing the School as to the qualifications of the students. It would be of great value if there were such an organisation in India to which the School rules and procedure could be sent and which would make certain that that information got to every college in India. As regards the second function, if, as he thought desirable, the School limited itself practically to graduates it was not so important to have information as to their qualifications so long as they came for the first degree only, but when they wanted to come for a higher degree it was important to know a great deal more about them. His own view was that, on the whole, it was much better for an Indian student, even if he were a good and advanced student, to take a first degree rather than a higher degree. He was of opinion that an Indian student got a better education by that course and he desired to emphasise that point. They had a number of Indian graduates who desired to write a thesis for a higher degree, and they were very apt to write a thesis on some essentially Indian subject; and although they got a degree, he did not think they had got anything like the benefit from their study here which they would have got had they taken an ordinary first degree. He thought that that ought to be the normal course for an Indian graduate.

One of the reasons for better dissemination of information in India was that students might get to know the standard of the examinations, and he gave as an instance a student who was anxious to read for a higher degree, but failed badly in the intermediate for a first degree: he then realised that he had a quite wrong standard in his mind before.

At the present moment they relied on the Indian Students' Department for transmitting information to students in India. If some body were formed in India which could select suitable students and forward their names to the School, he would be prepared to accept their recommendations, and in principle he considered that such an organisation should be supported and made the normal channel of admission to the School.

He was of opinion that such an organisation ought, if possible, to be based on Universities rather than on Government, and he attached importance to the condition that someone in the organisation should have been in England for a good time and should know individually and be known to the heads of the various colleges.

Asked whether there was any difficulty in accepting a considerable number of research students for a higher degree on the ground that research in economic subjects made a very great demand on the teaching staff, witness said that that was quite a misconception. It was a big demand, but they were prepared to meet it in the case of qualified students, and there was no difficulty in giving the teaching. Sometimes an Indian student came and wished to read a specialised Indian subject, and in such cases he had to go outside his staff and get specialists in Indian economic questions to help the students and revise their theses.

His general view with regard to teaching Indian students was that it was more important to give an Indian student a good show than an English one, because if the English one did not get attention and failed in his examination he went away and was unhappy, but there was no political consequence and no rankling or feeling of injustice. It was because he felt that they got more Indian students than they could really do good to that he had suggested taking only graduates. He quite realised that Indian students did not wish to be picked out as it were for special treatment, because they regarded that as a reflection on them, but all he wished to do was formally or informally to make certain that Indian students at any rate did not get less of the attention of the advisers at the school than the English ones. He wished to make certain that the teachers took more trouble if anything with an overseas student than they did with an English one; he would not have special tutors for Indian students, but would see that they got not less attention, and that would mean actually a little more.

He hoped to be able to take all the graduates who wished to come, and he hoped that it would be possible to dispense with the limit of numbers by insisting upon a certain standard. He would regard an excess of Indian students as more undesirable than an excess of home students, as he would not like to give bad education to the Indians.

Asked with regard to persons who had not taken a degree in India, he considered that such persons should take their degree before they came here; a graduate who had a degree of an Indian University, which was quite definitely of a lower standard than the London degree in economics, benefitted in his opinion by taking the London first degree in economics. It was not that an Indian graduate had been taught wrongly, but that he had not been taught as much. If he came with an Indian B.A. degree and wished to take his B.A. here it would take him three years from his arrival, and if he then wanted to take a higher degree he could take an M.Sc. in one year after he had taken his first degree here.

He had, however, a good deal of sympathy with the proposal that persons with an Indian B.A. degree might be allowed an exemption of one year. This was one of the points he had intended to suggest to the Committee, and he was of opinion that it was a matter for consideration whether the University here might not make an arrangement under which graduates of approved Indian Universities were exempted from the intermediate examination of London. The difficulty in exempting from the intermediate examination would be to decide who should be entitled to exemption, and he believed that it would be necessary to set people down to an examination on their arrival in the subjects which they chose in order to see whether they were justified in being exempted. The University might do the examination, but he would rather have any graduate of any University and an examination than have a graduate of an approved University and admit him without examination. The simplest thing would be to examine everybody who wanted exemption just to test his general standard.

Asked further with regard to Indian students taking Indian topics for their theses, witness said that it was a bad education for a man simply to come to this country and write nothing except about India. He wished to emphasise the fact that they also had a much larger and more specialised staff than any other University in this country for Indian students, and had never refused to take any student who was qualified to work for a higher degree because the subject was one which they did not feel able to tackle, and he hoped they would never be led to refuse anyone on those grounds. There was difficulty in producing persons who were competent to deal with special features—Indian economics, Indian finance, and so on. They could, however, generally find outside specialists, and this they had done; they had never yet had to refuse an Indian student for any economic subject however specialised. His whole point was that it was a better education for an Indian student not to take up an Indian subject for his thesis.

Asked with regard to hostels, witness stated that he considered that a hostel for Indian students would be a good thing; he thought it would be desirable, however, for it to be supported by the University or school concerned rather than by the Government.

Mr. Lees-Smith stated that before the war he had tried to get Indian students into families, and did get some of them into families of good class, but it was difficult to do so. He thought that it should be remembered that the situation had now altered; for instance, the small professional family in this country had been so adversely affected by the war that he was now convinced that for payment of £3 or £4 per week Indian students could be got into families of good class. From his own experience in the School of Economics he would say that two-thirds of the students who came from India were fairly comfortably off and could afford £4 a week. It would require some organisation to find these families, and the School of Economics would probably do it on its own account, but he thought it could be done on a larger scale.

Sir William Beveridge said he did not see why each college should not register lodgings for itself; he contemplated before next session getting lists of approved lodgings and families who would take not only Indian students but other overseas students and many English students who came from other parts of England.

Mr. Lees-Smith thought that if the finding of families were made a definite object, it would be successful as he knew people who took students now who would not have done so before the war. He did not think the fact that there was lack of housing accommodation and of servants was a real obstacle, and in the case of servants the difficulty was becoming one of money.

Questioned further with regard to examination for Indian graduates, witness stated that even if there were a recommendation from a University body in India that a student was fit for exemption from the first year's course here, it would be difficult to make an exemption; it would in his opinion be far less invidious to put everyone through the process of an examination here. As regards the economic course here, it was necessary for the second and third year's work to know about the local government of England, and a person who had taken an honours degree of the higher class in India might not know one single word about that, which was the argument for having a special examination here.

Asked with regard to the Sydenham College of Commerce at Bombay, witness stated that it was to some extent the creation of the London School of Economics, and though their traditions were strong there, he would not say that the degree of that College would be equivalent to much more than the intermediate here.

Asked with regard to Indian women students witness said that they had not had many but there were always some; he did not think, however, that they were usually persons who came definitely from India for the purpose, but rather Indian ladies who were living in England. There were one or two who had recently come from India, but he could not give particulars about them without reference to the school records.

MONDAY, OCTOBER 24, 1921 (LONDON).

Present:

THE EARL OF LYTTON (*Chairman*).
SIR D. P. SARVADHIKARY.
MR. C. E. W. JONES.
SIR M. HAMMICK.
DR. S. K. DATTA.
MISS L. M. BROOKS.

MR. E. G. HOWARTH, MR. R. E. FIELD, *Secretaries.*

CAPTAIN M. B. SAYER, Superintendent of the training ship *Worcester*, and MR. F. H. STAFFORD, Secretary of the Thames Nautical Training College, were called and examined.

Captain Sayer stated that the course on the *Worcester* extended over two years, and that the cadets were trained to become officers in the Mercantile Marine, the Royal Indian Marine, the Bengal Pilot Service, or (as midshipmen) in the Royal Naval Reserve. The College had also quite recently accepted an offer from the Admiralty to put up one boy each term (*i.e.*, three a year) for the Navy, provided they passed the examination for admission to Dartmouth.

Mr. Stafford said that at the present time the age limits for admission to the *Worcester* ranged from 11½ to 15½, but they got very few boys at so young an age as 11½. The boys training for admission to the Navy had to be between 13½ and 14¼ years of age.

As regards naval cadets Captain Sayer explained that some years ago there had been a navy class at the College, but it was discontinued in 1906 when the Admiralty demanded that candidates should have engineering experience, as the Committee of the College could not go to the expense of installing the necessary machinery. Recently, however, the Admiralty had written to say that they did not now require engineering experience, and the College had agreed to train three candidates a year for the Navy; they would go to Dartmouth, after leaving the *Worcester*, for a further term of training.

In the case of a boy going into the Merchant Service, the Board of Trade allowed his course of two years on the *Worcester* to count as one

year's sea training, which meant that at the expiration of the *Worcester* training he had only to do another three years' apprenticeship before he was eligible to pass his first examination as second officer.

In the old days all cadets went automatically into sailing ships to serve their apprenticeship, but, as the sailing ship had died out, they now went into steamships instead.

If a boy came to the *Worcester* at the age of 12½ he would complete his course of training at 14½, but that was rather too young an age to go to sea, and such boys were generally advised to stay on the *Worcester* for a further year.

Questioned as to the willingness of the authorities of the College to admit Indians, Captain Sayer stated that as they had been sending boys for many years past into the Royal Indian Marine and the Bengal Pilot Service they thought it would be unfair to refuse to take Indian students. They had had other foreign students—Chinese, Japanese, Greeks, and Persians; Admiral Togo, for instance, was trained on the *Worcester*. They were, however, inundated with applications from English boys, and officially the College was full until January 1923, but if sufficient notice was given they would be prepared to admit a limited number of Indians.

The Indians would of course be admitted to the *Worcester* on the same conditions as British applicants, but it would probably be well for them to be at least 15 years of age. In the case of a boy coming from abroad 12½ was too young an age, and, as a matter of fact, even the English boys joining the *Worcester* had of late been round about the age of 15. That meant that they started on their apprenticeship at sea at the age of 17, which was quite young enough.

At the present time there was very great difficulty in securing admission to the Mercantile Marine for boys trained on the *Worcester* because of the large number of ships that were laid up, and that matter would have to be taken into account when deciding to send Indian students to this country for nautical training. If it was proposed that at the end of their training on the *Worcester* they should be admitted to the Royal Indian Marine there would be no difficulty, but if they were to take their chance with the other cadets for admission to the Merchant Service, they would probably find that shipowners would not welcome them. It would therefore be necessary to know beforehand that the necessary facilities would be available to an Indian after he had had his *Worcester* training.

It was also very necessary to ascertain that any boy sent to the *Worcester* had the qualities likely to make him a good sailor, but if the Government of India could satisfy themselves that there were boys in India of the right type to make good officers in the Marine Service, there would be no difficulty about their admission to the course on the *Worcester* on account of their being Indians.

The course on the *Worcester* began about the third week in September in each year, and, if due notice were given, it might be possible to arrange for the admission of, say, six Indian boys in two years' time. They might be able to take three in 12 months' time and another three in September 1923, and if the experiment were successful they might in due course work up to a maximum of 12 admitted in two batches of six each.

In the case of the British boys there was an initial examination in general knowledge which had to be passed before they were admitted to the *Worcester*, but that would not be strictly insisted upon in the case of cadets from India. It was, however, necessary for any boy joining the course to have a good elementary education with as much knowledge of mathematics as possible. If necessary the papers for the preliminary examination could be sent out to India.

The total number of the boys now undergoing the *Worcester* course was 205, and the expenses were about £200 for the first year and £160 for the second year, exclusive of vacations, which consisted of eight weeks in the summer, five weeks at Christmas and three weeks at Easter.

In the case of boys coming from India it would be essential to have some arrangements made for their vacations as there were no facilities for keeping them on the *Worcester* during the holidays, and even if the Managers were asked to do so it would be difficult to comply with the request as the ship was more or less shut down during vacation time in order to save expense.

There had been a number of Anglo-Indian boys on the *Worcester* whose parents were working in India and who had lived in India for many years. Many of the Hooghly pilots and some of the officers of the Royal Indian Marine sent their sons to the *Worcester*.

Generally speaking all the boys admitted to the course had their own guardians in this country and the College authorities did not undertake any duties of guardianship. In the case of Indian boys it would be necessary to make arrangements for someone to look after them in this country, as the College could take no responsibility for them during the holidays, and if they were taken ill there would have to be someone who could be referred to at once.

Indian boys might find the conditions of life on the *Worcester* rather trying in the winter. They would be living on a ship and leading a pretty hard life, so that a boy coming from a warm climate might feel the cold rather acutely.

All applicants had to produce a medical certificate stating that they were not suffering from any infectious disease and that their physical condition was such as to make them suitable for a sea career. They also had to pass the Board of Trade eyesight test for colour and vision, but that test was not a very rigorous one and anybody with normal eyesight could pass it.

