

Educational (191²) Department.

ORDINARY MS.

G.O., No. 691

DATED 31-7-1912.

[Despatch Abstract.]

Conferences

Recording letter from the Govt of India ~~submission~~ forwarding three copies of certain additional papers received for circulation to the members of the — on the education of the domiciled community.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

646
12

Esclm 2048
No. 1635
26.7.12

Government of India,
Department of Education,

(Education)

Sine, the 18th July 1912.

From

The Hon'ble Mr. H. Sharp, C.I.E.,
Joint Secretary to the Government of India.

To

The Secretary to the Government of Madras,
Education Department.

Sir,

In continuation of this Departmental Order No 1568-

1568, dated the 10th July 1912, I am directed to forward

3 copies of certain additional papers received for circulation

to the members of the Conference on the education of the

deported community.

I have the honour to be,

Sir,

Your most obedient servant,



H. Sharp

Joint Secretary to the Government of India.

1/12

1A

THE CONFERENCE ON THE EDUCATION OF THE DOMICILED COMMUNITY.

Notes on the Agenda.

Submitted by W. H. Arden Wood, Principal, La Martiniere, Calcutta.

"European" education in India naturally looks to Britain for its methods and ideals. It is important, therefore, when the defects of "European" education in India are being considered, and when proposals are being made for its improvement, to have in view the special circumstances which affect unfavourably the work of "European" schools in India. These may be summarized as follows:—

- (1) The imperfect knowledge of English possessed by so many children when they reach a school-going age. Children are sometimes brought to school who are unable to speak any English.
- (2) The neglect of early education for various reasons; *e.g.*, the indifference or poverty of parents, and the want of educational facilities in out-of-the-way places.
- (3) The interruptions of education due, among other causes, to the transfer of parents from one station to another.
- (4) Irregular attendance owing to climate, and illness consequent on climate.

Again, there are circumstances affecting unfavourably the general standard of "European" education, which arise out of the condition of the schools themselves. These are—

- (1) The poor quality of the paid teaching staffs, owing to the inadequate remuneration of teachers.
- (2) The absence of sufficient and satisfactory provision for the training of teachers, and of facilities to enable the teachers already employed in the schools to improve their professional qualifications.
- (3) The fact that the majority of European schools are too small to be worked efficiently except at a cost that exceeds all the resources now available.

These circumstances are sufficient to explain why, on the whole, the children attending "European" schools in India are, in respect of education, about a year behind children of the same age in schools of corresponding grade in Britain.

II.—The Grading of Schools. Curricula.

In considering the curricula for "European" schools these peculiar difficulties must be taken into account. Further, the special circumstances of the Domiciled Community have an important bearing upon the general character of the education to be given in "European" schools. The most important consideration in this connexion is that there is no employment for boys and girls who leave school at the age of 13 or 14, when elementary education properly so called may be considered to terminate. Most of the openings for boys (and the same is largely true of girls) are for boys of 17 or 18 and upwards. It seems clear, therefore, that no scheme of "European" education can be satisfactory which is not framed on the assumption that school education will extend to the age of 17 or 18 and upwards. Such education will

be secondary, not elementary; and the question which has to be considered is what kind, or kinds, of secondary education should be provided? It will be admitted that secondary education of a high type should be open to all boys and girls, irrespective of their pecuniary circumstances, whose natural abilities enable them to take full advantage of it; and that it should be also available for boys and girls whose parents are able and willing to pay fees proportionate to the cost of such education. The cost of providing secondary education of this type, in schools that employ a highly qualified salaried staff, will be from Rs. 350 to Rs. 400 per pupil per annum for boys, and ordinarily, but not invariably, a somewhat smaller amount for girls. This estimate is based on the assumption that the schools will be large enough to be maintained with the maximum of economy—schools with 300 pupils and upwards. Obviously it is impossible to provide schools of this costly character for the whole of the children of the Domiciled Community. The cost would be prohibitive: moreover the children who could derive the full benefit of such an education, and for whom it is therefore worth while to provide it, are only a fraction of the whole number to be educated.

It is therefore also necessary to provide a form of education which will be of a less costly and ambitious character, though equally complete and equally efficient within the limits it proposes for itself: an education costing from Rs. 150 to Rs. 200 per pupil per annum in schools large enough to be maintained with the maximum of efficiency and economy.

The educational courses of these two grades of schools should be uniform all over India, and should be prescribed in an All-India Code. There should be such conformity between the courses in the lower classes as would make it a matter of no difficulty to transfer a promising boy or girl at the age of about 12 from a class in the lower grade school to the corresponding class of a higher grade school. (See Appendix I for specimen curricula, with notes, of the two kinds of schools proposed.) Of course, below these two kinds of schools would be the Kindergarten and Preparatory schools, in which education would ordinarily be given up to the age of nine. In some cases circumstances may make it desirable to have classes attached to the Preparatory schools which would carry on the pupils up to Class III of the Secondary schools.

III.—External Examinations and Leaving Certificates.

The external examinations used by "European" schools are those conducted by the provincial Education Departments, the Cambridge University Local Examinations, and the Matriculation Examinations of the Indian Universities. The most obvious defect of these examinations is that they do not correspond in standard. The High School examination of one province differs in standard from the High School examination of another province, and the standards of the Cambridge University Local Examinations of the Indian Universities differ from one another, as well as from the standards of the High School examinations. In the interests of both schools and scholars it is desirable to have external examinations that have a definite and known standard, whose certificates will have free currency in India and elsewhere. There are at present many arguments in favour of adopting the Cambridge University Local Examinations as the external examinations to be used by "European" schools in India. But before adopting these or any other external examinations the whole question of the use of external examinations by schools requires careful consideration. The best educational opinion is now adverse to the submission of children below 15 or 16 years of age to external examinations of any kind. This would rule out the use of the Cambridge University Preliminary Local Examinations, which are intended for pupils under 14 years of age. Moreover it has been found that the unrestricted use of such examinations as the Oxford and Cambridge Local Examinations has had results that were probably not contemplated when the examinations were first instituted. The successful preparation of candidates for an external examination is compatible with the neglect of much that is essential in sound education. Yet, owing to the exaggerated importance attached by parents to examination successes, there is a temptation, very difficult to resist when there is

considerable rivalry among schools, to sacrifice real educational interests in order to secure mere examination successes which may be used for the purposes of advertisement.

It therefore seems desirable that the Government of India should control the award of school certificates, and that rules should be made to regulate the use of such external examinations as may be adopted. In the choice of subjects for examination there should be such restrictions as are now imposed upon candidates for the Cambridge School Certificates, with the object of making these certificates evidence of good general education. The schools should be required to send up their pupils by classes. And as the work in all the subjects of the school curriculum cannot be tested by an external examination the school record of the work of the candidates should be submitted to the inspector, and the Government certificate should be withheld even from those of them who have passed the prescribed external examination, until the Inspector has testified that they have attended a recognized school for a specified period, and that he is satisfied with the work they have done during the regular school course. The consideration of the members of the Conference is invited to the summary of the recommendations of the Consultative Committee of the English Board of Education in regard to examinations in secondary schools as given in the report published in December, 1911. (See Appendix II.)

IV.—The distribution of Schools and the Concentration of Scholars.

The question of the present expenditure on "European" education in relation to the results produced is of the first importance. There can be no doubt that, owing to causes that date from the time of the earliest efforts to provide education for the children of this community, the money actually now being spent yields much less return in the shape of efficiency than would be the case if "European" education were better organized. To quote from an article which appeared in the *Times* of May 2nd, 1911, "The weakness of 'European' education from the beginning has been due to two principal causes:—(1) the fact that the pecuniary resources at the disposal of the managers of schools have never been sufficient for the provision of efficient education; and (2) the accentuation of this insufficiency by defective organization due to the circumstance that most of the schools are provided by religious bodies working independently of one another." The present situation is that the number of schools is so large in proportion to the requirements of the population concerned that the majority are small, and therefore expensive without being good. The Inspector of "European" schools in the Punjab, as quoted in the Report on Public Instruction for 1909-10, says, "From the purely educational standpoint the maintenance of thirty-one public schools with an average attendance of 77 pupils each, and half of these schools in Lahore and Simla, is sheer waste of money". There is a similar waste of money in the other provinces of India. Can the Government reasonably be expected to meet any demand for increased financial aid from public funds unless and until the managers of schools are prepared to agree to the concentration of the pupils in a smaller number of schools, in order that public money may be expended to the best advantage? The difficulty of such concentration is diminished by the fact that "European" children in India must by force of circumstances use boarding schools to a much larger extent than is necessary in England. Any permanent and satisfactory solution of the problem of "European" education must proceed upon these lines. But a large scheme of reorganization, affecting so many interests, cannot be carried out *en bloc*. It would probably be found necessary to deal in the first instance with only one class of schools, *e.g.*, the higher secondary. There is no problem connected with "European" education that demands more serious consideration.

V.—The Inspection of Schools.

The standard of efficiency among the teachers in "European" schools in India is low; and therefore the inspection of schools is of special importance. The new subjects that have been introduced into the curriculum, and the many

changes in subject-matter and methods of teaching make skilled inspection a necessity. Pending the introduction of a general system of training, expert inspectors could do much to improve the present teachers. Under the present system the Inspectors have so much administrative and office work (far more than falls to the Inspector of Schools in England) and have to spend so much time upon purely mechanical work, such as checking transfer certificates, all of which could be done equally well by an intelligent clerk, that they are not able to give as much time as is desirable to the actual observation of school work. Moreover, in England, the elementary school inspectorate and the secondary school inspectorate are distinct, whereas in India the Inspector has to inspect schools of all grades. Besides, the Inspector selected may have no practical knowledge of the work upon which he has to pronounce judgment. Generally he is a man who has been appointed to a professorship in the Indian Educational Service because of academical qualifications. He may be appointed to an inspectorship merely because an inspectorship is vacant, and because he is not particularly wanted elsewhere; and his tenure of office depends upon the exigencies of the department.

It would be to the advantage of "European" education to have a body of inspectors under a chief inspector, selected because of their fitness for the work of inspection, and charged with the inspection of "European" schools all over India. Some of these inspectors should be general inspectors, and some inspectors of special subjects. There should be at least one woman inspector. Under this system it would be possible to place all the schools of all the provinces, which are of the same grade, under the inspection of men who have special qualifications for the work, and the inspection of special subjects could be conducted by men who are experts in teaching them. Such an inspectorate would tend to bring schools of the same grade into line with one another all over India, and to raise the general standard of efficiency. It would also be able to give local Governments advice of a kind that is not now available, regarding their schools.

VI.—The Training of Teachers.

The need for trained teachers is obvious. And the need has been accentuated by the introduction of new subjects into the school curriculum. Formerly a teacher in an elementary school might not unreasonably undertake all the subjects of the curriculum. Now, even in an elementary school, the specialist teacher is becoming more and more of a necessity. *A fortiori* is he a necessity in a secondary school. Experience has repeatedly shown that Kindergarten work, Nature Study, Handicraft, Science, and Drawing, are practically destitute of educational value unless they are in charge of teachers who have special knowledge and have been specially trained.

A training college anywhere must be a place for instruction in the methods and practice of teaching; but in India the educational qualifications of a majority of those who offer themselves for training are so inferior, that the value of the training college would be greatly enhanced if, in addition, the general education of the students were carried to a higher standard than is possible in the schools. The college should, in effect, give the equivalent of a university education in the literary and scientific subjects of the school curriculum, and should offer opportunities for specialization in these and other school subjects. This involves that the training college course must extend, at least, over three years. Matthew Arnold says, in one of his General Reports, "The teacher to whom you only give a drudge's training, will do only a drudge's work, and will do it in a drudge's spirit".

In order to justify the large expenditure upon the staff that would be necessary to make the college practically a university college as well as a training college, and in order to secure the 'atmosphere' and the stimulus that can only be found where considerable numbers are working together in healthy rivalry, there should be only one training college for the whole of

India and Burma. To it both women and men should be admitted. Diplomas of two kinds should be given at the end of the course: a higher diploma qualifying its holder to work in higher secondary schools, and a lower diploma qualifying its holder to work in lower secondary schools. The students should live in hostels, some of which might be reserved for students of particular denominations, including Roman Catholics, and be under denominational supervision.

Some time must elapse before such a training college can be at work and begin to produce results. In the meantime holiday courses in various subjects might be held at convenient centres, special facilities to attend them being given to selected teachers. In these and other ways something might be done to increase the efficiency of the teachers now working in the schools.

VII.—The Remuneration of Teachers.

The first essential in a system of education is good teachers. "It is men, not methods, that really tell in education".

Schools that have inadequate resources will probably be understaffed: the teachers will almost certainly be underpaid. Therefore, in the case of schools that are wholly or mainly staffed by salaried teachers, efficiency depends upon adequate remuneration. If the remuneration falls below that which education, character, and ability can command in other fields of employment, the teaching profession cannot hope, except in very special cases, to attract the best material. If the rate of remuneration greatly varies, the teaching body will be undesirably heterogeneous, and will have little *esprit de corps*. If, in addition, other kinds of employment offer progressive increments of pay, and a pension at the end of a definite period of service, the teaching profession, so long as it lacks these and other attractions, will be resorted to as a merely temporary occupation, and will be regarded, as indeed it too commonly is, as "the refuge of the destitute". It is certainly now the case that there is no satisfactory 'supply' of men teachers for "European" schools, nor will there be a satisfactory demand for admission to the proposed training college until there are prospects for trained teachers.

At the end of 1910 returns received from 107 schools in India and Burma showed that in only 56 of these schools were men teachers employed, and there were 18 of these schools in each of which there was only one man teacher, presumably the headmaster. Including these 18 the total number of men teachers in the 107 schools was 222. Of these—

44	were receiving less than Rs. 50 per mensem.
86	" " more than " 50 but less than Rs. 100.
42	" " " " 100 " " " 150.
35	" " " " 150 " " " 200.
64	" " " " 200 per mensem and upwards.

221 (The salary of one teacher was not stated.)

Here there seems to be a graded service beginning with a minimum of less than Rs. 50 per mensem and rising to Rs. 200 per mensem and upwards. But in fact these 221 posts stand in no such relation to one another as a graded service would imply, and the probability is that most of the occupants of those that are worst paid would be found not to be worth a higher pay than that which they are at present receiving. Further, the 222 teachers in question include 56 head masters, and the assistant masters recruited in England on

relatively high pay; and as the total number of teachers receiving Rs. 200 per mensem or upwards is only 64, *i.e.*, less than 29 per cent of the whole body, the rate of pay of the assistant masters is even less satisfactory than at first sight appears.

In 1911 the English Board of Education issued statistics relating to the salaries of the teachers in all grant-aid secondary schools in England, other than Roman Catholic schools. The average annual salary of the 4,002 assistant masters (headmasters are excluded) was £168=Rs. 210 per mensem. The percentage of assistant masters receiving more than the equivalent of Rs. 200 per mensem was 57.2. And yet a deputation which lately met the Chancellor of the Exchequer to urge the establishment of pensions for teachers in English secondary schools, asserted that there was a *decreasing supply of capable men for secondary schools owing to unsatisfactory conditions of service.*

As regards mistresses the returns already quoted show that women teachers were employed in 105 out of the 107 schools from which returns were received. They are largely employed in boys' schools, as well as in girls' schools, and mixed schools. The total number of women teachers was 648. Of these—

234	were receiving less than Rs. 50 per mensem.
266	„ „ more than „ 50 but less than Rs. 100.
101	„ „ „ „ 100 „ „ „ 150.
29	„ „ „ „ 150 „ „ „ 200.
17	„ „ „ „ 200 per mensem and upwards.

647 (The salary of one mistress was not given.)

These numbers include the headmistresses of 51 schools, as well as the assistant mistresses recruited from England. It will be noticed that more than 77 per cent of the mistresses are in receipt of less than Rs. 100 per mensem, but against this may be set the fact that in many girls' schools the staff is resident, and the teachers receive both board and lodging.

The statistics for English schools already referred to show that the average salary of 3,799 mistresses was £123 per annum=Rs. 153-12-0 per mensem, and the percentage of mistresses receiving the equivalent of Rs. 100 per mensem or more was 96.8 per cent.

The comparison of these Indian and English salaries is useful as giving some idea of relative standards, but it should not be pressed too far. The teachers in "European" schools in India are a far more heterogeneous body than the teachers in the English schools with whom comparison has been made. The teachers in India, for example, include many who, from their educational qualifications and general standing, would more properly be classed as elementary teachers, and would accordingly command lower salaries. But it seems safe to conclude that the remuneration of teachers in India compares unfavourably with the remuneration of teachers in England, and that, for men teachers, the rates of remuneration are too low to secure for the schools the men whose services they must command if they are to fulfil their purpose with some approach to efficiency.

In making suggestions for the improvement of the position of teachers in "European" schools the fact has to be faced that no improvement is possible without increased expenditure. Therefore the practical question is, what is the minimum cost at which a body of reasonably efficient men and women teachers can be secured? In other words what terms will induce men and women of suitable education, who have also the requisite ability and character, deliberately to select teaching as their vocation, and make them willing to take the necessary course of education and training? There is a marked difference between the case of women and of men. Suitable openings for women who desire employment are relatively limited, and for the more refined and better educated women teaching does provide a career that has its attractions. The returns already referred to show that the number of women now employed in "European" schools is nearly three times the number of men, and that women

are employed in schools of all kinds and grades. As women teachers can be secured at less cost than men, relatively to their general qualifications, it would be useful to inquire (1) whether, because of this fact, women are now employed to a greater extent than is consistent with efficiency, and (2) up to what standard in boys' schools highly qualified and competent women teachers can be effectively employed.

As regards men it is hopeless to expect the right kind of men to offer themselves for training unless they have the prospect of employment as teachers on fair initial pay, with progressive increments of salary, and with some provision for retirement.

It appears therefore to be necessary to establish a "service" to which the salaried teachers in "European" schools shall belong. As a corollary, financial provision will be necessary to enable the schools to employ teachers on the terms laid down for this service. In the scheme set forth in the following paragraphs a service of 25 years is assumed. The increments of salary are given after each three complete years of service, the maximum salary being reached in 15 years. Each teacher contributes ten per cent of his salary to the Provident Fund, and an equal amount is contributed on his behalf from school funds. The calculation of the bonus payable after 25 years is made on the assumption that the Provident Fund will be able to invest its money at 4 per cent.

I.—HIGHER GRADE.

A.—Men Teachers trained in India.

It is desirable to attract to educational work some of the best local material—the men who now enter the various imperial and provincial services and do well. These men should be trained for work in higher grade secondary schools. It is important that they should be men of liberal education, and be able to take part in maintaining an atmosphere of intelligence and culture in the schools.

Although the initial pay suggested is not high, the increments at comparatively short intervals and the bonus may serve to attract men who now do not become teachers because there is no certainty of anything beyond the initial salary offered.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
150	30	300	23,084

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
75	15	150	11,541

II.—LOWER GRADE.

A.—Men Teachers trained in India.

The bulk of the work in lower secondary schools will have to be done by men who can be obtained on lower terms than those suggested for Higher Grade

teachers. The Indian Subordinate Medical Department is able to obtain recruits to undergo a course of training extending over four years. These men, after they have been trained, commence their service on a salary of Rs. 85 per mensem, rising to Rs. 200 per mensem after nineteen years' service. Further promotion, with increase of pension, depends upon ability and merit. The following scale of pay should attract men of the same class who with training and further education should make useful schoolmasters :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
100	20	200	15,390

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
50	10	100	7,695

III.—ENGLISH GRADE.

