

Go. no! - 466 Education Dept

Date :- 30th April 1916

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1916.

Enclosures

Spare copies

G.O. 466, 30th April 1916

Female education

Communicating to the Director of Public Instruction a copy of the circular letter from the Government of India on — and inviting the opinions of district boards and municipal councils and of specified educational bodies, as well as of ladies and gentlemen, on the questions raised in the circular letter.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper:—

Letter—from the Hon'ble Sir E. D. MACLAGAN, K.C.I.E., C.S.I., Secretary to the Government of India, Department of Education (Education).

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

Dated—Delhi, the 22nd February 1916.

No.—160.

I am desired to address you as follows on the subject of female education in this country.

The education of females in India is recognised, in spite of the attention hitherto paid to it, to be in a comparatively backward state. The Education Commission of 1882, while making a number of definite recommendations for the improvement of female education, represented that the difficulties in the way of progress could not be solved except by a growth of public opinion. Certain further suggestions for the encouragement of female education were made by the Government of India in paragraph 27 of their resolution 199-211, dated the 11th March 1904, and the degree of advancement achieved is described in some detail in the Quinquennial Reviews of the Progress of Education in India for 1902-1907 and 1907-1912. But in their further resolution 301-C.D., dated the 21st February 1913, the Government of India, while commending certain principles for general consideration, were compelled to acknowledge that the education of girls in this country still remained to be organised.

2. As noted by the Government of India in their Resolution of 1913, the local Governments had already been asked to submit schemes for the improvement of female education in each province. They had been requested in this Department circular 914-922, dated the 1st July 1911, to submit schemes which should take the form of a ten years' programme for (1) the expansion of girls' education by means of the allocation of funds, (2) the improvement of facilities for the training of mistresses, and (3) the amelioration of the conditions of service in the case of mistresses and members of the inspecting staff. But before the replies to the above circular had been received from more than a few of the Local Governments, a further enquiry had been made in this Department Circular 838-849, dated the 9th May 1913, asking for the submission of a three years' programme of expenditure on educational requirements generally and the previous enquiry of 1911 became absorbed in the subsequent investigation. The Local Governments in reply to the Circular of 1913 intimated that they were ready to undertake very considerable expenditure on female education during the years 1913-14 to 1915-16, but their proposals were not accompanied by any detailed report of the method in which the improvements aimed at would be attained; and the Government of India are not in full possession of information regarding the progress actually made during the three years in question.

3. In the meantime a memorial was presented to the Secretary of State on the 12th of October 1915 by a deputation introduced by Mrs. Henry Fawcett which asked that a committee might be appointed to inquire into the whole subject in India. In reply to the deputation the Secretary of State, while expressing sympathy with the objects aimed at, stated that he considered the present time inopportune for the appointment of a committee and he has since forwarded the memorial to the Government of India without making any

recommendation on it. A copy of the Secretary of State's despatch 191, dated the 5th November 1915, together with its enclosures is forwarded with this letter and from the enclosures of the despatch it will be seen in what terms the deputation presented its memorial and in what terms the Secretary of State made his reply. A copy is also enclosed of a memorial presented to His Excellency the Viceroy by a meeting of ladies in Bombay held on 31st December 1915.

4. The Government of India agree in the view that, apart from other possible objections, the present conditions render it out of the question to appoint, at any rate at this stage, a committee such as has been proposed to the Secretary of State. But they consider that the present opportunity may well be taken for a reconsideration of the whole question of female education in India. The time would appear to have come for taking such forward action as is possible in the matter. Apart from the general reasons for the increasing demand for female education, it may be observed that where the joint-family system has hitherto prevailed in India it is now breaking up. Families composed of only the father and the mother and their children are becoming more common. Girls and young women are therefore becoming the heads of families without being able to rely, as in former days, upon the advice and care of older relations and the duty of bringing up the children devolves upon them. The health and physical efficiency of the latter is a national concern and it cannot be secured without the education of mothers and their co-operation. For the same reason, namely, the breaking up of the joint-family system, widows have not now the care and protection which that system secured them and their opportunities of social service, confined though these may have been to the circle of their own and related families, have to a large extent disappeared. It is also necessary that women should receive some appropriate education in this period of transition when the old system is passing away, which, though it enforced their subordination, secured them a certain degree of protection and comfort.

There is at the same time a general feeling that the present curricula whether suited or not for the needs of boys are, as a rule, unfitted for girls and it is necessary to reconsider the nature of the education which should be imparted to girls.

5. The Government of India are therefore anxious to resume the consideration of the general question of female education and would be glad of the assistance of Local Governments to enable them to take stock of the present position in the matter and to focus the opinions of competent persons on the main questions at issue.

They would be glad, in the first instance, if Local Governments would submit a brief report to show what has been done for the improvement of female education since the 1st April 1913, the date from which the schemes, prepared in compliance with the Government of India's circular of the 9th May 1913, took their start. The Secretary of State in his reply to the deputation of October 1915 has pointed out that comparatively little can be learnt from the statistics at this moment and in any case statistics on the subject are already at the disposal of the Government of India, but the Government of India are desirous that the statistical information available should be supplemented by brief reports showing what definite steps of importance have been inaugurated in each province since the 1st April 1913 in respect of (1) the increase of facilities for female education, changes in character of such education given and the financing and control of such education in primary institutions,* (2) the same points with regard to higher institutions, (3) the training of teachers and (4) the inspection of schools.

6. The Government of India are also anxious to obtain the views of Local Governments regarding the class of action now to be taken and they would be glad

* By primary institutions is meant, for the purposes of this letter, all institutions in which vernacular education is given either to its lowest or to its highest standards, and the term will include middle vernacular schools in provinces where the term is used. Where, as in Madras, there are higher elementary schools and even schools of lower grade where English is taught they will be included under this heading.

if, after obtaining the opinions of competent persons on the questions involved, the Local Governments would send them to the Government of India with an expression of their own views. It is suggested that the opinions of inspectresses, of Indian lady graduates and of selected local bodies which are directly engaged in the management of schools for females, would be found of special value; especially if the remarks made by the persons or bodies consulted are confined to the localities of which they have personal experience and to the questions which they can answer from their own knowledge or from materials at their disposal. In the case of local bodies it is thought that the value of the replies given will be enhanced if these bodies have before them a conspectus of the existing state of female education in the areas under their control and an attempt has been made in enclosure III of this circular to indicate certain points on some or all of which local bodies may suitably provide themselves with data before reporting on the subjects dealt with in this circular. It is further suggested that when there is a standing committee on female education such as has been already constituted in several provinces the opinion of this committee should also be obtained.

7. It will be convenient if the Local Government in forwarding opinions would tabulate briefly the results obtained, and will also supply their own views together with their suggestions for securing progress in the immediate future, under the four following heads, viz. (1) the primary education of females, (2) secondary and higher education of females, (3) teachers for females and (4) inspection of female education. I am to add briefly a few remarks on some points to which the Government of India, as at present advised, would desire to invite attention of Local Governments in connection with each of the above subjects.

8. *Primary education.*—It may be urged that whatever may be the correctness of the view put forward by the Decentralization Commission, that the control of primary education generally should rest for the most part in the hands of local bodies, this view may be accepted as ordinarily suitable for application to female primary education, because such education must in a special sense be adapted to the needs of the people and cannot make progress without their active sympathy and support. The Government of India would be glad to know how far a policy of this kind commends itself and to what extent the control of local bodies should be supplemented or replaced by that of special educational committees and for what areas such special committees can suitably be framed.

