

for Sandhurst, I should always be prepared to admit a proportion of men from the professional classes, provided that candidates came forward with the necessary physical qualifications, and with the appearance of having the temperament necessary to make good officers."

We therefore recommend that suitable boys from the professional and other classes should have exactly the same chances as any others. We too have heard the view expressed—it may be regarded to some extent as the natural view of vested interests—that Indian officers should be drawn from the so-called martial classes alone: but on the other hand, there are some Indian officers in the army already who belong to the professional classes, and these have so far proved to be not only efficient, but also, we are told, acceptable to the men.

28. *Grant of King's Commissions to Viceroy's Commissioned officers.*—We recommend that Viceroy's Commissioned officers should be given opportunities of qualifying for the King's Commission analogous to those afforded to non-commissioned officers in the British service. We consider that this will be feasible if a military college is established in India as we propose: and on this basis we recommend that Viceroy's Commissioned officers, in limited numbers, should be admitted to the Indian military college for the purpose of qualifying for the King's Commission. Candidates should be selected by a board similar to that which interviews candidates for Sandhurst: and no candidate should be eligible to appear before the board unless:—

- (a) he is recommended by the Commanding Officer of his unit as suitable in all respects to hold the King's Commission;
- (b) he holds a Special Certificate of Education; and
- (c) he is below the age of 25 years, and has rendered at least 5 years' service in the Army.

A Viceroy's Commissioned officer admitted to the military college should only be required to undergo the last two years, or the military portion, of the course.

We recognise that at the present time the number of officers holding the Viceroy's Commission who would satisfy the above conditions is small, the reason being that direct Viceroy's Commissions are now seldom, if ever, granted, and that the standard of education prevailing amongst the classes which enlist in the ranks of the Indian Army is as a general rule very low. We, therefore, consider it desirable that special educational facilities should be afforded to the children of these classes so that the best of them may have a practical

chance in future of rising through the Viceroy's Commission to King's Commissioned rank. We understand that a scheme is now under consideration, and has indeed already been initiated on a small scale in the Punjab, for this purpose. We refer to the King George's Royal Indian Military Schools established at Jhelum and Jullundur and the promised Kitchener College. A scheme of this kind would be specially appropriate to the requirements of the Viceroy's Commissioned officer class, and would in our opinion deserve support.

29. *Grant of University Commissions.*—We have considered the possibility of increasing the supply of candidates by means of the grant of direct commissions to suitable graduates of Indian Universities, but we do not recommend this. Indian Universities are at present in a state of transition, and it would be premature and infructuous to introduce such a system. The question may be revived with advantage at some future time, but the decision will always depend, *inter alia*, on the extent to which Indian Universities are prepared to adapt their system to military requirements, and, for example, to introduce short courses on military subjects, as has been done by some Universities in the United Kingdom.

On the other hand, we recommend that direct commissions be granted to suitable Indian graduates of British Universities, and that, to make this effectual, Indians may again be made eligible for admission to the Senior Division of the Officers' Training Corps. They were so eligible during the Great War, and we are strongly of opinion that the barrier which has since been set up should be removed. We understand that this is already the view of the Government of India.

Our Sub-Committee has supplied us with the following report on this subject:—

"The India Office informed us that they had given their full support to the proposal to admit Indians to the Officers' Training Corps. The War Office gave us as the basic reason for their present attitude of opposition to it the fact that the Officers' Training Corps is primarily intended to train potential officers for the Territorial Army, a force to which Indians are not admitted and to which undoubtedly, having regard to the conditions of service in it, it is not likely that Indians would be able or willing to belong, even if it were open to them to do so. That being the case, it is intelligible that the War Office should be unwilling to spend money from their budget on training material which when trained would not be of any use to them, unless it could be proved to them that this material, although of no use for the purposes of the Territorial Army in England, would be employed to advantage elsewhere in the military forces of the Crown. The India Office, while

favouring the admission of Indians to the Officers' Training Corps, have not, we gathered from the War Office representative, as yet put forward a strong enough case to convince the Army Council on this point. There are certain aspects of the case to which our attention has been drawn which we find have not been laid before the Army Council. For instance, it would be a great advantage to India, if Indians resident at British Universities were allowed to enjoy the benefit of the Officers' Training Corps training because the military instruction they would get in this manner would be of inestimable value to them if they joined the Territorial Force in India on their return there. Again, we understand that, there being no bar in the present regulations which keeps Indian undergraduates from competing for the direct commissions in the Indian Army which are open to British students, yet such boys would be deterred from coming forward as candidates for these commissions because they would not be able to obtain any antedate such as is given to British candidates by reason of their not having been allowed to serve in the Officers' Training Corps. These are two points which have never been represented to the Army Council, but which ought to form a basis for re-opening the case for the admission of Indians to the Officers' Training Corps. At the same time, it was represented to us by the Cambridge University authorities that a part of the opposition is based also on the fear that the British undergraduates might object to the admission of Indians to these organizations, and that as a result recruiting for them might be affected adversely if they were admitted. It was further impressed upon us by them that they recognised that the success or failure of such voluntary organizations as the Officers' Training Corps are, even though they are controlled administratively and financially by the War Office, depends largely on the co-operation of the undergraduates. These latter are under no sort of compulsion to join the Officers' Training Corps and their likes and dislikes cannot be lightly disregarded. The authorities, when asked definitely and categorically, admit that they have little or no tangible grounds on which to base their apprehension that recruiting may be affected by the admission of Indians, but they are clearly averse from making any experiment in the direction of allowing them this privilege in case it may interfere with the prime object of the organization."

With these observations we agree : and we recommend that, if necessary, the cost of training Indian undergraduates in the Officers' Training Corps should be borne by the Government of India.

30. *Grant of commissions to Territorial Force officers.*—We are aware that in the United Kingdom commissions in the regular army are granted to suitable officers of the Territorial Army. We are, however, of opinion that the Territorial Force movement in India is not yet sufficiently developed to warrant the adoption of a corresponding practice for the present.

31. *Cost of education and training.*—Our Sub-Committee have pointed out to us that in the other countries which they visited the greater part of the expenses of the preliminary training of a cadet at a military college is borne by the State, and that the parent of a boy at Sandhurst, unless by reason of his previous service in the armed forces of the Crown he receives a remission of fees, has to pay a greater share of the cost of his son's training than is required of a parent elsewhere. In the United States the Government grants the cadet while he is under training at West Point a rate of pay (1,072 dollars a year) sufficient to cover the cost of his training and subsistence, and to leave a margin from which to purchase his initial outfit when he obtains his commission. In France the fees, in the case of boys at St. Cyr, are varied to suit the means of the individual parent, as well as being regulated by the services which the parent may have rendered to the nation. About 50 per cent. of parents pay no fees at all. In Canada the cost of the training given at Kingston is fixed at a level fully 50 per cent. lower than the cost of an education of corresponding standard at a Canadian University. While we are opposed to any undue cheapening of education, we feel that the French or Canadian model is better suited than the English model to the circumstances of a relatively poor country like India. We therefore recommend that the fees at the Indian military college when it is established should not exceed an amount which can be paid without hardship by parents of the classes which will provide most of the cadets, namely, the upper and middle classes. The rate finally fixed should include all expenses arising in connection with the college course except pocket money, holiday expenses and travelling expenses.

We recommend in addition that Government should provide scholarships for 20 per cent. of the boys who pass into the college annually. Half of these scholarships should be granted to those who stand highest in the order of merit at the competitive entrance examination, and half to sons of soldiers who without them would be debarred for financial reasons from entering the college. Some of these scholarships, on the analogy of the King's Cadetships which are granted to British boys whose parents have been killed or have died on active service, should be fixed at an amount which will cover part of the expenditure incurred on the boy's earlier education at Dehra Dun, if he has been educated there. Apart from this we do not recommend any modification of the existing arrangements regulating the incidence of the cost of education at the Dehra Dun College

though we should welcome the establishment, through private generosity, of scholarships intended to meet part of the parent's liability.