A.—Men Teachers brought out from England.

Besides the teachers recruited in India a number of teachers must be brought out from England for employment in European schools, especially in the higher grade schools, and for the teaching of special subjects. It is necessary to offer good terms if competent teachers are to be obtained. These cannot be got for work in the plains at a lower initial salary than Rs. 400 per mensem :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
400	50	650	54,465

B.—Women Teachers brought out from England.

These are required for advanced and special work in girls' schools, and as heads of Kindergarten departments :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
200	25	325	27,233

Appendix I.

SPECIMEN CURRICULUM.

Higher Secondary Schools (Boys).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

	Age.	9	10	11	12	13	14	15	16	17	18
	Class.	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Religious Knowledge ...	...	2	2	2	2	2	2	2	2	2	2
2. English ...	...	8	8	8	8	6	6	6	6	6	6
3. Urdu or other Vernacular ...	...	...	...	...	2	2	2	2	2	2	2
4. Latin ...	...	...	...	...	...	5	5	5	5	6	6
5. Handwriting and Drawing ...	...	5	5	5	3	2	2	2	2	2	2
6. Arithmetic ...	...	5	5	5	5	5	5	5	5	6	6
7. Mathematics ...	...	...	...	...		...	...	...	...	...	...
8. Observation Lessons and Nature Study ...	...	2	2	2	2	...	...	...	...	...	...
9. Science ...	...	...	...	...	...	2	2	2	2	2	2
(Practical work out of School time.)											
10. Geography ...	...	2	2	2	2	2	2	2	2	2	2
11. History ...	...	2	2	2	2	2	2	2	2	2	2
12. Singing ...	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	Out of School time.					
13. Handicraft ...	...	2	2	2	2	2	2	2	2	0	0
14. Physical Training ...	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	Out of School time.					
TOTAL ...	...	30	30	30	30	30	30	30	30	30	30

NOTE :—In classes IX and X specialization may be permitted in the case of boys with special aptitudes.

NOTE. - In classes IX and X specialization may be permitted in the case of girls with special aptitudes.

[illegible]

SPECIMEN CURRICULUM.

Lower Secondary Schools (Girls).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

	Age.	9	10	11	12	13	14	15	16	17
		I	II	III	IV	V	VI	VII	VIII	IX
1. Religious Knowledge	...	2	2	2	2	2	2	2	2	2
2. English	...	8	8	8	8	8	8	8	8	2
3. Urdu or other Vernacular	...	...	...	...	2	2	2	2	2	2
4. Handwriting and Drawing	...	5	5	5	3	2	2	2	2	2
5. Arithmetic	...	5	5	5	5	4	4	3	3	3
6. Observation Lessons and Nature Study	...	2	2	2	2	...	...	...	...	...
7. Elementary General Science	...	...	...	...	...	3	3	3	3	3
8. Geography	...	2	2	2	2	2	2	2	2	2
9. History	...	2	2	2	2	2	2	2	2	2
10. Singing	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
11. Handicraft and House craft	...	2	2	2	2	3	3	4	4	4
12. Physical Training	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
TOTAL	...	30	30	30	30	30	30	30	30	30

NOTES ON THE CURRICULA.

Lower Secondary Schools; Boys and Girls.

Scripture stories; advance to the study of selected portions of the Old and New Testaments. Religious Knowledge.

(1) Reading aloud, the teaching of pronunciation being based on phonetics, (2) Reading for information and enjoyment, (3) Recitation, (4) Dictation, (5) Composition and Formal Grammar. The general aim of the English course is to give the pupils a sound practical command of the language, and to make them acquainted with, and have a liking for good literature, both prose and verse. English.

The object of the course is to give the pupils a working knowledge of spoken and written Urdu or other vernacular. Vernacular.

The pupils draw mainly from actual objects, artificial or natural. Drawing from memory. The use of colours. Drawing.

Useless tables and rules eliminated, and a rational sequence of processes followed. Examples chiefly practical, with a distinction between those for boys and for girls. Arithmetic.

The essentials of plane and solid geometry treated practically; Algebra leading to the intelligent use of formulae; Graphs; the use of logarithmic and other mathematical tables; the use of the diagonal scale, the vernier, and the slide rule. Elementary mechanics and mensuration. Mathematics.

The elementary study of the plant and animal life of the school locality, including a little naked-eye botany, with special reference to the food and the reproduction of plants. The apparent movements of the sun and moon; the principal constellations; the seasons, and their relation to plant and animal life; weather and climate. Observation lessons and Nature study.

Boys.—Weighing and measuring. Elementary Physics and Chemistry.

Girls.—Botany, and elementary Physiology and Hygiene. Elementary General Science.

Includes the necessary essentials of Physical Geography, map reading, and the elements of map construction. Geography.

The outlines of Indian and English History, with special reference to the points of connexion between them. Some attention to local history. History.

Voice production. Singing by note. National songs and part singing. Singing.

An organized course (including needlework for girls) connecting the "Hand and Eye Training" of the Kindergarten with Manual Training in wood and metal for boys, and Housecraft for girls. Gardening, where facilities for it exist. Handicraft.

Organized games; physical exercises based on Swedish principles. 'Boy Scouting' and Cadet drill for boys. Physical Training.

NOTES ON THE CURRICULA.

Higher Secondary Schools ; Boys and Girls.

- English.** A fuller acquaintance with English Literature, and more advanced work in composition, with precis writing.
- Latin.** The aim should be to enable the pupils to translate 'unseen' prose and poetry of moderate difficulty into idiomatic English, and to be able to write simple Latin. Effort should be made to develop a literary appreciation of the authors read.
- French.** At the end of the course the pupils should be able to speak French with some fluency, to read standard French at sight, and to write French with tolerable accuracy.
- Drawing.** Drawing in mass with watercolour, chalks, charcoal, etc., free-arm and freehand, chiefly from common objects and from nature. Simple work in relief, and in the round with some plastic material such as clay, wax, or plasticine. The elements of design, introducing colour.
- Mathematics.** Algebra and Geometry for girls. In addition Trigonometry and applied Mathematics for boys, and for those who specialize Analytical Geometry and elementary Calculus.
- Science.** *Boys:*—Chemistry and Physics with practical work.
Girls:—More advanced Botany or Physiology and Hygiene.
- History.** Some ancient history for pupils specializing in Latin.

Appendix II.

Extracts from the Analysis of the report of the Consultative Committee on Examinations in Secondary Schools.

1. External examinations must be brought into intimate connexion with inspection, the existing system of inspection being modified and developed so as to meet the new needs.
2. The existing multiplicity of external examinations, the claims of which at present so frequently interfere with the best work in the schools, must be reduced by concerted action.
3. External examinations should be so conducted as to assist and emphasise the principle that every Secondary School should provide, for pupils up to an average age of 16, a sound basis of liberal education, which, though not necessarily of the same type in all schools, would serve as a foundation upon which varieties of future education could be based.
 - (a) The first external examination to be taken normally by a pupil in a Secondary School, save for what may be found necessary in the form of admission or scholarship examinations, should be one which would be a suitable test of the general attainments of an average pupil of 16 years of age.
 - (b) The examination should be of such a kind that success in it may be regarded as a guarantee of a good general education in a Secondary School. It should be open, in its proper school form, only to candidates who have reached a class in which the average age is 16, and who have been in attendance for at least three years, after the age of 12, in one or more approved Secondary Schools. The Committee would suggest that the examination should be called the Examination for the Secondary School Certificate, so that its name may convey a perfectly clear idea to the public of what it really is.
 - (c) The only other external examination to be taken by the ordinary pupil in a Secondary School (subject to certain exceptions) should be one which would be suitable to the attainments of pupils of an average age of 18 or 19.

The leaving examination of pupils who remain at school till the age of 18 or 19.

1. An examination is necessary for pupils who remain at school till 18 or 19 years of age. We recommend for this purpose the establishment of an examination which might be called the Secondary School Higher Certificate, the standard of which should be two years in advance of that of the Secondary School Certificate Examination.
2. Whereas the general note of the earlier examination should be breadth without specialisation, the examination papers of the later examination should be less general, and should be based upon a course of more specialised, but not narrowly specialised, instruction. The later examination should be of a less uniform type than the earlier one.
3. This later examination should, as in the case of the earlier one, be connected with inspection, so far as the subjects of the examination allow such connexion.
4. The record of the pupil's work at school should play an important part in the Higher Certificate Examination.
5. The use, in Secondary Schools, of University examinations which form part of a degree course, is not educationally sound.

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Memorandum prepared by Mr. W. P. S. Milsted, Headmaster, High School, Allahabad, for the conference on the Education of the domiciled community.

(a) and (b). *The remuneration of teachers and Grant-in-aid.*—The only way that I can see to secure adequate salaries is for Government or Local Governments to take over *all* European Schools—as they have done District (Native) High Schools—for Government to grade those schools according to the *work* done therein, for Government to fix salaries (beginning with a minimum and rising to a maximum) of approved teachers and then leave it to the Local Committee to supplement those salaries according to the funds at their disposal. The Grant-in-aid would accordingly be based upon the amount of grant required by each school to maintain an adequate staff. This would secure an efficient teaching staff and still leave Local Committees to make that staff extra efficient, or improve the school in the matter of apparatus, etc., out of Local funds and fees. If the salaries are paid by Government that school should be able to maintain itself without further assistance. Any grant arising from the Laidlaw or other fund could then be devoted to maintenance or improvement of buildings, etc.

The Bishop of Bombay would group the schools as :—

I. *First Class Boarding Schools*, usually situated in the hills, fees high, usually well paid staff, children of well-to-do parents, etc.

II. *Second Class Schools.*—All the Boarding Schools and Day Schools usually situated in the plains, children of parents unable to send them to the hills, fees usually low, and suggests that Headmasters for example in Group I. should be paid Rs. 750 and Headmasters in Group II. Rs. 500, and the staff accordingly.

On the face of it this is not a just division. In the Hill Schools it is usual to take into consideration the advantage of climate ; a teacher in a Hill School is satisfied with *less* than a teacher who lives in the plains.

Secondly, if Hill Schools charge higher fees, there is no urgent necessity for Government to pay the staff more than the staff in a plain school where fees are admittedly lower. More assistance is obviously necessary to the school whose income from fees is lower. The *need of the children* in both schools is the same ; it is immaterial whether they come from “well-to-do parents” or otherwise. A boy in the plains requires quite as good an education as a boy who is able to go to the hills. I am strongly opposed to class distinction of this sort.

Grade a school according to its *work* and efficiency, not according to its geographical position. There can be only 3 grades, High Schools, Middle Schools and Primary Schools, and the grant made on the salary received by the staff should depend upon that classification and upon that alone. Let the Inspector grade the schools, let Government fix the salaries according to the grade and on the understanding that the standard of the school and the efficiency of the staff is maintained. But to class all Hill Schools as “First Class Boarding Schools” and to relegate “all the Boarding Schools and Day Schools in the plains” as Second Class, shews a limited knowledge of the efficiency of many plain schools. For example :

The Bishop of Lucknow would group :—

The Diocesan School, Naini Tal, as First Class.

The Boys' High School, Allahabad, as Second Class.

The Colvin Free School, Allahabad, as Third Class.

The hardest school to work would probably be found in Group III, viz., in Free Schools. For this it is proposed to pay the Headmaster Rs. 300 per mensem. He has to deal with very inferior material, work under very trying conditions and is assisted by a staff whose *total* salary will amount (according to the Bishop of Bombay's Scheme) to Rs. 980 per mensem. The School in the Hills is classed as "first class" (perhaps this may refer to the climate). The work of Headmaster there is comparatively light. Discipline is easily maintained, the boys are admittedly of a better class ("of well-to-do parents") and the work is easier and the material in every sense better than that in such a school as a Free School. The Bishop of Bombay suggests that for such a Hill School, for an equal number of teachers as in the Free School, the total salary should amount to Rs. 2,175 per mensem. Or again, for an exactly similar in the plains (as the School in the Hills) he suggests that the total salary should be Rs. 1,475. I can see no reason in such a classification.

The only means of classification, as I have said, is in the work and efficiency of the schools. Such considerations as *Geographical position* (as a matter of fact it is usual that a man is willing to accept less in the hills than in the plains, whereas it is suggested he should receive more) and *Class of Children* (Masters of Clifton, when there are children of "well-to-do parents", in some instances receive less than a Boarding School Teacher) should not enter into the calculation.

Let the Inspector grade the schools, let the Government Grant-in-Aid provide for salaries having established the scale according to the grade, and leave Local Committees, Laidlaw funds, Endowments, Voluntary Subscriptions, to provide for the rest. They will be able in most cases to provide necessities, if not luxuries. If they cannot, special grants could still be made to meet special needs.

This would also give the various denominations an opportunity for raising the standard of their own schools according to their own efforts and energy.

The remarks refer to *all* European and Eurasian schools irrespective of creed, etc.

(c) *With reference to the Departmental administration and inspection of European Schools.*—Headmasters at present are well nigh overwhelmed with clerical work. Each school has a Correspondent, who is supposed to do this work. In most cases the Correspondents pass the forms, etc., on to the Headmaster "for disposal". Forms measuring 36" x 20" ruled with innumerable columns are a burden to the Headmaster, take up a considerable space in his office and most of his spare time. The remedy seems to be—(1) either the Correspondent does the work he is elected (but does not usually elect) to do, or (2) the clerical work must be simplified if the Headmaster is to exercise any supervision over the School work. The Inspector suffers in the same way. With an inadequate office staff (at least in the United Provinces) he can only visit a school perhaps *once* in the year.

Relieved of some of the clerical work and number forms without number, he should be able to pay three or four visits to a school. The Inspector's report should be based on something more than that, I have *no* complaint to make of these reports, but they would be of much more value if a school were visited in March and the Inspector pointed out what he wished done, weaknesses apparent, &c. For his second visit, say in July, he could note what steps had been taken to remedy defects and what action had been taken to give effect to his suggestion. Finally at the end of the year, he would visit the school again and then make a final report on the year's working.

This would mean that an Inspector was kept pretty well to inspecting and advising, which to me seems to be his function. At present he is an overburdened secretary, rushing round at intervals to see if the school work is still going on. If two men are needed, let them be supplied. One man can run the Inspector's office and do the Clerking and one can do the Inspecting.

At any rate, in this province an Assistant Inspector seems greatly needed. There is no reason why both should not share the work of Clerk and Inspector; one in the office while the other tours. This seems to me an urgent necessity.

Simplify the clerical work of the Headmaster, or better still, relieve him of it altogether, and let us have more inspection and more help from the Inspector. He would not then be a sort of "visiting justice", but a scholastic adviser and helper.

(d) *Distribution of Schools with reference to the demand.*—In the United Provinces schools have been provided to meet the demand. I am strongly in favour of concentration, one or more thoroughly efficient High School, one or more thoroughly efficient Middle School, one or more thoroughly efficient Primary School, are to be preferred to the multitude of inadequately staffed, badly equipped, ill managed so called High Schools. Government should provide such schools irrespective of denomination. If any particular denomination wishes to run a school of its own, it should be permitted to do so provided it supplies the funds and reaches the standard required by Government.

In all schools religious instruction should be left to the direction of the Managers and, in the case of schools where the boys are of various denominations, facilities should be offered to permit religious instruction being given to the boys of the various denominations.

(e) *Training of teachers.*—The present system seems to me to be faulty. Lads of 16 may be admitted for training. It is obvious that immature lads in mind and body are not fit to *train*. You must have better materials to work with. I have dealt with this subject at length in my paper read at the Conference in Calcutta in 1910 (see Appendix "A").

My own experience shews that the "trained teacher" has a good deal of method and very little matter. Boys out here read very little beyond their school text books. (A "trained teacher" asked me last year when I was proceeding on leave, whether I would put up at "the dak bungalow in London"). The situation is so obvious and known to all Headmasters that I will not labour the point. The remedy seems to be this. Let the prospective teacher serve an apprenticeship of say four years in the school as Pupil Teacher. You will then see whether he has any aptitude for teaching and whether he is likely to develop as a scholar. During this period he should read—for the want of anything better—for his degree, or at least his F.A. Having secured this he might be admitted into the Training College after passing an Entrance or Scholarship Examination. Make the prospects sufficiently enticing, as suggested in paragraph (c) and you will get the men "men of little learning" but still men and not immature lads as at present.

(f) *Collegiate Education.*—European and Eurasian hostels are necessary. No provision is made to encourage or to enable boys to continue their education. From my own school there are eleven boys reading for a degree and some are only enabled to do so because I set aside part of the school boarding house for them. Otherwise they would have to reside in the bazaar. My suggestion is that a bungalow be rented, a limited number of candidates admitted, a small fee charged to cover board, and a resident tutor would be placed in charge. In Allahabad this could be done.

I can secure a bungalow, arrange rooms and studies, and supply a resident tutor (Mr. A. B. Stokes, M. A., Hons., Cambridge) who would supervise the work and conduct of the residents. They would attend the Muir College lectures. The hostel would be open to all provinces. It might be advisable to try such a scheme before building anything in the shape of a hostel.

As regards funds for maintenance, Government might aid such a scheme as an experimental measure, say for 5 years, and the Laidlaw Fund or the Dan Anglican Offertory might be utilised to make up a deficiency in income. Such a scheme seems to be practical and most necessary. The students would lead a collegiate life, be under direct supervision when not attending college and be

encouraged in games and in wider reading, instead of, as at present, simply reading for a degree in a Native College without entering into anything like the varsity life, and all that makes for a collegiate education.

The result would be that a man having so read would be fit to *train* as a teacher or for such other appointment as may be open to him. He would live in the hostel under something of the same conditions as in a college at Home, he would attend lectures and I think gain mentally, physically, morally and socially. At present the European boy attends the college, leaves it at the earliest moment and takes little or no interest in college life. I would plead that as Government has assisted numerous Native hostels with funds, has given building grants (e.g. Cawnpore Institute, 1911), they might fairly be asked to do something similar for the European and Eurasian Community.

APPENDIX "A".

Being extracts of a paper read at the Conference upon European and Eurasian Education in Calcutta, December 1910.

At 3 P.M., when the Conference resumed, the following paper was read by Mr. W. P. S. Milsted.

Teachers and Salaries.

The object of this paper is stated in the Agenda. It is to open a discussion. I therefore propose to touch briefly on the five points under the heading of Teachers and Salaries, not with a view of laying down any definite conclusions, but with the object of putting forward suggestions, which may form a basis for discussion. Further, I have made little reference to authorities, but have relied rather upon a practical experience of my own, acquired during 14 years' teaching in European schools in India.

The first necessity is to realise the condition of things in European schools in India. Remedies may then be applied.

