

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1908.

Enclosures

Spare copies

G.O., No. 290, 21st April 1908.

Education of the children of labourers employed on plantations.

Recording papers showing the action taken by the Governments of Bengal and Eastern Bengal and Assam with regard to the — in those Provinces, and requesting the Director of Public Instruction to take the necessary steps to encourage the — in the Madras Presidency.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following papers :—

I

Letter—from G. B. H. FELL, Esq., Deputy Secretary to the Government of India, Home Department (Education).

To—the Secretary to the Government of Madras, Educational Department.

Dated—Simla, the 4th November 1907.

No.—871.

With reference to the correspondence ending with your letter No. 428, dated the 18th June 1906, I am directed to forward for the information of the Governor in

Council a copy of the papers* noted on the margin showing the action taken by the Governments of Bengal and Eastern Bengal and Assam, with regard to the education of the children of labourers employed on plantations in those provinces.

* Letter from the Government of Bengal, No. 1974, dated 4th August 1906, and enclosure.

Letter from the Government of Eastern Bengal and Assam, No. 372 T., dated 6th February 1907, and enclosures.

Letter from the Government of Bengal, No. 1313 T.G., dated the 20th July 1907, and enclosure.

Letter from the Government of Eastern Bengal and Assam, No. 7731-C., dated the 30th May 1907, and enclosures.

ENCLOSURES.

(1)

Letter—from T. W. RICHARDSON, Esq., I.C.S., Officiating Secretary to the Government of Bengal, General (Education) Department.

To—the Secretary to the Government of India, Home Department.

Dated—Calcutta, the 4th August 1906.

No.—1974.

In reply to your letter No. 411, dated the 14th June 1906, I am directed to forward herewith, for the information of the Government of India, a copy of the proceedings of a conference, held at Darjeeling on the 20th June 1906, under the Lieutenant-Governor's orders, to consider the question of the education of children of school-going age on tea and other plantations in the district of Darjeeling.

2. With reference to paragraph 4 of your letter, I am to say that His Honour will, if necessary, place a selected officer on special duty for a short time later on to complete the information on the subject, required by the Government of India.

3. As regards paragraph 5 of your letter, I am to say that according to the information before this Government infanticide has never been prevalent among any section of the population of the district of Darjeeling and that there is no room to apprehend a recourse to that practice in the event of the children of tea garden coolies being sent to school.

SUB-ENCLOSURE.

Proceedings of a Conference held at Darjeeling on the 20th June 1906 to consider the education of children of school-going age on tea and other plantations in the district of Darjeeling.

PRESENT :

1. D. J. MACPHERSON, Esq., C.I.E., I.C.S.,
Commissioner of the Bhagalpur Division . . . President.
2. C. BALD, Esq.,
Manager, Lebong Tea Company, Limited.
3. DR. W. BOOTH,
Inspector of Schools, Bhagalpur Division.
4. A. EARLE, Esq., I.C.S.,
Director of Public Instruction.
5. REV. J. A. GRAHAM, D.D. (Kalimpong),
Church of Scotland Guild Mission.
6. G. GRANT GORDON, Esq.,
Manager, Teesta Valley Tea Company (Limited). } Representing the
7. H. H. IRWIN, Esq.,
President and Hony. Secy., Darjeeling Planters' Association. } Darjeeling Planters' Association.
8. REV. R. KILGOUR, B.D. (Darjeeling),
Church of Scotland Mission.
9. L. S. S. O'MALLEY, Esq., I.C.S.,
Deputy Commissioner, Darjeeling.
10. The Hon'ble Mr. T. W. RICHARDSON, I.C.S.,
Offg. Secy. to the Govt. of Bengal in the Judl. and Genl. Depts.
11. A. SHANNON, Esq.,
Lebong Tea Company, Limited.
12. H. E. SPRY, Esq., I.C.S.,
Sub-divisional Officer, Kurseong.
13. G. W. STEWARD, Esq.,
Hony. Secy., Terai Planters' Association . . . Representing the Terai Planters' Association.
14. W. S. MILNE, Esq., I.C.S.,
Under Secy. to the Govt. of Bengal . . . Secretary.

Proceedings.

The president, in opening the proceedings, observed that although, from the papers which had been supplied to members, the question of taking special measures to encourage the provision of elementary education for the children of tea-garden coolies would appear to have arisen in England, it was the declared policy of the Government in this country that earnest endeavours should be made to spread elementary instruction among as many children of school-going age as possible. The subject before the conference was therefore merely part of the general question of elementary education in India. At the same time attention had been specially called to this branch of the subject, and in a letter just received from the Government of India, stress was laid on the apparently inadequate extent of education among children on plantations in Darjeeling disclosed in the statistics which had been obtained in connection with the present enquiry, and instructions were issued to take special action in the matter. It should be clearly understood, however, that there was no intention whatever on the part of Government to make education compulsory either generally or specially on plantations or to compel anybody to provide funds for whatever schools Government might wish to see established. It was necessary to emphasize this point because he understood that an impression prevailed among some planters that the Government contemplated measures involving some element of compulsion. It was unfortunate that one of the papers supplied to members contained a question that had been asked in Parliament on the 8th May 1905, in which the questioner suggested that, "looking to the advantage received from indentured labour," a portion of the cost of schools on tea plantations in Assam might be recovered from the owners of the plantations. The answer of the Secretary of State to that question gave no encouragement to such an idea, and it could not be too clearly understood that a suggestion of the kind could have no possible applicability to the Darjeeling district, where no special assistance was rendered by Government in the matter of recruiting or retaining labour. What Government desired, and desired earnestly, was to provide all possible facilities for imparting elementary education to children who were free to attend school: in other words, that it should not, if possible, be said that children were unable to obtain instruction because there was no school in the locality which they could attend. The earnest desire of Government

was to provide such schools, but its funds were not sufficient to provide all that were necessary. It was anxious to give every encouragement to the establishment of schools on tea plantations, where considerable bodies of labourers and their families were concentrated, by giving liberal recurring grants-in-aid for the purpose of carrying on the schools. With this object, Government now invited the co-operation of the proprietors and managers of tea estates in establishing and maintaining schools. It was not contemplated that any instruction except of a simple elementary kind in the vernacular—reading, writing, and very simple arithmetic—should be provided. The conference would now proceed to consider how far the available statistics indicated that the existing provision for such education was inadequate, and what measures might, with the approval and co-operation of the planting community, be adopted for remedying any deficiency apparent.

2. A statement had been circulated to the members giving a list of 92 tea gardens and plantations in the district from the managers of which figures had been obtained showing the number of children of school-going age (*i.e.*, between 5 and 13 years) on the estate, and the number of such children who were receiving or who had already received education. This showed 9,821 children of school-going age, 746 as receiving education, and 753 as having already received education and left school. This gave a percentage of 7.6 actually attending school and of 15.2 as receiving or having already received education. Several members pointed out that the figures were defective both in column 2 (under instruction) and in column 3 (left school); but more especially the latter, owing to some misapprehension on the part of those who filled up the return as to what that column really meant. In particular also it was pointed out that in the hills alone five estates did not appear on the list on which schools were actually located. It was accepted by the conference that the statistics were defective and did not give an adequate representation of the extent to which education was being or had been imparted. This would largely explain why the total number shown as of school-going age (excluding 1,271 children on the Government cinchona plantations) was only 9.9 per cent. of the total population of 86,725 (including dependents) ascertained at the last census to be employed on tea plantations in the district, which number itself constituted one-third of the total population of the district. It was further explained at the meeting that hardly any girls attend schools, and that, in the Terai, many coolies do not reside on the plantations at all but come daily from *bastis* several miles away. As regards the extent to which education is being imparted, it was observed that account should also be taken of the considerable number of adults who attend night schools after their day's work is over.

3. With regard to the number of primary schools situated on plantations or near enough to them to enable the children to attend, accurate information was not before the conference. Mr. Kilgour had, however, as regards hill schools under the Scotch Mission, given a list of those located on plantations and, roughly speaking, of the distance of the nearest school from each of the other estates. From this it appeared that out of 69 tea plantations in the hills 18 (including the 5 already mentioned as not appearing on the list) actually had schools on them; other 17 had schools within one mile of them, and 11 schools within two miles. These distances, however, were only very rough, and it was explained that the coolie lines on a single estate might be scattered over a considerable area, so that, although it was considered that children might be expected to go as far as $1\frac{1}{2}$ or even 2 miles in the hills to attend school, there was no fixed point from which the distances could be reckoned. From a list of 12 schools stated to be on or near tea estates in the Terai it appeared that 5 out of 26 Terai estates had schools on them and 7 schools near them, but how near did not appear. Practically all the above schools in the hills had both a day and a night school, attended by different sets of pupils, the usual hours of attendance at the latter being from 6 to 8-30 P.M. Roughly speaking, half the tea plantations in the district would appear from the above to have schools on or sufficiently near to them.

4. In view of the defective character of the statistical statement before the conference, it was decided that fresh returns should be called for from each plantation containing the information specified in the form annexed to these proceedings, the headings of which were carefully considered in detail by the conference.

5. It was decided to include in the above statement an invitation to managers to intimate to what extent their estates would be prepared to afford assistance in the establishment and maintenance of primary schools on their gardens or sufficiently near to their coolie lines. As a guide to managers in responding to this, Mr. Grant Gordon stated that information should be given on the following points:—

- (1) What might be expected to be the future liabilities of proprietors of estates who might undertake to establish schools;
- (2) Whether the funds which Government would provide would be made over to the Mission of the Church of Scotland, which carried on almost all the schools on or near tea gardens in the hills at present;
- (3) Whether fees would be levied.

He also pointed out that shareholders in Tea Companies which were not paying dividends might not improbably object to contributions being made for educational purposes.

6. With regard to point (1), the conference were informed that the emoluments of each teacher employed under the Mission amounted to about Rs. 15 per mensem. Making allowance, however, for sundry expenses and a possible rise in salaries in the course of a few years, the

conference, accepting the views of the Director of Public Instruction, thought that the maximum expenditure on an ordinary elementary school might be reckoned at Rs. 20 a month. Mr. Kilgour emphasized the importance of not paying higher salaries in the new schools than might, for the time being, be paid in Mission schools, as otherwise an unhealthy competition for teachers would arise. The conference agreed that this should be guarded against. As to the proportion of the above sum of Rs. 20 which Government would contribute, Mr. Earle stated that, although under the Grant-in-Aid Rules generally applicable Government grants could not exceed half the expenditure, except in special circumstances, he would be prepared to give a minimum of Rs. 12 a month to each institution. The maximum liability of a tea garden in carrying on a school might thus be taken at Rs. 8 a month, that is, about Rs. 100 a year. The Government grant would not be withdrawn except on the ground of gross mismanagement or bad attendance. Payment would begin as soon as the school was actually started, this point being pressed by some of the planter members as one of some importance. On these announcements being made, the representatives of the planting community present at the conference expressed the opinion that tea estates generally would probably be willing to meet all the initial expenditure, namely, providing a site and building on their gardens and the simple equipment required, and would also keep the place in repair and make up the difference between the Government grant and the actual expenditure involved in carrying on the school. It was stated that the levy of fees from the coolies would be out of the question; and, as regards point (3) therefore, the conference decided that they should not be demanded.

7. As regards point (2) it was mentioned that some estates might not be prepared to establish schools on the above terms if the control of them were to be entrusted to the Mission. The Director of Public Instruction observed that in his opinion the time had arrived for Government to open and maintain some schools on its own account. He did not wish to suggest that the Scotch Mission could not usefully extend the good work done by it; but, on the other hand, he thought that facilities should be offered to managers of gardens to deal directly in this matter with Government, if they preferred to do so. The president expressed his agreement that Government was indebted to the Scotch Mission for the educational work which it had hitherto carried on. It was, he observed, fully recognized that whatever primary education had hitherto been imparted or was now being imparted in the Darjeeling hills was almost entirely the work of the Missions of the Church of Scotland; and they were entitled to the greatest possible credit for what they had been able to effect. In this remark the meeting concurred. Incidentally it was mentioned that out of grants from Government for primary education administered by these Missions, amounting to Rs. 771 per mensem (exclusive of Rs. 100 for training schools for teachers) Rs. 375 appeared to be spent on schools on or near plantations. The conference decided that the department should make over its funds directly to the managers of gardens; but it would be open to the latter to utilize the Scotch Mission, if they wished, in carrying on the work of education in their schools. Dr. Graham and Mr. Kilgour concurred in these arrangements on the understanding, already referred to, that care would be taken to avoid anything calculated to draw away teachers from the Mission schools.

8. In connection with the subject of control, the representatives of the planters at the conference pointed out that it was essential that the manager should retain the power of dismissing a teacher, referring to the possibility of the latter's interfering in some way or other with their labour. The Director at the same time pointed out that, in consideration of the grants he was prepared to give, he must insist that every teacher, whenever appointed, must be one approved by the educational authorities. The conference agreed that the manager should have power to dismiss a teacher provided he appointed a successor approved by the department, and that the initial appointment also should be subject to such approval. All the schools would be subject to inspection and supervision by officers of the Education department. The conference did not consider that they were called on to come to a decision as to whether they should be placed under the control of the District Committee of Public Instruction.

9. As regards the number of hours during which children should be taught at school, four of the planter members considered that two hours might fairly be taken as the minimum, while the fifth member (Mr. Shannon) thought it should be three. It was agreed that the minimum should be two and opinions were expressed that the maximum might be three hours, the actual time depending on what the syllabus of instruction would be. It was not considered necessary to discuss the details of the syllabus or to record any decision regarding it. It was pointed out that in the Terai special arrangements would have to be made on account of the diversity of races to which the coolies belonged. As to the hours of attendance it was mentioned that night schools were much favoured by the parents of children in preference to day schools. Dr. Graham stated that he had found children quite alert and attentive at night, and that he considered such schools to have been very successful. The conference were informed, however, that Government wished specially to encourage day schools, at any rate for the younger children. It was agreed that no children should be expected to attend a school more than two miles away from their homes.

10. The conference then dispersed.

DARJEELING,
The 22nd June 1906.

D. J. MACPHERSON.

NOTE.—Mr. Bald takes exception to the clause "and make up the difference between the Government grant and the actual expenditure involved in carrying on the school" in paragraph 6. Otherwise, the proceedings have been confirmed by all members of the conference.

D. J. MACPHERSON.

ANNEXURE.

Return to be called for from Managers for Tea Plantations in the District of Darjeeling.

- | | |
|--|--------|
| 1. Total number of labourers and their dependents (including children) resident on the estate. | 1. |
| 2. Number of children between the ages of 5 and 13 resident on the estate. | 2. |
| 3. Number of children between the ages of 5 and 13 resident on the estate who are receiving education. | 3. |
| 4. Number of children between the ages of 5 and 13 resident on the estate who are able to read and write and do simple arithmetic but have left school. | 4. |
| 5. Number of labourers and their dependents exceeding the age of 13 resident on the estate who are receiving education at night schools or otherwise. | 5. |
| 6. Is there an elementary school already on the estate itself? | 6. |
| 7. (a) If not, is there an elementary school already sufficiently near the estate which the children resident on the estate might reasonably be expected to attend? | 7. (a) |
| (b) If so, what is its name? | (b) |
| 8. If there is no such school on or within a reasonable distance of the estate, would the estate be prepared to co-operate with Government in establishing an elementary school on the estate? | 8. |
| 9. If so, would it be willing to assist to the following extent:— | 9. |
| (a) providing a site and building, and the simple equipment required; | (a) |
| (b) keeping the school in repair; | (b) |
| (c) making a monthly contribution towards the expenditure involved in carrying on the school, and if so how much. | (c) |

(2)

Letter—from the Hon'ble Mr. P. C. LYON, I.C.S., Chief Secretary to the Government of Eastern Bengal and Assam.

To—the Secretary to the Government of India, Home Department.

Dated—the 6th February 1907.

No.—372-T.

With reference to the correspondence ending with my letter No. 6662-C., dated the 7th of July 1906, on the subject of the education of the children of tea garden coolies, I am desired to submit herewith, for the present information of the Government of India, the report which has been submitted by the special officer appointed to deal with this question under the orders conveyed in Mr. Marris's letter No. 412, dated the 14th of June 1906.

2. The Lieutenant-Governor believes that the Government of India will find the report of much interest, and he has already conveyed to Captain Kennedy an expression of the thanks of his Government for it. Mr. Hare is not, however, prepared, without further consultation with his officers, to formulate his own views as to the action to be taken on Captain Kennedy's proposals. He has accordingly referred to the Commissioners of the Divisions concerned for an expression of their views on the subject, and a further communication will be addressed to the Government of India as soon as he is prepared to recommend the action to be taken in the matter.

SUB-ENCLOSURES.

Letter—from Captain W. M. KENNEDY, I.A., Deputy Commissioner on Special duty.

To—the Chief Secretary to the Government of Eastern Bengal and Assam.

Dated—Shillong, the 24th November 1906.

No.—19.

I have the honour to forward herewith my report on the condition of education on the tea estates of this province.

Report on the condition of Education on Tea Estates in Eastern Bengal and Assam.

SECTION I.—Preliminary.

The Government of India in Home Department letter No. 412 (Education), dated the 14th

Preliminary.

June 1906, having requested that an officer should be placed on special duty for three months for the purpose of enquiring into the existing condition of education upon the tea estates of this province, and of submitting, in consultation with the planters, proposals for providing increased facilities for the education of the children of tea-garden coolies, I was placed on special duty on the 22nd of August last with instructions to hold the enquiry and submit the report called for by the Government of India.

Scope of enquiry.

2. The Government of India directed that the Officer selected for this duty should be instructed:—

- to ascertain the proportion of children employed on the several estates who have already acquired the rudiments of education, i.e., elementary reading and writing and simple arithmetic, whether according to English or native methods;
- to inform himself as to the character and sufficiency of the existing schools and the extent to which they are taken advantage of;
- to enquire into the extent, if any, to which coolie children are sent to receive education elsewhere than on the estates;
- to enquire into the causes which have prevented the wider spread of schools upon the estates, and to report, after consultation with the planters, upon the extent to which, and the means by which, it is practicable to bring this class of children under instruction, and as to how far the planters may be expected to co-operate in the measures proposed;
- to report whether a system of education which would interfere with the employment of coolie children on tea estates, and so reduce the family earnings, would be likely to lead to infanticide being practised.

3. As it was essential that some preliminary information should be collected before the

Collection of information.

commencement of the enquiry, a circular letter, which has been reproduced in Appendix A,

was issued to the managers of tea estates through Collectors and Deputy Commissioners. Altogether 691 managers were addressed, of whom 543 (including 21 replies lost in the post) sent answers. The information supplied has been tabulated in Appendix B. The discrepancy between the number of managers to whom the circular letter was sent and the number of tea gardens as borne on the Tea Garden Register is accounted for by the fact that the management of several gardens or out gardens is frequently united in one individual. In order to obtain more accurate information as to the number of Government schools on, or within two miles of, estates, and the extent to which tea-garden coolies make use of them for education of their children, returns giving these details for each sub-division in which there are tea gardens were called for from Deputy Inspectors of Schools. Appendix C has been compiled from the reports of these officers.

4. As the area to be traversed was so large that it was impossible to visit more than a small

Localities visited.

percentage of estates in the short time allowed for the enquiry, the only satisfactory way of

reaching individual planters appeared to be to arrange for meetings at convenient centres through the medium of the Chairman of the Circle Sub-Committees of the Indian Tea Association, and I

accordingly adopted this course. A note of the general conclusions arrived at in each meeting, and of the opinions expressed by leading planters during interviews at places where it was not possible to arrange for meetings, has been published in Appendix D. My cordial thanks are due to the Chairmen of Sub-Committees and other gentlemen connected with the tea industry for the trouble they took in arranging meetings and for the ready assistance which they afforded me in my enquiry. I spent altogether 79 days on tour, and visited the following centres:—

Golaghat, Mohima, Jorhat, Moriani, Amguri, Nazira and Sonari in the district of Sibsagar.

Doom Dooma, Chabua, and Dibrugarh in the district of Lakhimpur.

Behali, Bishnath, Tezpur, Addabari, and Singramari in the district of Darrang.

Silghat in the district of Nowgong.

Gauhati in the district of Kamrup.

Hailakandi, Lallamukh, Silcui, Silchar and Dewan in the district of Cachar.

Chargola, Longai, Dhamai, Langla, Balisira, Amrailcherra and Luskerpur in the district of Sylhet.

Oodaleah, Fenoa, Chittagong, Kodala and Chandpur in the district of Chittagong.

Jalpaiguri, Rangamati, Dam Dim, Chalsa, Nagrakata and Bamandanga in the Duars.

5. It may be added that the time chosen for the enquiry was an unfortunate one. September and October are among the busiest months of the year for tea planters, and communication are generally at their worst at this season, so the attendance at the meetings was not nearly so good as it would have been in the cold season, when there is less work to be done and the roads are in good order. Recent events in Eastern Bengal also, and the disregard for authority displayed by school boys there, have excited the disapproval of almost the entire planting community, furnishing the majority, who think that education often tends to the demoralisation of the lower classes in India, with arguments in support of their views, and raising doubts in the minds of the minority who are sincerely in favour of a suitable system of education.

Time selected for enquiry unfavourable.

SECTION II.—Existing Condition of Education on Tea Estates.

6. A reference to Appendix B will show that the approximate number of coolie children

Statistics of children of school-going age.

of school-going age (which, following the precedent of Ceylon, has been taken to be from

6 to 12 years) on estates from which replies have been received has been estimated by managers to be 38,006 boys and 30,418 girls, the number who have received a rudimentary education being placed at 3,327 and 961, respectively, while the number of children attending Government or private schools has been reported to be 1,926. It cannot be pretended that in the majority of cases any great care was expended in the collection of these statistics, for planters are at all times somewhat impatient of Government reports and returns, and, even where care was exercised, it is not an easy thing to determine the exact age of a coolie child. It would not be safe therefore to attach too great weight to these figures. They may, however, be adopted as a rough basis for estimating the extent to which the younger children on estates are being educated, but they give no indication of the spread of education among the older boys and adults, of which it would be very difficult to obtain anything like accurate figures. In its letter No. 579-C, dated the 28th October 1905, to the Government of India, the Government of Eastern Bengal and Assam estimated the number of children of school-going age on tea gardens in Assam to be 53,144. The returns for 449 gardens in the Assam and Surma Valleys estimate the number of their male children of this class to be 33,902. If to this be added a proportionate number of children for the 119 concerns from which replies were not received and for 25 estates included in the number 449, but which, though replying, omitted the statistics the number of children of school-going age would be increased to 45,416. As both figures only claim to be rough estimates, it is difficult to say which are the more approximately right, but since those furnished by the Local Government are based upon general averages it seems not unreasonable to assume that they more closely represent the correct total.

7. Taking, then, the statistics given in Appendix B as a rough basis for comparison, it

Literacy of different areas compared.

cannot be said that education is very widely diffused among the children of school-going

age on tea gardens. A little over 87 boys per 1,000 can read and write, while only 50 boys per 1,000 are attending school. Chittagong taken alone shows the best results with 140 per 1,000 literate and 46 per 1,000 attending school. The Surma Valley comes next with 131 literates per 1,000, and a school attendance of 83 per 1,000. In the Duars the figures are 102 and 47 per 1,000, respectively, while in the Assam Valley there are only 52 literates per 1,000 and 27 boys per 1,000 attending school. The comparatively high figures for school attendance in the Surma Valley show that education is increasing in popularity in that valley and bear out what I was told by many managers as to the greater demand for education among their coolies. The backward state of the Assam Valley as regards development and labour conditions is reflected in these figures. In the other three areas the country is better opened out, and schools of all kinds on, or in the vicinity of estates are more numerous. Labour conditions are also more natural.

In the Duars and Chittagong the labour force is entirely unindentured, while in the Surma Valley but little recourse is had to the special indenture under Act VI of 1901, and the great bulk of the labour force is either under contract under Act XIII of 1859 or section 492 of the Indian Penal Code (neither of which are rigorous in operation) or entirely free. In the Assam Valley on the other hand much of the country awaits the plough, schools of all kinds which the coolie children might attend are less numerous, and greater reliance being placed on the special labour law of the Province labour conditions are more artificial. Two managers now in the Assam Valley, who formerly served in Cachar, have noted that, while in the latter district their coolies seemed eager to educate themselves, on their present gardens their coolies take but little interest in education. There are, however, signs of an awakening, and that the appreciation of the benefits of an elementary education, the spread of which is so evident in other directions, is extending to tea gardens in Assam. A not inconsiderable minority of the replies from managers testify to this, and the fact that elementary classes maintained by the coolies themselves exist on the majority of estates is strong evidence that a system of education adapted to the special needs of the coolie would add to the popularity of estates.

8. Though, as stated in the previous paragraph, the great majority of coolie children of

Condition of education.

school-going age receive no instruction, still the figures showing the degree of literacy

among children of this class do not compare unfavourably with those for the whole province of Assam as ascertained at the last census, when only 67 males in every 1,000 were returned as able to read and write. So that education on tea gardens can scarcely be said to be behind that in the old province of Assam generally. At the same time, it is not by any means so common on tea estates as it ought to be, and this appears to be particularly so with respect to certain castes. For instance, in the last census report it is stated that amongst Bhumi and Bhuiyas there were only 6 persons literate per 1,000, amongst Mundas and Santals 2, and amongst Oraons 1 per 1,000, and a considerable proportion of these persons must have been resident on tea estates. That Mundas and Santals should show up so badly is somewhat surprising, as though some managers state that they do not take kindly to education, yet others have found them the foremost in educating themselves, and it was stated that a good many of the Santals and Mundas who come up to the tea estates now-a-days have been taught to read and write in their country. Seeing, then, that tea garden labour is drawn from the poorest and most ignorant classes, the figures showing the progress of education among the coolie children are far from discouraging, and when it is realised that the number of boys not exceeding 12 years of age who are receiving instruction conveys but an imperfect idea of the spread of education on the estates, and that the number of older boys and of adults who learn to read and write in the vernacular, and even occasionally sufficient English to enable them to keep tea house registers and mark tea boxes, must greatly exceed that of the younger children under instruction, it will be evident that the condition of education on tea estates is still more hopeful. On almost every tea estate in this province there are private classes where a clerk or moharrir or more frequently an educated coolie or person of the coolie class imparts instruction out of working hours to those who are anxious for it. Assamese or Bengali is sometimes taught, but generally the instruction is in the coolie's native language. A small charge is often made for the class, and sometimes the tuition is free. These classes are entirely spontaneous, and are scarcely ever subsidised by the garden management; indeed some managers do not know of their existence, and some others first heard of them in consequence of the present enquiry. That such classes existed in Cachar I knew from my personal experience, and that they are widespread I am satisfied, not so much from the remarks made by managers in reply to my circular letter, many of whom omitted to mention the fact, but because almost every planter who was asked regarding the existence of such classes replied in the affirmative. There is no doubt, therefore, that on most estates a coolie who is really desirous of obtaining a rudimentary education can do so, though perhaps a small monthly expenditure, of at the outside four annas, may be necessary. Philanthropists in England seem to have formed the impression that not only has the Indian coolie boy, unlike his English confrère, a thirst for education, but that his parents are anxious that he should attend school. This is a complete delusion. Though the coolie boy may attend a school out of curiosity when first opened, the attendance soon dwindles, and the majority never enter the school at all. As to their parents, none of them, except perhaps a few well-to-do sardars, take the slightest interest in the education of their children, and would certainly bitterly oppose it if attendance at school should interfere with the wage-earning capacity of their children. Furthermore, an Indian coolie parent has no great control over his children, though it is probably stronger than that which the modern educated Bengali has over his unruly offspring. The result is, therefore, that the lines classes are chiefly attended by sardars, chaukidars, and persons old enough to realise the value of a knowledge of reading and writing. This has been well brought out by Mr. Ferguson, Manager of Dhamai tea estate in Sylhet, in the letter which is published as Appendix E (1). Mr. Ferguson takes the greatest interest in education, and has a most excellent private school on his garden. He, however, scarcely does justice to the attainments of the younger boys attending his school, who have been very well taught. Another planter has mentioned from 15 to 20 as to the age at which coolie youths begin to attend the lines classes. One has only to enter almost every tea house to find coolies employed therein with a knowledge of how to read and write in the vernacular and even to some extent in English. The situation therefore is hardly so bad

as is commonly supposed, but at the same time it must be admitted that education has yet failed to reach the great bulk of the male labour force. This, however, is hardly surprising, as the corresponding classes outside tea gardens can scarcely be said to be in a more favourable position.

