

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

1912.

Enclosures

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G.O. No. 601, 5th July 1912.

DESPATCHED

European and Anglo-Indian Education Conference.

Forwarding to the Director of Public Instruction and the Rev. H. Pakenham-Walsh copies of the papers which have been received for circulation to the members of the — at Simla.

BACK PAPERS.

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with reasonable prospects are needed in order to retain efficient teachers. If at present even such teachers as we have only take up teaching as a stepping stone to something better, the best trained teachers, unless assured of regular careers, can only be expected to follow the example of teachers imported by private schools who have abandoned them as soon as their contracts were over. (The Doveton College lost over Rs. 10,000 in importing teachers, of whom all left in time, and three on leaving became Directors of Public Instruction in different provinces. The college received no compensation.

4. The project of a Normal College may be combined with the establishment of a European University either a teaching or only an examining body, as may be thought best: such an institution (one conferring degrees in Divinity, Humanity and Science) being the logical climax of a separate system of European education. If any scheme could be devised for meeting this need of the higher education in existing Indian universities, this project would not have been pressed. It has been suggested only because of the difficulties of co-ordinating the final results of European education in India with those of Britain. It cannot be said that no class of Anglo-Indians deserve, or promise to repay, the best education obtainable anywhere.

5. As the Roman Priesthood supply teachers from their own schools from Europe they may not care to send students to the State Normal College, if one were set up; but a Roman hostel attached to such a college might meet this difficulty. But though nobody can appreciate more highly than I do the services of the Roman Church to the community, this objection to a Normal College is not a ground for refusing to equalise as far as possible the position of the whole community, in respect of educational advantages with that of British students.

6. My proposal to make the inspection of European schools an Imperial charge may go against the present sentiment in favour of decentralisation, but the considerations which have compelled the setting up of a separate system of European education may require to be pressed to their logical conclusion. It must prove an advantage to keep all Inspectors of European schools in a single service, in which from beginning to close of their careers they would acquire, and mature in, the needed experience of specialists, and this adjustment of conditions to needs could only be secured under Imperial control, which is further supported by the fact that the community are scattered all over India in small groups and everywhere require the same kind of education. Later on, a University or even Normal College might supply schools with locally-recruited Inspectors as well as teachers.

7. The centralisation of education divides itself into the two subjects of (a) waste of resource and (b) scruples of conscience:—

(a) A minimum standard of efficiency in instruction and an average standard number of pupils (varying with a small maximum and minimum margin) ought to be fixed for both the number of classes and the number of pupils in each class. Any school in which the teaching standard was maintained, but which did not either teach the standard number of classes nor contain the standard number of pupils in each class, would involve some waste of resource. How far, if at all, this axiom should yield to any kind of sentiment, I am not prepared to say.

(b) The Roman objection to concentration, based on scruples of conscience, though unfortunate from the State's point of view, can hardly be altogether ignored, though the true significance of the existing methods of the Roman supply of efficient teachers at comparatively low cost, ought to be fairly estimated. It is also a question for the department to discuss with the Roman hierarchy in India how far the reported domestic rule of Roman dioceses, which requires a Bishop to maintain a number of schools of different types in his own diocese, irrespective of the number of pupils attending each school and each class in it, establishes, on grounds that a neutral Government is bound to consider when allotting grants, a recognisable claim. This is a question of ways and means and not one of public policy, and in view of their past services to the community, any concession that could be rightly made, without crippling public resources or wronging other schools, may well be granted.

8. The question of the division of schools into elementary and secondary is not wholly one for experts. Wherever a sufficient number of pupils attend a school under the standardisation alluded to in paragraph 7, clause (a), it ought to be possible for any pupil of character and attainments to rise to any reward accessible to any pupil of any school. In India where, owing to causes touched on in paragraph 2, respectable families have been artificially depressed, mere class distinctions, especially such as are based on mere wealth, ought not to weigh with the Government to the prejudice of any school or pupil.

9. As experts differ on the question whether clauses 27 and 107 of the Code serve the purpose indicated above, the question requires full discussion in conference. The sending of a promising pupil to a new school to complete an education begun in another involves more serious results than the mere loss by his first school of the credit of his achievements. It is not an idle plea that both teacher and taught gain, in the mutual confidences of earlier years, advantages that are valuable assets in all education designed to mould character as well as to cultivate intellect.

10. In conclusion I respectfully urge (1) both that some searching examination as to his parentage should precede the admission of any pupil to the advantages of a European school, and (2) that some name or definition should be affixed to both school and Code that will keep out pupils of pure Indian descent adopting foreign garments and foreign names, who have had free access to some European schools in the past.

(iii)

Memorandum prepared by Mr. S. C. Williams, E.I.R. House, Calcutta, in connection with the Conference on the education of the domiciled community to be held in Simla in July 1912.

As I am attending this conference as a non-official representative of the Province of Bihar and Orissa, my primary function appears to be to represent the needs and wishes of the schools within that province. I understand there are altogether sixteen European schools in the province, of which twelve are connected with railways. Out of this latter number, nine are connected with the East Indian Railway. None of these are in large centres, and they may be considered representatives of what seems to me to be the most difficult part of the whole problem—the improvement of European Education—Primary Education chiefly—in smaller stations in the plains of India. I have therefore, in what follows, dealt chiefly with this class of school for both the reasons indicated above, i.e., (1) because so many of the schools in Bihar and Orissa are of this kind; (2) because it is, I think, the most difficult part of the whole problem.

2. Education is ordinarily divided for administrative purposes into:—

- (1) Elementary, including the teaching of infants.
- (2) Secondary.
- (3) University.

From our point of view it is hardly necessary to consider (3), because in the first place for Europeans and East Indians, most of this will be done in Europe, or at least outside India: while for those for whom Western education is not practicable, the existing Universities in the large cities of India probably provide sufficient facilities.

3. We come then to (2). As regards secondary education, the position of India is peculiar. Not only those who are of ample means, but also many of the middle strata of European and East Indians will send their children to Europe for this also. Of those that remain, there is a strongly felt preference on grounds of health for secondary education being given in hill stations. And this it is desirable to encourage in the interests of the children themselves. Secondary education should then to a large extent be given in the hills. At the same time there is a fairly numerous class for whom even this is unattainable on grounds of expense, the difference in cost between a boarding school and a day school being always considerable. And even when expense is not the obstacle, there are children whom the hills do not suit and others whom their parents will not send away from them. There must therefore be provision for secondary education in the plains.

