Government of Madras.

HOME DEPARTMENT

(EDUCATION)

G.O. No. 124, 1st February 1917

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Education of the domiciled community

Communicating to the Director of Public Instruction circular of the Government of India, No. 1069, dated the 22nd December 1916, on the — and requesting him to report on the several points on which further action is necessary.

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GOVERNMENT OF MADRAS

HOME DEPARTMENT

(Education)

READ—the following papers :—

I

G.O. No. 238, Educational, dated the 26th February 1914.

ABSTRACT.—Addressing the Government of India on the subject of the education of the domiciled community.

II

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—Simla, the 22nd December 1916.
No.—1069.

Conference of July 1912.

In July 1912, a Conference was held at Simla on the questions connected with th education of the domiciled community i India and certain formal resolutions wer passed which were submitted to the various local Governments for opinion. Th replies of the local Governments have now been received, and a copy of all the replie submitted is forwarded with this letter for information. The Government of Indi at the same time desire to take this opportunity of expressing their views on th important matters dealt with by the conference of 1912.

Change in financial situation since the conference.

2. The guiding principle in European education in this country has been a policy of private enterprise, assisted by inspec tion and grants from public funds; an at the time when the Conference was held more than two-thirds of the expenditure on European schools was met from private funds. The financial resources of such schools have received a considerable reinforcement during recent years both from private and from public revenues. The fund initiated by the late Sir Robert Laidlaw, for example, has provided a considerabl capital endowment and the Government of India have since 1910–11 given grants aggregating Rs. 7,52,000 per annum recurring and Rs. 36,18,000 non-recurring fo this class of education. The total annual expenditure on European schools has risen from 59·50 lakhs in 1911–12 to 74·63 lakhs in 1914–15 and the share of this expenditure contributed by public funds has risen from 17·96 to 26 26 lakhs. These increased resources have had their effect both on the quantity and on the quality o the education imparted, but it must now be recognized that on account of the wa there is little likelihood of any increase in either public or private assistance fo some considerable period and much of the further improvement advocated by local Governments on the expectation of increased pecuniary help must be regarded a incapable of immediate realization. It is necessary therefore at the present stage t pay attention to questions of economy and readjustment rather than to those of development and in dealing with the resolutions and opinions of the Conference comparatively little stress can be laid on those points which involve the considerat of increased expenditure.

3. *Resolution No. I—Compulsory education.*—It was calculated in 1912 that there were then 7,000 children of the domiciled community chiefly in the cities of Calcutta and Madras who were receiving no education and in order to reach these children the Conference, besides recording (on page 12 of the proceedings) an opinion in favour of certain pecuniary and other forms of assistance to poorer children, recommended the introduction of a system of compulsory education. The proposal has the support of the Government of Bombay which has on more than one occasion approached the Government of India with definite proposals for legislation on these lines, which

would provide for children of European extraction that measure of compulsion to which they would be subjected if they were in the United Kingdom. It is urged by that Government that the objections on the score of want of teachers and the impossibility of enforcing compulsion which have been raised against a general application of the principle in India would not apply in the case of the domiciled community and that in their case the funds necessary for rendering education free could be provided by private agencies. The general opinion of the other local Governments is however adverse to the proposal and the Government of India while fully appreciating the grounds upon which it is based are not disposed to proceed further with it at present, even as a local measure. There are difficulties in defining the class to which the measure would apply and in ensuring the provision in all cases of schools at which the compulsory attendance could be enforced. The application of any measure of compulsion to small and scattered sections of the community cannot fail to be attended by financial obstacles, while the present voluntary system has been found to work smoothly and it is believed effectively. The bulk of the local Governments have expressed their willingness to encourage free and low-fee boarding schools, to arrange for attracting destitute children to practical pursuits in homes such as those provided at Kalimpong and Kodaikānal, and to facilitate their subsequent apprenticeship in Government institutions. The Government of India accept the proposals for the alteration of the grant-in-aid rules which the various local Governments have proposed with these objects in view and agree to their being carried out as opportunity offers. They would more particularly draw attention to the Bombay Government's proposal that grants to cover the fee payments for day scholars whose parents or guardians though not absolutely destitute are not in a position to pay the school fees may be made at the discretion of the local Education Department, and they commend the proposal to the notice of other local Governments. There are reported to be already sufficient agencies in Bombay for dealing with the problem, the need at present being one of funds to enable these agencies to extend their activities; while in Madras and Calcutta the Imperial recurring grants of Rs. 30,000 and Rs. 40,000, respectively, which were made in 1912, have already been utilized in such a way as to render it improbable that poverty will in future prevent any child in those cities from obtaining primary education.

4. *Resolution No. II—Grading of schools.*—Except in Bengal the practice is to grade all schools as primary, middle or high, but in order to provide a more practical form of education in the bulk of the secondary schools, while furnishing facilities for good literary instruction in selected institutions, the Conference supported a scheme by which all schools above the elementary should be graded as either "secondary"—with a practical curriculum—or "collegiate"—with a curriculum leading to universities and liberal professions. The local Governments while recognizing the necessity for a more practical form of education have almost without exception deprecated the introduction of the new grading proposed. They are prepared—in different ways—to introduce practical elements into the present middle and high schools and the Government of India agree in considering that it is better to offer to a school a choice of courses than to introduce a distinction between practical and literary schools in the manner proposed. The difficulties in the way of imparting a more practical character to education lie partly in the desire of parents to secure a literary education for their children and partly in the equipment and instructional expenses entailed by practical courses. The former can usually be met by reasonable precautions in dealing with the recognition of higher classes fitting pupils for the universities, and the latter by mutual co-operation between different schools. A school, for instance, which wishes to take practical courses need not select more than one, and in a town where several schools are situated there might be centres to the expense of which each school would contribute and which would be placed at the disposal of each school in turn for one or more days in the week. There will still, as will be noted below, remain a certain number of schools which will specialize in literary subjects, but even in these the authorities should be encouraged to adopt at least one practical group of subjects and it would in the opinion of the Government of India be unsuitable to insist on placing such schools in a separate—and in present circumstances necessarily superior—grade.

5. *Resolution No. III.—Remuneration of teachers.*—The recommendations of the Conference that teachers should be granted salaries on a higher scale than at present and on an incremental basis have received general approval. The local Governments have however pointed out that no substantial advance in this direction can be carried out without aid from Government and their estimates of the assistance required involve a considerable outlay. In some places improvement has already been made with the aid of grants previously distributed and in others similar improvement may be attained by effective co-operation between schools but elsewhere it will be impossible for much progress to be made until the financial situation improves. In the meantime the Government of India have had under separate consideration the recommendations of the Conference on the question of provident funds for teachers and it is hoped that some uniform and satisfactory system may shortly be put in train. The further proposal that children of teachers should receive their education free or at special rates has been subjected in some quarters to the criticism that if assistance is required it should be given in the direct form of increased remuneration and the Government of India are content to leave it to the local Governments to decide for each province whether the suggestion should be carried into practice or not and whether if put into practice it should or should not be adopted as a merely temporary measure pending an improvement in salaries.

6. *Resolution No. IV—Training of teachers.*—This question is now of even greater importance than it was at the time of the Conference. Apart from the expense and difficulty (which is specially felt during the war) of recruiting teachers from England, it is advisable in the interests of the community itself that the schools should be staffed as far as possible by good teachers trained in this country and all possible encouragement and assistance should therefore be given to young men and women of the domiciled community who wish to take up the profession of teaching. It is understood that about half the teachers in India are untrained and it was calculated at the Conference that some 50 male teachers trained in this country would be annually required. The only institution at present available for men is the training class at Sanawar which has hitherto provided accommodation for some 8 to 10 teachers only per annum and the Conference was of opinion that this should be supplemented by a training college at Bangalore. The proposal received the general approval of those Provincial Governments which would be in a position to utilize the new college and the scheme has been under separate consideration. Difficulties were found in locating the proposed college at Bangalore and it is now contemplated that the college, if established, should be instituted at Ootacamund. The details of the scheme are still however under discussion and the cost involved is in any case so considerable that the college, if sanctioned, cannot be started for some time to come. In the meantime, reasonable facilities accompanied by satisfactory arrangements for residence and supervision might be provided at the ordinary training colleges of the country.

7. *Scholarships for teachers.*—A scholarship has recently been instituted by the Government of India by means of which one woman of the domiciled community can be trained abroad each year for teaching or medicine; and the Conference advocated an extension of this system so as to admit of the grant of scholarships by each province for training abroad in teaching, and of the institution of scholarships for a similar purpose by the Government of India. The local Governments are not however as a rule in a position to provide for scholarships and the Government of India are unable at present to furnish means for further scholarships either Provincial or Imperial, so that except so far as local Governments can provide the funds for establishing such scholarships for local needs action on this portion of the Conference's recommendations must necessarily be postponed.

8. *Apprentice teachers.*—A further suggestion was made by the Conference to the effect that apprentice teachers might be tried experimentally in selected schools as a part of a system of selection for entrance into training colleges. The scheme has in some quarters been criticised as open to the same objections as those applicable to the pupil-teacher system which has been condemned in England, and there would no doubt be a tendency to encourage it or the analogous pupil-teacher system as a cheap means of providing staff, but the Government of India will have no objection

to its being tried by such local Governments as wish to utilize it so long as it is regarded strictly as a system of lower training in selected schools or of selection for training schools or colleges such as Sanawar, and not as a device for getting together a cheap but inefficient staff of school teachers.

9. *Resolution No. V—Collegiate education.*—The Conference has proposed to meet the existing difficulties regarding the collegiate education of Anglo-Indians by one of two alternatives, viz., either the establishment of a separate University Arts College or the addition of graduate courses in arts and science to any training college which may be started for the domiciled community The former of these alternatives is universally condemned by the local Governments as unnecessary and expensive, and the latter has on somewhat similar grounds met with but little support. The Government of India are compelled to agree that on grounds both of policy and of expense it is impossible to contemplate a system of collegiate education for the domiciled community which should be entirely divorced on its instructional side from that which has at great expense and after much consideration been evolved for the Indian students of this country. Considering the small number of Anglo-Indians who take up a University career and the growing assimilation of University curricula all over the world, the Government of India consider that such collegiate instruction as is required by members of the community should be obtained in the future as in the past from the existing Indian Universities and until the domiciled community attending at any University is of sufficient strength to justify a separate college the community should make use of the existing college system. As regards residential arrangements on the other hand, they are entirely in sympathy with the view that for Anglo-Indian students there should be either separate hostels such as that which has recently been inaugurated at Allahabad, or where the numbers are too small for hostels some system of separate boarding and tuition under a special instructor; and they commend to the consideration of local Governments the possibility of meeting the needs of the community in this way. The suggestions made in paragraph 14 below would appear particularly applicable in this respect.

The further question raised by the Conference, regarding the wider employment of Anglo-Indians in high posts under Government, is one which has necessarily been left for separate consideration in connection with the report of the Public Services Commission, and the local Governments have not been asked for their views on this point in connection with the recommendations of the Conference.

10. *Resolution No. VI: Grants-in-aid—Audit.*—In dealing with the question of grants-in-aid the Conference has suggested that the accounts of all schools should be subjected to a professional audit and the proposal is accepted by some local Governments while others are content with a departmental audit or a departmental examination after private audit. It is of course necessary that there should be an annual budget, but as regards the degree and character of the audit or examination to which the accounts are subjected the Government of India are prepared to leave local Governments to decide, it being borne in mind that the expenditure of public money cannot be allowed to depend on any but reliable data.

11. *Principle of grants-in-aid.*—The further proposal of the Conference that grants should be of such definite total sums as would represent the difference between the income of a school and the expenditure necessary for its efficient working has not received any general support. The original scheme of grants-in-aid which was embodied in chapter V of the Model Code of 1905 and which was based mainly on a system of attendance grants with numerous subsidiary grants is a somewhat complicated one but except in Bombay and Burma it forms the basis of the schemes in force in the various provinces and most of the local Governments prefer to meet the needs of schools by modifications in the details of the present arrangements rather than by the introduction of the principle suggested by the Conference. It is felt that the Conference's proposals would place unduly on the Government the responsibility for the maintenance and efficiency of the schools and lead indirectly to the pauperization of European education in India at the expense of Indian revenues. In this view the Government of India agree and subject to what is stated elsewhere in this resolution they agree to the introduction of such changes of detail in the present system as the local Governments consider suitable and to their bringing into force at once such of

them as they are not prevented by financial considerations from introducing at the present time. Although other local Governments have suggested points of alteration, the only Governments which have submitted specific draft amendments for the codes in the matter of grants-in-aid are Bombay and Bengal, and the Government of India are prepared to allow of the amendment of the Provincial Codes of those provinces in the manner proposed should the local Governments still desire to proceed with the changes contemplated. They feel some hesitation regarding (*a*) the proposal of the Bengal Government to alter article 63 of the Bengal Code so as to allow the local Government to grant up to the total cost of a building or equipment scheme and (*b*) the proposals of the Bombay Government regarding the increase of the boarding grants for orphans and destitute children to a figure as high as Rs. 12 and the enhancement of the age of eligibility for boys in respect of such grants; but while drawing attention to the possible inconveniences connected with these proposals they are content to leave the decision regarding them to the local Governments concerned.

12. *Form of trust deed.*—It may in this connection be noted that the Conference on page 34 of their proceedings proposed a revision of the form of trust deed executed in reference to a building grant so as to allow for depreciation of the building and the clearance of all liability within a fixed term of years, and this proposal (which has much to commend it) was brought by the Government of India to the notice of local Governments. In some provinces the principle is already adopted and in others it is accepted as suitable for adoption, while in others it is argued that in the absence of any evidence of hardship caused by the existing conditions no change is considered advisable. The matter is not one upon which the Government of India desire to insist on uniformity and the form of deed is left to the respective local Governments to determine according to local needs.