9. From the position that female education should rest mainly under the control of local bodies, it would follow that in schools which are confined to reading, writing, and arithmetic, the question of admitting boys to girls' schools and vice versa is one which might most suitably be left for local decision; it being remembered that if boys are admitted in the girls' schools it may be necessary to fix a maximum number of boys in view of the possibility of girls being gradually made at such schools to give place to boys. It might also in this connection be considered whether with a view to increasing the number of girl pupils in the lower grades a larger use might be made of the practice which prevails in some provinces of offering enhanced capitation grants for girls who study in boys' schools. Similarly, if control is left to local bodies it would be for those bodies to decide how far there should be caste or class schools in the areas controlled by them. It is possible that in some places the admission of a non-caste Hindu might empty the school and it is not unlikely that the superior degree of education attained by women in certain Native States is, as some contend, due to the fact that in such States non-caste Hindus are not admitted into schools. There may, on the other hand, be other places where schools might be open to various classes; but, in such cases, it would be necessary to see that local bodies do not turn their attention to the caste schools only to the exclusion of schools for the other classes of Hindus or for non-Hindus. In the schools which are opened solely for non-caste Hindus there may be no objection to the admission of caste Hindus, but, even in such cases, conditions might have to be imposed to prevent the school from becoming exclusively one for caste Hindus.

10. It may, in the same way, be argued that it is advisable to leave, as far as possible, the determination of the curriculum to local bodies. There is little doubt that public opinion requires that Indian girls should learn arithmetic and should learn to read and write their own vernaculars; but the question whether subjects, other than the above, should be taught, might on this principle be left for the decision of local bodies whose sympathy and active co-operation is necessary to ensure any substantial progress. It would in this case appear inadvisable for the Education Department to insist on any prescribed standard course and the duty of the department would be confined to putting forward groups of subjects for adoption by local bodies—leaving it to these bodies to select the form of curriculum which seems suitable, with or without modification of the suggestions of the department. The main object of Government being to encourage any kind of education for girls which is in itself useful, it may be held inadvisable at the present stage to place restrictions on the adoption of any curriculum which will satisfy this requirement.

11. *Secondary and higher education.*—It will have to be considered whether the principles to be followed in respect of the control and curricula of secondary schools. control of elementary female education should be considered applicable also to that of the secondary education of females, and if difficulty is felt in respect of the control of such education by local bodies, report should be made by Local Governments as to the manner in which they would distinguish schools suitable for such control from others. Attention should also be directed to the question whether such separate committees as may be appointed for the supervision of primary education should as a rule be entrusted with the supervision of secondary schools, or whether these should be entrusted to separate committees.

As regards the form of curriculum selected for such schools, attention may be invited to the considerations urged in favour of leaving the selection largely to local control, such selection being allowed to rest either with the local bodies concerned or with local committees especially appointed for the purpose. The varieties in suitable curricula for such forms of education are as great as in primary education. There is, for instance, in many places, a general desire for religious education and for education in music. It is also generally felt that women should be educated in all that concerns enlightened mothering, a good standard of maternal physique, better care of infancy, appropriate feeding, care and management of children, effective attention to children's diseases, and generally their physical condition, good sanitary environment and other matters of domestic concern. Many, again, think that the girls should also receive English education. The nature of education to be imparted in the same subjects may also vary. Some girls will need an education preparatory to college life; others may only desire to be serviceable in their own homes; while others, again, may wish to make themselves useful to the community. So, too, it might be necessary to proceed with great caution in dealing with certain classes or in some localities. A system to be adopted, for instance, among those who view education with disfavour as tending to female emancipation or disregard of purda, might involve courses of study and require a teaching and inspecting staff quite different from others. The same remarks will apply where caste or class feeling has to be respected. As in the case of primary female education, no uniformity of standard seems possible and the courses of study may suitably consist of various syllabuses so arranged as to suit the needs, as the people understand them, of the various classes or localities. Unless the curriculum is in consonance with the feelings of the people chiefly concerned the girls will be withdrawn from the schools. Some of the Local Governments have already recognised that the lack of real progress within their areas is not due to any real deficiency in funds or in the number of schools or even to the want of teachers, but that the real obstacle is to be found in the attitude of the people, with the result that there is a waste of public funds and many of the existing schools serve no useful purpose. It is not improbable that the nature of the school curricula and the unsuitability of the teaching hitherto imparted might account a good deal for the reluctance of the parents to secure for their girls even such facilities for education as are now available. The main function of the Department of Education would in pursuance of the above

considerations be to stimulate the efforts of local bodies and to render assistance by proposing various courses of studies rather than to assume direct control or to insist on any uniformity of subjects in the curricula.

12. With respect to the higher education of women who have received their training under the system above described, it may be observed that women who have received religious education presumably in the classical languages may desire the collegiate instruction in the same subjects, while those who are trained in sanitary and allied subjects may desire to join medical colleges if they have received a general education. For the present the number who wish to receive any higher or collegiate education must necessarily be confined to those who have received a secondary education under the existing system and where these are unable to prosecute their studies but are not sufficient in number to justify the opening of a new high school or college, it may be possible to meet their requirements by awarding them scholarships for further studies in the existing institutions for women or in colleges for boys if they have no objection to join them. All that can be done in the existing circumstances is to provide more facilities for admission into the existing high schools and colleges, and if funds are available and the demand justifies such a step to open more high schools for girls and college classes in girls' high schools.

13. *Teachers.*—The Government of India will be glad to learn whether, if the facilities at present open for training female teachers and the conditions of training are the same as in the case of males, the continuance of this state of things is considered advisable and if not what change is recommended. In any case, it must be recognised that the supply of trained teachers is at the present moment exceedingly small and that although early steps may be taken to increase the supply of trained teachers it will be impossible to expect progress to be made if nothing is done until the requisite number of trained teachers is supplied. It will be necessary to see how arrangements are to be made in order to get the best out of the untrained teachers at present available. While it would be difficult to get teachers—even untrained—in other subjects, it is possible that untrained teachers of the vernacular or classical languages or of music may be found in many parts of the country: and it has been urged that the present difficulties should be met by a system of itinerant instructors for such teachers or by allowing such teachers to attend for limited periods or during holidays at the existing training schools.

14. *Inspection.*—The inspection of female institutions is of course desirable in order to secure efficiency and to prevent waste of public money. In many cases also such inspection will be welcomed by the schools as tending to raise their character, and many who are engaged in female education and feel that they are fighting an uphill battle will find it helpful to discuss their troubles with an inspector who understands them and will give them a sympathetic hearing. At the same time there are special difficulties connected with the inspection of female schools and in some cases social customs might stand in the way of proper inspection. It has been suggested that these difficulties might in some cases be met by dividing the duties ordinarily entrusted to inspectors. The administrative duties connected with the healthiness and character of the buildings, the sufficiency of accommodation, furniture and necessary apparatus, the suitability of fees and the reputation of the school in the locality would under this system be entrusted to one class of inspectors, who would ordinarily be men. The inspection of the curricula and the actual teaching would, however, rest with inspectresses, and as regards qualifications for the task it would ordinarily be expected that an inspectress should be able to take the classes herself and to this extent to act the part of an itinerant training teacher.

15. The remarks made in paragraphs 8 to 14 above are merely intended to bring to the notice of local Governments certain considerations relating to a few isolated matters connected with female education, and it is not suggested that in sending the opinions asked for in paragraph 7 local Governments should confine themselves to the points raised in the paragraphs in question.

Date of reply.

16. In conclusion, I am to request that a reply to this circular may be sent by the 1st September next.

ENCLOSURE I.

INDIA OFFICE, LONDON,
5th November 1915.

No. 191, Public.

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

MY LORD,

I forward, for the consideration of your Excellency's Government, a copy of a memorial which I have received on the subject of the education of girls and women in India. A list of the signatories is appended to the memorial.