4. As to what centres can put forward strong claims to the establishment and maintenance of secondary schools, there can be no general ruling, save to say that it must be a matter of supply and demand. One or two pupils cannot justify full provision for secondary classes on a suitable basis. Even if it were practicable it is questioned whether we should be right in deliberately encouraging elder pupils to remain at school in the plains, since this can only be done at some sacrifice of health and efficiency. I would suggest that such isolated cases be met by a liberal system of scholarships to recognised schools in the hills. Of course some standard of attainment must be insisted on, and there will remain a residuum of elder pupils without any attainments in, or liking for, "book learning". Under existing conditions, these would linger on in primary schools as a moral and intellectual drag on their younger and brighter class mates. I would suggest for such boys the arrangement of suitable provision in industrial centres where physique can have at least an equal opportunity with brains. I have no suggestion to make as regards girls of the same class.

5. There will remain the cases of the larger stations with a considerable mixed population, which can well support good secondary schools, day schools for the most part, but with a boarding hostel. The stations I have in mind are places like Calcutta, Bombay and Madras, Allahabad, Lucknow, Jubbulpur, etc. Such schools already exist and are doing well. Their special needs and aims will no doubt be represented by those directly associated with them.

6. Turning now to (3)—Primary Education—this must, for by far the greater number, be given in the plains. It is true that schools in the hills do make provision for Primary education. Private schools in the hills are, it is understood, always ready to receive children even at a very young age, and public and semi-public institutions are beginning to make such provision. Thus the Junior School at Oak Grove, Mussoorie, under the joint management of the East Indian and North-Western Railways, makes suitable provision for 200 boys and girls of ages from 8—9 to 12—13. But on the grounds of expense, of parents' unwillingness to part with their children at an early age, and of the less pressing necessity for the hills in the case of young children, it will probably always be necessary to provide ample facilities for primary education at all places in the plains of India where there are a fair number of European and East Indian children.

7. Our chief problem then is primary education in the plains. Now what are the main difficulties from an administrative point of view which arise in dealing with this problem? I will take as representative the schools on the East Indian Railway shown in the table below, from which I have left out all our more prosperous schools in the larger railway stations.

STATEMENT of East Indian Railway schools—European and East Indian.

Place.	Number of European and East Indian residents, adult.	Number of European and East Indian Railway children, age 15 years and below.	Description of school in Primary or Middle.	Number of teachers and whether male or female.	Qualifications of teachers.	Number of children on rolls.	Average daily attendance.	Railway contribution per annum.	Government contribution per annum.	Total fee income per annum.	Whether under Government inspection or not.
Bandel	46	69	Primary	1 female	1 Teacher's certificate, Madras	16	12	Rs. 432	Rs. 180	Rs. 409	Yes.
Ondal	36	42	Do.	1 do.	1 Middle school certificate	14	10	Rs. 432	Rs. 165	Rs. 435	Yes.
Dhanbaid	116	82	Do.	1 do.	1 Upper Secondary certificate, Madras.	12 (all)	8 (E.I. Railway)	Rs. 660	Rs. 318	Rs. 371	Yes.
Gomoh	32	59	Do.	1 do.	1 Middle school certificate	15	13	Rs. 600	Rs. 350	Rs. 350	No.
Madhupur	36	63	Do.	2 females	1 Recognized do	24 (all)	22 (all)	Rs. 840	Rs. 451	Rs. 760	Yes.
Jhajna	57	58	Do.	2 do.	1 High School Training College certificate.	18	15	Rs. 720	Rs. 319	Rs. 463	Yes.
Rampore Haut	43	34	Do.	1 female	2 Middle school certificate	8	7	Rs. 420	Rs. 209	Rs. 209	No.
Sahebgunge	34	57	Do.	1 do.	1 Middle school Training College certificate.	8	4	Rs. 720	Rs. 445	Rs. 420	Yes.
Gya	69	53	Do.	1 do.	1 High school certificate	15	12	Rs. 600	Rs. 450	Rs. 450	No.
Buxar	34	58	Middle	2 females	1 Entrance examination certificate.	23	19	Rs. 600	Rs. 418	Rs. 801	Yes.
Moghal sarai	32	48	Primary	2 do.	2 High school certificate, recognized. VI standard, recognized.	12 (all)	12 (all)	Rs. 564	Rs. 407	Rs. 420	Yes.
Mirzapore	22	28	Do.	1 female	1 Passed standard VII	11 (all)	10 (all)	Rs. 540	Rs. 344	Rs. 344	Yes.
Aligarh	7	24	Do.	1 do.	1 Passed standard VII and Kindergarten certificate.	13 (all)	11 (all)	Rs. 360	Rs. 487	Rs. 487	No.

8. Anything beyond elementary education in such places is of course impossible, nor is it called for. But the East Indian Railway is in the position of being the direct cause of the posting of staff to these places and it recognises the consequent claim which its staff can reasonably make that some suitable provision for the elementary education of their children is called for. In this respect railways differ from other employers of labour who do not themselves initiate settlements of European people to the same extent. The policy of the East Indian Railway is indicated in the following:—

Extract from letter No. 156, dated 22nd October 1909, from Board of Directors, London, to the Agent.

"In the first place I am to say that the Board do not recognise any responsibility as resting upon them to do anything beyond assisting in providing for a good elementary education for the children of the members of the staff located at stations where other means for such education does not exist. While limiting their primary responsibility in this way, the Board are not unwilling to go further and to aid in the higher education of the children where such seems necessary and desirable under local considerations, but where the schools giving such higher education are, as in the cases under reference, very largely used by outsiders, the Board must decline to accept practically the whole of the cost. If the schools are to be maintained at all a fair proportion of their cost including the provision and upkeep of the buildings and equipment must be secured from outside source, i.e., non-railway revenue."

In other words, the East Indian Railway recognises the claim upon it to provide elementary education for the children of its staff where facilities for it do not already exist.

9. Now what in particular are the difficulties of those schools? They may be stated as follows:—

(1) The community is not a rich one, indeed one cannot assume incomes which do much more than provide the bare necessities of life. At the same time indiscriminate educational charity in the form of free education is not called for and would probably be misinterpreted and resented.