It would be of great advantage if arrangements could be made for Indian applicants to undergo some sort of preliminary training before coming to this country as a test of the likelihood of their caring for a seafaring life.

The British boys on the *Worcester* generally came from the professional classes and it would not be possible to put boys from the lower classes among them. There were other training ships for what was called the seaman class.

Indian boys admitted to the *Worcester* would have to fall into line with the English boys as regards diet and there would be no facilities for giving them special religious services. The Chinese and Japanese boys who had been on the ship had had the same food as the rest, and the Indian boys, if admitted, would have to do the same. There was only one staff of cooks and it would not be possible to provide a special diet for any particular class of students.

MR. EDWYN BEVAN was called and examined.

Asked whether he would like to make any general statement arising out of his knowledge and experience of Indian students in the United Kingdom, he said that he had no particular data regarding the arrangements at the Universities, and that it was from personal acquaintance with

Indian students that he had had an opportunity of seeing what were the deficiencies in the present arrangements for their welfare. Generally speaking, it might be said that at the present time many students went back to India no better for having come to this country. During their stay in England they were surrounded with moral temptations, and in many cases they went back home carrying nothing that was any good from this country. Also they often went back with feelings of bitterness against the British people. These were the two great evils.

A number of students had discussed with him the working of the present official organisation, and he thought that, as a whole, they undoubtedly had a great suspicion of 21, Cromwell Road, and there were very few of them who would go there habitually. He did not think they had the same suspicion of the Shakespeare Hut, although a certain class had tried to work up suspicion of it among them.

Judging from what he had heard, he thought that a good deal of the suspicion with which students regarded the Indian Students' Department arose from the fact that the officers in charge of the department had often told students that it was no good their applying for admission to a particular University, and those students had then applied independently of the Department and had been admitted. He knew of many cases of students who, after having been told by Dr. Arnold and Mr. Burrows that it was no use their applying for admission to Oxford, had applied in person and been successful. That had produced the unfortunate impression that the official organisation existed for the purpose of preventing Indian students from getting admission to the Universities.

Asked whether he thought it would be possible to remedy the defects in the existing organisation so as to secure for it the confidence of the students, or whether he felt that the mere fact of its being official would prevent it ever having their complete confidence, the witness said that he thought an official organisation would always be handicapped as there would always be a certain number of students who would be suspicious of it. He thought, however, that it was possible that if certain changes were made it might command the confidence of the students more than it did at present. It seemed to him very undesirable for an official organisation to dissuade or deter students in any way from applying for admission to a University.

As regards the question of the reception of Indian students on their arrival, their accommodation in hostels and the provision of lodgings and advice as to English customs, the organisation of vacation parties and things of that kind, he did not think that an official organisation could by itself do very much. The question was whether it could provide facilities for private individuals to meet students and follow up the acquaintance as a matter of personal friendship.

He did not think the original idea of the Northbrook Society had ever been properly realised. He believed that the original idea of that society and of the National Indian Association was to provide a place where English and Indian students could meet, but as a matter of fact the English element had always been wanting. A few elderly Anglo-Indian officials attended gatherings organised by the Society and the Association, but they obviously could not do very much with young students. If it had been possible to get a number of young Englishmen of goodwill to frequent 21, Cromwell Road and make friends with the Indian students it might have made a difference, but that had not happened. Part of the problem of the future was to get people of the right class in England to know young Indians who came here for education. That could only be done individually and privately, but it was possible that an unofficial organisation might be started which young Englishmen would frequent. The more unofficial it could be made the more likely it was that it would succeed.

It was probably rather hopeless to try to secure a mixed residence for English and Indian students on a large scale, but it was very desirable to have a certain number of young Englishmen, who might form a bridge between the English student body and the Indian student body, residing at any hostel which might be started for Indians. These young Englishmen would put the Indians in touch with other students outside who might make friends with them and invite them to visit their homes. The trouble was that only a very limited number of Englishmen could be found who were willing to do that kind of work. The Shakespeare Hut had started with the idea of having about 20 English students in residence, but they had never been able to get the numbers they hoped for, and there had not been more than about half-a-dozen English students residing at the hut at a time.

In his view the reason why the students had more suspicion about Cromwell Road than they had about the Shakespeare Hut was that the one was official while the other was not, and also that the Local Adviser had been housed at Cromwell Road.

Asked whether he thought that if Cromwell Road were to be made entirely unofficial and managed by the National Indian Association or the Northbrook Society or some association wholly unconnected with Government it would be more popular among the students than it now was, the witness said that if the house had been started unofficially from the very beginning he thought probably the effect of it would have been very different, but he doubted whether the people who were at Cromwell Road now would ever be able to shake off the burden of their association with Government sufficiently. Even if there were to be a completely new personnel the organisation would probably still be regarded as a Government one, so long as it was housed at 21, Cromwell Road. If, however, the house was actually being used by the students and the demand on its accommodation at the busy time of the year was greater than it could fulfil, it was of value, and the fact that some students regarded it with suspicion did not affect its usefulness to those who liked to take advantage of what it had to offer. As regards making contact between students and the English community, he did not think the house had done very much. Big entertainments of the kind which were organised by the Northbrook Society and the National Indian Association did not come to very much unless they were attended by English people. Such gatherings should be used as opportunities for making permanent acquaintanceships and unless that were done they really served no useful purpose.

If it were possible to utilise the existing English student bodies for the purpose of getting young Englishmen of the right class to take an interest in the problem, much more might be done. For example, the Cavendish Club had a number of young Englishmen from the Universities associated with it, and if a certain number of them could be persuaded to take an interest in the question and to frequent places where Indian students met together, far

more good would be likely to result than from any amount of intercourse between Indian students and elderly English people.

Asked whether he thought there was any truth in the suggestion that the Colonial students were influencing British undergraduates and prejudicing them against the Indians, the witness said that he had no evidence that the Colonial students influenced their fellows, but he thought that they themselves often had considerable prejudice against Indians because they started with a much stronger racial feeling than the Englishman. The authorities concerned with the Colonial students might be able to give some assistance in removing the prejudice if they could exert personal influence. All Colonial students, however, should not be regarded as possessing race prejudice. The New Zealanders, for example, had no racial feelings against the Maoris, and he imagined that a New Zealander would not have the same prejudice against Indians as a South African would have.

Questioned as to the steps that might be taken to get young Englishmen to take the necessary interest in Indian students, the witness said that he thought that much might be done if prominent persons connected with India would address the English students on the subject. From the point of view of approaching young Englishmen an organisation would not be at a disadvantage on account of its being official, because an Englishman would not have the same suspicion of an official organisation that an Indian would have. He was, however, doubtful whether much could actually be done by any organisation, as it was mainly a question of the personal influence of people to whom the young Englishman would listen. It seemed to him that all the official organisation could do would be to suggest to Englishmen who had the necessary standing that they should endeavour to interest the British undergraduates in the matter.

Questioned as to whether the Indian students were not on the whole quite well behaved, and whether the fact that they lived in the midst of temptation was really a serious problem, the witness stated that he thought the problem undoubtedly existed. His personal friends among the Indian students might be described as well behaved, but from what they had told him he thought there was a large number who had got into an unhealthy state. Even if they did not actually fall into vicious courses they could get into a very unwholesome state of mind if they were living by themselves in lodgings and mixing only with the people who kept those lodgings. The only way to get rid of the difficulty was to give the students wholesome society, as a young man who was cut off from wholesome society was almost sure to fall into an unwholesome state of mind.

Asked whether he thought the confidence of the students in unofficial organisations such as the Shakespeare Hut would be lessened if they received grants from Government, the witness said that he thought such a course would cause some difficulty. A proposal was now being put forward that grants should be made to the Shakespeare Hut, not by the India Office, but by the Provincial Councils in India, and he thought there was some hope that some of the Provincial Councils might make grants to the Y.M.C.A. Hostel in London. That kind of grant would not have the same invidiousness about it as a grant made direct by the India Office, and would not arouse the same suspicions.

Asked whether the complaint of the students against the Indian Students' Department was mainly that it had been an obstacle in the way of their getting admission to British Universities, or that it exercised political espionage over them, the witness said that he thought that both complaints were equally strong, and that even if it were possible to eliminate the possibility of the charge of handicapping students in getting admission to Universities, the official organisation would still be suspected.

If the High Commissioner, as the representative of India in this country, undertook the duties of bringing pressure on the Universities to admit as many Indian students as possible and securing admission to firms for practical training, he would in those two ways render a great service to Indian students. So long as he did not deal with individual admissions, but only negotiated with the Universities on behalf of Indian students in general, it was quite possible that his activities would not be subject to the same suspicion as the Indian Students' Department was at present, though there would still probably be a number of malcontents who would desire to make trouble and who would try to persuade the students that the High Commissioner was endeavouring to keep the numbers down.

It would be a very interesting experiment to see how far Government effort rightly directed could succeed. He thought that if it once persuaded the students that it was giving them greater facilities for getting employment, and also giving them opportunities for making social links, and if the High Commissioner or any organisation under him could get young Englishmen in considerable numbers to make friends with Indian students, that would overcome their suspicions in a large number of cases. It all depended on how far a Government organisation could be successful in persuading the students that it was being of assistance to them.

Asked whether there was any feeling among the students that Government influence was not exercised sufficiently in the matter of assisting them to obtain employment after they had completed their training, the witness said that in individual cases of young men who had qualified as engineers and had been unable to get employment a feeling of grievance undoubtedly existed.

Asked whether there was any sort of discipline at the Shakespeare Hut the witness replied that that was a matter largely left to the personal discretion of the Warden. The effect of any hostel depended very much on the personality of the people in charge of it, but he thought the men who were now working at the Shakespeare Hut had created by their personal character a distinct atmosphere which was very beneficial.

He thought a great deal more might be done, especially in the case of English students who were going out to the Indian Civil Service to rub in the right point of view from the very beginning of their careers. A year or two ago the Indian Civil Service probationers were inclined to take up the position that as they would see so much of Indians later on when they got to India there was no particular necessity for them to see anything of them in this country. He thought it possible that this view still prevailed.

Memorandum by Sir William Ashley, Vice-Principal and Dean of the Faculty of Commerce of the University of Birmingham.

1. In order to give a definite object and purpose to their work, it is most desirable that Indian students should have passed such examinations in their own country as may enable them to matriculate and become eligible for degrees.

2. It is most desirable that Indian students applying for admission to an English University should be able to forward (sufficiently early to receive a reply before they leave India) testimonials from persons of position, concerning their personal character. If these testimonials are furnished by Indian University authorities, they should not be regarded as merely formal.

3. While suitable Indian students will, of course, be welcome in English Universities, it is not desirable, in their own interests, that they should come in such numbers as to form a society apart, and fail to be absorbed into the general student life.

The advisable numbers will vary with the particular University and particular Department. As the Faculty of Commerce of the University of Birmingham is perhaps the best known of the English Faculties of Commerce, it may not be inappropriate to add that some half-dozen Indian students at one time (that is, two in each of the three years) is perhaps as large a number as could be received at present with advantage to themselves. Commercial students assisted by the Government of India should, as a rule, go to Sydenham College, Bombay, or to the new economics departments of other Indian Universities, and only in very exceptional and most promising cases be sent to England.

4. It should be borne in mind that the purpose of the Birmingham Faculty of Commerce is to prepare students for actual business life, and only incidentally and indirectly for teaching positions, the bar, journalism on the civil service.

Memorandum by Sir W. H. Hadow, Vice-Chancellor of the University of Sheffield.

The views which, so far as my experience goes, I should venture to put forward with regard to the admission of Indian students to the English Universities, may be summarised briefly as follows:—

(1) Ideally it is far the best that they should be students who have graduated in their Indian Universities, and who come over either for the Ph.D. or for some special piece of research work, or to follow some special course of study under a particular professor.

(2) In exceptional cases it might be advisable for undergraduates to come, and the question then arises, if they are reading for an initial degree in the University, what concession as to residence and examination could be made by the English University which they wish to enter. It is clear that the answer to this question would depend on the standards of examination and the conditions of residence in the Indian Universities, and for this reason it would be advisable that there should be some central office representing University education in India by which the various standards could be compared or equated and the requisite information be made available. I might add that such information would also be of service in the case of graduate students who are coming over for the Ph.D., as all the British Universities require special qualifications before students are admitted to that course.

(3) It does not seem to me advisable that any large number of Indian students should be in residence at the same time at any British University. If this happens there is a danger that they may form themselves together into a self-sufficing group and so miss the social advantages that would come from intercourse with British undergraduates. For this reason, I rather doubt the advisability of establishing special hostels for them. It seems to me on the whole better that they should reside either in specially selected lodgings, one or two together, or by admission to the ordinary hostels of the University. In any case they should be encouraged, as far as possible, to take part in the ordinary undergraduate club life.