The first question asked is, "to what extent is it necessary or desirable that teachers should at present be brought from abroad?" The Teaching Profession at present, I venture to think, does not appeal to men, even as a profession. It has been called "the refuge of the destitute". I have advertised for Assistant Masters and Hotel Managers, Carriage Examiners, failed Rurki men, elderly Clerks and the like, apply—not because they have any intellectual attainments, or are fitted by personality, character, or leadership, but because, being failures elsewhere, they hope to secure a situation in a profession which is, to a great extent, looked upon as one any man can take up, or as one which will supply their wants for a time, until they get a better job. I myself have been on a Staff with a failed Permanent Way Inspector, on another with a man who was turned out of the Police (and eventually out of the school), and so on. The need, I think, for a larger and better qualified staff is so obvious that I need not labour the point; but with regard to the number on the staff of a school I would like to point out the danger of assuming that what can be done in a better climate, like that of England, can also be done equally well in India. It is necessary to have a larger staff in India than would be considered essential in England. But, I think, the solution of this difficulty of getting larger and better qualified staffs is not so much in bringing out men from abroad as in raising the standard of the man here. It is not desirable that teachers should be brought from abroad merely to teach in schools. Teachers from abroad are expensive, and their worth cannot be determined until they have settled down in the country. Home qualifications and references are not criteria of adaptability to Indian conditions. The pay of a teacher in India to a man at Home appears relatively much better than what he gets at Home. But he is not aware

that his expenses are relatively much higher, and finding these things so, he looks for something better. Again, the man from abroad cannot, until some considerable time has elapsed, realize the condition of the boys out here whom he is called upon to teach. Few things are more irritating, I think, to a boy out here than to be continually told what the boy elsewhere does: and this is very often the spirit in which the man from abroad deals with boys. Another point—the teaching profession is a field of employment for Eurasians, and one of the practical means of self-help; but the profession will not attract the best material, if the best posts are held by men from abroad. At present, as I have said, it is not attracting the best: if you import men from abroad, you make it even less attractive than it is. I think there is another objection to the man from abroad. As a rule, the best men from abroad do not come out here, and the inferior article is no better than the man out here, or perhaps I should say no better than you could make the man out here. As regards women from Home. The Principal of the Higher Grade Training College, Allahabad, tells me that statistics show that the teaching life of English women out here is extremely short: they get married.

Yet the difficulty remains—larger and better qualified staffs are required. Applicants out here for posts are not as a rule highly qualified; but the remedy lies in giving boys and girls out here the necessary qualifications. I will deal with when I speak of the present provision for the training of teachers.

It is sometimes urged that the Englishman comes out to a non-Government post in India, because he has not proved a success at Home. I do not urge this or believe it. When I mention the names of Rowe, Beck, Stokes, de la Fosse and Wood, I do not think that this objection to the man from Home can be sustained, but what is true is that we have in India as good material as there is at Home, and there are possible Stokes' and Woods among us at the moment.

But to get such men we must attract the better men at the outset. It will be said, and rightly said, that the man must feel himself called to the work. But the clergy are called, and they have their training, their chaplaincy, their substantive salary, their security of tenure, their leave, their furlough, their promotion, their pension. If you provide the same for the teachers, you will get the men, and the right sort of men.

To take the first-mentioned fact first—the training of a teacher. At present it is not only inadequate, but absurd. A raw youth, having passed the High School Examination, goes to a Training College, which seldom has more than one scholar on its staff, and for two years he reads Sully's Psychology, James Talks with Teachers, a cram book by Dexter and Garlick on School Management, and the like. The inadequate intellectual equipment—a High School Pass—is to be trained. I ask "On what?" Does not the athlete develop his muscles before he trains them? Does not the preacher study what to preach before he preaches? Yet we take the immature mind, lacking information and intelligence, and train it in the art of teaching before it has the material on which to train. To give special training to a comparatively ignorant person produces a lack of a sense of proportion, intellectual narrowness, and a tendency to conceit and self-satisfaction on the part of those who do not know enough to know how much there is to know. Hence, in these cases, the first task is to give something like a general education and to lay a foundation. They must make up for the defects of previous education rather than receive a particular instruction. If the previous education has been complete and satisfactory, then let the special training proceed. The usual course, as I have said, is for a boy to go straight from school, meagrely equipped intellectually, immature in body and mind. He goes through a two years' course of Psychology and the History of Education, and is returned a Trained Teacher! Raise the qualification of the candidates for admission—make the Training College a place where the Science and Art of Teaching are taught—a place where there is more matter and less method—and make the candidates enter at an age when they are mentally capable of appreciating such training.

There seems to me to be two ways in which this may be done. Let him serve an apprenticeship here in India and send him Home to a Normal College in England; but this simply shelves the question, and it is a grievous mistake to teach them to despise things Indian. Rather let us make the Training College in India like the Normal College in England. For two years I was Assistant Master in the Normal Training School in Cambridge connected with the Cambridge Day Training College. Men—not boys—were taught not only how to teach, but what to teach. The first step therefore is to make our Training College like the Normal College at Home. The second step is to prepare our boys so that they may be fit to benefit by that training. I would suggest that a boy on leaving school should serve an apprenticeship in a school for four years as a Pupil Teacher. Let him do two hours' teaching a day, and attend—for want of a better course—the College Classes and work for his B. A. At the end of 4 years you would know two things—whether he had any aptitude for the work of a Teacher, and whether he was a Teacher or only a lad pitchforked into a profession because he could not find anything better. I feel certain that this method would give us better informed, better equipped, better inspired men for the work. The crux of the whole question is not what salary, what pension, what provident fund you will provide—it is what men can you train and how will you train them? Get a lad, imbued with the love of teaching, and salaries and provident funds, though helpful, are not essentials. Many teachers out here—real teachers—are philanthropists or missionaries, and while rewards sweeten labour, the labour to them is sweet. I do not wish to despise a salary: looked at in one way, they are at present despicable. I have paid a teacher less than my cook—but that was not the fault of the cook. The fault obviously lies in the fact that the teacher was under-paid. Salaries must be generally increased and reasonable prospects must be held out. More men would thereby be attracted: the field of choice would be wider, and the class of men better: at present the Assistant Master has no status, and this re-acts on the school. We must have teachers of a good stamp, and salaries must make the profession an attractive one. If we require a lengthened apprenticeship, as well as two years' training, we must be prepared to make adequate compensation for this outlay of capital, i.e., six years' training. There should be a minimum salary common to all schools of the same grade throughout each province, rising gradually to the higher grades. This would obviate to some extent the continual change of teachers most schools suffer from. At present one school offers Rs. 200 a month to a man, because somewhere else he gets Rs. 120. One school benefits at the expense of another, and this means that one set of boys suffer for the sake of another.

Raise the age at which training begins, raise the quality of the man to be trained, raise the standard of the Training College, and you must raise the salary to be sure of securing the article you have produced. I do not know how far we can legislate for this, but it is the only way to secure efficiency. Add to this a provident fund, and I think you have made an attractive profession—attractive financially, as it always will be essentially.

In my own school, we put aside 10 per cent of our salaries, and a like amount is added out of school funds. The utility and attractiveness of a provident fund are obvious. It is more than expedient—in my opinion, it is necessary to have a provident fund. And there need be no difficulty about the matter. I should like to emphasize the fact that a provident fund does not need to be "financed." However straitened the means of a school, the staff is regularly paid, and they should be made to subscribe a certain percentage of their salaries on the understanding that the school will add, should funds permit, whatever it can up to a like amount. In teaching men—many of them young—to save their money, provident fund will serve a most useful purpose: if the school is in a position to help, the attractiveness is enhanced. A pension scheme can only be dealt with when funds are available for this and only this purpose.

I have left item 2 of the Agenda to the last—last and least. The first points to settle would be what special subjects should be taught in the school. In what

classes should they be introduced? How much time should be given to them? Should they be optional or compulsory? What is the syllabus to be? Let us assume that a certain syllabus is decided upon. The next step is to include these subjects in the Training College course. The Principal of the Higher Grade Training College, Allahabad, informs me that "Special" Teachers at Home have proved failures. If we are to introduce Kindergarten, Domestic Economy and Manual Training, these subjects should be added to the Training College course. It is in the Training Colleges that we require "Special" Teachers, not in the schools: and Kindergarten and Manual Training should be introduced into schools after teachers are available.

The subject of Domestic Economy needs defining: it is often solemn nonsense. If it includes cooking and dress-making it is good. Manual training is an attractive term, but to my mind an over-elaboration of detail. To put all the boys of a class to make a joint, when only perhaps a couple of them have or ever will have an aptitude for it, is an elaborate waste of time. And in this country especially there is no opening for a practical European carpenter or blacksmith. The education may be wide; but it will be very thin.

I am of the opinion that the ordinary curriculum, which we at present find ample, which we at present admit is inadequately carried out, cannot be extended at present. I would venture to suggest that the school boy should follow his literary and mathematical studies. While at school boy scouting will make him a handy man, and after school days there should be, if possible, Trades Preparatory, or Branch Technical Schools. But let the school remain a school: do not turn it into a workshop. Speaking generally, there is little room for manual training—whether looked at from the point of time or of utility. Let us strengthen what we have, and, having made our roots firm, Branch Institutes or Continuation Schools for Workshop practice in woods and metals, Practical Mathematics, Elementary Science with Practical Laboratory Work, Commercial Geography, Elementary Book-keeping and the like can follow the close of a boy's school career.

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**Note on the Training of Lady Teachers for European Schools in India
by Miss Sampson, Principal, Doveton Girls' High School, Vepery.**

The training of lady teachers will come before the conference for the improvement of European schools, and on this subject the following suggestions and criticisms are submitted.

A suggestion has already been made, namely that a Central College for Europeans should be founded in India. Now the initial cost of such a college will be very great and the upkeep of it, a heavy expenditure which can never be met by the fees. Consider only the staff: at least six lady graduates from England, at a minimum salary each of £300 a year resident, will be necessary for efficiency; this means an annual expenditure of at least £1,800 (or Rs. 27,000) on the staff alone.

Comparatively few will, I think, attend: local existing institutions will presumably continue to attract as many as they do now. Parents like to keep their daughters near them as long as possible. India is not like Great Britain: a Central Training College must needs be at a very great distance from most large towns; especially if such a college is built on the hills.

Now another suggestion for the few who would attend such a college is cheaper and would be more beneficial to the schools who have to recruit their staff (a task of ever increasing difficulty) from old pupils of their own or of other schools.

Give every year scholarships tenable for two years in Great Britain. Let these be of sufficient value to pay the passage to and from Great Britain and to cover all expenses for two years in Great Britain at a Training College for (i) Elementary Teachers of those selected candidates who have passed the Matriculation Examination of an Indian University or a recognised equivalent examination (ii) Secondary Teachers of those selected candidates who have passed the Intermediate Examination of an Indian University or its equivalent.

Herewith are sent the *Regulations of the London County Council Training Colleges for the admission of candidates. The fees for tuition for two years, £10. 10s. and for residence for two years: £25 (see pages 2 and 3) are so very low that I am inclined to think that they must apply only to certain applicants.

Suppose, therefore, that we take the fees of another institution, say, the Battersea Polytechnic, which seems to be open to all and of which a prospectus† is herewith sent. (In choosing this institution it is not to be understood that it is therefore specially recommended; indeed it is beside the point, for the courses are technical, domestic services, etc., training in which is not now our chief object).

Fee for 2 years (Course III)	...	...	£ 56 10	(Page 15)
Books, say	...	...	„ 6 0	
Board and Lodging, 1st Term	...	...	„ 13 0	(Hostel prospectus.)
„ „ five terms	...	...	„ 60 0	
„ „ 26 weeks, vacation	...	...	„ 39 0	
Passage money—return	...	...	„ 60 0	
Contingencies	...	...	„ 40 10	(About 17 per cent.)
Total for two years	...	...	£ 275 0	or £137½ a year.
i. e., Rs. 4,125 or Rs. 2,062½ „				

If twelve such scholarships are offered each year (four in each presidency) there is incurred an annual expenditure of $24 \times £137\frac{1}{2}$ or £3,300, i. e., Rs. 49,500. If half the number of such scholarships be given, the expenditure: Rs. 24,750 would be less than the salaries of the staff of a Central College in India.

Of course better facilities than those now existing must be made in India for those who do not gain scholarships; but this is an expense which will have

to be met in every large town, whether the suggested scholarships are founded or whether a Central Training College is established.

In making the above estimates you must note that no allowance is made for the possibility of the admission of holders of Indian Government scholarships at the very cheap rates set down in the Regulations of the London County Council governing the admission of students to the Council's Training Colleges in 1912. Supposing that Government scholarship holders from India are admitted on the very low fees therein quoted, *viz.*, £10. 10s. for two years' tuition, £25 for two years' residence, we have to set £35. 10s. against £129. 10s. in the above scheme, *i.e.*, £181 against £275 (or Rs. 2,715 against Rs. 4,125). This reduces the annual expenditure on twelve such scholarships from £3,300 (or Rs. 49,500) to £2,172 (or Rs. 32,580), a sum little more than the salaries of the staff of a Central College in India.

Exact information must be sought, and doubtful points cleared up by writing to the London County Council Training College authorities and also to the Board of Education at home [Hazell's Annual 1912: Educational Adviser to the London County Council Dr. W. Garnett, D.C.L., Education Officer: R. Blair, M.A., Members of the Education Committee are named on page 401 of Hazell's Annual, 1912].

These are some important points:

- (1) Whether these low fees: £10. 10s. and £25 each for two years are payable by holders of scholarships conferred by the Government of India. *This point should be pressed*, for the students are of European extraction, and the money available in India for their education and equipment for life is limited, owing to the claims of the larger Indian community; therefore it seems just to claim for these Europeans and Eurasians in India the benefits which are claimed by, and bestowed on, their sisters in Great Britain, and it seems fair that the Board of Education at home should awake to their responsibility and undertake it.
- (2) Whether the Matriculation Examination of an Indian University may be allowed to qualify for admission into an Elementary Training School. The examinations which qualify for admission are enumerated and detailed on pages 6 and 7 of the London County Council's Regulations—and this list is laid down by the Board of Education.
- (3) Whether the residential houses connected with these colleges will undertake the entire charge of these students from India during their two years at home, specially during their vacations.

Rules and regulations will be drawn up by the Government of India, to ensure the return to the European schools in India for a fixed number of years, of these teachers at the expiry of their two years. [See Board of Education Regulations, page 10, section 10b.].

There are other matters that call for attention: these teachers will command a higher salary than their less favoured European or Eurasian "sisters" trained in India; perhaps a minimum of Rs. 100 against a present minimum of about Rs. 30 for Lower Secondary (or Elementary) Teachers, and a minimum of Rs. 150 against a present minimum of about Rs. 75 for Upper Secondary (or Secondary) Teachers. Government will have to meet this expense by increasing the grants. For school managers can only just pay the present low salaries, and it is impossible to raise the fees.

Economy might be effected in another direction: render efficient just the number of schools required in a town or district and reduce the number of schools receiving grants. Schools that can be self-supporting without Government grant will still remain open; but they will not receive either grant, recognition or inspection from the Departments.

These scholarships should, at first, any way, be open to Europeans and Eurasians who are already teachers, so that existing teachers may have the opportunity of earning as good a salary as their pupils will have.

THE CONFERENCE ON THE EDUCATION OF THE DOMICILED COMMUNITY.

Notes on the Agenda.

Submitted by W. H. Arden Wood, Principal, La Martiniere, Calcutta.

"European" education in India naturally looks to Britain for its methods and ideals. It is important, therefore, when the defects of "European" education in India are being considered, and when proposals are being made for its improvement, to have in view the special circumstances which affect unfavourably the work of "European" schools in India. These may be summarized as follows:—

- (1) The imperfect knowledge of English possessed by so many children when they reach a school-going age. Children are sometimes brought to school who are unable to speak any English.
- (2) The neglect of early education for various reasons; *e.g.*, the indifference or poverty of parents, and the want of educational facilities in out-of-the-way places.
- (3) The interruptions of education due, among other causes, to the transfer of parents from one station to another.
- (4) Irregular attendance owing to climate, and illness consequent on climate.

Again, there are circumstances affecting unfavourably the general standard of "European" education, which arise out of the condition of the schools themselves. These are—

- (1) The poor quality of the paid teaching staffs, owing to the inadequate remuneration of teachers.
- (2) The absence of sufficient and satisfactory provision for the training of teachers, and of facilities to enable the teachers already employed in the schools to improve their professional qualifications.
- (3) The fact that the majority of European schools are too small to be worked efficiently except at a cost that exceeds all the resources now available.

These circumstances are sufficient to explain why, on the whole, the children attending "European" schools in India are, in respect of education, about a year behind children of the same age in schools of corresponding grade in Britain.

II.—The Grading of Schools. Curricula.

In considering the curricula for "European" schools these peculiar difficulties must be taken into account. Further, the special circumstances of the Domiciled Community have an important bearing upon the general character of the education to be given in "European" schools. The most important consideration in this connexion is that there is no employment for boys and girls who leave school at the age of 13 or 14, when elementary education properly so called may be considered to terminate. Most of the openings for boys (and the same is largely true of girls) are for boys of 17 or 18 and upwards. It seems clear, therefore, that no scheme of "European" education can be satisfactory which is not framed on the assumption that school education will extend to the age of 17 or 18 and upwards. Such education will

be secondary, not elementary; and the question which has to be considered is what kind, or kinds, of secondary education should be provided? It will be admitted that secondary education of a high type should be open to all boys and girls, irrespective of their pecuniary circumstances, whose natural abilities enable them to take full advantage of it; and that it should be also available for boys and girls whose parents are able and willing to pay fees proportionate to the cost of such education. The cost of providing secondary education of this type, in schools that employ a highly qualified salaried staff, will be from Rs. 350 to Rs. 400 per pupil per annum for boys, and ordinarily, but not invariably, a somewhat smaller amount for girls. This estimate is based on the assumption that the schools will be large enough to be maintained with the maximum of economy—schools with 300 pupils and upwards. Obviously it is impossible to provide schools of this costly character for the whole of the children of the Domiciled Community. The cost would be prohibitive: more-over the children who could derive the full benefit of such an education, and for whom it is therefore worth while to provide it, are only a fraction of the whole number to be educated.

It is therefore also necessary to provide a form of education which will be of a less costly and ambitious character, though equally complete and equally efficient within the limits it proposes for itself: an education costing from Rs. 150 to Rs. 200 per pupil per annum in schools large enough to be maintained with the maximum of efficiency and economy.

The educational courses of these two grades of schools should be uniform all over India, and should be prescribed in an All-India Code. There should be such conformity between the courses in the lower classes as would make it a matter of no difficulty to transfer a promising boy or girl at the age of about 12 from a class in the lower grade school to the corresponding class of a higher grade school. (See Appendix I for specimen curricula, with notes, of the two kinds of schools proposed.) Of course, below these two kinds of schools would be the Kindergarten and Preparatory schools, in which education would ordinarily be given up to the age of nine. In some cases circumstances may make it desirable to have classes attached to the Preparatory schools which would carry on the pupils up to Class III of the Secondary schools.

III.—External Examinations and Leaving Certificates.

The external examinations used by "European" schools are those conducted by the provincial Education Departments, the Cambridge University Local Examinations, and the Matriculation Examinations of the Indian Universities. The most obvious defect of these examinations is that they do not correspond in standard. The High School examination of one province differs in standard from the High School examination of another province, and the standards of the Cambridge University Local Examinations of the Indian Universities differ from one another, as well as from the standards of the High School examinations. In the interests of both schools and scholars it is desirable to have external examinations that have a definite and known standard, whose certificates will have free currency in India and elsewhere. There are at present many arguments in favour of adopting the Cambridge University Local Examinations as the external examinations to be used by "European" schools in India. But before adopting these or any other external examinations the whole question of the use of external examinations by schools requires careful consideration. The best educational opinion is now adverse to the submission of children below 15 or 16 years of age to external examinations of any kind. This would rule out the use of the Cambridge University Preliminary Local Examinations, which are intended for pupils under 14 years of age. Moreover it has been found that the unrestricted use of such examinations as the Oxford and Cambridge Local Examinations has had results that were probably not contemplated when the examinations were first instituted. The successful preparation of candidates for an external examination is compatible with the neglect of much that is essential in sound education. Yet, owing to the exaggerated importance attached by parents to examination successes, there is a temptation, very difficult to resist when there is

considerable rivalry among schools, to sacrifice real educational interests in order to secure mere examination successes which may be used for the purposes of advertisement.