(2) The community is one which has very little in the way of intellectual stimulus. Whether the parents have been born in the country or in Europe, they come from classes which are not noted for intellectual or artistic attainments or interest, and their life in India has not helped them. The better class of papers and books, lectures, music, libraries are not to be had and the "Institutes" provided by the railways cannot attempt much more than to provide amusements in the shape of billiards, light reading and occasional entertainments such as concerts and dances.

(3) As to the children themselves, the climatic conditions are against them. Short school hours are necessary and evening preparation is almost out of the question. Regular attendance is militated against by poor health, absence from the station, transfers and the difficulty of getting to and from the school-house in the hot weather.

(4) As to the teachers, one main difficulty is the small pay which can be offered. A further important difficulty is that of obtaining quarters, which may limit the choice of teachers to ladies already residing with their parents. Qualifications are thus necessarily low and the incalculable advantages of proper education and training are absent. Often it is impossible to maintain more than one teacher at each school. Hence teachers have further to grapple with the task of teaching children of all ages and both sexes, a difficult not to say impossible problem.

10. The suggestion of remedial measures is not easy. One obvious course is to consolidate the small and weak schools into fewer but bigger and more prosperous schools at convenient centres in the plains. But this course has obvious objections:—

(a) The dislike of parents to sending young children away from their homes.

(b) The obvious fact that if they do leave their homes, it seems better for them to go to the hills if this can be done at anything like the same cost.

(c) The very much higher cost to parents of any arrangement which means "boarding" for their children away from their homes.

11. Assuming that as much as is possible is done in the way of consolidation, it seems probable that it will always be necessary to make provision for this class of school at many small centres. It seems clear also that they cannot, if they are to be efficient, be self-supporting. Government help at present is given under such conditions that many of these schools cannot really claim any financial grant at all under the Code. As a matter of fact, however, the Inspectors have, so far as my experience goes, treated such schools with great consideration and have always endeavoured to give grants to such as make any systematic effort to comply with the regulations. It is clear, however, that Government help is needed, and I do not think any half measures will meet the case.

12. I consider then that the problem must be grappled with in a bold and comprehensive manner. It is admitted that the provision of means of education is a duty which the Government may properly be called upon to perform. And the claim of the European section of the population

cannot, in my opinion, be considered as less deserving than the indigenous population. I see no reason why Government should not take up this burden in its entirety. Up to the present the work of Government has taken the form of:—

- (1) Inspecting and subsidizing non-Government schools;
- (2) The maintenance of a very small number of Government schools;
- (3) The provision of means of training for teachers.

But it is held that the time has now come when Government should face the problem of a complete system of education for European children.

13. This movement might commence with the taking over of existing schools unless it can be proved with certainty that some are useless and unnecessary. There will not be difficulty in this process. Bodies such as the East Indian Railway, which have carried on educational work, will be only too glad to relieve themselves of a burden which is somewhat outside their province and which has only been undertaken *faute de mieux*.

Further as the East Indian Railway is a semi-Government institution, the taking over of land and buildings will not be difficult and will involve no capital outlay. It will be in the nature of a book adjustment. A more liberal expenditure than has yet been incurred in staff will be called for and revenue grants on a liberal scale will be called for and the supervision and help of Government Educational officers must be on a different basis altogether; it must be positive, constructive, active not chiefly critical and negative.

14. Primary education having been properly provided for, the question of similar action in regard to secondary education may then be taken up and a complete net work of schools can be built up. As an instance of such action, I would cite the case of Wales, where within a decade or so, a complete system of primary, secondary and university education has been built up by Government, with very little private financial aid. The determination of the inhabitants and their enthusiasm for education has, however, resulted in a most successful and complete system of education.

(iv)

Note by Mr. R. C. Busher, M.A., Principal, Philander Smith College, Naini Tal.

1.—THE REMUNERATION OF TEACHERS.

Trained male teachers.—Teachers who have not graduated from any University should receive a starting salary of not more than Rs. 100 a month rising, by annual increments of Rs. 10, to Rs. 200.

An undergraduate who has had a training in Great Britain or America should, on joining an aided school, receive a salary of Rs. 150 a month rising, by annual increments of Rs. 20, to a maximum of Rs. 250.

In the case of a teacher in the third grade taking his degree before reaching the maximum of Rs. 200 the annual increments should be raised to Rs. 20, and the maximum monthly salary attainable should be Rs. 400.

The commencing salary of a graduate of an Indian University, who has joined an aided school, should be Rs. 200 rising, by annual increments of Rs. 20, to a maximum of Rs. 400 a month. A graduate of a British or American University, who has had a special training as a teacher, should, on joining an aided school, receive a salary of Rs. 240 rising, by annual increments of Rs. 20, to a maximum of Rs. 400 a month.

Trained female teachers.—There should be the same grades for female teachers as for male teachers. The salaries of the corresponding grades should be:—

	RS.
Third grade	60—10—100
Second „	120—10—150
First „ (a)	120—10—200
First „ (b)	150—10—200

In both the above classes of teachers, male and female, it is understood that Government shall pay half the salary of every teacher, provided:—

(1) that the teachers in the third and first (a) grades are those who have returned, after training, to the schools that nominated them for a course of training at a recognised Training College;

(2) that the managers of schools have the option of raising the salary of a teacher above the regular scale (but only after five years' approved service) who, in their estimation, is deserving of a higher salary, but in such cases Government shall not be expected to pay more than the half of what the salary might be under the regular scale.

I cannot insist too strongly on the enforcement of the principle of teachers rejoining the schools that nominated them for admission into a Training College. Only in this way will it be possible for schools to obtain the kind of material suited to their needs. The heads of educational institutions should be advised to be on the watch for boys under their care who appear to be fitted by aptitude and inclination for the profession of teaching. I am in complete accord with the opinion of Mr. W. P. S. Milsted (Headmaster, Boys' High School, Allahabad) who suggests that promising boys should serve an apprenticeship for four years as pupil-teachers before being sent to a Training College. At the end of that time it would be known whether each one possessed the essential qualities of a teacher, viz., aptitude, inspiration and zeal.

Rules should be framed to prevent teachers leaving one school and joining another without the sanction of the department. A school that has gone to the trouble and expense of getting a good staff of teachers should be so safeguarded that its teachers may not be lured away to other institutions offering higher salaries.