2. The memorial was presented to me on 12th October by a deputation introduced by Mrs. Henry Fawcett, and I enclose, for the information of your Excellency's Government, a copy of the reply which I gave to the deputation.

3. I shall be glad to learn in due course the result of your consideration of the memorial. You will observe that I stated in my reply to the deputation that in forwarding the memorial to your Government I should refrain from making any recommendation upon it.

I have the honour to be,

My Lord,

Your Lordship's most obedient humble servant,

AUSTEN CHAMBERLAIN.

ENCLOSURES.

(1)

Memorial on the Education of Girls and Women in India.

To the Right Hon'ble J. AUSTEN CHAMBERLAIN, M.P.,
His Majesty's Principal Secretary of State for India in Council.

The memorial of the undersigned friends of the education of girls and women in India respectfully sheweth—

That the Resolution of the Government of India in the Department of Education, dated Delhi, the 21st February 1913, opened the subject of the education of girls, in paragraph 16, with the remark: "The education of girls remains to be organized."

2. That your memorialists are not aware what (if any) steps have been taken towards such organization since the date of the Resolution, and are convinced that no such steps will be effective without the assistance and co-operation of Indian women interested in the subject.

3. That your memorialists, while fully recognizing the inherent difficulties of the subject, on account of the customs and social prejudices of the people, and gratefully acknowledging the efforts of Government, resulting in a considerable rise in recent years in the number of girls under instruction, are disappointed that the number is still so insignificant in proportion to the general population. They feel, from a comparison of the figures for the more advanced Feudatory States, that better results are possible even under present conditions, if the control of girls' education were more in Indian hands. For they find that, while in British India only 3,910 girls were under instruction in 1913 for every million of the general population (male and female), the proportion in Mysore was 5,600, in Travancore it was 18,637, in Cochin it was nearly 20,000 (in 1912), and in Baroda it was as high as 35,500 (in 1912).

4. That your memorialists consider the enormous disparity (of 1:5) of the number of girls and of boys under instruction in British India constitutes a grave danger to the social well-being of the Indian communities, and must impose a serious obstacle to the well-balanced development of their intellectual and political progress; and they fear that the disparity is likely to be further accentuated by the success of the educational campaign which proposes to double in the early future the number of boys under instruction, unless a corresponding effort is made on behalf of the education of girls.

5. That your memorialists understand that almost the whole of the directing and inspecting female agency (the creation of recent years) consists of Europeans and Anglo-Indians, and that this constitutes (except where the highest types are selected with the definite object of training

Indian women to fill their places) an obvious barrier to the promotion of a movement so intimately connected with home-life as the education of girls, and to the realization of the best possible value for the funds spent upon it. They are aware of the paucity of Hindu and Muhammadan (and in Burma, Buddhist) candidates, but they regard it as a matter of vital and urgent importance that liberal scholarships and every possible facility should be provided for the training of Hindu, Muhammadan and Buddhist women teachers and inspectresses. Your memorialists understand that the appointment of American teachers in the Philippines by the United States was made expressly with a view to the training of Philippino teachers and educationists, and that a similar policy has been adopted by the Japanese Government in Korea, with a view to the establishment of universal compulsory education for boys and girls. Your memorialists respectfully urge a policy on these lines for India, for they believe that no non-Indian, however qualified in other ways, can permanently and adequately meet the spiritual, moral, and intellectual needs of Indian girls.

6. That your memorialists are far from satisfied with the results of the present conditions of the education of Indian girls, and laying, as they do, no less stress on the quality of education than on its numerical diffusion, attach the highest importance, at the earliest stage, of the laying of the foundations of the system on right lines.

7. That your memorialists view with lively satisfaction the appointment recently announced of an Indian Member of the Viceroy's Executive Council to hold charge of the Education Department and regard this as a peculiarly fitting opportunity to urge that his hands should be strengthened and his labours rendered more fruitful by a thorough examination of the question of the education of girls through a representative committee consisting mainly of Indians of all communities, together with ladies connected with or interested in education in this country, and, wherever possible, Indian ladies intimately in touch with the conditions under which Indian girls are brought up and Indian women work for the building up and consolidation of their homes.

8. Now, therefore, your memorialists pray that such a committee be forthwith appointed, with instructions—

(a) to enquire into all matters touching the education of girls and women in India in all its aspects, domestic, intellectual, moral, physical, artistic, and religious;

(b) so far as practicable to examine and weigh the different methods and ideals pursued in different parts of India;

(c) to suggest for British India broad principles as regards the subject-matter of such education, the ideals to be pursued, the methods to be adopted, and the curricula, text-books, and languages to be used, with special reference to local or communal conditions;

(d) to consider the organization of agencies for instruction, inspection, and control, specially suitable to the different religions and communities;

(e) to come to a finding whether specialised institutions, meeting the special needs of the different communities, would be more efficient in present conditions, in imparting real education that takes account of and fits in with the actual facts of life, than mixed institutions; and, if so, how they are to be constituted, and what qualifications should be imposed with regard to the allocation to them of public funds;

(f) to enter into the details of the different heads of expenditure, Imperial, Provincial, and Local, to call attention to any want of proportion in the amounts spent on some heads, e.g., buildings or the provision of conveyances, compared with other heads, e.g., salaries of teachers;

(g) to draw up a scheme for the adequate training and supply of Indian teachers, inspectresses and an educational staff generally; and

(h) to make recommendations on any matters, of principle or detail, which may affect the promotion or improvement of the education of girls or women in India.

And your memorialists will, as in duty bound, ever pray.

14th July 1915.

The Chairman of the Deputation (Sir Krishna Gupta, K.C.S.I.) has been authorized to add the following names as signatories to the memorial:—

His Highness Aga Khan, G.C.S.I.
Lady Aberconway.
Lady Swaythling.
Lord Ashton of Hyde.
Right Hon. Syed Ameer Ali, C.I.E.
Mr. Percy Alden, M.P.
Mr. J. Annan Bryce, M.P.
Right Hon. Thomas Burt, M.P.
Mr. H. G. Chancellor, M.P.
Right Hon. Charles Fenwick, M.P.
Mr. Joseph King, M.P.
Sir John Jardine, M.P.
Mr. Ramsay Macdonald, M.P.
Mr. James O'Grady, M.P.

Sir Herbert Roberts, Bart., M.P.
Mr. A. MacCallum Scott, M.P.
Mr. H. B. Lees Smith, M.P.
Mr. Henry Fawcett.
Lady Boyle.
Lady Wedderburn.
Lady Emily Lutyens.
Lady Cecilia Roberts.
Lady Jenkins.
Lady Muir Mackenzie.
Mrs. Olive Schreiner.
Mrs. Sidney Webb.
Mrs. Cobden Unwin.
Mrs. Flora Annie Steel.