It therefore seems desirable that the Government of India should control the award of school certificates, and that rules should be made to regulate the use of such external examinations as may be adopted. In the choice of subjects for examination there should be such restrictions as are now imposed upon candidates for the Cambridge School Certificates, with the object of making these certificates evidence of good general education. The schools should be required to send up their pupils by classes. And as the work in all the subjects of the school curriculum cannot be tested by an external examination the school record of the work of the candidates should be submitted to the inspector, and the Government certificate should be withheld even from those of them who have passed the prescribed external examination, until the Inspector has testified that they have attended a recognized school for a specified period, and that he is satisfied with the work they have done during the regular school course. The consideration of the members of the Conference is invited to the summary of the recommendations of the Consultative Committee of the English Board of Education in regard to examinations in secondary schools as given in the report published in December, 1911. (See Appendix II.)

IV.—The distribution of Schools and the Concentration of Scholars.

The question of the present expenditure on "European" education in relation to the results produced is of the first importance. There can be no doubt that, owing to causes that date from the time of the earliest efforts to provide education for the children of this community, the money actually now being spent yields much less return in the shape of efficiency than would be the case if "European" education were better organized. To quote from an article which appeared in the *Times* of May 2nd, 1911, "The weakness of 'European' education from the beginning has been due to two principal causes:—(1) the fact that the pecuniary resources at the disposal of the managers of schools have never been sufficient for the provision of efficient education; and (2) the accentuation of this insufficiency by defective organization due to the circumstance that most of the schools are provided by religious bodies working independently of one another." The present situation is that the number of schools is so large in proportion to the requirements of the population concerned that the majority are small, and therefore expensive without being good. The Inspector of "European" schools in the Punjab, as quoted in the Report on Public Instruction for 1909-10, says, "From the purely educational standpoint the maintenance of thirty-one public schools with an average attendance of 77 pupils each, and half of these schools in Lahore and Simla, is sheer waste of money". There is a similar waste of money in the other provinces of India. Can the Government reasonably be expected to meet any demand for increased financial aid from public funds unless and until the managers of schools are prepared to agree to the concentration of the pupils in a smaller number of schools, in order that public money may be expended to the best advantage? The difficulty of such concentration is diminished by the fact that "European" children in India must by force of circumstances use boarding schools to a much larger extent than is necessary in England. Any permanent and satisfactory solution of the problem of "European" education must proceed upon these lines. But a large scheme of reorganization, affecting so many interests, cannot be carried out *en bloc*. It would probably be found necessary to deal in the first instance with only one class of schools, *e.g.*, the higher secondary. There is no problem connected with "European" education that demands more serious consideration.

V.—The Inspection of Schools.

The standard of efficiency among the teachers in "European" schools in India is low; and therefore the inspection of schools is of special importance. The new subjects that have been introduced into the curriculum, and the many

changes in subject-matter and methods of teaching make skilled inspection a necessity. Pending the introduction of a general system of training, expert inspectors could do much to improve the present teachers. Under the present system the Inspectors have so much administrative and office work (far more than falls to the Inspector of Schools in England) and have to spend so much time upon purely mechanical work, such as checking transfer certificates, all of which could be done equally well by an intelligent clerk, that they are not able to give as much time as is desirable to the actual observation of school work. Moreover, in England, the elementary school inspectorate and the secondary school inspectorate are distinct, whereas in India the Inspector has to inspect schools of all grades. Besides, the Inspector selected may have no practical knowledge of the work upon which he has to pronounce judgment. Generally he is a man who has been appointed to a professorship in the Indian Educational Service because of academical qualifications. He may be appointed to an inspectorship merely because an inspectorship is vacant, and because he is not particularly wanted elsewhere; and his tenure of office depends upon the exigencies of the department.

It would be to the advantage of "European" education to have a body of inspectors under a chief inspector, selected because of their fitness for the work of inspection, and charged with the inspection of "European" schools all over India. Some of these inspectors should be general inspectors, and some inspectors of special subjects. There should be at least one woman inspector. Under this system it would be possible to place all the schools of all the provinces, which are of the same grade, under the inspection of men who have special qualifications for the work, and the inspection of special subjects could be conducted by men who are experts in teaching them. Such an inspectorate would tend to bring schools of the same grade into line with one another all over India, and to raise the general standard of efficiency. It would also be able to give local Governments advice of a kind that is not now available, regarding their schools.

VI.—The Training of Teachers.

The need for trained teachers is obvious. And the need has been accentuated by the introduction of new subjects into the school curriculum. Formerly a teacher in an elementary school might not unreasonably undertake all the subjects of the curriculum. Now, even in an elementary school, the specialist teacher is becoming more and more of a necessity. *A fortiori* is he a necessity in a secondary school. Experience has repeatedly shown that Kindergarten work, Nature Study, Handicraft, Science, and Drawing, are practically destitute of educational value unless they are in charge of teachers who have special knowledge and have been specially trained.

A training college anywhere must be a place for instruction in the methods and practice of teaching; but in India the educational qualifications of a majority of those who offer themselves for training are so inferior, that the value of the training college would be greatly enhanced if, in addition, the general education of the students were carried to a higher standard than is possible in the schools. The college should, in effect, give the equivalent of a university education in the literary and scientific subjects of the school curriculum, and should offer opportunities for specialization in these and other school subjects. This involves that the training college course must extend, at least, over three years. Matthew Arnold says, in one of his General Reports, "The teacher to whom you only give a drudge's training, will do only a drudge's work, and will do it in a drudge's spirit".

In order to justify the large expenditure upon the staff that would be necessary to make the college practically a university college as well as a training college, and in order to secure the 'atmosphere' and the stimulus that can only be found where considerable numbers are working together in healthy rivalry, there should be only one training college for the whole of

India and Burma. To it both women and men should be admitted. Diplomas of two kinds should be given at the end of the course: a higher diploma qualifying its holder to work in higher secondary schools, and a lower diploma qualifying its holder to work in lower secondary schools. The students should live in hostels, some of which might be reserved for students of particular denominations, including Roman Catholics, and be under denominational supervision.

Some time must elapse before such a training college can be at work and begin to produce results. In the meantime holiday courses in various subjects might be held at convenient centres, special facilities to attend them being given to selected teachers. In these and other ways something might be done to increase the efficiency of the teachers now working in the schools.

VII.—The Remuneration of Teachers.

The first essential in a system of education is good teachers. "It is men, not methods, that really tell in education".

Schools that have inadequate resources will probably be understaffed: the teachers will almost certainly be underpaid. Therefore, in the case of schools that are wholly or mainly staffed by salaried teachers, efficiency depends upon adequate remuneration. If the remuneration falls below that which education, character, and ability can command in other fields of employment, the teaching profession cannot hope, except in very special cases, to attract the best material. If the rate of remuneration greatly varies, the teaching body will be undesirably heterogeneous, and will have little *esprit de corps*. If, in addition, other kinds of employment offer progressive increments of pay, and a pension at the end of a definite period of service, the teaching profession, so long as it lacks these and other attractions, will be resorted to as a merely temporary occupation, and will be regarded, as indeed it too commonly is, as "the refuge of the destitute". It is certainly now the case that there is no satisfactory 'supply' of men teachers for "European" schools, nor will there be a satisfactory demand for admission to the proposed training college until there are prospects for trained teachers.

At the end of 1910 returns received from 107 schools in India and Burma showed that in only 56 of these schools were men teachers employed, and there were 18 of these schools in each of which there was only one man teacher, presumably the headmaster. Including these 18 the total number of men teachers in the 107 schools was 222. Of these—

44	were receiving less than Rs. 50 per mensem.
36	" " more than " 50 but less than Rs. 100.
42	" " " " 100 " " 150.
35	" " " " 150 " " 200.
64	" " " " 200 per mensem and upwards.

221 (The salary of one teacher was not stated.)

Here there seems to be a graded service beginning with a minimum of less than Rs. 50 per mensem and rising to Rs. 200 per mensem and upwards. But in fact these 221 posts stand in no such relation to one another as a graded service would imply, and the probability is that most of the occupants of those that are worst paid would be found not to be worth a higher pay than that which they are at present receiving. Further, the 222 teachers in question include 56 head masters, and the assistant masters recruited in England on

teachers. The Indian Subordinate Medical Department is able to obtain recruits to undergo a course of training extending over four years. These men, after they have been trained, commence their service on a salary of Rs. 85 per mensem, rising to Rs. 200 per mensem after nineteen years' service. Further promotion, with increase of pension, depends upon ability and merit. The following scale of pay should attract men of the same class who with training and further education should make useful schoolmasters :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
100	20	200	15,390

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
50	10	100	7,695

III.—ENGLISH GRADE.

A.—Men Teachers brought out from England.

Besides the teachers recruited in India a number of teachers must be brought out from England for employment in European schools, especially in the higher grade schools, and for the teaching of special subjects. It is necessary to offer good terms if competent teachers are to be obtained. These cannot be got for work in the plains at a lower initial salary than Rs. 400 per mensem :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
400	50	650	54,465

B.—Women Teachers brought out from England.

These are required for advanced and special work in girls' schools, and as heads of Kindergarten departments :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
200	25	325	27,233

Appendix I.

SPECIMEN CURRICULUM.

Higher Secondary Schools (Boys).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

	Age.	9	10	11	12	13	14	15	16	17	18
	Class.	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Religious Knowledge ...	...	2	2	2	2	2	2	2	2	2	2
2. English ...	...	8	8	8	8	6	6	6	6	6	6
3. Urdu or other Vernacular ...	...	...	...	...	2	2	2	2	2	2	2
4. Latin ...	...	...	...	...	...	5	5	5	5	6	6
5. Handwriting and Drawing ...	...	5	5	5	3	2	2	2	2	2	2
6. Arithmetic ...	...	5	5	5	5	5	5	5	5	6	6
7. Mathematics ...	...	...	...	...		...	...	...	...	...	...
8. Observation Lessons and Nature Study ...	...	2	2	2	2	...	...	...	...	...	...
9. Science ...	...	...	...	...	...	2	2	2	2	2	2
(Practical work out of School time.)											
10. Geography ...	...	2	2	2	2	2	2	2	2	2	2
11. History ...	...	2	2	2	2	2	2	2	2	2	2
12. Singing ...	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	Out of School time.					
13. Handicraft ...	...	2	2	2	2	2	2	2	2	0	0
14. Physical Training ...	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	Out of School time.					
TOTAL ...	...	30	30	30	30	30	30	30	30	30	30

NOTE :—In classes IX and X specialization may be permitted in the case of boys with special aptitudes.

SPECIMEN CURRICULUM.

Higher Secondary Schools (Girls).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

[illegible]

NOTE. In classes IX and X specialization may be permitted in the case of girls with special aptitudes.

SPECIMEN CURRICULUM.

Lower Secondary Schools (Boys).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

			Age.	9	10	11	12	13	14	15	16	17
			Class.	I	II	III	IV	V	VI	VII	VIII	IX
1. Religious Knowledge ...	...	...		2	2	2	2	2	2	2	2	2
2. English	...	...		8	8	8	8	8	8	8	8	8
3. Urdu or other Vernacular ...	...	...		...	...	...	2	2	2	2	2	2
4. Handwriting and Drawing ...	...	...		5	5	5	3	2	2	2	2	2
5. Arithmetic	...	...		5	5	5	3	3	2	2	2	2
6. Elementary Mathematics ...	...	...		...	...	...	2	3	4	4	4	4
7. Observation Lessons and Nature Study.	...	...		2	2	2	2	...	...	...	...	...
8. Elementary General Science ...	...	...		...	...	...	...	2	3	3	3	3
9. Geography	...	...		2	2	2	2	2	2	2	2	2
10. History	...	...		2	2	2	2	2	2	2	2	2
11. Singing	...	...		$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	...	...	...	...
12. Handicraft	...	...		2	2	2	2	2	2	2	2	2
13. Physical Training	...	...		$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$	$\frac{1}{2}$ $\frac{1}{2}$
Total	...	...		30	30	30	36	30	30	30	30	30

SPECIMEN CURRICULUM.

Lower Secondary Schools (Girls).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

	Age.	9	10	11	12	13	14	15	16	17
		I	II	III	IV	V	VI	VII	VIII	IX
1. Religious Knowledge	...	2	2	2	2	2	2	2	2	2
2. English	...	8	8	8	8	8	8	8	8	2
3. Urdu or other Vernacular	...	...	...	...	2	2	2	2	2	2
4. Handwriting and Drawing	...	5	5	5	3	2	2	2	2	2
5. Arithmetic	...	5	5	5	5	4	4	3	3	3
6. Observation Lessons and Nature Study	...	2	2	2	2	...	...	...	...	...
7. Elementary General Science	...	...	...	...	...	3	3	3	3	3
8. Geography	...	2	2	2	2	2	2	2	2	2
9. History	...	2	2	2	2	2	2	2	2	2
10. Singing	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
11. Handicraft and House craft	...	2	2	2	2	3	3	4	4	4
12. Physical Training	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
TOTAL	...	30	30	30	30	30	30	30	30	30

NOTES ON THE CURRICULA.

Lower Secondary Schools; Boys and Girls.

Scripture stories; advance to the study of selected portions of the Old and New Testaments. Religious Knowledge.

(1) Reading aloud, the teaching of pronunciation being based on phonetics, (2) Reading for information and enjoyment, (3) Recitation, (4) Dictation, (5) Composition and Formal Grammar. The general aim of the English course is to give the pupils a sound practical command of the language, and to make them acquainted with, and have a liking for good literature, both prose and verse. English.

The object of the course is to give the pupils a working knowledge of spoken and written Urdu or other vernacular. Vernacular.

The pupils draw mainly from actual objects, artificial or natural. Drawing from memory. The use of colours. Drawing.

Useless tables and rules eliminated, and a rational sequence of processes followed. Examples chiefly practical, with a distinction between those for boys and for girls. Arithmetic.

The essentials of plane and solid geometry treated practically; Algebra leading to the intelligent use of formulae; Graphs; the use of logarithmic and other mathematical tables; the use of the diagonal scale, the vernier, and the slide rule. Elementary mechanics and mensuration. Mathematics.

The elementary study of the plant and animal life of the school locality, including a little naked-eye botany, with special reference to the food and the reproduction of plants. The apparent movements of the sun and moon; the principal constellations; the seasons, and their relation to plant and animal life; weather and climate. Observation lessons and Nature study.

Boys.—Weighing and measuring. Elementary Physics and Chemistry. Elementary General Science.

Girls.—Botany, and elementary Physiology and Hygiene.

Includes the necessary essentials of Physical Geography, map reading, and the elements of map construction. Geography.

The outlines of Indian and English History, with special reference to the points of connexion between them. Some attention to local history. History.

Voice production. Singing by note. National songs and part singing. Singing.

An organized course (including needlework for girls) connecting the "Hand and Eye Training" of the Kindergarten with Manual Training in wood and metal for boys, and Housecraft for girls. Gardening, where facilities for it exist. Handicraft.

Organized games; physical exercises based on Swedish principles. 'Boy Scouting' and Cadet drill for boys. Physical Training.

NOTES ON THE CURRICULA.

Higher Secondary Schools ; Boys and Girls.

English. A fuller acquaintance with English Literature, and more advanced work in composition, with precis writing.

Latin. The aim should be to enable the pupils to translate 'unseen' prose and poetry of moderate difficulty into idiomatic English, and to be able to write simple Latin. Effort should be made to develop a literary appreciation of the authors read.

French. At the end of the course the pupils should be able to speak French with some fluency, to read standard French at sight, and to write French with tolerable accuracy.

Drawing. Drawing in mass with watercolour, chalks, charcoal, etc., free-arm and freehand, chiefly from common objects and from nature. Simple work in relief, and in the round with some plastic material such as clay, wax, or plasticine. The elements of design, introducing colour.

Mathematics. Algebra and Geometry for girls. In addition Trigonometry and applied Mathematics for boys, and for those who specialize Analytical Geometry and elementary Calculus.

Science. Boys :—Chemistry and Physics with practical work.

Girls :—More advanced Botany or Physiology and Hygiene.

History. Some ancient history for pupils specializing in Latin.

Appendix II.

Extracts from the Analysis of the report of the Consultative Committee on Examinations in Secondary Schools.

1. External examinations must be brought into intimate connexion with inspection, the existing system of inspection being modified and developed so as to meet the new needs.

2. The existing multiplicity of external examinations, the claims of which at present so frequently interfere with the best work in the schools, must be reduced by concerted action.

3. External examinations should be so conducted as to assist and emphasise the principle that every Secondary School should provide, for pupils up to an average age of 16, a sound basis of liberal education, which, though not necessarily of the same type in all schools, would serve as a foundation upon which varieties of future education could be based.

(a) The first external examination to be taken normally by a pupil in a Secondary School, save for what may be found necessary in the form of admission or scholarship examinations, should be one which would be a suitable test of the general attainments of an average pupil of 16 years of age.

(b) The examination should be of such a kind that success in it may be regarded as a guarantee of a good general education in a Secondary School. It should be open, in its proper school form, only to candidates who have reached a class in which the average age is 16, and who have been in attendance for at least three years, after the age of 12, in one or more approved Secondary Schools. The Committee would suggest that the examination should be called the Examination for the Secondary School Certificate, so that its name may convey a perfectly clear idea to the public of what it really is.

(c) The only other external examination to be taken by the ordinary pupil in a Secondary School (subject to certain exceptions) should be one which would be suitable to the attainments of pupils of an average age of 18 or 19.

The leaving examination of pupils who remain at school till the age of 18 or 19.

1. An examination is necessary for pupils who remain at school till 18 or 19 years of age. We recommend for this purpose the establishment of an examination which might be called the Secondary School Higher Certificate, the standard of which should be two years in advance of that of the Secondary School Certificate Examination.

2. Whereas the general note of the earlier examination should be breadth without specialisation, the examination papers of the later examination should be less general, and should be based upon a course of more specialised, but not narrowly specialised, instruction. The later examination should be of a less uniform type than the earlier one.

3. This later examination should, as in the case of the earlier one, be connected with inspection, so far as the subjects of the examination allow such connexion.

4. The record of the pupil's work at school should play an important part in the Higher Certificate Examination.

5. The use, in Secondary Schools, of University examinations which form part of a degree course, is not educationally sound.

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Memorandum prepared by Mr. W. P. S. Milsted, Headmaster, High School, Allahabad, for the conference on the Education of the domiciled community.

(a) and (b). *The remuneration of teachers and Grant-in-aid.*—The only way that I can see to secure adequate salaries is for Government or Local Governments to take over *all* European Schools—as they have done District (Native) High Schools—for Government to grade those schools according to the *work* done therein, for Government to fix salaries (beginning with a minimum and rising to a maximum) of approved teachers and then leave it to the Local Committee to supplement those salaries according to the funds at their disposal. The Grant-in-aid would accordingly be based upon the amount of grant required by each school to maintain an adequate staff. This would secure an efficient teaching staff and still leave Local Committees to make that staff extra efficient, or improve the school in the matter of apparatus, etc., out of Local funds and fees. If the salaries are paid by Government that school should be able to maintain itself without further assistance. Any grant arising from the Laidlaw or other fund could then be devoted to maintenance or improvement of buildings, etc.