Provident fund.—All aided schools should maintain a Teachers' Provident Fund. Every teacher should be compelled to lay aside 10 per cent. of his or her salary. To this Government should add a similar amount and the whole should be safely invested. The time has come when it is positively necessary to institute a Provident Fund in every school.

2.—SUGGESTIONS FOR THE REVISION OF THE PROVINCIAL EDUCATIONAL CODES IN THE MATTER OF GRANTS-IN-AID.

Originally, the ordinary grant-in-aid was based on examination results. This system was improved upon by the introduction of grants based on attendance. I would suggest a further improvement, namely, that the grant be based on the maximum number of students capable of being accommodated in a school, whether or not that maximum be reached every year. In India, particularly in the hills, schools have to contend with a fluctuating population. The attendance ebbs and flows. An epidemic often very seriously reduces the attendance. It is in the seasons of low ebb that a school stands most in need of financial assistance, but it is just at such times that the much needed help is most meagre. If, in the opinion of the inspecting officer, a school is doing good work, it seems only reasonable to permit it to obtain assistance in lean as well as in fat years. In any case, the same staff of teachers has to be maintained. I am of opinion that all boys' boarding schools in the hills should be built to accommodate 250 children. The annual grant should be calculated in the same way as that laid down in the Code of 1905. A proportionately smaller grant would, of course, be made in the case of those institutions that might not see their way to admitting so large a number as 250. Some would prefer to have their maximum put at 100, others at 150. In every case the figure should be approved by the Educational Department. Such a scheme would have the effect of placing schools on a financial level, and would do away with all petty rivalry simultaneously with hand-to-mouth existence which is the lot of so many educational institutions. It is taken for granted that the scale of fees in all State-aided hill schools would be the same. Equalisation of fees is a *sine qua non* in the effective working of the scheme outlined above.

I see no reason why the Philander Smith College, the Diocesan Boys' school at Naini Tal, and Bishop Cotton's school at Simla, given the requisite facilities, should not each be able, in the course of a very few years, to accommodate 250 boarders. It should be clearly understood that no school would be permitted to step beyond the prescribed limit. When all the aided institutions had reached their maximum it would be time for the educational authorities to think of sanctioning the founding of another school.

The above plan assumes that Government, previous to the scheme coming into operation, would have brought about the amalgamation or closing down of weak or superfluous schools.

I consider that the existing rules for "special" and building grants might remain in the form in which they now stand in the Code. Changes in the allotment of the supplementary grants have been outlined in treating of the remuneration of teachers.

The "Cadet Grant" might be raised to Rs. 15 and Rs. 10 for extra efficient and efficient, respectively.

Special grants should be generously but yet carefully allotted. I do not favour supporting "technical departments" when the term is used to mean carpentry, joinery, etc. Native labour is too cheap for European lads to stand a chance of holding their own in such lines. Let aid be given for the maintenance of school orchards, laundries and diaries. With substantial help at the start, these departments could in the course of a very short time be made self-supporting. Up-to-date equipments for laundries and diaries are capital necessities in every school. Every class should be compelled to spend a week once every year in each section. Such attendance should be counted as regular "school-meetings" and allowance should be made accordingly in

every time-table. Ordinary class-work should be set quite aside during these periods. In the course of time some boys, preferably poor ones, who showed special aptitude, might be selected to serve as apprentices in these departments.

I have never experienced any difficulty in getting suitable boys to take up what in our school are called "self-help" posts. In return for free board and tuition, we are able to secure a regular supply of librarians, laboratory assistants and care-takers. The last named at frequent intervals check the boarders' outfits, to see that they are properly kept, and look after dormitories, etc. Experience in this line has convinced me that there would always be a sufficient supply of apprentices for these departments. Such apprentices after having completed their training would make good material for our colonies.

In girls' schools a cookery department should take the place of the agricultural section. In the matter of laundries and dairies, girls' schools should be equipped similarly to boys' schools.

3.—DEPARTMENTAL ADMINISTRATION AND INSPECTION OF EUROPEAN SCHOOLS.

In this matter the United Provinces furnish an excellent model, I say this without any desire to flatter or to make invidious distinctions. I state it as a simple fact. From Bengal and South India I have heard complaints regarding the confusion that results from frequent changes of Inspectors, the lack of sympathy on the part of these gentlemen, and the disaster that often ensues through placing newly arrived recruits in charge of circles that ought to have tried and experienced educators.

Individuals possessed of wide sympathies as well as much local experience should be selected as Inspectors of European schools—men who are not above consulting the heads of the schools in their district. An Inspector should lay himself out to study the peculiar difficulties and problems of each school and to assist and advise wherever he can. They should, in short, devote themselves to the improvement of European education in their respective provinces. Government should not divert their energies into side channels by giving them the supervision of any Indian schools.

In view of the fact that many European lads proceed to the United Kingdom to complete their education, I would suggest that the Oxford, or Cambridge, Senior Local Examination be recognised by Government in lieu of the High School test. The Senior Certificate should be accepted as the passport of eligibility for admission to the Upper Subordinate Class at Roorkee, Survey, Forest, Sibpur College, and any Medical College in India.

4.—DISTRIBUTION OF SCHOOLS WITH REFERENCE TO DEMAND.

There should be only one European school of each class or grade in a station, however large the station may be. At Naini Tal there are the following schools:—

- One Roman Catholic school for boys and one for girls.
- One Church of England school for boys and one for girls.
- One Non-Conformist school for boys and one for girls.

There is apparently room for all these, but there should be no more. At Mussoorie there are three private schools for boys, all under the auspices of the Church of England. Much more effective educational work would be done, if these combine forces. I have not mentioned the Church of England Orphanage, or the Wynberg Orphanage at Mussoorie, because I consider that such institutions are in a class by themselves.

The present system of having one long term of nine months in hill schools possesses many disadvantages. Nearly all that has been learnt in school during the term is quickly forgotten in the long winter vacation. Both teachers and pupils feel the strain of nine months of practically continuous labour. I would suggest that the year be divided into three terms as follows:—

Spring term.—From 1st February to Easter (ten days' holiday should be given for Easter).

Summer term.—Approximately from 10th April to 31st August (a ten or twelve days' holiday should be given from about the 11th to the 20th of September).

Autumn term.—Approximately from 10th September to 16th December.

Winter vacation.—From 16th December to 31st January.

The whole of February should be taken up in reviewing the work of the previous term. Quarterly examinations should be held on secular days from—

- 1st to 10th June.
- 1st to 10th September.
- 1st to 10th December.