In addition to the grant of Government scholarships at the Indian Sandhurst we should be glad to see the endowment of scholarships from private sources at that institution also for the benefit of boys of particular provinces, classes, communities, or of particular Indian States.

The foregoing recommendations do not apply to the case of those Indians who after the establishment of an Indian military college elect to receive their military training at Sandhurst. They will presumably be the sons of well-to-do parents, and we do not think they should be given any greater pecuniary assistance than that which is given at present to Indian boys proceeding to Sandhurst.

32. *The "eight units scheme".*—For the reasons fully given in paragraph 17 preceding, we recommend that the "eight units scheme" be abandoned and that Indian King's Commissioned officers, like British officers, be eligible to be posted to any Indian unit of the Indian Army.

There should be the less objection to this for the reason that the time is fast approaching when one of the essential features of the scheme will for purely mechanical reasons have to be omitted. When all the appointments of company officer in the eight units have been filled by Indians—and this at the present rate of progress will be the case in the course of the next two years.—no further Indian officers can be posted to those units except to replace an unexpected casualty, until the senior company officers qualify, by length of service and merit, for selection as company commanders. This will mean an interval of some years during which even the present intake of Indian officers from Sandhurst would have to be posted to other units.

33. *Pay and allowances, including marriage allowances.*—We do not recommend any change in the existing practice. For the present Indian King's Commissioned officers should continue to receive the "overseas" or, as it is termed in the Indian Army, the "Indian Army" allowance. In consideration of this, and for other reasons also, they should continue to be subject to the same rule as British officers in the matter of marriage allowances, *i.e.*, they should not be eligible to receive marriage allowances, although they are married, until they reach the age of 30. Incidentally, we desire to express the opinion that married students should not be allowed at the Dehra Dun College, or married cadets at Sandhurst and the Indian Sandhurst. This rule might perhaps be relaxed in the case of Viceroy's Commissioned officers and Indian State officer cadets admitted to the Indian Sandhurst.

34. *Guardianship of Sandhurst cadets.*—The question of guardianship is a difficult one to solve, and it will be admitted, as a general principle, that no system of guardianship, however good it may be,

can equal the natural guardianship of a parent. This is one of the reasons why we have decided to recommend the establishment of a military college in India. But, as we also recommend that Indians who prefer it should continue to receive their military training at Sandhurst, we have to consider what steps are necessary in order to improve the existing arrangements for official guardianship at Sandhurst which, as we have said elsewhere, we find to be highly unsatisfactory.

We are of opinion that those who are in a position to do so should select their own guardian, as the boy will then receive more individual attention than he could hope to receive from an official guardian. The guardian should be a personal friend of the parent. He should be a person of mature age permanently resident in England, and preferably an ex-member of one of the Indian Services, and the India Office should be furnished with the name and address of a guardian so appointed.

For those boys whose parents are not in a position to secure the services of a personal guardian, there should be an official guardian who should be very carefully selected by the India Office with the concurrence of the Government of India. The essence of the matter is that the Indian boy at Sandhurst should have someone always at hand whom he can regard as a friend and as a protector, to whom he can turn for sympathetic advice and guidance, and in whom both the parent in India and the son at Sandhurst can feel that they have implicit trust. It is probably desirable that the official guardian should be a retired officer of the Indian Army, whose experience should make it specially easy for him to assist the boy in adjusting himself to the military atmosphere and conditions of life in the Royal Military College. It will, however, be of the utmost importance that the duties of the official guardian should be comprehensively and precisely defined. In Appendix IV of this report, we have added a draft of the instructions which we think might suitably be issued to the official guardians appointed from time to time: and since the duties and responsibilities therein prescribed will be onerous, we consider that the official guardian should receive reasonable remuneration in addition to whatever pension he may have earned.

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CHAPTER III.

THE SECOND, THIRD AND FOURTH TERMS OF REFERENCE.

"(b) Whether it is desirable and practicable to establish a Military College in India to train Indians for the commissioned ranks of the Indian Army.

(c) If the answer to (b) is in the affirmative, how soon should the scheme be initiated and what steps should be taken to carry it out.

(d) Whether, if a Military College is established in India, it should supersede or be supplemented by Sandhurst and Woolwich so far as the training of Indians for the commissioned ranks of the Indian Army is concerned."

35. The second term of reference. Establishment of an Indian Sandhurst recommended.—In the latter part of paragraph 15 of our report we have mentioned briefly the special advantages which Indian boys enjoy by receiving their military training at Sandhurst. Our Sub-Committee, having seen Sandhurst, have made the following observations on this subject :—

"Sandhurst..... is a great institution with the traditions of years behind it and a staff which includes the cream of the instructors available in the whole British Army. It has in its immediate vicinity the Staff College and the large military training centre of Aldershot, and is at only a short distance from the War Office in London, so that it is in a specially favourable position from the point of view of keeping in touch with all the latest military ideas. At it also the Indian cadets are trained side by side with the future British officers with whom they will for some time to come have to serve in the Indian Army. All of these advantages could not, at first at any rate, be secured to the same extent at an institution in India."

To this should be added the very pertinent observation of the Commandant of the Royal Military College, Sandhurst, to the effect that Indian boys at Sandhurst are stimulated in their military training by being "up against a better team", i.e., the British boys at the same institution, who for the reasons which we have given are in present circumstances superior to the average Indian boy who enters Sandhurst. The facts are, however, well known, and it is unnecessary to enlarge further on this aspect of the matter.

In paragraph 15 and in other passages of our report we have also set out the objections to Sandhurst, viewed from the standpoint of the average Indian parent, and, although we have said that the weight of these objections is diminishing, we find that something substantial remains : and we cannot feel assured that the difficulties

which at present stand in the way of Indian boys being sent to Sandhurst could ever be wholly removed. The great expense—particularly that incurred on account of the boy's holidays—and the separation of parent and son—with all that separation in this case implies—are, we fear, deterrents of a permanent character.

Accordingly we find at once one strong reason for the establishment of a military college in India which will provide the facilities at present given by Sandhurst alone. It seems clear that, like the progressive scheme of Indianisation which we have suggested, this step also is necessary as a means to improve, both in number and quality, the supply of Indian candidates for the King's Commission.

Further it is, in our opinion, very desirable, and would be consonant with the general policy of the administration as that is now conceived, that India should have a military college of her own and thus be self-sufficient in respect of one of the most important of national needs. It is, indeed, universally recognised that the establishment of an Indian Sandhurst is ultimately inevitable, and we think military opinion will agree that it would be an immediate necessity if war on a considerable scale were to break out. If that is so, then it is obvious that it would be better to have a military college already in being and fully organised than to be dependent upon improvisation after the emergency has arisen. The latter was what had to be done during the Great War, when the cadet colleges at Quetta, Wellington and Indore were hurriedly set up. On these grounds alone we think it would, in the judgment of many, be sound policy to lay the foundations of an Indian military college as soon as possible and so commence without delay not merely the building of the college structure, but the building also of the tradition and sentiment which in India, as in England, would be indispensable to the achievement of success. The process is one which takes time, and the start should not be postponed.

There is one other consideration of a specially practical and compelling character. In every educational institution there comes a time when the authorities responsible for its efficiency must decide to set a limit to the further acceptance of foreign students for fear lest the character of the institution may be changed. This point of view was very clearly expressed in 1921 by Sir Theodore Morison, K.C.S.I., Principal of the Armstrong College, Newcastle-on-Tyne, in a statement prepared for the Indian Students Committee, a Committee presided over by Lord Lytton, then Under Secretary of State for India :—"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 would tolerate this transformation."