13. *Resolution No. VII—Concentration.*—Attention is drawn on page 56 of the Conference proceedings to the waste of money and effort caused in European education by defective organization, and the necessity for the concentration of schools was recognized by the Conference. Owing partly to the controversial nature of the subject when discussed in detail and partly perhaps to the absence of stringency in the financial position at the time, the question was not made the subject of definite discussion at the Conference and has probably in consequence received less attention at the hands of local Governments than its importance deserved. The difficulties in making specific reforms are recognized by the Government of India and the advantages, moral and educational, of a continuous education under one denominational or parochial authority, however inefficient that education may be in other ways, are fully appreciated. But the Government of India are none the less persuaded that in expending public money on providing European education the Government is bound to see that it is not frittered away on a number of small and inefficient schools in places where a single school would be both more economical and more efficient. Some local Governments have looked into the matter and persuaded themselves that nothing can be done; others have undertaken to investigate the subject, others evidently hesitate to approach it; while others again refer complacently to recent multiplications in the number of schools available. Since the Conference met the number of institutions so far from decreasing has risen from 390 to 409 and the main increase has been among high schools and collegiate institutions which have risen from 133 to 147. Judging from the number of successful students at the Collegiate and High School Final examinations this rise in the number of high institutions has not been accompanied by any increase in the number of students at such institutions and may indeed have been coincident with a decrease in the number of students. The Government of India are compelled to conclude that the local Governments have not viewed with sufficient seriousness the recommendations of the Conference under this head and they would suggest that the matter be now carefully reconsidered in each province. The question is of importance chiefly in regard to the higher standards and it would be well for each province after obtaining such returns for every school as are necessary showing the number of pupils in each section and in each standard of each section to take action as is required for obtaining the required concentration within the limits which local and denominational considerations render possible. In order to meet denominational objections it may be advisable to lay down that ministers of different denominations should have access to a school in the high section of which children of

different denominations are studying and possibly denominational hostels may be useful in certain places. The codes recognize that no school which is considered by the Department to be unnecessary is entitled to a grant-in-aid and a school with an unnecessary section or grade should equally be debarred from claims to assistance. The pressure placed on the Department and on local Governments for the maintenance of inefficient and unnecessary schools is often considerable, but the Government of India hold strongly to the view that the Government is not entitled to spend public money for the support of such schools and trust that effect may be given to this view by the local Governments by a strict scrutiny of the present position. It may be added that in distributing any grant that may in future be available for European education the Government of India propose to pay very careful attention to the real needs of the community in the matter of higher education.

14. *Extra-provincial concentration.*—The concentration of effort above advocated will primarily be within the denomination and within the province, but it should not in the opinion of the Government of India necessarily stop there, and in certain grades or classes of education a province should take advantage of, and possibly contribute towards the cost of, existing institutions in another province in preference to starting similar institutions of its own. In dealing with destitute children for instance it is possible for a province to utilize and support, as has already been done in one case, an institution in another province such as those at Kalimpong and Kodaikānal by sending its own students there in place of starting a similar institution of its own; and the same policy is capable of observance in dealing with matters such as collegiate hostels and training colleges which concern the higher grades of English education. It will be necessary in pursuance of this system for provinces to ascertain and keep themselves acquainted with the circumstances and qualifications of institutions in other parts of India of which they can make use in this way.

15. *Resolution No. VIII. Examinations—New proposals.*—The general system of examinations for secondary schools contemplated by the Code of 1905 comprises (*a*) a Middle School and Scholarship Examination and (*b*) a High School and Scholarship Examination. For these the Conference would substitute (*a*) a First School Certificate and (*b*) a Leaving Certificate.

These certificates are to be granted on the basis of attendance, an approved school record and an external examination. The proposal in this form has received general approval and the Government of India have no objection to the necessary alterations being made in the Provincial Codes to provide for the examinations under these names. An alternative designation has been suggested by the Bombay Government but the Government of India consider that on the whole the names proposed by the Conference should be retained.

16. *External examinations—Cambridge Locals.*—The Conference proceed to recommend that the external examinations should for the present be the corresponding Cambridge examinations and owing to certain changes which have recently been notified in the Cambridge system it may be presumed that the examinations which the Conference would recommend will after the introduction of the proposed changes be as indicated in the margin. The Cambridge examinations are already utilised in some provinces and they have attained some degree of popularity owing partly to the fact that they are excellently conducted and maintain a more regular standard than the departmental examinations and partly to the fact that the passing of the Senior Local Examination exempts students who are proceeding to England from certain examinations in that country. On the other hand, as pointed out at the conference, there are serious objections to the introduction of an external examination which is not in the control of any Indian Government or University, and there are special objections to the Cambridge scheme as failing to provide for Indian history or until recently for a vernacular. The number of students, male and female, who pass the Junior Examination is about 100 and that of those who pass the Senior about 40 only in the year; and out of these a very small proportion

First School Certificate—
Cambridge Junior school certificate.
Cambridge Junior local.
Leaving Certificate—
Cambridge Higher school certificate.
Cambridge Senior Examination.

proceed to England for education without obtaining the intermediate or corresponding qualification of some Indian University. Some of the local Governments consulted have accepted the Cambridge examinations with reluctance and others, recognizing the objections to them, recommend the retention of the departmental examinations. The Government of India are aware of the alleged deficiencies of the present departmental examinations but they are inclined to consider that the objections to the maintenance of the Cambridge system are sufficiently strong to render the permanent continuation of the Cambridge examinations undesirable, and they propose to consult local Governments separately as regards the policy which should be pursued in dealing with these examinations.

It is of course to be remembered that in addition to the external test the examinations as a whole should be improved by the attachment of a proper value to school records, oral tests and the opinions of headmasters and headmistresses and inspecting officers.

17. *Effect of leaving certificates.*—On the introduction of the leaving certificates the local Governments will doubtless give to them the same position in respect of qualification for Government service as is now awarded to the High School and Scholarship examinations, and will take the necessary steps to secure from the Universities a similar recognition in respect of qualification for entry to the Universities.

18. *Resolution No. IX. Scholarships.*—The Conference made no special recommendations on the subject of scholarships beyond recording an opinion that children of 11 or 12 years of age should not be subjected to the strain of a competitive examination. Action has been taken in accordance with this opinion in most provinces either by abolishing the primary scholarships or by advancing the age at which scholarship examinations are held; but in some provinces it has been held unnecessary to make any change. The Government of India are in sympathy with the views expressed by the Conference and while leaving the matter in the hands of the local Governments would suggest that where competition is still required from children under 12 the question should be again carefully considered.

19. *Resolution No. X. Scholarships for soldiers' children.*—The recommendation of the Conference in favour of the establishment of special scholarships for soldiers' children has been met by the scheme for the grant of eight such scholarships which was promulgated in the Government of India (Army Department) letter No. 14449-14 (A.G.-7), dated 23rd February 1915.

20. *Resolution No. XI. Hygiene.*—The question of medical and hygienic inspection which was raised by the Conference has since been brought specially to the notice of local Governments in connection with education generally, both Indian and European, in the Government of India circular No. 1137–1148, dated 24th June 1915, and has been considered by committees appointed for the purpose in the various provinces. Attention was further invited to one aspect of the case in respect of European schools by a resolution proposed by the Hon'ble Mr. Abbott in the Imperial Legislative Council on 15th March 1916, regarding which local Governments were addressed by the Government of India in their circular No. 358, dated 25th April 1916. The question has received the attention due to it and such action as financial and other considerations allow appears to have been taken in most of the provinces concerned.

21. *Resolution No. XII. Inspection.*—The proposal of the Conference that the European inspecting staff should be increased is one that has received attention in the various provinces in connection with the strength of the inspecting staff generally. The Inspector of European schools is already, as recommended by the Conference, a wholetime officer in the provinces where the number of such schools is large, and the local Governments concerned, without wishing to bind themselves to any fixed period, are prepared to arrange that the office shall be held continuously for as long a period as is found feasible.

22. *Resolution No. XIII. Relative urgency of measures.*—The opinion expressed by the Conference that of the resolutions for which financial aid would be required the most urgent are the education of those children who do not now attend school

and the improvement of the pay and prospects of the teachers has received general concurrence and represents also the attitude of the Government of India. So far as possible the recommendation has received attention in the additional expenditure already incurred by local Governments.

23. *Resolution No. XIV. Instruction in temperance.*—The further proposal of the Conference that direct instruction should be given on the subject of temperance has met with the approval of most of the local Governments and the necessary steps have been taken in various ways in the different provinces to meet the recommendation.

24. *Resolution No. XV. Education of women.*—The Conference, while holding that their resolutions generally applied *mutatis mutandis* to girls, suggested that in the matter of classification, curricula, examinations and scholarships, the applicability of their resolutions to female education should be further considered by local Governments. The degree to which the curricula should differ from that of boys by the introduction of domestic subjects is a point on which authorities have differed, and the Government of India are content for the present to leave this matter for the decision of the local Governments, merely drawing attention to the opinion of the Conference—in which the local Governments have concurred—that girls should be saved from mental and physical over-exertion. The principles laid down in the earlier portions of this resolution regarding the necessity for concentration and the substitution of departmental for Cambridge examinations apply with equal force to institutions for girls; and with reference to this latter point it is hoped that the provision of a departmental instead of a Cambridge examination will help to relieve the strain occasioned in many cases by the present popularity of these latter examinations for girls. The remarks regarding scholarships in paragraph 18 above are also applicable in the case of girls and the recommendations of the Conference in favour of the grant of scholarships for women tenable abroad have been met by the institution of the scholarship for women of the domiciled community sanctioned by the Government of India Resolution No. 1233–1247, dated the 10th July 1913. Similarly the recommendations made by the conference for improving the training of teachers have received the attention of local Governments and such action as financial circumstances will allow has been taken in more than one province.

25. *Changes in Codes.*—The adoption of the principles involved in this resolution entails certain changes in the Provincial Codes. Suggested alterations in detail have been submitted by the Bombay and Bengal Governments, and except so far as these are contrary to the terms of this resolution (e.g., in the matter of the Cambridge Local examinations) the alterations can be carried out by the local Governments concerned and similar alterations can be made by other Governments in their respective codes. Some of the changes contemplated being applicable to all provinces (such as the changes in the names of the school examinations) will affect the Model Code issued by the Government of India in 1905, but the deviations already made from that code in the various provinces are so considerable that the Government of India look on any formal alteration of the Model Code as unnecessary.

26. *Expenditure.*—As noted at the beginning of these resolutions the change in the financial situation renders it necessary to look for little immediate improvement under those heads where reform involves increased expenditure on any but a restricted scale. Most of the local Governments have submitted rough estimates of the cost of their proposals and some of them have indicated the extent to which they look for assistance from the Imperial Government. The expenditure contemplated runs to many lakhs of rupees and in present circumstances it is impossible for the Imperial Government to supply any portion of the funds required. It will therefore be for the local Governments concerned to make what progress they can from their own resources subject to the restrictions which govern the expenditure of these resources and subject to the considerations urged in paragraph 22 above. The views expressed in this circular will, however, indicate the lines upon which expenditure can be incurred as opportunity offers and in those matters which involve no additional expenditure the local Governments can at once proceed to take the action required

Enclosures

(1)

Resolutions of the Conference

Resolution I. Compulsory education, page 3.—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognise that this will involve the introduction of free education for all who cannot pay fees.

Resolution II. Grading of schools, page 8.—The Conference recommend to the attention of Government that :—

(*i*) The great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum, such as is referred to in the resolutions of the Calcutta Committee as "secondary".

(*ii*) Besides these schools a few schools are required with a curriculum leading to the universities and liberal professions, to be called "Collegiate Schools," but to be schools and not colleges.

(*iii*) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded.

Resolution III. Remuneration of teachers, page 14.—The Conference recommend that :—

(*i*) Salaries of teachers need to be raised, teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds.

(*ii*) Government be urged to make grants to these ends.

(*iii*) Free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

Resolution IV. Training of teachers, page 18.—The Conference recommend to the attention of Government that :—

(*i*) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally, a Government training college or colleges for men be established as early as possible at suitable centres.

(*ii*) It was considered that the first new Government training college should be established at Bangalore.

(*iii*) One scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year and in other provinces as necessary.

(*iv*) So long as Government recognise the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training; provided that this would not prejudice the resolution (*iii*) already carried.

Resolution V. Collegiate education, page 21.—The Conference recommend to Government that :—

(*i*) A separate University arts college should be instituted, either affiliated, if possible, to a Western University or self-contained and conferring its own degrees.

(*ii*) If this be found to be impracticable, there be added in connection with at least one of the training colleges for teachers, arts and science graduate courses both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and the college be affiliated to a recognised university.

(*iii*) In addition, that good hostels for the members of the domiciled community be erected in connection with existing colleges, where such are required.

(*iv*) One great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them; in the interests of the spread of higher education Government should be asked to institute an inquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy.

Resolution VI. Grants-in-aid, page 26.—The Conference are strongly of opinion that :—

(*i*) The Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognised by the provincial education departments as necessary, to be efficient in the grade in which they are classed.

(*ii*) The auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(*iii*) Provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgeted for a period of one or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

Resolution VII. Concentration of schools, page 26.—The Conference resolve that concentration of schools is desirable where possible.

Resolution VIII. Examinations and certificates, page 31.—The Conference are of opinion that—

(*i*) Two kinds of Government certificates should be awarded to the pupils of secondary schools: *First School Certificates and Leaving Certificates.*

The First School Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary school for at least three years;

(*b*) that they have completed an approved course of general education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(*b*) that they have completed an approved further course of education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

(*ii*) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Senior * Local Examination be the recognised external examination for the *First School Certificate*, and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examination for the *Leaving Certificate.*

(*iii*) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Senior * Local Examinations.