9. But little reference has been made to the education of girls, and if in Ceylon, where conditions are sufficiently advanced to justify the introduction of a system of compulsory

Female education.

attendance for boys over almost the whole island, it is held that the teaching of girls "is a matter that will hardly enter the range of practical politics for some years to come," this is doubly true of conditions on tea gardens in a province like this, where female education, even among the better classes, is still in its infancy. There is no doubt but that the tea garden coolie would consider as revolutionary any proposal to educate his daughters, and would bitterly resent any attempt to do so. So far as I have observed, the few girls attending schools on estates are generally the daughters of members of the garden staff. Some years ago the wife of a clergyman started a sewing class on a tea garden for the coolie girls. For a few days several attended, but then complained that they had not received the daily "hazira" tickets which would entitle them to draw pay for attendance. When it was explained that no pay would be given them, they ceased to attend the class. When, however, schools for boys are well established on tea gardens, it is possible that girls in time may begin to attend them, the number increasing gradually, for the objection to girls attending a mixed school would hardly extend the people of the coolie class, amongst whom the sexes of all ages freely intermingle.

SECTION III.—*Character and sufficiency of the existing schools and the extent to which they are made use of, and to which children are sent to receive education elsewhere than on the estates.*

10. With the exception of a few middle schools near tea estates, and of an Upper Primary school on a tea garden in Cachar, of which the manager is the patron, the Government schools

Government schools.

generally to be found on or close to estates are of the Lower Primary type. They teach the prescribed Lower Primary course in Bengali or Assamese and are usually open during the day for five hours from 11 A.M. to 4 P.M. though some have a night, or a morning and afternoon session. They are visited by the ordinary inspecting staff of the district, and are as efficient as other Lower Primary schools. In some cases, most frequently in the Surma Valley, they are subsidised by the manager of the estate, who generally takes an interest in their working, and this is a great incentive to the masters and pupils to do their best. The good effect produced by the kindly interest taken by the managers in Mr. Alston's school at Lalchand; Mr. Wood's school at Langla, Mr. Weir's Upper Primary school at Kalain, Mr. Crozier's school at Dudpatli, Mr. DeCoursey's school at Silouri, the Honourable Mr. Henderson's school at Dewan and Mr. Smith's school at Chalsa have fallen within my own observation, and I am sure that it is equally beneficial in other schools which I was unable to visit. Generally the majority of the pupils leave school before reaching the two upper classes, presumably because the rudiments of education obtained in the fourth and third classes are sufficient for their humble requirements. Attendance, too, fluctuates, being lowest during the tea plucking and *dhan* cultivation season. As regards the distribution of the schools, a reference to Appendix C will show that the claims of tea garden coolie children to a share of their educational funds have not been overlooked by District and Local Boards, and, except in a few sub-divisions, it is doubtful generally whether the facilities which a tea garden coolie has for educating his children in Bengali or Assamese are much behind those open to an ordinary villager. It is true that the majority of estates have not a school within two miles of their coolie lines, but a number of villages must be in a like position. The Hailakandi sub-division is the best off in this respect, as nearly every estate has a Government school close to the lines, and 33 out of the 36 gardens in that sub-division have no less than 48 schools situated upon or within two miles of them. The response, however, on the part of the coolies is not encouraging, and the causes are not far to seek, viz., (a) apathy towards education; (b) most of the schools being whole-time day schools, attendance would interfere with the wage earning power of the children; and (c) relative unpopularity of Bengali or Assamese as a medium of instruction. In the Duars last year eight experimental schools were started on tea estates, the managers finding the houses and the District Board contributing Rs. 15 per mensem as the pay of each teacher. It was stated that Bengali teachers could not be obtained for less. Owing to the limited time at my disposal, and to the interruption of communications in the Duars, I was only able to visit one of these schools, that at the Chalsa, which is doing very well, and at which an attendance of from 45 to 50 is expected during the cold weather. I might have visited two others, but one had only 12 boys on the rolls, none of whom had got further than the alphabet, and the other had been closed temporarily, the master having absconded to avoid trouble with the coolies, who resented his attentions to their women. The remaining 5 schools have from 36 to 18 boys on the rolls, and three at least of them appear to be doing fairly well. Too much must not be expected at the beginning from a new departure of this sort, but results would probably be much better in some of the schools if instruction were given in the coolies' vernacular. In the latter case also, if, as is probable, competent persons can be obtained from among the garden employes who would be willing to teach an evening class in addition to their ordinary duties, the present cost of schools, which is high, should be capable of reduction.

11. There are very few schools maintained entirely by managers. In column 11 of Appendix B the number is given as 68, but 45 of these are lines classes entirely maintained by

Private schools.

the coolies themselves, and in a proportion of the balance the planter provides the school room only. Of the few private schools which I was able to inspect, that maintained by Mr. Ferguson of Dhamai was the best. It would compare favourably with any Lower Primary school. This excellent result is due to the great personal interest taken by Mr. Ferguson in the school. In the Sibsagar district a private school has been maintained at Mohima for many years and a second school has been opened at an outgarden called Sonakhet. Mrs. Shuldham Shaw, the wife of the managing proprietor, takes a great interest in the schools. Her chief difficulty centres in getting the children to attend. At Sonakhet the pupils had only begun to learn alphabet. At Mohima writing and arithmetic were hardly up to the standard of a Lower Primary school, but the two boys comprising the top class had a surprisingly good knowledge of geography. Instruction in morals and sanitation is imparted through the medium of a catechism. The other private schools visited were unfortunately not in session.

12. There remain the lines classes maintained by the coolies themselves. They exist in some form or other on most estates in the province. They are held in the evening or at

Lines classes.

night in the house of a member of the garden staff, or of a sardar or of an educated coolie. Instruction is given in Nagri, Telugu, Uriya, etc., according to the caste of the coolies, and more rarely in Assamese and Bengali. It is generally confined to reading printed books and writings. The classes are often closed during the busiest months of the year, when much money is to be earned by plucking leaf, or the coolies' *dhan* has to be transplanted or cut. I regret that I was unable to see more of the work of these classes, but as they are held in the evening, and as September and October are among the busiest months of the year, the pupils were generally at work till dusk or the classes were not in session, so it was impossible to assemble the pupils. I, however, saw several as well as individuals who had been educated in them. The best were those at Langla, where, in addition to the Government school, there are two lines classes maintained entirely by the coolies themselves, in which instruction is given in Telugu and in the Nagri character. The Telugu class is taught by a Madrasi trader, a relative of some coolies on the garden, and the Nagri class by a United Province coolie, who works with the hoe during the day time. The pupils had a knowledge of reading and writing which was as good as, if not better than, that of most children in our Lower Primary schools. Their general intelligence was also good, and they were able to answer simple questions in mental arithmetic. The few other classes which I saw were not so well taught, but the reading and writing were very fair. It is clear that these classes, which are entirely spontaneous, supply education in the form most agreeable to the coolies, for the latter will often attend them and will pay a small fee for the privilege of doing so, in preference to the Government school, where education is free, though it may be situated close to the coolie lines. On a garden in Hailkandi some of the boys attend the Government school in the day time and a Nagri class in the lines at night. The hours of attendance at these classes are elastic and are adapted to suit the convenience of the pupils, while the language taught is that which they desire to learn. Here, as in Ceylon, the greatest hope for the education of coolies is in the gradual development of these classes. At present, though widespread, they are often very irregular, starting into existence for few months or years, and then dying out as attendance drops off. All that is at present required is the establishment of a permanent class or classes of this type on each tea garden (or at least on each tea garden where there is not a Government school in the vicinity of the lines) receiving recognition and assistance from the State and the garden management. The language taught should be that most useful to the coolies on each individual estate, and the services of the present instructors (*viz.*, moharrirs, sardars or educated coolies) should be retained, for they have the confidence of the coolies, which is so essential if pupils are to be attracted; educational attainments of a higher order are not necessary for imparting the modicum of rudimentary education which is all that the coolie has at present shown any desire for.

13. To sum up (a) though in many localities tea-gardens are fairly well served by the Government schools in their vicinity, yet the majority of gardens in the province have no

Summary.

school sufficiently near them to admit of the attendance of coolie children. (b) On the whole, but little use is made of Government schools by coolie children, and this appears to be a good deal due to the facts that the hours of attendance are inconvenient, and that the language taught is often not that which the coolies wish to learn. (c) The private schools maintained by the garden are generally efficient, but they are very few in number. (d) Lines classes, in which the coolies' vernacular is taught, are common and popular. They are, however, generally not permanent, and the fact that fees are often demanded must deter the children of the poorer coolies from attending. The best hope of reaching the mass of the coolies is in the development and assistance of these classes.

14. A limited number of coolie boys attend the Government Lower Primary schools within easy reach of estates, but generally speaking coolie children are not sent away from their homes on the gardens to receive education.

Extent to which coolies are educated elsewhere than on estates.

Very occasionally a well-to-do sardar sends his son to the nearest Government Middle or High school, in the hopes that he may qualify to be a clerk or moharrir, and a few planters pay the expenses of brilliant coolie boys at one of these schools, but cases of this kind are so rare as to be scarcely worth mentioning. The ordinary coolie expects his son either to add to the family earnings by doing light work on the estate, or to assist him in his cultivation or to herd his cattle, so the last thing he would do would be to send him away to obtain a smattering of education which in the vast majority of cases would be of no benefit to either parent or child. It must be recollected that the cultivating and labouring classes are not always convinced of the efficacy of our system of education. Complaints are not infrequent that boys educated in our schools are too proud to work with their hands and become a burden on their parents. Mr. S. M. Bose, of Menai tea estate, mentions that for this reason, at the request of the parents, he had to close a successful night school established some years ago on his garden. Besides, the ordinary coolie is extravagant and spends his earnings on good living, and even if he saves money he prefers to hoard it or to lend it out at exorbitant interest in the lines, so he would be unable or unwilling to find the money necessary to send his son away from home. They are fond of their children, too, and do not like parting from them.

SECTION IV.—The causes which have prevented the wider spread of schools on the estates.

15. The first and most potent cause for the paucity of schools on tea estates is the fact that hitherto there has been very little demand for education among the coolies themselves.

Limited demand for education by coolies.

The planting community are fairly unanimous in this opinion, and it is especially true of some localities, such for instance as the Assam Valley. It has already been noted that a growing desire for education is noticeable among the coolie population, especially in the free and Non-Act labour districts, but even so it must be acknowledged that the great mass of the labour force is apathetic on the subject. If there had been any strong desire for education on the part of the coolie, the attendance at the existing Government schools would be far more numerous, even if it involved some sacrifices in the way of time and money; Government schools on estates would be more common for they are, as far as my experience goes, always established in localities where there is a demand for them; there would be many more private schools maintained by estates, and the attendance at the existing schools would be better, for the planter, whatever his private views on the subject of education might be, would certainly provide elementary schools for his coolies if he thought that they really valued them and that the existence of a school would help to keep his coolies on the estate, more especially as the cost of such a school would be a negligible item in the garden expenditure; and lastly lines classes would have been better organised and better attended.

16. The second reason is that education does not appeal to the great majority of planters. They know little of vernacular schools, and if they have given the subject a thought at all

Views of the planting community.

they have concluded that they have nothing to gain by educating their coolies, but that on the contrary the result of education would probably be to take the coolie child off work, with the consequence that when he attained manhood he would consider himself too superior to perform manual labour, a good coolie being thereby lost to the estate. It must not be assumed, however, that the planting community have thrown obstacles in the way of their coolies educating themselves. That is not so, and I have only heard of one case, and that recently, where a manager is reported to have taken the retrograde step of closing the Government school on his estate because he disapproved of his coolies being educated, but they have simply as a rule adopted a neutral attitude and have refrained from using their influence with their coolies in favour of education. It is those Government and private schools on estates in which the manager takes a personal interest that are the most successful. The opinions of Indian managers of tea gardens, many of whom strange to say are opposed to education, and of garden babus, are to some extent responsible for the unfavourable impression regarding education formed by the majority of planters, as are the ne'er-do-wells both on tea gardens and in villages, who adopt loafing as a profession when they leave school, and are so brought into greater prominence than the rest of their school fellows who may have turned out well. But want of experience is generally at the root of distrust of education, for those managers who maintain schools are almost all satisfied of their utility. It may be added that the assurance that the present proposals do not go beyond providing a rudimentary education in the vernacular for those coolies who desire to avail themselves of it has gone far to remove any opposition to schools, and most planters think that instruction on these lines would be harmless and even beneficial.

17. A third reason is the relative unpopularity of Government schools with the coolie population. It is evident that if a coolie child were to attend a whole-time Government day school,

Unsuitability of Government schools.

he would be obliged to forego all work on the tea garden or his father's holding, and his parents would thereby be deprived of the fruits of his labour, which they could ill afford. The curriculum also appears to be too advanced, and the coolie if left to himself will usually learn his own vernacular in preference to Bengali or Assamese, which are foreign languages to most of them. To show to what an absurdity things can be reduced, it may be noted that the superintendent of

an estate in the Duars, on which one of the experimental Government schools has been opened, mentioned that he had been asked to provide an interpreter, because the coolie boys could not understand the Bengali-speaking school master.

SECTION V.—Whether a system of education which would take the coolie children off work would lead to the practice of infanticide.

18. Though there have been occasional cases of infanticide on tea gardens, as in other areas

Compulsory attendance deprecated.

of the Province, this crime has never been common on tea estates, nor has it been peculiar to them as appears to have been the case in the days of coffee in Ceylon. The reason probably is that here, as in Ceylon, the tea industry provides congenial work for whole families. During the manufacturing season the children are employed either on light jobs in the tea house, or in plucking tea leaf, which is an easy and healthy occupation. They either pluck into their parents' baskets, or have baskets of their own. In this way they can earn as much as Rs. 3 or Rs. 4 a month, and there can be no question but that they are far better employed than if they were allowed to run wild in the lines, for while adding to the family earnings they are acquiring habits of industry and discipline. During the cold weather they can also get light work, such as picking spiders or other pests off the tea bushes. Though I have heard of a few estates where pressure, often I am afraid injudicious, is brought by the management upon the parents of young children to turn them out to work, in the great majority of cases this is left to the parents and children themselves, and it is the former who see that their children go to work, and who would be the first to resent any interference with their prerogative in this respect. On some gardens, where there is a large labour force settled on the garden rice lands, but few of the children work on the estate, as they are employed on odd jobs on their parents' holdings. Whether if parents were obliged to send their children to school during the hours they might be earning wages by work on the tea garden, or employed on their parents' holdings, it would lead to the crime of infanticide being practised, is difficult to say, but with the experience of Ceylon before us it is possible it would, for the tea-garden coolie of this province is as ignorant as his fellow in Ceylon, if not more so. Certainly any measure which would result in reducing the family earnings would diminish the advantages accruing to the coolie from being the father of a family while adding to his responsibilities, for the family income would be curtailed and he would still have the expense of bringing up his children. Apart, therefore, from the question of infanticide, many planters think that in the circumstances indicated there would be a grave danger of increasing the number of abortions procured. Miscarriages, though not so numerous as previously, are still very common, especially on particular estates. It is true that there is not complete unanimity among medical officers as to whether they are induced by the coolies themselves or are the result of natural causes, but almost every tea-garden manager believes that they are deliberately procured. That the birth-rate on tea garden should be stimulated is of the utmost importance to the province and the tea industry, and it follows, therefore, that the adoption of any scheme which might have a contrary effect is strongly to be deprecated. The question, however, appears to be at present a somewhat academic one, for it is assumed that the desire of Government is only to provide additional facilities for education for those coolies who desire to avail themselves of them, and that there is no question of compelling the coolies to send their children to school. I have felt justified in assuring the planting community that the adoption of a system of compulsory attendance is not contemplated. Such a system may be possible in Ceylon, where it has been prescribed for village as well as tea-garden areas, but it would be entirely out of the question in this province, and any move in this direction would be resented by the planters and still more by their coolies. No responsible person would recommend its adoption in village areas, at any rate for many years to come until education has become more general, and to force it on tea gardens only would simply drive the coolies off the estates into the surrounding villages. A powerful reason for the unpopularity of Assam in the recruiting districts is the discipline prevailing on its tea gardens. To insist on coolie children attending school would be to add another terror to emigration to Assam. Moreover, such a system would operate most hardly in free labour districts, such as the Duars, where the labour force is impatient of the smallest restraint. The ordinary tea-garden coolie is a simple and honest individual, who has suffered much in the past from well-meant but misplaced efforts to improve his health and comfort. Let us not, therefore, add to his worries. As long, then, as attendance at school is voluntary, there is no danger of its giving rise to infanticide or of an increase in the number of abortions, as even if the schools are held during working hours the bulk of the coolies simply will not send their children to them as at present, while evening classes in the lines will not interfere with work.

SECTION VI.—Suggestions for the improvement of education on tea estates.

19. In devising a scheme for extending education on tea estates there seem to be a few

General conditions.

primary conditions which must be observed if success is to be attained. Firstly, the system adopted must have the support and approval of individual managers, for no amount of Government inspection or control can have any thing like the good effect of the influence of the garden manager if exerted in favour of attendance at school. It is true that it is within the power of Government to acquire a site (at a cost) on each tea estate and to establish a full-fledged school

thereon, but such action, besides creating very great and reasonable irritation among the planting community, would undoubtedly do much to retard the spread of education, for it would certainly excite the active opposition of the majority of the planters, who would throw the full weight of their powerful influence into the scale against education. And even though it may be admitted that in course of time if Government persevered, as it probably would, a good attendance would be secured,—for no individual can permanently stem the flowing current of education,—still for some and perhaps for many years the schools would be empty or nearly so. If then it be conceded that the co-operation of managers is essential, it follows that the adoption of a cast-iron scheme would be impracticable and that the proposals must be elastic enough to meet the requirements of different individuals, for the tea estates are spread over a wide area, and there is a great divergence between the conditions and opinions in the different localities. The proposal is a novel one so far as tea gardens are concerned, and the majority of the planters have consented to have schools solely with a view to meeting the wishes of Government in the matter and are very doubtful of their success. The surest way therefore to enlist their active sympathies seemed to be to offer them full control of the schools, either with or without a Government subsidy, for most managers object, and reasonably so, to have a petty Government servant on their estates, over whom they would have no control, and who as likely as not would give endless trouble by interfering with the coolie women or quarrelling with the garden staff. As events turned out, the adoption of this course has done much to disarm unfavourable criticism, and has even excited a good deal of interest in education in the minds of some managers who were previously hostile or apathetic.

Secondly.—If education is to be popularised among the coolie class, it must be given in a form suitable to their needs and at a time which will be convenient to them. To ascertain what they like, it is only necessary to refer to the existing lines classes, where informal instruction is given in the coolies' own vernacular, or less frequently in Bengali or Assamese, according as the coolie elects. It follows therefore that regular lines classes open for couple of hours in the day or evening (as in Ceylon) and giving sufficient instruction to enable the coolie to read and write a *chit* or a village document, and to keep his simple accounts are all that is required. If he desires a higher education he can without much trouble obtain it at one of the existing Government schools. To impart the rudimentary instruction indicated, high educational attainments are not necessary in the instructor, and so, as far as possible, teachers of their own caste, of the class of those who are doing such useful work at Langla, should be employed. Coolies, particularly junglies like Santhals, have often a profound distrust for Bengali babus acquired at their homes, and it is to be feared that the petty exactions practised by the babus on many tea estates have contributed to strengthen this feeling. It is desirable that the teacher should be a person whom the coolies know and esteem, and these conditions are more likely to be fulfilled in the case of people of their own caste than of foreigners. Attention is invited, in this connection, to the opinions expressed by Messrs. Walker and Ferguson, two of the oldest planters in the province, published in Appendix E (3) and (4).

Thirdly.—The scheme should not be too costly. It must be borne in mind that an experiment is being made, which, at first at any rate, may not be very successful. It is probable that for some years the chief supporters of the schools will be the older boys and adults; if past experience counts for anything the bulk of the younger children will not attend at all, and those who do come will be irregular in attendance. Time and patience therefore will be necessary before the schools become a complete success. It would appear to be inadvisable that the State should squander large sums in providing educational facilities for people who may only take a very limited advantage of them, when the money might be better spent in assisting other classes who are really desirous of improving themselves. At the same time, it seems fair that, as Government is pressing this matter, and not the planters, the State should be prepared to bear the entire cost of the scheme if asked to do so. Among the papers supplied to me is a copy of question No. 26 asked in the House of Commons by Mr. Schwann on the 8th May 1905. The concluding portion of the question is as follows: "and looking to the advantage received from indentured labour, whether steps are being taken to recover from the owners of the tea plantations the cost of such schools or some portion of the cost, and what share, in the affirmative case." This sentence contains so many erroneous inferences that it is clear there must be a complete misapprehension of the facts in England, which in fairness to the planting community should be removed. In the first place the labour force in parts of the province, viz., the Duars and Chittagong, are entirely unindentured, and even in Assam the majority of the coolies are either free or indentured only under the ordinary law, viz., section 492 of the Indian Penal Code or Act XIII of 1859. The use of the special Labour Law Act, VI of 1901, is decreasing. In the second place, there is a growing volume of opinion that so far from the planter deriving any benefit from the indenture, it positively handicaps him in the competition for labour, and, even acknowledging for the sake of argument that the indenture is an advantage to him, he is already required by law to provide numerous accommodations for the coolies as a set-off. In the third place the proprietors of tea estate, like other land-holders, pay local rates, which are expended on the upkeep of primary education and other local objects. It would be just as reasonable, therefore, to compel a manufacturer in London to maintain a school for his employees and at the same time to pay school rates, as to force a tea planter to pay full local rates and to keep up his own school as well. Apart, however, from the rights and wrongs of the case, experience shows

that the planting community, provided they are properly approached and that they are convinced of the benefits of education, are quite ready to contribute to schools or even to maintain them at their own expense, for the cost is not a serious consideration.

20. Bearing these facts in mind, I proposed for the consideration of the planting community the following three types of schools, which seemed likely to meet the requirements of the different localities:—

Proposed types of schools.

(a) An ordinary Government Lower Primary school, managed and maintained entirely by Government.

(b) A private school open for two hours in the day or evening, under the complete control of the manager, who would appoint and dismiss the teacher and receiving aid from Government calculated on the results of an annual examination held by an officer of the Education Department. This type would correspond with the State aided schools of Ceylon.

(c) A private school similar to (b) but unaided by Government, and open only to an informal visit from the Deputy Commissioner or Sub-Divisional officer, who could easily ascertain by asking the pupils a few questions whether *bonâ-fide* elementary instruction is available for such children as desire it. This type would be similar to the private unaided schools of Ceylon.

21. A reference to Appendix D will show that all but a minority of the planters have elected for private schools under their own control, the reason being that they prefer not

Views of the planting community.

to have outsiders on their estates, who might possibly give trouble. The great body of the Assam Valley planters and a limited number in the other districts wish to have private unaided schools of the type (c). Generally no Government grant is desired, but in some localities a small contribution towards the initial cost of the school house and of books and apparatus is asked for. The reason for their refusal to accept aid is that the planters have a lingering suspicion that the object of Government is to attempt the unprofitable task of converting a good estate coolie into an inferior babu, and they think that there is less likelihood of such a disaster taking place if they do not accept State aid. If the Surma Valley planters had been asked a year ago to have even whole-time Government schools on their estates, there would probably have been very little opposition, but since then the so-called Swadeshi movement has arisen, and the agitation raged furiously for a short time in certain parts of that valley. There also appear to have been some isolated attempts at interference with tea-garden labour. On one estate it is stated that the *tila* babus told the coolies that the Bengalis were going to drive the *Sahibs* out of the country, and on another it was found that the coolie boys attending an Upper Primary school of which the manager is patron were sent out for three days to collect money for the National Fund, being instructed to sing *Bande Mataram* when out of the hearing of the *Sahibs*. Tea-garden managers will not put up with mischievous nonsense of this sort, nor of course would they be expected to do so, for that tea-garden schools should become centres for the dissemination of open sedition and disregard for constituted authority would be as prejudicial to the interests of good Government and true education as to the welfare of the coolies themselves. The strength of the feelings aroused on this subject may be gauged from the letter published as Appendix E (4) from Mr. Ferguson, who, as has already been stated, is an enthusiastic supporter of tea-garden education. The great body of planters in the Surma Valley have therefore elected for private aided schools of the type (b). Hailakandi, which is a peaceful place, and which has not been troubled with the agitation, is an exception, the planters there and in a few in other localities prefer to retain their Government schools, and have only suggested that a night class should be added. The majority of the Duars planters are in favour of private aided schools, while in Chittagong, where the tea gardens are very few in number, scattered, and work a good deal by village labour, Government schools are generally preferred. If, then, Government approves of the three types of schools outlined above,—and they appear to be as advanced as those adopted in Ceylon—I would propose that each planter be given the kind of school he prefers. This could be carried out through Collectors and Deputy Commissioners, who would arrange with each manager for the opening of a school of the type he wishes to establish. It is obvious that an evening school to be successful must be situated within, or close to, the coolie lines, but on some gardens the lines are too small and too scattered to justify the establishment of separate lines schools. In cases of this kind all that can be done is to establish a central school open at the most convenient time in the morning, daytime or evening. The local knowledge of the District officer will enable him to decide what is the best course to adopt when difficulties of this kind arise. After having made his arrangements with each garden manager, the District officer would report the results, stating the cost, if any, to Government involved and the extent to which it can be met from local funds or the extra assistance required. It may be urged that since no compulsion is to be used as regards the opening of schools planters may not establish them. I am certain that all those who attended my meetings will open schools, for they agreed to do so, and they are men of their word. The rest of the planting community may be expected to follow suit, though one or two here and there may prove obstructive at first, for it is generally realised that something has got to be done, and as a planter of many years' experience remarked "if my next-door neighbour opened a school, I should have to do so too in self-defence." From remarks let drop at some of the meetings, there are grounds for hope that a friendly rivalry may in time be established between the managers of

different gardens in the matter of the efficiency of their schools. Mr. Crowe, Superintendent of the Assam Frontier Company, announced his intention of including some technical instruction in carpentry, etc., in the curriculum of his school, and there is no doubt but that this would be of great benefit to the children, for a good maistri can command high wages.