Mrs. H. P. Cobb.
Mrs. Sophie Bryant.
Mrs. John E. Ellis.
Lady Byles.
Lady Wastneys.
Mrs. Bradlaugh Bonner.
Mrs. S. A. Barnett.
Princess Sophia Duleep Singh.
Sir W. Wedderburn, Bart.
Sir Thomas Barlow, Bart., M.D.
Sir Victor Horsley, F.R.S.
The Master of Pembroke College, Oxford
(Bishop Mitchinson).
The Warden of Keble College, Oxford
(Dr. Walter Lock).
The Principal of Mansfield College,
Oxford (Rev. W. B. Selbie).
The Vice-Chancellor of Manchester Uni-
versity (Dr. Weiss).
The Principal of Birmingham University
(Sir Oliver Lodge, F.R.S.)
Professor Oscar Browning, M.A.
Professor E. T. Campagnac, M.A.
Rev. Dr. J. Estlin Carpenter, D.Litt.
Professor Patrick Geddes.
Professor A. E. W. Hazelle, LL.D.
Professor C. H. Herford, D.Litt.
Rev. Professor James Hope Moulton, D.D.
Professor H. Littledale.
Professor R. A. Nicholson.
Mr. E. N. Bennet (Fellow of Hertford
College, Oxon).
The Dean of Manchester (Bishop Well-
don).
Rev. Dr. John Clifford.
Rev. Stopford Brooke, LL.D.
Mr. Herbert J. Reynolds, C.S.I.
Mr. Gerald Ritchie (I.C.S. retired).
Sir J. Hayes Sadler, K.C.M.G.
Mr. F. H. Skrine (I.C.S. retired).
Mr. A. Yusuf Ali (I.C.S. retired).
Miss Margaret Ashton.
Miss Mercy Ashworth.
Mrs. Abbas Ali Baig.
Mrs. Naline H. Blair.
Miss E. J. Beck.
Mrs. S. A. Bhisey.
Miss S. A. Bonnerjee.
Miss C. S. Bremner.
Mrs. W. S. Caine.
Mrs. George Chitty.
Miss Annie Ewing.
Miss Fawcett.
Mrs. Fox Strangways.
Mrs. Haigh.
Mrs. Havell.
Mrs. Bernard Houghton.
Mrs. Rina Khan.
Mrs. C. A. Latif.
Miss Latif.
Miss Mary E. R. Martin.
Mrs. Bhola Nauth.
Mrs. Osler.
Miss Powell (Oriental Circle, Lyceum Club).
Miss Monica G. Robins.
Mrs. P. L. Roy.
Lady Hayes Sadler.

Mrs. N. C. Sen.
Miss Annie A. Smith.
Miss Lucy Tagart.
Miss Kathleen Townend (India Committee of
the Girls' Friendly Society).
Madame Tucker.
Mrs. A. Vincent Venables.
Mrs. Patrick Villiers Stuart.
Lady Woodroffe.
Mr. A. St. John Adcock.
Mr. S. H. Ahmad.
Mr. William Archer.
Rev. Dr. Robert F. Horton.
Rev. Dr. William Miller, C.I.E.
Rev. J. G. Tasker, D.D.
Sir Robert Laidlaw, Bart.
Sir Charles Bruce, G.C.M.G.
Sir Krishna Gupta, K.C.S.I.
Sir M. M. Bhownaggee, K.C.I.E.
Sir George Birdwood, K.C.I.E.
Mr. Frederic Harrison, D.C.L.
Sir William Collins, K.C.V.O.
St. George Lane Fox Pitt.
Mr. T. Hart-Davies.
Mr. Bernard Houghton (I.C.S. retired).
Lieut.-Colonel D. C. Phillott.
Dr. John Pollen, C.I.E.
Mr. W. Douglas Hall.
Mr. G. A. Hardy.
Mr. John A. Hobson.
Mr. Syud Hossain.
Mr. Bramathanath Banerjee, M.A.
Mr. Harold Begbie.
Mr. T. J. Bennett, C.I.E.
Mr. F. H. Brown.
Mr. Herbert Burrows.
Mr. George Cadbury, Junr.
Mr. Edward Carpenter.
Dr. G. B. Clark.
Mr. J. S. Cotton.
Mr. Edward Dalgado.
Mr. Mohini M. Dhar.
Mr. Alex. Farquharson.
Sir Laurence Goome.
Mr. G. P. Gooch.
Mr. Fredk. J. Gould.
Mr. Frederick Grubb.
Mr. J. M. Parikh.
Mr. Ernest Parke.
Mr. S. K. Ratcliffe.
Sir Edward Russell.
Mr. M. T. Kaderbhoy.
Mr. J. M. Kennedy.
Mr. C. A. Latif.
Mr. T. Perceval-Little.
Mr. C. E. Maurice.
Dr. Jivraj N. Meht.
Prof. A. F. Murison LL.D.
Dr. Josiah Oldfield.
Dr. V. H. Rutherford.
Mr. C. P. Scott.
Mr. Harold Spender.
Mr. Arthur G. Symonds.
Mr. T. Fisher Unwin.
Mr. Graham Wallas.
Mr. H. G. Wells.
Mr. A. J. Wilson.

K. G. GUPTA,
85, Comeragh Road, West Kensington, W.
466 Edl.—3

(2)

Speech delivered by Mr. Chamberlain to the Deputation on Female Education in India on the 12th October 1915.

MRS. FAWCETT, LADIES AND GENTLEMEN,

Let me say, in the first place, how glad I am that this deputation should have been introduced by Mrs. Fawcett. It would be almost an impertinence in me to express my sense of the many reasons she has for her great interest in India, and of her right to speak on anything that concerns women.

I have listened, ladies and gentlemen, with interest to all that you have said. I do not think there is any difference between us as to the importance of women's education in India. There are some differences, I think, and I am going to deal quite frankly with them before I sit down, but as to the importance of the study of women's education in India, and of gradually providing better facilities for that education, there is no difference between you and me. I think it was Sir Krishna Gupta who observed that some people were inclined to suppose that women in India had less influence on the life of the people of the country than elsewhere. I do not think any wise man would underrate the influence of women in any community. Whatever the stage in the advancement of education may be, their influence will always be profound, and I can well understand that serious social evils would be threatened if, as a result of one-sided educational progress in India, the interests of the men were divorced from those of the women and there was no common ground between them. But you will permit me to say that this is a question which requires very delicate treatment. Those of you who know India best know most fully what the difficulties are. You know what are the susceptibilities which would naturally be encountered, and what are the troubles which any indiscreet handling of it might arouse. We must proceed with great tact and great caution in anything that we do, and it is in my opinion above all necessary that the movement—if movement there is to be, as I hope there will be—should be a spontaneous impulse, fostered and helped by Government if you will, but a movement which arises among the people of India themselves and not one that is attempted to be forced by the action of Government. Now you will permit me to say that I cannot help being struck by the fact that, whilst you come to me with the case which you have laid before me to day and you tell me that there is a very widespread demand in India for the reforms in female education which you advocate, I cannot trace any similar representations made in India through the channels that are open there; and for my part, I think that it is desirable that movements of this kind should originate in India rather than in London, and that we should co-operate with the movement in India rather than create one in this country and originate it ourselves.

You ask that a committee should be appointed; I do not quite know if you wish that the Secretary of State in Council should appoint such a committee or whether you wish that the Government of India should appoint it; but you ask that a committee should be appointed to travel throughout India to investigate the whole subject and make recommendations upon it; and in the memorial which you have been good enough to send me you make detailed suggestions as to the particular points to which enquiry should be directed. From what I have already said you will understand that I am not disposed to appoint such a committee myself; I do not know whether the Government of India would view such a project favourably at any time, and without desiring in any way to prejudice their decision—for I shall send your memorial to them for their consideration—I must say for myself that I cannot agree with those people who think the present moment particularly opportune for it. It is obvious that such schemes as you have foreshadowed carry with them serious financial consequences. The times are not propitious, either in India or here, for great additional outlay or for large new schemes; nor do I think that the moment of a great war in which the Empire itself is at stake and all that British rule in India or here stands for is threatened—I do not think that such a moment is the best to choose for a calm and careful study of a vast problem of this kind.