(4) It seems to me advisable that at any University where there is a regular entry of Indian students there should be some official who could act in a more or less official capacity as their adviser and representative. The plan already carried out of local adviserships at Manchester, Glasgow, and Edinburgh might with advantage be extended.

(5) And this should be particularly the case if the Adviser could be a member of the University staff. I believe that a good deal of informal help is given in this way by the staff at Leeds University, and the evidence of Sir Michael Sadler on this subject would be of the greatest value.

(6) The University of Sheffield is desirous that all its students who are doing applied science or technological work should have the opportunity of alternating the academic instruction in the University with practical experience in the works. This would equally apply to Indian students so far as the conditions of work were applicable to them. On this point I would suggest to the Committee that the evidence of Professor Ripper and Professor Desch would be of use, as both of them have had wide and long experience on the matter.

(7) I think it most advisable that the best Indian students should be encouraged to come over, at any rate, for post-graduate and research work, and especially among the best, those who are likely to accommodate themselves with English people. But I am not so sure of the advisability in the case of ordinary students, who have not any special qualifications and who have not equal flexibility of mind.

This is, however, a very difficult question, on which it is perhaps easier to discuss views in conversation than to formulate any set of opinions on paper. It is a matter really of relative merit and relative advisability and it is not easy to tell where to draw the line.

During the course of their enquiry the Committee received the following written Statements by persons from whom, for one reason or another, they were unable to take oral evidence.

Statement by the Students of St. Andrew's University.

We, the Indian students of St. Andrew's University, beg to forward to you this memorandum embodying concisely our views on the lines of enquiry which you have been commissioned to undertake, with the hope that the same will receive due consideration.

It is our deliberate and emphatic opinion that the Indian Students' Department, with its numerous branches including the Advisory Committee, is and will continue to be—unless you make recommendations to abolish it—a useless and costly luxury which can serve no useful purpose and is a fruitful source of creating friction and unpleasantness. In the twentieth century, in a country like Great

Britain, it is an absurd anachronism which is tolerated by the people here simply because it does not concern them. We never wanted it; we never asked for it; it has been thrust upon us without our approval and not only continues to exist in spite of our repeated protests in the past, but, curiously enough, endeavours are now being made to extend its mischevious activities still further and to include in its jurisdiction even our holiday quarters! We proceed to illustrate our position in detail. So far as we are concerned we find that the existence of this Department is sought to be justified on the following assumptions:—

(*a*) That a guardian is necessary to look after the students.

(*b*) That the official adviser will facilitate admission to the institution a student wishes to join.

(*c*) To give expert advice on all matters pertaining to our courses of study, &c.

(*d*) To provide facilities for suitable, social and intellectual intercourse with the people of the United Kingdom.

We will show below that all these are groundless assumptions.

(*a*) *Guardianship.*

The majority of the students who come here are of mature age, able to think and act for themselves. While going through their University career in India, they have had occasion for years together to live away from their homes and to look after themselves. They understand their interests and realise their responsibilities far far better than any stranger, particularly an official, can ever hope to do so. Their allowances are fixed before they come here, and knowing their means full well they always live within them. If a few minor or incapable students do need the services of a guardian let them have him by all means at their own expense, but let not this official be maintained at the cost of the Indian tax-payer. We, as a class, do not need his services, and, frankly, we do not like one to pose as our adviser or guardian as we are no longer infants requiring such supervision. As things go at present the cost incurred in keeping this department going is a waste of so much public money and should be severely condemned.

(*b*) *Admission into Educational Institutions.*

For our admission we depend on our own qualifications and not upon the services of an official. We want a fair field and no favour. Our own previous training has been our passport, and we do not know how the official can help us except by first creating difficulties and then partially removing them. We have, in the past, found no difficulty in our relations with our educational institutions. We flatter ourselves that we are a body of well-conducted young men observing the discipline of our colleges and obeying their rules. Whether in the payment of our fees, in the matter of attendance, application or character we have uniformly satisfied the heads of our colleges. If we have any difficulty we are sure of getting it removed by a direct appeal to those who are in a position to remove it. Where the official can help us, how he can do what we cannot, is altogether incomprehensible to us. To admit the necessity of an official is to cast an indirect reflection upon the heads of our colleges and we will never be parties to any such ungrateful act. We have perfect confidence in our teachers and professors to whom we always look in cases of doubt or difficulty.

(*c*) *Expert Advice as regards Courses of Study, &c.*

In considering matters arising under this head we maintain, that for a large majority of the students, the official adviser is a superfluous individual and a useless encumbrance doing nothing and pocketing his salary. He cannot enlighten the student any more than what the student can know himself by referring to the prospectuses, calendars, and year books of various institutions. Those who come from India after a good deal of training, often in their respective lines must surely be credited with the common sense of being able to choose the institution to suit their requirements. What applies to educational institutions applies with greater force to the question of boarding and lodging whether during the terms or the vacations. We have always some friends ready, willing and able to help the new comers, while the old hands know more than any official adviser where to live and where to dine. Besides this, most of the Universities keep a list of the recognised lodgings for the students which can be obtained very easily and without any cost. Any money spent for this purpose by the India Office is a reckless waste of public money and cannot be defended under any pretext.

(*d*) *Social Intercourse.*

It is pretended that the Local Advisers provide a much needed meeting place for Indian students and English people for social intercourse. Now we want to point out that if the Government believe that they can create friendships like warships to order, they labour under the greatest possible delusion. Those who go to the official meeting-place to meet and befriend Indian students are retired Anglo-Indians or Englishmen who are paid for doing so. We cannot think of a more futile method for achieving so laudible an object. It is an open secret that the best friends that the Indian students make while in this country are ladies and gentlemen independent of any official influence and whose interest in India is disinterested and honest. Such people do not often come there in any appreciable number and it is only in private clubs or associations where one learns to know and admire them, because they are treated by them on terms of the utmost equality and courtesy. Friendships are not like manufactured commodities which can be made to order even by the Secretary of State for India. As for the race and colour bar, we do not think it is in the power of an official to eradicate the ingrained prejudice, which for years, has been the distinguishing feature of the Western civilisation and as such is excusable in individuals.

We have thus shown that all the excuses which are given for justifying the official interference in the affairs of the Indian students, are the flimsiest possible. They have not even the merits of being plausible. Supposing however, though not admitting that such an interference was needed, we are ready to show that it has completely failed to justify its propriety. The official adviser has in many cases been an actual hindrance either for the want of knowledge or for want of will. There are dozens of cases of this kind known to us. The victims of official interference and officiousness brood in silence over their difficulties and disabilities directly produced by the official adviser—the guardian. Most of them are not willing to come out and state what they have suffered by this official influence for fear of facing worse in India; but let the Committee not conclude from mere silence of these unfortunate people that they have no grievances. For every ten that suffer there is hardly one who considers it provident or safe to come out in the public and state what he has suffered.

Conclusion.

From what we have stated above we are led to the irresistible conclusion that the creation of local advisers, or the official interference in our affairs in any shape or form is worse than useless. It is, indeed, mischievous to appoint controllers for Indian students in particular and to subject them to a treatment not common to the general body of students. This insult—for it is nothing else—to our national self-respect is, what we feel more keenly than anything else. All what we want is equality of treatment in every respect. As for instance we ask the Committee to use their influence to get removed all the restrictions to the Indians being admitted to the Officers' Training Corps, and also to the Naval, Aerial and Military Colleges. We want freedom, equality and no special favour.

(Signed)

R. P. SOOD.	M. K. AFRIDI.
P. L. VERMA.	J. SINGH.
V. A. CHOUDARY.	L. R. KHAN.
G. C. VIJH.	G. S. CHAWLA.
M. S. SONDHI.	A. A. SHAH.
H. C. VIJH.	B. SINGH.
P. SIVALINGIAH.	V. J. PILLAI.
N. C. SABIKHI.	

MEMORANDUM BY MR. M. P. BHARGAVA, Government of India Technical Scholar for Paper-Making.

That the existing organisation for the assistance of students in this country has been far from popular with those for whom it is meant goes without saying. I believe the main reason for this unfortunate fact is that the Students' Department has not been equal to the increasing demands of the student community, chiefly as regards admission to Universities and colleges and as regards facilities for practical training in technical subjects. It is true that since the armistice, owing to the unprecedented rush to educational institutions and to the unsettled industrial conditions, there have been considerable difficulties in the way of the Department in the matter of securing admission for students both to colleges and factories, and that therefore it could not possibly meet all the demands made upon it; but when one comes across cases where students, disappointed by the Department, managed to get admission through other means, or where students who never sought the help of the Department seldom failed to get admission, one is naturally led to suspect that there is some screw loose in the organisation of the Department. Apart from the question of admission, the Department, so far as I am aware, has not been of any material assistance and guidance to students in the better and more efficient prosecution of their studies or in the better utilisation of their time and opportunities. The importance of help and guidance to students in these matters cannot be too strongly emphasised. I believe the absence of these facilities has been chiefly responsible for the incomplete education and the very unsatisfactory career of many a student in this country. The time and energy of the Department appear to have been hitherto chiefly taken up in official routine work relating to arrangements for admission, disbursement of scholarship allowances, &c., with the result that its relations with students have been more of a formal than a friendly nature. In the circumstances it is no wonder that the Department has not won the confidence and popularity it deserved. That the Department has rendered valuable services in the past cannot be questioned. But it is also true that it is capable of much more good if it shakes off impediments due to excessive red-tapeism and is worked more sympathetically and more actively and intensively in the interests of students. For this I beg to submit: First, that the Local Advisers should watch more closely the state of affairs relating to admission obtaining at the various educational centres and try to push the claims of students more vigorously than hitherto so as to secure admission for as large a number as possible. In case it is not found possible to arrange anywhere in this country for the admission of a certain number of students of technical subjects, arrangements may be made for their training in other countries whenever practicable and provided the students concerned are agreeable to such a course. Secondly, next to making arrangements for admission, the first charge on the time and attention of the Local Advisers should be the necessity of guiding and helping students in the more efficient prosecution of their studies. Generally students are advised to follow the regular degree or diploma courses. Considering the peculiar industrial conditions in which students have got to work on return to India, I beg to submit that this course is not always the best one. Facilities for taking up special courses exist at almost all the technical institutions in this country; therefore arrangements should be made to give sympathetic help to students in arranging for such special courses as may be best suited for their capabilities and requirements. Further, every effort should be made that the student may be able to complete his course of training in this country in the minimum time possible. For this it is necessary to insist that students, before they come out to this country, should avail themselves of all facilities existing in India for training, both theoretical and practical, in their special subjects. Thirdly, arrangements should be made for the provision of facilities to enable students to study the various movements and activities in the country, social, civic, educational, economic and industrial, and to have opportunities for suitable social intercourse with the people here. This would be a very desirable supplement to their academic and technical training, and would admirably equip them for citizenship and service of their country.

For the proper discharge of the above functions I believe the Department needs to be thoroughly reorganised and considerably strengthened. Local Adviserships have to be created at centres where they do not exist at present and where the number of students is sufficiently large to warrant the existence of Advisers. The scope of activity and powers of action and initiation of Local Advisers have to be considerably widened so as to enable them to meet all the requirements of students under their charge. Lastly, care has to be taken that in any scheme of reorganisation the necessity of taking students into full confidence is not overlooked. It is well known that Indian students of technical subjects have had very considerable difficulties in obtaining practical training, and that the Students' Department has not been of material assistance to them in this matter. The general complaint is that firms for one reason or another do not admit students to their works. I believe the chief causes for this have been, first, unsettled industrial conditions, and, secondly, indifference and perhaps apathy arising out of want of sufficient and correct knowledge about Indian students and Indian economic conditions. Happily the industrial outlook has brightened up now, and

the first disability, I hope, will not be operative any longer. With regard to the second, I venture to suggest that a vigorous propaganda should be undertaken with a view to put real facts regarding Indian conditions before the firms and capitalists in this country, and to impress on them the desirability of affording facilities for practical training to Indian students. The provision of these facilities will not only rebound to the benefit of India, but will go a long way in promoting closer and more intimate business and industrial relationship between the two countries, which will be conducive in the long run to the advantage of British trade and industry as well. Indian students trained in factories and workshops will grow intimate and familiar with British machinery and British capital and labour, and will, naturally, on their return to India seek their co-operation and help in the industrial development of their country. On the other hand, if they are denied facilities for practical training in this country they will be compelled to seek them in other countries, and this may prejudice the cordial business relations between India and this country. In the mutual interests of both the countries, therefore, it is desirable that no pains should be spared to provide facilities for practical training in this country to as large a number of students as possible. To achieve this end the most effective and practical way is to approach firms and business houses here through persons or bodies who have extensive business intercourse with them and who can therefore bring to bear their moral influence on them; for, if analysed, the motive at bottom which may induce firms to admit students to their works for practical training is essentially based on a feeling of moral obligation originating from close and intimate business relationships. I beg to submit that the bodies who can successfully exploit this feeling of business obligation in the interests of students are (1) India Office Stationery Department, (2) India Office Stores Department, (3) Trade Commissioner for India, and (4) Indian merchants and business houses.