22. The question of the language to be taught in tea-garden schools has excited a great deal of interest among the planting community.

Language to be taught.

As has already been remarked, when the coolie arranges for his own education, he generally elects to be taught to read and write in his own vernacular. For this reason, and because it would facilitate correspondence between coolies in Assam and their relatives in the recruiting districts, which it is so imperative to foster in the interests of emigration, the great majority of managers are strongly in favour of giving instruction in the coolies' own vernacular. There is something, however, to be said for the reasons advanced by the minority in favour of Assamese or Bengali, namely, that as most of the coolies settle in the province, they should learn the local language in which proceedings in the courts are held and village documents are drawn up. Still it is reasonable to suppose the coolie when left to himself would not arrange for instruction in his own vernacular unless he preferred it to Assamese or Bengali. There are many Hindustani-speaking mahajans too in the province who use the Nagri or Kaiti character. On the whole, it would seem that the best thing to do is to leave the language to be taught in a private school to the manager, who should be at liberty to prescribe that most useful to the majority of his coolies, on the distinct understanding, however, that if any language other than Bengali or Assamese is taught, he must supply the teachers himself either from employees on his garden or from elsewhere. Government can hardly undertake to import teachers from other provinces. Even if they could be induced to emigrate, the cost would probably be prohibitive. The Director of Public Instruction, who has been most kind in assisting me with his advice, agrees with me in these views. The labour force is heterogeneous. The Hindustani-speaking coolies use the Nagri or Kaiti character, and Uriyas and Telugus employ their own vernacular. A few Buddhists in Chittagong use Pali, while the Paharias in the Duars speak and write their own language. Government can scarcely be expected to supply such a variety of teachers, and where there are Government schools Bengali or Assamese must be the medium of instruction. There is every reason to believe, however, that efficient teachers of the different vernaculars are to be found on most if not all estates. Nagri will no doubt be most commonly taught. A difficulty arises where several races are comprised in the same tea garden. For instance, at Adamtilla Mr. Brown-Constable mentioned that there were five different lines classes, viz., two Nagri, one Bengali, one Telugu and one Uriya, but it is not probable that many gardens will have such a variety of classes. There is, however, no reason why separate classes should not be established on one estate, provided there will be a sufficient attendance of, say, 25 pupils, at each. If, however, it would only be possible to secure a small attendance at each class, the manager should decide on what language he considers generally most suitable and teach only that.

23. No change would be necessary in respect of those Government schools at present on tea gardens, and which the manager is satisfied fulfil the requirements of his coolies, except perhaps

Government schools.

the addition of a class in the evening for an hour or a couple of hours. The present teachers would conduct these classes for a small extra remuneration, or if the manager requested that instruction should be given in the coolies' vernacular, he might lend the services of a teacher who would hold the class out of working hours in return for the payment of a few rupees. Those managers who desire to exchange the present Government schools for private aided ones might be given the option of doing so.

24. These schools would have a session of two hours in the day or evening, as convenient, and would be under the complete control of the manager, aid being paid on results. It is

Private aided schools.

necessary to provide for them (a) a curriculum, (b) a system for the payment on results, (c) persons qualified to hold the examinations, and (d) vacations.

(a) As regards the curriculum, so far as one can judge, though a few coolie boys read up to the first and second classes of Lower Primary schools, the great majority do not get beyond the third class. The instruction given in the present lines classes is also generally very rudimentary. It seems, therefore, that if instruction is given up to the standard of the third class of our Lower Primary schools, the modest requirements of the ordinary coolie will be met. Mr. Sharp concurs in this recommendation, and he suggests that manuscript reading and letter writing be added to the subjects taught in the top class, and this would be most useful. There would then be three classes in an aided school, the top class corresponding to the third class of a Lower Primary school and the other two classes corresponding to the two divisions of the fourth class. If suitable textbooks on simple agriculture and hygiene are available, they might be used as readers, and perhaps Dr. Mann or some other competent person might be asked to prepare a simple hand-book on tea cultivation, etc., which would help the coolie to take a more intelligent interest in his profession. Arithmetic might be confined to simple addition and subtraction with instruction in such simple accounts as come into the coolie's daily life in his dealings with the garden manager and the mahajan. In a school where a day session is found most suitable, the children should be required to keep the school compound neat and clean. Most managers would be glad to supply flowers and shrubs, and many would doubtless be ready to furnish seeds sufficient to stock a small vegetable

garden. "Deshi Kasrat," too, adds greatly to the attractiveness of a school in the eyes of parents as well as children, but this could only be practised in the daytime. It is needless to say that if the manager cares to add some technical instruction it would greatly increase the utility and popularity of the schools. Altogether, there is every hope that the humble lines schools may become centres for the diffusion of much useful and simple instruction, and if the planter will only give them a little of his personal attention and supervision I have no hesitation in saying that the practical effect of such schools will be far more beneficial than that of our Lower Primary schools, which necessarily lack such an advantage.

(b) In considering the question of aid, it seems reasonable that it should be so arranged that a manager who has a moderately good school should be fairly re-imbursed for his expenditure, which besides the pay of the teacher would include such incidental expenses as the up-keep of the school buildings. It seems best that the amount of the grant should, as far as practicable, be made dependent upon results, in order that the manager who takes an interest in his school and secures a good attendance should profit thereby. It is, however, extremely difficult at this stage to devise a suitable system of aid by capitation fees, without absolutely any data as to the probable attendance, and no certain information as to what pay would be necessary for teachers of private-aided schools. It would hardly be safe to hazard even a guess as to the attendance, but for the first few years at any rate it probably won't be large, and if it amounts to a general average of 20 pupils we may congratulate ourselves. The average pay of a certificated master of a Lower Primary school in almost all the districts of Assam is Rs. 8 and of an uncertificated master Rs. 5, with capitation fees in addition. In the Duars the teachers in the Government schools on tea gardens are being paid Rs. 15, but it is understood that the ordinary village schoolmaster in that district receives a much smaller remuneration. If, as is anticipated, one of the garden staff or an educated sardar or coolie can be induced to teach the evening class after his work is over, it is probable that he would be content with a remuneration of Rs. 4 or Rs. 5 a month, or even less. The cost therefore should not amount to Rs. 75 per annum on the average. If whole-time teachers are engaged, it would probably be necessary to pay them from Rs. 7 to Rs. 10 per month. Mr. Sharp has suggested that the ordinary capitation fees for each boy in the third class of a Lower Primary school should be allowed for each boy in the top class of a private aided school, viz., As. 3 per mensem, and that a lump sum of, say, Rs. 4 per mensem should be added. This system might be adopted to start with, until experience is gained of what would be fair, but when the schools are well established, a more complete system of payments by results seems preferable in order to encourage the more efficient schools. Take a school with an average attendance of 25 scholars, 5 in the first, 8 in the second and 12 in the third classes, with result fees at, As. 8, As. 4 and As. 2 per mensem, respectively; this will give an annual grant of Rs. 72. The rates might be increased or reduced proportionately as found necessary. It is possible that the Ceylon system of granting aid might be found suitable, but I have not unfortunately got a copy of the Colonial Code. Capitation fees would of course be paid for all pupils, whether children or adults, for the latter are the most likely to profit by the scheme. In any case payment would not be made till the expiry of a year, so there would be time to ascertain from District officers' details to the cost, etc., of the schools and to draw up a suitable scheme for the grant of aid.

(c) The present inspecting staff will probably be sufficient to hold the examination in those private aided schools in which Assamese or Bengali is taught, but the appointment of a few special Sub-Inspectors to hold the examinations in the schools teaching Hindi, Uriya, Telugu, etc., would be necessary. The number of schools teaching Uriya and Telugu will probably not be great, and perhaps one Uriya and one Telugu Sub-Inspector would be sufficient for the province. The Nagri classes will be more numerous, and one Sub-Inspector each for the Assam and Surma Valleys and the Duars may be required. The strength of the staff should be increased if they are required to periodically inspect the schools in addition to holding the annual examinations. It seems best, however, and Mr. Gruning, Deputy Commissioner of Jalpaiguri, who has given much thought to the education of tea-garden coolie children, concurs in this view, that the connection of the Sub-Inspectors with the schools should be confined to holding the annual examinations unless the manager requests that his school should be regularly inspected, for though some planters have expressed a desire for the periodic inspection of their schools, the majority would prefer to be left to manage their own schools without interference, as there is some distrust of the methods of the inspecting staff, which are occasionally apt to be too doctrinaire. When the result of the annual examination is unsatisfactory, it will rest with the District officers to exercise his influence to secure a change of masters, or the adoption of such other measures as may appear necessary to improve the condition of the school.

(d) As regards vacations, some managers think that the schools should only be opened for the six cold weather months, since a poor attendance is anticipated during the busy season. The interval between the sessions, however, would be so long that there would be some danger of the children forgetting what they had been taught, so that it would be well, at first at any rate, to adopt a longer session. A liberal vacation should be allowed; two months, and perhaps even three months, in the year would not be too much. This might be given at the discretion of the manager during the months when the coolie children are most busily employed either on the garden or on their parents' holding. This period would be included for the purpose of calculating capitation fees, and indeed it might be considered whether the latter should not be stated as a fixed yearly grant for each boy who passes the annual examination instead of as a monthly one,

for the object in view is that the child may acquire some rudimentary knowledge, and some children will learn more in six months than others who will spend twelve months in gabbling over the alphabet.

25. The private unaided schools will be very similar to the private aided ones, except that they will be maintained entirely by the garden, and will be liable only to an informal inspection by the Deputy Commissioner or Sub-Divisional Officer. It follows that it is unnecessary to prescribe any curriculum for them, it being sufficient if *bonâ fide* instruction in reading, writing and simple arithmetic is provided for those who desire it. No doubt the course of studies will approximate to that of aided schools, and there is no reason whatever why unaided schools should not be as efficient as aided ones. A great deal will depend on the attention given to them by managers, and perhaps still more on the trouble taken by Deputy Commissioners and Sub-Divisional Officers, especially at first. These officers frequently inspect the primary schools within their charges, and 15 or 20 minutes spent in hearing the pupils read, examining their handwriting, and in setting a few simple sums on the black-board or in mental arithmetic will serve to show whether any *bonâ fide* instruction is being given or not. The manager should always be invited to be present during the visit, for experience shows that their interest and sympathy may often be secured or stimulated in this way. If the school is not going well, the reasons for this should be brought informally to the notice of the manager, and he should be asked to remedy the defects. A tea planter is most always quite ready to do anything that he is asked to in reason, provided he is approached personally in the proper way. Much more good can be done by personal influence and private conversations than by official letters, which often find their way into the garden waste-paper basket. District officers with experience of tea-garden work will need no guidance as to how to act, but it would be probably well to impress on young officers in charge of sub-divisions the desirability of, at first at any rate, not expecting too much, and while drawing attention to defects, of giving as much praise as possible, for it is important that managers, teachers and pupils should not be discouraged at the outset. In fact, tact, patience and sympathy for the views or prejudices of others are especially necessary.

A proportion of the planters have asked for small initial grants towards the school buildings, or for the gift of school books and appliances. It would be well to meet their wishes in these respects, and the cost will not be great. As a general rule, it seems preferable that parents should provide school books and slates, partly because they will be better taken care of and partly because it is reasonable that even a coolie should contribute something towards the education of his children, but an exception might be made in the case of unaided schools where the manager desires that books should be given free of charge. The Education Department would be in a position to advise as to suitable text-books.

26. Some managers are in favour of charging nominal fees for attendance at the estate school, whether aided or unaided, and the Rev. Mr. White, who has done much philanthropic work in connection with schools for coolie children in the district of Sylhet, though he has not hitherto imposed any fees himself, is doubtful whether education would not be more valued if a small charge were made for it. But as the levying of even a small fee might deter the poorer or more miserly coolies from sending their children to school, and as primary education is free elsewhere in the province, it seems best that no charge should be made for attendance at an estate school. The rule, however, which is in force with reference to Lower Primary schools in Assam, and which permits the acceptance by the masters of voluntary contributions in cash or kind from the pupils, might also be adopted in schools on tea gardens.

27. Though a few managers have expressed a desire that the children attending their schools should be given prizes for proficiency in their studies, it would seem best not to draw up any special rules for the grant of scholarships or rewards. To do so would, I fear, confirm the suspicions of a good many planters that the intention of Government is to go beyond elementary instruction. Moreover, if a coolie wishes to educate his son above the rudimentary standard, he will naturally send him to one of the existing Government schools, which are sufficiently well distributed to render this a matter of little or no difficulty, and in which a system of rewards and scholarships has already been prescribed. A sum, however, of say Rs. 1,000, might be set apart for the purpose of assisting smart coolie boys, nominated by a manager, to continue their education in Government secondary schools, or for the allotment of annual prizes on the applications of managers.

28. If the foregoing proposals are approved, so much will depend upon the volition of individual managers in the selection of the type of school to be opened on their estates, and so little accurate information is available as to the probable cost of aided private schools, that it is very difficult to furnish even an approximate estimate of the extra expenditure which would be incurred. The following is however hazarded:—

Pay and travelling allowance of 5 Sub-Inspectors at Rs. 100 per mensem	Rs. 6,000
Aided schools—	
Darrang	40 schools ..
Kamrup	12 " ..
Other districts, Assam Valley	50 " ..
Cachar (1/3rd of 180)	120 " ..
Sylhet (1/3rd of 120)	80 " ..
Duars (1/4th of 157)	118 " ..
Chittagong	3 " ..
Total at Rs. 85 per annum .. 423	35,955
50 Additional Government Lower Primary schools at Rs. 170 per annum	8,500
Allowance for 50 additional evening classes to existing Government schools at Rs. 48 per annum	2,400
Purchase of school books	2,000
Scholarships and rewards	1,000
	55,855
Contributions towards buildings (non-recurring)	5,000

The number of unaided schools has been estimated with regard to the views expressed as to the types of schools required in different localities, allowance being made for existing Government schools and the private unaided schools to be opened. Rupees 170 has been taken as the annual cost of a Government Lower Primary school. It is probable that the estimate of 50 new Lower Primary schools will be found excessive. The cost of an aided school has been estimated as half that of a Government school, as it would only be open for two hours daily, the master would be a half-time servant, and the instruction given of a lower standard than that given in Government schools. Indeed, the average cost ought to be considerably less than Rs. 85.

SECTION VII.—Conclusion.

29. In conclusion, I may be permitted to bring to notice the readiness which the planting community have displayed in meeting the wishes of Government in this matter. This is more particularly praiseworthy in the case of the planters of the Assam Valley, who have hitherto been brought least into contact with vernacular education, and many of whom are, therefore, disposed to view the present proposals with apprehensions, which there is little doubt a closer acquaintance with the subject will dispel. There seems every ground for the confident hope that tea-garden schools, under the kindly supervision of the garden manager, will exert a great influence for good, and that the simple instruction given, besides making him a more intelligent labourer and a more useful citizen, will be sufficient to enable the coolie to hold his own with his better educated countrymen, who but too often prey upon his simplicity and ignorance.

APPENDIX A.

Copy of a circular letter addressed to managers of tea estates.

SHILLONG,
The 21st July 1906.

DEAR SIR,

You have doubtless been informed through the medium of the Tea Association that I have been placed on special duty for the purpose of submitting, in consultation with the planting community, proposals for improving the existing condition of education upon tea estates. I now write to solicit your assistance and co-operation in this work. In the course of the next three months I hope to visit the more important centres of the tea districts of the Assam and Surma Valleys in order to confer with the managers of tea estates. In the meantime, it will be a great help to me if you will be so good as to favour me with the information asked for in the accompanying form. There is reason to believe that a larger number of coolie children receive a rudimentary education than the numbers attending Government, or State aided schools would lead one to suppose, as often such children receive informal instruction at private classes on the estate. Information regarding such children would be given in the reply to query (5).

I shall be glad if you will add any remarks you have to make on the subject of the education of coolie children and any suggestions you may think of for its improvement. In this connection I may say that in Ceylon a system of "line schools" is being established under which the children receive elementary instruction in reading, writing and arithmetic for two or three hours during the day or evening. Attendance is not compulsory.

I shall be glad if you will kindly forward the form, filled in, to the Deputy Commissioner of your district, whom I am asking to transmit it to me with those from other estates.

With apologies for troubling you.

Yours faithfully,
W. M. KENNEDY.

TEA ESTATE.

District.

- | | | |
|---|--------------------------|---------------|
| (1) An estimate of the number of immigrants' coolie children on the estate of the school-going age (say between 6 and 12). | Estimated number | Boys
Girls |
| (2) How many of these children have acquired the rudiments of education, say, elementary reading and writing and simple arithmetic, whether according to English or native methods? | Number | Boys
Girls |
| (3) Is there a Government or State aided school on the estates, and if so, how many boys and girls from the estate attend it? | | |
| (4) Is there a Government or State aided school in the vicinity of the garden? If so, please state its name and the number of boys and girls from the estate attending it. | | |
| (5) Is there a private school on or near the estate, maintained by the estate, or by the coolies themselves, and if so, how many boys and girls of the estates attend it? | | |
| (6) Does the estate give any assistance towards the education of coolies children, and if so, to what extent? | | |

General remarks (if any)—

Dated

1906.

Manager,

Tea Estate.

APPENDIX B.
Statement showing the number of children of school-going age on tea estates and the extent to which they are being educated.

District.	Number of gardens to which circular sent.	Number of gardens which did not reply.		Replies received.		Number of children between 6 and 12 years of age.		Number of children who have acquired rudiments of education.		Government schools.		Private schools.		Number of children attending Government or private schools.	Number of gardens giving assistance to schools, pecuniary or otherwise.	Remarks.
		2	3	4	5	Boys.	Girls.	Boys.	Girls.	On estate.	Near estate.	On estate.	Near estate.			
1																
Lakhimpur	111	23	88		7,665	5,886	369	7		8	46	10 (a)	5	215	4	(a) 9 of these are line classes maintained by the coolies themselves.
Sibsagar	136	31	106		9,015	7,846	505	20		5	42	13 (b)	8	186	4	(b) 7 of these are line classes maintained by the coolies themselves.
Darrang	69	40*	29		1,800	1,567	57	1				3 (c)		20		(c) All line classes maintained by the coolies themselves.
Nowgong	22		22		918	769	68	11		4	6			104	3	(d) 12 of these are line classes maintained by the coolies themselves.
Kamrup	14		14		175	127	16	1			3			8		(e) 7 of these are line classes maintained by the coolies themselves.
Goalpara	2		2		20	28	1				2					(f) 7 of these are line classes maintained by the coolies themselves.
Total Assam Valley	354	94	260		19,593	16,223	1,010	40		17	108	26	15	533	11	
Cachar	106	9	97		6,469	5,042	842	29		12	56	15 (d)	2	648	17	
Sylhet	108	16	92		7,840	6,167	1,039	21		4	38	15 (e)	12	553	12	
Total Surma Valley	214	25	189		14,309	11,209	1,881	50		16	94	30	14	1,201	29	
Chittagong	10		10		434	316	61	3			5		3	20	3	
Duars	113	50	63		3,676	2,670	375	3		3	5	12 (f)	8	172	6	
Grand total	691	169	522		38,006	30,418	3,327	96		36	212	68	40	1,326	49	

* This includes the replies from 21 managers which have been lost in the post.

APPENDIX C.

Statement showing the number of Government schools situated on or within two miles of tea estates and the number of coolie children attending such schools.

Sub-division.	Number of tea estates on or within two miles of which there are Government schools.	Number of Government or Local Board schools situated on or within two miles of the tea estates.	Number of children of tea garden coolies attending such schools.
1	2	3	4
Dibrugarh	31	24	72
North Lahimpur	5	5	..
Sibsagar	6	6	5
Jorhat	25	16	46
Golaghat	41	24	26
Nowgong	15	14	95
Tezpur	23	11	16
Mangaldai	10	10	5
Gauhati	..	..	..
Dhubri	2	2	..
Total Assam Valley	158	112	265
Silchar	25	18	212
Hailakandi	33	48	106
North Sylhet	10	7	2
South Sylhet	18	22	93
Karimganj	15	15	9
Habiganj	6	4	83
Total Surma Valley	107	114	505
Chittagong	15	15	15
Jalpaiguri	14	16	275
Alipur Duars	..	..	..
Grand total	294	257	1,060

APPENDIX D.

Proceedings of meetings of managers of tea gardens held at different centres, and note of opinions expressed by individual managers at interviews.

GOLAGHAT, 1st September 1906.

PRESENT :

C. Forbes, Esq.	J. B. Woosnam, Esq.
E. Pickard Cambridge, Esq.	F. N. Fosbrooke, Esq.
L. S. George, Esq.	C. Ingram, Esq.
W. Clair Smith, Esq.	H. P. Garland, Esq.
S. H. Shaw, Esq.	G. V. Burrowes, Esq.

Though the meeting are doubtful whether a system of education is demanded by their coolies, and whether the adoption of such a system will be to the best interests of the labouring population, still, if Government considers it desirable that education should be provided for coolie children, they are prepared to establish, maintain and manage schools at their own expense, outside the Education Department, such schools being open to inspection only by the Inspector of Labourers. They are strongly of opinion that any system of compulsory education would be resented by the coolies themselves, and would seriously affect the interests of the planters.

CINNAMARA, 3rd September 1906.

PRESENT :

St. George Showers, Esq.	R. C. Main, Esq.
J. Lawrence, Esq.	H. S. Kendall, Esq.
J. P. Ferguson, Esq.	W. H. Robinson, Esq.
R. G. Black, Esq.	C. T. Jessop, Esq.

The Deputy Commissioner and the Sub-divisional Officer were also present.

The meeting are of opinion that if the existing Lower Primary Schools, of which 40 have been opened during the current year, are deemed insufficient to provide for the education of the children of tea garden coolies, the most satisfactory way to accomplish this would be for managers to establish and maintain private schools on their estates, outside the Education Department, and subject only to inspection by the Inspector of Labourers. They would strongly object to any system of compulsory education as it would be unpopular among the coolies themselves and tend to drive them off the estates. They fear that any system of education which would result in diminishing the earnings of coolie children might tend to increase the practice of procuring abortions.

AMGURI, 5th September 1906.

At an interview with Messrs. Simkins, Banwell and McKercher they expressed themselves in favour of lines schools under the control of the manager, and either maintained by the garden entirely or subsidised by Government.

NAZIRA, 7th September 1906.

At an interview with Mr. Farquharson, General Manager, Assam Company, he expressed himself in favour of lines schools under the control of the manager, with a Government subsidiary if possible.

SONARI, 8th September 1906.

PRESENT :

G. Chamney, Esq.	C. W. Allen, Esq.
F. B. Hannen, Esq.	W. R. Noble, Esq.
E. A. Chalk, Esq.	

The general opinion is opposed to the education of tea garden coolie children, as there is no demand for it among the coolies themselves, and it is not evident what benefit an elementary education would confer on the coolies. The meeting, however, are prepared to establish and maintain schools at their own expense, outside the Education Department, subject only to inspection by the Inspector of Labourers, if Government consider that something in this direction should be done. It is hoped that Government will supply the school books and appliances.

DOOM DOOMA, 10th September 1906.

PRESENT :

C. L. Pringle, Esq.	C. Wood, Esq.
A. V. Crowe, Esq.	G. Ramsden, Esq.
H. C. Laws, Esq.	E. Ramsden, Esq.
G. C. L. Edwards, Esq.	Dr. Witham
N. Ward, Esq.	and about 35 other gentlemen.

The meeting are doubtful whether education is demanded by the coolies themselves or whether they will derive any benefit therefrom, but, if Government consider it desirable that special facilities should be provided for the education of tea garden coolie children, they are prepared to establish and maintain schools at their own expense, provided that they shall be entirely under their own control and subject only to inspection by the Inspector of Labourers. There are at present a certain number of educated persons employed on estates who impart instruction to children and adults in their leisure hours in the several vernaculars. In view of the importance of coolies being able to communicate with their relatives at their homes, they are of opinion that the instruction should be as far as possible in the several vernaculars, and that the existing teachers should, as far as possible, be recognised and the instruction co-ordinated.

CHABUA, 11th September 1906.

PRESENT :

G. Fitzgerald, Esq.	L. A. Grimston, Esq.
F. C. Moran, Esq.	H. S. Orpen, Esq.
P. Barry, Esq.	H. Thellwall, Esq.
D. Mackenzie, Esq.	

The meeting are doubtful whether education is demanded by the coolies themselves, and whether if schools are established many children will attend, but if Government are desirous of providing schools on tea gardens for coolie children, they are prepared to establish and maintain such schools themselves, outside the Education Department, and subject only to inspection by the

Inspector of Labourers. They are strongly of opinion that any attempt to enforce attendance at the schools would be resented by the coolies themselves, and would cause them to leave the estates. In the opinion of the meeting recent events in Eastern Bengal, which appear to have been largely due to the bad system of education adopted there, render the present an unfortunate time to suggest an extension of education.

BEHALI, 15th September 1906.

PRESENT :

H. M. Davidson, Esq.
C. E. Robinson, Esq.
J. Day, Esq.

E. C. Braddon, Esq.
S. Cooper, Esq.
A. M. Crattwell, Esq.

Though the meeting are doubtful whether there is any desire for education among the coolies themselves, still, if Government are of opinion that extra educational facilities should be provided, they are prepared to establish and maintain schools at their own expense, under their own control and subject only to inspection by the Inspector of Labourers, on condition that Government gives a grant of Rs. 50 towards the erection of the school buildings, and supplies school books and appliances free of charge. They are strongly opposed to any system of compulsory education, as it would be greatly disliked by their coolies.