There is another observation that I will make in that connection. You have referred with pleasure to the fact that an Indian gentleman is now going to take up the duties of Education Minister in the Viceroy's Council; you said that that is a propitious moment for launching an enquiry of this kind. It seems to me rather an additional reason for waiting to see what recommendations out of his special experience and with the special facilities he may have for getting information he may be disposed to make. That there is much to be done—I might almost say there is everything to be done—is common ground between you and me. It is not disputed by the Indian Government, and I am glad to call attention to the fact that the deputation have not suggested that the Indian Government have been remiss in this matter. You have realized the difficulties they have to meet and their desire to make progress, you have called attention to their resolution—I think it was in February 1913—in which they recite the words of the King-Emperor and address the Local Governments on the subject. It is not, therefore, as if there were any reason to suppose that the Government of India were indifferent to the subject or unconscious of its importance, it is not as if there were any reason to suppose that they underrate it. On the contrary, we have every reason to know that they realize its magnitude and are impressed with how much remains to be done; and under these circumstances I think that

you ought to be satisfied if I say that I will submit the memorial with an account of this deputation to the Government of India for their consideration, but that I shall not make any recommendation upon it nor should I feel that I was justified in appointing a committee of enquiry over their heads. When it is possible to make progress I hope that some of the facts in the resolution on the Government of India, on which you, in your speeches, have laid stress, will be borne in mind. After all, the education of women, in the sense in which you now speak of it, is a very modern development even in the Western world. Even here we have by no means satisfactorily solved all the problems which it opens up, and I hope that whatever authorities have to deal with this question in India will not hastily assume that the needs of India can be satisfied by transferring to India the system which is, after all, only partially successful here, and in some respects is still to be regarded in the light of an experiment.

I have had the opportunity of reading a report which was the outcome of the enquiry by Sir Dorabji Tata, to which Mr. Jusuf Ali referred. I have found it a very interesting account of the state of things which the lady appointed by the Board of Education to carry out the enquiry, found when she made her visit to India. I venture to draw one conclusion from it here, that you cannot learn very much at this moment in regard to education—and especially female education in India—from statistics. You cannot carry your conclusions very far from a mere examination of the number of girls who attend school per 100,000 of the population in one province or another. There are special circumstances in each province to be taken into account. But it is not only that. When they get to school it does not follow that they are being educated in any real sense of the word. I think that after the creation of a desire by the Indians themselves for increased facilities for women's education, the first necessity is for better trained teachers, and I think I must add, better paid teachers, for you cannot get the right sort at the salaries which are frequently or generally offered. I think those who laid stress on that really put their fingers on the point at which progress has got to begin. It is no good in my opinion—I speak after a very short experience—starting out, as one speaker said, with “a large scheme” which would sweep a number of girls into schools, unless you have a staff who are capable of training them.

Ladies and gentlemen, I need not detain you any longer. I am not unsympathetic—I hope that nothing I have said will cause you to think I am unsympathetic—with those Indians who feel that the future of their country must largely depend upon the satisfactory progress of women's education in that country. I am not unsympathetic to that point of view, but I cannot pretend to think that the particular moment you have chosen to address me is a happy one, nor that I believe it would be wise to consider that question now, and I leave with you as my last word my opinion that a movement of this kind must begin in India, if it is to have reasonable prospects of success and I must add that opportunities having been given to Indian opinion to express itself, there can be no reason for us not to look to India itself for help.

Vide “India” of 23rd July for text of memorial handed in. Full report of proceedings in “India” of 15th October 1915.

ENCLOSURE II.

Memorial—from Mrs. SUMANT MEHTA, B.A., President of a Public Meeting of the Hindu ladies of Bombay convened under the auspices of the Gujrati Hindu Stree Mandal, the Vanita Vishram, the Arya Stree Smaj, the Jain Mahila Smaj, the Hindu Ladies' Social and Literary Club, the Arya Mahila Samaj, and the Young Ladies' Union held in Bombay, on Friday, the 31st day of December 1915.

To—His Excellency the Right Hon'ble LORD HARDINGE OF PENSHURST, P.C., G.C.B., G.M.S.I., G.C.M.G., G.M.I.E., G.C.V.C., I.S.O., Viceroy and Governor-General in Council, Delhi.

HUMBLY SHEWETH THAT,—1. Your memorialist was elected to preside over a public meeting of the Hindu ladies of Bombay held in this city on Friday, the 31st day of December 1915, to consider the present condition of the education of the girls and women of the Hindu community and the steps required to secure the necessary reform and progress.

2. At the aforementioned public meeting a special resolution was unanimously adopted authorizing your memorialist to submit to your Excellency in Council, on behalf of the Hindu women of Bombay, the following respectful representation having reference to the aforesaid objects.

The Hindu women of Bombay were glad to note that an influential deputation was to wait upon the Right Honourable J. Austen Chamberlain, M.P., His Majesty's Principal Secretary of State for India in Council, for the purpose of praying for the appointment of a committee of enquiry regarding the different phases of educational activities for the girls and women in India, and vitally interested as they were in the question, they convened a special meeting of ladies of all the different communities residing in Bombay on the 4th September 1915, and there the following resolutions were unanimously passed.

(a) That this meeting of the women of all communities residing in Bombay assembled for the purpose of celebrating the 91st birthday of Mr. Dadabhai Naoroji takes this opportunity to express its firm belief that the education of the women of India on right lines is essential for the regeneration of this country.

(b) The meeting cordially supports Sir William Wedderburn and other friends and well-wishers of India in their representation to the Secretary of State for India for the appointment of a committee to enquire into the condition of the education of girls and women in India, with a view to suggest what practical steps should be taken to accelerate the progress of their education in the country.

(c) The meeting further urges upon the attention of the Government the necessity of establishing model high schools and normal training colleges and classes for married women in each Presidency town and other suitable centres and calls upon the men and women of this country to do all in their power to spread the right sort of education among the masses of women in this country.

③ Your memorialists naturally having read with keen interest the reply of the Secretary of State for India to the deputation's representation beg respectfully to submit that there is a general awakening on the subject in almost all parts of the country and that if apathy and inappreciation exist in exceptional places or classes of the people, it is the high prerogative of an enlightened and prospering Government to remove that apathy and indifference by all means in their power. Your memorialists concede that the present is not the time owing to the situation created by the war to embark upon expensive educational enterprises. But they beg to respectfully submit that the education of females has not so far received that measure of support at the hands of Government which it deserves, and which was distinctly promised in the Educational Despatch of 1854, that demands for more liberal expenditure than have been made from year to year and remained unheeded and that therefore, it is the last quarter in which the shears of economy should be applied. Your memorialists are glad to note that the Secretary of State for India has promised to forward the representation made to him to your Excellency who can, being on the spot, take a juster estimate of the situation and the peremptory needs of India in this behalf. Your memorialists feel confident that your Excellency's Government will consider favourably this representation and early take sympathetic action thereon. They therefore deem it their duty to lay before your Excellency in Council the special points of view of the Hindu community, fully trusting that they will always be borne in mind by your Excellency's Government when dealing with the general question of female education in India.

④ That there is an ever-growing desire in India for the education of Indian girls and women, as the conviction has deepened in all classes that the enlightenment of women is absolutely necessary for the physical, moral and intellectual advancement of the Indian nation.

⑤ That the incessant agitation, both in the press and on the platform, the existence of such flourishing institutions as Professor Karve's Widow's Home, Kanya Maha Vidyalaya of Jullundur, the Seva Sadans of Bombay and Poona, the Vanita Vishrams of Surat, Ahmedabad and Bombay, the Shrivikasrams in Bombay and Home classes for Women started in different parts of the country and other beneficent movements for the diffusion of knowledge amongst girls and women bear testimony to the keen anxiety on the part of the Hindu community for the elevation of Indian womanhood.