I need not dwell at length on the fact that these bodies, having very extensive business dealings in this country, can materially help, directly or indirectly, in securing the necessary facilities for the practical training of students. What is needed is a working scheme for co-ordinating and utilising their services and good offices. I therefore beg strongly to urge that the Students' Department should take immediate steps in the matter and thus satisfy a very urgent and crying need of technical students. My personal experience encourages me to hope that with a better knowledge of Indian conditions the firms in this country, if approached through proper channels, will not refuse to extend their unstinted help and sympathy to Indian students in the cause of the industrial development of an important part of the Empire. There are, however, a few industries, *e.g.*, wood-pulp manufacture, wood distillation, refining and extraction of oils, manufacture of heavy chemicals like caustic soda, bleaching powder, sulphuric acid, &c, for the practical training in which either suitable facilities do not exist in this country or in which I understand firms are not willing to afford the necessary facilities. I need not say that the above are some of the basic and principal industries on which the development of a number of other industries depends and the development of which should, therefore, be encouraged in India. For practical training in these industries I beg to submit that the Department should make necessary arrangements in other parts of the Empire or other foreign countries, *e.g.*, Canada, United States, France, Norway, and Germany.

In the preceding pages I have inferred and laid stress on the great desirability of inducing firms who tender for Indian Government contracts to admit to their works for practical training a number of Indian students. No apprehensions need be entertained that such an action on the part of Government will prejudice their position as buyers in the best and cheapest market. For, as I have said above, the admission of students to works for practical training by firms is essentially a matter of moral obligation; Government cannot, in practice, make it a necessary condition for the acceptance of tenders. It is inconceivable, therefore, that arrangements for practical training should affect terms of Government contracts. Where a firm is desirous to be remunerated for affording facilities for practical training it is open for it to charge premiums. I beg leave to quote two concrete cases in support of the above statement: The first is that of an Indian firm which has recently arranged for the practical training of a certain number of students in Germany through the courtesy of a German firm with whom the former (Indian firm) has placed a large order for machinery. So far as my knowledge goes the arrangements for practical training for students did not in the least affect the terms of contract for the order. The second case is my own. Through the good offices of the Controller of Stationery I have had the good luck of receiving practical training at Crosley Mills of Messrs. John Dickinson & Co., and through the courtesy of the latter I am receiving further training at Silverton Mills of Messrs. Reed and Smith, Ltd. Both the firms have secured contracts for paper and stationery from the India Office, and I am pretty sure have not charged higher prices for the orders, at any rate for the great favour, consideration and help which they have so kindly extended to me.

I, therefore, take the liberty to urge again that the Students' Department should take early steps to bring into operation a scheme for utilising the services of Indian Government Departments in their country and of Indian business houses in the matter of providing facilities for practical training to students of technical subjects in this country.

Statement by Dr. A. R. Mehta.

The reasons for which the Indian students come to England for medicine are:—

(1) To get a registrable British qualification.
(2) Graduates of the Indian Universities for post-graduates work and specialisation.
(3) Undergraduates or graduates who come with a view to get an English hall-mark for some medical service in India.

Those who want to get an English qualification are of two types:—

(*a*) Those who have an Indian qualification but not registrable in England and thus not admitting them to post-graduate courses.
(*b*) Those who have already a qualification registrable in England, but want a British or English qualification. Such a class practically consists either of Government servants or those who intend to go in for Government service, or a small minority who intend to take up F.R.C.S. or a such like qualification and have not the requisite standing for admission to the same examination.

The necessity for Government servants already possessing an equivalent Indian qualification to get a British qualification seems to be without any defence at all. It is different for a post-graduate course or a higher degree or diploma.

An M.B., B.S. of the Bombay, Punjab, Calcutta, Madras or Colombo University is better fitted for the work in India than an L.R.C.P. and M.R.C.S. or an M.B., B.S. of any British University; both are considered equivalent and are recognised as registrable in England. I quite agree that in some instances, perhaps, there is a lower standard in midwifery, but that is not a serious drawback from the point of view of one who has to work in India in those parts; and there is no reason why the standard cannot be raised and better facilities provided in India for the same.

But all the same, the fact is that a British qualified man is preferred to an Indian qualified.

This also applies to those who come to take the British qualification alone.

As a matter of fact they are at a disadvantage because the clinical material in England is quite different from that in India, and unless they go through a course in a school of tropical medicine they, I venture to say, are not properly fitted to practise medicine in India.

Personally, I find no justification at all for an Indian coming to England simply to get a registrable qualification when an equally good if not better education is available in India; and if it is not up to the mark it can be brought to the higher standard without any further expense being entailed.

However, there are other reasons than that of the mere name of being an English qualified man that people have to come, viz:—

(1) Reasons of limitations in the Indian medical colleges and schools.
(2) A higher standard being required for admission.
(3) Other qualifications, *e.g.*, military services, &c., being essential for admission to certain colleges.
(4) Some who cannot withstand the eternal martial law and military discipline in the college days.

The remedies for all these are so easy that I will not dwell upon these at all.

As regards the establishment of hostels, so far as the medical students are concerned, we find a tendency in them to congregate together—an Indian students' hostel furnishes the best example. This perhaps is due to the fact that they are the most hard-worked and have time for nothing else but study. But I do feel that the hostels, if on the one hand provide home comforts, fail to provide the healthy social touch with all that is best in English life.

It is very desirable to have a hostel at each centre of education, but for a temporary residence and acting as a sort of feeding place to the families who desire to receive paying guests.

But at any rate Indian clubs, especially for outdoor sports, are a necessity; Indians are as good athletes and sportsmen if not better than any English or Colonial comrade.

Memorandum by Dr. Janet E. Lane-Claypon, M.D., D.Sc., Dean of the Household and Social Science Department, King's College for Women (University of London).

This College is a young college, and we have not hitherto had a large number of Indian students.

During the war, two Parsees joined the three-year course. Of these, one completed three years of study, but diverted in the last year to various forms of social work, so that she did not obtain the Certificate or Degree. The other one completed the first year's work only. Both these two were fairly good workers.

Since that date we have had several Indian students, both post-graduates and students who came for special courses or as undergraduates. Up to the present, no one of them has completed any course, and only one of the Parsee ladies and one Indian lady had entered for any of the examinations.

Generally speaking, I think that they come over to study English conditions from an all-round point of view, and regard the work at this College as only one phase, with the result that they have devoted a comparatively small portion of their time to the work here, while a major portion has been given to a variety of other matters, including visits to different parts of the country.

While we feel desirous of giving every assistance we can to Indian ladies who wish to study, I cannot so far regard them as having been serious students. They have been pleasant and courteous to deal with in every way, but they take up an undue portion of the staff's time, owing to the difficulties, sometimes with the language or in understanding the courses, and I personally have been asked to make a number of special arrangements for them both in the College and outside. This we not infrequently do for our own students, but it is certainly more satisfactory to undertake additional work for students whom one feels will complete the course and leave the College as trained women, rather than for those who are desultory students for short periods only.

Up to the present, our experience has not been such as to make us desirous of encouraging large numbers of Indian students to come to the College.

Memorandum by Dr. Kate Platt, late Principal of the Lady Hardinge (Medical) College at Delhi.

Indian Women Students in Britain.

During the last decade, education amongst women in India has made an advance, slow in comparison with that amongst men, but very definite. Women are increasingly desirous of modern education, based on European principles, realising that without it they are helpless. They are eagerly availing themselves of the limited facilities for higher education existing in India, and are coming over to Europe in larger numbers to fit themselves for the medical, legal, teaching and other professions. Indians are beginning to realise that the advance of a nation is hindered if its women are limited in their ideas and powers. Husbands are desiring educated women as companions and as mothers for their children.

Together with the wish for education is the natural desire, and the intention, that posts of responsibility should be filled by women of their own nation, consequently there is a great demand for Indian women of a sufficiently high standard of education to undertake these positions, and of these there is only a very limited supply.

Owing to my association with medical and educational work amongst women in different parts of India for the last 12 years, I have had opportunities of observing the feeling of Indians in this matter. I have lived and worked in Bengal, Bombay and in the Punjab. I was a member of the Advisory Committee for the proposed Dacca University in 1913 (women's side), and drew up a scheme for the University education of women in the province, which was adopted as a basis for that suggested by the Committee.

During the planning and building of the Lady Hardinge (Medical) College for Women, of which I was until recently the Principal, I visited many of the leading girls' schools in India to report on the standard of education available for prospective students of the College, which draws its students from all parts of India and Burma. Since then I have kept myself informed of the general condition of girls' education and the facilities for acquiring education of a higher standard than primary. The experience of planning and running hostels for the Hindu, Mahommedan, Brahmo Somaj, Sikh and Indian Christian students connected with the College has been most enlightening and useful.

The girls' schools, Government and voluntary, do the best they can with the material available. Many of them have excellent teachers, Indian and European. The secondary schools and colleges for women are for the most part obliged to limit their subjects almost entirely to the Arts side, owing to their lack of adequate equipment for Science teaching. Favourite subjects for the Arts degree are Logic, Ancient and Modern History, Philosophy: for the teaching of these no apparatus is needed, and they can be learned by rote. The teaching of Science, Medicine and Domestic Economy need a costly equipment, with which girls' schools are not provided. The consequence is that, with the exception of medicine, girls cannot obtain a practical education in science of a sufficiently high standard to enable them to become competent teachers, and therefore they are obliged to come to Europe. This state of affairs will continue, and schools and colleges will be staffed by European women, till a sufficiently large number of Indians is available.

These facts are being recognised and Indian girls are flocking over to Europe to fit themselves for responsible work. It is certain that their numbers will increase in the near future.

The facilities for women to receive training in Medicine, Science, Law and other subjects are excellent in Britain. The difficulty is the provision of a suitable social and domestic environment. Of course, in some cases the relatives of the student are able to provide this, either in their own homes or with an English family, but some students come over quite alone and friendless. Some of them find it very difficult to make friends on account of their shyness. It is of the utmost importance that they should be comfortable and happy, and that they should be helped and encouraged to make the best use of every social and intellectual advantage available. That every student should return to India with an enlarged vision and higher ideals is just as desirable as that she should obtain the coveted degree.

Good work can so much more easily be done when the worker is in a suitable environment and has food which is as far as possible acceptable as well as nourishing. Each student who returns to India with happy memories of her stay in this country is an asset to the Empire. Unfortunately, in the past some of them have returned dissatisfied and disillusioned, having spent much of their time in moving from lodging-house to lodging-house, and even from college to college. The differences in climate and in social and domestic habits make life very difficult to the sensitive Indian girl, and it is not to be wondered at that many of them suffer from desperate home-sickness and loneliness. This necessarily reacts on their health, and consequently their work is sometimes not as good as it should be.

There is undoubtedly an objection amongst Indians to any institution labelled Government, and one can see that a hostel controlled by Government officials would not be used by Indian students. With the limited number of students at present living in London, it is certain that even the running expenses of a hostel would not be covered by the payments which the students could afford.

The best solution of the difficulty seems to be in an appeal to some philanthropic Indian or Indians to provide funds for the purchase of a building, in which what might be called an Indian Women Students' Club could be housed. Such a club on a small scale is now being run for and by Parsi students. If a building were provided, the upkeep could be partially or perhaps in time wholly met by students' fees, though the provision of an Endowment Fund would be desirable.

The best way of running such a club or hostel is an important matter. To ensure success, the management should be in the hands of a Council, the members of which should be Indians, and others who know the needs, tastes and prejudices of Indian women. The internal affairs should be directed by a committee of residents, aided by a paid secretary of the type of the Y.W.C.A. secretaries in India. On the choice of a suitable secretary much would depend. One of her chief qualifications should be a fund of sympathy and understanding. She should be a woman of liberal ideas, able to direct the social and intellectual life of the community as well as to manage the domestic machinery. She should have lived in India, and have had practical knowledge of housekeeping in India. Such women are rare, but they do exist.

A club of this type might with advantage be also open to British students who propose to do work in India as doctors, health visitors, teachers, &c. From such an arrangement both Indians and Europeans would derive much benefit. The British students would form a link between the Indian residents and social life outside, and in return they would acquire, from their association with the Indians, much valuable knowledge which would help them in their future work.