BISHNATH, 16th September 1906.

PRESENT :

W. H. B. Lawes, Esq.
C. C. Barker, Esq.

C. A. W. Hutchinson, Esq.
J. D. Duguid, Esq.

Though the meeting are not satisfied that tea-garden coolies value education, they are prepared if Government considers it absolutely necessary to extend the educational facilities open to children of this class, to establish and maintain private schools on their estates, such schools to be entirely under their own control and subject only to inspection by the Inspector of Labourers, provided that Government contributes the cost of the school building and supplies school books and appliances. They feel sure that any system of compulsory education would simply drive the coolies off the estates, and are of opinion that any interference with the earnings of the children would lead to abortions being more frequently procured.

ADDABARI, 18th September 1906.

PRESENT :

L. J. Godwin, Esq.
H. O. Allen, Esq.
E. G. Wilde, Esq.

E. H. Hannay, Esq.
W. G. Firman, Esq.

Though the meeting do not think that many coolie children would attend a school, even if it were situated in the garden lines, they are prepared, if Government considers it necessary, to establish and maintain private schools on their estates, either with a grant-in-aid from Government paid on results, or unaided and subject only to inspection by the Inspector of Labourers, according to the wish of individual managers, provided that such schools are entirely under the control of the manager. The meeting are strongly opposed to any system of compulsory education, as it would be most unpopular among their coolies, and they consider that any measure which would result in the diminution of the family earnings would tend to increase the number of abortions procured.

SILGHAT, 21st September 1906.

PRESENT :

J. Henderson, Esq.
C. H. V. Hathorn, Esq.

R. A. Fisher, Esq.

If Government considers it advisable to open schools on tea gardens, the meeting are prepared (though they consider that in consequence of the unsettled state of Eastern Bengal the present is an inopportune time to propose an extension of education) to establish and maintain private schools at their own expense, subject only to inspection by the Inspector of Labourers, provided that such schools are entirely under their own control and that Government contribute the school books and appliances. They believe that any system of compulsory attendance would be strongly opposed by the coolies themselves, and would result in their leaving the estates.

KATAIGAON, 24th September 1906.

PRESENT :

W. B. Bruce, Esq.
E. Bridge, Esq.
G. Bridge, Esq.

W. Renny, Esq.
T. A. Smith, Esq.
Mr. R. N. Thompson, Sub-divisional Officer, was also present.

Though the meeting are of opinion that education is not at present demanded by their coolies, who make little or no use of the existing Government schools even when situated near the coolie lines, they are prepared, if Government desire it, to establish and maintain private schools on their estates, either at their own expense or aided by Government, at the option of individual managers, provided that such schools are under their control, and that schools in respect of which no Government assistance is asked for shall be subject to inspection only by the Inspector of Labourers. It is hoped that Government will supply the school books and appliances, and Mr. Bruce is of opinion that each child should be rewarded by Government on attaining a certain standard. The meeting are strongly opposed to any system of compulsory attendance which would be unpopular among the coolies or of interference with the working hours of the children, as any diminution of the family earnings would probably give an impetus to abortions being procured.

GAUHATI, 27th September 1906.

PRESENT :

Babu Chidananda Chaudhury.

Maulvi Danesh Mahomed.

The meeting are in favour of opening private schools on their gardens, under the control of the manager, but receiving aid from Government; such aid to be granted on the results of an annual examination according to the capitation fee system.

HAILAKANDI, 30th September 1906.

PRESENT :

H. Grant, Esq.
W. Trotter, Esq.

J. N. Ross, Esq.
Dr. A. H. Alexander.

The Sub-divisional Officer was also present.

The meeting are of opinion that as there are Government schools within easy reach of the coolie lines of most, if not all, gardens in the sub-division, it is unnecessary to provide any more schools for tea-garden coolie children. They think, however, that evening classes might be added to the existing schools as an experiment, so as to provide further educational facilities for coolie children out of working hours.

LALLAMUKH, 1st October 1906.

PRESENT :

H. E. Crawford, Esq.
P. Crawford, Esq.

H. R. Blakeney, Esq.
Dr. J. Thompson.

As schools have already been established on or close to almost all tea gardens in this sub-division, the meeting do not think that it is necessary to open any more schools for tea-garden coolie children. They are doubtful whether if night schools were opened a larger attendance would be secured, at any rate in hot weather months, but they would approve of night classes being held in the present school buildings during the cold weather, when it is possible more children and adults might attend.

SILCURRI, 3rd October 1906.

PRESENT :

W. B. Decoursy, Esq.
B. W. Halifax, Esq.

T. Smith, Esq.

The meeting are of opinion that, in the case of estates on or near which no Government school has been opened, the most satisfactory way of providing instruction for the children of tea-garden coolies who desire to avail themselves of it, is for gardens to establish private schools under their own control, either aided by Government on the capitation fee system, or unaided and subject only to an informal inspection by the Deputy Commissioner, at the option of individual managers.

Where Government schools exist on or close to estates, they consider that the addition of an experimental evening class, in the cold weather to begin with, would be sufficient to meet present requirements. They think that any system of compulsory attendance would be very unpopular with the coolies and would be impossible to work, and that instruction should be given in the language which would be useful to the coolies on individual gardens.

DEWAN, 6th October 1906.

PRESENT :

The Hon'ble Mr. R. H. Henderson, C.I.E.	E. C. Shaw, Esq. W. Reid, Esq.
A. L. Muspratt, Esq.	

If Government consider it desirable to provide additional facilities for the education of tea-garden coolie children the meeting are prepared to establish private schools on their estates, either aided by Government, or unaided and open only to inspection by the Deputy Commissioner, as preferred by individual managers. Those managers who desire that the schools should be established and managed by Government should be given Government schools.

SILCHAR, 8th October 1906.

At an interview with Messrs. Weir and W. Macdonald, they expressed themselves in favour of line schools under the control of the manager, either aided or unaided, at the option of the employer.

DULABCHERRA, 10th October 1906.

PRESENT :

W. Mackintosh, Esq.	Babu Kasi Nath Dass.
C. W. A. Trevor, Esq.	M. G. Simpson, Esq.
C. G. Hatch, Esq.	C. Pemberton, Esq.
L. B. Candy, Esq.	

The Sub-divisional officer and the Deputy Inspector of Schools attended the meeting.

If Government desire to extend the educational facilities open to the children of tea-garden coolies, the majority of the meeting are prepared to establish and maintain private schools at their own expense and under their own control, and subject to an informal inspection by the Deputy Commissioner or Sub-divisional officer. A minority of the meeting prefer private schools under their own control, but aided by Government on the capitation fee system.

LANGAI, 11th October 1906.

PRESENT :

C. L. Sidey, Esq.	D. T. Montagnon, Esq.
H. A. Brown-Constable, Esq.	R. Rees, Esq.
M. J. Cattell, Esq.	W. H. Wilson, Esq.
C. Townsend, Esq.	H. M. Long, Esq.
C. B. Bomford, Esq.	J. Purves, Esq.

If Government consider it desirable to provide increased facilities for the education of the children of tea-garden coolies, the meeting are of opinion that the most satisfactory way to accomplish this is for managers to establish evening line schools under their own control, and aided by Government; such aid to be so calculated that the garden shall be reimbursed for all expenditure incurred. The meeting further consider that the language taught should be that most useful to the coolies on individual estates, with a view to encourage communication between the labour and recruiting districts. They would be strongly opposed to any system of compulsory education, as it would be most unpopular with their coolies and would tend to drive them off the estates. The meeting think that it would involve considerable waste of money if the schools were kept open during the rains, as experience shows that children will not attend during that period, when they are busy plucking or working in the tea house. The attendance of children during that season would be unpopular with the parents, as it would inevitably diminish the family earnings.

DHAMAI, 12th October 1906.

PRESENT :

D. Ferguson, Esq. W. R. Walker, Esq.	J. Pattison, Esq.
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The meeting are in favour of the children of tea-garden coolies being given an elementary education, but in view of the present agitation they are of opinion that the schools should, for the present at any rate, be under the absolute control of the managers, Government granting aid which might be calculated on the results of an annual examination.

Visited Mr. Ferguson's private line school—29 children were present. They are learning Bengali. The instruction given is efficient.

LANGLA, 13th October 1906.

PRESENT :

R. Wood, Esq.	D. B. Cameron, Esq.
M. H. Chapman, Esq.	F. Sutterby, Esq.
A. Browne, Esq.	

The meeting are prepared to establish and maintain private schools on their estate for the benefit of the children of their coolies, provided that such schools are entirely under their own control, and either aided by Government on the basis of results, or unaided and subject only to inspection by the Deputy Commissioner or Sub-divisional officer, as preferred by individual managers. They are of opinion that instruction should be given in the language or character most used by the coolies on individual estates.

The 14th October 1906.

Visited the Lower Primary school on Langla tea estate, to which Mr. Wood contributes. There is a good attendance, and the pupils read and write Bengali well. Inspected also the Nagri and Telegu classes kept up by the coolies themselves. An ordinary coolie teaches Nagri, and a petty trader of the coolie class teaches Telegu. The pupils read and write extremely well and the instruction given is as good as that in most Lower Primary schools and better than that imparted in many.

BALISIRA, 15th October 1906.

Visited Jagcherra, Baroora and Phulcherra, and interviewed Messrs. Milne, Reid, Rich, Cooper, and the Rev. Mr. White and the Rev. Mr. Jones. The general opinion was in favour of evening schools in the lines, under the control of the manager, and either aided by Government or unaided, and subject only to an informal inspection by the Deputy Commissioner or Sub-divisional officer; the language taught to be that most useful to the coolies on individual estates. The Rev. Mr. White has a private school at Jagcherra, with 24 pupils on the rolls and an average attendance of 17. The school was not inspected, as by a mistake the scholars had dispersed. The scholars work in school for about 4 hours in the morning, and the teacher then takes them out for some manual labour on the garden in the afternoon. Mr. White started some schools on other gardens, but gave them up as he found they were not successful when far removed from his personal supervision. No school-fees are charged, but Mr. White was inclined to think that the tuition would be more valued if nominal fees were charged. The Consolidated Tea and Lands Company subscribes to Mr. White's school and maintains a private evening school at Phulcherra, where elementary reading and writing are taught. The latter was not in session when the visit was paid, as the children do not attend school well in the busy season. The Baroora Tea Company subscribes handsomely to the Srimangal Middle English school, to the erection of which Mr. Hart contributed Rs. 2,000. Mrs. Jones has a small class for girls, who are taught sewing as well as reading and writing. The instruction is good.

The 16th October 1906.

Interviewed Mr. Hickman at Deanstone and Messrs. Cathcart and Fraser at Amrailcherra. Mr. Hickman favours private aided schools under the control of the manager. Mr. Cathcart considers that more Muhammadan teachers should be appointed, being if necessary imported from Dacca. Mr. Fraser is greatly in favour of education, and prefers a Government school to which he would contribute, provided the Educational Department inspecting staff is efficient. He had a Government school on his estate for several years, in which he took much interest, but had it closed, as owing to the lack of interest displayed by the then Deputy Inspector the school went down. Visited a private school between Deanstone and Amrailcherra, established by the Rev. Mr. White and supported by the Consolidated Tea and Lands Company. The master was unfortunately away. The building and appointments were very good.

LALCHAND, 17th October 1906.

Visited the Lower Primary school in the garden lines, which is subsidised and managed by Mr. Alston. There are 34 children on the rolls with an average daily attendance of from 16 to 22. The pupils read well and are evidently carefully taught.

LUSKERPUE, 17th October 1906.

PRESENT :

W. Lenox, Esq.
J. E. Aird, Esq.
M. H. Alston, Esq.
H. Gilbert, Esq.

H. C. Sproull, Esq.
A. Rose, Esq.
Dr. Lunn.

The meeting are generally favourable to the education of the children of tea-garden coolies, but have found that the chief obstacle to education is the difficulty of getting the children to attend. They are in favour of private schools under their own control, either aided by Government or unaided, and subject only to an informal inspection by the Deputy Commissioner or Sub-divisional officer, as preferred by individual managers. They consider that it should be left to the manager to decide the language or character to be taught, in order that the instruction may be the better adapted to the requirements of the coolies on different gardens. They think that the school hours should be fixed by the manager with reference to the convenience of the pupils on his garden.

OODALEAH, 20th October 1906.

Interviewed Mr. Burnell. He is in favour of aided schools under the control of the manager, and is prepared to establish such a school in his lines, with a day class for the young children who do not work on the garden, and an evening class for the elders.

FENOA, 21st October 1906.

Interviewed Mr. Watson. He supported an evening class out of his own pocket some years ago, but closed it as the coolie children would not attend. He is of opinion that the existing informal instruction in Bengali and Nagri which is arranged for in the lines by the coolies themselves is sufficient for the present, but is prepared to consider the desirability of establishing an aided line school on receipt of this report.

KODALA, 25th October 1906.

Interviewed Mr. Dowling. He employs a good deal of village labour, and would like a Government school (to which he is prepared to subscribe) to be established near his lines, which will serve both his coolies and villagers. The school would have day and evening classes.

CHANDPUR, 27th October 1906.

Interviewed Mr. Mackenzie. He is prepared to give a site for a Government school near his lines for the benefit of the children of the tea-garden coolies and villagers.

CHITTAGONG, 28th October 1906.

Interviewed Babu Upendra Lal Ray, B.L., who has three small gardens near Chittagong town. He is not in favour of the education of the children of tea-garden coolies, as he fears that it will unfit them for manual work. He would prefer that a Government evening school should be established near his garden close to Chittagong station, which would also be attended by outside children. His other two gardens are very small ones, and it would hardly be possible to establish separate schools for them, unless an attendance of village children would also be secured.

Extract from the minutes of a general meeting of the Chalsa sub-district held at Sam-Sing on 1st November 1906.

PRESENT :

Messrs. A. W. C. Chaplin, W. H. Bryer, A. D. Smith, R. W. B. Clutterbuck, W. Alston,
L. R. Cargill, P. A. Simson by his proxy Mr. Chaplin, Captain Kennedy by invitation.

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Proposed by Mr. A. W. C. Chaplin and seconded by Mr. W. Alston that this meeting favour a scheme for establishing voluntary schools on tea-gardens in which the rudiments of reading, writing and simple arithmetic are taught. That the garden should supply the site, building and engage the teacher who shall be under the control of manager. Government to contribute a fixed sum towards the maintenance of the school as well as capitation fees based on results of annual examinations. The control of the Education Department to be limited to the said annual examination unless the manager should request more frequent inspections.

DAM DIM SUB-DISTRICT, 3rd November 1906.

PRESENT :

W. M. Fraser, Esq.
O. D. Leyde, Esq.
W. D. Coull, Esq.
C. J. Marshall, Esq.
T. G. McKay, Esq.
L. C. Daunt, Esq.
C. Wallich, Esq.
A. W. P. Rickman, Esq.
B. S. Luard, Esq.
J. B. King, Esq.
A. J. Hardcourt, Esq.
C. N. C. Mackenzie, Esq., by proxy T. G. McKay, Esq.

G. E. Cresswell, Esq.
W. A. F. White, Esq.
Sims, Esq.
J. Hall, Esq.
C. Bearpark, Esq.
W. Goss, Esq.

By proxy W. M. Fraser, Esq.

The meeting are in favour of the children of tea-garden coolies being given a rudimentary education, and they consider that the best way to accomplish this would be for managers to be permitted to establish the type of school which they consider most suited to the circumstances of their gardens, viz., either Government Lower Primary schools, private schools aided by Government on the basis of results, or private schools unaided by Government and subject only to an informal inspection by the Deputy Commissioner or Sub-divisional Officer. They consider that in private schools, whether aided or unaided, the language or character taught should be that which in the opinion of the manager would be most useful to the coolies. They would be strongly opposed to any system of compulsory attendance, which would be unpopular with the coolies and tend to drive them off the estates.

NAGRAKATA, 4th November 1906.

PRESENT :

W. Whitmore, Esq.
L. Ranger, Esq.
G. Edwardes, Esq.
G. E. Luard, Esq.

C. Cresswell, Esq.
R. G. Furley, Esq.
B. B. Smith, Esq.

As the same type of school would not suit the conditions of every estate, the general opinion is in favour of managers establishing the kind of school most suited to their individual gardens, viz., Government Lower Primary schools, private aided schools, or private unaided schools open only to an informal inspection by the Deputy Commissioner or Sub-divisional officer. It is considered that the language taught should be that most useful to the coolies on different estates, and that any attempt to enforce attendance would be resented by the coolies themselves and would disorganise the labour force.

5th November 1906.

Messrs. J. Thomson and W. Thompson at an interview concurred in the opinion expressed by the gentlemen consulted yesterday.

BAMANDANGA, 6th November 1906.

A Government Lower Primary school was opened here some time ago, and did fairly well, but was broken up, as the master began interfering with the coolie women. Mr. Sillar is of opinion that for Bamandanga, where there are a good many Bengali coolies, a Government school, in which Bengali is taught, would be most suitable. On other gardens, however, he thinks that private aided or private unaided schools, with instruction in the Nagri character, would be most popular with the coolies.

APPENDIX E.

(i)

Letter, dated the 26th August 1906, from D. Ferguson, Esq., Manager of Dhamai tea estate, Sylhet.

On this estate we keep an open school during the cold weather, the school hours being from 6 P. M. to 9 P. M. The schoolmaster is paid by the garden. I find that the months mentioned are the only ones during which coolies will attend. The scholars here principally consist of adults, sardars and chaukidars.

A few children attend, but they do not take the matter seriously until they find that it helps them to better billets. As a matter of fact, they seem to forget all they learn before the next session begins.

All who have acquired a fair education here leave the garden for appointments on other gardens, as a sardar who can keep a register in the factory of the day's manufacture, and mark tea chests without assistance, at once becomes worth Rs. 12 per mensem instead of Rs. 6 or 7.

At present, I have only 8 or 10 boys at out-door work; all the rest are employed on cultivation in the paddy fields or in herding the cultivating cattle. Until the end of the paddy planting season boys will not attend school, and in fact on to December, when the paddy is all cut, but very few will come to school.

A further objection to successfully running a school here is the caste of coolies. Most of them are low caste and are more interested in the price of country grog than in education.

The schoolmaster employed here is allowed to keep a day school, at which Manipuries and Bengalis attend, he making a charge for the class.

I allow a house, benches and a large central draught lamp at night. During the day the school is at the disposal of the school master.

As a rule, the school is kept open all the year, but I only allow payment during the months the coolie children attend.

(ii)

Extract from a letter, dated the 4th September 1906, from W. Hudson, Esq., Deejoo Tea Company, North Lakhimpur.

I think I may safely say that, to begin with at any rate, the school should be run under the manager's supervision and control. To have a Government school on a garden, quite independent of the managers, would one feels sure lead to misunderstandings sooner or later.

(iii)

A letter, dated the 8th September 1906, from W. R. Walker, Esq., Sonarupa Tea Estate, Sylhet.

In considering your circular letter of the 21st July 1906 in connection with the education of coolie children on this estate I may state very few have any education.

The chief question in my opinion to ensure the education movement being popular and a success is to decide what language is to be adopted for tuition.

The coolie population as a rule use only "Nagri" in their correspondence and to what extent could be ascertained at the different Post offices.

If it is proposed to teach Bengali, I should strongly object. In the first place, there would be no sympathy between the coolie children and the Bengali babu, and the Bengali language would not be as useful as "Nagri" to the coolie scholars but comparatively unpopular.

(iv)

Extract from a letter, dated the 4th September 1906, addressed by D. Ferguson, Esq., of Dhamai Tea Estate, to the Deputy Commissioner, Sylhet.

The establishment of schools within a reasonable distance of or upon tea estates could only be permitted if men of respectability were appointed to the charge of the schools, men who would maintain the discipline which we associate with school life.

The present discipline maintained by the Educational Department in the district schools would not be tolerated for a moment on tea estates.

Personally, I would not permit the children of this estate to be influenced for 24 hours by men of the stamp of the present schoolmasters of Bengal and this province generally.

Here about we do not suffer so much, as the nearest school is some 8 miles away, but even this is quite close enough, so long as contempt for authority and race hatred seem to be the most important points in the curriculum.

You may be sure that no garden will permit anything that will upset the at present attenuated authority of managers.

It will therefore be for the Government to devise means by which men of character and respectability may be secured for the important posts of schoolmasters and how they are to protect them from the pernicious outside influences which are at present brought to bear on them.

We can only allow outside influence under a discipline that will maintain the law and our authority amongst an ignorant and easily-influenced community, where, as in my case, law and authority are represented by one individual and ignorance by 2,000.

I am sure that this side of the case must have had the attention of the educational authorities with their experience of these matters.

There is also another matter of considerable importance which requires consideration, and that is the unwillingness of the coolie to learn Bengali.

His correspondence with his own people is entirely in Nagri, so his desire is naturally to be able to use his education to keep in touch with his own people.

This feeling I think you will find general amongst tea-garden labourers.

In addition to the above, there is a great deal to be said, but I consider, that the above two points are of vital importance in any scheme that may be brought forward.

(v)

Extract from a letter, dated the 18th September 1906, addressed by A. Dowling, Esq., Kodala Tea Estate, to the Collector of Chittagong.

We are doing practically nothing in the way of education of the children in question.

At Kodala our principal *jat* of labour is Hindustani, who use the Nagri character. The hands seldom remain with us over six years and don't care for education in Bengali. Twice I have attempted night schools for the Oraons, Domes and Bengali *jats*, but met with no encouragement.

At Rongonea we have tried schools, but on every occasion have had to get rid of the masters at the request of our native managers who complained the masters paid more attention to the women than to the children. Here nearly all the labour is of the Turi or Oraon *jats*.

At Agonea we employ mostly village labour, and the children to some extent attend the village schools.

I subscribe personally to one Mussulman, one mixed, and one Barua school, give Christmas gratuities and help them as far as I can.

For years past, I have tried to get my coolies to send their children to the village schools, but without success, although I have offered to pay their school fees of two annas a month. Naturally, Hindus do not care to send their children to Muhammadan schools, where religion is an important item of education, while the Buddhists in my experience do not care to have children of other denominations. The only school I know in this part of the district, which it would be really desirable to see in the immediate neighbourhood of a tea estate, is the Lallanugger school near Agonea, the mixed school to which I subscribe. There we have a Hindu master with a Muhammadan assistant. The attendance is large, of all denominations, boys and girls, and the discipline admirable; in fact, during the boycott *mania* (when the Muhammadan and Barua schools behaved well), this school kept up its discipline, while the neighbouring purely Hindu schools were a disgrace to education.

I am, therefore, of opinion that if mixed schools, open to all denominations, were opened in a close proximity to our gardens, where the teaching of religion was left entirely to the parents at home, where every facility would be given, as at Lallanugger, for the attendance of girls as well as boys, we should have no difficulty in getting our children to attend, and, provided Government give the usual grant, I for one would be ready to assist by help in the shape of school fees. All the estates in Chittagong are near villages, which is not the case in Assam and Sylhet. I am expressing my own views only, as I have not had an opportunity of talking over the matter with my fellow planters.

(3)

Letter—from H.C. STREATFIELD, Esq., I.C.S., Officiating Secretary to the Government of Bengal, General Department.

To—the Secretary to the Government of India, Home Department.

Dated—Darjeeling, the 6th July 1907.

No.—Education—13131.—G.

In continuation of this Government letter No 1974, dated the 4th August 1906, I am directed to submit the following report on the subject of the education of children of school-going age on tea and other plantations in the district of Darjeeling.

2. In their letter No. 411, dated the 14th June 1906, the Government of India suggested that a selected officer might be placed for a short time on special duty in order to enquire into the whole subject and to submit proposals for improving the existing condition of education upon tea estates. All the tea gardens in the province of Bengal, with the exception of a few unimportant estates in the Chota Nagpur division, are situated in the Darjeeling district, and it has therefore been possible to collect the necessary information through the Deputy Commissioner of Darjeeling, without placing an officer on deputation for the purpose.

3. The special questions selected on the subject of enquiry were—

- (1) what proportion of the children employed on the several estates had already acquired the rudiments of education;
- (2) the character and sufficiency of the existing schools and the extent to which they are taken advantage of;
- (3) the extent to which coolie children are sent to receive education elsewhere than on the estates;
- (4a) the causes which have prevented the wider spread of schools upon the estates;
- (4b) the extent to which, and the means by which, it is practicable to bring this class of children under instruction.

From the figures supplied by the Deputy Commissioner it appears that of 85 tea gardens in the district three have no coolies and are about to be closed. Of the remaining 82, 16 possess their own schools 32 can make use of schools in the neighbourhood, while 34 have no schools available at all. The total number of labourers with their dependants resident on these gardens is 46,288 including 8,428 children between the ages of 5 and 13. Of these children 803 are receiving instruction in schools while 746 have left school. The percentage of children between the ages of 5 and 13 who are actually attending school is therefore 9.52, as compared with 27.4, the average for the province as a whole. Of the 803 children under instruction 461 are attending schools situated on the estates to which they belong, and 342 outside schools in the neighbourhood. Besides these, 698 persons over the age of 13 are receiving instruction in night schools or otherwise.

4. There can be no doubt that the question of the education of children upon tea estates has in the past been neglected. The parents of these children belong to a class which is slow to recognize the advantages of education, especially when attendance at school means a loss of the earnings which children on tea gardens can bring in, while the planters seem to have feared that education would unfit the rising generation for tea-garden labour. Some tea companies have, however, for years past, given grants to philanthropic bodies, especially to the Scotch Church Mission, which have opened schools on their estates. Now that attention has been called to the subject, the tea planters as a body are quite prepared to recognize their responsibilities in the matter, as will be seen from the Proceedings of the Extraordinary General Meeting of the Darjeeling Planters' Association, held at the Club, Darjeeling, on the 11th August 1906, a copy of which is enclosed.

5. With a view to encouraging the opening of tea garden schools, the Bengal Government has offered a grant of Rs. 12 a month to any garden which will give a site, a building, and a contribution of at least Rs. 8 a month for a school. The enquiries made with a view to ascertaining how far Managers will co-operate with Government in these matters show that of the 34

estates for which there are no available schools, 11 are not yet in a position to take any action, 8 have promised to give a site only, and 15 will give a site, a building and a contribution as shown in the margin. Schools have already been opened under the supervision of the Scotch Mission on six of the twelve estates which have

12 estates Rs. 8 a month or more.
1 estate Rs. 50 a year.
1 estate Rs. 2 a month.
1 estate Rs. 3 a month.

satisfied the conditions proposed by Government, and the Director of Public Instruction has been requested to open schools forthwith in the other six gardens. As for the remaining 22 estates the Commissioner of the Bhagalpur division has been asked to exert his influence to impress on all Proprietors and Managers their responsibilities in this matter. He will submit a report to this Government as soon as possible, and on its receipt, a further communication will be submitted to the Government of India.