⑥ That the Government of India in their resolution of 21st February 1913 have acknowledged that "in certain areas there are indications of a swiftly growing demand for a more extensive education of girls." They expressed the desire "to organize the education of girls," but as the varying conditions of different provinces negatived the possibility of the adoption of a stereotyped system they thought it advisable to "call for special schemes from each Province," while laying down the following fixed principles:—

(a) "The education of girls should be practical with reference to the position which they will fill in social life."

(b) "It should not seek to imitate the education suitable for boys, nor should it be dominated by examinations."

(c) "Special attention should be paid to hygiene and the surroundings of school life."

(d) "The service of women should be freely enlisted for instruction and inspection."

7. That so far as your memorialists are aware no definite steps have yet been taken to give effect to the said resolution. They feel that any efforts in that direction will necessitate the co-operation of Indian ladies interested in the movement.

8. That your memorialists while fully aware of the difficulties with which the whole task is beset, are greatly disappointed with the slow pace of the progress of female education in the country. The Government of India Educational Publication for the year 1913-14 clearly states that "only 5.9 per cent of the female population of school-going age are at school," that "the actual figures are still small," that "beyond these figures there is not much to note by the way of general improvements." Your memorialists are convinced that if greater attention is paid to the

subject and more funds are allocated to the head of female education the progress of female education will be accelerated so as to remove the existing disparity between the number of boys and girls under instruction.

9. That your memorialists believe that it is essential that the Government in consultation with the leaders of the Hindu community should devise means of giving proper education to Indian girls and women on lines suitable to their customs and the spheres of life they are destined to occupy in society.

10. Your memorialists feel that it is the duty of both Indians and the Government to see that gradually all the obstacles for the advancement of female education are removed from women's path of progress and that they are given the chance of full self-development and self-realization. For this, it is necessary that they should enjoy "the opportunity to develop all the qualities of the heart and mind and spirit to their utmost capacity, so that they may be fitted to fulfil all the noble and versatile duties and responsibilities of their position in every relation of life, and so that they may adequately and worthily take their places as distinct and definite units in the broad scheme of national life."

⑪. For this purpose your memorialists earnestly urge upon your Excellency in Council the advisability of carrying out the following proposals:—

(a) The appointment of a committee of enquiry composed of Indian educationists, mostly non-official, for the purpose of ascertaining the defects of the present system of female education and for suggesting the means which they propose to adopt for its improvement and extension.

(b) Opening of more training colleges for female teachers.

(c) Giving substantial scholarships to the pupils studying in the various training colleges and to those girls or women who want to join the medical, midwifery, nursing and such professional avocations.

(d) Opening of special model schools and colleges where special training may be given to grown-up girls and young married women in household and social sciences.

(e) Opening of mothers' schools on the lines of the North St. Pancras school for mothers.

(f) Starting of girls' high schools, one in each Province, and giving of scholarships to deserving poor women desirous of studying in Arts and Medical Colleges.

(g) Starting of schools where widows and women of poor circumstances can acquire special knowledge of useful trades which may enable them to earn their livelihood by honest means.

(h) Adoption of a system of suitable moral instruction, direct or indirect.

⑫ Your memorialists beg in conclusion to observe that the great hope and aspiration they cherish is that a system of education for the girls and women of India should be so developed under the beneficent rule of the British Government that they may have the power to see clearly, the power to imagine vividly, the power to think independently and the power to will nobly. Your memorialists want that the hands, the head and the heart of Indian girls and women should be evenly and harmoniously cultivated, so that they may all discharge with grace and efficiency the duties of whatever station of life they belong to, whether as wives or mothers or responsible members of society. This could only be accomplished if the Government lead and the people co-operate, the former by utilizing such a substantial portion of its revenues for the spread of female education as is done in other civilized countries of the world and the latter by giving up all the artificial barriers coming in the way of their advancement.

ENCLOSURE III.

Points on which it is suggested that local bodies should obtain data before reporting their views.

Before giving the opinions required on the four main subjects mentioned in the circular, it is suggested that local bodies consulted may suitably furnish themselves with data on some or all of the following points:—

(1) The income of the local body and the amounts allotted by the local body, and the amounts contributed from Provincial revenues, for education in general and for female education in particular.

(2) The total female population of each religion between the ages of 5 and 15.

(3) The number of the above receiving their education in (a) public schools under public management or (b) public schools under private management and private institutions, missionary or other.

(4) The extent to which teachers, females and males respectively, are employed and the proportion trained and untrained respectively in (a) public schools under public management, or (b) public schools under private management and private institutions.

(5) The extent to which institutions which are not under public management ask for and receive grants-in-aid.

(6) The general character of the instruction now received in female schools and of the existing curriculum.

(7) The extent to which there is a demand for more schools and from what classes or castes such demand arises and in what subjects instruction is asked for.

(8) The extent to which the classes desirous of instruction are able to pay fees and the degree in which the local body is able to open more schools for these classes or to render aid to those who might open such schools.

(9) With regard to classes whose material condition is not likely within any reasonable time to enable them to avail themselves of the existing facilities for education and who are not likely to be admitted into caste-schools and will not be able to start schools of their own, the extent to which the local body would be able to open schools for such classes and the degree in which the classes would attend such schools, the ordinary cost of elementary schools for such classes and the degree to which teachers for them are available.

Order—466, Educational, dated 30th April 1916.

Communicated to the Director of Public Instruction with the request to submit a full report to the Government on the questions raised in the letter from the Government of India.

2. All district boards and municipal councils, the Missionary Educational Council of South India, the Muhammadan Educational Association of South India, and the Andhra Mahila Sabha, Masulipatam, as well as the following ladies and gentlemen, will be invited to favour the Government with their opinions on the questions referred to in the letter of the Government of India:—

- (1) Miss C. M. Lynch, Inspectress of Schools, Central Circle.
- (2) Miss J. Patterson, Inspectress of Schools, Southern Circle.
- (3) Mrs. M. A. Srinivasa, Inspectress of Schools, Northern Circle.
- (4) Miss T. Lazarus, Acting Assistant Inspectress, Madras Girls' range.
- (5) R. S. Subbalakshmi Ammal, Government Secondary and Training School for Mistresses, Triplicane.
- (6) Miss D. Sargunar, Government Secondary and Training School for Mistresses, Triplicane.
- (7) G. Parukkutti Amma, Presidency Training School for Mistresses, Madras.
- (8) Miss K. M. Verki, Government Girls' High School, Cannanore.
- (9) Miss C. K. Kousalya, Government Training School for Mistresses, Coimbatore.
- (10) Miss Rama Monee, Queen Mary High School for Indian Girls, Vizagapatam.
- (11) Miss M. F. Prager, Secondary School for Girls, Triplicane.
- (12) Miss Rebekah McLeod, Presidency Training School for Mistresses, Egmore.
- (13) Miss M. M. Stephen, United Free Church Mission Boarding Girls' High School, Royapuram.
- (14) Miss G. M. Walford, Sarah Tucker College, Palamcottah.
- (15) Miss Ruth Gordon, St. Ebba's Girls' High School, Royapetta.
- (16) Miss E. J. Draper, American Baptist Mission Girls' High School, Nellore.
- (17) Miss M. T. Noyes, Capron Hall High School, Madura.
- (18) Miss P. Grover, Church Missionary Society and Church of England Zenana Missionary Society, Madras.
- (19) Miss De la Hey, Madras College for Women.
- (20) Miss E. M'Dougall, Christian College for Women, Madras.
- (21) Diwan Bahadur Sir S. Subrahmanya Ayyar, K.C.I.B.
- (22) M.R.Ry. Rao Bahadur A. C. Pranatartihara Ayyar, I.S.O.