(*iv*) The Government should take action to secure—

(*a*) that the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government;

(*b*) that the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

Resolution IX. Award of scholarships, page 33.—The Conference are of opinion that it must be left to the departments to decide the best way in which to award scholarships, but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

Resolution X. Special scholarships for soldiers' children, page 33.—The Conference are of opinion that, in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupilships in high schools should be awarded to children attending regimental schools in India.

Resolution XI. Medical inspection and supervision, page 34.—The Conference recommend that—

(*i*) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school;

(*ii*) the said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories;

(*iii*) provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

* Before these resolutions were finally passed, all mention of the Cambridge Junior Local Examination was omitted at the suggestion of certain members. Mr. Arden Wood, when looking over the proof, pointed out that this was incorrect, and that in (*ii*), "Senior" in the second line should read "Junior", and that, in (*iii*) "Senior" in the last line should be omitted. Mr. Rooksborough Smith also drew attention to the error.

Resolution XII. Administration and inspection, page 35.—The Conference recommend that the inspecting staff should be increased, that the Inspector of European schools should, wherever possible, be a whole-time Inspector, and that Inspectors of European schools should, if possible, be appointed for a term of five years.

Resolution XIII. Urgency of measures, page 36.—The Conference express the opinion that of the resolutions of this Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school, and the improvement of the pay and prospects of the teachers.

Resolution XIV. Instruction in temperance, page 36.—The conference, recognising disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter.

Resolution XV. Education of women, page 37.—The Conference consider that—

(*i*) inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces;

(*ii*) the two most urgent problems in the case of girls as in the case of boys are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers;

(*iii*) no new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training;

(*iv*) the applicability to schools for girls of the recommendations of this Conference in connection with the classification of schools, the curricula, examinations and scholarships be referred to local Governments for further consideration after consultation with experts in the education of girls;

(*v*) the Government should be asked favourably to consider the grant of scholarships for girls tenable abroad.

(2)

Opinions of the local Governments (not printed).

Order—No. 124, Home (Education), dated the 1st February 1917.

Communicated to the Director of Public Instruction who is requested to submit a report on the several points relating to this Presidency on which further action is necessary.

(True Extract)

P. Rajagopala Achariyar,
Secretary to Government.

To the Director of Public Instruction.
,, Financial Department.
,, Registrar, University of Madras.

8

NOTES CONNECTED WITH G.O. No. 124, HOME (EDUCATION), DATED THE 1st FEBRUARY 1917.

[Subject.—*Education of the domiciled community in India.*]

I

Previous papers:

G.O.	925,	*Educational*	18*th Oct.* 1912	*G.O.*	261,	*Educational*,	9*th Mar.* 1915
,,	70	,,	29*th Jan.* 1913	,,	404	,,	17*th Apl.* ,,
,,	203	,,	4*th Mar.* ,,	,,	498	,,	8*th May* ,,
,,	264	,,	27*th* ,, ,,	,,	500	,,	8*th* ,, ,,
,,	394	,,	1*st May* ,,	,,	1256	,,	22*nd Nov.* ,,
,,	632	,,	7*th July* ,,	,,	1457	,,	23*rd Dec.* ,,
,,	666	,,	17*th* ,, ,,	,,	22	,,	7*th Jan.* 1916
,,	106	,,	23*rd Jan.* 1914	,,	449	,,	26*th Apl.* ,,
,,	133	,,	3*rd Feb.* ,,	,,	496	,,	8*th May* ,,
,,	238	,,	26*th* ,, ,,	,,	691	,,	23*rd June* ,,
,,	1225	,,	3*rd Nov.* ,,	,,	736	,,	5*th July* ,,
,,	1281	,,	14*th* ,, ,,	,,	945,	*Home (Edun)*,	7*th Sep.* ,,

II

From the Government of India, Department of Education, No. 1069, *dated the 22nd December* 1916.

The resolutions of the Conference held at Simla in July 1912 on the question of the education of the domiciled community in India were forwarded by the Government of India for an expression of the views of this Government with letter No. 23-C.D., dated the 8th January 1913 (pages 2-4 of G.O. No. 70, Educational, dated the 29th January 1913). The reply of this Government to the Government of India is contained in letter No. 239, dated the 26th February 1914. The present circular expresses the views of the Government of India on the important matters dealt with by the Conference of 1912.

2. In paragraph 2 of their letter the Government of India observe that much of the further improvement advocated by local Governments on the expectation of increased pecuniary help must be regarded as incapable of immediate realization and that it is, therefore, necessary at the present stage to pay attention to questions of economy and readjustment rather than to those of development and that in dealing with the opinions and resolutions of the Conference comparatively little stress can be laid on those points which involve the consideration of increased expenditure. The views of the Government of India on the several resolutions of the Conference are briefly noted below.

3. *Resolution I—Compulsory education.*—In paragraph 3 (i) of letter No. 293, dated the 26th February 1914, this Government concurred in India's view that compulsion was not practicable. The Government of India observe that the application of any measure of compulsion to small and scattered sections of the community cannot fail to be attended by financial obstacles while the present voluntary system has been found to work smoothly and it is believed effectively. They commend to the notice of the local Governments the proposal of the Bombay Government (vide paragraphs 6-9 of that Government's letter No. 3800, dated the 28th November 1914,)

that grants to cover the fee payments to day scholars whose parents or guardians though not absolutely destitute are not in a position to pay the school fees may be made at the discretion of the local Educational Department and add that the Imperial recurring grant of Rs. 30,000 (G.O. No. 925, dated the 18th October 1912) made to Madras has already been utilized in such a way as to render it improbable that poverty will in future prevent any child in Madras from obtaining primary education. It may be noted that the proposals of the Director of Public Instruction for the utilization of the above Imperial grant was approved in G.O. No. 203, Educational, dated the 4th March 1913.

4. *Resolution II—Grading of schools.*—The Government of India agree with the opinion expressed by this Government [paragraph 3 (2) of letter No. 239, dated the 26th February 1914] that it is better to offer to a school a choice of courses than to introduce a distinction between practical and literary schools in the manner proposed.

5. *Resolution III—Remuneration of teachers.*—The Government of India observe that the recommendations of the Conference in regard to the grant of salaries on a higher scale have received general approval, but that in some places it will be impossible for much progress to be made in this direction until the financial situation improves. As regards provident funds for teachers the question is still under the consideration of the Government of India and they hope that some uniform and satisfactory system may shortly be put in train. A general scheme for the establishment of provident funds for teachers in non-pensionable service has been forwarded by the Government of India for expression of opinion of this Government and the question is now under separate consideration. No action is, therefore, at present necessary.

Free education or education at special rates of children of teachers.—The Government of India leave it to the decision of local Governments whether this suggestion should be carried into practice or not and whether, if put into practice, it should or should not be adopted as a merely temporary measure pending an improvement in salaries. On this point this Government expressed the opinion that this unusual and indirect way of encouraging the teaching profession was less worthy of support than the enhancement of salaries [paragraph 3 (3) of letter No. 239, dated the 26th February 1914]. There is now no special reason for changing the view already held by this Government.

6. *Resolution IV—Training of teachers.*—The Government of India have still under their consideration the proposals of this Government for the establishment of a training college for the domiciled community at Ootacamund (G.O. No. 496, dated the 8th May 1916). They state that the cost involved is so considerable that the college if sanctioned cannot be started for some time to come. They, therefore, suggest that in the meantime reasonable facilities accompanied by satisfactory arrangements for residence and supervision might be provided at the ordinary training colleges of the country.

7. *Scholarships for teachers.*—The Government of India have instituted a scholarship by which one woman of the domiciled community can be trained abroad each year for teaching or medicine (India's Resolution on pages 2–3 of G.O. No. 606, dated 17th July 1913) That Government are unable at present to furnish means for further scholarships.

8. *Apprentice teachers.*—This Government expressed the opinion that there was no objection to a trial of apprentice teachers as a method of selection for entrance into the training college. The Government of India have no objection to its being tried so long as it is regarded as a system of lower training in selected schools or of selection for training schools or colleges such as Sanawar.

9. *Resolution V—Collegiate education.*—The Government of India consider that such collegiate instruction as is required by the members of the domiciled community should be obtained in the future as in the past from the existing Indian Universities, and until the community attending at any University is of sufficient strength to justify a separate college, the community should make use of the existing college system. As regards hostels, the Government of India commend to the consideration of local Governments the possibility of meeting the needs of the community by some

system of separate boarding and tuition under a special instructor if the numbers are too small for hostels. It may be noted that this Governmeat have already viewed with favour the house master system for boys who have passed on to the college [paragraph 3 (5) of letter No. 239, dated the 26th February 1914].

10. *Resolution VI—Grants-in-aid and audit.*—In regard to the suggestion of the Conference that the accounts of European schools should be audited by a special staff, this Government were of opinion that no sufficient grounds existed for the adoption of the system. The Government of India leave the matter to the decision of local Governments.

11. *Form of Trust Deed.*—This is also left to the discretion of the local Governments to determine according to local needs.

12. *Resolution VII—Concentration.*—The Government of India observe that local Governments have not viewed with sufficient seriousness the recommendations of the Conference under this head and they suggest that the matter be now carefully reconsidered in each province. The Government of India hold strongly to the view that the Government are not entitled to spend public money for the support of such schools and trust that the effect may be given to this view by a strict scrutiny of the present position. Submitted that the Director of Public Instruction may be asked to submit a report on this point.

13. *Resolution VIII—Examinations.*—This Government accepted the recommendations of the Conference that the present middle and high school examinations should be replaced by the award of two kinds of Government certificates to the pupils of secondary schools, *viz., first school certificates and leaving certificates.* The Government of India have no objection to the necessary alteration being made in the Provincial Codes to provide for examinations under these names. The Director of Public Instruction may be asked to report on this subject.

Cambridge Locals.—A reference (letter No. 1071, dated 22nd December 1916) has been received separately from the Government of India as regards the policy to be pursued in the matter of the Cambridge Examinations and the file is separately under consideration.

14. *Resolution IX—Scholarships.*—This Government agreed with the conclusion of the Conference that boys and girls of 11 and 12 years ought not to be submitted to the strain of a competitive examination. The Government of India leave the matter in the hands of local Governments. No action is necessary.

15. *Resolution X—Scholarships for soldier children.*—Please see Resolution of the Government of India printed on pages 2–3 of G.O. No. 261, dated the 9th March 1915, in which that Government have sanctioned a scheme for the grant of eight such scholarships.

16. *Resolution XI—Hygiene.*—As regards the action taken by this Government so far please see the notes with G.O. No. 691, dated the 23rd June 1916, and G.O. No. 945, dated the 7th September 1916. From paragraph 6 of the latter Government Order it will appear that the question of instituting the medical supervision of schools on a complete scale has been deferred till normal financial conditions are restored. No action is at present necessary.

17. *Resolution XII—Inspection and Resolution XIII—Relative urgency of measures.*—No remarks are called for.

18. *Resolution XIV—Instruction in temperance.*—This Government suggested that the syllabus of lessons on temperance issued by the English Board of Education might be introduced in the higher classes. The Government of India observe that necessary steps have been taken in various ways in the different provinces to meet the recommendations of the Conference. The Director of Public Instruction will no doubt take the necessary steps in this direction.

19. *Resolution XV—Education of women.*—The Government of India, while leaving the matter for the decision of local Governments, draw attention to the opinion of the Conference that girls should be saved from mental and physical overexertion. It may be observed that this Government have already informed the

Government of India that inspecting officers in this Presidency would be instructed to give attention to this important matter and issued instructions accordingly (paragraph 4 of G.O. No. 238, Educational, dated the 26th February 1914).

20. *Changes in the Codes.*—The Government of India state that the alterations necessitated by the adoption of the principles involved in their circular can be carried out by the local Governments in their respective Codes.

21. Submitted that India's circular may be communicated to the Director of Public Instruction with the request to report on the several points relating to this Presidency on which further action is required. A draft is submitted for approval.

E.A.H.—27-1-17.

S.N.P.—16-1-17.

T.K.—25-1-17.

E. A. HARVEY—27-1-17.

P. RAJAGOPALA ACHARIYAR—29-1-17.

P[ENTLAND]—31-1-17.

Issue.

P.R.—1-2-17.

[G.O. No. 124, Home (Education), dated the 1st February 1917.]

Sectl. XI—10(b) 14,002—19-4-12. Home (Education) DEPARTMENT.

Education of the domiciled community.

Communicating to the D.P.I. resolution of the Govt. of India, No.106 dated the 22nd December 1916, on the

READ AGAIN G.O. No. requesting him to report on the several points on which further action is necessary, dated 19 .

" " " " 238, Edcl., " the 26th February 1914. 19 .

READ ALSO:—

C. No. 4826, From the Govt. of India, Dept. of Education, No. 1069, dated the 22nd December 1916.

" " , " " , " , " 19 .

" " , " " , " , " 19 .

ORDER. No. 124, dated the 1st February 1917.

PRESS

Communicated to the Director of Public Instruction who is requested to submit a report on the several points relating to this Presidency on which further action is necessary.

The Director of Public Instruction.

" Financial Department.

" Registrar, University of Madras.

Advance copy circulated to the Honourable Sir P.S.Sivaswami Ayyar, K.C.S.I., C.I.E.

P.R.
6- 1- 17.

No. 1069 .