Provision should be made for two dining rooms. An ordinary English diet should be available which could be taken by either Indians or Europeans, and a modified Indian diet should be provided. The latter should not be the usual vegetarian diet as adopted by Europeans, but one acceptable to the Indian taste. In my opinion a large proportion of the Indian women students suffer from a chronic dyspepsia caused by the change in food, and I believe this to be the basis of much of their ill-health and dissatisfaction. Experience in dealing with the feeding of Indian students has shown me that a digestive system which has been trained to digest such foods as rice, chapatis, &c. for the most part, cannot quickly adapt itself to digest quantities of meat, white bread and vegetables cooked in the English manner.

Domestic arrangements which appear natural and comfortable to us do not always strike the Indians in the same way. No doubt their ideas become altered in the course of a long residence in this country, and some few become entirely English in their tastes and habits, but the majority of Indian students are here for a limited period only and will eventually return to live with their own families in an Indian environment, modified perhaps, but essentially Indian. For this reason, it would seem to be an advantage for the student not to make too radical a change in her food and customs.

I would suggest that the Indian Women's Education Committee is an existing organisation which might, if its members think fit, most suitably take up this matter. The need of making some provision for the housing of women students will prove urgent in the near future, and it would be wise to act without delay.

In the provincial education centres, there are not large numbers of Indian women, and it is usually possible to make satisfactory arrangements for the few there are, either in the existing hostels or in private families.

STATEMENT SUBMITTED BY MR L. ZUTSHI, B.Sc. (Hons.), Probationer Mining Engineer and Geologist, Kashmir State, India; Student, Royal School of Mines, London.

I think it might perhaps interest you to know my views with regard to the Indian Students' Department and 21, Cromwell Road. All that I am writing to you I have passed through myself since the time I left India, and have gathered from many of my friends with whom I have been talking concerning the matter. I think I can do no better than relate to you my own tale and then place before you a set of proposals which I have been thinking of suggesting to the people connected with these things.

I left India early in February this year, and no sooner was I in the ship than the problem of where I should stay in London presented itself to me. The problem looked more intricate as we were getting further from India and nearer to England. This was not the case with me alone, but with about 20 of us who were on board the same steamer. "Where will you stop in London?" was the familiar question with which we would begin conversation in the morning, after having met a fellow passenger on the deck. Hours we would spend, and still not know where to stay, as we could not think of a suitable place. One of our friends who had been there some time before, though he was good enough to warn us about certain things generally, and in particular about the slum-like boarding-houses, never told us about the existence of a house like 21, Cromwell Road, until we entered the Mediterranean. He had been to London a few years previous, and said that 21, Cromwell Road could not accommodate more than half a dozen students at a time. He was not sure—and rightly too—whether the house could provide lodging for as many of us as were on board the steamer.

Some of us who had the least pretence of knowing certain people in London, cabled, wired, and wrote to their friends to meet them at the station or on the docks.

Others, having once heard of the existence of the house, left the ship at Marseilles with the express desire of being in London earlier than the rest of us who were left in the ship, and of thus having a fair advantage of getting rooms in the house. We who remained in the ship never believed for a moment that we should obtain rooms in 21, Cromwell Road.

At length we landed at Tilbury Docks, and took the train for Waterloo. Here we thought that we must make the first and the last attempt to see if the house could accommodate us. Consequently we took a taxi, and motored to the place, preparing ourselves for a refusal. We were almost out of breath when we asked the hall-porter, and lo! he said we could be given lodgings. Our joy knew no bounds when we were told this, and I am sure even a king would have envied it. "No better luck than this," was what a companion of mine whispered to me. "Certainly so," I replied. Truly it was so. Where else could we be tolerated? We knew nothing of English life and customs. We could hardly handle a knife or a fork, as most of us had just begun using it when we embarked on board the ship.

Thus I stopped at 21, Cromwell Road, learning day by day English habits and manners, and finding myself becoming more initiated into the English life and ways. I did not move from the house immediately after my arrival, as not only did I find the house cheap and comfortable, but morally the healthiest place in which to live. I was in the house for about two months.

Now having described my own tale—which I think applies in the case of a great majority of Indian students—I would generalise it, and then suggest certain improvements.

I do not think there is any place in London—whether a residential hotel or boarding house—which is so nicely kept as this house. Besides, very few hotels succeed in combining the comforts of home with the pleasure which one derives by attending social functions. I think this house has done so, inasmuch as it has asked two of the most prominent Indian societies to take up rooms in the house, so that the life of an Indian student in England may be made happier and more pleasant. In both these societies certain games and amusements are provided, for which one has to spend a great deal if one joins any other club or gymnasium.

As already stated, most of us know very little about English customs and manners. The newcomer from India always lacks a polish, which he readily obtains in this house, where all sympathise with him, and very few laugh at him. In other hotels I am told some Indian students were asked to leave because they did not know the English conventions. These gentlemen would never have been treated thus if they had had this polish. Even an Englishman, or anyone for that matter, would be requested to leave an hotel under such circumstances; indeed, more allowance is made for an Indian than for him; but grotesque ignorance cannot, unfortunately, be pleaded as an excuse.

But in this house, where one meets many of one's own countrymen, one learns manners and customs and becomes—so to say—qualified to go and live with an English family. He would not forget to tell the lady of the house to excuse him when in a hurry to rise earlier from the table. Personally speaking, I have found English people very sensitive to the omission of ordinary manners and formalities. The other day I had been to see a lady, with whom I stopped some time and who remarked that she could not, while telling about an Indian student, tolerate any man, even if he paid her thousands a week, who sat in her room without a coat on. But we cannot help living with families, being not only the cheapest, but morally speaking the healthiest places to live in in London. Thus to a new-comer from India a place like this gives all the "polish" required to put him on the proper track, and he finds that such a place is almost indispensable for him, unless of course he has Indian friends here, which unfortunately very few of us have.

To us who have been staying here for some time, a place like 21, Cromwell Road seems like a mother, on whom we can fall back with the greatest confidence; when we get vexed with people here and find it hard to pull together, we find that at a few minutes' notice we can be made at home in this house. Many times we say with great joy: "Let us meet new

friends from India here, and learn what is going on there." As Mrs. Besant remarked the other day, we are unfortunately starved for Indian news in this country. Some of us come to spend our week-ends in this place. To such it is a place from which they get life, energy and strength. They go back to their respective "digs" refreshed for the next week's work. To an Oxford or a Cambridge student a stay at Cromwell Road during a part of his summer vacation is almost as good as going to India.

To me it appears that with all this the house requires a lot of improvement. I may be permitted to say in what way I think the improvement of the house could be effected.

(1) It is sad to see that the students are not represented at all in the Managing Committee of the house. There should be four student members if there are 12 members on the Committee. Two of these may be nominated and two elected by the boarders or residents.

(2) The house may accommodate at least 30 boarders—the time for which a student may be allowed to remain in the house at a stretch may be made one year. There should be at least 30 seats for new-comers. Why should some of us who find it very hard to get lodgings in fairly good families be made to throw themselves on the mercy of landladies, a good number of whom will stop at nothing in their dealings with students? Why should some wander from place to place from time to time and have nowhere a fixed home? Because of this we miss many things in London. I remember a friend of mine saying that he could have collected a few thousand mineral specimens and presented them later on to a college in India, as many Englishmen do to colleges here, had he not the dread that he should be moving from house to house while in London, and would find it difficult to carry these things with him.

(3) Thus it is quite clear that it is not only necessary to hire a house like the present one, but to afford all facilities for work in this country. I have always found the want of a place which one could call his own, and where one could carry on his experiments on a small scale. I have visited the houses of many of the English boys in London and found that every one of them, except the poorest, has a small laboratory consisting of a hundred or so reagents, a washing basin, a few flasks, a burner and blow-pipe apparatus, all doing their analyses or tests at their homes.

(4) Others I have seen, though quite young, performing experiments on wireless telegraphy in their own homes. Can an Indian student do all this in an English family or a boarding-house? If England produces better scientists no wonder! They seem to be brought up in these circumstances. It is the duty of your Committee to see that Indian students have the same facilities which English boys have in their homes here.

(5) The house does not own a single tennis court, and it would not at all be a bad idea to have a few of them. The students would be, I am sure, willing to pay what they gladly do for a game in the London County Council tennis grounds.

(6) The members of the house committee should come into more intimate contact with the students and try to know them better, and as guardians of the students try to create a sort of interest among English professors for Indian boys, by inviting them now and then to the house. As guardians of the students here, they should see that their wards are doing well in every walk of life. They should encourage debates on religion, politics, social customs and manners, and see that the students are getting the proper training for true citizenship and for the government of the country, inasmuch as India is on the way to getting self-government.

In the end I would say that I am sorry I could not write to you all I had to say, as it would take me a very long time to do so, and if you think it is necessary that I should come and speak before the Committee, I should be glad of the opportunity.

Further Statement submitted by Mr. Zutshi.

Please permit me to add the following paragraphs to the statement on the working of the Indian Students' Department which I submitted some time ago. The circumstance that prevents the Committee on Indian Students from going out to India, as it originally proposed to do, makes it desirable that I should fully explain my position with regard to the activities of the Indian Students' Department.

I shall here deal with two specific charges which have time and again been levelled against the Indian Students' Department. One, and by far the most important of the two, is that it aims at setting up a system of espionage over Indian students coming out to this country. Personally I have seen nothing of this spy system being employed either at 21, Cromwell Road or anywhere else by the Student Department. On the other hand, I have been very frank in expressing my opinions on many contentious subjects, and I have not in any way suffered on that account. Of course, ordinarily every one of us is a reasonable person, and should believe in what reason admits, and stand by it to the last, without allowing ourselves to be worried by petty annoyances such as those brought about by espionage. It is thus and thus alone that sons of India can prepare themselves for the government of their country which is soon going to be placed in their hands. If there is a system of espionage—and here let me reiterate that I do not think there is any—why worry about it? We should carry on our work and not mind it. If we do so, we are, morally speaking, cowards, and therefore sinners and deserve punishment.

We were recently told by a writer in an Indian newspaper that Indian students in this country are not any more immune from being spied upon than any other people, and that after the outbreak of hostilities the police authorities have increased their vigilance, and that Indians as well as others have received greater attention. Now, while this statement is true in the sense that movements of all aliens of doubtful conduct coming to this country are being generally watched, it is likely to lead to the unfortunate impression among Indian parents that their sons are being constantly subjected to close police surveillance, and that thereby they are considerably hampered in their work. "All undesirables," English or foreign, are doubtless being watched by the police authorities, and the Indian falling under that category will have also to share the same fate. But that, in any case, is the work of the police, and to suppose that the Indian Students' Department is only a limb of the police is to stretch one's imagination too far. As a matter of fact, I have always noticed that the officials connected with the department have never in the slightest degree shown any inclination to pry into the inner life and secrets of Indian students, but have confined themselves to assisting in giving help and useful advice to persons who sought their support and guidance.

The second charge against the Indian Students' Department is that it is either incompetent or unwilling to give any material help to the students here. If this is so, I wonder how one, except under exceptional circumstances, finds the waiting-room of the Indian Students' Department full of Indian students. Many a time have I seen the list of visitors to the several members of the Department, and found that each of them had about 20 people to see. Many students have often to wait a pretty long time before their turn comes up to see the Joint Secretary or any of his assistants. That the students take all this trouble to see the members of the Department is a clear proof of the fact that they get the required help from them. Besides they control the Government of India scholars, undertake the guardianship of several others, recommend students to factories and workshops; and do all they can for the student seeking their assistance. I do not want to enter into detail with regard to their work, inasmuch as I am told they are going to publish a report of their work very soon, and I have no doubt that its publication will give the quietus to the adverse criticism.

It is said that the Indian Students' Department does not help students to obtain admission into the colleges here. It is, however, seldom borne in mind that such admission is granted here solely on the merits of each individual student. It happens in certain cases that a professor on personal interview with a student is favourably impressed with him and overrides the College regulations and grants admission to him on his own responsibility, even when all the seats have been filled and the time for admission has passed. It is seldom understood that this is achieved solely by the high qualifications of the student, and could not have been effected through the Indian Students' Department or the Governing Body of the college or the University. This explains why some students have on personal application secured admission when they had been told by the Department that nothing could be done for them.

Last, and not the least in importance, is to consider what type of student should come over to England. Personally, I think it is a mistake on the part of the parents to send their sons here unless they have already graduated at any one of the Indian Universities. The character of a graduate of an Indian University is more or less formed and he leaves home much more aware of his responsibilities, and is much more likely to profit by his stay in England than a raw boy sent out here after his matriculation. He will then find little difficulty in getting admission to any University, and is likely to be exempted from a good deal of preliminary work on the strength of his Indian degree. He will spend his time very usefully here, not led away by temptations, and keep straight on to his path till he reaches his goal.