In the case of hill schools, on account of great distances over which children have to travel in journeying to and from school, parents would probably not expect to have their children home for the Easter and autumn holidays. In any event, fees should be charged for the whole period extending from 1st February to 15th December. The increase in the fees by this arrangement of terms would considerably help the finances of every school. It is almost certain that the

increase would be sufficient to pay the members of the staff during the winter vacation and the educational gain to the pupils themselves would be considerable. Moreover, under this system recreative occupation could be given to boys during the holidays. In the Easter holidays inter-school cricket matches could be played. During the autumn holidays volunteer camps and rifle meetings could be held. All these advantages could be secured without interrupting the current of class work. One of the most deplorable signs of the times is the decay of interest in the national game because of the time that it takes up. With periodic holidays, such as those suggested above, school authorities would have no excuse for letting this noble pastime die out.

To the above holidays, the last Saturday of every month, the King's Birthday and Empire Day should be added.

5.—TRAINING OF TEACHERS.

As the Anglo-Indian community is a small one, a single well equipped men's training college should suffice for the whole of India. A separate college for women should be maintained. Both institutions should be in the same station, preferably in the hills, say, Sanawar, Mussoorie or Naini Tal. It is important that each of these be attached to an orphanage which should be used as a practising school. Children who pay full fees should not be put under inexperienced teachers. The training classes at present attached to schools should be abolished in the near future. Both these colleges should be non-sectarian. By having them in the same station economical working would be assured, as several of the instructors could teach in both institutions.

Only those persons should be admitted into a training college who had been previously nominated by the heads of the respective schools in which they had worked, on four years' probation, as pupil-teachers.

The standard required for admission at Sanawar is too low. No Training College should admit any one who has not passed the Intermediate Arts, or equivalent, examination.

6.—COLLEGIATE EDUCATION.

A Central College, non-sectarian in character, is a want greatly felt by Europeans in India. This should be in some good hill station and should have departments in which students could be prepared for the Civil Engineering class at Roorkee, Intermediate Arts and the B.A. degree. In addition to these, it should have a Commercial Department and a Chair of Agriculture. To completely fulfil its purpose, it should be affiliated to a University of the United Kingdom.

"Special departments" or "College classes", which are to be found in most High schools, should be abolished, but not before a Central College existed to admit those students who might desire to proceed with their studies after passing the High School, or equivalent, examination.

At Naini Tal, there is a piece of land, known as Old Government House Grounds, admirably suited for the building of such an institution. The station is full of excellent schools which would serve as feeders to the College.

(v)

Letter from the Secretary, Christian Brothers' Committee, dated Kurseong, the 8th June 1912.

During the current mid-summer holidays a committee of the Christian Brothers, of which I am Secretary, met here at Kurseong to consider the questions likely to come before the approaching Simla Conference on the education of Anglo-Indian children.

We have been asked for our views on these questions by some of the delegates to the Conference; hence the meeting of our committee.

The committee was representative of the following schools and interests:—

Name of school.	Number of pupils.	Number of teachers.
St. Joseph's Collegè, Naini Tal	250	18
St. Joseph's High School, Allahabad	90	9
St. Joseph's Higher Secondary School, Calcutta	390	18
St. Joseph's Free Day School, Calcutta	270	11
St. Patrick's Secondary School, Asansol	170	14
The Catholic Male Orphanage, Calcutta	305	15
Goethals Memorial Secondary School, Kurseong	190	14
St. Michael's High School, Coorji, Bankipore	210	14
Total	1,875	113

The committee was of opinion that the results of its deliberations should be forwarded to you also. Accordingly, I take the liberty of submitting to you for your consideration the enclosed notes, on some of the points to come before the Conference, and on the working of the New Bengal Code of 1910.

(vi)

Note by the Christian Brothers on the working of the New Code (1910) in Bengal.

The Cambridge course as prescribed in the Code is an admirable one from an educational point of view, particularly as now it includes all three grades, namely, Preliminary, Junior and Senior; for in this way the course is complete, and every section of the school is benefited by it, and a healthy spirit of work now prevails in the schools. Parents, boys and teachers have much more confidence in the Cambridge Local examinations than in the old Primary, Middle and High School examinations, owing to the fact that the questions are set, and the answer papers examined in England. Under the old Code, the examinations, especially in later years, were more or less a lottery; very often the best pupil of a class failed, while his companions of much less attainments passed. All this is now changed, hence there is renewed confidence all round, and every candidate now knows that his success or failure depends, generally speaking, on his own efforts. Besides, the Cambridge Certificate is a far better passport to employment; and if the scholar proceeds to Europe to continue his studies, it is of much more use to him than the old High School Certificate would be. The introduction of the Cambridge course, and the Cambridge examinations, constitutes, in our opinion, the chief merit of the new Code. The grants-in-aid have also, to all appearances, been raised in the case of Secondary schools under the new Code. But this enhancement of grant in some cases is not real. The duplication of classes in accordance with the requirements of article 17 (b) runs away with the increase of grant. In the case of St. Joseph's High School, Calcutta, for instance, five additional teachers have had to be engaged to comply with this rule.

We would now like to point out some defects in the Code which, we think, call for amendment when the occasion offers—

(a) No provision is made for salary grants for teachers, hence the difficulty of obtaining qualified lay, male, teachers; and when obtained, of retaining their services for any length of time, as their prospects as teachers are very poor.

(b) The scholarships available for Secondary schools are very few under the Code—only four for boys and girls to be retained in Higher Secondary schools. With regard to the supplementary scholarships as detailed in article 108, we doubt if the scheme is workable. We do not see how the Inspector of European Schools can adjudicate on the fitness of candidates of various classes from the infant class upwards, by means of a test examination; and if scholarships are awarded to deserving, poor students, they should be called stipends rather than scholarships.

(c) Steps should be taken to have the Cambridge certificates recognised in India by the Universities and Technical institutions, such as the Civil Engineering College, Sibpur, and the Medical Colleges, as they are recognised in England. A case has recently come to our notice in which a scholar who obtained an Honour certificate at the Senior Cambridge Examination held in December 1911, was told, when he applied for admission into the Civil Engineering College, Sibpur, that he could not be admitted, as he had not the High School Certificate.