SUB-ENCLOSURE.

DARJEELING PLANTERS' ASSOCIATION.

Proceedings of an Extraordinary General Meeting held at the Club, Darjeeling, on Saturday, the 11th August 1906.

PRESENT:—Captain Keble, Messrs. Cruickshank, Francis, Baker, Tietkins, Pemberton, Clarke, Stuart, James, Griffin, H. T. Kerr, C. Weston, Scarth, Stevenson, Symonds, Mackie, Collinson, Jukes, Andrews, W. Ager, W. Weston, E. Wernicke, Wearing, Grant-Gordon and Irwin (in the chair).

Present by invitation:—Messrs. Shannon, Partridge and W. H. Edwards.

Apologies for non-attendance were received from Messrs. E. J. Webb, W. G. Judge and Geo. A. Webb.

Mr. Irwin in opening proceedings welcomed Messrs. Shannon, Partridge and Edwards as their guests.

Mr. Irwin addressed the meeting as follows:—

GENTLEMEN,

You have received copies of the Proceedings of a Conference held in Darjeeling, on June 20th last, by members of the Civil Service, clergymen of the Church of Scotland and representatives of the Planting Community, Mr. Grant-Gordon and I representing this Association, under the Presidency of Mr. D. J. Macpherson, I.C.S., Commissioner of this division, to consider the question of the education of children on tea gardens; and we have called this meeting to-day to discuss and endeavour to arrive at a unanimous decision as to the steps we should take in the matter.

I will not detain you long, as the objects of the Conference and the lines on which it is proposed to initiate a scheme of education are very clearly stated in the Proceedings above referred to, copies of which are on the table and which doubtless you have carefully studied. Moreover, I do not wish to forestall my friend, Mr. Grant-Gordon, who will propose a resolution on the subject, and with a more fluent tongue than mine, will, I doubt not, place the matter before you much better than I am capable of doing.

The principle of the responsibility of the employer for the care and welfare, both physical and moral, of his employees has long been recognised throughout the British Empire. On a tea garden, a Manager is, I suppose, brought more into contact with his labourers than in almost any other industry in the present day, and one of the great objects of the scheme of elementary education now proposed, is to rescue the future generation of coolies in our employ from the bondage in which their parents are now held by unscrupulous usurers by teaching them reading, writing and a very simple form of ciphering in the vernacular, so as to enable them to keep some check on the, at present, very frequently fraudulent accounts presented to them by their creditors.

I should like to point out to you that, whilst willing to bear some 60 to 75 per cent. of the current outlay, Government are prepared to leave the direction and entire control of the matter in the hands of Planters.

A leading article, in the *Englishman*, the other day, headed "Primary Education on Tea Estates," commenting on the Conference of June 20th, compared the children of Babus in Calcutta offices with those of our employees but, whilst agreeing in the main with the article referred to, I would point out that the conditions are not analogous. The Babu's family has nothing to do with his office, and his employer probably does not know or care if he is even married or not. When he leaves his office, his connection with it, for the time being, entirely ceases, until he returns to work next day, but in our case the children themselves work for us, the families reside on our land, inhabit our houses, cultivate plots of land belonging to us, and are in fact part and parcel of the Estate.

It has been said, and probably some of you gentlemen agree with the statement, that if Government wishes to introduce a system of education on tea gardens, let them do so, but let them pay for it; but gentlemen, have you thought, that it stands to reason if Government pays the piper it will also probably insist on calling the tune; and I would ask you, is it better for us to contribute a small percentage towards the cost and retain the entire control in our hands, or would you prefer to have a semi-educated native, as a school master, planted in the midst of your people, whom you cannot dismiss, over whom you have no control and who, possibly, if thwarted in any way or for some imaginary grievance, would foment strife, incite coolies to strike and rebel and, in fact, make a Manager's life unbearable and his position almost untenable for purposes of revenge.

There are, I am aware, some amongst you, gentlemen, who are opposed to education on tea gardens in any form whatever. To those gentlemen, I would say that it is absolutely useless to attempt to stem the tide of progress which is going on all over the world; it is better to try and direct it, if possible. Some will probably say "What rot," but it is a fact, gentlemen, nevertheless.

As Mr. Macpherson in his opening address to the Conference most strongly emphasized, the matter is purely voluntary, at present. He said "It should be clearly understood, however, that there was no intention whatever on the part of Government to make education compulsory, either generally or specially, on plantations, or to compel anybody to provide funds for whatever schools Government might wish to see established," and his subsequent remarks laid still further stress on this point.

Mr. Macpherson, of course, spoke in the most perfect good faith for the Government of India, but I would remind you that behind the Government of India comes the Secretary of State and behind the Secretary of State come politicians like Mr. Keir Hardie, leader of a section of the Labour Party in the House of Commons, who do not scruple to write letters to the enemies of the Empire encouraging them to rebel denouncing their own countrymen in exile in foreign lands in the most damnable and scurrilous terms, irresponsible until they get into office with its accruing emoluments and dignities, but unscrupulously wielding what power they have, for their own ends and putting pressure to bear on their party Government in power. If you refuse to bear your share and meet the Government of India in the present scheme, in a short time you may have an educational rate imposed and the control taken entirely out of your hands and you will then only have yourselves to blame.

I will now ask Mr. Grant-Gordon to propose his resolution on the subject.

Mr. Grant-Gordon said it gave him great pleasure to propose the following resolution: "That this meeting approves of the principle of elementary education in the vernacular of children of coolies on tea gardens, and will support a scheme drawn up on the lines proposed at the Conference held in Darjeeling on the 20th June 1906, proceedings of which have been circulated to Members." After the very lucid explanation of the scheme just put before them, there was little left for him to say, beyond endorsing fully everything that Mr. Irwin had said, but he would like to emphasise the fact that they should bear in mind there was no compulsion whatsoever on the part of Government in the matter. What Government was striving to do, was to assist and encourage the Planting community in giving an elementary primary education to more of the cool children on Estates than had been done in the past; the Commissioner who presided at the Conference had given his assurance to this effect. In the speaker's opinion the time was not ripe for educating cool children above the primary standard and he was very strongly opposed to any English being taught in Estate schools, his experience was, in most cases where a smattering of English had been acquired by a Nepali, that he at once adopted a velvet cap, patent leather shoes, did no work, and lived on his poor relatives. At the Conference, which he had the honour of attending, it was stated that Government was also strongly opposed to any attempt at teaching anything but of a primary elementary nature in the vernacular at present on tea gardens, and it was for this purpose the grant-in-aid would be given.

As the control of schools was to be left virtually in the hands of the Proprietor or Manager of the Estate, as the case might be, he considered the terms offered by Government were most generous and acceptable. The speaker had opened a school on the Teesta Valley Estate many years ago, which had been conducted for him by the Rev. J. A. Graham, D.D., of Kalimpong, and he owed Dr. Graham a debt of gratitude for the assistance he had given from the beginning, for without Dr. Graham's assistance he could not have started nor kept the school going. From his experience the little education so far given undoubtedly tended to make the men a more intelligent, thoughtful and useful class of labourer, which was a distinct gain to the Estate.

There was also another side of the question. Surely, no thinking person would deny that, as a debt to humanity, we were called upon to try and enlighten the poor ignorant around us and not allow them to grow up as *jungles*; surely, education was a sure means of elevating them and enabling them to fight in the struggle of life. Every day they had examples of how a raw, illiterate cooly, just in from Nepal, was a prey to all sharps and usurers. When he had learnt to add a few figures together, and read and write a little, he certainly was in a better position to protect himself.

Personally the speaker was strongly in favour of education for the cool children, provided it did not attempt anything above the primary elements in the vernacular. It was to be remembered that all the resolution aimed at was to put on record, the fact whether the principle of education was approved of or not, and that its approval by this meeting was in no way binding on any Member to open a school, that being absolutely optional. He appreciated the honour conferred on him by being asked to put the resolution, and in putting it he strongly recommended its adoption. But before showing approval or otherwise, he thought it advisable that members should fully discuss the subject, and should there be any doubt on any point Messrs. Irwin, Shannon, and he (the speaker) who attended the Conference, were present and, he was sure would be pleased to answer any questions.

A full and general discussion ensued. Mr. Stevenson asked whether those Estates having schools at the present moment controlled by the Scotch Mission must remain under that control in the future. He was informed in reply that, at the Conference Mr. Grant-Gordon had raised that point and it had been laid down distinctly that it would be optional with Proprietors and Managers to deal direct with Government or arrange, should they prefer to do so, with the Missionaries to conduct their School, and that doubtless it was in the power of any one, now or at any time, to transfer the control of a school from one to the other. It was suggested by Messrs. Clarke and Partridge that the coolies should bear a proportionate share of the cost of education, but it was pointed out that the great object in view was free education, and for that purpose Government was offering to bear such a large amount of the cost. It was pointed out, in reply to a question put by Mr. Grant-Gordon at the Conference, that it was discovered from past experience that the maximum cost of a school on Estates was Rs. 20 per month and, as Government would give a minimum grant of Rs. 12 per mensem, the maximum liability to any Estate would be Rs. 8 a month over and above the building of a school, which was not an expensive item.

Mr. Shannon said it gave him great pleasure to second the resolution put forward by Mr. Grant-Gordon. He had had a school on his estate conducted by the Scotch Mission for many years and nothing but good had resulted from it. He was strongly in favour of the scheme and would like to see Boards of Directors and agents agree to reduce tasks for the small children during the cold weather months and thus enable them all to attend schools.

Mr. Wearing said he felt it his duty, as he did not agree with educating coolies, to protest, and he begged to do so.

The resolution was then put to the meeting by the President, every member present signifying his approval, with the exception of Mr. Wearing.

With a vote of thanks to the chair the meeting terminated.

H. R. IRWIN,
Chairman.

(4)

Letter—from the Hon'ble Mr. H. LEMESURIER, I.C.S., Officiating Chief Secretary to the Government of Eastern Bengal and Assam, Educational Department (Educational Branch).

To—the Secretary to the Government of India, Home Department.

Dated—Shillong, the 1st July 1907.

No.—7731-C.

In continuation of my predecessor's letter No. 372-T., dated the 6th February 1907, on the subject of the education of the children of coolies working on tea gardens, I am directed to say that the Lieutenant Governor has consulted the Director of Public Instruction, the Commissioners of the Surma Valley, Assam Valley, Chittagong and Rajshahi Divisions, in whose districts the tea-gardens are situated, and also the Indian Tea Association and its local branches, and has now received their opinions on the suggestions made by Captain Kennedy in his report. I am to enclose the replies received from these officers and Associations for the information of the Government of India.

2. Captain Kennedy's recommendations as to the action which should be taken will be found in paragraphs 19 *et seq.* of the report. His recommendations are so detailed, and have met with such general approval from the persons and Associations consulted, that the Lieutenant Governor in forwarding them to the Government of India will confine himself to a few comments on the general suggestions for future action which have been put forward, and the differences of opinion which have arisen on two points. There is a consensus of opinion that the enquiry has been conducted by Captain Kennedy in a most efficient and tactful manner, and I am to invite the special attention of the Government of India to the letter of the Director of Public Instruction in which he strongly endorses Captain Kennedy's views.

3. The Lieutenant Governor agrees with the Director of Public Instruction that the decision as to the kind of school to be established and the language to be taught should be left to the owners and managers of the various tea estates.

4. Two objections of principle only have been raised; the first being that of Mr. Sharp to Captain Kennedy's proposals regarding the grant of rewards on the capitation system to teachers, as opposed to a fixed-pay system. On this point, Captain Kennedy has reconsidered his opinion, and agrees to accept the views of the Director of Public Instruction on a technical question in preference to his own. The Lieutenant Governor also favours Mr. Sharp's suggestions that the whole-time teachers in aided estate schools should receive Rs. 4 a month as fixed pay and a capitation allowance, and that for this capitation allowance at the rates current in District Board Lower Primary schools should be adopted. The second point on which a difference of opinion has arisen is the question of the vernacular which should be the medium of instruction for coolie children. Mr. Monahan, the Commissioner of the Assam Valley Districts, considers that it should be Bengali or Assamese, those being in his opinion the languages most useful to the coolies in the event of their settling down permanently in the country on the expiry of their contracts. While recognising the force of this proposal, His Honour is of opinion that its adoption might jeopardise the success of the whole project under review. The arguments set forth by Mr. Monahan are precisely those which would lead planters to be suspicious of the scheme, and to see in it a device for encouraging the coolies to leave the gardens and take up cultivation on Government lands. Impressions of this description would put an end to that willing co-operation and interest which it is hoped will be shown by the planters in the development of education, and without which the schemes propounded by Captain Kennedy cannot, in His Honour's opinion, have any likelihood of success. Captain Kennedy, moreover, has shown clearly the necessity for great elasticity and variation in detail in accordance with local needs and conditions, and His Honour would leave the decision as to the vernacular to be adopted in each individual school to the manager of the estate concerned.

5. With reference to the proposals regarding the inspecting agency to be employed, His Honour considers that the time has not yet come for the appointment of the five special Sub-Inspectors estimated for by Captain Kennedy. The schools must first be established, and it remains to be seen how many will be of the (b) or aided, and how many of the (c) or unaided pattern. In the latter class of schools for the first year or two at least it is certain that the Managers will let no one but the Deputy Commissioners or Sub-Divisional Officers inspect the schools. As experience is gained and confidence increases, special Inspectors will doubtless be required, but for the present the ordinary inspecting staff of the Education Department should in His Honour's opinion be employed, and their duties should be confined to starting the 170 new Government Primary schools which Captain Kennedy recommends and to giving to the Deputy Commissioners and Inspectors of Labourers such assistance as they may call for in setting up the (b) and (c) class schools in the gardens, whenever the managers seek advice or instruction. Sir Lancelot Hare considers that in order to give the proposals made by Captain Kennedy a reasonable chance of success, it is essential that the managers shall have complete control over their schools, and that the teachers shall be appointed and dismissed by them, except in Government schools started with the consent of the managers, and that the teachers shall be, whenever this is possible, employees of the garden. For the rest His Honour supports Captain Kennedy's proposals, and is willing to afford the necessary financial assistance for carrying out the schemes outlined by him. The exact cost of these proposals cannot at present be estimated, as the growth of these schools must be gradual.

6. In conclusion, His Honour would call attention to the cordial co-operation shown by the planters throughout this enquiry, and observes that, in the good-will shown to the special Commissioner, and in the cordial reception by the planting community of the detailed Government proposals, he is glad to see the earnest of speedy and wide-spreading improvement in the education of coolie children.

SUB-ENCLOSURES.

Letter—from the Secretary, Indian Tea Association.

To—the Chief Secretary to the Government of Eastern Bengal and Assam, Education Department.

Dated—Calcutta, the 30th May 1907.

No.—529-O.

I am now directed by the General Committee of the Indian Tea Association to address you with reference to Captain Kennedy's report on the condition of education in tea estates in Eastern Bengal and Assam.

2. The General Committee note, from your letter No. 1234-C., dated the 11th February 1907, the views His Honour the Lieutenant-Governor has expressed. They agree that it is essential to the success of any action that may be taken that the co-operation of Managers should be obtained, and from the note of opinions expressed at meetings and interviews which Captain Kennedy had with Managers of gardens, as set forth in Appendix D of the report, it would appear that Managers are ready to assist Government, provided the control of schools and teachers is in their hands, and that no attempt is made to introduce a compulsory system of education. Generally speaking, it is thought that any system which would entail the loss to a family of the earnings of the children would meet with opposition on the part of the coolies, and might result in a large increase in the number of cases of abortion and infanticide.

3. It, therefore, seems to the Committee that the most suitable kind of school will be one which does not lessen the wage-earning capacity of the child: such a school would meet in the evenings for two hours, so that the pupils would be free to do their ordinary work during the day. The ordinary Government Lower Primary school would accordingly not appear to be suitable, and the Committee note from the report that this is the general view taken by the planting community. The Surma Valley Branch of this Association, who have, the Committee understand, addressed Government on the report, are of opinion that the vacation of two or three months suggested by Captain Kennedy would be too short a period, and that any school showing a good record of attendances during from six to eight months out of the year should be considered satisfactory. My Committee incline to concur in this opinion, as parents will not readily spare their children during the busy season, nor when the paddy crop is being planted or cut. But this is a matter, they recognise, that can be settled best by experience, and if it be found that the schools can be safely kept open for nine or ten months in the year without material interference with the children's outside work this period might be arranged.

4. With regard to the language to be taught in the schools, the General Committee are of opinion that instruction should be given in the coolies' own vernacular. It might certainly be desirable that Bengali or Assamese should be taught, as the children will in all probability remain in the province; but it has to be remembered that not only would the schools be attended by children, but also by adult coolies, who would be anxious to receive instruction in their own language to allow of their communicating with their people. The question of the language to be taught in particular schools might, however, be usefully left—as Captain Kennedy suggests—to the discretion of the Manager of the estate, who would naturally be in a position to know what would best suit the majority of his coolies.

5. In paragraphs 20 and 21 of his report, Captain Kennedy details the three types of schools which he proposed for the consideration of the planting community, and the views expressed by Managers with regard to these types. The great body of the Assam Valley planters have, it seems, expressed their preference for the unaided school of the type (c), while in the Surma Valley opinion has favoured the private aided school of the type (b). From the report, and from correspondence which this Association has had with the different District Associations and branches, it is clear that the ordinary Government Lower Primary school, managed and maintained entirely by Government, type (a)—is not looked on with much favour in the tea districts, and the reasons for the objection to it are explained in the report. The General Committee have considered the matter, and they rather favour the type (b) school. They recognise the arguments advanced on behalf of type (c) and agree that the schools should be as free as possible of Government supervision, but they think that, in view of what is stated in the report, the State should be prepared to pay the entire cost of the scheme, as suggested by Captain Kennedy in paragraph 19 (thirdly).

6. In paragraph 24 (c) the view is expressed that the action of the Inspectors should be confined to holding the annual examinations, unless the Manager requests that his school should be regularly inspected. My Committee agree with this opinion, and they think that the annual examination should be arranged for a period of the year which will give each individual school a fair chance of doing itself justice; it would obviously not give satisfactory results were the visits to certain schools arranged so that they should come soon after a long vacation, as it cannot be expected that, for some time at least, the children will carry over all they have learnt in one session to the next session. It is therefore in the nature of things that a good deal of revision will have to be done at the beginning of each session, before the children will be in a position to progress further. This, of course, would make it advantageous to have the vacation reduced as much as possible, but the Committee consider that the education offered is less likely to prove distasteful if a long vacation is given during the busy season to allow of the children adding to their parents' income than if an attempt is made to keep the schools open during that time.

7. In conclusion, I am directed to express the indebtedness of this Association to Captain Kennedy for his able report, and for the consideration he has given to the views of the planting community. And I am to ask that Government will communicate to the Association their proposals in the matter before taking definite action.

Letter—from H. SHARP, Esq., M.A., Director of Public Instruction, Eastern Bengal and Assam.

To—the Chief Secretary to the Government of Eastern Bengal and Assam.

Dated—Shillong, the 12th March 1907.

No.—141.

I have the honour to say, with reference to your No. 1229-C., dated the 11th February 1907, that I have fully perused Captain Kennedy's report, and consider it so admirable in its conclusions that I have but little comment to make.

I thoroughly concur in Captain Kennedy's remarks in paragraphs 20, 21 and 22 of his report. The kind of school to be established and the language taught should be left largely at the discretion of the owner of the estate and of the coolies respectively. Where Nagri, Kaiti, Uriya or Telugu are employed, I shall be happy to recommend suitable text-books.

I consider the suggestion in paragraph 23 quite feasible as regards Board schools. The masters will be glad to open evening classes for, say, Rs. 3 a month.

I thoroughly endorse what is said in paragraph 24 (a). A very simple book on tea cultivation would be useful. Should further instruction be desired, the course might be extended to the fourth-year class. But for the present instruction up to class II should be ample.

As to (b)—the pay of teachers—I agree with Captain Kennedy's suggestion as regards the staffing and payment of evening classes. For whole-time teachers in aided estates schools, I had suggested Rs. 4 a month fixed pay and some capitation allowance. Captain Kennedy says this would do to start with, but suggests a more complete system of results payments, when each school is well established. I think that perhaps Captain Kennedy has under-rated the difficulties which sometimes attend payment by capitation, and which would probably be slightly exaggerated in such schools. Even in ordinary District Board schools, permanent pay is invariably given, and since service in estate schools will probably not be popular, I think this should be retained. I would also suggest that, for the sake of simplification, the capitation allowance be at the rates prescribed in District Board Lower Primary schools. So far as possible, however, I should recommend the employment of men employed on the garden as teachers.

As to (c) I do not think it necessary that there should be any addition to the inspecting staff. When a foreign language is employed, an intelligent Deputy Inspector could see the value of any school (save, perhaps, one teaching Telugu) without a knowledge of the particular language.

I agree that the inspecting staff should not interfere too much. Their visits should generally be confined to the annual examination for the fixing of capitation allowance and the giving of leaving certificates where that is desired. I concur with the view expressed in paragraph 4 of Secretariat No. 1230-33C., dated the 11th February 1907, to the address of Commissioners.

As to paragraph 26, I think no fees should be levied. Funds for capital and recurring expenditure will have to be found, since the Imperial grant of Rs. 1,00,000 for primary education in Assam is likely to be exceeded in future years.

I concur in paragraph 27.

Memorandum by the Commissioner of the Rajshahi Division, dated Jalpaiguri, 13th March 1907, No. 2280-M.

Copy of the following forwarded to the Chief Secretary to the Government of Eastern Bengal and Assam, Education Department, with reference to Mr. Lyon's letter No. 1230 C., dated the 11th February 1907. I agree with the Deputy Commissioner's conclusions (I) to (V) which conform with the views already expressed by the planters of several of the sub-districts, and it now remains to organize the schools on the lines indicated in paragraphs 24 and 25 of Captain Kennedy's report. This can best be done, as the Deputy Commissioner observes, by personal interviews with the managers by himself and the sub-divisional officer of Alipur, and his suggestion to take this work in hand at the commencement of next cold weather may be approved.

*Letter—from J. F. GRUNING, Esq., I.C.S., Deputy Commissioner of Jalpaiguri.
To—the Commissioner of the Rajshahi Division.
Dated—Jalpaiguri, the 4th March 1907.
No.—455-J.*

With reference to your memorandum No. 2114 M., dated the 26th February 1907, forwarding copy of Government letter No. 1230 C., dated the 11th February 1907, with the report submitted by Captain W. M. Kennedy on the subject of the condition of education in the estates in this province, I have the honour to submit my views as to the action which can be taken on Captain Kennedy's proposals. My remarks are intended to apply only to tea estates in the Western Duars.

I have read the report with great interest, and agree with the conclusions come to by Captain Kennedy. These are briefly as follows:—

- (i) The type of schools which nearly all planters prefer is a private aided school.
- (ii) There should be no interference on the part of the Education Department, except that involved in holding an annual examination and the results of the examination should be reported direct to the Deputy Commissioner. I beg to point out that the Deputy Inspector and Sub-Inspectors of Schools employed in this district will not be able to hold the examinations as the language used in almost every case will be Nagri or Kaiti Hindi and in some cases Nepali.
- (iii) The language to be taught should be left to the managers to decide; in the Western Duars it will be, with few exceptions, Hindi or Nepali. Bengali is of very little use to coolies, and if any of them wish to learn it they can go to the Government schools.
- (iv) The masters should be appointed and dismissed by the managers; they should be, wherever possible, garden employees whom the coolies know and in whom they have confidence.

(v) The education given should be limited to reading and writing the vernacular chosen and to sufficient arithmetic to enable the coolies to keep simple accounts.

The point to be considered is the way in which schools of the type described above can be started. In paragraph 20 of this report, Captain Kennedy writes—

I would propose that each planter be given the kind of school he prefers. This could be carried out through Collectors and Deputy Commissioners, who would arrange with each manager for the opening of a school of the type he wishes to establish.

I could undoubtedly arrange with managers, if I could afford the time to go and see them and arrange with them personally. It is very little use to write. Planters are as a rule bad correspondents, and it is often difficult to explain on paper questions which are easy enough to settle in conversation. The number of the estates in this district is large, and I fear that I cannot, without neglecting other work, spare sufficient time to tour all through the tea gardens and arrange for opening schools; travelling is not easy in this district, and distances are great; I have no European Assistant at head-quarters who can help me in the work.

If Government wishes, I will do the best I can; I could begin a special tour round the gardens after the puja holidays and finish it by the end of November, and the sub-divisional officer of Alipur Duars might do the same thing for his sub-division. The necessity of inspecting the schools after they are started will add much to my work, and the district is a most difficult one to cover in the course of a year.

I return Captain Kennedy's report, which was forwarded to me in original.

*Letter—from F. C. HENNIKER, Esq., I.C.S., Officiating Commissioner of the Surma Valley and Hill districts.
To—the Chief Secretary to the Government of Eastern Bengal and Assam.
Dated—Silchar, the 22nd March 1907.
No.—1746.*

In reply to your No. 1232-C., dated the 11th February 1907, regarding education on tea estates and Captain Kennedy's special report on that subject, I have the honour to submit copies of notes furnished me by the Deputy Commissioners of Sylhet and Cachar.

2. It would be unwise, even unjust, to attempt to trust upon managers any scheme to which they are opposed. It may be taken for granted that they would wish to control in a large measure such schools as might be established on their estates. This to a large extent rules out Government schools, as Government must couple inspection and a certain degree of control with financial aid. But no doubt much can be done in the way of encouraging private schools, either aided or unaided. I should suggest (a) engaging a special Deputy Inspector familiar with, say, Hindi, though the dialects spoken by garden coolies are very numerous, (b) addressing a circular to managers asking whether they would like any assistance in the shape of either a grant for building, a stipend or a grant for books, furniture, etc. Not all need be addressed, but only those having schools already or desirous of starting them. Then the special officer could advise after visiting each estate what grant might be given, if any, and for what purpose. I assume a definite sum would be allotted to each sub-division. Thereafter the special inspecting officer would make his rounds periodically. One man at any rate in the beginning would manage the two districts of Sylhet and Cachar. He would gradually work up the subject, as a capable Deputy Inspector does, among the general population.

3. I hardly think the Inspector of Labourers could efficiently inspect schools, though he might frequently be able to pay a visit to the school when inspecting the garden.

Note by H. A. C. Colquhoun, Esq., I.C.S., Deputy Commissioner, Sylhet, dated the 13th March 1907.

I return Captain Kennedy's report herewith. I agree with Mr. French that we should first ascertain from managers what their actual requirements are before framing any scheme. I also agree that aid should be given for the present in a lump sum.