(23) The Hon'ble Rev. G. Pittendrigh, Madras.

(24) „ Rao Bahadur M. Ramachandra Rao Pantulu Garu.

(25) „ „ B. Narasimheswara Sarma Garu.

(26) „ K. R. V. Krishna Rao Pantulu Garu.

(27) „ Shifa-ul-Mulk T. Zain-ul-abidin Sahib Bahadur.

(28) „ V. S. Srinivasa Sastriyar Avargal.

(29) M.R.Ry. K. B. Ramanathan, Pachaiyappa's College, Madras.

(30) „ Rao Bahadur V. R. Venkatarama Ayyar, Inspector of Schools, Second Circle.

3. It is requested that the replies to this reference may be submitted so as to reach the Government not later than the 15th June 1916.

(True Extract.)

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.
„ all Presidents of District Boards.
„ all Chairmen of Municipal Councils.
„ the Secretary, Missionary Educational Council of South India.
„ the Secretary, Muhammadan Educational Association of South India.
„ the Secretary, Andhra Mahila Sabha.
„ the ladies and gentlemen mentioned.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O. No. 466, EDUCATIONAL,
DATED 30TH APRIL 1916.

[SUBJECT.—*Female education.*]

Demi-official—from the Hon'ble Sir E. D. MACLAGAN, K.C.I.E., C.S.I., I.C.S.,
Secretary to the Government of India, Department of Education.
To—the Hon'ble Mr. C. G. TODHUNTER, I.C.S., Acting Secretary to the Govern-
ment of Madras, Educational Department.
Dated—Delhi, the 22nd February 1916.
No.—62-Education.

With reference to this department circular No. 160 of today's date on female education, I am desired to say that it will be convenient if local Governments on receiving the opinions of persons consulted could send duplicate copies of these opinions to the Government of India in batches without waiting the completion of the replies and the preparation of the local Government's own opinions. If there is no objection, could you kindly arrange therefore to let us have copies of the opinions from time to time as received. In this way we shall probably be able to save time in the disposal of the case when it is ready for consideration.

Advance copies of the letter and enclosures have been circulated to His Excellency the Governor and the Honourable Members. On the copy circulated to the Hon'ble Sir P. S. Sivaswami Ayyar he noted—

“I should like to see the papers before disposal.”

The Hon'ble Sir Harold Stuart remarked on the copy circulated to him—

“I wish the notes on this case to be sent to me when they are ready for circulation . . .”

2. The immediate action required on the Government of India's letter is—

Yes.

P.R.—21-3-16.

(1) to refer it to the Director of Public Instruction for an exhaustive report on all the questions involved, and also.

(2) to obtain the opinions thereon of—

- (a) competent persons,
- (b) inspectresses,
- (c) Indian lady graduates,
- (d) selected local bodies which are directly engaged in the management of schools for females, and also
- (e) standing committee, if any, on female education.

3. The following are suggested under each of the heads specified in paragraph 2 (2) above:—

(a) *Competent persons*—

- (1) Diwan Bahadur Sir S. Subrahmanya Ayyar, B.L., LL.D., K.C.I.E.
- (2) Rao Bahadur A. C. Pranatartihara Ayyar, B.A., I.S.O.
- (3) The Hon'ble Rev. G. Pittendrigh.
- (4) ” Rao Bahadur M. Ramachandra Rao Pantulu Garu.
- (5) ” Rao Bahadur Narasimheswara Sarma.
- (6) ” Mr. K. R. V. Krishna Rao Pantulu.
- (7) ” Mr. Tanjore Zain-ul-Abidin Sahib, Shifa-ul-mulk.
- (8) ” Mr. V. S. Srinivasa Sastri.

(9) Miss P. Grover, Church Missionary Society and Church of England Zenana Missionary Society, Madras.

(10) M.R. Ry. K. B. Ramanathan, Council of Indian Education, and Professor, Pachaiyappa's College, Madras.

(11) M.R. Ry. Rao Bahadur V. R. Venkatarama Ayyar, B.A., L.T., Inspector of Schools, Second Circle.

Nos. 1 to 13 may be consulted.

P.R.—21-3-16.

(12) Miss De la Hey, Principal, Madras College for Women.

(13) Miss E. M'Dougall, Principal, Christian College for Women.

(b) *Inspectresses*—

(1) Miss C. M. Lynch, Inspectress of Schools, Central Circle

(2) Miss J. Patterson, Inspectress of Schools, Southern Circle.

(3) Mrs. M. A. Srinivasa, B.A., L.T., Inspectress of Schools, Northern Circle.

(c) *Indian lady graduates*—

(1) Miss T. Lazarus, B.A., L.T., Sub-Assistant Inspectress.

(2) R. S. Subbalakshmi Ammal, B.A., L.T., Government Training school, Triplicane.

(3) Miss D. Sargunar, B.A., L.T., Government Secondary and Training school, Triplicane.

(4) G. Parukkutti Amma, B.A., L.T., Presidency Training School for Mistresses, Madras.

(5) Miss K. M. Verki, B.A., L.T., Headmistress, Government Girls' High school, Cannanore.

(6) Miss C. K. Kousalya, B.A., L.T., Assistant, Government Girls' High school, Cannanore.

(7) Miss A. G. Mariammal, B.A., Additional Assistant, Queen Mary High school for Indian Girls, Vizagapatam.

(d) *Selected local bodies*.—The term "local bodies" is not apparently to be restricted to local boards and municipalities but includes also other agencies such as missionary bodies. Neither district boards nor municipalities appear to be directly engaged in the higher or secondary education of women; but almost all of them maintain elementary schools for girls. Secondary schools for girls, other than those managed by the Government, are entirely under the management of missionary bodies.

I would refer to all local bodies.

P.R.—21-3-16.

Instruction may be requested to advise and specify, in the latter case, the local bodies who may be consulted. Orders are also solicited as to whether (1) the Missionary Educational Council of South India and (2) the Muhammadan Educational Association of Southern India, may be consulted with advantage.

P.R.—21-3-16.

(e) *Standing Committee on Female Education*.—There appears to be no such committee in this Presidency. The "Andhra Mahila Sabha" or "Ladies' Conference," Masulipatam, may probably be regarded as coming within this heading and that body may be consulted.

P.R.—21-3-16.

4. The letter of the Government of India has already appeared in the newspapers in full. There is therefore no objection to its being forwarded to all the persons whom it is desired to consult.

P.R.—21-3-16.

The file may be forwarded to the Director of Public Instruction for remarks and for additions to and alterations in the list of persons and local bodies referred to in paragraph 3 above.

P.R.—20-3-16.

T.K.—20-3-16.

Will the Director of Public Instruction please offer his remarks on the references proposed to be made?

P. RAJAGOPALA ACHARIYAR—21-3-16.

To the Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

For Miss Mariammal I think I should substitute Miss Prager of the Triplicane High school, or if Vizagapatam opinion is desired Miss Rama Monee of the Vizagapatam school. Miss Mariammal is not there at all now. If the idea is to consult all Indian lady graduates I should simply add Miss Prager as a competent person. I should also add Miss McLeod, Acting Superintendent, Presidency Training School for Mistresses. Miss Stephen of Northwich, Royapuram, and Miss Walford of Sarah Tucker's College, Palamcottah, should certainly be consulted. Also the following:—

Miss Ruth Gordon, Principal and Headmistress, St. Ebba's Girls' High school.

Miss E. J. Draper, Principal, American Baptist Mission Girls' High school, Nellore, and

Miss M. T. Noyes, Principal, Capron Hall High school, Madura.

All these are competent persons.

J. H. STONE—22-3-16.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

A draft order is submitted for approval.