(d) The form of trust-deed given in Appendix V of the Code should, we think, be amended. It is doubtful if it is legal at all, as it stands. When a building grant is made to a school by Government, it is right that Government should, as trustees of the public, have a lien on the building. But this lien should not be for all time. If the school fulfils the public purpose intended, for a specified number of years, the object for which the grant was awarded should be regarded as attained. When a building grant has been awarded for the building or extension of a school, the Government lien should not extend beyond thirty years at most. If the school fulfils its purpose during that time it should be considered as having done its duty to the public, and the grant should be considered as re-paid; and similarly, if it lasts as a school, say, for fifteen years, only half the original grant should be claimed by Government, should the school then cease to be an Educational institution. At present, in the case of a furniture grant, Government claims a lien for three years only—*vide* article 52 of the Code.

(e) Referring now to the Code as it affects the Elementary schools, we have to remark that the course laid down for these schools is not quite satisfactory. In the first place, it does not lead to the Secondary school course. When a scholar finishes the elementary course by passing the Elementary School Certificate examination, or standard six, and wishes to continue his education in a secondary school, he has to go back, practically, to standard four in the secondary school, having learnt no Latin, Algebra, or Geometry in the elementary school; and should he have gained a scholarship at the Elementary School Certificate examination, he cannot at present retain it in a Secondary school unless a special case can be made out, and the sanction of the Director, obtained. Even when all this is done we have still great difficulty with the parents with regard to this matter. They cannot understand why their boy, who has taken a scholarship, has to be put back to class V, as they expect him to be fit for class VII. The boy, no doubt, has been seriously injured by remaining so long in the elementary school. In the second place, the subjects laid down are not quite suitable for poor Kintali children, those that attend the complete elementary

schools; for example, "a systematic study of Botany" is required in classes five and six. Again the want of a properly defined syllabus is felt, especially in the case of English, History and Geography, and even in the "systematic study of Botany." This last point is developed more

* Not printed.

fully in the annexed letter* which is a copy of one sent to the Inspector of European Schools, Bengal, on April 8th, 1912, by the Secretary, St. Joseph's Free School, Calcutta.

(f) Free day schools not only receive no special assistance financially under the new Code, but even the small special grant they did receive under the old Code has been taken from them. These schools deserve special consideration.

(vii)

Note by the Christian Brothers on the Simla Conference agenda.

I.—THE REMUNERATION OF TEACHERS.

(a) Religious teachers.

1. The incomes of our schools generally are not able to provide for all the needs of the staffs, or to compensate our congregation for the expenses it has to meet, in order to give its teachers all the training they require. To enable the schools to meet their expenses in this way, as well as to meet the cost of maintenance of our free schools and orphanages, we have every year to try and raise money by such means as collections, subscriptions, fancy fairs, raffles, etc.

Our Training College at Marino, Dublin, is not supported by our schools in India, except to the extent that for every trained Brother we get out from home we have to pay the college the actual cost of the Brother's training as well as all the expenses incident to his coming to this country. It must be borne in mind that the little that our schools do contribute does not come from the ordinary school income, such as grants and fees, but from the miscellaneous sources mentioned above.

(b) Lay teachers.

1. We find that qualified men cannot be induced to take up teaching as a life-profession, because the pay and prospects under existing circumstances are altogether insufficient; and as a rule our lay teachers take up teaching as a temporary measure only.

2. In our opinion to secure efficient lay teachers in our schools, taking up teaching as a life-profession, a young man who is qualified educationally at the age of 18 or 19, should, after a period of training, commence on a salary of at least Rs. 100 per month rising by yearly increments of Rs. 20 to a maximum of Rs. 400. To insure the continued self-improvement of the teacher it should be stated that the annual increment mentioned here would be stopped at the end of five years should the teacher fail within that period to pass the Intermediate Arts, or the Intermediate Science of a University; and that similarly the teacher is expected to take a degree before the expiration of the tenth year.

3. In order to enable us to introduce the above scale of salaries, the present grants-in-aid would have to be increased by Rs. 5,000 to Rs. 12,000 per annum according to the circumstances of each school. (This calculation does not include the compensation that should be made on account of the services of the Religious teachers on the staff.) For example, take the six lay teachers at present employed in St. Joseph's High School, Calcutta; they draw at present salaries amounting to Rs. 500 a month, and this is all the school can afford. According to the proposed scale their salaries would amount approximately to Rs. 1,500 a month in the course of a few years. In other words the salaries would be increased by Rs. 12,000 per annum; and accordingly the grant should be increased by this amount.

II.—SUGGESTIONS FOR THE REVISION OF PROVINCIAL EDUCATIONAL CODES IN THE MATTER OF GRANTS-IN-AID.

2. Taking the Bengal Code of 1910, article 32 (a) which is amplified in article 43, we have to remark that in our opinion the ordinary grant based on attendance should be the same for each pupil in the same section of the school. For instance, the ordinary grant to classes V and VI of secondary schools is Rs. 80 for the first twenty scholars, and Rs. 60 for the second twenty scholars, and Rs. 40 for the remaining scholars in ordinary attendance; there does not appear to us any reason why the first twenty should get a higher grant than the second twenty, and the second twenty more again than the remainder, particularly when it is taken into account that when the class consists of more than thirty pupils an additional teacher has to be employed—*vide* article 17 (b) of the Code. This rule is particularly felt in large schools which have to duplicate their classes.

Again, we have to point out an anomaly with regard to the grants to classes V and VI of secondary schools, and classes VII to X of the same schools. For example, let us assume thirty pupils in each class from classes V to X. Calculating the grants for these classes according to the scale laid down in article 43, we have, for classes V and VI—

	RS.
For the first twenty scholars at Rs. 80	1,600
For the second twenty scholars at Rs. 60	1,200
For the remaining twenty at Rs. 40	800
Total	3,600

or an average grant of Rs. 60 per scholar.

For classes VII to X—

	RS.
For the first five scholars at Rs. 120	600
For the second five scholars at Rs. 90	450
For the remaining 110 scholars at Rs. 50	5,500
Total	6,550

or an average of something under Rs. 55, per scholar. It will be seen from these calculations that the Code gives a higher grant per head for pupils in classes V and VI, than for those in the higher classes from VII to X.

We are of opinion that the "special grants", "supplementary grants", and "fixed grants" should be abolished, and the money now spent under those heads used to increase the ordinary grants. These grants are likely to lead to partiality.