This proposition is at the least as true of an institution like Sandhurst as it is of a University; and it is plain that we have here a factor which has a very important bearing upon the problem we are considering. Our Sub-Committee, while in England, raised the question directly with the authorities, and tried to obtain a pronouncement as to the ultimate limit up to which they would be prepared to admit Indians to the military colleges in England. A definite reply was not given. It appears that the authorities would be willing for the present to accept Indian cadets up to a maximum of 5 per cent. of the establishment of each college, that is, 30 cadets at Sandhurst and 12 at Woolwich, but would not be prepared to commit themselves to the possibility of any further increase until the effect of these numbers on the personality of the institution had been tested by actual experience. They do not definitely exclude the possibility of a further increase, but the Commandants of the two institutions concerned, by whose advice we imagine the Army Council would be largely guided, gave it as their decided opinion that 5 per cent. of the establishment was the absolute limit up to which Indians could safely be admitted. This figure coincides with that mentioned as a maximum by Sir Theodore Morison in his evidence before the Indian Students Committee, and it seems to us to be highly improbable that the Army Council would in the end agree to admit Indian cadets to Sandhurst and Woolwich in larger numbers than this, except as a temporary measure or under special circumstances. If this is so, then it is clearly advisable that India should cease to rely solely upon an institution, training at which is even now not wholly suited to the circumstances of Indian boys, and which can only be reckoned upon for so narrowly limited an outturn of Indian King's Commissioned officers.

It is hardly necessary to add that there is a strong political demand for the establishment of a military college in India. In a matter of this kind we should not ourselves attach great importance to considerations of a purely political character; but in the case of the Indian Sandhurst the political demand represents, we believe, a real force of growing national sentiment which cannot be ignored.

Having given our most careful consideration to all the factors involved, we have come to the conclusion that the establishment of a military college in India for the purpose stated in our second term of reference is desirable.

36. *The practicability of the step.*—Our Sub-Committee during their visit to England discussed with several officers of experience, including the Commandant at Sandhurst, the practicability of reproducing in India the training now given at the Royal Military College. The answer they received in each case was that, given the necessary material, there should be no insuperable difficulty in providing this

form of training at an Indian military college. It will be difficult, however, for the Indian institution to be quite as efficient, as Sandhurst itself because the latter will naturally have preference in the choice of instructors and will also continue to have, by reason of its location, certain physical advantages which cannot be transferred to India. But we have before us the examples of the Kingston and Duntroon Military Colleges in Canada and Australia respectively, where similar disadvantages have been neutralised, and a high standard of efficiency has been achieved; and we wish to make it clear that our recommendation is subject absolutely to the condition that no pains are spared to place the machinery of the Indian military college on the highest plane of efficiency which India can attain. In all military essentials the model of Sandhurst should be closely followed. The instructors should be mainly British officers, and should be picked men. If necessary, specially attractive terms of remuneration should be offered in order to secure teachers of the highest capacity and reputation. It is natural that we should emphasise these *desiderata*, since obviously the first essential is that the officers produced at the Indian Sandhurst should be efficient. But a more specific consideration is that the commissions granted to boys trained at the Indian Sandhurst must be King's Commissions, conferring, so far as the Army in India is concerned, i.e., both British and Indian troops, the same status, authority and precedence as the King's Commissions granted to cadets trained at Sandhurst. As our remarks at the commencement of paragraph 6 preceding show, this is a paramount and self-evident necessity. The experiment of the Imperial Cadet Corps was a failure because the officers commissioned therefrom did not possess sufficient powers of command to rise above the position of company officer in the Indian Army, and from the purely practical point of view there can be no compromise in regard to this matter. Indian officers, if they are to pull their weight in the Army in India, must be empowered, like their British comrades, to take command of mixed bodies of troops, junior to themselves and to take command of mixed bodies of troops. But the immediate implication is that the methods of training pursued and the qualifications obtained at the Indian military college must conform to standards acceptable to the Army Council. We should not in any case desire to postulate a lower standard of efficiency for Indian officers trained in India; but we recognise clearly that, apart from any consideration which might influence ourselves, the Army Council must have the right to decide what standard of training and qualification is to be regarded as adequate in the case of any officer who is to hold the King's Commission and have authority over British troops. We note that quite recently the Army Council have recognised a Dominion Commission in the Canadian Permanent Forces as equivalent to the regular King's Commission.

37. *The third term of reference.* *The military training systems of other countries.*—Our next question relates to the form of organisa-

tion which should be prescribed for the Indian Sandhurst ; but we will first review the information supplied to us by our Sub-Committee regarding the systems of training followed in the countries which they visited. In England and France the courses at the military colleges are of 1½ and 2 years' duration respectively. Apart from the training given at the Ecole Polytechnique, which is not a military college in the accepted sense of the term, the courses are of a purely military nature, and all cadets who succeed in them receive commissions in the Army. At the Royal Military College, Kingston, in Canada, the cadets undergo a four years' course which includes not only a training in military subjects, but also a large element of academic study, and particularly a training in civil engineering, which is recognised by Canadian Universities as equivalent to a considerable part of their own course. Unlike the cadets at military colleges in other countries, the cadets at Kingston can, when they graduate, either take commissions in the Army or enter another of the public services or adopt a civil profession, whichever they prefer. In practice the majority of graduates from the College choose employment in civil life. The United States Military Academy at West Point also has a four years' course, but all its graduates have to take commissions in the Army. Here, too, the course includes both military and academic subjects.

These various systems of training appear to have been determined partly by the requirements of the particular form of military organisation prevailing in each of the countries mentioned and in part also by differences in the range and efficiency of the earlier education which boys are able to obtain before entering the military college. England and France maintain comparatively large standing armies, and therefore considerable numbers of young officers have to be produced every year. If it were necessary for these numbers to undergo a lengthy course of training, both military and academic, on the American model before they received their commissions, this would add intolerably to the burden which the cost of their defence already lays upon these two countries. Both in England and France, however, the systems of civil education are developed to a high degree, and these produce, without material cost to the State, boys who can be brought to the standard required to fit them for commissions by a comparatively short intensive course of a purely military nature. Moreover, the fact that, after being commissioned, the officers of these nations spend the majority of their service in regular units of a standing army makes it possible to rely on the experience which they thus receive to put the finishing touches to their initial military education. In the United States the regular forces maintained are small, and consist largely of cadre formations which would be expanded considerably on the outbreak of war. It is recognised, however, that, while the training of the rank and file can be carried out in a comparatively short time on mobilisation, provided sufficient trained officers are available for the purpose, the training of efficient officers is a lengthy process. The United States Army therefore includes a

large cadre of officers, out of proportion in time of peace to the strength of the regular rank and file, so that it may have available on mobilisation the instructors and staff officers required for its expanded strength. In time of peace, too, American officers are largely employed on instructional and other duties with non-regular formations, and the fact that for these purposes they require a broader military knowledge at the start of their career, and have comparatively less chance of perfecting their training in regular units after they receive their commissions, renders necessary a longer course of initial training at the military academy than is found to be necessary in England and France. This is not, however, the sole reason for the introduction at West Point of a course of four years' duration and for the inclusion in it of such a large element of academic teaching. On the one side the United States Army authorities demand a high standard of general education from their officers, but on the other they are faced with the difficulty that the standards of education in different parts of the country vary very considerably. Since therefore the regulations for entry to West Point expressly provide for the recruitment of cadets from all parts of the country, it is necessary to suit the curriculum of that institution to the standard of those who come from districts where the educational system is less highly developed ; and it is found that the task of raising the educational standard of the average boy up to the prescribed level, while at the same time providing him with his military education, involves a course of the present length. In addition the Army authorities do not regard as sufficient for their needs the training of character included in the earlier education of the average American boy, and they insist on special attention being paid to this department of the course of training at West Point. The development of character cannot, however, be assured in a course of only one or two years' duration.