FROM

THE HON'BLE SIR E. D. MACLAGAN, K.C.I.E., C.S.I.,
Secretary to the Government of India,

TO

THE SECRETARY TO THE GOVERNMENT OF MADRAS,
EDUCATIONAL DEPARTMENT.
„ SECRETARY TO THE GOVERNMENT OF BOMBAY,
EDUCATIONAL DEPARTMENT
„ SECRETARY TO THE GOVERNMENT OF BENGAL,
GENERAL (EDUCATION) DEPARTMENT.
„ SECRETARY TO THE GOVERNMENT OF THE UNITED PROVINCES, EDUCATION DEPARTMENT.
„ UNDER SECRETARY TO THE GOVERNMENT OF THE PUNJAB, HOME (EDUCATION) DEPARTMENT.
„ SECRETARY TO THE GOVERNMENT OF BURMA,
EDUCATION DEPARTMENT.
„ CHIEF SECRETARY TO THE GOVERNMENT OF BIHAR AND ORISSA, EDUCATIONAL DEPARTMENT.
„ HON'BLE THE CHIEF COMMISSIONER OF THE CENTRAL PROVINCES.
„ HON'BLE THE CHIEF COMMISSIONER OF ASSAM.

Department of Education.
Education.

Simla, the 22nd *December 1916.*

SIR,

Conference of July, 1912.

In July 1912, a conference was held at Simla on the questions connected with the education of the domiciled community in India and certain formal resolutions were passed which were submitted to the various local Governments for opinion. The replies of the local Governments have now been received, and a copy of all the replies submitted is forwarded with this letter for information. The Government of India at the same time desire to take this opportunity of expressing their views on the important matters dealt with by the conference of 1912.

Change in financial situation since the conference.

2. The guiding principle in European education in this country has been a policy of private enterprise, assisted by inspection and grants from public funds; and at the time when the conference was held more than two-thirds of the expenditure on European schools was met from private funds. The financial resources of such schools have received a considerable reinforcement during recent

years both from private and from public revenues. The fund initiated by the late Sir Robert Laidlaw, for example, has provided a considerable capital endowment and the Government of India have since 1910-11 given grants aggregating Rs. 7,52,000 per annum recurring and Rs. 36,18,000 non-recurring for this class of education. The total annual expenditure on European schools has risen from 59·50 lakhs in 1911-12 to 74·63 lakhs in 1914-15 and the share of this expenditure contributed by public funds has risen from 17·96 to 26·26 lakhs. These increased resources have had their effect both on the quantity and on the quality of the education imparted, but it must now be recognized that on account of the war there is little likelihood of any increase in either public or private assistance for some considerable period and much of the further improvement advocated by local Governments on the expectation of increased pecuniary help must be regarded as incapable of immediate realization. It is necessary therefore at the present stage to pay attention to questions of economy and readjustment rather than to those of development and in dealing with the resolutions and opinions of the conference comparatively little stress can be laid on those points which involve the consideration of increased expenditure.

3. *Resolution No. I. Compulsory education.*—It was calculated in 1912 that there were then 7,000 children of the domiciled community chiefly in the cities of Calcutta and Madras who were receiving no education and in order to reach these children the conference, besides recording (on page 12 of the proceedings) an opinion in favour of certain pecuniary and other forms of assistance to poorer children, recommended the introduction of a system of compulsory education. The proposal has the support of the Government of Bombay which has on more than one occasion approached the Government of India with definite proposals for legislation on these lines, which would provide for children of European extraction that measure of compulsion to which they would be subjected if they were in the United Kingdom. It is urged by that Government that the objections on the score of want of teachers and the impossibility of enforcing compulsion which have been raised against a general application of the principle in India would not apply in the case of the domiciled community and that in their case the funds necessary for rendering education free could be provided by private agencies. The general opinion of the other local Governments is however adverse to the proposal and the Government of India while fully appreciating the grounds upon which it is based are not disposed to proceed furtther with it at present, even as a local measure. There are difficulties in defining the class to which the measure would apply and in ensuring the provision in all cases of schools at which the compulsory attendance could be enforced. The application of any measure of compulsion to small and scattered sections of the community cannot fail to be attended by financial obstacles, while the present voluntary system has been found to work smoothly and it is believed effectively. The bulk of the local Governments have expressed their willingness to encourage free and low-fee boarding schools, to arrange for attracting destitute children to practical pursuits in homes such as those provided at Kalimpong and Kodaikanal, and to facilitate their subsequent apprenticeship in Government institutions. The Government of India accept the proposals for the alteration of the grant-in-aid rules which the various local Governments have proposed with these objects in view and agree to their being carried out as opportunity offers. They would more particularly draw attention to the Bombay Government's proposal that grants to cover the fee payments for day scholars whose parents or guardians though not absolutely destitute are not in a position to pay the school fees may be made at the discretion of the local Education Department, and they commend the proposal to the notice of other local Governments. There are reported to be already sufficient agencies in Bombay for dealing with the problem, the need at present being one of funds to enable these agencies to extend their activities; while in Madras and Calcutta the Imperial recurring grants of Rs. 30,000 and 40,000, respectively, which were made in 1912, have already been utilized in such a way as to render it improbable that poverty will in future prevent any child in those cities from obtaining primary education.

4. *Resolution No. II. Grading of schools.*—Except in Bengal the practice is to grade all schools as primary, middle or high, but in order to provide a more practical form of education in the bulk of the secondary schools, while furnishing facilities for good literary instruction in selected institutions, the conference supported a scheme by which all schools above the elementary should be graded as either 'secondary'—with a practical curriculum—or 'collegiate'—with a curriculum leading to universities and liberal professions. The local Governments while recognizing the necessity for a more practical form of education have almost without exception deprecated the introduction of the new grading proposed. They are prepared—in different ways—to introduce practical elements into the present middle and high schools and the Government of India agree in considering that it is better to offer to a school a choice of courses than to introduce a distinction between practical and literary schools in the manner proposed. The difficulties in the way of imparting a more practical character to education lie partly in the desire of parents to secure a literary education for their children and partly in the equipment and instructional expenses entailed by practical courses. The former can usually be met by reasonable precautions in dealing with the recognition of higher classes fitting pupils for the universities, and the latter by mutual co-operation between different schools. A school, for instance, which wishes to take practical courses need not select more than one, and in a town where several schools are situated there might be centres to the expense of which each school would contribute and which would be placed at the disposal of each school in turn for one or more days in the week. There will still, as will be noted below, remain a certain number of schools which will specialize in literary subjects, but even in these the authorities should be encouraged to adopt at least one practical group of subjects and it would in the opinion of the Government of India be unsuitable to insist on placing such schools in a separate—and in present circumstances necessarily superior—grade.

5. *Resolution No. III. Remuneration of teachers.*—The recommendations of the conference that teachers should be granted salaries on a higher scale than at present and on an incremental basis have received general approval. The local Governments have however pointed out that no substantial advance in this direction can be carried out without aid from Government and their estimates of the assistance required involve a considerable outlay. In some places improvement has already been made with the aid of grants previously distributed and in others similar improvement may be attained by effective co-operation between schools, but elsewhere it will be impossible for much progress to be made until the financial situation improves. In the meantime the Government of India have had under separate consideration the recommendations of the conference on the question of provident funds for teachers and it is hoped that some uniform and satisfactory system may shortly be put in train. The further proposal that children of teachers should receive their education free or at special rates has been subjected in some quarters to the criticism that if assistance is required it should be given in the direct form of increased remuneration and the Government of India are content to leave it to the local Governments to decide for each province whether the suggestion should be carried into practice or not and whether if put into practice it should or should not be adopted as a merely temporary measure pending an improvement in salaries.

6. *Resolution No. IV. Training of teachers.*—This question is now of even greater importance that it was at the time of the conference. Apart from the expense and difficulty (which is specially felt during the war) of recruiting teachers from England, it is advisable in the interests of the community itself that the schools should be staffed as far as possible by good teachers trained in this country and all possible encouragement and assistance should therefore be given to young men and women of the domiciled community who wish to take up the profession of teaching. It is understood that about half the teachers in India are untrained and it was calculated at the conference that some 50 male teachers trained in this country would be annually required. The only institution at present available for men is the training class at Sanawar which has hitherto provided accommodation for some 8 to 10 teachers only per annum and the conference was of opinion that this should be supplemented by a training college at Bangalore. The proposal received the general approval of those Provincial Governments which would be in a position to utilize the new college and the scheme has been under separate consideration. Difficulties were found in locating the proposed college at Bangalore and it is now

contemplated that the college, if established, should be instituted at Ootacamund. The details of the scheme are still however under discussion and the cost involved is in any case so considerable that the college, if sanctioned, cannot be started for some time to come. In the meantime, reasonable facilities accompanied by satisfactory arrangements for residence and supervision might be provided at the ordinary training colleges of the country.

7. *Scholarships for teachers.*—A scholarship has recently been instituted by the Government of India by means of which one woman of the domiciled community can be trained abroad each year for teaching or medicine ; and the conference advocated an extension of this system so as to admit of the grant of scholarships by each province for training abroad in teaching, and of the institution of scholarships for a similar purpose by the Government of India. The local Governments are not however as a rule in a position to provide for scholarships and the Government of India are unable at present to furnish means for further scholarships either Provincial or Imperial, so that except so far as local Governments can provide the funds for establishing such scholarships for local needs action on this portion of the conference's recommendations must necessarily be postponed.

8. *Apprentice teachers.*—A further suggestion was made by the conference to the effect that apprentice teachers might be tried experimentally in selected schools as a part of a system of selection for entrance into training colleges. The scheme has in some quarters been criticised as open to the same objections as those applicable to the pupil-teacher system which has been condemned in England, and there would no doubt be a tendency to encourage it or the analogous pupil-teacher system as a cheap means of providing staff, but the Government of India will have no objection to its being tried by such local Governments as wish to utilize it so long as it is regarded strictly as a system of lower training in selected schools or of selection for training schools or colleges such as Sanawar, and not as a device for getting together a cheap but inefficient staff of school teachers.

9. *Resolution No. V. Collegiate education.*—The conference has proposed to meet the existing difficulties regarding the collegiate education of Anglo-Indians by one of two alternatives, *viz*, either the establishment of a separate University Arts College or the addition of graduate courses in arts and science to any training college which may be started for the domiciled community. The former of these alternatives is universally condemned by the local Governments as unnecessary and expensive, and the latter has on somewhat similar grounds met with but little support. The Government of India are compelled to agree that on grounds both of policy and of expense it is impossible to contemplate a system of collegiate education for the domiciled community which should be entirely divorced on its instructional side from that which has at great expense and after much consideration been evolved for the Indian students of this country. Considering the small number of Anglo-Indians who take up a University career and the growing assimilation of University curricula all over the world, the Government of India consider that such collegiate instruction as is required by members of the community should be obtained in the future as in the past from the existing Indian Universities and until the domiciled community attending at any University is of sufficient strength to justify a separate college the community should make use of the existing college system. As regards residential arrangements on the other hand, they are entirely in sympathy with the view that for Anglo-Indian students there should be either separate hostels such as that which has recently been inaugurated at Allahabad, or where the numbers are too small for hostels some system of separate boarding and tuition under a special instructor ; and they commend to the consideration of local Governments the possibility of meeting the needs of the community in this way. The suggestions made in paragraph 14 below would appear particularly applicable in this respect.

The further question raised by the conference, regarding the wider employment of Anglo-Indians in high posts under Government, is one which has necessarily been left for separate consideration in connection with the report of the Public Services Commission, and the local Governments have not been asked for their views on this point in connection with the recommendations of the conference.

10. *Resolution no. VI. Grants-in-aid—Audit.*—In dealing with the question of grants-in-aid the conference has suggested that the accounts of all schools should be subjected to a professional audit and the proposal is accepted by some local Governments while others are content with a departmental aud it or a departmental examination after private audit. It is of course necessary that there should be an annual budget, but as regards the degree and character of the audit or examination to which the accounts are subjected the Government of India are prepared to leave local Governments to decide, it being borne in mind that the expenditure of public money cannot be allowed to depend on any but reliable data.

11. *Principle of grants-in-aid.*—The further proposal of the conference that grants should be of such definite total sums as would represent the difference between the income of a school and the expenditure necessary for its efficient working has not received any general support. The original scheme of grants-in-aid which was embodied in chapter V of the Model Code of 1905 and which was based mainly on a system of attendance grants with numerous subsidiary grants is a somewhat complicated one but except in Bombay and Burma it forms the basis of the schemes in force in the various provinces and most of the local Governments prefer to meet the needs of schools by modifications in the details of the present arrangements rather than by the introduction of the principle suggested by the conference. It is felt that the conference's proposals would place unduly on the Government the responsibility for the maintenance and efficiency of the schools and lead indirectly to the pauperization of European education in India at the expense of Indian revenues. In this view the Government of India agree and subject to what is stated elsewhere in this resolution they agree to the introduction of such changes of detail in the present system as the local Governments consider suitable and to their bringing into force at once such of them as they are not prevented by financial considerations from introducing at the present time. Although other local Governments have suggested points of alteration, the only Governments which have submitted specific draft amendments for the codes in the matter of grants-in-aid are Bombay and Bengal, and the Government of India are prepared to allow of the amendment of the Provincial Codes of those provinces in the manner proposed should the local Governments still desire to proceed with the changes contemplated. They feel some hesitation regarding (*a*) the proposal of the Bengal Government to alter article 63 of the Bengal Code so as to allow the local Government to grant up to the total cost of a building or equipment scheme and (*b*) the proposals of the Bombay Government regarding the increase of the boarding grants for orphans and destitute children to a figure as high as Rs. 12 and the enhancement of the age of eligibility for boys in respect of such grants; but while drawing attention to the possible inconveniences connected with these proposals they are content to leave the decision regarding them to the local Governments concerned.

12. *Form of trust deed.*— It may in this connection be noted that the conference on page 34 of their proceedings proposed a revision of the form of trust deed executed in reference to a building grant so as to allow for depreciation of the building and the clearance of all liability within a fixed term of years, and this proposal (which has much to commend it) was brought by the Government of India to the notice of local Governments. In some provinces the principle is already adopted and in others it is accepted as suitable for adoption, while in others it is argued that in the absence of any evidence of hardship caused by the existing conditions no change is considered advisable. The matter is not one upon which the Government of India desire to insist on uniformity and the form of deed is left to the respective local Governments to determine according to local needs.