3. In the case of St. Joseph's Free Day School, Calcutta, the grant-in-aid at present received is less than half the total expenditure on the school. The grants-in-aid received in the case of St. Michael's High School, Coorji, are about one-third of the total expenditure on the school. In the case of the Catholic Male Orphanage the grants come to less than half the annual expenditure.

III.—DEPARTMENTAL ADMINISTRATION AND INSPECTION OF EUROPEAN SCHOOLS.

1. The school authorities are at present annoyed and put to inconvenience by the large number of official letters and queries that are sent out, on often very trifling matters. For example, when a scholarship holder gets ill, and is consequently absent from class, the word of the Principal to the effect that the pupil is ill, is not accepted by the Inspector's office, and a long correspondence is the result—we are first asked what the pupil is suffering from, and then to produce a medical certificate, etc.

2. We have a cause of complaint with regard to the inspection of schools, namely, the frequent change of Inspectors. At present the Inspector is always being initiated into the duties of his office.

IV.—DISTRIBUTION OF SCHOOLS WITH REFERENCE TO DEMAND.

With reference to the suggestion for the establishment of a special school or schools, we have to say that we are strongly opposed to the principle of selecting any school or schools, or of erecting a special school to be maintained by Government by special grants for a particular class of pupils. It ought, we think, be borne in mind that there are only two classes of Anglo-Indian boys for whom schools are required—the middle class and the poor; that is, those whose parents are able to pay the ordinary boarding fees at a boarding school, and those who are not. In other words, those who can pay from Rs. 20 to Rs. 40 a month for their children, and those who have to fall back on free schools and orphanages for the education of their children. Owing to the circumstances all schools of any account in India have to be boarding schools. The middle class send their children to these schools and pay fees varying from Rs. 20 to Rs. 40 a month for each child. There is no higher class for education in India. All Europeans in the superior grades of Government service and in the professions, and all those who can afford to pay Rs. 40 or more, a month, for their boys' education, send them home. No matter what efforts are made or what expense may be incurred, either by Government or by private individuals or associations to get up schools in India to take the place of home education, they will not succeed in attracting that class of boys whose parents can afford to send them home. They may get up the material buildings, ample play-grounds and complete and expensive equipment, and even well-paid staffs with English University qualifications, but there is one thing they can never get up in this country, and that is, Home environment, Home conditions, the influences that go to build up the character of the ideal Briton. And parents who may wish to preserve the traditional sturdiness of their race will make any sacrifice to have their boys educated at Home, amidst Home sentiments and Home surroundings. Lord Lytton, in his able minute on the education of Europeans and Eurasians published in

March 1879, took no account whatever of this class—he knew they were able to look after their own interests; but sketched in broad outline what should be done to help on those really in need of help, namely, the middle and lower classes of the Domiciled community. The Government of India have up to the present time followed the policy then outlined by the Viceroy of the day. And no necessity has arisen that would now justify Government turning aside from it.

But should Government decide on establishing such schools, what schools would be selected for the distinction? One secondary school is as much entitled to it as another, as the class of pupils that frequent it are just as good as the class that frequent the others, and are just as entitled to exceptional treatment. They all belong to the same middle class as may be seen by the interchanges of pupils that take place at present among the schools. Some few schools, no doubt, affect a higher social status than their neighbours, that is, they endeavour to convey the idea that their pupils are drawn from a class higher than the middle class, but if the real facts be ascertained it will be found that a large percentage of their pupils are on reduced fees. Certain schools have been mentioned from time to time for this special treatment, for the subject has been mooted before, but if the past record of these schools is enquired into, it would be seen that their claims were very slender indeed and that they had done nothing extraordinary to deserve such Government patronage.

The differentiation of the class of pupils to be admitted to such schools would be another difficulty. What class would be admitted? Those able to pay their way, or those not able, or able to do so partially? If the former, such a school should not be got up for them—they are able to look after themselves, and would probably go to England in any case; if the latter, any ordinary secondary school is good enough. Nor are these pupils likely to be improved by being brought up under such luxurious circumstances. Besides, there are at least hundreds of other pupils just as deserving. No, no; the more the question is examined the more absurd does it appear. It would be a downright injustice to the other secondary schools of the province to pick out one or two schools and then ennoble them, reducing all the other secondary schools to the level of commonality. Besides, it would destroy all incentive to exertion on the part of the staff, and the pupils would be the sufferers. What stimulus was there to exert themselves on the part of the school authorities, when, no matter how the wind blew, or whether their pupils passed or failed in the educational tests to which they were subjected—they were always sure that the financial deficit, should there be any, would be always made good for them at the end of the year? Very likely such schools would go in for appointment to the public service by nomination only—the fact of a boy or a young man having put in his time at that particular school being in itself a guarantee that he possessed all the necessary qualifications for the office he sought. This, too, has been mooted before. A little competition among the schools, such as exists at present, is healthy and good, and develops in the boys themselves an energy and an ambition which will stand them in good stead in after-life. Let the secondary schools be liberally aided by Government by all means, but let fair play and no favour be the underlying principle of such aid.

Where a special school or college would come in, and be really useful, is at the end of the secondary school course, to enable Anglo-Indian boys to continue their studies so as to take a degree in Arts or in Science, and which special school or college would fulfil the same purpose as the present Government Colleges do for Indian boys, for example, the Presidency College, Calcutta. This proposed college should be open to all the Christian denominations irrespective of class, just as the Technical Colleges at Roorkee and Sibpur and the Medical Colleges are at present. It should confine itself to college courses only, and should not include the classes of a secondary school—the existing secondary schools being the natural feeders of this college.

V.—TRAINING OF TEACHERS.

(a) Religious Teachers—The Christian Brothers.