The reasons underlying the introduction at Kingston of a four years' course of training do not differ materially from those which have led to the adoption of a course of that length at West Point. The military organisation of Canada is similar, though on a much more limited scale, to that of the United States, and the efficiency of her educational system also varies in different parts of the country. In Canada, however, the number of officers required each year for the permanent forces is so small that under present day conditions it would be next to impossible to organise a really efficient military college for such a number alone, and it is therefore necessary to increase the college to the proper size by including in it cadets who do not intend to make the Army their career. The importance of enabling such cadets to compete on graduation on level terms with their contemporaries from the Universities is one of the additional factors which necessitate the inclusion in the course of a large measure of academic study and the consequent lengthening of the period of study. The value of this type of education, combined as it is with

military discipline and character training over an extended period, is proved by the fact that employers in civil life almost invariably show preference to Kingston graduates over men trained elsewhere, because they find that their broader outlook and higher sense of discipline make them more adaptable and reliable in positions of responsibility.

38. *Combined general and military education.*—While India is on the same footing as England and France in that she requires a regular supply of officers for service in a large standing army, she has something in common also with Canada and the United States in that the civil educational system is at present defective and cannot be so improved in the near future as to ensure that the generality of cadets, when they first arrive at the military college, can be turned into really efficient officers after only a short period of military training. We feel therefore that the course at the Indian military college should be longer than the course at Sandhurst and should in addition to the military subjects include a period of academic study as well, by means of which the cadets will be enabled to improve their general education and their knowledge of colloquial English. It is also important that the academic standard attainable at the end of the course should be so framed as to secure specific recognition from the Universities and to enable cadets who for one reason or another are found unfit for commissions in the Army, but are suitable for other careers, to continue their education at a University, without interruption and on a level with their contemporaries in age.

39. *A three years' course.*—Our recommendation therefore is that the course should last for three years, of which the first year should be devoted mainly to academic study and the last two mainly to military training. A longer course of this nature will have the further advantage that it will give those cadets who are drawn from the ordinary Indian schools a better opportunity of developing in character and physique than would be afforded if they were to remain at those schools for a further year and a half, and then undergo a short course of a purely military nature. Our intention is that boys should be eligible to enter the military college after passing the Matriculation standard. This will enable them to obtain their commissions at approximately the same age as British cadets passing out of Sandhurst; and the task of completing the formation of their characters will be rendered less difficult by the fact that on entering the college they will still be comparatively young.

40. *Training for other public services.*—In the present stage of India's development we can see many reasons in favour of adopting a system somewhat similar to that in force in Canada under which graduates from an Indian military college would be eligible to enter other departments of Government service besides the Army. We fear, however, that it would at the present time be infructuous to suggest the adoption of any scheme of this nature. The difficulties in

the way of carrying it out would be very great. An attempt has already been made to secure the promise of other public employment for Dehra Dun boys who fail to qualify for the army for some reason which does not affect their suitability for other forms of service, but this has not been successful. The Local Governments, and not the Government of India, have in their hands the great bulk of Government appointments, and we can see that it would not be easy for them to bind themselves to give preference to candidates from the Indian Sandhurst. Other schools and colleges also would have cause for complaint, and it is important that, as co-workers in the general progress of India, their goodwill should not be alienated.

41. *The link with the Dehra Dun College.*—Our scheme contemplates that boys drawn from the Prince of Wales' College at Dehra Dun and from the ordinary Indian schools should enter the Indian Sandhurst at approximately the same age and after qualifying at the same competitive examination which we have described in paragraph 27 preceding. To be eligible to sit for the competitive examination a boy educated at one of the ordinary schools will be required to have passed the Matriculation standard. He will be able to accomplish this between the ages of 16½ and 18½. This involves a slight alteration in the existing system at the Dehra Dun College. At present boys are admitted to the Dehra Dun College between the ages of 11½ and 12 years, and remain there until they are 18 or 19 years of age when they enter upon the eighteen months' course at Sandhurst. We think it important that the period spent at Dehra Dun should, as at present, be at least six years. To admit of this and to secure at the same time that boys educated at Dehra Dun will commence the three years' Indian Sandhurst course at the same age as boys educated elsewhere, we recommend that the age limits for entry to the Dehra Dun College should be reduced to 10—11½ years. Any Dehra Dun boy who wishes to enter Sandhurst instead of the Indian Sandhurst should be permitted to remain at the Dehra Dun College for an extra year in order to complete his preparation for the Sandhurst examination.

42. *Indians should continue to be trained at Sandhurst.*—As we have indicated in earlier passages of this report we are of opinion that, even after the Indian Sandhurst has been established, Indian boys who prefer to receive their military training at Sandhurst in England should be allowed to do so up to a maximum of 20 per annum. We have reason to believe that the authorities would be prepared to accept this, provided that such Indian boys as desired to go to Sandhurst qualified for admission by the same test as British boys. We agree that it would be proper and desirable to impose this latter condition. Any vacancies at Sandhurst not actually taken up by Indians should be added to the establishment of the Indian Sandhurst.

We attach very great importance to the recommendation here repeated; for to continue to have a proportion of Indians under

training for the Army at British institutions would assist in maintaining the Imperial connection in military matters ; and we believe that this is necessary both in the interests of India and of the Empire as a whole. We have not overlooked the fact that, if King's Commissioned Indian officers are trained simultaneously in institutions in India and in England, there may be a tendency, prejudicial to the service as a whole, for those who have been trained at the older and more famous college to look down on those who have been trained at the newer institution. This is a possibility which may react disadvantageously upon the military college in India at its start, and make it more difficult for it to establish its reputation and build up its traditions. We do not, however, consider that it is a sufficiently important factor to outweigh the compensating advantages on the other side of the scale, particularly as the majority of the British cadets posted to the Indian Army will most probably obtain their commissions through the English Sandhurst, and we think it specially important that some at any rate of the Indian King's Commissioned officers should receive their first military training in association with British cadets who are themselves destined for the Indian Army.

43. *The Sandhurst entrance examination.*—Indian boys who have received their early education in England and who desire to proceed to Sandhurst should be enabled to sit for the Sandhurst entrance examination in England. For Indian boys who have been educated in India, either at Dehra Dun or elsewhere, we consider that a Sandhurst entrance examination should be held, as at present, in India, the standard of the examination being precisely the same as that of the examination held in England. We would, however, suggest that, for the examination held in India, Urdu should be allowed as an optional subject. We understand the Army Council have no objection to this.

Indian boys educated in England who desire to receive their military training at the Indian military college should of course be required to qualify for admission by the same tests as are applied to other candidates.

It would in our opinion be very desirable that British boys who wished to enter the Indian Army should, if they were willing, be permitted to receive their military training at the Indian military college. Here again the association of boys of the two races would be advantageous. We know there are difficulties in the way, but nevertheless we recommend that the door of the Indian military college should be kept open to British cadets, and that those who are able to overcome the difficulties we have in mind should be heartily welcomed.

44. *The strength of the Indian military college.*—It would be obviously impracticable and uneconomical to start an Indian military college so long as the maximum number of commissions for which Indians are eligible is ten annually, and we should not recommend

this, although we understand that the Kingston and West Point Colleges started with an establishment of only 18 cadets and the Duntroon College with an establishment of 35 cadets. The expert evidence we have received indicates that the desirable number of cadets for the starting of an Indian military college, if it is to have an efficient military organisation, is 100. We accept this as the initial number to be aimed at, and we propose that the college should be inaugurated with an intake of 33 cadets a year for the first 3 years, the establishment of 100 being reached in the year in which the first batch of entrants commence the last year of the three years' course of training. The subsequent expansion of the college should follow the lines indicated in paragraph 21 of our report and in Appendix II, where we have described the progressive scheme of Indianisation which we advocate.