13. *Resolution no. VII. Concentration.*—Attention is drawn on page 56 of the conference proceedings to the waste of money and effort caused in European education by defective organization, and the necessity for the concentration of schools was recognized by the conference. Owing partly to the controversial nature of the subject when discussed in detail and partly perhaps to the absence of stringency in the financial position at the time, the question was not made the subject of definite discussion at the conference and has probably in consequence received less attention at the hands of local Governments than

its importance deserved. The difficulties in making specific reforms are recognized by the Government of India and the advantages, moral and educational, of a continuous education under one denominational or parochial authority, however inefficient that education may be in other ways, are fully appreciated. But the Government of India are none the less persuaded that in expending public money on providing European education the Government is bound to see that it is not frittered away on a number of small and inefficient schools in places where a single school would be both more economical and more efficient. Some local Governments have looked into the matter and persuaded themselves that nothing can be done; others have undertaken to investigate the subject; others evidently hesitate to approach it; while others again refer complacently to recent multiplications in the number of schools available. Since the conference met the number of institutions so far from decreasing has risen from 390 to 409 and the main increase has been among high schools and collegiate institutions which have risen from 133 to 147. Judging from the number of successful students at the Collegiate and High School Final examinations this rise in the number of high institutions has not been accompanied by any increase in the number of students at such institutions and may indeed have been coincident with a decrease in the number of students. The Government of India are compelled to conclude that the local Governments have not viewed with sufficient seriousness the recommendations of the conference under this head and they would suggest that the matter be now carefully reconsidered in each province. The question is of importance chiefly in regard to the higher standards and it would be well for each province after obtaining such returns for every school as are necessary showing the number of pupils in each section and in each standard of each section to take action as is required for obtaining the required concentration within the limits which local and denominational considerations render possible. In order to meet denominational objections it may be advisable to lay down that ministers of different denominations should have access to a school in the high section of which children of different denominations are studying and possibly denominational hostels may be useful in certain places. The codes recognize that no school which is considered by the Department to be unnecessary is entitled to a grant-in-aid and a school with an unnecessary section or grade should equally be debarred from claims to assistance. The pressure placed on the Department and on local Governments for the maintenance of inefficient and unnecessary schools is often considerable, but the Government of India hold strongly to the view that the Government is not entitled to spend public money for the support of such schools and trust that effect may be given to this view by the local Governments by a strict scrutiny of the present position. It may be added that in distributing any grant that may in future be available for European education the Government of India propose to pay very careful attention to the real needs of the community in the matter of higher education.

14. *Extra-provincial concentration.*—The concentration of effort above advocated will primarily be within the denomination and within the province, but it should not in the opinion of the Government of India necessarily stop there, and in certain grades or classes of education a province should take advantage of, and possibly contribute towards the cost of, existing institutions in another province in preference to starting similar institutions of its own. In dealing with destitute children for instance it is possible for a province to utilize and support, as has already been done in one case, an institution in another province such as those at Kalimpong and Kodaikanal by sending its own students there in place of starting a similar institution of its own; and the same policy is capable of observance in dealing with matters such as collegiate hostels and training colleges which concern the higher grades of English education. It will be necessary in pursuance of this system for provinces to ascertain and keep themselves acquainted with the circumstances and qualifications of institutions in other parts of India of which they can make use in this way.

15. *Resolution no. VIII. Examinations—new proposals.*—The general system of examinations for secondary schools contemplated by the Code of 1905 comprises (*a*) a Middle School and Scholarship Examination and (*b*) a High School and Scholarship Examination. For these the conference would substitute (*a*) a First School Certificate and (*b*) a Leaving Certificate.

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These certificates are to be granted on the basis of attendance, an approved school record and an external examination. The proposal in this form has received general approval and the Government of India have no objection to the necessary alterations being made in the Provincial Codes to provide for the examinations under these names. An alternative designation has been suggested by the Bombay Government but the Government of India consider that on the whole the names proposed by the conference should be retained.

16. *External examinations—Cambridge Locals.*—The conference proceed to recommend that the external examinations should for the present be the corresponding Cambridge examinations and owing to certain changes which have recently been notified in the Cambridge system it may be presumed that the examinations which the conference would recommend will after the introduction of the proposed changes be as indicated in the margin. The Cambridge examinations are already utilized in some provinces and they have attained some degree of popularity owing partly to the fact that they are excellently conducted and maintain a more regular standard than the departmental examinations and partly to the fact that the passing of the Senior Local Examination exempts students who are proceeding to England from certain examinations in that country. On the other hand, as pointed out at the conference, there are serious objections to the introduction of an external examination which is not in the control of any Indian Government or University, and there are special objections to the Cambridge scheme as failing to provide for Indian history or until recently for a vernacular. The number of students, male and female, who pass the Junior Examination is about 100 and that of those who pass the Senior about 40 only in the year; and out of these a very small proportion proceed to England for education without obtaining the intermediate or corresponding qualification of some Indian University. Some of the local Governments consulted have accepted the Cambridge examinations with reluctance and others, recognizing the objections to them, recommend the retention of the departmental examinations. The Government of India are aware of the alleged deficiencies of the present departmental examinations but they are inclined to consider that the objections to the maintenance of the Cambridge system are sufficiently strong to render the permanent continuation of the Cambridge examinations undesirable, and they propose to consult local Governments separately as regards the policy which should be pursued in dealing with these examinations.

First School Certificate—
Cambridge Junior School Certificate.
Cambridge Junior Local.

Leaving Certificate—
Cambridge Higher School Certificate.
Cambridge Senior Examination.

It is of course to be remembered that in addition to the external test the examinations as a whole should be improved by the attachment of a proper value to school records, oral tests and the opinions of headmasters and headmistresses and inspecting officers.

17. *Effect of Leaving Certificates.*—On the introduction of the Leaving Certificates the local Governments will doubtless give to them the same position in respect of qualification for Government service as is now awarded to the High School and Scholarship Examinations, and will take the necessary steps to secure from the Universities a similar recognition in respect of qualification for entry to the Universities.

18. *Resolution no. IX. Scholarships.*—The conference made no special recommendations on the subject of scholarships beyond recording an opinion that children of 11 or 12 years of age should not be subjected to the strain of a competitive examination. Action has been taken in accordance with this opinion in most provinces either by abolishing the primary scholarships or by advancing the age at which scholarship examinations are held; but in some provinces it has been held unnecessary to make any change. The Government of India are in sympathy with the views expressed by the conference and while leaving the matter in the hands of the local Governments would suggest that where competition is still required from children under 12 the question should be again carefully considered.

19. *Resolution no. X. Scholarships for soldiers' children.*—The recommendation of the conference in favour of the establishment of special scholarships for soldiers' children has been met by the scheme for the grant of eight such scholarships which was promulgated in the Government of India (Army Department) letter no. 14449-14 (A. G.-7), dated 23rd February 1915.

20. *Resolution no. XI. Hygiene.*—The question of medical and hygienic inspection which was raised by the conference has since been brought specially to the notice of local Governments in connection with education generally, both Indian and European, in the Government of India circular no. 1137-1148, dated 24th June 1913, and has been considered by committees appointed for the purpose in the various provinces. Attention was further invited to one aspect of the case in respect of European schools by a resolution proposed by the Honourable Mr. Abbott in the Imperial Legislative Council on 15th March 1916, regarding which local Governments were addressed by the Government of India in their circular no. 358, dated 25th April 1916. The question has received the attention due to it and such action as financial and other considerations allow appears to have been taken in most of the provinces concerned.

21. *Resolution no. XII. Inspection.*—The proposal of the conference that the European inspecting staff should be increased is one that has received attention in the various provinces in connection with the strength of the inspecting staff generally. The inspector of European schools is already, as recommended by the conference, a whole-time officer in the provinces where the number of such schools is large, and the local Governments concerned, without wishing to bind themselves to any fixed period, are prepared to arrange that the office shall be held continuously for as long a period as is found feasible.

22. *Resolution no. XIII. Relative urgency of measures.*—The opinion expressed by the conference that of the resolutions for which financial aid would be required the most urgent are the education of those children who do not now attend school and the improvement of the pay and prospects of the teachers has received general concurrence and represents also the attitude of the Government of India. So far as possible the recommendation has received attention in the additional expenditure already incurred by local Governments.

23. *Resolution no. XIV. Instruction in temperance.*—The further proposal of the conference that direct instruction should be given on the subject of temperance has met with the approval of most of the local Governments and the necessary steps have been taken in various ways in the different provinces to meet the recommendation.

24. *Resolution no. XV. Education of women.*—The conference, while holding that their resolutions generally applied *mutatis mutandis* to girls, suggested that in the matter of classification, curricula, examinations and scholarships, the applicability of their resolutions to female education should be further considered by local Governments. The degree to which the curricula should differ from that of boys by the introduction of domestic subjects is a point on which authorities have differed, and the Government of India are content for the present to leave this matter for the decision of the local Governments, merely drawing attention to the opinion of the conference—in which the local Governments have concurred—that girls should be saved from mental and physical over-exertion. The principles laid down in the earlier portions of this Resolution regarding the necessity for concentration and the substitution of departmental for Cambridge examinations apply with equal force to institutions for girls ; and with reference to this latter point it is hoped that the provision of a departmental instead of a Cambridge examination will help to relieve the strain occasioned in many cases by the present popularity of these latter examinations for girls. The remarks regarding scholarships in paragraph 18 above are also applicable in the case of girls and the recommendations of the conference in favour of the grant of scholarships for women tenable abroad have been met by the institution of the scholarship for women of the domiciled community sanctioned by the Government of India Resolution no. 1233-1247, dated the 10th July 1913. Similarly the recommendations made by the con-

ference for improving the training of teachers have received the attention of local Governments and such action as financial circumstances will allow has been taken in more than one province.

25. *Changes in codes.*—The adoption of the principles involved in this resolution entails certain changes in the Provincial Codes. Suggested alterations in detail have been submitted by the Bombay and Bengal Governments, and except so far as these are contrary to the terms of this resolution (*e.g.*, in the matter of the Cambridge Local examinations) the alterations can be carried out by the local Governments concerned and similar alterations can be made by other Governments in their respective codes. Some of the changes contemplated being applicable to all provinces (such as the changes in the names of the school examinations) will affect the Model Code issued by the Government of India in 1905, but the deviations already made from that code in the various provinces are so considerable that the Government of India look on any formal alteration of the Model Code as unnecessary.

26. *Expenditure.*—As noted at the beginning of these resolutions the change in the financial situation renders it necessary to look for little immediate improvement under those heads where reform involves increased expenditure on any but a restricted scale. Most of the local Governments have submitted rough estimates of the cost of their proposals and some of them have indicated the extent to which they look for assistance from the Imperial Government. The expenditure contemplated runs to many lakhs of rupees and in present circumstances it is impossible for the Imperial Government to supply any portion of the funds required. It will therefore be for the local Governments concerned to make what progress they can from their own resources subject to the restrictions which govern the expenditure of these resources and subject to the considerations urged in paragraph 22 above. The views expressed in these resolutions will, however, indicate the lines upon which expenditure can be incurred as opportunity offers and in those matters which involve no additional expenditure the local Governments can at once proceed to take the action required.

I have the honour to be,

SIR,

Your most obedient servant,

E. D. MACLAGAN,

Secretary to the Government of India.

List of enclosures.

1. Resolutions of the Conference of July 1912.

2. Replies of local Governments and Administrations to the Government of India circular letter nos. 23-31-C.D., dated the 8th January 1913.

Resolutions of the Conference.

Enclosure no. 1.

Resolution I. Compulsory Education. Page. 3.—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognise that this will involve the introduction of free education for all who cannot pay fees.

Resolution II. Grading of Schools. Page 8.—The Conference recommend to the attention of Government that :—

(*i*) The great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum, such as is referred to in the resolutions of the Calcutta Committee as " secondary ".

(*ii*) Besides these schools a few schools are required with a curriculum leading to the universities and liberal professions, to be called " Collegiate Schools ", but to be schools and not colleges.

(*iii*) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded.

Resolution III. Remuneration of Teachers. Page 14.—The Conference recommend that :—

(*i*) Salaries of teachers need to be raised, teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years ; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds.

(*ii*) Government be urged to make grants to these ends.

(*iii*) Free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

Resolution IV. Training of Teachers. Page 18.—The Conference recommend to the attention of Government that :—

(*i*) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally, a Government training college or colleges for men be established as early as possible at suitable centres.

(*ii*) It was considered that the first new Government training college should tbe established at Bangalore.

(*iii*) One scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year and in other provinces as necessary.

(*iv*) So long as Government recognise the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training ; provided that this would not prejudice the resolution (*iii*) already carried.

Resolution V. Collegiate Education. Page 21.—The Conference recommend to Government that :—

(*i*) A separate University arts college should be instituted, either affiliated, if possible, to a Western University or self-contained and conferring its own degrees.

(*ii*) If this be found to be impracticable, there be added in connection with at least one of the training colleges for teachers, arts and science graduate courses both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and the college be affiliated to a recognised university.

(*iii*) In addition, that good hostels for the members of the domiciled community be erected in connection with existing colleges, where such are required.

(*iv*) One great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them; in the interests of the spread of higher education Government should be asked to institute an inquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy.

Resolution VI. Grants-in-aid. Page 26.—The Conference are strongly of opinion that:—

(*i*) The Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognised by the provincial education departments as necessary, to be efficient in the grade in which they are classed.

(*ii*) The auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(*iii*) Provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgeted for a period of one or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

Resolution VII. Concentration of schools. Page 26.—The Conference resolve that concentration of schools is desirable where possible.