Statement by Professor W. Dalby, M.I.C.E., M.I.M.E., Dean of the City and Guilds (Engineering) College, London.

Our knowledge of Indian students is not so wide as that of the authorities at other colleges and Universities, because we have comparatively few. The Entrance Examination for admission to the Undergraduate Courses at the City and Guilds (Engineering) College is probably more difficult for Indian students than the usual type of Matriculation Examination, because the emphasis is placed on the mathematical and scientific subjects rather than on the literary subjects with which the Indian student specially concerns himself. Also Indians must take the English paper at our language examination, although a concession is made to them in that they may offer an Indian language in lieu of a modern foreign language.

The Indian students in this College were all admitted to undergraduate courses of instruction in engineering leading to the Diploma of Associate of the City and Guilds of London Institute (A.C.G.I.) and the B.Sc. Degree in Engineering of the University of London. A few of them have taken post-graduate courses and have qualified therein for the Diploma of Membership of the Imperial College of Science and Technology (D.I.C.). We find that the training of Indian students in India does not qualify them for a post-graduate course in this College.

In 1912 I was a member of a Committee appointed by the Secretary of State for India to inquire into the system of State technical scholarships established by the Government of India in 1904. Evidence was taken at Glasgow University, Leeds University, Victoria University, Manchester, Birmingham University, particulars of which will be found in the report of the Committee dated 1913, a report to which I venture to refer your Committee for much information regarding the technical training of Indian students.

The knowledge I gained during this enquiry, together with the experience gained from the Indian students we have had, has led me to form the strong opinion that the Universities in India should be strengthened so that all undergraduate instruction should be given in India and only students qualified to follow a post-graduate course, or desirous of getting practical training in the workshops of this country, should come to England for their post-graduate or technical education.

It might be helpful to the Indian student if it was understood that admission to the City and Guilds (Engineering) College can only take place through the Entrance Examination, held towards the end of September each year. No admissions are made to the courses during the session. Many Indian students arrive in England about October, when there is no possibility of their entering here.

I think it is preferable to lodge Indian students separately, rather than in hostels.

Memorandum by Dr. J. D. Cormack, C.M.G., D.Sc., Regius Professor of Engineering at Glasgow University.

I have delayed replying to your note until I could say definitely whether it would be possible for me to meet the Committee in Glasgow. I regret to say that it is impossible as I must remain in London up till about mid-July.

I have had many conversations with Mr. Brown regarding Indian students in this department, and I can say that his views are, to all intents and purposes, the same as mine. He has prepared some statistics which may be of interest to the Committee.

I shall be very pleased to answer, in writing, any questions which the Committee may wish to put to me, or, if desired, I could attend and give evidence in London on the return of the Committee from the North and before mid-July.

In considering the position of Indian students of engineering at the University of Glasgow a few points are worthy of note:—

(1) The Indian student rarely has any practical experience before entering the University, whereas most other students have had practical experience and have been brought up in an "engineering atmosphere." The student without practical experience is at a disadvantage especially in the drawing and laboratory classes. There is not quite the same disadvantage in the lecture classes so far as the passing of examinations is concerned, but in all classes practical experience is a great help towards a proper understanding and appreciation of the subjects.

2) The course in Glasgow University is on "Sandwich system," the University classes upying only the six winter months, thus ving the student free for practical training ing the summer.

3) Normally almost all the students are aged in practice during the summer, and ile we endeavour to find openings for students undertake no responsibility for placing them works.

t is difficult to find suitable places for Indian lents.

4) It is at present possible for a student to nd all the necessary classes in three winter sions; but in the near future it is expected t the alterations to be made in the course l necessitate four winter sessions. This will haps make a difference in the number of ian students who wish to take the course, but need not be the case if they take advantage he Sandwich system, and if suitable provision be made for their practical training.

8th June 1921. (Sd.) J. D. CORMACK.

MORANDUM BY DR. A. H. M. GRAY, C.B.E., M.D., F.R.C.P., VICE-DEAN, UNIVERSITY COLLEGE HOSPITAL MEDICAL SCHOOL.

may in the first place point out (1) that summary has not been submitted to the ool Committee of my Medical School and efore is a personal statement and does not essarily represent the view of my colleagues;

(2) that University College Hospital is a ol for final medical studies and that ents are not admitted until they have passed ecognised examination in Anatomy and siology.

) Although Indians are eligible for the an Medical Service, the qualification of an an University is not accepted for the pur-. This suggests that the Indian authorities not consider the curriculum of the Indian versities of a very high standard. This view, I is also generally held among Indian students, feel that something more is required if they o do well in their practice. It would seem the practice of confining the teaching posts e Indian medical schools to Indian Medical ice officers must narrow the field of selection considerably.

) I feel sure that if the educational lard of the Indian medical schools was d. fewer Indian students would find it rable to obtain an English qualification. I feel that if the average Indian student could in what he desires in India, ample facilities l be found in the English schools for the more r post-graduate students. It is true that ost-graduate facilities in England might be h improved, but it is hoped that steps will ken on the lines suggested by Lord Athlone's mittee.

) At the present moment I imagine there reat difficulty in accommodating in the ish medical schools all the Indian students apply for admission. At University College ital we have had to refuse a large number g the last year, mainly owing to the large ber of English students, both male and le, now undergoing training. Once however Indian student is admitted, he receives sely the same course of instruction as the ish student.

) I think that this difficulty in obtaining ssion to the English medical schools may cause resentment among those applying admission. This cannot fail to have a pre-ial effect on the relations between the two tries.

(5) It would, therefore, seem advisable, as far as possible, to limit the entry into the English medical schools to those who wish to do special research work or are preparing for a higher diploma. It should be unnecessary for the Indian student to come to this country solely for a qualifying diploma.

(6) In my opinion the larger entry into English medical schools of Indian students during recent years has been of disadvantage to them socially. In my student days we had only two or three Indian students and they mixed freely with their English fellow students; now that the numbers are larger there is a tendency for them to form a group in the school and so they become cut off from intercommunication with their fellows.

(7) I feel that the establishment of hostels for Indian students may have the same effect. I am told by Indian students that in such hostels political propaganda is rife, and I also gather that there is no great difficulty in getting accommodation for students in families and in good lodgings.

(8) It would seem that the best way of making these students better acquainted with literary, educational, charitable, social and economic movements in this country would be by introducing them into family life.

(9) To this end the establishment of local advisory bodies, which might not only arrange for the educational requirements of the students, but also for their accommodation, should be of the greatest value.

(Sd.) A. H. M. GRAY.

MEMORANDUM BY MR. F. H. SKRINE ON THE CARE OF INDIAN STUDENTS DURING THEIR RESIDENCE IN GREAT BRITAIN.

Having for many years taken a warm interest in the welfare of young Indians who come to this country for technical training, I venture to offer the Commission some suggestions on their behalf. The necessity of protecting this large and growing class was urged by me long ago in the *Times*; and I believe, indeed, that the official attempts made in that direction originated in that letter. The parents of several Indian students have placed their boys under my charge; and others constantly refer to me for advice. I may, therefore, claim to know something of the difficulties met with by the new-comers in London. No one conversant of the subject can doubt that the arrangements made by the India Office to protect them from evil influences have been fraught with failure. Most of the official guardians were unacquainted with Indian vernaculars and out of touch with Indian life. The Institute at 21, Cromwell Road has a very chilling atmosphere, and is shunned by students in the erroneous belief that it is a centre of espionage. The so-called hostel at Bloomsbury is overcrowded and uncomfortable.

Owing to lack of guidance by men of the world, many youths fall into the clutches of sharks or adventuresses; others come under the influence of political agitators; the great majority return home with utterly false notions of European civilisation; and some become centres of disaffection.

On 12th October 1920 I addressed the Joint Secretary to the High Commissioner for India (Students' Branch), calling his attention to the utter inadequacy of existing arrangements; and offered some suggestions for improving them, which I would recapitulate, with a few additions:—

(1) The publication in India of a frank statement warning parents and guardians against

sending lads to this country without adequate funds and a definite programme.

(2) The issue of a handbook summarising the conditions of European life, and giving advice on all contingencies which students may expect to meet.

(3) Ditto of a list of authorised lodgings, with tariffs; and periodical inspection of the former.

(4) Ditto of a list of British families who are willing to give any sort of hospitality to students.

(5) Ditto of employers who would admit students to apprenticeship, or give them temporary work.

(6) Provision for meeting Indian mail-trains in London, and steamers at Liverpool and Glasgow; and for piloting new arrivals to lodgings.

(7) Special banking arrangements; there is reason to believe that Messrs. Cox & Co. or Thomas Cook and Son would be willing to open an Indian Students' Branch.

(8) Drastic reform of the Indian Institution, in order to render it home-like; provision for the daily attendance there of Anglo-Indians, who would treat the young people as friends; and the substitution of permanent hostels for the collection of "shacks" in Bloomsbury.

My own experience is that the great majority of Indian students are amenable to influence, grateful for advice, and eager to act upon it. If sympathetic and tactful guidance were given them, the influx of Indians at the impressionable age would be of incalculable benefit to the Empire.

(Sd.) FRANCIS H. SKRINE, F.R.H.S.,
Indian Civil Service (Retired).

30th May 1921.

MEMORANDUM BY MR. P. J. THOMAS, DATED 24TH SEPTEMBER 1921.

I understand that a view is gaining strength in certain quarters that it is a waste of public funds to manage a Government hostel for Indian students in London. I write this to inform you —if to say it is not superfluous—that there is a real need for a hostel for Indian students in London, that this need could not be properly met but by Government, and that, therefore, the funds spent on it are not wasted.

Failing Government action in this line, Indian students will have to depend either on their own individual endeavours or on benevolent private bodies. To leave inexperienced youths—especially new arrivals—to shift for themselves is not merely unfair but positively harmful in view of the obvious difficulties of finding decent lodging-houses and bargaining with the merciless landladies and of the undesirable character of many of the places to which Indians of moderate means have to resort. Nor can we expect the necessary *esprit de corps*, to form their own organisations, from students who, coming from various provinces and representing different races, languages, and methods of life, meet here for the first time. As for private bodies that would help students, I know of none except the Y.M.C.A. But to leave this body solely to do the whole work would, besides overtaxing that body's power, be tantamount to compelling Hindus and Muhammadans to become members of a Christian society. It is possible to suggest that Hindu and Muhammadan hostels might be started on the same lines as the Y.M.C.A.; but whether it is feasible is a matter of doubt. Even if it were practicable, most of us Indians would regard such sectarian activity as entirely retrograde—as going counter to the new social and political ideals gaining strength in our country. The Government knows by experience that the doctrine of *laissez faire* has many limitations when applied to India. It is still less applicable to Indian students in this country. State action has to come where private endeavour fails. The duty, therefore, devolves upon Government to provide hostel arrangements for Indian students.

The argument that the money spent on the Indian hostel is a waste of funds is too puerile to be taken seriously. Considering the enormous importance of affording facilities of effective training to those who are perhaps going to be leaders of the next generation in India, the amount that is at present spent by the Government is but too small. The educated young men who go back home are a real asset to our land, and the money spent on them is a national investment of the highest value. If it is the principle of equi-marginal utility that ought to regulate the expenditure of Governments—and who can question it?—this item demands a much greater expenditure to equate it with other items. The enthusiast for economy has to look to some other corner of the budget for retrenchment.

That we want a hostel is certain, and we want it as efficient and serviceable as possible. The present hostel is insufficient at the time of the new arrivals. Students now come from India not in tens but in hundreds, and this will continue to be the case for some time to come. It would therefore be desirable to effect an extension of the hostel. If, as is rumoured, the Y.M.C.A. will have to shift from Russell Square to some less central place, this duty would become really incumbent on Government. The hostel may also be made more efficient by providing an Indian cuisine, by amalgamating the two associations connected with it into a really efficient society to meet the needs of students, and by organising lectures and study-circles of an elevating kind for enlightening students on useful social and political problems. It would also be desirable to give the students themselves a greater hand in the management of the hostel—so that they might understand the true state of things and appreciate the difficulties—without at the same time weakening the unity of the Executive which is essential for effective management.

There is even a greater need at present for a hostel for our Indian sisters who come to this country, but as I am sure that it is engaging the attention of the Committee, I do not dwell on it at length here. We men ought to be really ashamed to stay comfortably in our hostels when our sisters have to worry themselves by looking for lodging houses. It is particularly unfair to the "weaker" sex of India.

(Sd.) P. J. THOMAS.

Letter received from the Joint Secretary to the High Commissioner for India subsequent to the appearance of Representatives of the Indian Students' Department as Witnesses.

Office of High Commissioner for India,
42, Grosvenor Gardens, S.W. 1,
16th November 1921.