P.R.—28-3-16.

T.K.—28-3-16.

P.R.—29-3-16.

After discussion with the Director of Public Instruction it seems to me that a better method of dealing with this matter would be a conference which might take place at Ootacamund in June. Will you please discuss details with the Director of Public Instruction?

P[ENTLAND]—7-4-16.

Please see His Excellency's note ante. I have discussed the matter with Mr. Stone and we feel that it would be well to issue the draft Government Order at once. Please see paragraph 3 of the draft. If the replies all come in, as they should, before the 20th of May, the papers could be printed and arrangements could be made for a conference early in June. Mr. Stone and I think that a small conference of select people, representative of the different interests and different views, would be more useful than a large conference. Mr. Stone proposes to select about a dozen individuals for the purpose and will give us their names later on. In the meantime may I issue the reference? The sooner it is issued the more the chances of our getting all the replies before the 20th of May.

P.R.—18-4-16.

I discussed this with the Director of Public Instruction yesterday: and we came to the conclusion that time does not now permit replies to be received to this draft Government Order before the proposed conference upon women's education if it is held early in June. Accordingly instead of being held here in Ootacamund in June, the conference may be held in Madras on August 3rd and 4th. The Legislative Council meets in Madras on August 3rd, but merely for formal business. The draft Government Order may now be issued as proposed, and an addition to it should be made requesting that replies should be sent not later than June 15.

Will Educational Secretary please arrange with the Director of Public Instruction accordingly—if on examination these dates are convenient?

P[ENTLAND]—28-4-16.

I have altered the date in paragraph 3 of the draft Government Order to the 15th June 1916. Issue it sharp. Also let Mr. Stone be addressed demi-officially as desired by His Excellency in regard to the conference on women's education.

P. RAJAGOPALA ACHARIYAR—29-4-16.

[G.O. No. 466, Educational, dated 30th April 1916.]

G.O. No. 466, Educational, dated the 30th April 1916, has issued.

2. A draft demi-official to the Hon'ble Mr. Stone is submitted as directed above.

E.A.V.—19-5-16.

C.R.—19-5-16.

Issue at once. There has been most reprehensible delay in submitting the draft.

P.R.—20-5-16.

Demi-official—from the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR
Avargal, C.I.E., Secretary to Government, Educational Department.
To—the Hon'ble Mr. J. H. STONE, M.A., C.I.E., Director of Public Instruction.
Dated—the 20th May 1916.
No.—965-1 Edl.

As a satisfactory method of dealing with the several questions in regard to female education raised by the Government of India in their circular No. 160, dated the 22nd February 1916, it is proposed to convene a small conference of select people, representatives of the different interests and views, to discuss the various matters connected with the subject. This conference will be convened in Madras on the 3rd and 4th August next so as to coincide with the meeting of the Legislative Council which will be held in Madras on the 3rd August to transact formal business.

The opinions of the various persons on the subject, called for in G.O. No. 466, Educational, dated the 30th April 1916, will be printed as they are received and could be used at the conference for discussion.

I am to ask you to submit for the approval of Government definite proposals for convening the conference together with nominations for the appointment of members thereof.

U
Educational Department.

C.No.966, from the Government of India, Department of Education,
No.160, dated the 22nd February 1916.

ORDER:- 466 Edl., dt 30th April 1916
P.S.

Communicated to the Director of

Public Instruction with the request to

submit a full report to the Government on

the questions raised in the letter from

the Government of India.

2. All district boards and municipal

councils, the Missionary Educational Coun-

cil of South-India, the Muhammadan Educa-

tional Association of South-India, and the

Andhra Mahila Sabha, Masulipatam, as well

as the following ladies and gentlemen, will

be invited to favour the Government with

their opinions on the questions referred

to in the letter of the Government of

India:-

(1) Miss C.M. Lynch, inspectress of schools, central circle.

(2) Miss J. Patterson, " , southern circle

- (3) Mrs.M.A. Srinivasa, inspectress of schools, northern circle.
- (4) Miss T. Lazarus, acting assistant inspectress, Madras girls range.
- (5) R.S. Subbalakshmi Ammal, Government secondary and training school for mistresses, Triplicane.
- (6) Miss D. Sargunar, Government secondary and training school for mistresses, Triplicane.
- (7) G. Parukkutti Ammal, Presidency training school for mistresses, Madras.
- (8) Miss K.M. Verki, Government girls' high school, Cannanore.
- (9) Miss C.K. Kousalya, Government training school for mistresses, ~~Gaimbatore~~ Gaimbatore.
- (10) Miss Rama Mone, Queen Mary high school for Indian girls, Vizagapatam.
- (11) Miss M.F. Prager, secondary school for girls, Triplicane.
- (12) Miss Rebekah McLeod, Presidency training school for mistresses, Egmore.
- (13) Miss M.M. Stephen, U.F.C.M. boarding girls' high school, Royapuram.
- (14) Miss G.M. Walford, Sarah Tucker college, Palamcottah.
- (15) Miss Ruth Gordon, St. Ebba's girls' high school, Royapetta.
- (16) Miss E.J. Draper, A.B.M. girls' high school, Nellore.
- (17) Miss M.T. Noyes, Capron Hall high school, Madura.
- (18) Miss P. Grover, Church Missionary Society and Church of England Zenana Missionary Society, Madras.
- (19) Miss De la Hay, Madras college for women.
- (20) Miss E.M'Dougall, Christian college for women, Madras.
- (21) Diwan Bahadur Sir S. Subrahmanya Ayyar, K.C.I.E.
- (22) M.R.Ry. Rao Bahadur A.C. Pranatartihara Ayyar, I.S.O.

(23) The Hon'ble Rev. G. Pittendrigh, Madras.

(24) " Rao Bahadur M. Ramachandra Rao Pantulu Garu.

(25) " " B. Narasimheswara Sarma Garu.

(26) " ~~Wm~~ K.R.V. Krishna Rao Pantulu Garu.

(27) " Shifa-ul-Mulk T. Zain-ul-abidin Sahib Bahadur.

(28) " ~~Wm~~ V.S. Srinivasa Sastriar *Angel*.

(29) M.R.Ry. K.B. Ramanathan, Pachiyappa's college, Madras.

(30) M.R.Ry. Rao Bahadur V.R. Venkatarama Ayyar, inspector of schools, second circle.

3. It is requested that the replies to

this reference may be submitted so as to reach

the Government not later than the ~~1st June~~ ^{20th May} 1916.

To

The D.P.I.
All Presidents of ~~at~~ ⁶⁵ mds.
" Chairmen of municipal councils. ⁶⁵⁺²⁵
The Secretary, Missionary Edl. Council (1)
of South-India.
" Secretary, Muhammadan Edl. Association (1)
of South-India.
" Secretary, Andhra Mahila Sabha. (1)
" ladies and gentlemen mentioned. (30 ladies & gentlemen)

Depo. 65 mds. Council
25 P.D.R.
+ 1000
1 Missionary Council
1 mds. Assn
1 Andhra Mahila

30
124
127 30

Despatches to all
CO
12/5/16
except to 3 municipalities
(1) Bhadrachalam
(2) Vemurupalle
(3) Proddatur

ORDINARY.

PRESS SLIP.

PREFERENCE.

URGENT (a).

Edl: DEPARTMENT.

Current No. 966, dated 1916.

G.O. No. 466, dated the 30th April 1916.

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Female education.

Communicating to the D. P. S. a copy of the circular letter from the Govt. of India on — and inviting the opinions of district boards and municipal councils and of specified educational bodies, ^{as well as of} ladies and gentlemen, on the ~~former~~ questions raised in the circular letter.

Diary.

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