Resolution VIII. Examinations and Certificates. Page 31.—The Conference are of opinion that:—

(*i*) Two kinds of Government certificates should be awarded to the pupils of secondary schools: *First School Certificates and Leavnig Certificates.*

The First School Certificate should be awarded to those pupils whose school records show:—

(*a*) that they have been in regular attendance at a secondary school for at least three years;

(*b*) that they have completed an approved course of general education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show:—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(*b*) that they have completed an approved further course of education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

(*ii*) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Senior * Local Examination be the recognised external examination for the *First School Certificate*, and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examination for the *Leaving Certificate.*

(*iii*) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Senior* Local Examinations.

(*iv*) The Government should take action to secure—

(*a*) That the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government.

(*b*) That the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

Resolution IX. Award of Scholarships. Page 33.—The Conference are of opinion that it must be left to the departments to decide the best way in which to award scholarships, but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

Resolution X. Special Scholarships for Soldiers' children. Page 33.—The Conference are of opinion that, in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupilships in high schools should be awarded to children attending regimental schools in India.

Resolution XI. Medical inspection and supervision. Page 34.—The Conference recommend that:—

(*i*) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school.

(*ii*) The said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories.

(*iii*) Provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

Resolution XII. Administration and Inspection. Page 35.—The Conference recommend that the inspecting staff should be increased, that the Inspector of European Schools should, wherever possible, be a whole-time Inspector, and that Inspectors of European Schools should, if possible, be appointed for a term of five years.

Resolution XIII. Urgency of Measures. Page 36.—The Conference express the opinion that of the resolutions of this Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school, and the improvement of the pay and prospects of the teachers.

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* Before these resolutions were finally passed, all mention of the Cambridge Junior Local Examination wa omitted at the suggestion of certain members. Mr. Arden Wood, when looking over the proof, pointed out that this was incorrect, and that in (*ii*), "Senior" in the second line should read "Junior", and that, in (*iii*) "Senior" in the last line should be omitted. Mr. Rocksborough Smith also drew attention to the error.

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Resolutions of the Conference.

Resolution XIV. Instruction in Temperance. Page 36.—The Conference, recognising disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter.

Resolution XV. Education of Women. Page 37.—The Conference consider that:

(*i*) Inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces.

(*ii*) The two most urgent problems in the case of girls as in the case of boys are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers.

(*iii*) No new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training.

(*iv*) The applicability to schools for girls of the recommendations of this Conference in connection with the classification of schools, the curricula, examinations and scholarships be referred to local Governments for further consideration after consultation with experts in the education of girls.

(*v*) The Government should be asked favourably to consider the grant of scholarships for girls tenable abroad.

214DE—686—19-12-16—GCBPSimla

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

No. 239.

From

THE HON'BLE MR. W. FRANCIS, I.C.S.,

Acting Secretary to the Government of Madras,

Educational Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

Dated Fort St. George, the 26th February 1914.

SIR,

I am directed to reply to your letter No. 23-C.D., dated 8th January 1913, on the education of the domiciled community.

2. With this letter was forwarded a copy of the discussions and resolutions of the Conference held at Simla in July 1912 on the above subject and the Government of India, while indicating generally their opinion in regard to certain of the resolutions, invite the views of the Government of Madras on the whole question and desire to be furnished with a comprehensive scheme of reform, accompanied by a general estimate of cost. They further require that the alterations which may be required in the Code of Regulations for European Schools, consequent on the reforms suggested, may also be indicated.

3. I am first to express the views of this Government on the several matters dealt with in the resolutions of the Conference.

(1) *Resolution I—Compulsory education.*—His Excellency the Governor in Council concurs in the views of the Government of India that compulsion is not at present practicable.

(2) *Resolution II—Grading of schools.*—This resolution recommends that the majority of the European high schools should be secondary, a few of them being classed as collegiate schools, and that the Government should determine under which of these classes existing schools should be graded or whether new schools should be opened. As was pointed out by Sir Alfred Bourne at the Conference, the classification suggested already exists in this Presidency though in an elastic form. To encourage more practical courses of education, the Educational Department here have prescribed (*a*) two different curricula for high schools which prepare students for a University course and for those which do not, and (*b*) three alternative curricula for middle schools according as they are to prepare for one or the other type of high schools or to provide a training in a profession for which no high school course is required. Article 22 of the Code of Regulations for European Schools in force in this Presidency allows recognized schools to select and follow one or the other of the curricula so prescribed, with such modifications in details as may be approved by the Department.

The result of leaving the schools this right of choice has been, His Excellency in Council believes, that the scheme has failed, as schools have generally regarded any classification short of collegiate as a mark of inferiority. To restrict their choice would, however, involve an unduly rigid control by the Government and would also be difficult, as many of them are maintained with mixed aims and train some of their pupils for the University and liberal professions and others for humbler callings. Few of them are strong enough to maintain separate classical and modern sides. In the opinion of the Governor in Council the attempt to grade schools should be given up and each school should be allowed to select from a considerable list of prescribed subjects what it will teach and frame its own curriculum with the advice of the Inspector, which would always be given in favour of a practical type of education Experience so far indicates that schools can be induced to take up practical subjects by liberal grants.

(3) *Resolution III, clauses (i) and (ii)—Remuneration of teachers.*—The Governor in Council accepts the view of the Conference that the salaries of teachers in European schools need enhancement and that in all cases they should be incremental, reaching a maximum (as a rule) in ten years. The following is suggested as a general standard:—

	Rs.
Masters.	
Principal of a high school	350—400
Masters in high school classes	200
Masters of middle standards	150
Masters of primary standards	100
Headmaster of a middle school	200
Mistresses.	
Principal of a high school	250—300
Headmistress of a middle school	150
Headmistress of a primary school	100
Mistresses of high standards	150
Mistresses of middle standards	100
Mistresses of primary standards	50
Kindergarten mistress	100

This scale would probably not attract really good teachers from England (for whom special rates would be necessary) but would be sufficient for well-qualified teachers recruited locally. It will be adopted in determining grants to schools, which will, if possible, be made sufficient to permit the employment of qualified teachers at these rates. The cost of this measure cannot at present be estimated, as it largely depends on the action of the managers of schools.

His Excellency in Council agrees that the establishment of provident funds for teachers is desirable and will consider how this may be effected when he deals with the scheme for a general provident fund for all teachers which is now under preparation.

With reference to *clause (iii)* of the resolution, proposing the grant of free education or education at special rates to children of teachers, I am to say that this unusual and indirect way of encouraging the teaching profession appears less worthy of support than the enhancement of salaries already referred to.

(4) *Resolution IV, clauses (i) and (ii)—Training of teachers.*—This portion of the resolution calls for few remarks from this Government, as the establishment of a Government Training College for Europeans at Bangalore, which this Government will welcome, is already under the consideration of the Government of India.

Incidentally the question arises whether, when the training college is established, it would not be necessary to abrogate that part of chapter VI of the Code of Regulations for European Schools which allows the grant of certificates to teachers after two years' service under the special observation of an Inspector and a pass in a written examination in school management and the art of teaching. This training is necessarily of a makeshift kind, though it suits some circumstances such as those of

Missionaries, and there are obvious objections to continuing it as a qualification alternative to that implied by a regular certificate from a training college. The question will require consideration when the proposed training college has been established.

Clauses (iii) and (iv)—Scholarships.—His Excellency in Council considers that a limited number of scholarships tenable in Great Britain may be offered to the members of the domiciled community. He would recommend one for this Presidency to a man and a woman in alternate years, but is strongly of opinion that it should not be restricted to the profession of teaching.

(5) *Resolution V—Collegiate education.*—As observed in your letter No. 23-C.D., dated 8th January 1913, there is at present no sufficient demand in this Presidency for the establishment of a separate college for the domiciled community. Should the demand increase in the future, the contemplated addition of an arts course to the Bangalore Training College may meet the case. The need for hostels for Anglo-Indian students in colleges in the City of Madras is likewise very small. His Excellency in Council is, however, inclined to view with favour the introduction on a small scale, if possible, of the house-master system for boys who have passed on to a college.

(6) *Resolution VI—Grants-in-aid.*—The first and third parts of the resolution in effect suggest the payment of grants-in-aid equal to the net cost of institutions. European schools in this Presidency are now aided on the fixed grant system under the Code of Regulations for European Schools, chapter V, section v. The grants are fixed with reference to the needs of the schools and the funds available. Any representations as to the insufficiency of grants allotted receive prompt attention and the Government have reason to believe that the managers are satisfied as to the general fairness of the distribution. Though in the distribution of grants endeavour is made to approach the standard suggested in the resolution, this Government are averse from any scheme under which they will be required to accept full financial responsibility in respect of all European schools, as that would be directly opposed to the principles of aid.

The allotment of grants takes place every three years and is made for the ensuing triennium. The amount of grant payable to a school in any one year is thus known to the management beforehand and they will have no difficulty in budgeting for their expenditure.

As regards the suggestion made in *clause (ii)* of the resolution that the accounts of European schools should be audited by a special staff, I am to state that no sufficient grounds for the adoption of the system seem to have been made out.

(7) *Resolution VII—Concentration of schools.*—The desirability of effecting the concentration in schools suggested by the Conference is constantly kept in view by the officers of the Educational Department in this Presidency and some little progress has already been made with it. It is, however, understood that these attempts have sometimes been frustrated by irreconcilable sectarian differences or factious opposition.

(8) *Resolution VIII—Examinations and certificates.*—His Excellency in Council readily accepts the recommendation of the Conference that the present middle and high school examinations should be replaced by the award of two kinds of Government certificates to the pupils of secondary schools, viz., *first school certificates* and *leaving certificates*, as this is in consonance with the policy already pursued in this Presidency in the case of non-European schools. He is not, however, disposed to support that portion of the resolution which would prescribe certain public examinations at the end of the courses. An examination by an outside authority is open to several objections, but in view of the wishes of the domiciled community, and pending the elaboration and recognition of a separate local system, His Excellency in Council has no objection to the adoption of the Cambridge Local Examinations as the public examinations connected with these certificates. The Cambridge School Certificate Examinations suggested by the Conference are less suited to the purpose owing to the restriction on the choice of subjects they impose and the necessity they involve of subjecting the inspection system of the schools to the criticism of the syndicate of the Cambridge University.

The selection of the *Senior* Cambridge Local Examination as the public examination for the *Leaving Certificate* is open to the objection that very few pupils here would attain so high a standard, and it would be preferable that the first public examination for pupils completing a secondary course should usually be the Cambridge *Junior* Local Examination, the Senior being only taken as a first examination by schools of a distinctly higher standard than the ordinary high schools. This will necessitate the making of other arrangements for the public examination to be held in connection with the *first school certificate* course for which the Conference has recommended the Cambridge Junior Local Examination. It is essential that this certificate should be completed by a record of a public examination, as a large proportion of the boys and girls who pass through European schools in this Presidency are incapable of reaching any standard of education higher than what may be described as middle, and as without such examination the certificate would not command the confidence of employing bodies. The Governor in Council therefore considers that it will be necessary to retain a departmental examination of a standard equal to that of the present middle school, the disadvantages connected with it being minimized by confining it to subjects least prejudiced by the prospect of an examination and by conducting it *in situ* and to a considerable extent orally.

With regard to clause (iv) of the resolution regarding the recognition of the European school-leaving certificates by the University and for public services, I am to say that His Excellency in Council apprehends no difficulty in securing such recognition.

(9) *Resolution IX—Scholarships.*—The Governor in Council agrees with the conclusion of the Conference that boys and girls of 11 or 12 years ought not to be submitted to the strain of a competitive examination, and the scheme of certificates outlined in Resolution VIII practically dispenses with all scholarship examinations. In the higher stages of the school course the award can be based on the pupils' certificates, while in the middle school course the Inspector might maintain a list of the brighter pupils in the lower classes, the correctness of which should be verified during personal inspections. These scholarships need not be reserved for the indigent, as special provision for them exists in the Code.

(10) *Resolution X—Special scholarships for soldiers' children.*—The Governor in Council generally approves of the principle involved in the resolution, but has no special remarks to offer.

(11) *Resolution XI—Medical inspection and supervision.*—His Excellency in Council agrees with the underlying principle of the resolution and, though not prepared to commit himself at present to any specific action, considers the institution of medical examination of pupils in European schools to be not impracticable. The question will be examined separately.

(12) *Resolution XII—Administration and inspection.*—This Government have under their consideration a scheme for strengthening the inspectorate and the Government of India will shortly be addressed on the subject They accordingly reserve their remarks on that part of this resolution which advocates the employment of whole-time Inspectors of European Schools.

As regards the recommendation that Inspectors of European Schools should be appointed for five years, the Government, while not binding themselves to any fixed period, will endeavour to avoid frequent changes in the office.

(13) *Resolution XIII—Urgency of measures.*—His Excellency in Council concurs in the view of the Conference that the education of children who do not now attend schools and the improvement of the pay of teachers are the most immediate needs of the community.

(14) *Resolution XIV—Instruction in temperance.*—The Governor in Council agrees with this resolution and would suggest that the syllabus of lessons on temperance issued by the English Board of Education may be introduced in the higher classes.

(15) *Resolution XV—Education of women.*—No specific remarks are called for. The Governor in Council does not consider it necessary to summon a separate conference to consider the applicability to schools for girls of the recommendations of the Simla Conference.

4. I am now to offer remarks on the opinions which the Conference has placed on record in an informal way and which are dealt with in paragraph 4 of your letter under reply :—

(1) *Breaking down of illiteracy.*—This matter is recognized in Resolutions XIII and XV (ii) to be one of the most urgent needs of the community and the Government of India commend it to the special attention of local Governments. A great deal is already being done in this direction, especially among the poorer classes of Europeans and in Madras City. The rate of boarding grants has been raised from Rs. 8 to Rs. 10; the number of children for whom such grants are given has been raised by 50 and provision has been made for a full meal and clothing for 600 poor children in day schools. As a result of these measures, His Excellency in Council considers that poverty should not in future prevent the education of any child in the city. He is not in favour of the proposal to continue boarding grants to the age of 18, as he is of opinion that a boy who in the nature of things is not destined for a learned profession should begin to earn his living at the age of 16 and that the presence of boys of 17 and 18 in orphanages is not desirable. He would accordingly not alter the existing rule, but would empower the Director of Public Instruction in specially deserving cases to allow grants to boys of over 16 of years age.