Sir,

I am directed to forward herewith, for the information of the Indian Students' Committee, the under-mentioned enclosures dealing with various points raised by the Committee in connection with the evidence of members of this Department:—

(1) A Memorandum by the Engineering Adviser, relating to the number of students for whom facilities in practical training during the last three years have been obtained.

(2) A Statement showing the number of cases in which admissions were secured at other Universities on behalf of unsuccessful applicants for Oxford and (or) Cambridge.

(3) A Statement dealing with the complaints against the Department made by Mr. Rahim, who has since furnished the names of the students concerned.

(4) A Statement showing the number of students under the guardianship of the Department during the last five years.

(5) A Statement showing the total number of admissions secured by the Department during the year 1st July 1919 to the 30th June 1920, and the year 1st April 1920 to the 31st March 1921.

With regard to Statements (2) and (5), I am to say that it is regretted that it has been found impracticable to ascertain the figures for the earlier years.

I am, Sir,
Your obedient Servant,
(Sd.) THOMAS QUAYLE.

The Secretary, Indian Students' Committee.

ENCLOSURE I.

The question was: "How many students secured, during the last three years, facilities for practical training through the Engineering Adviser?"

The question at issue necessitated a thorough examination of registers and correspondence, extending over the official years 1918-21, and the Memorandum has accordingly occupied more time in compilation than it would otherwise have done.

The figures are as follows:—

(1)	Consulted Engineering Adviser. (2)	Joined Technical Institution for Education. (3)	Qualified for Practical Training.* (4)	Practical Training taken. (5)
1918-19.				
Graduates (including 1 Arts Graduates)	1	1	—	—
Undergraduates	4	4	—	—
Students straight from school	6	6	—	
TOTAL	11	11		2 (of a previous year).
1919-20.				
Graduates (including 3 Arts Graduates)	16	13	7	3
Undergraduates	39	36	3	3
Students straight from school	18	18	—	—
TOTAL	73	67	10	6
1920-21.				
Graduates (including 4 Arts Graduates)	25	21	9	4
Undergraduates	40	35	5	5
Students straight from school	28	28	—	—
TOTAL	93	84	14	9
GRAND TOTAL	177	162	24	17 15 (—2 for 1918-19).
		90 %	13 %	8·5 %

* Column 4 gives the numbers who were fit to take practical, but all did not take it.

For adequate appreciation of these figures, it is important that the following facts should be realised:—

(*a*) That a personal interview with the student applying for practical training is essential, in order that his capabilities and knowledge may be more accurately gauged than is possible by correspondence.

(*b*) That every student who applied for practical training as an apprentice or pupil in a workshop may not necessarily be fitted for his training, owing to either (1) age (being too old), or (2) the lack of the necessary previous technical education.

(*c*) That the most important workshops require, as a general rule, a degree or diploma for apprentices or pupils of the officer class, but no premium. An Indian B.E. satisfies this condition, but Indian graduates in Arts or Pure Science and Indian undergraduates will require, as a general rule, to complete a full three years' training in an English University or Technical Institution (though a graduate in Mathematics, Physics, and Mechanics may be able to complete his degree or diploma in two years).

(*d*) For Civil Engineering, principally Railway and Municipal, many were unable to accept pupilage obtained for them, owing to the prevailing high premium charged; there were 80 students of Civil Engineering (45 per cent. of the total).

These facts explain why so few students were really capable of undergoing the practical training they desired.

It should also be remembered that conditions during these years have been far from normal. The natural post-war difficulties, in addition to labour troubles, coal strikes, bad trade conditions, and the necessity for training ex-service men, have clearly restricted the accommodation available for apprentices, and, in fact, in response to various applications, more than 50 firms have, when approached on behalf of students, stated that they were not in a position, under present conditions, to offer the necessary facilities.

(Signed) J. M. CAMPION,
Engineering Adviser.

ENCLOSURE II.

ADMISSIONS TO OXFORD AND CAMBRIDGE.

	For session commencing in October 1920.	October 1921.
Total number of applications	134	96
Admissions secured	42*	39†
Failures	92	51
(*a*) Did not apply for any other University	69	33
(*b*) Applied for alternative admission	23	16
(i) Secured alternative	22	16
(ii) Did not secure alternative	1‡	—
(*c*) Held over or pending	—	6‡

ENCLOSURE III.

The three cases referred to by Mr. Rahim have now been specified with names, and it is possible to deal with them:—

(1) In the first case, that of Mr. "A," the accusation is made that the Department moves very slowly, and that Mr. "A" on his arrival found his application for admission to Cambridge still in London, and that no attempt had been made to obtain admission for him into Cambridge although he had applied six months previously.

The facts are as follows:—

The first letter from the Nagpur Advisory Committee concerning this student was dated the 28th February 1918, and was forwarded immediately upon receipt to Mr. Benians, the Secretary to the Inter-Collegiate Indian Students' Committee at Cambridge. The application was specifically for St. John's College. The necessary certificates were received from Nagpur in further letters dated 2nd April and the 31st May, and were duly forwarded to Mr. Benians, who wrote that he was making efforts to obtain admission in St. John's, but was doubtful of success. He added, however, that he would in due course arrange for admission to another college, but did not wish to do so at the moment for fear of the possibility of prejudicing the authorities at St. John's. A cable to this effect was sent to the Nagpur Committee on the 8th August. A further letter was received from the Nagpur Advisory Committee stating that Mr. "A" was leaving on the 24th August. Mr. Benians then wrote to us that he could not secure the admission desired at the St. John's College, but would obtain admission at another college, and asked that Mr. "A," as soon as he arrived, should proceed to Cambridge to see him. Mr. "A" arrived in England on 7th October and was given a letter of introduction to Mr. Benians on the 18th October. Mr. Benians wrote on the 17th October that Mr. "A's" admission had been secured at Queen's College.

It will be seen, therefore, that the charges in this case fall to the ground, as neither was the application retained in London nor was it a fact that no attempt had been made to arrange his admission at Cambridge. Actually Mr. Benians had already definitely stated that admission could be secured for him, if not at St. John's, at another college.

(2) In the second case, that of Mr. "B," the allegation again is that the Department moves very slowly, and that Mr. "B," when he arrived at Cambridge, found that his application had not reached the Secretary of the Inter-Collegiate Committee, although he had applied through the Nagpur Advisory Committee some time before leaving India, and that the Department had taken no action in his case.

The facts are as follows:—

Mr. "B's" application for admission to a college at Cambridge was received from the Secretary of the Nagpur Advisory Committee at the beginning of July, and was dated the 18th June 1919. It showed that Mr. "B" had not passed any examinations exempting him from the Cambridge Previous. Almost simultaneously with the arrival of this letter, Mr. Manning, the Secretary of the Inter-Collegiate Indian Students' Committee at Cambridge, reported in a letter dated the 11th July that "he saw no prospect of any other Indian student obtaining admission to a college in Cambridge that year." A cable was immediately sent to the Advisory Committee at Nagpur, stating that admission was not obtainable for "B" in this year, and was followed up by a letter dated the 17th July 1919, in which it was also explained that Mr. "B's" chances of success would be much improved if he were to pass in India an examination which would exempt him from the Cambridge Previous. Mr. "B" arrived on the 5th September 1919, so presumably the contents of the cable (dated the 12th July) had already been communicated to him. He insisted upon going down to Cambridge himself, and was given a letter of introduction to Mr. Manning. His efforts were unsuccessful, thus confirming the truth of the cable which had already been sent to India. He accordingly desired to obtain admission at University College, London, and was given a letter of introduction to the Provost, dated the 7th October, in which we accepted liability for the fees as Mr. "B" was under our guardianship. As a result, he obtained admission there.

From the above facts it will be seen that it is quite inaccurate to state that the Department took no action on Mr. "B's" application. A cable was sent almost immediately upon receipt of the letter, informing the Advisory Committee concerned of the situation. The application was not

* In addition admission was secured for nine Government Scholars (men and women).

† This shows an increase on the figure given in para. 77 of Mr. Sen's Report, due to the fact that further offers have been obtained since that date.

‡ On 1st October.

forwarded to Mr. Manning, in view of the fact that he had definitely stated that he saw no prospect of any other student being admitted. It might be pointed out here that, at that time, the Department had not experienced the difficulty which has since arisen, viz., that, after final information was received to the effect that no further admissions were possible, nevertheless, cases did occur in which tutors and masters actually granted admission. When this became known, it was felt to be unwise to trust to general statements from the Secretaries of the Inter-Collegiate Committee at Cambridge and Oriental Delegacy at Oxford as to the position at the University, and the practice was adopted of sending the papers regarding each case to the Oxford or Cambridge Secretaries, with a view to obtaining the decision in each specific case. As a matter of fact, of course, the effect of the reply was unaltered, but the onus rested with the University authorities in each particular case. Mr. "B's" qualifications were not such that he had a right to expect admission to Cambridge at all in view of the congestion there, and of the very many better qualified applicants, and there is no doubt that if the present procedure had been in force, and his application had been forwarded to Cambridge, the reply would have been precisely the same as that which was communicated by cable.

(3) The third case is that of Mr. "C." The accusation is that the student, who was personally known to the Local Adviser, asked this Adviser to give him a certificate, certifying that he had passed the Cambridge Previous, in order to secure his admission to an Inn of Court, and that the Local Adviser stated that the regulations of his Department would not permit him to do so. The refusal, it is stated, put Mr. "C" in a very awkward position, as the Bar Term was coming to an end, and there was no time to write to Cambridge.

This episode occurred in 1916, and unfortunately the papers relating to Mr. "C" were destroyed on the transfer of the Indian Students' Department to the Office of the High Commissioner; but, from enquiries which have been made, it is clear that Mr. "C's" complaint is quite unjustified. The practice (which I have personally confirmed) of the Middle Temple authorities is to insist upon either the production of the actual diploma as evidence of having passed the qualifying examination, or of a certificate in the prescribed form. This certificate can clearly only be given by the Education Authority authorised to state whether a man has, in fact, passed the examination at the required standard, and it is obvious that a certificate relating to an English University examination, signed by the Local Adviser, or the Educational Adviser, would have no validity at all; and I was informed by the Middle Temple authorities that it was most unlikely that such a certificate was expected, or that such a signature could have been asked for (in respect of an English University Examination). It is, therefore, almost certain that what Mr. "C" was told was, not that the rules of the Department did not permit such a signature, but that such a signature would not satisfy the Inn of Court concerned.

It might also be pointed out that the statement that the Bar Term was coming to an end, and that there was no time to write to Cambridge was quite inaccurate. The term of that year commenced on the 20th June and lasted, I am informed, until approximately the 11th July. The certificate actually produced and signed by Dr. Giles (of Cambridge) was dated the 29th June, so that when Mr. "C" wired for it on the 28th June, it was nearly a fortnight before the end of the term, and as a University student he was not required to eat more than three dinners. He was, therefore, in no way seriously inconvenienced by the attitude of the Department.

Mr. "C's" complaints are, therefore, unjustified since:—

(*a*) It was not the regulations of the Department which prevented the Adviser from signing the certificate, but the fact that such a certificate would not satisfy the authorities of the Inns of Court.

(*b*) There was plenty of time for him to obtain a certificate from the competent Cambridge authorities.

(*c*) There was no difficulty at all in his obtaining this certificate, as is evidenced by the fact that it was received by return of post.

ENCLOSURE IV.

STUDENTS UNDER THE GUARDIANSHIP AND SUPERVISION OF THE DEPARTMENT.

Years.	1916–17.		1917–18.		1918–19.		1919–20.		1920–21.	
	Guardianship.	Government Scholars.	Guardianship.	Government Scholars.	Guardianship.	Government Scholars.	Guardianship.	Government Scholars.	Guardianship.	Government Scholars.
London	15	30	12	20	9	35	23 (including 5 Newson Trust.)‖	38	38	52 (including 8 Sussex Trust.)‖
Oxford	—	6	—	4		3	—	4		6
Cambridge	—	12		18		18		11		14
Manchester		6		5	—	5	1	5	1	7
Edinburgh	10	2	10	1	8		7		10	
Glasgow	5	2	5	3	5	1	5	1	5	1
TOTAL	30	58	27	51	22	62	36	59	54	80
GRAND TOTAL	88		78		84		95		134	

IN ADDITION:— On Military Service: 1916–17, 3*; 1917–18, 3*; 1918–19, 1‡.
In Germany: 1916–17, 4*†; 1917–18, 4§.

* Ordinarily under London Adviser.
† No communication possible.
‡ Mr. A. T. G. Davis accepted a permanent commission in Indian Army.
§ Communication with such scholars opened, and they are absorbed under London Adviser.
‖ Newson Trust subsequently became the Sussex Trust, and these scholars were treated similarly to Government scholars.