I am inclined to think that inspection of aided schools should be left to the District and Sub-divisional officers and not for the present to the subordinate educational staff unless specially desired.

Note by F. C. French, Esq., I.C.S., Deputy Commissioner, Cachar, dated the 25th February 1907.

I think a summary of Captain Kennedy's proposals in paragraphs 23, 24, and 25 for the three classes of schools—(1) Government, (2) private aided, and (3) private unaided—should be printed and circulated to all managers, and they should be asked to state which class of school they would prefer to establish in their garden.

Until we know how many schools require aid we cannot make any estimate of the requirements.

Captain Kennedy's proposal to develop the lines of schools seems to me very sound, and the balance of advantage seems to be in teaching the children in their own vernacular.

The proposal to add evening classes to existing Government schools on or near gardens should prove useful for this district, especially in Hailakandi.

As regards paragraph 4 of the Government letter, I think the suggestions as to inspection are sufficient, but if the aided schools are to be given any capitation fees, a Hindi-knowing sub-Inspector will be required to make the examinations. I think for the first year or so, till schools get into working order, it would be better to allow a small stipend of Rs. 4 or Rs. 5 a month without capitation fees, managers being informed that the system of payment by results will be introduced as soon as possible.

*Letter—*from F. J. MONAHAN, Esq., I.C.S., Commissioner of the Assam Valley districts.

*To—*the Chief Secretary to the Government of Eastern Bengal and Assam.

*Dated—*Gauhati, the 14th May 1907.

*No.—*2343-G.

With reference to your letter No. 1231-C., dated the 11th February 1907, asking for an expression of my views as to the action to be taken on the proposals contained in Captain Kennedy's report on the condition of education in tea-estates, I have the honour to submit copies of the replies which I have received on the subject from the Deputy Commissioners of this division, and to offer the following remarks.

2. I think that the most effective means of encouraging the education of the children of tea garden labourers will be to offer aid to schools established on tea gardens under the control of the managers. Government Primary schools may also be established on tea gardens wherever there is a demand for them on the part of managers, and pupils are forthcoming, but such schools should conform to the departmental rules with regard to Primary schools. These rules entail an amount of departmental control and supervision which it may be apprehended will usually be distasteful to the garden managers. Besides, as pointed out in Captain Kennedy's report, the ordinary Lower Primary curriculum will probably be found too advanced for coolie children. The aided schools on tea gardens should, I think, be entirely under the control of the managers, Government interference being limited, as suggested by Captain Kennedy, to the holding of an annual examination by an officer of the Educational Department for the purpose of determining the amount of the Grant-in-Aid, unless the Manager himself asks for more frequent inspection.

3. Not much interest is taken at present in education either by planters or their coolies, and, in order to obtain real results from the system of Grants-in-Aid, and avoid waste of money, it is necessary that the annual examination should be a real test. At the same time, to avoid friction, and give the system the best chance of success, the examination should be conducted by an officer of tact and intelligence, and I think that special Deputy Inspectors of Schools should be deputed for this purpose. The ordinary Sub-divisional Deputy and Sub-Inspectors have already their hands full, and if they were employed in examining tea garden schools there would be a danger that some of them might expect an impossible standard or be wanting in tact in their dealings with the managers. It is probable that, if care be taken in the conduct of the result examinations, the aided system will be adopted by most planters who are not opposed to the education of coolies' children. There may be some few who, while wishing to have schools on their gardens, will object to even an annual visit by an officer of the Education Department. In such cases pecuniary aid from public funds should not be given, but, if unaided garden schools are started, the District and Sub-divisional Officer should give encouragement by taking a friendly interest in them, and inspecting them informally at the time of their periodical visits to the gardens. They should also inspect the aided garden schools.

4. I venture to think that the medium of instruction in Government or aided schools on tea gardens should generally be either Assamese or Bengali. In this division, as a general rule, the imported tea garden coolies of all classes fall quickly into the use of the local dialect. Bengali is the mother tongue of a large proportion of them, and Uriya is very closely akin to Bengali, as is also Bihari, which is the language of most of the coolies imported from Behar and the United Provinces. For all the practical purposes of life, Bengali and Assamese are of much more use to the coolies than any other language, and a knowledge of the Bengali character will be of great advantage to them when they settle down as cultivators after leaving the gardens. A missionary of the American Baptist Mission, who has a number of schools attended by Christian tea-garden coolies, mostly from Chota Nagpore, in the districts of Sibsagar and Lakhimpur, has told me that he teaches Assamese in all his schools, that being the language which is most useful to the children attending the schools, and which their parents wish them to learn. A few, however, are also taught the Nagari character.

I do not think it likely that there will be any real objection among coolies to learning Bengali or Assamese, except, possibly, in the case of some coolies who come from Behar or the United Provinces of the Surma Valley with the definite intention of not settling in this Province, and of returning to their native districts when they have saved enough money. Aid may be given to

Nagari schools for coolies of this class, if satisfactory arrangements can be made for their annual inspection. I dare say that, for this purpose, Deputy Inspector of Schools with a sufficient knowledge of Nagari could be found. A practical objection to the teaching of such languages as Uriya, the Chota Nagpur dialects, or Peltugu in aided schools is that it would not be possible to arrange for the annual examinations. It would, I think, in any case, be a mistake to teach languages such as Santali and Uraon, as the tendency is for these aboriginal dialects to give way before more civilised forms of speech. On most tea gardens there are facilities for teaching Bengali or Assamese, and probably in most cases instruction will be given by a tea garden mohurrir, or medical assistant, or literate sardar, who will be glad to add to his salary the amount of the grant in aid. I think that fees should not be levied in tea garden schools, and that the acceptance of voluntary contributions by the teachers should not be recognized, though it will be difficult to prevent this altogether.

*Letter—*from the Deputy Commissioner of Goalpara.

*To—*the Commissioner, Assam Valley districts.

*Dated—*Dhubri, the 19th March 1907.

*No.—*5438.

With reference to your memorandum No. 1005-10 G., of the 1st March 1907, forwarding copy of Government letter No. 1231-C., dated the 11th February 1907, requesting an expression of opinion on the subject of the condition of education in tea estates in this province, I have the honour to state that the suggestions contained therein seem to be useful and may be adopted with advantage, except that I anticipate a difficulty in arranging for instruction in the coolie's own vernacular, as in a single garden there must be coolies speaking different languages—Behari, Hindustani, Bengali and Santali, etc. It is not an easy matter to arrange for instruction in all these languages. A more practical plan would be to teach in the language of the province and English, as in other schools.

*Letter—*from Major D. HERBERT, I.A., Deputy Commissioner of Kamrup.

*To—*the Commissioner, Assam Valley districts.

*Dated—*Gauhati, the 17th April 1907.

*No.—*238.

With reference to your letter No. 1806-G., dated the 11th instant, on the subject of education of children of tea garden coolies, and in continuation of my letter No. 33, dated the 4th instant, I have the honour to report that in my opinion each tea garden manager should be asked whether he will agree to the establishment of an aided or unaided school on his tea garden, and whether he will object to an annual visit of inspection, after due notice to him by the Deputy Inspector of Schools. He should also be asked whether he would wish Assamese to be taught or one of the other vernaculars, and if the latter, which vernacular he would desire to be taught. On receipt of replies an estimate of the cost of the establishment and maintenance of such schools can be prepared.

*Letter—*from Major H. M. HALLIDAY, I.A., Deputy Commissioner, Darrang.

*To—*the Commissioner of the Assam Valley districts.

*Dated—*Tezpur, the 6th May 1907.

*No.—*156-G.

With reference to your memorandum No. 1005-10 G., dated the 1st March 1907, I have the honour to say that on my arrival here a month ago, I found that no steps had been taken towards a practical solution of the question of education of tea garden children. The Deputy Inspector of Schools had not even seen Captain Kennedy's report. This report, of which we have only one copy, I had to send to the Sub-divisional Officer, Mangaldai, with a note expressing my own views on the subject and asking him to send a detailed report as to what planters would do. His report reached me two days ago. I have waited for this, and for the return of Captain Kennedy's report before tackling the planters of this sub-division on the subject. The question is not one that can be unduly hurried. I can see from personal talk with a number of planters that they do not fully understand its importance. I am addressing a circular letter to all managers on the subject, and shall report to you fully and in detail on the result in due course. At present, I note that the Government is pressing for a reply to their No. 1231-C. of 11th February last. I regret to say that I must report the state of things to be most unsatisfactory in Tezpur. In Nowgong I persuaded a number of planters some time ago to allow schools to be set up in their lines and the results have been fairly satisfactory. In this sub-division I find that there is not a single garden school. Most managers seem to be under the impression that to learn the alphabet means the passing of the B.A. examination, and talk of their coolies becoming Babus. They are entirely ignorant of the difference between primary, secondary and higher education. They associate all teachers with the Swadeshi movement, and

seem to fear that the presence of even an Assamese Pandit must result in the shouting of "Bande Mataram." In a short tour round the gardens, I have been enabled to combat these ideas to some extent, but I am in hopes, if not fully confident, that I shall in time be able to persuade managers to realize not only their obligations on the question of education, but even the advantages that will accrue from a certain number of coolie children acquiring a knowledge of reading, writing and arithmetic.

In the Mangaldai sub-division I am glad to report that my note to the Sub-divisional officer has been partially fruitful. Three gardens have agreed to allow lower primary schools to be set up in their lines. These schools will be conducted exactly like lower primary village schools, but with evening classes as suggested by me. These will be started as soon as possible.

On two gardens there are already Mission schools. Again on two other gardens there are schools very close to the gardens which coolie children attend. The education of garden children in the Mangaldai sub-division has therefore made a satisfactory start. I am in hopes that it will rapidly spread. With regard to the medium to be employed, I am personally in favour of Assamese. I find that garden coolies in Assam quickly assimilate the Assamese language, and they use it freely on all occasions. When there are so many different races represented it is impossible to hope to teach coolie children their own vernacular. The teaching of Assamese would, I think, be acceptable to them, and would be a help to those who eventually settled in the country.

Letter—from A. R. EDWARDS, Esq., B.A., I.C.S., Deputy Commissioner, Nowgong.
To—the Commissioner of the Assam Valley districts.
Dated—the 29th April 1907.
No.—168-G.

With reference to your memorandum No. 1005-10 G., dated the 1st March 1907, and subsequent reminder I have the honour to forward a note on Captain Kennedy's report on the condition of education in tea estates. I regret the delay in furnishing it, which is due partly to my having waited for replies from tea planters as regards this matter, and partly to my being absent in camp during most of this month.

Note on Captain Kennedy's Report.

I have consulted by letter, with regard to Captain Kennedy's proposals, all the planters in this district, and have received replies from a considerable number, though not all. Unfortunately I have not had an opportunity of discussing the question with them personally.

There are at present in this district five Lower Primary schools of the ordinary village type on tea gardens. The Local Board gave grants for the construction of school houses and the purchase of furniture and pays the salaries of the masters. Most of the managers of these gardens wish to have the schools kept as they are; they appear, however, to be in favour of opening night classes, where these do not already exist. One of them, however, is anxious to have his school converted into one of type (b) mainly on the ground of his strong opinion that the coolies should be taught in their own vernacular. He remarks "I consider that it would be far better for the pupils to be instructed in their own language instead of Assamese, as is done at present; we have the curious experience of boys reading, apparently quite fluently, but absolutely ignorant of what they are reading."

In this connection, I may say that the practically unanimous opinion is that the language taught should be the vernacular of the majority of the pupils. One manager suggests that English figures should be taught, and I think that the idea is a good one.

One manager has expressed himself strongly in favour of as much Government inspection as possible, with a view to keeping the master and boys up to the mark; another seems to be against any. One emphasises that the school should be held in the evening, whilst another is of opinion that attendance would be poor then.

All those who have not schools on their gardens at present are in favour of type (b) or (c). Opinion is fairly evenly divided between the two. It is generally stated that there would be no difficulty in getting an employee of the garden to act as master. I am not sure, however, that those in favour of type (c) fully understand that schools of this type would not be aided by Government. I may add that nine of those who have replied have expressed themselves opposed to the opening of schools on their gardens, though some from whom I have not heard may do so.

Suitability of type suggested.

I have dealt first with the views of planters, because I agree with Captain Kennedy that it is desirable to act in co-operation with them.

From the answers I have received, I am of opinion that the types suggested by Captain Kennedy are generally suitable to this district. At the same time, I would suggest that it should be left to the discretion of the Deputy Commissioner (subject, if thought desirable, to the sanction of the Commissioner) to order that the whole cost of a school even of type (c) should be paid by Government.

It is not improbable that there may be managers who, while desiring to have the control of schools wholly in their own hands, will be unwilling to pay anything towards them. The cost is a comparatively small matter, the planter who happens to be rather against than in favour of education, but is at the same time willing to have a school of the type (c) and nothing more may object to paying anything towards it. I admit that I make this proposal with some hesitation, however, as payment by Government in some cases might create an undesirable precedent.

The aid from Government for a school of type (b) should, ordinarily, I think, be sufficient to pay the whole cost of the schools. In the case of schools deserving an exceptionally high grant, the master should get the benefit. I am inclined to think that some managers might resent the suggestion that the condition of their school should make any difference to them or their gardens financially.

In minor matters it may sometimes be desirable to blend certain features of one type of schools with those of another. For instance, some managers may desire that schools of the (c) type should be inspected by the Education Department. Others may desire to have a voice in appointments and dismissals of masters in schools of type (a).

As regards the language to be taught: This should, I think, generally be the vernacular of the majority of the coolies. If a coolie is eventually to settle down as a cultivator there is a good deal to be said in favour of Assamese. This, however, is hardly a contingency to be provided for. In all cases in which the master is an employee of the garden the question of language might be left to the manager.

I am strongly of opinion that the instruction imparted should be of the simplest character.

Character of instruction. It would seem hardly necessary to lay down a fixed curriculum in cases in which the school is not inspected by the Education Department. It would be understood that the pupils are to be taught at least reading, writing and simple arithmetic. The addition of Deshi Kasrat and technical instruction would be desirable, but I am not in favour of insisting on even the first, except in a school of type (a).

There seems no doubt, for the reasons given by Captain Kennedy, that fees should not be charged. The authorising of a master (especially if an employee on the garden) to receive voluntary gifts appears to me to be open to objection.

Except in schools of type (a) such matters as hours of instruction and length of holidays might well be left to the managers. It would be understood that the school should not remain

General remarks. closed for say more than three months in the year.

In conclusion, I would strongly emphasise my opinion that where the manager can be induced to take an interest in the school a great deal should be left to his discretion. Inspectors of labourers would be expected to take an interest in the school and offer advice when asked for it by the manager. Any rules that may be made should, I think, be as few and simple as possible.

Letter—from A. W. BOTHAM, Esq., I.C.S., Officiating Deputy Commissioner, Sibsagar.
To—the Commissioner, Assam Valley districts.
Dated—the 25th April 1907.
No.—228-G.

With reference to your Memorandum No. 1005-10-G., dated the 1st March 1907, forwarding a Government letter on the subject of the action to be taken on Captain Kennedy's proposals for the establishment of schools on tea gardens, I have the honour to report as follows.

2. I think a circular should be printed describing the three classes of schools proposed by Captain Kennedy, explaining the lines on which they would be run, and laying stress on the point that the curriculum and hours of study would be adapted to the daily routine of a tea garden. This should be circulated by Deputy Commissioners to each manager, who should be asked whether he is willing that a school of one of the three types be started on his garden; and, if so, which type he selects. It should be stated in the circular that in the case of aided schools Government will provide an Assamese Pandit if the manager prefers instruction in Assamese; or that, if the manager prefers some other language and will produce a suitable teacher, Government will pay him through the manager a fixed sum per month plus an extra

grant calculated on results. Managers should be asked to state (if they are prepared to start a school) whether they require aid from Government towards the construction of a building and the supply of books and appliances.

3. Schools could then be started in accordance with the wishes of the managers. Managers might be allowed to fix the hours of study with the minimum of two hours a day for nine months in the year. In the case of unaided schools no inspection beyond that of the Deputy Commissioner or Assistant Commissioner need be insisted on except at the request of the manager. In the case of aided schools inspection by Deputy Inspectors or Sub-Inspectors would be necessary in order to fix additional grant calculated on result.

Letter—from Major A. E. Woods, I.A., Deputy Commissioner, Lakhimpur.
To—the Commissioner of the Assam Valley districts.
Dated—Dibrugarh, the 2nd April 1907.
No.—1-E.

With reference to your Memorandum No. 1005—10-G., dated Gauhati, the 1st March 1907, I have the honour to state that I have consulted many planters in the district, and they are almost unanimous in expressing the opinion that they should like the schools inspected by the Inspector of Labourers and not by the Deputy Inspector of Schools. They do not wish for the schools to be under the Educational Department.

Letter—from H. LUSON, Esq., C.S.I., I.C.E., Commissioner of Chittagong division.
To—the Chief Secretary to the Government of Eastern Bengal and Assam,
Education Department.
Dated—Chittagong, the 22nd April 1907.
No.—386½-M.

In compliance with the request contained in your predecessor's letter No. 1233-C., dated the 11th February last, I have the honour to submit herewith, after consultation with the Collector of Chittagong, an expression of my views as to the action to be taken on Captain Kennedy's proposals for the improvement of the condition of education in tea estates.

2. I received only one copy of Captain Kennedy's report, but obtained ten more, and had them circulated to the leading tea planters in the district. I then asked these gentlemen to meet me and discuss the matter with the District Officer and with Captain Kennedy, who was passing through the district.

3. At our meeting, which unfortunately could not be attended by the Inspector of Schools, as that officer was ill, we agreed that the conditions in the Chittagong district are very little like those of Assam. This district is a fairly populous one, and there is room for aided schools in the close neighbourhood of most of the tea estates which could be attended by coolie children as well as village children. Captain Kennedy pointed out that such a school should not be more than quarter of a mile from the coolie lines, as night instruction is indispensable. This was generally accepted. But one of the leading planters, the Manager of the Chandpur estate, stated that the school for his garden must be on the estate, as the nearest village is a mile away through jungle.

4. Most of the planters admitted that very little had been done hitherto by them in the matter of the education of the coolie children. They said that it was not because they were opposed to these children receiving elementary education, but because the question has not been pressed on their attention until lately. Thus in one of the two divisions of the largest concern—Baramasia—there is a school aided by Government just close to the lines; but, though there are about 100 coolie boys, less than a dozen go to it. The manager thought that this was due mainly on account of the fees. He had assisted the school by giving a site and a house, but he did not pay the children's fees. He considered that if fees are not charged most of the boys will go to the school. The planters present all expressed themselves willing to fall in with the wishes of Government in the matter. They urged that in the village schools, established or to be established, within ¼ mile of their lines, there should be night classes, and that attendance at these classes should be free for both coolie and village children. It was agreed that such should be arranged, Government paying a small capitation grant necessary to cover the expenses of the night classes, though the senior planter in the district expressed the wish to have this settled without any monetary assistance from Government. I think that the general opinion should be accepted, and that steps should be taken to establish night classes free in village schools within ¼ mile of tea estate coolie lines, where that is feasible.

5. Where it is not feasible, as in the case of the Chandpur tea estate, and possibly also that of Patiya and one or two other of the smaller estates, there should be night schools in the lines. At Chandpur there are 120 coolie boys. In such cases the best way to meet the matter appears to be to make a small capitation grant to the manager and to allow him to make the necessary arrangement. In paragraph 3 of the letter under reply a capitation allowance is not

contemplated. The general opinion, however, here is in favour of such rather than grants for books and appliances and towards the construction of the school house, as well as a small stipend to the teacher. I beg to recommend that an experiment be made with a capitation allowance in line schools at Chandpur and one or two other tea estates in this district. The system of capitation grants suggested by Mr. Sharp, as mentioned in paragraph 24b of Captain Kennedy's report, might be tried in the first instance. If it is properly worked, it should lead to efficient teaching. The capitation allowance would be payable through the manager.

6. No one raised any objection to official inspection, but the general opinion was that for line schools a visit once or twice a year from the Deputy Inspector or District Officer would be sufficient, as much must be left to the manager.

7. It was agreed that instruction must be given in Nagari to coolie boys in both the night classes of village schools and in the line schools.

8. The question of educating coolie girls was discussed. It was agreed that, except in the cases of *sardars*, the coolies do not like their girls instructed, and that not much can be done as regards girls at present. But the planters promised to induce girls to attend the classes, if possible. The manager of Chandpur pointed out that the wife of a predecessor of his had been very successful with girls, and that he would endeavour to start a separate girls' school on that estate. Capitation grants would be given for girls as well as for boys.

9. My impression is that, with the Government assistance suggested, and with judicious encouragement on the part of the Educational authorities, much improvement may be expected in the matter of the education of tea-garden coolie children in the Chittagong district.

Letter—from A. W. C. CHAPLIN, Esq., Chairman, Duars Planters' Association.
To—the Chief Secretary to the Government of Eastern Bengal and Assam
Dated—Chalsa Post Office, B.-D. Ry., the 4th April 1907.

I beg to acknowledge receipt of your letter No. 1237 C., of 11th February 1907, forwarding six copies of Captain Kennedy's report on the condition of education in tea estates, for which I thank you. In reply, I have the honour to inform you that Captain Kennedy's report was duly circulated amongst the members of this association, and the General Committee, at their meeting on the 26th instant, passed the following resolution with regard to it:—

“Resolved that Captain Kennedy's proposal as laid down in his report, on the condition of education in tea estates in Eastern Bengal and Assam, dated 1906, be accepted by the Duars Planters' Association, and the Committee recommend members to take action in accordance with the recommendations at once.”

Letter—from A. J. G. CRESSWELL, Esq., Secretary, Surma Valley Branch, Indian Tea Association.
To—the Officiating Chief Secretary to the Government of Eastern Bengal and Assam.
Dated—Cachar, the 2nd April 1907.
No.—619-E.

I have the honour to acknowledge receipt of your letter No. 1236 C., dated Shillong, the 11th February 1907, forwarding a copy of “Captain Kennedy's report on the condition of education in tea estates,” and, in reply, I beg to state that at a meeting of the General Committee of this branch of the association held in Silchar on Monday, the 25th March 1907, your letter was placed before the meeting, and after some discussion, it was decided to submit to Government the following opinions:—

Present condition of education on tea estates.

Captain Kennedy's report appears to give a fair summary of this, excepting that, the Committee consider, he underestimates the amount of teaching done on most gardens in the Surma Valley, in private classes, by clerks, sirdars, and educated coolies.

Causes which prevented the greater spread of education on tea gardens.

The Committee agree generally with Captain Kennedy, more especially in his remarks (paragraph 17) on the unpopularity of Government whole-time schools.

Suggestions for the improvement of education on tea estates.

The Committee are fully in accord with these and they consider that the three types of school suggested, viz.—

- (a) ordinary Government lower primary whole-day schools,
 - (b) subsidized private evening schools,
 - (c) purely private unsubsidized evening schools,
- will meet all requirements.

The Committee, however, consider that the success or otherwise on the latter (c) class schools will depend largely on the tact of the Deputy Commissioner or Sub-divisional Officer in charge of the district or sub-division. Occasional informal visits are desirable, but unnecessary interference will probably have the effect of causing managers of tea gardens to cease to take an interest in the well-being of these schools.

Curriculum and capitation fees for private aided schools.

The suggestions quoted as made by Mr. Sharp are, the Committee think, quite suitable to the present situation.

Generally.—The Committee fully agree with Captain Kennedy's remarks on the inadvisability of enforcing any system of compulsory education.

This would be most unpopular with the parents of the children, would have a deterrent effect on coolies proposing to come to tea gardens, and might, by making the children a burden on their parents, induce many to limit the numbers of their families, either by infanticide, or by the procuring of abortion.

The Committee also consider that the children should be taught their own vernacular, that being the language most likely to be useful to them. But they think that the vacations suggested by Captain Kennedy of from two to three months each year are too short.

Parents will not readily spare their children during the busiest season on tea gardens, while high pay is being earned, nor will they do so during the seasons of planting and cutting the paddy crop. The Committee think therefore that any school showing a good record of attendances during from six to eight months out of the year should be considered satisfactory.

Letter—from the Chairman, Assam Branch, Indian Tea Association.

To—the Under Secretary to the Government of Eastern Bengal and Assam.

Dated—Bindukuri, the 25th April 1907.

In acknowledging your letter No. 4991-94 C. of the 19th instant, on the subject of education on tea estates in this province, I have the honour to forward an expression of the views of this branch which was addressed to the Indian Tea Association on the 29th March, and to express our regret that a copy of these views was not submitted by us earlier in response to your request of the 11th February last.

Demi-official—from W. SKINNER, Esq.

To—the Secretary, Indian Tea Association, Calcutta.

Dated—Bindukuri, the 29th March 1907.

I am in receipt of your letter No. 337 O. of the 21st instant on the above subject requesting the views of this branch on the report by Captain Kennedy.

In reply, I have to say that my Committee are in sympathy with the aims of Government to provide some form of primary education suitable to coolie children. With the present general shortness of labour in this valley and the constant drain on it in the direction of colonising the province, it is felt that the facilities given towards education should be entirely in the hands of the managers of gardens, so as to interfere as little as possible with the necessary work on estates.

My Committee therefore consider that the form of school which will meet with the greatest encouragement from managers is the private unaided school maintained by the garden, and liable only to an informal inspection by the Deputy Commissioner or the Sub-divisional Officer. There the language to be taught is most likely to assimilate with the class of labour which predominates on the estate, be it Nagri or Bengali, and hence will produce the best results.

The establishment of lines schools, which would meet for a sufficient number of days to give those desirous of learning the rudiments of reading and arithmetic, would seem to be the most suitable, as they would be easily and readily started, the aims of Government would be attained, and the co-operation of the industry assured.

So far, only six copies of the report have been received by this branch of the association, and as the report is a valuable one in placing the subject of education before the planting community, it will be advisable that a copy of the report should be sent to every estate in this valley, either by the Government or the Agency houses, to afford everyone an opportunity of studying the subject and falling in with the views expressed in the report.

We may, in conclusion, be allowed to acknowledge the courtesy with which Captain Kennedy's investigations were conducted, his readiness to hear all opinions, and to explain the necessity of Government's action.

II

Official Memorandum, No. 2696-1, dated 3rd January 1908.

The Collector of

Madura
Tinnevely
Coimbatore
the Nilgiris
Malabar
Salem

 is requested to report the approximate number of

labourers' children on tea and other plantations in the district during the busy season and the period for which the busy season lasts. He is also requested to state what provision is made for the education of such children, with any suggestions as to how such provision should be made, if none at present exists. The statistics of existing schools for the education of the children of the labourers should also be furnished.

(By Order.)

C. A. SOUTER,
Asst. Secretary to Government.

To the Collector of Madura.
" " of Tinnevely.
" " of Coimbatore.
" " of the Nilgiris.
" " of Malabar.
" " of Salem.