His Excellency in Council agrees with the Conference that it is very desirable to attach destitute children to practical pursuits. I am however to point out that the initiation of schemes of this kind is primarily the work of private philanthropy and that any project to establish homes on the lines of Kalimpong will receive due encouragement at the hands of this Government.

As regards the payment of "fee grants" I am to state that a portion of the Imperial grants for European education has already been devoted in this Presidency to enhancing the amount of teaching grants to schools so as to compensate managers for grant of remission of fees to deserving pupils.

(2) *Introduction of a system of apprentice teachers.*—The Governor in Council sees no objection to a trial of apprentice teachers as a method of selection for entrance into the training college.

(3) *Form of trust-deed.*—I am to state that the recommendation of the Conference in this respect has no application to this Presidency, as it has already been anticipated here and the agreements executed by managers on receipt of building grants bind them for a period of twenty years only.

(4) *Consultative committees.*—The Governor in Council considers that there are grave objections to the proposal of the Conference that the Government should appoint consultative committees to give effect to its recommendations, the most fatal of which is that it would involve a new departure in administrative method, the indefinite extension of which would be sure to be demanded Further, however careful the Government might be in appointing such committees, there is no guarantee that they would be accepted by all managers as representing them and their existence would also inevitably cause confusion between the respective functions of Government and private agency in regard to European education. There is, however, no objection to European school managers forming an association or associations among themselves and making representations to Government or the Director of Public Instruction.

(5) *Pressure of education.*—The Governor in Council agrees with the Conference that it is very desirable to save girls from mental and physical pressure, and inspecting officers in this Presidency will be instructed to give attention to this important matter.

5. Lastly, with regard to the cost of the reforms suggested in this letter. The only one which involves increased expenditure is that relating to the payment of

increased grants for raising the scale of pay of teachers and, as already stated, it is not at present possible to estimate the additional cost involved. Two recurring Imperial grants amounting to 1·09 lakhs are available at present for aiding European schools and these, with the additional sum of Rs. 10,000 per annum included in the three years' estimate of educational expenditure forwarded with my letter No. 45, Educational, dated 10th January 1914, should, in the opinion of the Governor in Council, be sufficient for the encouragement and improvement of European education in this Presidency until further developments indicate larger needs.

I have the honour to be,

Sir,

Your most obedient servant,

W. FRANCIS,
Ag. Secretary to Government.

No. 3800.

Educational Department,
Bombay Castle, 28th November, 1914.

From

J. L. RIEU, ESQUIRE, I. C. S.,

Secretary to the Government of Bombay;

To

THE JOINT SECRETARY

TO THE GOVERNMENT OF INDIA,

Department of Education (Education).

Sir,

I am directed to refer to your letter No. 24-C. D., dated the 8th January 1913, on the subject of the recommendations made by the Conference which was held in Simla in July, 1912 to consider, and where necessary to make suggestions for improving, the facilities open to the domiciled community for obtaining education. In that letter the Government of India expressed the desire to be furnished with the views of the several local Governments on the recommendations in question, and it was suggested that in communicating their views as to reforms they should indicate what alterations are required in the Code of Regulations for European Schools, and whether those alterations should be of a general nature or should apply only to their own provinces. Finally, the Government of India asked that the whole question of the education of the domiciled community might be examined with a view to the presentation of comprehensive schemes of reform, accompanied by such general estimates of cost as could be drawn up, and added that, while they were unable to say what grants could be provided by them from imperial revenues, they intended to give as much support as the financial position might for the time being permit.

2. In reply, I am to state that a conference of the managers and heads of the schools concerned was convened in Bombay in April 1913, to consider the recommendations of the Simla Conference and that its views, as well as those of the Inspector of European Schools and the Director of Public Instruction, have been carefully considered by the Bombay Government. I am now to submit the conclusions arrived at by His Excellency the Governor in Council on the several points referred to in the letter under reply.

INFORMAL OPINIONS RECORDED BY THE SIMLA CONFERENCE.

APPENDIX A (1) (i).—The Conference recommend that in order to break down illiteracy and meet the needs of the poorer members of the community free and low-fee boarding schools should be encouraged by more liberal grants, which should be continued till the pupils reach the age of 18 as is already the case in some provinces, and that arrangements should be made, where possible, to attach destitute children to practical pursuits, agricultural and industrial, and to get them apprenticed in Government factories, etc., and further that fee grants should be given as in Bombay to day schools throughout India.

3. With reference to this recommendation, I am to observe that, so far as the Bombay Presidency is concerned, the agencies which already exist for breaking down illiteracy in the domiciled community are sufficient both in number and in capacity, and that what is principally required in this direction is the supply of larger funds which will enable them to extend the scope of their activities. Under Article 40 of the Code of Regulations for European Schools in force in this Presidency, the Bombay Government at present give a grant of Rs. 8 per mensem for the boarding charges of a destitute child and a grant of Rs. 3 per mensem in aid of the tuitional fees of a poor day scholar, the expenditure incurred on this account amounting to Rs. 46,358 per annum. In lieu of the former rate of grant the managers have asked for a grant equal to half the actual average expenditure on a child, or Rs. 14 per head, a rate which would involve an additional expenditure of Rs. 32,760 per annum. The Inspector of European Schools recommends that the present rate of grant should be raised by one-half and be fixed at Rs. 12 per mensem,

in which case the additional charge would amount to Rs. 21,840 only. The cost of living has increased considerably since the rate of Rs. 8 per mensem was fixed, and it cannot be doubted that this rate is now inadequate. The Inspector's recommendation is concurred in by the Director, who thinks that it will satisfy the reasonable expectations of the managers of schools. The Governor in Council accepts this view, and a sum of Rs. 21,840 has accordingly been entered on this account in the estimate appended to this letter.

4. The provision made in the provincial budget for the payment of grants for boarding and tuitional fees was until recently insufficient to meet the demands made on it, and many applications on behalf of deserving orphans and destitute children had to be rejected for want of funds. To satisfy these excess claims it was estimated that additional sums of Rs. 6,816 at the present rate of Rs. 8 (or Rs. 10,224 at the proposed rate of Rs. 12) for boarding grants and Rs. 1,152 at Rs. 3 per head for tuitional grants would be required. It was also anticipated that the claims for these grants would increase rapidly, and Rs. 13,560 have accordingly been allotted for this purpose with effect from the year 1913-14 from the recurring imperial grant of Rs. 45,000 for the education of Europeans placed at the disposal of the Bombay Government. In view of the existing provision, the sum required to meet the additional charge involved in raising the rate of boarding grants from Rs. 8 to Rs. 12 in the case of new claimants is only Rs. (10,224 — 6,816 =) 3,408, and this amount has accordingly been entered in the estimate appended to this letter.

5. Under the present Article 41 (*b*) of the Code no boy over the age of 16 is eligible for a boarding or tuitional grant. The Simla Conference was of opinion that these grants should be continued until the pupils reach the age of 18. The school managers in this Presidency and the Inspector of European Schools, however, consider that boys should be eligible for grants up to 17 years of age generally, and up to 18 years only in special cases to be selected by the Inspector. In view of the fact that children of the domiciled community often join school late or are retarded in their educational progress by poverty, sickness, or transfer, and having regard to the difficulty, referred to in the first paragraph at page 11 of the report of the Conference, of finding employment for boys of the domiciled community who have not passed a sufficiently high standard (6th or 7th), this Government agrees that the age of eligibility for grants should be raised, but thinks that the proposals of the Bombay Conference go far enough in this direction. Including boarders as well as day scholars, the additional expenditure entailed by this recommendation is estimated at Rs. 12,276.

6. To meet the case of those children who are neither orphans nor positively destitute but are nevertheless deterred from attending school by inability to pay fees, there does not seem to be any provision in the Code except Article 42. This article, however, applies only to the children of poor Europeans residing in out-of-the-way places where no suitable education is available, in which case arrangements may be made by the Inspector for their education at the nearest suitable school, the entire cost of such education, or such part thereof as may be deemed necessary, and of their conveyance to and from the school being met by Government, provided that the necessity of this is certified by some responsible person to the satisfaction of the Department. It appears, however, that there are many poor children, living in areas to which existing schools are quite accessible, who are nevertheless prevented by poverty from attending them and who can receive no help under the Code as at present framed if its provisions are strictly interpreted. A suggestion was made at the Simla Conference that the word 'destitute' occurring in Articles 40 and 41 of the Code should be given a wide interpretation, apparently to cover cases of this kind (*vide* paragraph (*b*) (*i*) on page 10 of the report). In these circumstances the Inspector of European Schools recommends that free education up to the VIIIth standard, which, as proposed hereafter, will in future be the concluding standard of the middle section of European Schools in this Presidency, should be provided for children whose parents are unable to pay for it, on the analogy of the concessions and exemptions allowed in vernacular schools under which practically no Indian child is debarred in this Presidency from undergoing the course of vernacular education extending over eight years merely by reason of inability to pay fees. The

Governor in Council recognizes that the provision of special facilities for instruction for those whose circumstances debar them from availing themselves of the ordinary facilities is one of the most urgent needs of the domiciled community, and he accordingly approves this recommendation.

7. It is not possible to calculate without actual experience what the cost of the above proposal will be, as the number of children concerned is quite indeterminate. At the Simla Conference the Honourable Sir Harcourt Butler stated that according to the best calculation available, the number of children who were receiving no education was about 7,000 (*vide* page 10 of the report). The majority of these children are no doubt to be found in the cities of Calcutta and Madras, where their state has already called for special attention and has elicited from the Government of India additional recurring grants of Rs. 40,000 and Rs. 30,000 respectively. Any estimate of the number of those resident in this Presidency must be largely a matter of conjecture. However, taking Rs. 5 per mensem as the average fee per child, Rs. 12,000 would provide free education for 200 children whose parents, though not destitute, are unable to pay school fees, and this amount has been entered in the estimate as a beginning.

8. If, as is recommended above, a *poor* child is to be given free education without the imposition of any limit to the share of the cost which will be borne by the State, it would be clearly illogical to retain such a limit in the case of a *destitute* child. The Governor in Council accordingly considers that the present rule in Article 40 of the Code, which limits to Rs. 3 per mensem the State aid in the case of a destitute day scholar, should be deleted. The cost of this concession is estimated at Rs. 12,000 per annum.

9. The above proposals involve, besides the slight alterations in Articles 40 and 41 (*b*) and (*c*) of the Code shown in appendix B to this letter, the following alterations in section VI of Chapter V of the Code. The heading of the section should be altered to "(1) Boarding Grants for Orphans and Destitute Children and (2) Grants for Children of the Poor", and the following new article should be inserted below Article 42, the last sentence of Article 40 being omitted as proposed above :—

> "42A.—Subject to the conditions laid down in Article 41, grants to cover the fee payments for day scholars whose parents or guardians are not in a position to pay the school fees may also be made at the discretion of the Department."

10. With regard to the employment of indigent pupils after the completion of their education, the Governor in Council is of opinion that in this Presidency agricultural pursuits are generally not suited to members of the domiciled community. It is also understood that the head masters already do their best to secure employment, that is to say, industrial employment, for their pupils. But with regard to employment under Government, it has been suggested that the Government departments might take special steps to keep the head masters informed as to the conditions on which such employment is obtainable, furnishing them with details as to the educational qualifications required, initial salaries, prospects of promotion, etc. The Governor in Council considers that the object in view could most conveniently be attained if the Inspector of European Schools were to collect the necessary information from the heads of the departments concerned and publish it in the form of a comprehensive memorandum, printed copies of which would be supplied to all head masters of European schools. The memorandum should embody information regarding provincial as well as imperial departments and should also deal with service under non-official or semi-official agencies such as the local Railway Companies, the Port and Improvement Trusts, the Bombay Municipality, etc.

Appendix A (2).—Opinion of the Conference that, as a system of selection for entrance into training colleges, apprentice teachers should be tried at once experimentally in selected schools during a period of probation, provided that adequate arrangements are made for instruction and supervision and the staff of the schools is not reduced.

11. With reference to the above recommendation it is pointed out that in view of the poor prospects now existing in the teaching profession, European head masters

are not in favour of encouraging boys to apprentice themselves as teachers, and it is reported that their feeling is against any experiment being made of the system suggested until the standard of remuneration in the teaching profession has been raised and the conditions of employment generally made more attractive. Such being the case, it is not proposed for the present to take action in the sense of this recommendation.

APPENDIX A (3).—Recommendation of the Conference that the form of building grant deeds should be revised so as to allow for the depreciation of the buildings affected and the clearance of all liability within a fixed term of years.

12. The members of the Bombay Conference were not prepared to accept this recommendation owing to the apprehension that its adoption might be accompanied by a proportionate reduction in the present rate of grant. It appears that the practice of the gradual extinction of the liability to refund the Government grant is in vogue in Madras, where the claim lasts for only twenty years. No definite percentage is, however, prescribed for depreciation, and Government reserve to themselves the right of determining what the amount to be refunded should be. In 1907 the question was raised whether the Bombay rule requiring the refund of the full Government grant at any time, without allowing any reduction for depreciation in the value of the building, was not too severe, and whether it would not be reasonable to arrange for an abatement of the Government claims after services had been rendered for long periods, but this Government was not then prepared to consider such a proposal. I am to observe that if any change in the present conditions governing building grants is made, it will have to be applied to European and Indian schools alike. The Governor in Council is of opinion that, in the absence of any general demand on the part of the school managers in this Presidency for a concession of this nature, no change need, for the present, be made in the existing system.