The Christian Brothers are specially trained for their duties and go through a regular course of studies to fit them for these duties. In Ireland we have a large training establishment—The Christian Brothers' Novitiate and Training College, at Marino, Dublin. This training establishment includes a large practising school—some three or four hundred boys—where the Novices are regularly exercised in teaching under competent instructors. We have also a preparatory training establishment or Juniorate, as it is called, at Baldoyle, five miles outside Dublin. From Baldoyle the Novices are regularly drafted to Marino, the senior establishment. The course of training is not less than two years, very frequently three years. After leaving Marino they are placed in a junior class in some of our schools in Ireland under the supervision of the Principal and of the School Examiners—three of whom are continually going the rounds of the schools examining, organising, and paying special attention to the formation of the young Brothers. Gradually the young men are advanced from a lower to a higher standard getting special helps and hints as they go along. During their two years' residence in the Training College they go through a portion of their studies, and for eight or ten years after leaving Marino—longer if they have not finished their course—they have to present themselves for examination twice a year. After eight or ten years spent in the Society they are "Professed", i.e., allowed to become life-members, provided they have gone through a certain specified portion of their studies and have given evidence of ability to teach and handle boys. Every year a committee consisting of twelve

of the principal men of our Society meet in Dublin to examine into such matters, having before them the School Examiners' Reports and the reports of the Principals of the various schools, as well as the records of the Brothers' studies. Then, any young man who has given proof of incapacity in teaching or in regard to his studies, is either dismissed the Society or assigned other duties, for we have two classes of members in our Society, viz.,—those who teach, and those who do not. Nor do the Brothers in their studies confine themselves to mere scholastic subjects only. Besides their doctrinal and religious studies, they study and have to pass examinations in several standard works on Education such as the Christian Brothers' School Government, Hughes and Moffat's Works on Teaching and Object-lessons, Cox and MacDonald's Practical School Method, Gunn's School Management, Sully's Teachers' Handbook of Psychology. In every community too, a number of educational periodicals is annually subscribed for, which the Brothers read, and put into practice in class any hints they may get from them. In fine, the Brothers' whole life is one continual study, one continual preparation for their school duties. They do not take Orders. They have no distracting functions outside the precincts of the school building to discharge. They give their undivided attention to their own special work and this is the secret of their success.

The Brothers do not as a rule go up for University degrees—they have their own course of studies to go through and this suffices. If they were seculars preparing for a secular career a University degree would, doubtless, be useful to them; but as religious living apart from the world they require no such hall-mark to recommend them to the public. The public judge them by another but severer standard—by their fruits. Besides, a degree is no guarantee that the possessor of it is a teacher or is able to teach beyond a limited number of subjects. We have known an Inspector of European schools, a B.A. of a British University who acknowledged his inability to examine a sixth standard class in Algebra, and whose knowledge of Arithmetic was quite in keeping. And another, who, in examining a class of Kintali boys in the Catholic Male Orphanage, was surprised that they knew nothing about Dante's Works. Both were strong in literature.

(b) *Lay Teachers.*

1. No special arrangements exist in Bengal for the training of Catholic male teachers.
2. If the Government give salary grants as suggested sufficient to hold out prospects to educated young men, there is no doubt but a large number would be attracted to a training school, say, at Victoria, Kurseong, if that training school were again re-opened. We do not think that a special training school for Catholic male teachers would be necessary in Bengal.

(viii)

Extract from a letter from the Government of Burma, No. 167—6-E-35, dated the 7th June 1912.

3. The Director of Public Instruction has been consulted with reference to the agenda for the conference detailed in paragraph 3 of your letter.

Under head 1 "The remuneration of teachers," he suggests that "the desirability of obtaining more teachers direct from Europe and the terms on which they could be entertained should be taken into consideration."

As regards head 3 "Departmental Administration and Inspection of European schools," the following extract from the Director's letter mentions some questions under this head which may perhaps be considered worthy of discussion:—

"A connected question which also arises out of article 18 of the European Code is whether in the event of alternative courses being recognised for particular schools promotions under such courses may be made at intervals shorter than those assumed under the courses set out in the Code or without reference to the system of stages (Primary, Middle and High) adopted by the department. The dangers of conceding such freedom are obvious, but at least one manager in Burma considers that he is entitled to claim it under article 18."

"Other and minor suggestions under this item are—

"(i) that in European as in Anglo-Vernacular schools a minimum number of attendances should be required in order to render a pupil eligible for examination, and that the minimum be fixed at 300 school-meetings (for infants 250);

"(ii) that a pupil should be debarred from examination if he has not paid school fees due by the date of examination;

"(iii) that under articles 90, 92 and 94 of the European Code, if two papers are set in any subject, where 33 or 40 per cent. is required for a pass, 33 or 40 per cent., respectively, should be required in each paper."

4. Under head 4 "Distribution of schools with reference to demand," the Director considers that opportunity should be taken of "emphasizing the undesirability of any policy which permits or favours the multiplication of European schools in accordance with the interests of missionary or other religious associations and without reference to local educational requirements, to possibilities of efficient management or administration or to the funds likely to be at the disposal of Government."

5. As regards head 5 "Training of Teachers," the Director would raise the question whether the sanction of the Government of India should or should not be given to the creation of Normal institutions for Europeans in the different provinces. It appears that Europeans and Eurasians in Burma have shown no inclination whatever to avail themselves of the institution at Sanawar, and it has been suggested that a Normal school should be started at Maymyo. The Inspector of European and Normal Schools, Burma, remarks:—

"Sanawar is too far away to appeal to students in this country and so far no one has desired to go although special terms were offered to any from Burma who completed their training at the school. Again practically all European students in this province desiring training are women whereas Sanawar only accepts men."

6. Under head 6 "Collegiate Education," the Director points out the present unsatisfactory position with regard to the recognition by the Calcutta University of the High School Final examination in European schools in Burma. At present no general recognition is given by the University to the European High School Final and the subject is one which may usefully come under discussion. Another question is the extent to which educational authorities in the United Kingdom can be induced to recognise the High School Final examination of European schools in India or Burma. The Director remarks:—

"The departmental High School Final examination is supposed to be peculiarly adapted to the needs and circumstances of European schools and pupils in India and Burma and hence it should be superior to exotic tests such as the Oxford and Cambridge school examinations. But the fact that these are recognised for certain purposes in the United Kingdom whereas the European High school test is not, gives the former a prestige and a practical ground of preference which the latter from no fault of its own does not at present possess."

7. The Lieutenant-Governor agrees that the questions suggested in the foregoing paragraphs may usefully come under consideration.

Order—No. 601, Educational, dated 5th July 1912.

Copies of the papers which have been received for circulation to the members of the Conference on the education of the domiciled community will be forwarded to the Director of Public Instruction and the Rev. H. Pakenham-Walsh.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

To the Director of Public Instruction.
" Rev. H. Pakenham-Walsh.

" " " " , "

191 .

C. No. 1831, From the Govt of I., No. 1449, dated 28-6-1912

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