ENCLOSURE V.

TOTAL NUMBER OF ADMISSIONS OBTAINED THROUGH THE INDIAN STUDENTS' DEPARTMENT.

(1) 1st July 1919 to 30th June 1920.—244
(2) 1st April 1920 to 31st March 1921.—210

List of Publications sent by the Indian Students' Department to Advisory Committees in India in November 1920.

ABERYSTWYTH: *University College of Wales.*—Prospectus. Teachers' Training Department. Secondary Schools. Faculty of Law. Teachers' Training Department. Elementary Schools. Faculty of Music. Department of Agriculture.

BANGOR: *University College of North Wales.*—Prospectus. Degree Courses. Electrical Engineering. Agriculture. Forestry.

BELFAST: *Queen's University.*—Faculties of Science, Arts, Commerce and Medicine.

BRISTOL.—Faculty of Engineering, Merchant Venturers' Technical College. Matriculation. Faculties of Arts, Science, Medicine (Surgery and Public Health) and Medicine (Dental Surgery).

BIRMINGHAM.—Faculties of Science, Commerce, Medicine and Arts.

GLASGOW.—Not publishing Prospectuses, except Engineering pamphlets of information.

EDINBURGH.—Faculties of Law, Science, Arts, Music, Divinity and Medicine.

LEEDS.—General Prospectus. Faculties for Advanced Study and Research Department of Education, Arts and Science. Notes on Training Professional Engineers. Civil, Mechanical and Electrical Engineering. Department of Leather Industries. Textile Industries. Coal, Gas and Fuel Industries with Metallurgy. Colour Chemistry and Dyeing. School of Medicine. Department of Agriculture. School of Dentistry. Department of Mining.

LIVERPOOL.—Faculty of Science. Faculty of Medicine. School of Dental Surgery. Faculty of Engineering. Faculty of Arts. Faculty of Law. School of Veterinary Science.

LONDON: *University of London.*—Faculties of Medical Science, Law, Engineering, Bartlett School of Architecture. *External:* Regulations. Faculties of Science, Economics and Political Science, Engineering, Music, Arts, Commerce, Laws and Theology, Teacher's Diploma. Horticulture. Medicine. *Internal:* Faculties of Science, Arts, Medicine and Economics. Regulations in Pedagogy, Regulations in Commerce, Faculties of Engineering, Mining and Metallurgy, Music, Laws, Theology, Regulations in Horticulture and Agriculture.

LONDON: *King's College.*—Faculties of Medicine, Science, Engineering and Laws.

LONDON: *University College.*—Bartlett School of Architecture.—Department of Town Planning. Phonetics Faculties of Arts and Science, Engineering, Laws and Medical Science.

MANCHESTER: *University of Manchester.*—Prospectus Municipal College of Technology. Faculties of Medicine, Theology, Law and Commerce. General information, Faculties of Arts and Science.

NEWCASTLE-ON-TYNE: *Armstrong College.*—Faculties of Science, Mining and Metallurgy, Engineering and Architecture, Agriculture, Pure Science.

NEWCASTLE-ON-TYNE: *College of Medicine.*—Calendar.

OXFORD: *Delegacy for Local Examinations.*—Nothing received.

OXFORD: *Secondary Training Delegacy.*—Nothing received.

ST. ANDREWS.—Faculties of Arts, Medicine. St. Mary's College, Theology. United College. Faculty of Science.

SCOTTISH UNIVERSITIES.—Entrance Board, Ordinance.

SHEFFIELD.—Faculties of Engineering, Law, Medicine, Arts and Pure Science.

WALES (Cardiff).—Nothing received.

INSTITUTIONS IN LONDON.

ACCOUNTANCY: *Institute of Chartered Accountants.*—Examinations. *Chartered Accountants of Scotland.*—Rules for Admission and Syllabus of Examinations. *Institute of Actuaries.*—Regulations and Syllabus. *Society of Incorporated Accountants.*—Examinations.

ARCHITECTURE: *Architectural Association School of Architecture.*—Prospectus. *Royal Institute of British Architects.*—Regulations, Probationer, Student, Associate.

BANKING: *Institute of Bankers.*—Syllabus of Examinations.

COMMERCE, &c.: *London School of Economics.*—Prospectus.

ENGINEERING: *Institute of Civil Engineers.*—Examinations, &c. *Institute of Electrical Engineers.*—Memorandum and Articles of Association. *Institute of Mechanical Engineers.*—Rules for Graduateship and Associate Membership. *School of Practical Engineering, Crystal Palace.*—Prospectus. *Faraday House.*—Faraday House Journal, Illustrated Pamphlet. *Mining.*—The School of Metalliferous Mining, Cornwall. *Institute of County Engineers.*—Regulations and Syllabus of Examinations.

HOSPITALS: *Guy's, London, London Hospital Dental School, Middlesex.*—Prospectuses. *Royal Dental School of London.*—Calendar. *St. Bartholomew's, St. Mary's, University College, West London.*—Prospectuses.

INNS OF COURT: *Middle Temple, Gray's Inn, Lincoln's Inn.*—Particulars *re* fees. *Inner Temple.*—Particulars *re* fees. Consolidated Regulations Rules for Examinations.

LAW SOCIETY.—Examinations.

LEATHER MANUFACTURE.—Leathersellers' Co.'s Technical College.

MEDICINE: *Society of Apothecaries.*—Regulations for five years from 1921. *Examining Board in England by the Royal College of Physicians of London, and the Royal College of Surgeons, London.*—Regulations *re* Examinations. Regulation for Diploma in Public Health. *General Medical Council of Registration of Medical and Dental Students.* Regulations. *London School of Clinical Medicine.*—Syllabus. *London School of Tropical Medicine.*—Prospectus.

SANITARY SCIENCE: *Royal Sanitary Institute.*—Courses of lectures and demonstrations. Sanitary Science, &c. Inspectors of Foods, &c.

SURVEYING: *Surveyors' Institute.*—Rules of examinations.

TECHNICAL COLLEGES, INSTITUTIONS AND POLYTECHNICS: *Imperial College of Science and Technology.*—Calendar. *City and Guilds Technical College, Finsbury.*—Closing next July. *City and Guilds Engineering College, Northampton Polytechnic Institute.*—Prospectuses.

VETERINARY: *Royal Veterinary College.*—Calendar. *Veterinary College of Ireland (Royal), Glasgow Veterinary College.*—Prospectuses.

OTHER INSTITUTIONS: *College of Preceptors.*—Regulations. *London Day Training College.*—Prospectus. *Royal Society of Arts.*—Syllabus of Examinations. *University Tutorial College.*—Prospectus and Pamphlet *re* vacation courses. *Pitman's School.*—Prospectus.

PROVINCES, &c.

DUBLIN: *Dublin King's Inn, Royal College of Surgeons.*—Nothing received.

EDINBURGH: *Royal College of Surgeons.*—Regulations. *Heriot-Watt College.*—Prospectus. *Edinburgh and East of Scotland College of Agriculture.*—Nothing received.

GLASGOW: *Royal Technical College, West of Scotland Agricultural College.*—Prospectuses.

NEWPORT, SALOP: *Harper Adams Agricultural College.*—Nothing received.

Reply from London Indian Association to the letter inviting them to send representatives to give evidence before the Committee.

The London Indian Association,
79, Sinclair Road, W. 14,
25th July 1921.

Dear Sir,

I am in receipt of your letter of 8th instant, and while my Committee thank you for the courtesy of invitation that you have extended to me, they do not feel that the evidence given before the Under Secretary of State's Committee will serve any useful purpose in any direction for various reasons.

In the first place, Lord Lytton's Committee is a body essentially official and unrepresentative in character. We regret to point out that there is not one member even on the Committee who can be considered, by any stretch of interpretation, as a representative of the Indian students in the United Kingdom, for whose "welfare," we are suggested, your Committee is investigating the Indian problem.

This lack of popular representation has, quite naturally, created a lack of confidence in your Committee, both among the Indian students and residents here and the people in India too. Under such conditions as these we think we are likely to do more harm than any good to our cause if we will choose to associate ourselves with your Committee, constituted as it is.

The Committee of the London Indian Association are also of the opinion that all special supervision over Indian students for being Indian, over and above what the normal machinery of discipline of a college or University would provide, is not only superfluous and offensive, but even positively harmful to all parties concerned. The London Indian Association therefore cannot associate itself with the activities of a Committee whose main and ultimate intention is to strengthen and perpetuate the humiliating machinery of special control over students who happen to be Indians.

The Committee of the London Indian Association fully accept the views expressed by several British educationists against the German method of forcibly inculcating loyalty and respect for royalty and imperialistic aims amongst the German students, and they therefore find themselves unable to assist your Committee, which in their turn in effect are strengthening the official and quasi-official organisations that are created for controlling the political opinions and influencing the future political ideals of the Indian students residing in Great Britain.

I am, &c.,
(Sd.) G. S. DARA,
Hon. Secretary, London Indian Association.

The Secretary,
Committee on Indian Students,
42, Grosvenor Gardens, S.W. 1.

Memorandum regarding the facilities available to Indian Students at the Technical College, Bradford.

In accordance with the instructions of Lord Lytton, I visited Bradford from 15th to 17th October, on my way back to London from Newcastle, for the purpose of meeting Mr. H. Richardson, the Principal of the Bradford Technical College, and ascertaining the facilities available at the College for Indian students.

The Principal, who was at one time Local Adviser to Indian Students in Manchester, told me that there were no Indian students at the College at present, but that they had had one for the study of textiles some years ago who had done very well while there and had, on returning to India, placed orders with Yorkshire firms for considerable supplies of machinery. This student is no doubt the same one as is mentioned in the Memorandum by Professor A. F. Barker, of the Textile Industries Department of Leeds University. Mr. Richardson stated that he would be glad to admit to the College a limited number of Indian students provided that they possessed the necessary qualifications to enable them to benefit from the courses there, but he explained that at present the laboratory accommodation available is insufficient to meet the demands upon it, and that, as a large part of the cost of maintaining the College is met by local subscriptions, objections might be raised to the admission of any considerable number of students from overseas if local students were unable to obtain admission in consequence. Considerable extensions of the College buildings are now in progress, and when they are completed the laboratory accommodation available will be greatly increased. No difficulties will then arise about the admission of Indians, though Mr. Richardson would not welcome too many of them, as he shares the view of other educational authorities that to admit Indians in numbers which cannot be properly assimilated is detrimental to the interests of the College and of the students themselves.

The Departments of the College most likely to attract Indian students are the Textile, Dyeing and Engineering Departments. Mr. Richardson kindly took me to see the equipment in each, and I should judge that when the extensions now in progress are completed the facilities available in these departments will be very good indeed. The Textile and Dyeing Departments are naturally chiefly concerned with woollen and worsted yarns and cloths, and may not therefore be of so much value to Indian students as the Textile and Dyeing Departments at Manchester, which deal primarily with cotton goods; but I was much impressed with the quality of the work produced by the Bradford students, and any Indian desiring a knowledge of the woollen and worsted branch of textiles would, I think, obtain an excellent training at the Bradford College. Certain portions of the machinery in the three Engineering Departments—there are separate departments for mechanical, civil and electrical engineering—were in process of being dismantled for transfer to new premises, but the equipment in each department appeared to be extensive and in good order.

As regards facilities for practical training in works, the Principal stated that in normal times it is generally possible to find openings in mills and engineering workshops for those students of the College who have completed the courses there and desire practical experience beyond what is provided in the College laboratories. At present trade is so bad that almost all the mills and works are running on short time, and it is very difficult to secure practical training even for local students; but when trade revives and conditions return to normal, Mr. Richardson considers that it should be possible to obtain practical experience for a certain number of Indian students.

As regards the social and athletic facilities, it appears that, for one reason or another, little attention has in the past been paid to this side of the College life. Mr. Richardson is, however, very anxious to bring about some improvements in this respect, and is doing everything in his power to develop the corporate life of the College. A large playing field has recently been acquired—it is some distance from the College but is easily accessible by tram—and provision is being made for a refectory and for junior and senior common rooms in separate union buildings, adjacent to the College, which have also recently been acquired.

The fact that the College is not at present able to confer degrees upon its students may act as a deterrent in the case of Indians, but that is a difficulty which will no doubt be overcome later on. In the meantime, the College is adopting the practice of arranging for its students to present themselves for the degree examinations of the University of London at the same time as they take the final College examinations, and the Principal told me that this arrangement is meeting with much success. In view of the difficulties which Indian students are experiencing at the present time in securing admission to Engineering faculties elsewhere, it would, I think, be worth while for some of them to consider whether the Technical College at Bradford would not give them the training they require.

November 1921.

(Sd.) R. E. FIELD, Secretary,
Committee on Indian Students.

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