The Bishop of Bombay would group the schools as :—

- I. *First Class Boarding Schools*, usually situated in the hills, fees high, usually well paid staff, children of well-to-do parents, etc.
- II. *Second Class Schools*.—All the Boarding Schools and Day Schools usually situated in the plains, children of parents unable to send them to the hills, fees usually low, and suggests that Headmasters for example in Group I. should be paid Rs. 750 and Headmasters in Group II. Rs. 500, and the staff accordingly.

On the face of it this is not a just division. In the Hill Schools it is usual to take into consideration the advantage of climate ; a teacher in a Hill School is satisfied with *less* than a teacher who lives in the plains.

Secondly, if Hill Schools charge higher fees, there is no urgent necessity for Government to pay the staff more than the staff in a plain school where fees are admittedly lower. More assistance is obviously necessary to the school whose income from fees is lower. The *need of the children* in both schools is the same ; it is immaterial whether they come from “well-to-do parents” or otherwise. A boy in the plains requires quite as good an education as a boy who is able to go to the hills. I am strongly opposed to class distinction of this sort.

Grade a school according to its *work* and efficiency, not according to its geographical position. There can be only 3 grades, High Schools, Middle Schools and Primary Schools, and the grant made on the salary received by the staff should depend upon that classification and upon that alone. Let the Inspector grade the schools, let Government fix the salaries according to the grade and on the understanding that the standard of the school and the efficiency of the staff is maintained. But to class all Hill Schools as “First Class Boarding Schools” and to relegate “all the Boarding Schools and Day Schools in the plains” as Second Class, shews a limited knowledge of the efficiency of many plain schools. For example :

The Bishop of Lucknow would group :—

The Diocesan School, Naini Tal, as First Class.

The Boys' High School, Allahabad, as Second Class.

The Colvin Free School, Allahabad, as Third Class.

The hardest school to work would probably be found in Group III, *viz.*, in Free Schools. For this it is proposed to pay the Headmaster Rs. 300 per mensem. He has to deal with very inferior material, work under very trying conditions and is assisted by a staff whose *total* salary will amount (according to the Bishop of Bombay's Scheme) to Rs. 980 per mensem. The School in the Hills is classed as "first class" (perhaps this may refer to the climate). The work of Headmaster there is comparatively light. Discipline is easily maintained, the boys are admittedly of a better class ("of well-to-do parents") and the work is easier and the material in every sense better than that in such a school as a Free School. The Bishop of Bombay suggests that for such a Hill School, for an equal number of teachers as in the Free School, the total salary should amount to Rs. 2,175 per mensem. Or again, for an exactly similar in the plains (as the School in the Hills) he suggests that the total salary should be Rs. 1,475. I can see no reason in such a classification.

The only means of classification, as I have said, is in the work and efficiency of the schools. Such considerations as *Geographical position* (as a matter of fact it is usual that a man is willing to accept less in the hills than in the plains, whereas it is suggested he should receive more) and *Class of Children* (Masters of Clifton, when there are children of "well-to-do parents", in some instances receive less than a Boarding School Teacher) should not enter into the calculation.

Let the Inspector grade the schools, let the Government Grant-in-Aid provide for salaries having established the scale according to the grade, and leave Local Committees, Laidlaw funds, Endowments, Voluntary Subscriptions, to provide for the rest. They will be able in most cases to provide necessities, if not luxuries. If they cannot, special grants could still be made to meet special needs.

This would also give the various denominations an opportunity for raising the standard of their own schools according to their own efforts and energy.

The remarks refer to *all* European and Eurasian schools irrespective of creed, etc.

(c) *With reference to the Departmental administration and inspection of European Schools.*—Headmasters at present are well nigh overwhelmed with clerical work. Each school has a Correspondent, who is supposed to do this work. In most cases the Correspondents pass the forms, etc., on to the Headmaster "for disposal". Forms measuring 36" x 20" ruled with innumerable columns are a burden to the Headmaster, take up a considerable space in his office and most of his spare time. The remedy seems to be—(1) either the Correspondent does the work he is elected (but does not usually elect) to do, or (2) the clerical work must be simplified if the Headmaster is to exercise any supervision over the School work. The Inspector suffers in the same way. With an inadequate office staff (at least in the United Provinces) he can only visit a school perhaps *once* in the year.

Relieved of some of the clerical work and number forms without number, he should be able to pay three or four visits to a school. The Inspector's report should be based on something more than that, I have *no* complaint to make of these reports, but they would be of much more value if a school were visited in March and the Inspector pointed out what he wished done, weaknesses apparent, &c. For his second visit, say in July, he could note what steps had been taken to remedy defects and what action had been taken to give effect to his suggestion. Finally at the end of the year, he would visit the school again and then make a final report on the year's working.

This would mean that an Inspector was kept pretty well to inspecting and advising, which to me seems to be his function. At present he is an overburdened secretary, rushing round at intervals to see if the school work is still going on. If two men are needed, let them be supplied. One man can run the Inspector's office and do the Clerking and one can do the Inspecting.

At any rate, in this province an Assistant Inspector seems greatly needed. There is no reason why both should not share the work of Clerk and Inspector; one in the office while the other tours. This seems to me an urgent necessity.

Simplify the clerical work of the Headmaster, or better still, relieve him of it altogether, and let us have more inspection and more help from the Inspector. He would not then be a sort of "visiting justice", but a scholastic adviser and helper.

(d) *Distribution of Schools with reference to the demand.*—In the United Provinces schools have been provided to meet the demand. I am strongly in favour of concentration, one or more thoroughly efficient High School, one or more thoroughly efficient Middle School, one or more thoroughly efficient Primary School, are to be preferred to the multitude of inadequately staffed, badly equipped, ill managed so called High Schools. Government should provide such schools irrespective of denomination. If any particular denomination wishes to run a school of its own, it should be permitted to do so provided it supplies the funds and reaches the standard required by Government.

In all schools religious instruction should be left to the direction of the Managers and, in the case of schools where the boys are of various denominations, facilities should be offered to permit religious instruction being given to the boys of the various denominations.

(e) *Training of teachers.*—The present system seems to me to be faulty. Lads of 16 may be admitted for training. It is obvious that immature lads in mind and body are not fit to *train*. You must have better materials to work with. I have dealt with this subject at length in my paper read at the Conference in Calcutta in 1910 (see Appendix "A").

My own experience shews that the "*trained teacher*" has a good deal of method and very little matter. Boys out here read very little beyond their school text books. (A "*trained teacher*" asked me last year when I was proceeding on leave, whether I would put up at "*the dak bungalow* in London"). The situation is so obvious and known to all Headmasters that I will not labour the point. The remedy seems to be this. Let the prospective teacher serve an apprenticeship of say four years in the school as Pupil Teacher. You will then see whether he has any aptitude for teaching and whether he is likely to develop as a scholar. During this period he should read—for the want of anything better—for his degree, or at least his F.A. Having secured this he might be admitted into the Training College after passing an Entrance or Scholarship Examination. Make the prospects sufficiently enticing, as suggested in paragraph (c) and you will get the men "*men of little learning*" but still men and not immature lads as at present.

(f) *Collegiate Education.*—European and Eurasian hostels are necessary. No provision is made to encourage or to enable boys to continue their education. From my own school there are eleven boys reading for a degree and some are only enabled to do so because I set aside part of the school boarding house for them. Otherwise they would have to reside in the bazaar. My suggestion is that a bungalow be rented, a limited number of candidates admitted, a small fee charged to cover board, and a resident tutor would be placed in charge. In Allahabad this could be done.

I can secure a bungalow, arrange rooms and studies, and supply a resident tutor (Mr. A. B. Stokes, M. A., Hons., Cambridge) who would supervise the work and conduct of the residents. They would attend the Muir College lectures. The hostel would be open to all provinces. It might be advisable to try such a scheme before building anything in the shape of a hostel.

As regards funds for maintenance, Government might aid such a scheme as an experimental measure, say for 5 years, and the Laidlaw Fund or the Dan Anglican Offertory might be utilised to make up a deficiency in income. Such a scheme seems to be practical and most necessary. The students would lead a collegiate life, be under direct supervision when not attending college and be

encouraged in games and in wider reading, instead of, as at present, simply reading for a degree in a Native College without entering into anything like the varsity life, and all that makes for a collegiate education.

The result would be that a man having so read would be fit to *train* as a teacher or for such other appointment as may be open to him. He would live in the hostel under something of the same conditions as in a college at Home, he would attend lectures and I think gain mentally, physically, morally and socially. At present the European boy attends the college, leaves it at the earliest moment and takes little or no interest in college life. I would plead that as Government has assisted numerous Native hostels with funds, has given building grants (*e.g.* Cawnpore Institute, 1911), they might fairly be asked to do something similar for the European and Eurasian Community.

APPENDIX "A".

Being extracts of a paper read at the Conference upon European and Eurasian Education in Calcutta, December 1910.

At 3 p.m., when the Conference resumed, the following paper was read by Mr. W. P. S. Milsted.

Teachers and Salaries.

The object of this paper is stated in the Agenda. It is to open a discussion. I therefore propose to touch briefly on the five points under the heading of Teachers and Salaries, not with a view of laying down any definite conclusions, but with the object of putting forward suggestions, which may form a basis for discussion. Further, I have made little reference to authorities, but have relied rather upon a practical experience of my own, acquired during 14 years' teaching in European schools in India.

The first necessity is to realise the condition of things in European schools in India. Remedies may then be applied.

The first question asked is, "to what extent is it necessary or desirable that teachers should at present be brought from abroad?" The Teaching Profession at present, I venture to think, does not appeal to men, even as a profession. It has been called "the refuge of the destitute". I have advertised for Assistant Masters and Hotel Managers, Carriage Examiners, failed Rurki men, elderly Clerks and the like, apply—not because they have any intellectual attainments, or are fitted by personality, character, or leadership, but because, being failures elsewhere, they hope to secure a situation in a profession which is, to a great extent, looked upon as one any man can take up, or as one which will supply their wants for a time, until they get a better job. I myself have been on a Staff with a failed Permanent Way Inspector, on another with a man who was turned out of the Police (and eventually out of the school), and so on. The need, I think, for a larger and better qualified staff is so obvious that I need not labour the point; but with regard to the number on the staff of a school I would like to point out the danger of assuming that what can be done in a better climate, like that of England, can also be done equally well in India. It is necessary to have a larger staff in India than would be considered essential in England. But, I think, the solution of this difficulty of getting larger and better qualified staffs is not so much in bringing out men from abroad as in raising the standard of the man here. It is not desirable that teachers should be brought from abroad merely to teach in schools. Teachers from abroad are expensive, and their worth cannot be determined until they have settled down in the country. Home qualifications and references are not criteria of adaptability to Indian conditions. The pay of a teacher in India to a man at Home appears relatively much better than what he gets at Home. But he is not aware

that his expenses are relatively much higher, and finding these things so, he looks for something better. Again, the man from abroad cannot, until some considerable time has elapsed, realize the condition of the boys out here whom he is called upon to teach. Few things are more irritating, I think, to a boy out here than to be continually told what the boy elsewhere does: and this is very often the spirit in which the man from abroad deals with boys. Another point—the teaching profession is a field of employment for Eurasians, and one of the practical means of self-help; but the profession will not attract the best material, if the best posts are held by men from abroad. At present, as I have said, it is not attracting the best: if you import men from abroad, you make it even less attractive than it is. I think there is another objection to the man from abroad. As a rule, the best men from abroad do not come out here, and the inferior article is no better than the man out here, or perhaps I should say no better than you could make the man out here. As regards women from Home. The Principal of the Higher Grade Training College, Allahabad, tells me that statistics show that the teaching life of English women out here is extremely short: they get married.

Yet the difficulty remains—larger and better qualified staffs are required. Applicants out here for posts are not as a rule highly qualified; but the remedy lies in giving boys and girls out here the necessary qualifications. I will deal with when I speak of the present provision for the training of teachers.

It is sometimes urged that the Englishman comes out to a non-Government post in India, because he has not proved a success at Home. I do not urge this or believe it. When I mention the names of Rowe, Beck, Stokes, de la Fosse and Wood, I do not think that this objection to the man from Home can be sustained, but what is true is that we have in India as good material as there is at Home, and there are possible Stokes' and Woods among us at the moment.

But to get such men we must attract the better men at the outset. It will be said, and rightly said, that the man must feel himself called to the work. But the clergy are called, and they have their training, their chaplaincy, their substantive salary, their security of tenure, their leave, their furlough, their promotion, their pension. If you provide the same for the teachers, you will get the men, and the right sort of men.

To take the first-mentioned fact first—the training of a teacher. At present it is not only inadequate, but absurd. A raw youth, having passed the High School Examination, goes to a Training College, which seldom has more than one scholar on its staff, and for two years he reads Sully's Psychology, James Talks with Teachers, a cram book by Dexter and Garlick on School Management, and the like. The inadequate intellectual equipment—a High School Pass—is to be trained. I ask "On what"? Does not the athlete develop his muscles before he trains them? Does not the preacher study what to preach before he preaches? Yet we take the immature mind, lacking information and intelligence, and train it in the art of teaching before it has the material on which to train. To give special training to a comparatively ignorant person produces a lack of a sense of proportion, intellectual narrowness, and a tendency to conceit and self-satisfaction on the part of those who do not know enough to know how much there is to know. Hence, in these cases, the first task is to give something like a general education and to lay a foundation. They must make up for the defects of previous education rather than receive a particular instruction. If the previous education has been complete and satisfactory, then let the special training proceed. The usual course, as I have said, is for a boy to go straight from school, meagrely equipped intellectually, immature in body and mind. He goes through a two years' course of Psychology and the History of Education, and is returned a Trained Teacher! Raise the qualification of the candidates for admission—make the Training College a place where the Science and Art of Teaching are taught—a place where there is more matter and less method—and make the candidates enter at an age when they are mentally capable of appreciating such training.

There seems to me to be two ways in which this may be done. Let him serve an apprenticeship here in India and send him Home to a Normal College in England; but this simply shelves the question, and it is a grievous mistake to teach them to despise things Indian. Rather let us make the Training College in India like the Normal College in England. For two years I was Assistant Master in the Normal Training School in Cambridge connected with the Cambridge Day Training College. Men—not boys—were taught not only how to teach, but what to teach. The first step therefore is to make our Training College like the Normal College at Home. The second step is to prepare our boys so that they may be fit to benefit by that training. I would suggest that a boy on leaving school should serve an apprenticeship in a school for four years as a Pupil Teacher. Let him do two hours' teaching a day, and attend—for want of a better course—the College Classes and work for his B. A. At the end of 4 years you would know two things—whether he had any aptitude for the work of a Teacher, and whether he was a Teacher or only a lad pitchforked into a profession because he could not find anything better. I feel certain that this method would give us better informed, better equipped, better inspired men for the work. The crux of the whole question is not what salary, what pension, what provident fund you will provide—it is what men can you train and how will you train them? Get a lad, imbued with the love of teaching, and salaries and provident funds, though helpful, are not essentials. Many teachers out here—real teachers—are philanthropists or missionaries, and while rewards sweeten labour, the labour to them is sweet. I do not wish to despise a salary: looked at in one way, they are at present despicable. I have paid a teacher less than my cook—but that was not the fault of the cook. The fault obviously lies in the fact that the teacher was under-paid. Salaries must be generally increased and reasonable prospects must be held out. More men would thereby be attracted: the field of choice would be wider, and the class of men better: at present the Assistant Master has no status, and this re-acts on the school. We must have teachers of a good stamp, and salaries must make the profession an attractive one. If we require a lengthened apprenticeship, as well as two years' training, we must be prepared to make adequate compensation for this outlay of capital, *i.e.*, six years' training. There should be a minimum salary common to all schools of the same grade throughout each province, rising gradually to the higher grades. This would obviate to some extent the continual change of teachers most schools suffer from. At present one school offers Rs. 200 a month to a man, because somewhere else he gets Rs. 120. One school benefits at the expense of another, and this means that one set of boys suffer for the sake of another.

Raise the age at which training begins, raise the quality of the man to be trained, raise the standard of the Training College, and you must raise the salary to be sure of securing the article you have produced. I do not know how far we can legislate for this, but it is the only way to secure efficiency. Add to this a provident fund, and I think you have made an attractive profession—attractive financially, as it always will be essentially.

In my own school, we put aside 10 per cent of our salaries, and a like amount is added out of school funds. The utility and attractiveness of a provident fund are obvious. It is more than expedient—in my opinion, it is necessary to have a provident fund. And there need be no difficulty about the matter. I should like to emphasize the fact that a provident fund does not need to be "financed." However straitened the means of a school, the staff is regularly paid, and they should be made to subscribe a certain percentage of their salaries on the understanding that the school will add, should funds permit, whatever it can up to a like amount. In teaching men—many of them young—to save their money, provident fund will serve a most useful purpose: if the school is in a position to help, the attractiveness is enhanced. A pension scheme can only be dealt with when funds are available for this and only this purpose.

I have left item 2 of the Agenda to the last—last and least. The first points to settle would be what special subjects should be taught in the school. In what

classes should they be introduced? How much time should be given to them? Should they be optional or compulsory? What is the syllabus to be? Let us assume that a certain syllabus is decided upon. The next step is to include these subjects in the Training College course. The Principal of the Higher Grade Training College, Allahabad, informs me that "Special" Teachers at Home have proved failures. If we are to introduce Kindergarten, Domestic Economy and Manual Training, these subjects should be added to the Training College course. It is in the Training Colleges that we require "Special" Teachers, not in the schools: and Kindergarten and Manual Training should be introduced into schools after teachers are available.

The subject of Domestic Economy needs defining: it is often solemn nonsense. If it includes cooking and dress-making it is good. Manual training is an attractive term, but to my mind an over-elaboration of detail. To put all the boys of a class to make a joint, when only perhaps a couple of them have or ever will have an aptitude for it, is an elaborate waste of time. And in this country especially there is no opening for a practical European carpenter or blacksmith. The education may be wide; but it will be very thin.

I am of the opinion that the ordinary curriculum, which we at present find ample, which we at present admit is inadequately carried out, cannot be extended at present. I would venture to suggest that the school boy should follow his literary and mathematical studies. While at school boy scouting will make him a handy man, and after school days there should be, if possible, Trades Preparatory, or Branch Technical Schools. But let the school remain a school: do not turn it into a workshop. Speaking generally, there is little room for manual training—whether looked at from the point of time or of utility. Let us strengthen what we have, and, having made our roots firm, Branch Institutes or Continuation Schools for Workshop practice in woods and metals, Practical Mathematics, Elementary Science with Practical Laboratory Work, Commercial Geography, Elementary Book-keeping and the like can follow the close of a boy's school career.

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Note on the Training of Lady Teachers for European Schools in India by Miss Sampson, Principal, Doveton Girls' High School, Vepery.

The training of lady teachers will come before the conference for the improvement of European schools, and on this subject the following suggestions and criticisms are submitted.

A suggestion has already been made, namely, that a Central College for Europeans should be founded in India. Now the initial cost of such a college will be very great and the upkeep of it, a heavy expenditure which can never be met by the fees. Consider only the staff: at least six lady graduates from England, at a minimum salary each of £300 a year resident, will be necessary for efficiency; this means an annual expenditure of at least £1,800 (or Rs. 27,000) on the staff alone.