45. *The Indian military college to be established in 1933.*—We have already given reasons for the view which we hold that the Indian military college should be started as soon as possible. We now definitely recommend that the date of inauguration should be 1933. If the prospects of Indians in the Army are enlarged on the lines we have proposed and if the interest of potential candidates and their parents and of the educational authorities is quickened to the extent we anticipate, the number of cadets required to start the college should be forthcoming by the date we have mentioned : and the interval will be sufficient for the necessary buildings to be constructed and for other administrative arrangements to be completed. Moreover the number of Indian candidates available would then have passed the limit which we have assumed that Sandhurst could absorb.

46. *The fourth term of reference. Supplementary training in England.*—Our scheme of training at the Indian military college as so far outlined is defective in one important respect, which we have ourselves acknowledged, namely, it does not provide, save to a very limited extent, for that association between British and Indian boys, who are both preparing for a career in the Indian Army, which is a valuable feature of the present system ; and it does not give the Indian cadet the opportunity to travel abroad and see the world. To remedy this, it has been suggested that the Indian cadet after qualifying at the Indian military college should undergo a supplementary course at Sandhurst. We are satisfied, however, that this would not be a feasible proposition, as the Indian students would already have been commissioned, and could not be introduced into an institution where the other students are only cadets. We recommend therefore that to complete their preparation the Indian cadets, having been commissioned, should be attached to a cavalry or infantry unit in the United Kingdom for a period of one year.

47. *Training in the technical arms.*—Our conception of the Indian military college is that in the first instance it should merely

take the place of Sandhurst. At a later stage of development it may become a combined institution providing also the facilities of Woolwich. But, for the present, as we have said in paragraph 22 of our report, we consider that the first contingents of Indian cadets who are allowed to qualify for the Artillery, Engineer, Signal, Tank and Air arms should receive their preliminary military training at Woolwich and Cranwell. We think it desirable that an opportunity should be given to Indians of acquiring the traditions of these British institutions, and the arrangement will generally be more efficient and economical than the provision at the outset of duplicate facilities in India.

Indian cadets, who qualify at Woolwich, and, later, those who qualify in India by the course corresponding to that of Woolwich, should complete their initial training in exactly the same way as the British cadet does at present, *i.e.*, by attending courses at Chatham and Cambridge in the case of Engineer officers, and at Larkhill in the case of Artillery officers. The Cambridge and Chatham courses could no doubt be reproduced in India, and in the case of the former the existing engineering establishments, such as Roorkee, might, when the time comes, provide the nucleus of a counterpart. But, so far as we can see, it will be long before it would be economical to duplicate machinery of this kind: and for a very considerable time also it will be desirable, on the score of efficiency, that British and Indian officers should receive their "post graduate" technical training from the same source.

It will probably be desirable that both the questions discussed in this paragraph should be re-examined when the review of 1938, which we have recommended elsewhere (*vide* paragraph 21), takes place.

MISCELLANEOUS.

48. *The Indian States.*—It seems probable that a number of the Indian States would be glad to avail themselves of the benefits of the training available in the Indian military college, if one is established, for the purpose of giving higher training to some of the officers of their State Forces. We believe that the participation of the Indian States in the college would be an advantage to India as a whole, as tending to increase the efficiency of the Indian State Forces, and we recommend that a certain number of vacancies be reserved for Indian States at the college over and above the number of vacancies available for candidates who seek commissions in the regular Indian Army. It will, however, be essential that such cadets from Indian States would be prepared to undergo precisely the same course of education and training as Viceroy's Commissioned officers, that is, the two years' military course, and we contemplate further that the cost of their training should be borne by the Indian States in whose forces they are ultimately to be employed. We contemplate that subjects of Indian States should continue, as at present

to be eligible for King's Commissions in the regular Indian Army, and candidates of this category should consequently be eligible for admission to the Indian military college on the same terms as residents of British India.

49. *Questions of detail and finance.*—We have deliberately refrained from entering into questions of mechanical detail connected with the establishment of a military college in India. We have said that the college should follow closely the model of Sandhurst. That is a point of principle. Questions such as the location of the college, the type and quantity of buildings required, the equipment of the college and the strength and composition of the staff can suitably and without difficulty be settled by Government and their expert official advisers, if and when it is decided to accept our recommendations on the main issues of policy. We are not indeed qualified to deal with such questions of detail, and it would be a waste of effort on our part to make the attempt.

Similarly we have refrained from entering into matters of finance, and we are content to quote what H. E. Sir Malcolm Hailey has said on this aspect of the creation of a military college in India.

"This contemplates a somewhat lengthy and extended course of education, but I am unable to see any reason for refusing the claim that the State should bear a very considerable part of the cost. We spend large sums on our professional and educational colleges, and since we have definitely decided that the military career must be opened to Indians it is clearly a justifiable expense to secure the best men possible. Taking the country as a whole the sum we should be spending on military education—though the number of officers might not in themselves be large—would be small in comparison with what we should be spending on types of vocational education which are in some cases of lesser importance."

"Within reason I do not think we should allow finance to stand in our way in this respect."

With this opinion we agree, and we need only add that at present sums of £80,000 on account of Sandhurst and £30,000 on account of Woolwich are being paid annually from Indian revenues. A proportion of these amounts would presumably be available for expenditure on the Indian military college to the extent to which the product of such a college replaces the product of Sandhurst and Woolwich in the Army in India.

CHAPTER IV.

CONCLUDING REMARKS.

50. *Summary.*—A complete summary of our recommendations will be found in Appendix I to this report.

51. *Some members of the Committee—their special knowledge.*—Of the Members of our Committee, Nawab Sir Sahibzada Abdul Qaiyum has not only had intimate associations with the Indian Army throughout the whole of his life, but moreover has a nephew and ward, trained at Sandhurst, now holding the King's Commission in the Indian Army. Subedar-Major and Honorary Captain Hira Singh, himself a Viceroy's Commissioned officer of long service, has two sons in the Indian Army, holding the King's Commission, both of whom were trained at Sandhurst, while one received part of his early education at Dehra Dun College. Captain Hira Singh has a third son, now being educated at Dehra Dun, who is also destined for a military career. Risaldar-Major and Honorary Captain Haji Gul Mawaz Khan, another Viceroy's Commissioned officer of long service, also has a son in the Indian Army, holding the King's Commission, who received his military training at Sandhurst. Major Thakur Zorawar Singh and Major Bala Sahib Daffé were among the first Indians to be granted, in 1917, the full King's Commission, and they had previously held commissions in the Native Indian Land Forces, having received their training in the old Imperial Cadet Corps (*vide* paragraphs 6 and 36 preceding). We mention these facts to show that the gentlemen in question have been in a position to contribute to the consideration of some of our most important problems personal knowledge and practical experience which have been of great and special value to us.

52. *Acknowledgments.*—We desire to place on record our appreciation of the great kindness and courtesy shown by the Governments of France, Canada and the United States in allowing the members of our Sub-Committee the privilege of visiting some of their educational institutions, and to acknowledge also the assistance afforded by those departments of His Majesty's Government who in a similar manner made it possible for the Sub-Committee to obtain the information they required regarding the systems of education, military and civil, in vogue in England. We are equally indebted to the authorities of the institutions visited by the Sub-Committee, who by their ready help and generous hospitality enabled the members to carry out their appointed task with considerable enjoyment to themselves and great benefit to the work of the Committee. But perhaps our greatest obligation is to the members of the Sub-Committee, who, sacrificing their private interests over a period of several months, brought back to us information which has very materially assisted us in arriving at many of the conclusions contained in this report.

Finally, we desire to acknowledge the valuable assistance rendered to us by Major Lumby, who, as Secretary both to the main Committee and also to the Sub-Committee, whom he accompanied throughout their tour, has performed to our entire satisfaction duties of a very onerous character and has earned our most cordial thanks. He has served us faithfully and with conspicuous efficiency.

A. SKEEN,

Lieut.-General.

M. A. JINNAH.

JOGENDRA SINGH.

PHIROZE SETHNA.