III

Letter—from G. B. H. FELL, Esq., Deputy Secretary to the Government of India, Home Department (Education).

To—the Secretary to the Government of Madras, Educational Department.

Dated—Calcutta, the 21st December 1907.

No.—1072.

In continuation of the correspondence ending with the Home Department letter No. 173, Public, dated the 8th November 1907, No. 871, dated the 4th November 1907, I am directed to forward, for the information of the Governor in Council, a copy of the despatch from the Secretary of State noted on the margin regarding a new Ceylon Ordinance (No. 8 of 1907) to make provision for vernacular education in the rural and planting districts of that colony.

ENCLOSURE.

Despatch—from His Majesty's Secretary of State for India.

To—His Excellency the Right Honourable the Governor-General of India in Council.

Dated—India Office, London, the 8th November 1907.

No.—173, Public.

With reference to my despatch No. 92 (Public), dated the 6th July 1906, I transmit, for the From Colonial Office, 30th September 1907, with enclosures. information of Your Excellency in Council, a copy of correspondence received from the Colonial Office regarding a new Ceylon Ordinance (No. 8 of 1907) to make provision for vernacular education in the rural and planting districts of that colony, which has received His Majesty's sanction.

SUB-ENCLOSURES.

Letter—from C. P. LUCAS, Esq., Colonial Office.

To—the Under Secretary of State, India Office.

Dated—Downing Street, S.W., the 30th September 1907.

No.—33859.

With reference to the correspondence noted in the margin, I am directed by the Earl of Elgin to enclose for the information of Mr. Secretary Morley copies of a Ceylon Ordinance (No. 8 of 1907) to make provision for vernacular education in the rural and planting districts of that colony. This Ordinance has received His Majesty's sanction.

I.O. to C.O., 8th June 1896.
C.O. to I.O., 16th June 1906.
Ordinance 8 of 1907.
Attorney-General's report.
Gov. No. 361, 25th June 1907.

2. I am also to enclose copies of the Attorney-General's report upon the Ordinance and of the despatch from the Governor submitting the Ordinance for the signification of His Majesty's pleasure.

3. It is proposed to bring Part V of the Ordinance into force on the 1st of January next.

Ordinance No. 8 of 1907. An Ordinance to make provision in rural and planting districts for the education of children in the vernacular language.

I am of opinion that in terms of Colonial Regulation 179 the Royal Assent may properly be given to this Ordinance.

ALFRED LASCELLES,
Attorney-General.

ATTORNEY-GENERAL'S CHAMBERS,
Colombo, 7th June 1907.

Report of the Attorney-General on Ordinance No. 8 of 1907 intituled "An Ordinance to make provision in Rural and Planting Districts for the education of children in the vernacular languages."

The general purposes of the Ordinance are to introduce into rural districts a system of compulsory education in the vernacular languages similar to that established with regard to towns by the Town Schools Ordinance, 1906, and to impose upon superintendents of estates the obligation of providing for the vernacular education of the children of the labourers.

2. The educational areas created by the Ordinance are (1) the school districts corresponding to the revenue districts or in cases where the province is not divided into districts to the province and (2) the school division corresponding to the sub-division of the chief headmen's districts under the Village Committees Ordinance, 1889.

3. The educational authority of the school district is the district school committee consisting of (1) the Government Agent, (2) the Director of Public Instruction or an officer in his department, (3) a chief headman nominated by the Government Agent, (4) one or more managers of grant-in-aid schools or other persons interested in education nominated by the Governor.

In view of the importance of securing the representation of school managers on the district school committee, attempts were made to frame a scheme for the election of representative managers, but it was found difficult to devise a satisfactory method of election.

The sub-committee of the Legislative Council considered that the selection of representative managers was best left to the Governor.

4. Section 10 of the Ordinance provides for an annual vote for each district school committee of not more than one-third of the amount which is shown in the estimates as the value of the labour of the inhabitants appropriated under the Road Ordinances for the maintenance of roads. The sum so voted forms the fund of the district school committee which is applicable to the purposes set out in section 11.

5. The educational authority of the village school divisions is the village school committee corresponding to the village committee of the sub-division elected under the Village Committees Ordinance, 1889.

In parts of the island where there are no sub-divisions, power is taken by 5 (2) to create school divisions and by section 24 to cause village school committees to be elected.

The principal duty of the village school committee is to exercise the power which these bodies already possess of imposing an annual tax payable in labour for constructing and repairing school rooms and to place annually at the disposal of the district school committee the money or labour which can be made available for this purpose. The school rooms will thus be constructed and repaired by the inhabitants under the supervision of the district school committee and with such assistance as the latter committee may give.

6. Teachers and pupil-teachers in vernacular schools provided by village school committees will be appointed by the Director of Public Instruction and paid out of general revenue.

7. The procedure for bringing the Ordinance into force is set out in the 13th and following sections. After collecting returns of the schools in their district, the district school committee under the supervision of the Director of Public Instruction prepare a scheme sub-dividing the districts into school circles served either by Government schools or by schools carried on as public vernacular schools, i.e., schools which as regards religious instruction comply with the requirements of section 21.

The district committee, whenever it is satisfied that sufficient provision is made for the education of the children in any school division, proceeds to pass by-laws for enforcing the attendance of the children at school.

The sections authorizing the making of these by-laws do not vary materially from the corresponding sections of the Town Schools Ordinance of last year.

8. Part V of the Ordinance dealing with estate schools obliges the superintendent to take measures which in many cases are already taken voluntarily for the instruction of the children of the labourers. The superintendent is required to provide for vernacular instruction of the children of the labourers employed on the estate between the ages of six and ten and to set apart and keep in repair a suitable school room.

9. Provision is made for forwarding attendance returns to the Director of Public Instruction and for the inspection of estate schools. Power is taken where the Director of Public Instruction is not satisfied with the provision made for instructing the children to authorise some person to enter upon the estate, erect school room and provide suitable instruction and to recover the cost from the estate.

ALFRED LASCELLES,
Attorney-General.

ATTORNEY-GENERAL'S CHAMBERS,
Colombo, 7th June 1907.

Copy No. 361 (Miscellaneous).

KING'S PAVILION, KANDY,
CEYLON, 25th June 1907.

MY LORD,

I have the honour to transmit to you, for the signification of His Majesty's pleasure, an authenticated transcript, in duplicate, of an Ordinance passed by the Legislative Council, and assented to by me—No. 8 of 1907, intituled "An Ordinance to make provision in Rural and Planting Districts for the education of children in the vernacular languages."

2. I enclose a statement by the Attorney General to the effect that the Royal Assent may properly be given to the Ordinance.

3. The object and provisions of the Ordinance are explained in the enclosed copy of a very full report by the Attorney General, but referring to Your Lordship's despatch, Ceylon, No. 206 of the 3rd ultimo, I think a few words of further explanation are necessary.

4. The question of applying the principle of compulsory education is one which has had, as Your Lordship is aware, to be handled with great caution and the present Ordinance proposes to vest the power of making school attendance compulsory in the District School Committee constituted under clause 6 of which the Government Agent or, in his absence, the Assistant Government Agent is Chairman and upon which one of the Chief Headmen of the Division and one or more School managers, or persons interested in education have seats. I am of opinion that Committees so constituted may be relied upon to exercise the power thus granted to them with prudence and with due regard to the peculiarities of the populations with which they will be called upon to deal.

5. Part V of the Ordinance deals with Estate schools and will come into force when so ordered by the Governor in Executive Council. It provides for the establishment by the Estate authorities of schools upon estates which are not already sufficiently provided with educational facilities; and clause 33 enables a school to be established at the expense of the Estate by some person duly authorised by the Governor in Executive Council in the event of the authorities not themselves discharging the duties imposed upon them to the satisfaction of the Director of Public Instruction.

6. I am of opinion that this is all the legislative provision which at the present time it is necessary to make, and will afford to the children of immigrant Tamil labourers, it may be incidentally remarked, educational facilities far greater than those which the majority enjoy in their native land and under the Government of India. At the same time, this part of the Ordinance will have to be put into operation with care and the provisions to be carried out with tact and prudence, since it is to be apprehended that serious evil may result from the application of any educational system which materially interferes with the wage-earning of Estate children.

I have, etc.

HENRY A. BLAKE,
Governor.

The Right Honourable The Earl of Elgin and Kincardine, K.G.,
G.C.S.I., G.C.I.E., etc., etc., etc.

Ordinance enacted by the Governor of Ceylon, with the advice and consent of the Legislative Council.

No. 8 OF 1907.

An Ordinance to make provision in Rural and Planting Districts for the Education of Children in the Vernacular Languages.

HENRY A. BLAKE,

WHEREAS it is expedient to make provision in rural and planting districts for the education in the vernacular languages of children for whose education other adequate provision has not been made: Be it therefore enacted by the Governor of Ceylon, by and with the advice and consent of the Legislative Council thereof, as follows:—

Short title and division into parts.

1. This Ordinance may be cited as "The Rural Schools Ordinance, 1907," and is divided into parts as follows:—

- Part I.—Preliminary.
- Part II.—School districts and school divisions.
- Part III.—Constitution, Powers, and Duties of District School Committees.
- Part IV.—Powers and Duties of Village School Committees.
- Part V.—Estate schools.
- Part VI.—General.

PART I.

PRELIMINARY.

2. (1) Subject to the provisions of sub-section (3) of this section, the Governor in Executive Council may, by proclamation, declare Parts II, III, IV, and VI, of this Ordinance to be in force in any of the school divisions, hereinafter constituted by this Ordinance, and thereupon the same shall be in force within the limits and from the date named in such Proclamation.

(2) The Governor in Executive Council may in like manner from time to time revoke or alter any such proclamation.

(3) This Ordinance shall not be brought into operation within the limits of any Municipal or Local Board town or of any town or village subject to "The Small Towns Sanitary Ordinance, 1892."

Interpretation.

3. In this Ordinance, unless the context otherwise requires—

"Parent" includes a guardian and any person who has actual custody of a child.

"Inspector" includes a sub-inspector of schools.

"Government school" means a school in which the teaching staff is paid by the Director of Public Instruction.

"Grant-in-aid school" means a school which has been registered by the Director of Public Instruction for receipt of grants under the Code for Aided schools for the time being sanctioned by the Governor in Executive Council.

"Vernacular school" includes schools in which instruction is given in English, in addition to the vernacular, provided that English does not form one of the subjects in which it is compulsory to receive instruction.

"Public vernacular school" means a vernacular school carried on, as regards religious instruction, in accordance with section 21 of this Ordinance.

"Manager" means any person recognized by the Director of Public Instruction as manager or local manager of any school or group of schools receiving grants from him.

"Estate" bears the meaning assigned thereto by "the Medical Wants Ordinances, 1880, 1882, and 1905."

PART II.

SCHOOL DISTRICTS AND SCHOOL DIVISIONS.

4. Every revenue district and every province which is not divided into revenue districts shall, for the purposes of this Ordinance, be a school district.

School districts.

5. (1) In parts of the island which are subject to the operation of "The Village Communities' Ordinance, 1889," every subdivision into which any chief headman's district has been divided under section 5 of "The Village Communities' Ordinance, 1889," shall be a school division for the purposes of this Ordinance.

(2) In parts of the island which are not subject to the operation of "The Village Communities' Ordinance, 1889," the Governor in Executive Council may from time to time by Proclamation appoint convenient villages or groups of villages to be school divisions for the purposes of this Ordinance, and may from time to time revoke, vary, or amend any such Proclamation.

PART III.

CONSTITUTION, POWERS, AND DUTIES OF DISTRICT SCHOOL COMMITTEES.

Constitution of district school committee.

6. For every school district there shall be a governing body to be called the district school committee, which shall consist of—

(a) A chairman, who shall be the Government Agent of the province, or, in his absence, the Assistant Government Agent of the district.

(b) The Director of Public Instruction, or, in his absence, an officer of the department of Public Instruction appointed by him.

(c) One of the chief headmen of the district nominated by the Government Agent.

(d) One or more school managers or other persons interested in education in the district nominated by the Governor.

7. The members of the district school committees who shall be first nominated under this Ordinance shall go out of office on the thirty-first day of December, 1910, and shall be succeeded by members who shall hold office for successive terms of three years, the first of such terms commencing from the said date.

In the case of any district committees which may be established after the said date, the first nominated members shall go out of office at the expiration of the term of office which is then current.

8. On a casual vacancy occurring by reason of the death, resignation, or disqualification of any of the members referred to in (b), (c), or (d) of section 6, or otherwise, the authority by whom such member was nominated shall nominate another member in his place; and the person so nominated shall hold office until the time when the member in whose place he was nominated would have gone out of office.

9. (1) The district school committee may make regulations as to their quorum, proceedings, and place of meeting, and as to the notice to be given of such meetings; but subject to such regulations, the quorum, proceedings, and place of meeting of any district committee shall be such as the committee determine.

(2) The proceedings of a district school committee shall not be invalidated by any vacancy among its members, or by any defect in the election, appointment, or qualification of the members thereof.

(3) The chairman of the district committee shall cause minutes of the proceedings of the committee to be kept in a book provided for the purpose, and a minute of those proceedings signed at the same or next ensuing meeting by a person describing himself as or purporting to be the chairman of the meeting of the committee shall be received in evidence without further proof.

(4) The district committee may make such rules as it shall consider suited for the guidance of village school committees, or of village headmen or of other officers employed by it, or for the better enforcement of by-laws made under this Ordinance; provided that all rules which regulate the institution of prosecutions under this Ordinance, or impose duties on teachers, or necessitate the entry of schools by persons who are not officers of the department of Public Instruction, must in all cases be referred to the Director of Public Instruction for his approval.

10. (1) The estimates of expenditure submitted to the Legislative Council shall provide in each year for the payment to the chairman of each district school committee of not more than one-third of the amount which is shown in such estimates as the value of the labour of the inhabitants of that district under "The Road Ordinances, 1861 and 1884," appropriated for maintenance of roads.

Fund of district school committee.

(2) Where for any special reason the amount which could have been so appropriated under the said Ordinances has been materially reduced, in the case of any district, or has not been appropriated at all, the Treasurer shall certify the sum which, but for such special reason, might lawfully have been so appropriated in respect of that district; and the amount to be provided in the estimates of expenditure shall not exceed one-third of the sum so certified.

(3) The amounts voted by the Legislative Council under this section shall form a fund to be applied by each district school committee as hereinafter mentioned.

11. (1) Subject to the provisions of this Ordinance, district school committees may apply the fund vested in them and the money or labour placed at their disposal as hereinafter provided for the benefit of the Government schools at which the children in their school district attend, and may make provision therefrom for—

- (a) Erecting new buildings, extending existing school buildings, making and fencing school gardens and play grounds, constructing wells for school gardens and teachers' dwelling-houses, and other necessary premises and offices;
- (b) Repairing school buildings, teachers' dwelling-houses, fences, wells, offices, and premises;
- (c) Supplying furniture, gardening implements, and school apparatus.

(2) District school committees may also, subject to the provisions of this Ordinance—

- (a) Pay the salaries of clerks and other officers employed by them with the approval of their chairman; and
- (b) Make any payments which they may consider necessary for carrying out the objects of this Ordinance.

12. Accounts shall be kept by each district committee of their receipts and expenditure, and those accounts shall be made up to the 31st day of December in each year, and any balance of receipts over expenditure shall be carried forward to the following year. The accounts shall be open at all times to the inspection of the Colonial Auditor and of any other officer appointed by him to inspect them, and a copy of the accounts for each year shall be forwarded to the Colonial Auditor not later than the 31st day of January of the succeeding year. A correct summary of the accounts for each year shall be published in the *Government Gazette*.

13. Whenever this Ordinance is brought into force in any school division the chairman of the school committee of the district within which such school division is situated shall cause returns to be made showing the names of the existing schools, whether Government schools or grant-in-aid schools within such school division, the number and sex of the pupils attending each of them, and, in the case of grant-in-aid schools, stating whether the manager is prepared to carry on the school as a public vernacular school under this Ordinance, and for how many additional pupils any manager of such public vernacular schools is prepared to find accommodation, furniture, and teachers. The chairman shall forward a copy of such returns to the Director of Public Instruction.

14. The district school committee, as soon as may be after the receipt of these returns, shall prepare a scheme for the establishment of vernacular schools for the education of all male children, and, if they think fit, for the education of all female children, resident in the school division and within the ages prescribed in this Ordinance, for whose education efficient and suitable provision is not otherwise made.

In so doing they shall sub-divide the school division into school circles consisting either of single villages or of such groups of villages as can conveniently be served by a single school.

In forming such groups they shall, as far as possible, assign villages to an existing Government school or to an aided school of which the manager has stated that he is prepared to make provision for the vernacular education of the children of such village and to carry on the school as a public vernacular school under this Ordinance, but so that no child shall be compelled to attend school from a distance exceeding three miles.

If the manager of a grant-in-aid school in any village has given notice to the Director of Public Instruction that he is not willing to carry on the school as a public vernacular school under this Ordinance, the district school committee shall provide in their scheme sufficient accommodation by means of a school or schools in the village or elsewhere for the compulsory education of the children of that village, having regard to the number of children who are likely to attend the school of that manager.

Particulars of scheme.

15. The scheme prepared by the district committee shall specify—

(a) The school circles into which the school division is sub-divided with the villages assigned to each and the number of boys and girls of school-going age in each village.

(b) Any school or schools by which instruction is already provided for any school circle, including both existing Government schools and existing grant-in-aid schools, whether carried on as public elementary schools or otherwise, with the number of boys and girls attending each.

(c) The new Government schools which it is proposed to establish in any school circle with the villages assigned to each.

(d) The Government schools of which it is proposed to extend the existing buildings.

(e) An estimate of the probable cost in money or labour of such new buildings and extensions and of the furniture necessary for them together with an estimate of the money or labour which can be made available for this purpose by the village committee of the school division. Such estimate shall, if the cost is too heavy to be borne in one year, contain proposals for spreading the work over a longer period not exceeding five years.

16. The scheme for each school division shall, when completed by the district committee, be forwarded through the chairman to the Director of Public Instruction, and no action shall be taken to give effect to any scheme or portion of a scheme until it has been approved by the Director of Public Instruction.

Before signifying his approval of any scheme or portion of a scheme, the Director of Public Instruction shall publish in the *Government Gazette* the name of any new school which it is proposed to establish; and shall allow at least twenty-eight days to elapse from the date of such publication within which objections may be forwarded to him.

17. Whenever any scheme has been thus approved, the village committees in the school district shall annually place at the disposal of the district school committee, for the purpose of carrying out the works specified in the scheme, the money or labour which can be made available under section 6 of "The Village Communities' Ordinance, 1889," for the purposes mentioned in sub-section (2) of the said section.

Provided that such money and labour shall be applied only for the benefit of such Government schools as are attended to by the children of the village school division.

The district committee may also from time to time expend in carrying out such works such proportion of the fund vested in them as they consider is properly assignable to the several village school divisions.

18. Whenever the schools in any village school division are, in the opinion of the district committee, sufficient for the education of the children in the division, the district committee may exercise the power conferred upon them by the next following section of compelling by means of by-laws, the attendance of children at school.

BY-LAWS.

19. District school committees may from time to time make, and when made may revoke, amend, alter, or vary, such by-laws as may seem necessary or expedient for the purpose of carrying out the provisions of this Ordinance, such by-laws may provide penalties for the contravention thereof not exceeding a fine of twenty rupees, and an additional fine not exceeding ten rupees per day in case of a continuing offence.

20. (1) The by-laws made under the last preceding section may apply to both boys and girls or to boys only, or to girls only, and may provide among other things for—

(a) Specifying the limits of any school division or any part of school division within which efficient provision has been made for education by means of public vernacular schools.

(b) Requiring the parent of any child between the ages of six years and twelve years old or in the case of Muhammadan and Tamil girls between the ages of six and ten, residing within such school division or part of a school division to cause such child to attend one of such schools, unless he has made other adequate and suitable provision for the education of such child. A parent shall be deemed to have made adequate and suitable provision for the education of his child if he proves that his child is in regular attendance at a school registered by the Director of Public Instruction for the receipt of a grant-in-aid, or at a school with regard to which an application for a grant-in-aid is under consideration, or at a school certified by the Director of Public Instruction to provide adequate and suitable instruction, or if he proves that he has made such other provision for his child's education as the

Director of Public Instruction shall certify to be adequate and suitable or if he produces a certificate from the Director of Public Instruction recommending that the child shall be exempted from compulsory attendance. Provided that no parent shall be convicted for not causing his child to attend such school, if he proves to the satisfaction of the court that he has reasonable excuse for not causing such child to attend. A parent shall be deemed to have a reasonable excuse for not causing his child to attend school if he proves that the child is prevented from attending by sickness or other unavoidable cause.

- (c) Determining the penalty not exceeding a fine of twenty rupees, and in the case of a continuing penalty an additional fine not exceeding ten rupees per day, to be attached for the breach of any by-law.
- (d) Determining the days on which and the hours during which children shall attend such school.
- (e) Prescribing, on the recommendation of the Director of Public Instruction, the course of instruction to be given in schools.
- (f) Prescribing the forms in which any return required by this Ordinance shall be made.
- (g) For every other purpose which may be deemed necessary for carrying out the provisions of this Ordinance.

Provided that nothing herein contained shall in any way restrict or be construed to restrict the generality of the power conferred by the last preceding clause, but such powers shall extend to all matters, whether similar or not to those in this section mentioned, as to which it may be expedient to make by-laws for the better carrying into effect the objects of this Ordinance.

(2) No by-law or revocation, amendment, alteration, or variation of any by-law shall have effect until the same has been confirmed by the Governor in Executive Council. All by-laws when so confirmed shall be proclaimed in the *Government Gazette* in the English, Sinhalese, and Tamil languages, and shall thereupon, subject to the provisions of the next following sub-section, be as legal, valid, effectual, and binding as if they had been enacted in this Ordinance.

(3) All by-laws when proclaimed as aforesaid shall be laid, as soon as conveniently may be, before the Legislative Council, and if a resolution is passed within forty days of their being laid before the Legislative Council praying that any by-law shall be annulled, such by-law shall thenceforth be void, but without prejudice to anything done thereunder.

21. No school in which religious instruction is given shall be considered a public vernacular school, unless the district committee is satisfied:

- (a) that religious instruction is given only during the times specified in the school timetable;
- (b) that religious instruction is not given to pupils of other denominations than that to which the school belongs if the parents object;
- (c) that pupils who do not attend religious instruction are employed in other studies during the hours allotted to religious instruction;
- (d) that such pupils, if their parents object to their being present in the room where religious instruction is given, are either allowed to study in some other part of the school premises during the hours when such instruction is given or their presence in the school during such hours is excused; and
- (e) that a copy of this section in the English, Sinhalese, and Tamil languages is conspicuously posted up in the school.

22. Upon the Proclamation under section 20 of any by-laws in any school division, any rules made by the inhabitants or by the village committee of the sub-division under the provisions of section 6 of "The Village Communities' Ordinance, 1889," for securing the attendance of children at school which may then be in force in such school division, shall from the date of such Proclamation be rescinded and shall cease to have effect, and no rules for such purpose shall thereafter be made, but nothing in this section shall prejudice anything lawfully done under such rules.

PART IV.

POWERS AND DUTIES OF VILLAGE SCHOOL COMMITTEES.

23. For every school division there shall be a governing body called the "village school committee," which, in cases where the school division is also a subdivision for the purposes of "The Village Communities' Ordinance, 1889," shall be the village committee of the subdivision elected under the provisions of the said Ordinance.

24. (1) In cases where the school division is not also a subdivision for the purposes of "The Village Communities' Ordinance, 1889," the village school committee shall be elected by the inhabitants in the manner prescribed by the said Ordinance with regard to the election of village committees.

Every such election shall be held on the requisition of the chairman of the district school committee and at such time and place as he shall appoint; and the provisions of said Village Communities' Ordinance with regard to convening and holding meetings, the qualifications of voters and committee-men, the term of office of the committee, and the filling of casual vacancies shall be applicable, with the necessary modifications, to the election of village school committees in the cases provided by this section.

(2) Every village school committee elected under this section may from time to time make rules for—

- (1) constructing and repairing school rooms for the education of boys and girls; and
- (2) for the purposes set out in sub-sections 17 (a), 17 (b), and 17 (c) of section 6 of "The Village Communities' Ordinance, 1889," so far as they refer to the objects set out in sub-section (2) of the said section.
- (3) Every village school committee shall annually place at the disposal of the district school committee for the purposes of this Ordinance such money or labour as can be made available for constructing and repairing school-rooms. Provided that such money and labour shall be applied only for the benefit of such Government schools as are attended by the children of the village school division.
- (4) The provisions of sections 7, 8 and 9 of the said Ordinance shall be applicable to rules made under this section by a village school committee as if such rules had been made by the inhabitants of a subdivision.

25. The village school committee of every school division shall, subject to this Ordinance, make provision, by means of the labour of the inhabitants and from the funds vested in them, and with such assistance as the district school committee may afford them, for the establishment and maintenance of sufficient accommodation in vernacular schools for the education of children resident within the school district for whose education efficient and suitable provision is not otherwise made.

PART V.

ESTATE SCHOOLS.

26. Part V of this Ordinance shall come into operation at such time as the Governor in Executive Council shall, by Proclamation in the *Government Gazette*, appoint.

27. Parts II, III, and IV of this Ordinance shall not apply to estates as hereinbefore in this Ordinance, defined; but, whenever it appears that the children of the labourers employed on any estate can be more conveniently educated by means of the school division within or near which such estate is situated, the Governor may, by order in the *Government Gazette*, exempt such estate from the operation of Part V, and direct that it shall be subject to Parts II, III and IV of the Ordinance.

28. Two or more estates may, with the sanction in writing of the Director of Public Instruction, combine for the purpose of providing a common school under a joint manager for the instruction of the children on such estates.

29. It shall be the duty of the superintendent of every estate to provide for the vernacular education of the children of the labourers employed on the estate between the ages of six and ten, and to set apart and keep in repair a suitable school-room.

30. (1) Every superintendent shall, before the expiration of six months from the date when Part V of this Ordinance comes into force, forward to the Director of Public Instruction a return showing the following particulars, namely:—

- (a) The number of the boys and girls, being the children of labourers employed on the estate, between the ages of six and ten.
- (b) The number of such boys and girls who attended school during the twelve months ending on the 31st December last preceding the date when this Part of the Ordinance came into force.
- (c) The number of days during such period on which school was held.
- (d) The description of building in which instruction was given.

(2) Such returns shall be made on forms which will be furnished by the Director of Public Instruction on the application of superintendents free of charge.