Comparatively few will, I think, attend: local existing institutions will presumably continue to attract as many as they do now. Parents like to keep their daughters near them as long as possible. India is not like Great Britain: a Central Training College must needs be at a very great distance from most large towns; especially if such a college is built on the hills.

Now another suggestion for the few who would attend such a college is cheaper and would be more beneficial to the schools who have to recruit their staff (a task of ever increasing difficulty) from old pupils of their own or of other schools.

Give every year scholarships tenable for two years in Great Britain. Let these be of sufficient value to pay the passage to and from Great Britain and to cover *all* expenses for two years in Great Britain at a Training College for (i) Elementary Teachers of those selected candidates who have passed the Matriculation Examination of an Indian University or a recognised equivalent examination. (ii) Secondary Teachers of those selected candidates who have passed the Intermediate Examination of an Indian University or its equivalent.

Herewith are sent the *Regulations of the London County Council Training Colleges for the admission of candidates. The fees for tuition for two years, £10. 10s. and for residence for two years: £25 (see pages 2 and 3) are so very low that I am inclined to think that they must apply only to certain applicants.

Suppose, therefore, that we take the fees of another institution, say, the Battersea Polytechnic, which seems to be open to all and of which a prospectus† is herewith sent. (In choosing this institution it is not to be understood that it is therefore specially recommended; indeed it is beside the point, for the courses are technical, domestic services, etc., training in which is not now our chief object).

Fee for 2 years (Course III)	...	£ 56 10	(Page 15)
Books, say	...	" 6 0	
Board and Lodging, 1st Term	...	" 13 0	(Hostel prospectus.)
" " five terms	...	" 60 0	
" " 26 weeks, vacation	...	" 39 0	
Passage money—return	...	" 60 0	
Contingencies	...	" 40 10	(About 17 per cent.)
Total for two years	...	£ 275 0	or £137½ a year.
i. e., Rs. 4,125 or Rs. 2,062½			

If twelve such scholarships are offered each year (four in each presidency) there is incurred an annual expenditure of $24 \times £137\frac{1}{2}$ or £3,300, i. e., Rs. 49,500. If half the number of such scholarships be given, the expenditure: Rs. 24,750 would be less than the salaries of the staff of a Central College in India.

Of course better facilities than those now existing must be made in India for those who do not gain scholarships; but this is an expense which will have

to be met in every large town, whether the suggested scholarships are founded or whether a Central Training College is established.

In making the above estimates you must note that no allowance is made for the possibility of the admission of holders of Indian Government scholarships at the very cheap rates set down in the Regulations of the London County Council governing the admission of students to the Council's Training Colleges in 1912. Supposing that Government scholarship holders from India are admitted on the very low fees therein quoted, *viz.*, £10. 10s. for two years' tuition, £25 for two years' residence, we have to set £35. 10s. against £129. 10s. in the above scheme, *i.e.*, £181 against £275 (or Rs. 2,715 against Rs. 4,125). This reduces the annual expenditure on twelve such scholarships from £3,300 (or Rs. 49,500) to £2,172 (or Rs. 32,580), a sum little more than the salaries of the staff of a Central College in India.

Exact information must be sought, and doubtful points cleared up by writing to the London County Council Training College authorities and also to the Board of Education at home [Hazell's Annual 1912: Educational Adviser to the London County Council Dr. W. Garnett, D.C.L., Education Officer: R. Blair, M.A., Members of the Education Committee are named on page 401 of Hazell's Annual, 1912].

These are some important points:

- (1) Whether these low fees: £10. 10s. and £25 each for two years are payable by holders of scholarships conferred by the Government of India. *This point should be pressed*, for the students are of European extraction, and the money available in India for their education and equipment for life is limited, owing to the claims of the larger Indian community; therefore it seems just to claim for these Europeans and Eurasians in India the benefits which are claimed by, and bestowed on, their sisters in Great Britain, and it seems fair that the Board of Education at home should awake to their responsibility and undertake it.
- (2) Whether the Matriculation Examination of an Indian University may be allowed to qualify for admission into an Elementary Training School. The examinations which qualify for admission are enumerated and detailed on pages 6 and 7 of the London County Council's Regulations—and this list is laid down by the Board of Education.
- (3) Whether the residential houses connected with these colleges will undertake the entire charge of these students from India during their two years at home, specially during their vacations.

Rules and regulations will be drawn up by the Government of India, to ensure the return to the European schools in India for a fixed number of years, of these teachers at the expiry of their two years. [See Board of Education Regulations, page 10, section 10b.].

There are other matters that call for attention: these teachers will command a higher salary than their less favoured European or Eurasian "sisters" trained in India; perhaps a minimum of Rs. 100 against a present minimum of about Rs. 30 for Lower Secondary (or Elementary) Teachers, and a minimum of Rs. 150 against a present minimum of about Rs. 75 for Upper Secondary (or Secondary) Teachers. Government will have to meet this expense by increasing the grants. For school managers can only just pay the present low salaries, and it is impossible to raise the fees.

Economy might be effected in another direction: render efficient just the number of schools required in a town or district and reduce the number of schools receiving grants. Schools that can be self-supporting without Government grant will still remain open; but they will not receive either grant, recognition or inspection from the Departments.

These scholarships should, at first, any way, be open to Europeans and Eurasians who are already teachers, so that existing teachers may have the opportunity of earning as good a salary as their pupils will have.

THE CONFERENCE ON THE EDUCATION OF THE DOMICILED COMMUNITY.

Notes on the Agenda.

Submitted by W. H. Arden Wood, Principal, La Martiniere, Calcutta.

"European" education in India naturally looks to Britain for its methods and ideals. It is important, therefore, when the defects of "European" education in India are being considered, and when proposals are being made for its improvement, to have in view the special circumstances which affect unfavourably the work of "European" schools in India. These may be summarized as follows:—

- (1) The imperfect knowledge of English possessed by so many children when they reach a school-going age. Children are sometimes brought to school who are unable to speak any English.
- (2) The neglect of early education for various reasons; *e.g.*, the indifference or poverty of parents, and the want of educational facilities in out-of-the-way places.
- (3) The interruptions of education due, among other causes, to the transfer of parents from one station to another.
- (4) Irregular attendance owing to climate, and illness consequent on climate.

Again, there are circumstances affecting unfavourably the general standard of "European" education, which arise out of the condition of the schools themselves. These are—

- (1) The poor quality of the paid teaching staffs, owing to the inadequate remuneration of teachers.
- (2) The absence of sufficient and satisfactory provision for the training of teachers, and of facilities to enable the teachers already employed in the schools to improve their professional qualifications.
- (3) The fact that the majority of European schools are too small to be worked efficiently except at a cost that exceeds all the resources now available.

These circumstances are sufficient to explain why, on the whole, the children attending "European" schools in India are, in respect of education, about a year behind children of the same age in schools of corresponding grade in Britain.

II.—The Grading of Schools. Curricula.

In considering the curricula for "European" schools these peculiar difficulties must be taken into account. Further, the special circumstances of the Domiciled Community have an important bearing upon the general character of the education to be given in "European" schools. The most important consideration in this connexion is that there is no employment for boys and girls who leave school at the age of 13 or 14, when elementary education properly so called may be considered to terminate. Most of the openings for boys (and the same is largely true of girls) are for boys of 17 or 18 and upwards. It seems clear, therefore, that no scheme of "European" education can be satisfactory which is not framed on the assumption that school education will extend to the age of 17 or 18 and upwards. Such education will

be secondary, not elementary; and the question which has to be considered is what kind, or kinds, of secondary education should be provided? It will be admitted that secondary education of a high type should be open to all boys and girls, irrespective of their pecuniary circumstances, whose natural abilities enable them to take full advantage of it; and that it should be also available for boys and girls whose parents are able and willing to pay fees proportionate to the cost of such education. The cost of providing secondary education of this type, in schools that employ a highly qualified salaried staff, will be from Rs. 350 to Rs. 400 per pupil per annum for boys, and ordinarily, but not invariably, a somewhat smaller amount for girls. This estimate is based on the assumption that the schools will be large enough to be maintained with the maximum of economy—schools with 300 pupils and upwards. Obviously it is impossible to provide schools of this costly character for the whole of the children of the Domiciled Community. The cost would be prohibitive: moreover the children who could derive the full benefit of such an education, and for whom it is therefore worth while to provide it, are only a fraction of the whole number to be educated.

It is therefore also necessary to provide a form of education which will be of a less costly and ambitious character, though equally complete and equally efficient within the limits it proposes for itself: an education costing from Rs. 150 to Rs. 200 per pupil per annum in schools large enough to be maintained with the maximum of efficiency and economy.

The educational courses of these two grades of schools should be uniform all over India, and should be prescribed in an All-India Code. There should be such conformity between the courses in the lower classes as would make it a matter of no difficulty to transfer a promising boy or girl at the age of about 12 from a class in the lower grade school to the corresponding class of a higher grade school. (See Appendix I for specimen curricula, with notes, of the two kinds of schools proposed.) Of course, below these two kinds of schools would be the Kindergarten and Preparatory schools, in which education would ordinarily be given up to the age of nine. In some cases circumstances may make it desirable to have classes attached to the Preparatory schools which would carry on the pupils up to Class III of the Secondary schools.

III.—External Examinations and Leaving Certificates.

The external examinations used by "European" schools are those conducted by the provincial Education Departments, the Cambridge University Local Examinations, and the Matriculation Examinations of the Indian Universities. The most obvious defect of these examinations is that they do not correspond in standard. The High School examination of one province differs in standard from the High School examination of another province, and the standards of the Cambridge University Local Examinations of the Indian Universities differ from one another, as well as from the standards of the High School examinations. In the interests of both schools and scholars it is desirable to have external examinations that have a definite and known standard, whose certificates will have free currency in India and elsewhere. There are at present many arguments in favour of adopting the Cambridge University Local Examinations as the external examinations to be used by "European" schools in India. But before adopting these or any other external examinations the whole question of the use of external examinations by schools requires careful consideration. The best educational opinion is now adverse to the submission of children below 15 or 16 years of age to external examinations of any kind. This would rule out the use of the Cambridge University Preliminary Local Examinations, which are intended for pupils under 14 years of age. Moreover it has been found that the unrestricted use of such examinations as the Oxford and Cambridge Local Examinations has had results that were probably not contemplated when the examinations were first instituted. The successful preparation of candidates for an external examination is compatible with the neglect of much that is essential in sound education. Yet, owing to the exaggerated importance attached by parents to examination successes, there is a temptation, very difficult to resist when there is

considerable rivalry among schools, to sacrifice real educational interests in order to secure mere examination successes which may be used for the purposes of advertisement.

It therefore seems desirable that the Government of India should control the award of school certificates, and that rules should be made to regulate the use of such external examinations as may be adopted. In the choice of subjects for examination there should be such restrictions as are now imposed upon candidates for the Cambridge School Certificates, with the object of making these certificates evidence of good general education. The schools should be required to send up their pupils by classes. And as the work in all the subjects of the school curriculum cannot be tested by an external examination the school record of the work of the candidates should be submitted to the inspector, and the Government certificate should be withheld even from those of them who have passed the prescribed external examination, until the Inspector has testified that they have attended a recognized school for a specified period, and that he is satisfied with the work they have done during the regular school course. The consideration of the members of the Conference is invited to the summary of the recommendations of the Consultative Committee of the English Board of Education in regard to examinations in secondary schools as given in the report published in December, 1911. (See Appendix II.)

IV.—The distribution of Schools and the Concentration of Scholars.

The question of the present expenditure on "European" education in relation to the results produced is of the first importance. There can be no doubt that, owing to causes that date from the time of the earliest efforts to provide education for the children of this community, the money actually now being spent yields much less return in the shape of efficiency than would be the case if "European" education were better organized. To quote from an article which appeared in the *Times* of May 2nd, 1911, "The weakness of 'European' education from the beginning has been due to two principal causes:—(1) the fact that the pecuniary resources at the disposal of the managers of schools have never been sufficient for the provision of efficient education; and (2) the accentuation of this insufficiency by defective organization due to the circumstance that most of the schools are provided by religious bodies working independently of one another." The present situation is that the number of schools is so large in proportion to the requirements of the population concerned that the majority are small, and therefore expensive without being good. The Inspector of "European" schools in the Punjab, as quoted in the Report on Public Instruction for 1909-10, says, "From the purely educational standpoint the maintenance of thirty-one public schools with an average attendance of 77 pupils each, and half of these schools in Lahore and Simla, is sheer waste of money". There is a similar waste of money in the other provinces of India. Can the Government reasonably be expected to meet any demand for increased financial aid from public funds unless and until the managers of schools are prepared to agree to the concentration of the pupils in a smaller number of schools, in order that public money may be expended to the best advantage? The difficulty of such concentration is diminished by the fact that "European" children in India must by force of circumstances use boarding schools to a much larger extent than is necessary in England. Any permanent and satisfactory solution of the problem of "European" education must proceed upon these lines. But a large scheme of reorganization, affecting so many interests, cannot be carried out *en bloc*. It would probably be found necessary to deal in the first instance with only one class of schools, *e.g.*, the higher secondary. There is no problem connected with "European" education that demands more serious consideration.

V.—The Inspection of Schools.

The standard of efficiency among the teachers in "European" schools in India is low; and therefore the inspection of schools is of special importance. The new subjects that have been introduced into the curriculum, and the many

changes in subject-matter and methods of teaching make skilled inspection a necessity. Pending the introduction of a general system of training, expert inspectors could do much to improve the present teachers. Under the present system the Inspectors have so much administrative and office work (far more than falls to the Inspector of Schools in England) and have to spend so much time upon purely mechanical work, such as checking transfer certificates, all of which could be done equally well by an intelligent clerk, that they are not able to give as much time as is desirable to the actual observation of school work. Moreover, in England, the elementary school inspectorate and the secondary school inspectorate are distinct, whereas in India the Inspector has to inspect schools of all grades. Besides, the Inspector selected may have no practical knowledge of the work upon which he has to pronounce judgment. Generally he is a man who has been appointed to a professorship in the Indian Educational Service because of academical qualifications. He may be appointed to an inspectorship merely because an inspectorship is vacant, and because he is not particularly wanted elsewhere; and his tenure of office depends upon the exigencies of the department.

It would be to the advantage of "European" education to have a body of inspectors under a chief inspector, selected because of their fitness for the work of inspection, and charged with the inspection of "European" schools all over India. Some of these inspectors should be general inspectors, and some inspectors of special subjects. There should be at least one woman inspector. Under this system it would be possible to place all the schools of all the provinces, which are of the same grade, under the inspection of men who have special qualifications for the work, and the inspection of special subjects could be conducted by men who are experts in teaching them. Such an inspectorate would tend to bring schools of the same grade into line with one another all over India, and to raise the general standard of efficiency. It would also be able to give local Governments advice of a kind that is not now available, regarding their schools.

VI.—The Training of Teachers.

The need for trained teachers is obvious. And the need has been accentuated by the introduction of new subjects into the school curriculum. Formerly a teacher in an elementary school might not unreasonably undertake all the subjects of the curriculum. Now, even in an elementary school, the specialist teacher is becoming more and more of a necessity. *A fortiori* is he a necessity in a secondary school. Experience has repeatedly shown that Kindergarten work, Nature Study, Handicraft, Science, and Drawing, are practically destitute of educational value unless they are in charge of teachers who have special knowledge and have been specially trained.

A training college anywhere must be a place for instruction in the methods and practice of teaching; but in India the educational qualifications of a majority of those who offer themselves for training are so inferior, that the value of the training college would be greatly enhanced if, in addition, the general education of the students were carried to a higher standard than is possible in the schools. The college should, in effect, give the equivalent of a university education in the literary and scientific subjects of the school curriculum, and should offer opportunities for specialization in these and other school subjects. This involves that the training college course must extend, at least, over three years. Matthew Arnold says, in one of his General Reports, "The teacher to whom you only give a drudge's training, will do only a drudge's work, and will do it in a drudge's spirit".

In order to justify the large expenditure upon the staff that would be necessary to make the college practically a university college as well as a training college, and in order to secure the 'atmosphere' and the stimulus that can only be found where considerable numbers are working together in healthy rivalry, there should be only one training college for the whole of

India and Burma. To it both women and men should be admitted. Diplomas of two kinds should be given at the end of the course: a higher diploma qualifying its holder to work in higher secondary schools, and a lower diploma qualifying its holder to work in lower secondary schools. The students should live in hostels, some of which might be reserved for students of particular denominations, including Roman Catholics, and be under denominational supervision.

Some time must elapse before such a training college can be at work and begin to produce results. In the meantime holiday courses in various subjects might be held at convenient centres, special facilities to attend them being given to selected teachers. In these and other ways something might be done to increase the efficiency of the teachers now working in the schools.

VII.—The Remuneration of Teachers.

The first essential in a system of education is good teachers. "It is men, not methods, that really tell in education".

Schools that have inadequate resources will probably be understaffed: the teachers will almost certainly be underpaid. Therefore, in the case of schools that are wholly or mainly staffed by salaried teachers, efficiency depends upon adequate remuneration. If the remuneration falls below that which education, character, and ability can command in other fields of employment, the teaching profession cannot hope, except in very special cases, to attract the best material. If the rate of remuneration greatly varies, the teaching body will be undesirably heterogeneous, and will have little *esprit de corps*. If, in addition, other kinds of employment offer progressive increments of pay, and a pension at the end of a definite period of service, the teaching profession, so long as it lacks these and other attractions, will be resorted to as a merely temporary occupation, and will be regarded, as indeed it too commonly is, as "the refuge of the destitute". It is certainly now the case that there is no satisfactory 'supply' of men teachers for "European" schools, nor will there be a satisfactory demand for admission to the proposed training college until there are prospects for trained teachers.

At the end of 1910 returns received from 107 schools in India and Burma showed that in only 56 of these schools were men teachers employed, and there were 18 of these schools in each of which there was only one man teacher, presumably the headmaster. Including these 18 the total number of men teachers in the 107 schools was 222. Of these—

44	were receiving less than Rs. 50 per mensem.
36	" " more than " 50 but less than Rs. 100.
42	" " " " 100 " " " 150.
35	" " " " 150 " " " 200.
64	" " " " 200 per mensem and upwards.

221 (The salary of one teacher was not stated.)

Here there seems to be a graded service beginning with a minimum of less than Rs. 50 per mensem and rising to Rs. 200 per mensem and upwards. But in fact these 221 posts stand in no such relation to one another as a graded service would imply, and the probability is that most of the occupants of those that are worst paid would be found not to be worth a higher pay than that which they are at present receiving. Further, the 222 teachers in question include 56 head masters, and the assistant masters recruited in England on

relatively high pay; and as the total number of teachers receiving Rs. 200 per mensem or upwards is only 64, *i.e.*, less than 29 per cent of the whole body, the rate of pay of the assistant masters is even less satisfactory than at first sight appears.

In 1911 the English Board of Education issued statistics relating to the salaries of the teachers in all grant-aid secondary schools in England, other than Roman Catholic schools. The average annual salary of the 4,002 assistant masters (headmasters are excluded) was £168=Rs. 210 per mensem. The percentage of assistant masters receiving more than the equivalent of Rs. 200 per mensem was 57.2. And yet a deputation which lately met the Chancellor of the Exchequer to urge the establishment of pensions for teachers in English secondary schools, asserted that there was a *decreasing supply of capable men for secondary schools owing to unsatisfactory conditions of service.*

As regards mistresses the returns already quoted show that women teachers were employed in 105 out of the 107 schools from which returns were received. They are largely employed in boys' schools, as well as in girls' schools, and mixed schools. The total number of women teachers was 648. Of these—

234	were receiving less than Rs. 50 per mensem.
266	„ „ more than „ 50 but less than Rs. 100.
101	„ „ „ „ 100 „ „ 150.
29	„ „ „ „ 150 „ „ 200.
17	„ „ „ „ 200 per mensem and upwards.