M. RAMACHANDRA RAO.

ABDUL QAIYUM.

HIRA SINGH,

Captain.

ZIAUDDIN AHMAD.

J. N. BANERJEE.

Captain.

ZORAWAR SINGH, M.C.,

Major.

HAJI GUL MAWAZ KHAN,

Captain.

BALA SAHIB DAFLE,

Major.

E. BURDON.

NOTE.

The members of the Committee feel that they have been so exceptionally fortunate in their Chairman that they cannot refrain from expressing their cordial and respectful appreciation of his services to them. Sir Andrew Skeen's ripe experience, his breadth of mind and sympathetic outlook, and the patience, courtesy and skill with which he has directed their proceedings have made their task a pleasant one and have very greatly facilitated its accomplishment.

They feel bound also to refer to the services rendered to them by Mr. Burdon, who, apart from the Chairman, was the only official member of the Committee. He brought to their deliberations an unrivalled knowledge of the past history of the problems with which they were confronted; and the shrewd appreciation, which this knowledge gave him, of the difficulties connected with their solution was an invaluable aid to them both throughout the course of their enquiry and during the preparation of their report.

APPENDIX I.

Summary of recommendations.

MAIN RECOMMENDATIONS.

(i) The scope of the employment of Indians in the higher ranks of the Army in India should be greatly extended, and facilities should be provided in India to train them for King's Commissioned rank. A substantial and progressive scheme of Indianisation should be adopted, and, subject to the present standard of efficiency being maintained, should be faithfully carried out. (Paragraph 21).

Such a scheme should provide for the following measures:—

- (a) In 1928, the number of vacancies, at present ten, allotted to Indians at Sandhurst should be doubled, and thereafter should be increased progressively until a military college on the lines of Sandhurst is established in India. (Paragraph 21).
- (b) Indians should be made eligible to be employed as King's Commissioned officers in the Artillery, Engineer, Signal, Tank and Air arms of the Army in India. For this purpose they should be admitted to the Royal Military Academy, Woolwich, and the Royal Air Force College, Cranwell, provided they qualify by the same tests as British boys, until the occasion arises to create corresponding facilities for their training in India. From 1928 eight vacancies should be allotted to Indians at Woolwich and two at Cranwell, and these numbers should be increased progressively, in due proportion. (Paragraph 22).
- (c) In 1933, i.e., as soon as the improvements recommended in matters of subsidiary importance, connected with the securing of suitable candidates for the Army, have had time to take effect, a military college, with an establishment at the start of 100 cadets doing a three years' course, should be created in India on the model of Sandhurst. The establishment of the college should be increased progressively. (Paragraph 21).
Successful cadets from the college should be granted the King's Commission in His Majesty's Land Forces. (Paragraph 36).
- (d) In order to secure the maintenance of the Imperial connection in military matters, 20 vacancies should continue to be reserved for Indians at Sandhurst after the opening of the Indian military college. (Paragraph 21).

Under the scheme proposed half the total cadre of officers in the Indian Army would be Indians in 1952. (Paragraph 21 and Appendix II).

(ii) Steps should be taken to maintain the proportion of British recruitment required. (Paragraph 21).

(iii) Indian King's Commissioned officers trained at the Indian military college should complete their initial training in England. (Paragraphs 46 and 47).

(iv) Within reason questions of finance should not be allowed to stand in the way of giving effect to these proposals. (Paragraph 49).

SUBSIDIARY RECOMMENDATIONS.

Improvements in the system of education.

(v) The Prince of Wales' Royal Indian Military College, Dehra Dun, should be gradually expanded up to the limit most suitable for an educational institution of this character. The control of the college should remain in the hands of the military authorities, and its main object should continue to be the production of boys for the Army and Navy. Its curriculum and standard of teaching should, however, be carefully adjusted with a view to securing also that the course of education at it confers a qualification recognised by the University authorities.

When the expansion of the existing college is complete, a second college on the same lines should, if circumstances demand it, be opened in some other part of India. (Paragraph 24).

(vi) The Government of India should impress upon educational authorities the paramount national importance of reforming the system of education in India with a view to developing in the pupils of the ordinary schools and colleges those characteristics, so essential in an Army officer, to which little or no attention is at present paid by them, and should appeal to them to reorganise the institutions under their control to this end. (Paragraph 24).

Age limit.

(vii) The upper age limit for entrance to the Army should for the present remain unchanged. The ultimate aim should be to reduce it so that Indian boys shall enter the Army on an equality as regards age with British boys. (Paragraph 25).

Publicity.

(viii) The existing methods of publicity should be continued, but should be supplemented by enlisting the aid of the University authorities and Provincial information bureaux. (Paragraph 26).

Methods of selection and examination.

(ix) Entrance to the Indian military college in the case of candidates from the Dehra Dun College and the ordinary schools and colleges should be by open competitive examination. (Paragraph 27).

(x) The basis of selection should be wide, and the method of applying to sit for the entrance examination as simple as possible. No preference should be given to any particular class or community. (Paragraph 27).

(xi) The Army entrance examination should be conducted by a single central authority at the headquarters of the Government of India, to which any boy, provided he possesses certain prescribed qualifications, should be eligible to apply direct for permission to attend it. (Paragraph 27).

This authority alone should have the power after due enquiry as to his qualifications and antecedents to refuse a candidate permission to sit at the examination. All candidates whose applications are approved by this authority and who satisfy a military medical board as to their physical fitness, should be allowed to attend the central entrance examination. (Paragraph 27).

(xii) Advisory boards should be constituted in convenient centres for the purpose of advising candidates as to their chances of success in the entrance examination. Such boards should have no power to reject a candidate, and a candidate should not be bound to abide by their verdict. (Paragraph 27).

(xiii) Candidates should be required to pay all expenses incurred by them in proceeding either to attend the medical board or to sit at the entrance examination. (Paragraph 27).

(xiv) To be eligible to sit for the competitive entrance examination a boy educated at one of the ordinary schools should be required to be between the ages of 16½ and 18½ and to have passed the Matriculation or equivalent standard. (Paragraph 41).

(xv) Boys from the Dehra Dun College should enter the military college at approximately the same age as boys from the ordinary schools. As it is desirable that boys should spend at least six years at the Dehra Dun College in order to get the maximum benefit from it, the age limits for admission to the college should be reduced from the present 11½ to 12 years to 10 to 11½ years. (Paragraph 41).

(xvi) Indian boys educated in England who wish to receive their military training at the Indian military college should be required to qualify by the same tests as are applied to boys educated in India. (Paragraph 43).

(xvii) British boys who wish to enter the Indian Army should, if they are willing, be permitted to receive their military training at the Indian military college on the same conditions as Indian boys. (Paragraph 43).

(xviii) The entrance examination should consist of a written examination and an interview test. The final nomination should be made by H. E. the Viceroy on the combined results of these two tests. The majority should be chosen from among those who stand highest

in the order of merit, but H. E. the Commander-in-Chief should have the power to recommend the nomination of a certain percentage of candidates from among those who qualify, but do not stand sufficiently high to obtain nomination in the ordinary course. (Paragraph 27).

(xix) Indian boys, whether educated in England or in India, who desire to enter Sandhurst should be required to qualify for admission by the same test as British boys. Arrangements should be made to allow them to compete for entrance either in England or in India. Urdu should be included as an optional subject in the entrance examination. (Paragraph 43).

Boys studying at the Dehra Dun College who wish to enter Sandhurst should be permitted to remain at the college for an extra year in order to complete their preparation for the entrance examination. (Paragraph 41).

Indian military college.

(xx) No pains should be spared to place the machinery of the Indian military college on the highest plane of efficiency which India can attain. The instructors should be mainly British officers and should be picked men. If necessary, specially attractive terms of remuneration should be offered in order to secure teachers of the highest capacity and reputation. (Paragraph 36).