31. It shall be the duty of the superintendent to cause the school teacher to keep a register showing the names and ages of the boys and girls, being the children of labourers employed on the estate, between the ages of six and ten, and also an attendance register showing the presence or absence of each child on every day on which school is held. Such first-named register shall be corrected or renewed on or before the tenth day of each month, and shall be open to inspection as hereinafter provided.

32. The Director of Public Instruction shall from time to time cause estate schools to be inspected, and on such inspection the superintendent, who shall have at least three days' clear notice of the inspection, shall afford the inspector all reasonable facilities for inspecting the registers hereinbefore required to be kept and the children on the estate.

33. Whenever provision has not been made to the satisfaction of the Director of Public Instruction for the vernacular instruction of the children on any estate and for the supply of a suitable school-room, the Director of Public Instruction may issue a notice to the superintendent calling upon him to make provision for the vernacular education of the children and for a school-room; and if such notice has not been complied with to the satisfaction of the Director of Public Instruction within six months from the date when it was given, the Governor in Executive Council may authorize some person to enter upon the estate and erect a suitable school-room thereon and to provide suitable instruction for such children. The cost of erecting and maintaining a school-room and of providing instruction for the children shall from time to time be certified by the person so authorized, and shall be recovered in the manner provided by the "The Medical Wants Ordinance, 1880," for the recovery of money payable under sections 15 and 19 of the said Ordinance.

PART VI.

GENERAL.

34. The Director of Public Instruction shall appoint teachers and pupil teachers to give instruction in vernacular schools provided by village school committees under Part IV of the Ordinance, and shall make provision for their payment from such sums as shall be voted annually for this purpose by the Legislative Council.

35. The Director of Public Instruction, in case of any application from a manager for a grant-in-aid for a vernacular school situated in a school division subject to this Ordinance, shall refer such application to the district school committee for report. If the committee report that the registration of such school is unnecessary or prejudicial to other schools, it shall not be registered until the Director of Public Instruction has held an inquiry, due notice of which shall be given to all parties concerned. If, after such inquiry, the Director of Public Instruction decides that the school ought to be registered, he shall notify this to the chairman of the district committee, and shall not register such school until at least three weeks have elapsed from the date of such notification.

36. The occupier of the premises in which any child usually resides shall be presumed to have the custody of such child until the contrary is proved.

37. All fines under this Ordinance shall be paid into the funds of the school division in which the school in relation to which the offence was committed is situated.

38. All offences under this Ordinance or under any by-laws made thereunder shall be triable by the village tribunal or village committee of the division in which the offence was committed wholly or in part, and if there is no village tribunal or village committee, by the Police Court having local jurisdiction. The village tribunal or village committee shall have jurisdiction to award the maximum punishment prescribed therefor, anything in the Criminal Procedure Code or in "The Village Communities' Ordinance, 1889," to the contrary notwithstanding.

39. With regard to proceedings before a police magistrate or village tribunal under this Ordinance or under any by-law or rule thereunder, the following provisions shall have effect, namely:

(1) Any police magistrate or president may, instead of imposing a penalty make an order directing that the child shall attend school, and that if he fails to do so, the person on whom such order is made shall pay a penalty not exceeding the penalty to which he is liable for failing to comply with the by-law.

(2) Any police magistrate or president may require by summons any parent of a child required by by-law to attend school to produce the child before him, and any person failing without reasonable excuse proof whereof shall lie on the parent, to comply with such summons, shall be liable to a penalty not exceeding twenty rupees.

(3) When a child is apparently of the age alleged for the purpose of the proceeding, it shall lie on the defendant to prove that the child is not of that age.

(4) A certificate purporting to be under the hand of the Director of Public Instruction stating that a child has reached a particular standard of education, or is or is not under adequate and suitable instruction, or stating that any school does or does not provide adequate and suitable instruction, shall be sufficient evidence of the facts stated in such certificate.

40. (1) It shall be lawful for the chairman of the district school committee and for the Director of Public Instruction and for any inspector of schools to enter and inspect any school during the school session, whether a grant-in-aid school or not, and all the registers of admission and attendance shall be open to the inspection of such officer.

(2) It shall be lawful for the chairman of the village school committee and for any person appointed by the chairman of the district school committee to be an attendance officer to enter any Government or grant-in-aid school in the school division during the school session and to inspect the registers of admission and attendance.

41. Any private land which may be required for the purposes of, or incidental to, the erection or extension of school buildings, teachers' houses, offices, or premises, or for the establishment of school gardens or play-grounds, or otherwise for the purposes of this Ordinance, may be acquired by the Crown for such purpose under the provisions of "The Land Acquisition Ordinance, 1876," or of any other Ordinance for the time being in force providing for the acquisition of private land for public uses.

Passed in Council the Twenty-second day of May, One thousand Nine hundred and Seven.

A. R. SLATER,
Clerk to the Council.

Assented to by His Excellency the Governor the Nineteenth day of June, One thousand Nine hundred and Seven.

HUGH CLIFFORD,
Colonial Secretary.

IV

Letter—from L. M. WYNCH, Esq., C.I.E., I.C.S., Collector of Tinnevely.

To—the Secretary to Government, Educational Department.

Dated—the 19th February 1908.

No.—D. Dis. 271/Ver.

With reference to Government Memorandum No. 2696-1, dated the 3rd ultimo,

- (1) Kalakad hills.
- (2) Tirukarangudi hills.
- (3) Kattalamalai hills.
- (4) Tekkumalai hills.

I have the honour to state that there are no plantations in this district besides the few coffee plantations in the marginally-noted hills. The busy season lasts from June to February.

2. It is only the labourers from the plains at the foot of the hills who resort to work in these plantations. They are sent up the hills by turns in three batches every month, each batch staying there for five or six days at a time. Their children do not accompany them to the hills during these temporary halts. No special provision exists nor does any special facility seem required for the education of their children.

V

Letter—from R. S. SHIPLEY, Esq., I.C.S., Collector of Coimbatore.
To—the Secretary to Government, Educational Department.
Dated—the 27th February 1908.
No.—D. Dis. 654-Rev.

In reply to Government Memorandum No. 2696-1, dated 3rd January 1908, regarding the education of labourers' children on tea and other plantations in this district, I have the honour to report that there are at present 16 estates on the Anamalais in the Pollachi taluk and one in Kollegal taluk.

2. In the Anamalais, the busy season lasts from October to January. The number of children employed varies from 150 to 200 scattered over a large area. The Manager of the Attikan Estate in Kollegal taluk employs some 45 children of 7 to 10 years of age.

3. There is no provision for the education of the children. One great difficulty in providing for it is that the estates are so scattered that no one school could be established to serve them all. Another is that there is a great diversity of tongues, some of the children being Tamils, some Canarese, some Malayalis. Yet a third is that the children being all wage-earners, the parents would object to their being taken away from their work in the plantations for work in the schools. Lastly the planters themselves are not—as a body—favourable to the idea, as they consider that the uneducated cooly is the better worker.

4. Under these circumstances, I do not see what can be done, but would suggest that an English officer of the Educational department might be deputed to examine the question on the spot, and hold a conference with the Anamalai planters on this subject.

VI

Letter—from H. F. W. GILLMAN, Esq., I.C.S., Collector of Madura.
To—the Secretary to Government, Educational Department.
Dated—the 26th February 1908.
No.—D. Dis. 661-Rev.

Adverting to Memorandum No. 2696-1, dated 3rd January 1908, I have the honour to report that, except in Dindigul division, there are no tea or other plantations in this district where labourers are employed. As regards the education of the labourers' children in Dindigul, the Divisional Officer reports that no special provision need be made. A copy of his report is enclosed.

ENCLOSURE.

Letter—from the Sub-Collector, Dindigul Division.
To—the Collector of Madura.
Dated—the 15th February 1908.
No.—R.O.C. 98-Collr.

Adverting to your R.O.C. No. 33 B. and G., dated 9th January 1908, I have the honour to submit the following report on the points referred to therein, with regard to each taluk in this division.

Kodaikanal Taluk.—The permanent residents in the Upper Palnis, and the permanent residents as also the residents of villages at the foot of the hills in the Lower Palnis work in the coffee and cardamom plantations, proceeding to, and returning from, their work every day. No special provision for the education of their children apart from the ordinary provision now existent in the hill villages is reported to be called for.

Periyaculam Taluk.—No tea or other plantations exist in this taluk where labourers are systematically employed.

Palni Taluk.—Vadakowji is the only village where coffee cultivation is carried on. The busy season lasts about four months in the year and the approximate number of labourers' children in the village and its hamlets is 20. Apart from the pial school—teaching only Tamil—one in the head village (with a strength of about 20) and one in each of the two hamlets with a strength of about 10 each which are said to be not thriving well owing to want of support by the people, no special provision is called for.

Dindigul Taluk—Sirumalai Hills.—The labourers' children on coffee and plantain plantations on these hills are said to number about 100 and their stay on the hills is only temporary being generally confined to the busy season lasting from September to December.

Panrimalai, Adalur and Thonimalai Hills.—The labourers come from the foot of the hills and the labourers' children except infants in arms, are not taken to the scene of work. At present there is no special provision made for the education of the children of the labourers in this taluk. No special provision seems necessary for the education of the labourers' children in this division. Very few of them live on the hills or near the scene of their labour and their children can go to the ordinary schools on the plains or in the hill villages.

VII

Letter—from L. E. BUCKLEY, Esq., I.C.S., Collector of the Nilgiris.
To—the Secretary to Government, Educational Department.
Dated—the 18th March 1908.
No.—D. Dis. 443.

With reference to Memorandum No. 2696-1, dated 3rd January 1908, I have the honour to report as follows:—

(1) The approximate number of labourers' children on tea and other plantations in this district is 2,275.

(2) The busy season lasts from June to March.

(3) Regarding the education of such children, schools mainly for the children of labourers have been recently opened at Sholurmattam for the Kil-Kotagiri Estates, and one at Devarashola for the Devarashola and Nellakotta Estates. Of the 30 children at Sholurmattam school, a third are the children of the labourers. Devarashola has 8 or 10 children all from the estates. These schools have been opened only a short time and more time must elapse before it is possible to say what is the result of their working.

VIII

Letter—from W. FRANCIS, Esq., I.C.S., Acting Collector of Malabar.
To—the Secretary to Government, Educational Department.
Dated—Calicut, the 18th March 1908.
No.—D. 457-Pub.

I have the honour to reply to Government Memorandum No. 2696-1, dated 3rd January 1908, calling for information regarding the education of the labourers' children on tea and other plantations in this district.

2. Such plantations exist chiefly in the Wynaad taluk, though there is an estate or two in the Mudalamada hills of the Palghat taluk, one in the Attappadi valley of the Walluvanad taluk and two rubber clearings (on which, however, no children are employed) in the same taluk. In the Wynaad, the number of labourers' children of school-going age during the busy season, which lasts from about July to March, may be roughly calculated at 400. Many of the imported coolies come up without their wives or children. No special provision exists for the education of these children, but I seriously doubt whether it would be utilized if it did. Two planters have organized schools at their own expense, but the attendance in them is wretched and does not comprise anything like all the available children on the estates. These children, like those of the same class of life on the plains, usually are engaged in assisting their parents in such odd and end work as herding cattle, gathering firewood, etc., and the parents, as elsewhere, cannot spare them to send them to school, even if they could afford the necessary fees. Again, the imported labourers belong to different classes of people speaking several different languages, and persons who could teach in two or three of such languages would have to be employed. At the larger centres, the Local Boards already maintain schools, and I do not think that the number of those who would like to, but cannot, send their children to these is sufficient to warrant any further provision. The estate cooly displays no more anxiety to have his children taught than the cooly elsewhere.

IX

Letter—from L. E. BUCKLEY, Esq., I.C.S., Collector of the Nilgiris.
To—the Secretary to Government, Educational Department.
Dated—the 27th March 1908.
No.—D. Dis. 518.

In continuation of this office D. Dis. No. 443, dated 18th instant, I have the honour to report that during the last month the number of boys of the Devarashola school has increased to 49, of whom the majority are believed to come from estates.

X

Letter—from S. W. G. MACIVER, Esq., I.C.S., Acting Collector of Salem.
To—the Secretary to Government, Educational Department.
Dated—the 28th March 1908.
No.—995-D.

In reply to Government Memorandum No. 2696-1, dated 3rd January 1908, I have the honour to state that there are no plantations in this district except on the Shevaroy Hills and that there are about 150 children of labourers present on the estates there during the busy season, which is either from May to February or from June to March according as coffee ripens early or late.

2. There are at present six schools on the hills belonging to the Lutheran, London, and Roman Catholic missions. I append a statement giving details of the strength of the schools, etc. It will be seen therefrom that there are at present in all 143 pupils on the rolls of these schools of whom 36 are children of labourers. I understand that except in the London Mission school, Yercaud, and in the Vellakadai school no fees are charged and that some of the Mission bodies are supplying pupils with books and stationery gratis and also with clothing in extreme cases. I consider that the present number of schools and the facilities afforded by the Missionary institutions are ample to meet the educational requirements of the children of labourers.

ENCLOSURE.

STATEMENT showing the number of schools on the Shavaroy hills with certain particulars relating to them.

Serial number.	Name of the school.	Name of the manager or headmaster.	Standard up to which taught.	Number of pupils attending the school.	Caste of pupils.	Languages and subjects taught.	Fees charged.	Remarks.
1	Lutheran Mission school, Yercaud.	I. Isaac Athesayam, Headmaster.	From infant standard to third standard.	16	Native Christians 16, Panchama 1.	Arithmetic, Prose, Poetry, Geography, Kindergarten, Needle-work, Drill, Drawing and Songs.	Nil.	Some children are helped by the Mission at times with clothes, etc.
2	Roman Catholic Panchama school, Yercaud.	Sister Gertrude, Manager.	Up to third standard.	40	All Panchamas	Tamil text and Grammar, Object lesson, Geography and Needle-work.	Nil.	Of the 40 pupils noted in column 5, 27 are labourers' children. They are not only provided with free tuition but also with book and stationery and some with clothing also.
3	London Mission school, Yercaud.	Alexander, Headmaster.	From infant up to fourth standard.	56	Sudras, Native Christians and Muhammadans.	English, Tamil, Arithmetic, Geography, Hygiene, Drill, Object lessons, Kindergarten and Bible.	Infant First standard Second do. Third do. Fourth do.	Of the 56 pupils noted in column 5, 6 are labourers' children.
4	School at Salem	Rev. V. Hansen	Second standard	9	Christians 6, Panchamas 2, Malayali 1.	Tamil language, Reading, writing, Arithmetic and Needle-work.	Nil.	Of the 9 pupils noted in column 5, 3 are labourers' children.
5	School at Asambur	Do.	Third standard	11	Malayali 11	Do. except Needle-work.	Nil.	All these in column 5 are ryots' children.
6	School at Vellakadai	Do.	Do.	11	Christians 10, Panchama 1.	Tamil, English, Reading, Writing and Arithmetic.	Fees charged according to standard.	No labourers' children are attending the school.

Order—No. 290, Educational, dated 21st April 1908.

Recorded.

2. The Director of Public Instruction is requested to take such steps as may be possible to encourage the education of the children of labourers employed on plantations in this Presidency.

3. The attention of the District Boards of Madura, Tinnevely, Coimbatore, the Nilgiris, Malabar and Salem will also be drawn to the necessity of making suitable provision for this purpose so far as the plantations in their respective districts are concerned.

(True Extract.)

H. D. TAYLOR,
Secretary to Government.

To the Director of Public Instruction
 „ President, District Board, Madura.
 „ „ „ Tinnevely.
 „ „ „ Coimbatore.
 „ „ „ the Nilgiris.
 „ „ „ Malabar.
 „ „ „ Salem.
 Editors' Table (Order only).

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 290, EDUCATIONAL, DATED 21st APRIL 1908.

[SUBJECT.—*Regarding the education of the children of labourers employed on plantations in Bengal and Eastern Bengal and Assam.*]

Previous Papers.

G O., Nos. 173, 174,	Educational, dated 12th March 1906.
„ „ 210, 211	„ „ 31st „ „
„ „ 427, 284	„ „ 15th June „
„ No. 440	„ „ 11th July 1907.
„ „ 473	„ „ 23rd „ „

From the Government of India, dated 4th November 1907, No. 871.

Circulate with papers for perusal.

H. D. TAYLOR—8-11-07.

A. L[AWLEY]—27-11-07.

G. S[TOKES]—30-11-07.

G. S. F[ORBES].

The papers forwarded by the Government of India show the action taken by the Governments of Bengal and Eastern Bengal and Assam in respect of the education of the children of labourers employed on plantations in those provinces.

2. As regards Bengal, a Conference was held at Darjeeling in June 1906 to consider the subject; and the Proceedings of the Conference give the details of the action to be taken in that province with regard to the education of children on tea and other plantations. In Eastern Bengal and Assam, the Deputy Commissioner of that province (Captain W. M. Kennedy) was placed on special duty to enquire into and report on the condition of education in the tea estates of that province. The report submitted by that officer will be found on pages 7 to 32 of this G.O. The Director of Public Instruction of Eastern Bengal and Assam in reviewing the report, considered it so admirable in its conclusions that he had “but little comment to make”.

3. In the Madras Presidency, there are only about 1,040 children of school-going age on the tea plantations. In Eastern Bengal and Assam, the approximate number of coolie children of school-going age on tea estates is given in paragraph 6 of Captain Kennedy's report as 68,424 (38,006 boys and 30,418 girls), while the number in the Darjeeling district, which contains nearly all the tea estates in the province of Bengal, is given in paragraph 2 of Mr. Richardson's letter as 9,821.

4. It is for consideration whether the Director of Public Instruction may be asked to state whether any action need be taken in this Presidency on the lines of the measures adopted in Bengal and Eastern Bengal and Assam.

5. In this connection, attention is invited to G.Os., No. 440, Educational, dated 11th July 1907, and No. 473, Educational, dated 23rd July 1907, which contain the questions put by two Members in Parliament on the subject of the education of children on tea estates in the Madras Presidency and the answers given thereto. The answer given to Mr. Weir, one of the Members above referred to, was —

“ . . . In Madras, the area under tea, according to the latest statistics, is only 7,984 acres, and I am not aware that any special measures are necessary to secure the education of children on this area.”

G.O., No. 440, Educational, dated 11th July 1907.

The following answer was given to the question put by Mr. Hicks Beach :—

" In Madras, the area under tea is less than 8,000 acres, and I am not aware
G.O., No. 478, Educational, dated 23rd July 1907. "that any special measures are necessary to
"secure the education of children. Of course,
"the ordinary primary schools of the country are open."
C.S.—14-12-07.

K. RANGASWAMI AIYANGAR—14-12-07.

Perhaps the Director of Public Instruction may get a copy of the report and papers, but it hardly seems necessary to institute any special enquiry, or to propose any special education for the few children on tea estates in this Presidency.

C. A. SOUTER—16-12-07.

It will suffice to send the papers u.o. to the Director of Public Instruction for perusal after which they may be recorded. No special action seems called for in this Presidency.

H. D. TAYLOR—16-12-07.

I am not at all sure of that. I know some planters have schools for their estate children: but others, and how many there are I do not know, leave the labourers' children quite uncared for. Most estates are too far distant from a village school for the children to attend.

The first thing to do is to get the facts. I should ask the Collector of each planting district to report on the number of labourers' children (approximately) on estates during the busy season, and how long that season lasts: and what provision is made for the education of such children: with any suggestions as to how such provision should be made.

G. S. F[ORBES]—17-12-07.

Please draft.

General statistics are already available in G.Os., Nos. 427-28, dated 15th June 1906, and Nos. 173-74, dated 12th March 1906, but these do not distinguish between the seasons of the year and do not show statistics of existing schools.

G.O., Nos. 210-11, dated 31st March 1906, should be printed.

H. D. TAYLOR—18-12-07.

The draft memorandum placed below is for approval. The reference is addressed to the Collectors of the districts in which there are plantations, given in the statement on page 7 of G.O., Nos. 173-74, Educational, dated 12th March 1906. Perhaps the reference may be addressed to the Collector of Vizagapatam also, with reference to paragraph 2 of the Director of Public Instruction's letter on page 6 of the above Government Order and paragraph 2 of letter No. 174, Educational, dated 12th March 1906, to the Government of India.

K. RANGASWAMI AIYANGAR—23-12-07.

Omit Vizagapatam? Issue.

C. A. SOUTER—3-1-08.

[Memorandum No. 2696-1, dated 3rd January 1908.]

From the Government of India, dated 21st December 1907, No. 1072.

In continuation of their letter No. 871, dated 4th November 1907, the Government of India forward, for the information of this Government, copy of a despatch from the Secretary of State conveying the sanction of His Majesty the King Emperor to a new Ceylon Ordinance (No. 8 of 1907) to make provision for vernacular education in the rural and planting districts of Ceylon.

2. It is submitted that before any action is taken on the present letter the information called for from the several Collectors in Memorandum No. 2696-1, dated 3rd January 1908, may be awaited?

The current and the notes may, in the meantime, be printed.

P.R.—6-1-08.

K. RANGASWAMI AIYANGAR—6-1-08.

Yes.

C. A. SOUTER—7-1-08.

From the Collector of Tinnevely, dated 19th February 1908, No. 271.

It is submitted that replies to Memorandum No. 2696-1, dated 3rd January 1908, from the Collectors of the remaining five districts may be awaited.

P.R.—28-2-08.

K. RANGASWAMI AIYANGAR—28-2-08.

C. A. SOUTER—3-3-08.

From the Collector of Coimbatore, dated 27th February 1908, No. 654.

"	"	of Madura	"	26th	"	"	661.
"	"	of the Nilgiris	"	18th March	"	"	443.
"	"	of	"	27th	"	"	518.
"	"	of Malabar	"	18th	"	"	457.
"	"	of Salem	"	28th	"	"	995-D.

Please see Memorandum No. 2696-1, Educational, dated 3rd January 1908. The replies of the Collectors of Madura, Tinnevely, Coimbatore, the Nilgiris, Malabar and Salem have been received. The following statement summarises the information furnished by the Collectors. This was called for with reference to the Hon'ble Mr. Forbes' note, dated 17th December 1907, on page 2 *supra* :—

Serial number.	District.	Number of children on tea and other plantations.	The period of busy season.	What provision exists for the education of the children of the labourers.	If none, the suggestion as to how provision can be made.	Remarks.
1	Tinnevely	None	June to February.	None	None is required	The labourers from the plains come and stay on the hills for 5 or 6 days unaccompanied by their children.
2	Coimbatore (Annamalais).	150—200	October to January.	Do.	An English officer of the Educational Department might be deputed to examine the question on the spot.	The difficulties in the way of establishing a school are (1) estates are scattered; (2) there is a great diversity of tongues; (3) the planters as a body are not favourable to the idea.
3	Madura (Sirumalai hills) Dindigul.	100	September to December.	Do.	None need be made.	The stay of the labourers on the hills is temporary.
4	The Nilgiris	2,275	June to March.	Two schools have been recently opened.	..	The result of the working of these two schools is awaited.
5	Malabar (Wynaad).	400	July to March.	None	..	At the larger centres, the Local Boards already maintain schools and the Collector does not think that the number of those who would like to, but cannot, send their children to these is sufficient to warrant any further provision.
6	Salem (Shevaroy hills).	150	May to February or June to March.	There are six mission schools.	..	The present number of schools and the facilities afforded by the missionary institutions are ample to meet the educational requirements of the children of the labourers.

K. RANGASWAMI AIYANGAR—6-4-08.

4

No. 290, EDUCATIONAL, 21st APRIL 1908.

There seems no need to do anything except furnish the Director of Public Instruction with a copy of the report and ask him to do what he can.

C. A. SOUTER—6-4-08.

The attention of the District Board concerned may also be drawn to the point. Please draft.

H. D. TAYLOR—6-4-08.

The draft order placed below is submitted for approval.

P.R.—7-4-08.

K. RANGASWAMI AYYANGAR—8-4-08.

C. A. SOUTER—9-4-08.

H. D. TAYLOR—10-4-08.

Approved.

M. H[AMMICK]—16-4-08.

Issue.

H. D. TAYLOR—21-4-08.

[G.O., No. 290, Educational, dated 21st April 1908.]

From

G. B. H. Fell, Esq.,

Deputy Secretary to the Government of India,

To

The Secretary to the Government of Madras,
Educational Department.

Home Department.

(Education)

Sir, the 4th November 1907.

Sir,

With reference to the correspondence ending with your letter no. 423, dated the 18th June 1906, I am directed to forward for the information of the Governor in Council

x Letter from the Govt. of Bengal no. 1974, dated 4th August 1906 and enclosure.

Letter from the Govt. of E.B.A. no. 372 T., dated 6th February 1907 and enclosure

Letter from the Govt. of Bengal no. 1313 T.G., dated the 20th July 1907 and enclosure.

Letter from the Govt. of E.B.A. no. 7731-C., dated the 30th May 1907 and enclosure

a copy of the papers noted on the margin showing the action taken by the Governments of Bengal and Eastern Bengal and Assam with regard

to the education of the children of labourers employed on plantations in those provinces.

I have the honour to be,

Sir,

Your most obedient servant,

G. B. H. Fell

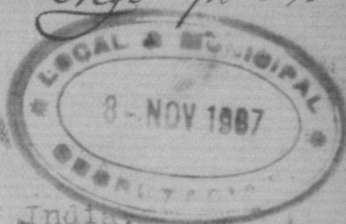
Deputy Secretary to the Government of India.

hm

Ed. C. No. 2696

No. 871

Regd. 8/11-07.



One with the Department

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8/11/07

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C. No.	From the	Govt. of India	No.	dated	4- 11- 1907.
2696	"	"	871	"	21- 12 - 07
"	"	"	1072	"	24- 2 - 08
432	"	Collector of Tinnevely.	271	"	27- 2 - 1908
502	"	"	654	"	26- 2 - 08
"	"	"	661	"	18- 3 - 08
499	"	"	443	"	27- 3 - 08
700 } 800 }	"	"	518 }	"	18- 3 - 1908
704	"	"	457	"	28- 3 - 08
811	"	"	995	"	

No. 290, dated 21-4-1908

P.S

Recorded.

2. The S. P. I is requested to take such
steps as he ~~can~~ ^{may be possible} ~~with regard to~~ ^{to encourage} the education
of the children of labourers employed on
plantations in this Presidency.

3. The attention of the District Board, ~~Madras~~ Madras, Tinnevely, Coimbatore, the Nilgiris, Malabar and Salem will also be drawn to the necessity of making ^{adequate} provision for this purpose so far as the plantations in their respective districts are concerned.

4

1.4.08

84.08

Card

9.4.

10.458

To the S.P.G.

.. P.D.B, madura

.. .. Tuineville

.. .. Comibataren

.. .. the nilgiris

Malaba

~ ~ ~ ~ ~