647 (The salary of one mistress was not given.)

These numbers include the headmistresses of 51 schools, as well as the assistant mistresses recruited from England. It will be noticed that more than 77 per cent of the mistresses are in receipt of less than Rs. 100 per mensem, but against this may be set the fact that in many girls' schools the staff is resident, and the teachers receive both board and lodging.

The statistics for English schools already referred to show that the average salary of 3,799 mistresses was £123 per annum=Rs. 153-12-0 per mensem, and the percentage of mistresses receiving the equivalent of Rs. 100 per mensem or more was 96.8 per cent.

The comparison of these Indian and English salaries is useful as giving some idea of relative standards, but it should not be pressed too far. The teachers in "European" schools in India are a far more heterogeneous body than the teachers in the English schools with whom comparison has been made. The teachers in India, for example, include many who, from their educational qualifications and general standing, would more properly be classed as elementary teachers, and would accordingly command lower salaries. But it seems safe to conclude that the remuneration of teachers in India compares unfavourably with the remuneration of teachers in England, and that, for men teachers, the rates of remuneration are too low to secure for the schools the men whose services they must command if they are to fulfil their purpose with some approach to efficiency.

In making suggestions for the improvement of the position of teachers in "European" schools the fact has to be faced that no improvement is possible without increased expenditure. Therefore the practical question is, what is the minimum cost at which a body of reasonably efficient men and women teachers can be secured? In other words what terms will induce men and women of suitable education, who have also the requisite ability and character, deliberately to select teaching as their vocation, and make them willing to take the necessary course of education and training? There is a marked difference between the case of women and of men. Suitable openings for women who desire employment are relatively limited, and for the more refined and better educated women teaching does provide a career that has its attractions. The returns already referred to show that the number of women now employed in "European" schools is nearly three times the number of men, and that women

are employed in schools of all kinds and grades. As women teachers can be secured at less cost than men, relatively to their general qualifications, it would be useful to inquire (1) whether, because of this fact, women are now employed to a greater extent than is consistent with efficiency, and (2) up to what standard in boys' schools highly qualified and competent women teachers can be effectively employed.

As regards men it is hopeless to expect the right kind of men to offer themselves for training unless they have the prospect of employment as teachers on fair initial pay, with progressive increments of salary, and with some provision for retirement.

It appears therefore to be necessary to establish a "service" to which the salaried teachers in "European" schools shall belong. As a corollary, financial provision will be necessary to enable the schools to employ teachers on the terms laid down for this service. In the scheme set forth in the following paragraphs a service of 25 years is assumed. The increments of salary are given after each three complete years of service, the maximum salary being reached in 15 years. Each teacher contributes ten per cent of his salary to the Provident Fund, and an equal amount is contributed on his behalf from school funds. The calculation of the bonus payable after 25 years is made on the assumption that the Provident Fund will be able to invest its money at 4 per cent.

I.—HIGHER GRADE.

A.—Men Teachers trained in India.

It is desirable to attract to educational work some of the best local material—the men who now enter the various imperial and provincial services and do well. These men should be trained for work in higher grade secondary schools. It is important that they should be men of liberal education, and be able to take part in maintaining an atmosphere of intelligence and culture in the schools.

Although the initial pay suggested is not high, the increments at comparatively short intervals and the bonus may serve to attract men who now do not become teachers because there is no certainty of anything beyond the initial salary offered.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
150	30	300	23,084

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
75	15	150	11,541

II.—LOWER GRADE.

A.—Men Teachers trained in India.

The bulk of the work in lower secondary schools will have to be done by men who can be obtained on lower terms than those suggested for Higher Grade

teachers. The Indian Subordinate Medical Department is able to obtain recruits to undergo a course of training extending over four years. These men, after they have been trained, commence their service on a salary of Rs. 85 per mensem, rising to Rs. 200 per mensem after nineteen years' service. Further promotion, with increase of pension, depends upon ability and merit. The following scale of pay should attract men of the same class who with training and further education should make useful schoolmasters :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
100	20	200	15,390

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
50	10	100	7,695

III.—ENGLISH GRADE.

A.—Men Teachers brought out from England.

Besides the teachers recruited in India a number of teachers must be brought out from England for employment in European schools, especially in the higher grade schools, and for the teaching of special subjects. It is necessary to offer good terms if competent teachers are to be obtained. These cannot be got for work in the plains at a lower initial salary than Rs. 400 per mensem :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
400	50	650	54,465

B.—Women Teachers brought out from England.

These are required for advanced and special work in girls' schools, and as heads of Kindergarten departments :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
200	25	325	27,233

Appendix I.

SPECIMEN CURRICULUM.

Higher Secondary Schools (Boys).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

	Age.	9	10	11	12	13	14	15	16	17	18
	Class.	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Religious Knowledge ...	...	2	2	2	2	2	2	2	2	2	2
2. English ...	...	8	8	8	8	6	6	6	6	6	6
3. Urdu or other Vernacular ...	...	...	...	...	2	2	2	2	2	2	2
4. Latin ...	...	...	...	...	...	5	5	5	5	6	6
5. Handwriting and Drawing ...	...	5	5	5	3	2	2	2	2	2	2
6. Arithmetic ...	...	5	5	5	5	5	5	5	5	6	6
7. Mathematics ...	...	...	...	...		...	...	...	...	...	...
8. Observation Lessons and Nature Study ...	...	2	2	2	2	...	...	...	...	...	...
9. Science ...	...	...	...	...	...	2	2	2	2	2	2
(Practical work out of School time.)											
10. Geography ...	...	2	2	2	2	2	2	2	2	2	2
11. History ...	...	2	2	2	2	2	2	2	2	2	2
12. Singing ...	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	Out of School time.					
13. Handicraft ...	...	2	2	2	2	2	2	2	2	0	0
14. Physical Training ...	...	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	Out of School time.					
TOTAL ...	...	30	30	30	30	30	30	30	30	30	30

NOTE :—In classes IX and X specialization may be permitted in the case of boys with special aptitudes.

NOTE. In classes IX and X specialization may be permitted in the case of girls with special aptitudes.

[illegible]

SPECIMEN CURRICULUM.

Lower Secondary Schools (Girls).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by $\frac{1}{2}$.

	Age.	9	10	11	12	13	14	15	16	17
Class.	I	II	III	IV	V	VI	VII	VIII	IX	
1. Religious Knowledge	2	2	2	2	2	2	2	2	2	2
2. English	8	8	8	8	8	8	8	8	8	2
3. Urdu or other Vernacular	...	...	...	2	2	2	2	2	2	2
4. Handwriting and Drawing	5	5	5	3	2	2	2	2	2	2
5. Arithmetic	5	5	5	5	4	4	3	3	3	3
6. Observation Lessons and Nature Study	2	2	2	2	...	...	...	...	...	...
7. Elementary General Science	...	...	...	...	3	3	3	3	3	3
8. Geography	2	2	2	2	2	2	2	2	2	2
9. History	2	2	2	2	2	2	2	2	2	2
10. Singing	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
11. Handicraft and House craft	2	2	2	2	3	3	4	4	4	4
12. Physical Training	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
TOTAL	30	30	30	30	30	30	30	30	30	30

NOTES ON THE CURRICULA.

Lower Secondary Schools; Boys and Girls.

Scripture stories; advance to the study of selected portions of the Old and New Testaments. Religious Knowledge.

(1) Reading aloud, the teaching of pronunciation being based on phonetics, (2) Reading for information and enjoyment, (3) Recitation, (4) Dictation, (5) Composition and Formal Grammar. The general aim of the English course is to give the pupils a sound practical command of the language, and to make them acquainted with, and have a liking for good literature, both prose and verse. English.

The object of the course is to give the pupils a working knowledge of spoken and written Urdu or other vernacular. Vernacular.

The pupils draw mainly from actual objects, artificial or natural. Drawing from memory. The use of colours. Drawing.

Useless tables and rules eliminated, and a rational sequence of processes followed. Examples chiefly practical, with a distinction between those for boys and for girls. Arithmetic.

The essentials of plane and solid geometry treated practically; Algebra leading to the intelligent use of formulae; Graphs; the use of logarithmic and other mathematical tables; the use of the diagonal scale, the vernier, and the slide rule. Elementary mechanics and mensuration. Mathematics.

The elementary study of the plant and animal life of the school locality, including a little naked-eye botany, with special reference to the food and the reproduction of plants. The apparent movements of the sun and moon; the principal constellations; the seasons, and their relation to plant and animal life; weather and climate. Observation lessons and Nature study.

Boys.—Weighing and measuring. Elementary Physics and Chemistry. Elementary General Science.

Girls.—Botany, and elementary Physiology and Hygiene.

Includes the necessary essentials of Physical Geography, map reading, and the elements of map construction. Geography.

The outlines of Indian and English History, with special reference to the points of connexion between them. Some attention to local history. History.

Voice production. Singing by note. National songs and part singing. Singing.

An organized course (including needlework for girls) connecting the "Hand and Eye Training" of the Kindergarten with Manual Training in wood and metal for boys, and Housecraft for girls. Gardening, where facilities for it exist. Handicraft.

Organized games; physical exercises based on Swedish principles. 'Boy Scouting' and Cadet drill for boys. Physical Training.

NOTES ON THE CURRICULA.

Higher Secondary Schools ; Boys and Girls.

- English.** A fuller acquaintance with English Literature, and more advanced work in composition, with precis writing.
- Latin.** The aim should be to enable the pupils to translate 'unseen' prose and poetry of moderate difficulty into idiomatic English, and to be able to write simple Latin. Effort should be made to develop a literary appreciation of the authors read.
- French.** At the end of the course the pupils should be able to speak French with some fluency, to read standard French at sight, and to write French with tolerable accuracy.
- Drawing.** Drawing in mass with watercolour, chalks, charcoal, etc., free-arm and freehand, chiefly from common objects and from nature. Simple work in relief, and in the round with some plastic material such as clay, wax, or plasticine. The elements of design, introducing colour.
- Mathematics.** Algebra and Geometry for girls. In addition Trigonometry and applied Mathematics for boys, and for those who specialize Analytical Geometry and elementary Calculus.
- Science.** *Boys* :—Chemistry and Physics with practical work.
Girls :—More advanced Botany or Physiology and Hygiene.
- History.** Some ancient history for pupils specializing in Latin.

Appendix II.

Extracts from the Analysis of the report of the Consultative Committee on Examinations in Secondary Schools.

1. External examinations must be brought into intimate connexion with inspection, the existing system of inspection being modified and developed so as to meet the new needs.
2. The existing multiplicity of external examinations, the claims of which at present so frequently interfere with the best work in the schools, must be reduced by concerted action.
3. External examinations should be so conducted as to assist and emphasise the principle that every Secondary School should provide, for pupils up to an average age of 16, a sound basis of liberal education, which, though not necessarily of the same type in all schools, would serve as a foundation upon which varieties of future education could be based.
 - (a) The first external examination to be taken normally by a pupil in a Secondary School, save for what may be found necessary in the form of admission or scholarship examinations, should be one which would be a suitable test of the general attainments of an average pupil of 16 years of age.
 - (b) The examination should be of such a kind that success in it may be regarded as a guarantee of a good general education in a Secondary School. It should be open, in its proper school form, only to candidates who have reached a class in which the average age is 16, and who have been in attendance for at least three years, after the age of 12, in one or more approved Secondary Schools. The Committee would suggest that the examination should be called the Examination for the Secondary School Certificate, so that its name may convey a perfectly clear idea to the public of what it really is.
 - (c) The only other external examination to be taken by the ordinary pupil in a Secondary School (subject to certain exceptions) should be one which would be suitable to the attainments of pupils of an average age of 18 or 19.

The leaving examination of pupils who remain at school till the age of 18 or 19.

1. An examination is necessary for pupils who remain at school till 18 or 19 years of age. We recommend for this purpose the establishment of an examination which might be called the Secondary School Higher Certificate, the standard of which should be two years in advance of that of the Secondary School Certificate Examination.
2. Whereas the general note of the earlier examination should be breadth without specialisation, the examination papers of the later examination should be less general, and should be based upon a course of more specialised, but not narrowly specialised, instruction. The later examination should be of a less uniform type than the earlier one.
3. This later examination should, as in the case of the earlier one, be connected with inspection, so far as the subjects of the examination allow such connexion.
4. The record of the pupil's work at school should play an important part in the Higher Certificate Examination.
5. The use, in Secondary Schools, of University examinations which form part of a degree course, is not educationally sound.

Memorandum prepared by Mr. W. P. S. Milsted, Headmaster, High School, Allahabad, for the conference on the Education of the domiciled community.

(a) and (b). *The remuneration of teachers and Grant-in-aid.*—The only way that I can see to secure adequate salaries is for Government or Local Governments to take over *all* European Schools—as they have done District (Native) High Schools—for Government to grade those schools according to the *work* done therein, for Government to fix salaries (beginning with a minimum and rising to a maximum) of approved teachers and then leave it to the Local Committee to supplement those salaries according to the funds at their disposal. The Grant-in-aid would accordingly be based upon the amount of grant required by each school to maintain an adequate staff. This would secure an efficient teaching staff and still leave Local Committees to make that staff extra efficient, or improve the school in the matter of apparatus, etc., out of Local funds and fees. If the salaries are paid by Government that school should be able to maintain itself without further assistance. Any grant arising from the Laidlaw or other fund could then be devoted to maintenance or improvement of buildings, etc.

The Bishop of Bombay would group the schools as :—

- I. *First Class Boarding Schools*, usually situated in the hills, fees high, usually well paid staff, children of well-to-do parents, etc.
- II. *Second Class Schools.*—All the Boarding Schools and Day Schools usually situated in the plains, children of parents unable to send them to the hills, fees usually low, and suggests that Headmasters for example in Group I. should be paid Rs. 750 and Headmasters in Group II. Rs. 500, and the staff accordingly.

On the face of it this is not a just division. In the Hill Schools it is usual to take into consideration the advantage of climate ; a teacher in a Hill School is satisfied with *less* than a teacher who lives in the plains.

Secondly, if Hill Schools charge higher fees, there is no urgent necessity for Government to pay the staff more than the staff in a plain school where fees are admittedly lower. More assistance is obviously necessary to the school whose income from fees is lower. The *need of the children* in both schools is the same ; it is immaterial whether they come from “well-to-do parents” or otherwise. A boy in the plains requires quite as good an education as a boy who is able to go to the hills. I am strongly opposed to class distinction of this sort.

Grade a school according to its *work* and efficiency, not according to its geographical position. There can be only 3 grades, High Schools, Middle Schools and Primary Schools, and the grant made on the salary received by the staff should depend upon that classification and upon that alone. Let the Inspector grade the schools, let Government fix the salaries according to the grade and on the understanding that the standard of the school and the efficiency of the staff is maintained. But to class all Hill Schools as “First Class Boarding Schools” and to relegate “all the Boarding Schools and Day Schools in the plains” as Second Class, shews a limited knowledge of the efficiency of many plain schools. For example :

The Bishop of Lucknow would group :—

- The Diocesan School, Naini Tal, as First Class.
- The Boys' High School, Allahabad, as Second Class.
- The Colvin Free School, Allahabad, as Third Class.

The hardest school to work would probably be found in Group III, viz., in Free Schools. For this it is proposed to pay the Headmaster Rs. 300 per mensem. He has to deal with very inferior material, work under very trying conditions and is assisted by a staff whose *total* salary will amount (according to the Bishop of Bombay's Scheme) to Rs. 980 per mensem. The School in the Hills is classed as "first class" (perhaps this may refer to the climate). The work of Headmaster there is comparatively light. Discipline is easily maintained, the boys are admittedly of a better class ("of well-to-do parents") and the work is easier and the material in every sense better than that in such a school as a Free School. The Bishop of Bombay suggests that for such a Hill School, for an equal number of teachers as in the Free School, the total salary should amount to Rs. 2,175 per mensem. Or again, for an exactly similar in the plains (as the School in the Hills) he suggests that the total salary should be Rs. 1,475. I can see no reason in such a classification.

The only means of classification, as I have said, is in the work and efficiency of the schools. Such considerations as *Geographical position* (as a matter of fact it is usual that a man is willing to accept less in the hills than in the plains, whereas it is suggested he should receive more) and *Class of Children* (Masters of Clifton, when there are children of "well-to-do parents", in some instances receive less than a Boarding School Teacher) should not enter into the calculation.

Let the Inspector grade the schools, let the Government Grant-in-Aid provide for salaries having established the scale according to the grade, and leave Local Committees, Laidlaw funds, Endowments, Voluntary Subscriptions, to provide for the rest. They will be able in most cases to provide necessities, if not luxuries. If they cannot, special grants could still be made to meet special needs.

This would also give the various denominations an opportunity for raising the standard of their own schools according to their own efforts and energy.

The remarks refer to *all* European and Eurasian schools irrespective of creed, etc.

(c) *With reference to the Departmental administration and inspection of European Schools.*—Headmasters at present are well nigh overwhelmed with clerical work. Each school has a Correspondent, who is supposed to do this work. In most cases the Correspondents pass the forms, etc., on to the Headmaster "for disposal". Forms measuring 36" x 20" ruled with innumerable columns are a burden to the Headmaster, take up a considerable space in his office and most of his spare time. The remedy seems to be—(1) either the Correspondent does the work he is elected (but does not usually elect) to do, or (2) the clerical work must be simplified if the Headmaster is to exercise any supervision over the School work. The Inspector suffers in the same way. With an inadequate office staff (at least in the United Provinces) he can only visit a school perhaps *once* in the year.

Relieved of some of the clerical work and number forms without number, he should be able to pay three or four visits to a school. The Inspector's report should be based on something more than that, I have *no* complaint to make of these reports, but they would be of much more value if a school were visited in March and the Inspector pointed out what he wished done, weaknesses apparent, &c. For his second visit, say in July, he could note what steps had been taken to remedy defects and what action had been taken to give effect to his suggestion. Finally at the end of the year, he would visit the school again and then make a final report on the year's working.

This would mean that an Inspector was kept pretty well to inspecting and advising, which to me seems to be his function. At present he is an overburdened secretary, rushing round at intervals to see if the school work is still going on. If two men are needed, let them be supplied. One man can run the Inspector's office and do the Clerking and one can do the Inspecting.

At any rate, in this province an Assistant Inspector seems greatly needed. There is no reason why both should not share the work of Clerk and Inspector; one in the office while the other tours. This seems to me an urgent necessity.

Simplify the clerical work of the Headmaster, or better still, relieve him of it altogether, and let us have more inspection and more help from the Inspector. He would not then be a sort of "visiting justice", but a scholastic adviser and helper.

(d) *Distribution of Schools with reference to the demand.*—In the United Provinces schools have been provided to meet the demand. I am strongly in favour of concentration, one or more thoroughly efficient High School, one or more thoroughly efficient Middle School, one or more thoroughly efficient Primary School, are to be preferred to the multitude of inadequately staffed, badly equipped, ill managed so called High Schools. Government should provide such schools irrespective of denomination. If any particular denomination wishes to run a school of its own, it should be permitted to do so provided it supplies the funds and reaches the standard required by Government.