(xxi) The course at the Indian military college should, in addition to military subjects, include a period of academic study as well. It should last for three years, of which the first should be mainly devoted to academic study and the last two mainly to military training. The academic standard attainable at the end of the course should be so framed as to secure specific recognition from the educational authorities. The scope of the military training should be the same as that of the present Sandhurst course, but it may be desirable later to convert the college into a combined institution providing also the facilities of Woolwich. (Paragraphs 38 and 47).

(xxii) The establishment of the college at the start should be 100 cadets. It should be inaugurated with an intake of 33 cadets a year for the first three years, so that it may reach its full initial establishment in the year in which the first batch of entrants commence the last year of their training. In the fourth year of its existence, and subsequently at intervals of three years, the annual intake should be increased by 12. (Paragraphs 21 and 44 ; Appendix II).

Cost of education and military training.

(xxiii) The expenses of maintaining the Indian military college should be reduced to the lowest level compatible with efficiency, and, in order to bring the college within the reach of Indian parents

of the classes which will provide the majority of cadets, the fees charged should be fixed at an amount which can be paid without hardship by parents of these classes. (Paragraph 31).

(xxiv) Scholarships should be provided by the Government of India for 20 per cent. of the boys who pass into the college annually, both to encourage talent and to assist the sons of soldiers who would otherwise be unable for financial reasons to enter the college.

Some of these scholarships should be fixed at an amount which will cover part of the expenditure on the boy's education at Dehra Dun, if he has been educated there. Apart from this there should be no modification of the existing official arrangements regulating the incidence of the cost of the education at the Dehra Dun College.

In addition the endowment of scholarships through private generosity for boys of particular Provinces, classes, communities and Indian States at Dehra Dun and the Indian military college would be welcomed. (Paragraph 31).

(xxv) Boys who elect to receive their education at Sandhurst after the military college has been established in India should receive no greater pecuniary assistance than that which is given at present to Indian boys proceeding to Sandhurst. (Paragraph 31).

Guardianship of Sandhurst cadets.

(xxvi) The arrangements for the guardianship of the Indian cadets at Sandhurst should be placed on a satisfactory footing. Parents who are in a position to do so should be encouraged to select their own guardians for their boys. For those boys whose parents are unable to secure the services of a personal guardian an official guardian should be appointed. He should be very carefully chosen, and his duties should be precisely defined. In view of the heavy responsibilities which will devolve upon him he should be granted some substantial remuneration. (Paragraph 34 and Appendix IV).

Grant of King's Commissions to Viceroy's Commissioned officers.

(xxvii) Viceroy's Commissioned officers who satisfy certain conditions should be admitted to the Indian military college in limited numbers for the purpose of qualifying for the King's Commission. Candidates should be selected by a board similar to that which interviews candidates for Sandhurst. Those admitted to the college should only be required to undergo the last two years, or the military portion, of the course. (Paragraph 28).

(xxviii) Special educational facilities should be afforded to the children of the classes from which Viceroy's Commissioned officers are drawn, so that the best of them may have a practical chance in future of rising through Viceroy's to King's Commissioned rank. (Paragraph 28).

Grant of University Commissions.

(xxix) Suitable Indian students of British Universities should be granted direct commissions in the Army. To make this proposal effectual, the Officers' Training Corps at British Universities should again be thrown open to Indians, any expense incurred in such a step being borne, if necessary, by the Government of India. (Paragraph 29).

(xxx) The time is not ripe at present for the grant of direct commissions on similar lines to students of Indian Universities. (Paragraph 29).

Later Training.

(xxxi) Indian cadets who are commissioned from the Indian military college should be attached to a cavalry or infantry unit in the United Kingdom for a period of one year. (Paragraph 46).

(xxxii) Indian cadets who qualify at Woolwich, and, later, those who qualify in India by the course corresponding to that of Woolwich, should complete their initial training in exactly the same way as the British cadet does at present, i.e., by attending courses at Chatham and Cambridge in the case of Engineer officers and at Larkhill in the case of Artillery officers. (Paragraph 47).

The "eight units scheme".

(xxxiii) The "eight units scheme" should be abandoned, and Indian King's Commissioned officers should be eligible to be posted to any Indian unit of the Indian Army. (Paragraph 32).

Pay and allowances.

(xxxiv) There should be no change in the present rates of pay and allowances, including marriage allowances. Incidentally, married students should not be allowed at the Dehra Dun College, or married cadets at Sandhurst or the Indian military college. (Paragraph 33).

Indian States.

(xxv) A certain number of vacancies at the Indian military college over and above the number of vacancies available for candidates seeking commissions in the regular Indian Army should be reserved for Indian States which wish to avail themselves of the benefits of the training available at the college for the purpose of giving higher training to some of the officers of their State Forces. (Paragraph 48).

APPENDIX II.

Scheme of Indianisation.

The details of the suggested scheme of Indianisation of the Indian Army are shown in tabular form in the statement appended. The following notes are explanatory of the statement.

1. The normal strength of the cadre of officers of the Indian Army (Cavalry and Infantry units) has been taken as 3,200. The annual wastage in that cadre has, it is understood, never been actuarially calculated, and it has been assumed to be 160, the only figure of authority supplied to the Committee.

2. It is proposed that an increase of 10 vacancies at Sandhurst should be sanctioned immediately. An interval must be allowed in which to advertise the extra vacancies, etc. To permit of an increase in May, 1928 the additional cadets would have to be ready to pass the examination held in September, 1927, and would have to commence their special preparation for the examination at least six months before that. It is therefore postulated that there would be no increase of actual entrants until the September term of 1928, when 10 cadets instead of 5 should be admitted to Sandhurst, the examination for admission having been held in May, 1928.

3. In 1929 and in successive years, up to and including the year in which the proposed Indian military college is opened (*vide* note 4 following) it is proposed that there should be an increase of 4 each year, as a temporary measure, in the number of vacancies allotted to Indians at Sandhurst.

4. In 1933, a military college on the lines of Sandhurst should be opened in India. The capacity of the college should in the first instance be 100 cadets, and the course of training three years. A batch of 33 cadets should join the college in 1933 and in each of the two succeeding years.

5. After the opening of the Indian Military College, the number of vacancies allotted annually to Indians at Sandhurst can be reduced to the former figure of 20. Any vacancies at Sandhurst not actually taken up by Indians should be added to the establishment of the Indian Military College.

6. In 1936, the first cadets trained at the Indian Military College receive their commissions.

7. In 1936, the annual intake at the Indian Military College is increased by 12, this making a total of 45 Indian cadets sent for training, exclusive of the 20 Indian cadets sent to Sandhurst.

8. In 1939 and at intervals of 3 years thereafter, the annual intake at the Indian Military College is further increased, on each occasion by 12. In 1942, the intake rises to 69, giving, with the 20 Indian cadets sent for training at Sandhurst, a total of 89 Indian cadets to be commissioned.

9. In 1944, the senior Indian King's Commissioned officers now in the Army will be due to be considered for command of regiments. After this stage is passed and, it is assumed, passed successfully, the

number of commissions granted to Indians rises above 50 per cent. of the total annual recruitment to the Indian Army.

10. In 1952, more than 50 per cent. of the total officer cadre of the Indian Army consists of Indians.

11. The above figures are subject to a percentage correction on account of inevitable wastage and failure. This cannot be calculated precisely and for the present purpose it is not necessary to attempt to do so.

Table showing suggested scheme of Indianisation.

Year.	Numbers sent for Training.			Numbers Commissioned.			Total Commissioned.	Remarks.
	(a) Sandhurst. (1½ years).	(b) Indian Military College (3 years).	Total.	(a) Sandhurst.	(b) Indian Military College.	Total.		
Already Commissioned	..	..	75	..	..	75	75	
Now at Sandhurst ..	18*	..	18	..	..	..	..	
1927 February ..	5	..	5	7	..	7	84	
September ..	5	..	10	2	..	9	..	
1928 February ..	5	..	15	9	..	14	98	
September ..	10	..	15	5	..	14	..	
1929 February ..	10	..	22	5	..	10	108	
September ..	12	..	22	5	..	10	..	
1930 February ..	12	..	26	10	..	20	128	
September ..	14	..	26	10	..	20	..	
1931 February ..	14	..	30	12	..	24	152	
September ..	16	..	30	12	..	24	..	
1932 February ..	16	..	34	14	..	28	180	
September ..	18	..	34	14	..	28	..	
1933 February ..	18	..	38	16	..	32	212	Indian Military College opened.
September ..	20	33	71	16	..	32	..	
1934 February ..	20	..	30	18	..	36	248	
September ..	10	33	63	18	..	36	..	
1935 February ..	10	..	20	20	..	40	288	
September ..	10	33	53	20	..	40	..	
1936 ..	20	45	65	20	33	53	341	First batch commissioned from Indian Military College.

* Includes 3 Cadets who should have been commissioned by now in the ordinary course, but who were kept back as still requiring further training.

SANDHURST COMMITTEE.

Year.	Numbers sent for Training.			Numbers Commissioned.			Total Commissioned.	Remarks.
	(a) Sandhurst. (1½ years).	(b) Indian Military College (3 years).	Total.	(a) Sandhurst.	(b) Indian Military College.	Total.		
1937 ..	20	45	65	20	33	53	394	
1938 ..	20	45	65	20	33	53	447	
1939 ..	20	57	77	20	45	65	512	
1940 ..	20	57	77	20	45	65	577	
1941 ..	20	57	77	20	45	65	642	
1942 ..	20	69	89	20	57	77	719	Half numbers under training Indians.
1943 ..	20	69	89	20	57	77	796	
1944 ..	20	69	89	20	57	77	873	
1945 ..	20	81	101	20	69	89	962	Half numbers commissioned Indians.
1946 ..	20	81	101	20	69	89	1,051	
1947 ..	20	81	101	20	69	89	1,140	
1948 ..	20	93	113	20	81	101	1,241	
1949 ..	20	93	113	20	81	101	1,342	
1950 ..	20	93	113	20	81	101	1,443	
1951 ..	20	105	125	20	93	113	1,556	
1952 ..	20	105	125	20	93	113	1,669	Half total cadre.
Total ..	..	..	2,002	..	..	1,669	..	

APPENDIX III.

Extract from a Lecture given at the R. M. C., Sandhurst. (Reprinted from the R. M. C. Magazine, Easter, 1925.)

"Finally, I promised a word about the Indianisation of the Indian Army, that is to say, the gradual substitution of Indian for British officers. There is a good deal of talk about this measure, and some people maintain that the Indian Army does not offer a career to the young Britisher to-day. They say that Britishers going into the Indian Army will have to serve under Indians, and that there is no security of tenure: that is to say, that at any time in his service a British officer may be called upon to clear out so as to make room for an Indian.

But in truth what does this measure amount to? Out of a total of 132 Indian battalions and twenty-one Indian cavalry regiments the Government have selected six infantry battalions and two cavalry regiments to be Indianised. They have said to India, "Now, prove to us that you can produce Indian officers, who can administer these units in peace and lead them in war. We will give you every assistance, but until you can prove your case we will not further extend Indianisation, as to do so might jeopardise India."

But let us examine the arguments against going into the Indian Army. Firstly, what are the chances of a British officer entering the Indian Army to-day having to serve under Indian officers. In considering this question, remember that the average age on becoming a captain in the Indian Army is twenty-eight, and on becoming a major, thirty-seven. The figures that I give you are approximately accurate, and are taken from the Indian Army List of January 1925. In the Indian Army to-day we have seven Indian captains, of whom two are about to go. Of the remaining five, two belong to Indianised units to which British subalterns are not being posted; so, of a total of 1,583 captains in the Indian Army, there are only three Indians under whom a Britisher might be called upon to serve, and two of these, owing to their age, are not likely to be promoted beyond the rank of major. So much for the captains.

Now for the subalterns. We find fifty-three Indians amongst them out of a total of 480. Of these fifty-three, eleven belong to Indianised units, and out of the forty-two remaining, six are over forty, and twenty-two between the ages of thirty and forty. The majority of these will take their first pension and clear out, for age precludes the possibility of their rising very high. Fourteen are left, eight of whom will not become captains till they are thirty-two years of age or over. Probably these will find that age will prevent their going very far, and of the six remaining, four will be just on thirty when they get their captaincy, and only two will get their captaincy at the age of twenty-eight.

A study of the Army List leads me to the conclusion that twenty years hence only a very few Indian officers out of those now serving will be left scattered about among the 131 units of the Indian Army open to British officers to-day. Moreover, as the few Indians that remain go up in rank it appears only logical to post to Indianised units, so that the Indian may have the opportunity of proving that he can produce efficient all-Indian units.

As regards Indian second-lieutenants, they are being posted to Indianised units, and this will continue for some years yet. When these units have proved their worth their number may be increased, and the British officers in them replaced by Indian cadets from Sandhurst. These will, however, be junior to any British officer in their unit, and the British officers so replaced will be absorbed into other units.

And now to take argument No. 2, namely that if Indianisation of the Indian Army is extended, those who go into that army to-day will find themselves thrown out later. This idea appears to have sprung up largely as the result of the drastic cutting down of the British and Indian Armies after the War. At that time large numbers of British officers were rendered surplus to our requirements, both in the British and Indian Army, and, as it was financially impossible to keep an army large enough to employ them all, it became necessary to buy them out.

Indianisation is a different matter. It is a case of substituting one man for another, and, since officers in all ranks cannot be found ready made, they must be educated up. Indianisation of the other services can proceed more rapidly, as Indians have been employed in them for years, and Indians to fill the higher offices already exist. But with the Army it is not so, and Indianisation must be a very gradual process, and expansion, if it is decided eventually to expand, can only take place by giving more commissions as second-lieutenants.

This fact to my mind precludes the possibility of a Britisher, entering the Indian Army to-day, finding himself thrown out later to make room for an Indian.

What I have said puts before you the point of view of the Britisher entering the Indian Army to-day, but, in considering it, do not let us lose sight of the task that is before the Indian cadets amongst you. It is they who have to prove, in the years to come, that they can produce units officered throughout by Indians, well trained and administered in peace and capable of rendering a good account of themselves in the test of war, and it is up to us to help them in every way we can."

APPENDIX IV.

Draft of suggested instructions prescribing the duties of the official guardian of Indian cadets at Sandhurst.

(1) The official guardian should during term time occupy a residence near the Royal Military College at Camberley.

(2) He should keep in close personal touch with his wards. He should make it his business to learn their circumstances. He should, at all times, be available for them to visit and should help them in any of their difficulties. He should make it his aim, so far as it is possible for a stranger to do so, to take the part of the boy's parents.

(3) He should avoid as far as possible imposing on Indian cadets any restrictions which are not shared by British cadets.

(4) He should correspond with parents, keep them informed of the progress of cadets and advise them in regard to their work, their health, their happiness and other cognate matters.

(5) He should keep in personal touch with the Commandant and Company Commanders of the Royal Military College; but he should be careful to abstain from identifying himself in any way with the internal machinery of the Royal Military College whether as regards discipline or education.

(6) He should correspond when necessary with the Military Secretary, India Office.

(7) Cadets should be invited to visit the residence of the official guardian at frequent intervals in order that they may acquire an insight into English home life.

(8) The official guardian should make suitable arrangements for the vacations of his wards and should ensure that the vacation is spent to the best advantage, e.g., in visiting and meeting British lads of their own age.

(9) Parents should be given an estimate of the private expenses that would normally be incurred. Funds should be remitted to the official guardian who should disburse to the cadets as required, keep individual accounts, and submit periodical accounts to the parents.