In all schools religious instruction should be left to the direction of the Managers and, in the case of schools where the boys are of various denominations, facilities should be offered to permit religious instruction being given to the boys of the various denominations.

(e) *Training of teachers.*—The present system seems to me to be faulty. Lads of 16 may be admitted for training. It is obvious that immature lads in mind and body are not fit to *train*. You must have better materials to work with. I have dealt with this subject at length in my paper read at the Conference in Calcutta in 1910 (see Appendix "A").

My own experience shews that the "trained teacher" has a good deal of method and very little matter. Boys out here read very little beyond their school text books. (A "trained teacher" asked me last year when I was proceeding on leave, whether I would put up at "the dak bungalow in London"). The situation is so obvious and known to all Headmasters that I will not labour the point. The remedy seems to be this. Let the prospective teacher serve an apprenticeship of say four years in the school as Pupil Teacher. You will then see whether he has any aptitude for teaching and whether he is likely to develop as a scholar. During this period he should read—for the want of anything better—for his degree, or at least his F.A. Having secured this he might be admitted into the Training College after passing an Entrance or Scholarship Examination. Make the prospects sufficiently enticing, as suggested in paragraph (c) and you will get the men "men of little learning" but still men and not immature lads as at present.

(f) *Collegiate Education.*—European and Eurasian hostels are necessary. No provision is made to encourage or to enable boys to continue their education. From my own school there are eleven boys reading for a degree and some are only enabled to do so because I set aside part of the school boarding house for them. Otherwise they would have to reside in the bazaar. My suggestion is that a bungalow be rented, a limited number of candidates admitted, a small fee charged to cover board, and a resident tutor would be placed in charge. In Allahabad this could be done.

I can secure a bungalow, arrange rooms and studies, and supply a resident tutor (Mr. A. B. Stokes, M. A., Hons., Cambridge) who would supervise the work and conduct of the residents. They would attend the Muir College lectures. The hostel would be open to all provinces. It might be advisable to try such a scheme before building anything in the shape of a hostel.

As regards funds for maintenance, Government might aid such a scheme as an experimental measure, say for 5 years, and the Laidlaw Fund or the Dan Anglican Offertory might be utilised to make up a deficiency in income. Such a scheme seems to be practical and most necessary. The students would lead a collegiate life, be under direct supervision when not attending college and be

encouraged in games and in wider reading, instead of, as at present, simply reading for a degree in a Native College without entering into anything like the varsity life, and all that makes for a collegiate education.

The result would be that a man having so read would be fit to *train* as a teacher or for such other appointment as may be open to him. He would live in the hostel under something of the same conditions as in a college at Home, he would attend lectures and I think gain mentally, physically, morally and socially. At present the European boy attends the college, leaves it at the earliest moment and takes little or no interest in college life. I would plead that as Government has assisted numerous Native hostels with funds, has given building grants (*e.g.* Cawnpore Institute, 1911), they might fairly be asked to do something similar for the European and Eurasian Community.

APPENDIX "A".

Being extracts of a paper read at the Conference upon European and Eurasian Education in Calcutta, December 1910.

At 3 P.M., when the Conference resumed, the following paper was read by Mr. W. P. S. Milsted.

Teachers and Salaries.

The object of this paper is stated in the Agenda. It is to open a discussion. I therefore propose to touch briefly on the five points under the heading of Teachers and Salaries, not with a view of laying down any definite conclusions, but with the object of putting forward suggestions, which may form a basis for discussion. Further, I have made little reference to authorities, but have relied rather upon a practical experience of my own, acquired during 14 years' teaching in European schools in India.

The first necessity is to realise the condition of things in European schools in India. Remedies may then be applied.

The first question asked is, "to what extent is it necessary or desirable that teachers should at present be brought from abroad?" The Teaching Profession at present, I venture to think, does not appeal to men, even as a profession. It has been called "the refuge of the destitute". I have advertised for Assistant Masters and Hotel Managers, Carriage Examiners, failed Rurki men, elderly Clerks and the like, apply—not because they have any intellectual attainments, or are fitted by personality, character, or leadership, but because, being failures elsewhere, they hope to secure a situation in a profession which is, to a great extent, looked upon as one any man can take up, or as one which will supply their wants for a time, until they get a better job. I myself have been on a Staff with a failed Permanent Way Inspector, on another with a man who was turned out of the Police (and eventually out of the school), and so on. The need, I think, for a larger and better qualified staff is so obvious that I need not labour the point; but with regard to the number on the staff of a school I would like to point out the danger of assuming that what can be done in a better climate, like that of England, can also be done equally well in India. It is necessary to have a larger staff in India than would be considered essential in England. But, I think, the solution of this difficulty of getting larger and better qualified staffs is not so much in bringing out men from abroad as in raising the standard of the man here. It is not desirable that teachers should be brought from abroad merely to teach in schools. Teachers from abroad are expensive, and their worth cannot be determined until they have settled down in the country. Home qualifications and references are not criteria of adaptability to Indian conditions. The pay of a teacher in India to a man at Home appears relatively much better than what he gets at Home. But he is not aware

that his expenses are relatively much higher, and finding these things so, he looks for something better. Again, the man from abroad cannot, until some considerable time has elapsed, realize the condition of the boys out here whom he is called upon to teach. Few things are more irritating, I think, to a boy out here than to be continually told what the boy elsewhere does: and this is very often the spirit in which the man from abroad deals with boys. Another point—the teaching profession is a field of employment for Eurasians, and one of the practical means of self-help; but the profession will not attract the best material, if the best posts are held by men from abroad. At present, as I have said, it is not attracting the best: if you import men from abroad, you make it even less attractive than it is. I think there is another objection to the man from abroad. As a rule, the best men from abroad do not come out here, and the inferior article is no better than the man out here, or perhaps I should say no better than you could make the man out here. As regards women from Home. The Principal of the Higher Grade Training College, Allahabad, tells me that statistics show that the teaching life of English women out here is extremely short: they get married.

Yet the difficulty remains—larger and better qualified staffs are required. Applicants out here for posts are not as a rule highly qualified; but the remedy lies in giving boys and girls out here the necessary qualifications. I will deal with when I speak of the present provision for the training of teachers.

It is sometimes urged that the Englishman comes out to a non-Government post in India, because he has not proved a success at Home. I do not urge this or believe it. When I mention the names of Rowe, Beck, Stokes, de la Fosse and Wood, I do not think that this objection to the man from Home can be sustained, but what is true is that we have in India as good material as there is at Home, and there are possible Stokes' and Woods among us at the moment.

But to get such men we must attract the better men at the outset. It will be said, and rightly said, that the man must feel himself called to the work. But the clergy are called, and they have their training, their chaplaincy, their substantive salary, their security of tenure, their leave, their furlough, their promotion, their pension. If you provide the same for the teachers, you will get the men, and the right sort of men.

To take the first-mentioned fact first—the training of a teacher. At present it is not only inadequate, but absurd. A raw youth, having passed the High School Examination, goes to a Training College, which seldom has more than one scholar on its staff, and for two years he reads Sully's Psychology, James Talks with Teachers, a cram book by Dexter and Garlick on School Management, and the like. The inadequate intellectual equipment—a High School Pass—is to be trained. I ask "On what"? Does not the athlete develop his muscles before he trains them? Does not the preacher study what to preach before he preaches? Yet we take the immature mind, lacking information and intelligence, and train it in the art of teaching before it has the material on which to train. To give special training to a comparatively ignorant person produces a lack of a sense of proportion, intellectual narrowness, and a tendency to conceit and self-satisfaction on the part of those who do not know enough to know how much there is to know. Hence, in these cases, the first task is to give something like a general education and to lay a foundation. They must make up for the defects of previous education rather than receive a particular instruction. If the previous education has been complete and satisfactory, then let the special training proceed. The usual course, as I have said, is for a boy to go straight from school, meagrely equipped intellectually, immature in body and mind. He goes through a two years' course of Psychology and the History of Education, and is returned a Trained Teacher! Raise the qualification of the candidates for admission—make the Training College a place where the Science and Art of Teaching are taught—a place where there is more matter and less method—and make the candidates enter at an age when they are mentally capable of appreciating such training.

There seems to me to be two ways in which this may be done. Let him serve an apprenticeship here in India and send him Home to a Normal College in England; but this simply shelves the question, and it is a grievous mistake to teach them to despise things Indian. Rather let us make the Training College in India like the Normal College in England. For two years I was Assistant Master in the Normal Training School in Cambridge connected with the Cambridge Day Training College. Men—not boys—were taught not only how to teach, but what to teach. The first step therefore is to make our Training College like the Normal College at Home. The second step is to prepare our boys so that they may be fit to benefit by that training. I would suggest that a boy on leaving school should serve an apprenticeship in a school for four years as a Pupil Teacher. Let him do two hours' teaching a day, and attend—for want of a better course—the College Classes and work for his B. A. At the end of 4 years you would know two things—whether he had any aptitude for the work of a Teacher, and whether he was a Teacher or only a lad pitchforked into a profession because he could not find anything better. I feel certain that this method would give us better informed, better equipped, better inspired men for the work. The crux of the whole question is not what salary, what pension, what provident fund you will provide—it is what men can you train and how will you train them? Get a lad, imbued with the love of teaching, and salaries and provident funds, though helpful, are not essentials. Many teachers out here—real teachers—are philanthropists or missionaries, and while rewards sweeten labour, the labour to them is sweet. I do not wish to despise a salary: looked at in one way, they are at present despicable. I have paid a teacher less than my cook—but that was not the fault of the cook. The fault obviously lies in the fact that the teacher was under-paid. Salaries must be generally increased and reasonable prospects must be held out. More men would thereby be attracted: the field of choice would be wider, and the class of men better: at present the Assistant Master has no status, and this re-acts on the school. We must have teachers of a good stamp, and salaries must make the profession an attractive one. If we require a lengthened apprenticeship, as well as two years' training, we must be prepared to make adequate compensation for this outlay of capital, *i.e.*, six years' training. There should be a minimum salary common to all schools of the same grade throughout each province, rising gradually to the higher grades. This would obviate to some extent the continual change of teachers most schools suffer from. At present one school offers Rs. 200 a month to a man, because somewhere else he gets Rs. 120. One school benefits at the expense of another, and this means that one set of boys suffer for the sake of another.

Raise the age at which training begins, raise the quality of the man to be trained, raise the standard of the Training College, and you must raise the salary to be sure of securing the article you have produced. I do not know how far we can legislate for this, but it is the only way to secure efficiency. Add to this a provident fund, and I think you have made an attractive profession—attractive financially, as it always will be essentially.

In my own school, we put aside 10 per cent of our salaries, and a like amount is added out of school funds. The utility and attractiveness of a provident fund are obvious. It is more than expedient—in my opinion, it is necessary to have a provident fund. And there need be no difficulty about the matter. I should like to emphasize the fact that a provident fund does not need to be "financed." However straitened the means of a school, the staff is regularly paid, and they should be made to subscribe a certain percentage of their salaries on the understanding that the school will add, should funds permit, whatever it can up to a like amount. In teaching men—many of them young—to save their money, provident fund will serve a most useful purpose: if the school is in a position to help, the attractiveness is enhanced. A pension scheme can only be dealt with when funds are available for this and only this purpose.

I have left item 2 of the Agenda to the last—last and least. The first points to settle would be what special subjects should be taught in the school. In what

classes should they be introduced? How much time should be given to them? Should they be optional or compulsory? What is the syllabus to be? Let us assume that a certain syllabus is decided upon. The next step is to include these subjects in the Training College course. The Principal of the Higher Grade Training College, Allahabad, informs me that "Special" Teachers at Home have proved failures. If we are to introduce Kindergarten, Domestic Economy and Manual Training, these subjects should be added to the Training College course. It is in the Training Colleges that we require "Special" Teachers, not in the schools: and Kindergarten and Manual Training should be introduced into schools after teachers are available.

The subject of Domestic Economy needs defining: it is often solemn nonsense. If it includes cooking and dress-making it is good. Manual training is an attractive term, but to my mind an over-elaboration of detail. To put all the boys of a class to make a joint, when only perhaps a couple of them have or ever will have an aptitude for it, is an elaborate waste of time. And in this country especially there is no opening for a practical European carpenter or blacksmith. The education may be wide; but it will be very thin.

I am of the opinion that the ordinary curriculum, which we at present find ample, which we at present admit is inadequately carried out, cannot be extended at present. I would venture to suggest that the school boy should follow his literary and mathematical studies. While at school boy scouting will make him a handy man, and after school days there should be, if possible, Trades Preparatory, or Branch Technical Schools. But let the school remain a school: do not turn it into a workshop. Speaking generally, there is little room for manual training—whether looked at from the point of time or of utility. Let us strengthen what we have, and, having made our roots firm, Branch Institutes or Continuation Schools for Workshop practice in woods and metals, Practical Mathematics, Elementary Science with Practical Laboratory Work, Commercial Geography, Elementary Book-keeping and the like can follow the close of a boy's school career.

Note on the Training of Lady Teachers for European Schools in India
by Miss Sampson, Principal, Doveton Girls' High School, Vepery.

The training of lady teachers will come before the conference for the improvement of European schools, and on this subject the following suggestions and criticisms are submitted.

A suggestion has already been made, namely that a Central College for Europeans should be founded in India. Now the initial cost of such a college will be very great and the upkeep of it, a heavy expenditure which can never be met by the fees. Consider only the staff: at least six lady graduates from England, at a minimum salary each of £300 a year resident, will be necessary for efficiency; this means an annual expenditure of at least £1,800 (or Rs. 27,000) on the staff alone.

Comparatively few will, I think, attend: local existing institutions will presumably continue to attract as many as they do now. Parents like to keep their daughters near them as long as possible. India is not like Great Britain: a Central Training College must needs be at a very great distance from most large towns; especially if such a college is built on the hills.

Now another suggestion for the few who would attend such a college is cheaper and would be more beneficial to the schools who have to recruit their staff (a task of ever increasing difficulty) from old pupils of their own or of other schools.

Give every year scholarships tenable for two years in Great Britain. Let these be of sufficient value to pay the passage to and from Great Britain and to cover all expenses for two years in Great Britain at a Training College for (i) Elementary Teachers of those selected candidates who have passed the Matriculation Examination of an Indian University or a recognised equivalent examination. (ii) Secondary Teachers of those selected candidates who have passed the Intermediate Examination of an Indian University or its equivalent.

Herewith are sent the *Regulations of the London County Council Training Colleges for the admission of candidates. The fees for tuition for two years, £10. 10s. and for residence for two years: £25 (see pages 2 and 3) are so very low that I am inclined to think that they must apply only to certain applicants.

Suppose, therefore, that we take the fees of another institution, say, the Battersea Polytechnic, which seems to be open to all and of which a prospectus† is herewith sent. (In choosing this institution it is not to be understood that it is therefore specially recommended; indeed it is beside the point, for the courses are technical, domestic services, etc., training in which is not now our chief object).

Fee for 2 years (Course III)	...	£ 56 10	(Page 15)
Books, say	...	" 6 0	
Board and Lodging, 1st Term	...	" 13 0	(Hostel prospectus.)
" " five terms	...	" 60 0	
" " 26 weeks, vacation	...	" 39 0	
Passage money—return	...	" 60 0	
Contingencies	...	" 40 10	(About 17 per cent.)
Total for two years	...	£ 275 0	or £137½ a year.
		i. e., Rs. 4,125 or Rs. 2,062½	

If twelve such scholarships are offered each year (four in each presidency) there is incurred an annual expenditure of $24 \times £137\frac{1}{2}$ or £3,300, i. e., Rs. 49,500. If half the number of such scholarships be given, the expenditure: Rs. 24,750 would be less than the salaries of the staff of a Central College in India.

Of course better facilities than those now existing must be made in India for those who do not gain scholarships; but this is an expense which will have

to be met in every large town, whether the suggested scholarships are founded or whether a Central Training College is established.

In making the above estimates you must note that no allowance is made for the possibility of the admission of holders of Indian Government scholarships at the very cheap rates set down in the Regulations of the London County Council governing the admission of students to the Council's Training Colleges in 1912. Supposing that Government scholarship holders from India are admitted on the very low fees therein quoted, *viz.*, £10. 10s. for two years' tuition, £25 for two years' residence, we have to set £35. 10s. against £129. 10s. in the above scheme, *i.e.*, £181 against £275 (or Rs. 2,715 against Rs. 4,125). This reduces the annual expenditure on twelve such scholarships from £3,300 (or Rs. 49,500) to £2,172 (or Rs. 32,580), a sum little more than the salaries of the staff of a Central College in India.

Exact information must be sought, and doubtful points cleared up by writing to the London County Council Training College authorities and also to the Board of Education at home [Hazell's Annual 1912: Educational Adviser to the London County Council Dr. W. Garnett, D.C.L., Education Officer: R. Blair, M.A., Members of the Education Committee are named on page 401 of Hazell's Annual, 1912].

These are some important points:

- (1) Whether these low fees: £10. 10s. and £25 each for two years are payable by holders of scholarships conferred by the Government of India. *This point should be pressed*, for the students are of European extraction, and the money available in India for their education and equipment for life is limited, owing to the claims of the larger Indian community; therefore it seems just to claim for these Europeans and Eurasians in India the benefits which are claimed by, and bestowed on, their sisters in Great Britain, and it seems fair that the Board of Education at home should awake to their responsibility and undertake it.
- (2) Whether the Matriculation Examination of an Indian University may be allowed to qualify for admission into an Elementary Training School. The examinations which qualify for admission are enumerated and detailed on pages 6 and 7 of the London County Council's Regulations—and this list is laid down by the Board of Education.
- (3) Whether the residential houses connected with these colleges will undertake the entire charge of these students from India during their two years at home, specially during their vacations.

Rules and regulations will be drawn up by the Government of India, to ensure the return to the European schools in India for a fixed number of years, of these teachers at the expiry of their two years. [See Board of Education Regulations, page 10, section 10b.].

There are other matters that call for attention: these teachers will command a higher salary than their less favoured European or Eurasian "sisters" trained in India; perhaps a minimum of Rs. 100 against a present minimum of about Rs. 30 for Lower Secondary (or Elementary) Teachers, and a minimum of Rs. 150 against a present minimum of about Rs. 75 for Upper Secondary (or Secondary) Teachers. Government will have to meet this expense by increasing the grants. For school managers can only just pay the present low salaries, and it is impossible to raise the fees.

Economy might be effected in another direction: render efficient just the number of schools required in a town or district and reduce the number of schools receiving grants. Schools that can be self-supporting without Government grant will still remain open; but they will not receive either grant, recognition or inspection from the Departments.

These scholarships should, at first, any way, be open to Europeans and Eurasians who are already teachers, so that existing teachers may have the opportunity of earning as good a salary as their pupils will have.

List of Enclosures.

1. Notes by Mr. W. H. Arden Wood, Principal, La Martiniere, Calcutta.
2. Memorandum by Mr. W. P. S. Milsted, Headmaster, High School, Allahabad.
3. Note by Miss Sampson, Principal, Devon Girls' High School, Vapery.

READ AGAIN G.O., No., dated 191 ..

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READ ALSO:—

C. No. 2048, From the Govt of I., No. 1635, dated 18-7-1912

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Amis

No. 091, dated 31.7.1912.

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Note. The Conference began
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