APPENDIX A (4).—Recommendation of the Conference that Syndicates or Consultative Committees for convenient areas should be formed to assist in giving effect to its recommendations in due course.

13. It is already the practice of the Department to consult freely the managers of schools on all matters of importance. For this reason, and in view of the fact that a special conference of European head masters has been held to consider the recommendations of the Simla Conference, His Excellency the Governor in Council is disposed to think that no special advantage will accrue from the immediate constitution of standing consultative committees of the nature suggested. He is, however, fully alive to the advantage of establishing such Committees, and the matter will be borne in mind and considered hereafter.

APPENDIX A (5).—The Conference consider that girls should be saved from mental and physical pressure.

14. It was denied by the heads of the schools in Bombay that the girls suffered from mental or physical pressure, and this opinion is shared by the Inspector of European Schools. In these circumstances no action is called for at present, but the point will be borne in mind at the time of making any revision in the curricula or examinations for girls.

FORMAL RESOLUTIONS OF THE CONFERENCE.

RESOLUTION I—COMPULSORY EDUCATION.—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognize that this will involve the introduction of free education for all who cannot pay fees.

15. The Government of India remark that, while they are quite ready to recognize in principle the desirability of introducing compulsory education in certain areas, they are inclined to think that the practical objections to such action are at present not less great than they have been found to be in the case of Indian children. The views of the Bombay Government on the question of compulsory education for Indian children are contained in Mr. Robertson's letter

No. 2590, dated the 26th August, 1911, regarding the Honourable Mr. Gokhale's Bill. The question of the compulsory education of European children was raised in 1912 in connexion with the proposed legislation for the protection and education of children and young persons of European extraction in the Bombay Presidency. This Government, when asking for the sanction of the Government of India to the proposed legislation, favoured the adoption of the principle of compulsion in the case of European children and pointed out in paragraph 9 of their letter No. 6803, dated the 21st September, 1912, Judicial Department, that "there is obviously nothing inconsistent in pressing for the adoption of compulsory education in the case of a very limited community, which would be subject to compulsory education if resident in England, and yet in holding that India, as a whole, is not ripe for such a measure. Moreover, the hardship would be minimised in the case of the European community, as there are societies and institutions which may be expected to supply education to such children free of cost, if their parents or guardians cannot afford to pay for it."

16. The Government of India, however, postponed consideration of the draft bill and stated that, pending receipt of the opinions of the local Governments on the resolution of the Simla Conference, they were not prepared to recede from the view tentatively expressed that the introduction of a scheme of compulsory education for Europeans is open to practical objections (*vide* Government of India's letter, Home Department, No. 1297-C., dated the 21st February, 1913). This Government, however, in their letter No. 2099, Judicial Department, dated the 18th March, 1913, asked the Government of India to re-consider their decision for the following reasons:—

> "With regard to the criticism on Chapter III of the draft bill relating to compulsory education, the Bombay Government presume that it is founded upon the belief that free education by Government is a necessary concomitant of compulsion. It is true that the Simla Conference have stated this in emphasizing the necessity for compulsory education. But I am to invite attention to paragraph 9 of this Government's letter of 21st September, 1912, in which it was explained that there are societies and institutions in this Presidency which will supply education free of cost to children of these classes whose parents are unable to pay for it. The arguments given in that letter should, in the opinion of the Governor in Council, be sufficient to differentiate their case from that of the other Indian communities, and he would strongly urge that legislation on this point should not be required to wait for a settlement of the many other questions connected with the education of Europeans and Anglo-Indians in this country.
>
> "While the Governor in Council fully appreciates the grounds on which the Government of India would prefer delay in dealing both with compulsory education of this class of the community and also with the seduction and prostitution clauses, I am to convey the assurance that in this province at all events, and in relation to the community of European extraction, public opinion is ripe and anxious for the measure proposed; and I am to suggest, for the consideration of His Excellency the Governor General in Council, that there are material advantages in permitting action in one Presidency where conditions are favourable in advance of that for the whole of India, and that the experience gained by the results here will be of greater value in considering the advisability of general legislation for the whole country than would be any volume of *à priori* opinion."

The Government of India, however, in their letter No. 871, dated the 24th June, 1913, adhered to their decision and expressed their inability to accord sanction to the introduction of the proposed measure. I am to state that the Governor in Council sees no reason to alter the opinion already expressed in the correspondence referred to above that in this Presidency conditions are ripe for the adoption of the principle of compulsory education so far as the children of Europeans are concerned. That the Bombay Government have resisted the adoption of this principle in the case of Indian children is mainly because they recognize it as being at present impracticable owing to the paucity of teachers and the impossibility to make compulsion a reality. These considerations

hardly apply in the case of a small community such as that of the Europeans domiciled in India. Moreover, the Governor in Council believes, not only that there would be no serious outcry or criticism (except possibly on the ground that public funds were assisting) against the proposal to introduce compulsory education among the domiciled community, but that on the contrary such a step would receive commendation from some quarters, and those the most reflecting, as a first step towards the application of a principle, the extension of which to elementary education all round would necessarily follow the provision of the requisite funds and a sufficient supply of teachers.

Education when imparted under compulsion would of course have to be free, and, although, as has been stated in the course of this discussion, there are institutions and societies in this Presidency which are ready to supply free education, these bodies will look to Government for a considerable measure of support. What the actual cost to the State of such a system would be cannot readily be stated, but this Government is prepared to undertake the framing of an estimate on receipt of an intimation that the Government of India are disposed to reconsider their previous decision in the matter.

Resolution II—Grading of Schools.—The Conference recommend that—

(i) The great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum, such as that referred to in the resolutions of the Calcutta Committee as "secondary."

(ii) Besides these schools there should be a few schools with a curriculum leading to the universities and the liberal professions, to be called "Collegiate Schools," but to be schools and not colleges.

(iii) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools or whether new schools should be founded.

17. The Government of India approve the recommendation made in part (i) of the resolution and inquire whether it can be carried out by the grading of schools or in other ways. The Conference holds up the model of the curriculum styled "secondary" by the Calcutta Committee. The resolutions of this Committee are given in appendix I to the report, and from paragraph 1 (*b*) of the recommendations under the head "Grading of schools" included in this appendix, it will be seen that the "modern and practical" curriculum referred to is "intended to provide a complete course of general education extending to about the age of 18, in the two highest classes of which specialization should be permitted with a view to the preparation of pupils for commercial careers." No detailed syllabus is, however, given by the Committee.

18. The Governor in Council takes the recommendation to mean (*a*) that the methods of teaching should be made more practical, and (*b*) that the present system of devoting too much attention to purely literary studies should be modified by the introduction into the school curriculum of manual training and similar subjects, which would cultivate the habit of observation. As to (*a*), the Governor in Council agrees with the educational authorities that, until well-trained and better paid teachers are available, little improvement can be expected in this respect. With regard to (*b*), the schools themselves are strongly in favour of the introduction of manual training, but consider that it should not at present be made a compulsory subject. In this connexion I am to forward copies of Government Resolutions No. 1610, dated the 5th June, 1913, and No. 2089, dated the 3rd July, 1914, from which it will be seen that His Excellency the Governor in Council has decided that the Sloyd system of manual training should be introduced in training colleges and high and middle schools, as funds permit and as the requisite facilities can be provided, and that in the meantime a beginning should be made with all the five training colleges and five specified high schools. The Governor in Council is of opinion that, if a similar course is pursued in respect of European schools, and the subject is successfully introduced into certain selected schools, it would be possible to bring effective pressure to bear on other schools to follow the example thus set. He accordingly approves of the inclusion of manual training in the curriculum of European

schools as an optional subject, on the understanding that all schools will before long be expected to teach it. In order to make this praticable it is necessary that all the students at the training college which it is proposed to establish at Bangalore should be trained to teach this subject.

19. The other changes which the educational authorities in this Presidency consider to be required in order to render the curriculum more practical are embodied in the revised Article 22 of the European Code given n appendix B to this letter and may be briefly stated as follows:—

PRIMARY SECTION (up to the IV Standard inclusive).

English, arithmetic, geography and English history will continue as compulsory subjects. In the place of the existing subject "Observation Lessons," "Object Lessons and Nature Study introductory to Elementary Science" is substituted, and in the place of drawing, manual training is substituted. This training will begin with paper folding, clay-modelling and other exercises which would bring the children to the use of carpenter's tools at the age of 11 or 12. The work will be correlated with object lessons and will include free-hand drawing.

MIDDLE SECTION (Standards V to VIII inclusive).

English, arithmetic, geography, English history, practical geometry and algebra and geometry will continue as compulsory subjects. Drawing will also continue to be included in the compulsory subjects, but in its place manual training, which is at present included in the optional subjects and which will hereafter include work with tools and drawing in connection with the objects made, may be offered as an alternative. Nature study, which was in the optional list, has been transferred to the compulsory list under the head "Object Lessons and Nature Study introductory to Elementary Science." Latin which was hitherto compulsory will be transferred to the group of optional subjects,* one of which at least is required to be taught to boys from Standard VI. The Governor in Council considers that, so far as the selection of subjects go, it would be difficult to make the course more practical.

*(1) Latin, (2) Elementary Science, (3) French, German, or a local vernacular, (4) Indian History.

HIGH SECTION (Standard IX which will be a two years' course in future as proposed below).

English, mathematics, history and geography continue as compulsory subjects. Latin and elementary science which were alternative subjects in the compulsory group have been omitted from it, but they continue as optional subjects. In the optional group "Commercial Instruction (Book-keeping, Short-hand and Type-writing)" has been broken up into two subjects, *viz.*, (1) Book-keeping and Commercial Correspondence and (2) Short-hand and Type-writing. Both in the "Middle" as as well as in the "High" sections German is introduced in the list of optional subjects as an alternative to French or a local vernacular.

20. It will thus be seen that by the inclusion of manual training and object lessons and nature study the course for the primary and middle sections will be made as practical as possible, and that the course for the high section will provide for specialization in short-hand, type-writing, book-keeping and commercial correspondence for those who intend to follow a commercial career. At the same time those who wish to proceed to a university can take up Latin and either science or French or German or any other subject that will aid them there. Thus the desired bifurcation of studies into collegiate and commercial lines will be provided for.

The above proposals commend themselves to the Governor in Council as eminently sound and practical.

21. With regard to parts (ii) and (iii) of the resolution, the general opinion in Bombay is that a special type of collegiate school is not wanted, and that what is desired can be secured by means of the improvement of those schools which contain a department for preparation for the University so as to obtain for that department the maximum efficiency possible. The Governor in Council concurs in this opinion.

Resolution III—Remuneration of Teachers.—The Conference recommend that—

(i) The salaries of teachers need to be raised; teachers, whether recruited in England or in India, should in all cases be given incremental salaries reaching the maximum in ten years; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds.

(ii) Government should be urged to make grants to these ends.

(iii) Free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

22. The Bombay Government are of opinion that there is no question but that salaries should be raised, regular increments given and a provident fund started in order to secure permanent and contented teachers. The following are suggested as the minimum salaries that should be paid:—

	Salary per mensem. Rs.
Women.	
Trained teachers (with board and lodging or Rs. 40 per mensem in lieu thereof)	75—5—125
Men.	
(*a*) Graduates of English Universities or trained European or Anglo-Indian graduates of Indian Universities...	300—25—550
(*b*) English or Indian-trained non-graduate teachers ...	200—10—300

The extra amount required for introducing these scales is estimated at Rs. 1,20,000 per annum approximately, nominal salaries being ignored. From the allotment of Rs. 45,000 for European education included in the recurring imperial grant of Rs. 5,93,000 made to this Presidency with effect from 1913-14, a sum of Rs. 23,200 has already been devoted to the reassessment of grants for this object. If this amount be deducted from the above sum of Rs. 1,20,000, the estimate for the improvement of salaries will be reduced to Rs. 96,800. A sum of Rs. 1,00,000 in round figures has accordingly been entered in the estimate appended to this letter.

23. With regard to provident funds, it is considered (*a*) that there should be only one provident fund for teachers in all European schools, (*b*) that it should be under Government control, and (*c*) that contribution thereto should be compulsory. The rate of the teachers' contributions and the respective proportions in which the managers and Government will add to them should be the same as those mentioned in my letter No. 2163, dated the 24th August, 1912, regarding the proposal to establish a provident fund for aided institutions. The contributions by the several parties on the basis of the existing salaries will then be—

Teachers.		Managers.		Government.		Total.
$\frac{1}{2}$	+	$\frac{1}{6}$	+	$\frac{1}{3}$	=	1
Rs. 16,118	+	Rs. 5,373	+	Rs. 10,745	=	Rs. 32,236.

If, however, the improved scale of salaries proposed above is taken into account, they will be—

Teachers.		Managers.		Government.		Total.
$\frac{1}{2}$	+	$\frac{1}{6}$	+	$\frac{1}{3}$	=	1
Rs. 23,618	+	Rs. 7,873	+	Rs. 15,745	=	Rs. 47,236.

In paragraph 6 of my letter above referred to the Government of India have already been informed that the suggestion that Government should not directly contribute to the provident fund proposed therein, but that the liability should be

taken into account in fixing the grants to the schools does not commend itself to the Governor in Council, and that he is of opinion that the fund should be kept separate from the ordinary grant-in-aid accounts, the managers paying periodically to the Accountant General a lump sum consisting of the teachers' contributions and their own contribution and the Accountant General then adding to this payment the Government contribution. A sum of Rs. 15,745 has accordingly been entered on this account in the estimate appended to this letter.

24. With reference to part (iii) of the resolution under consideration, I am to observe that, if teachers are properly paid, there is no need to provide free or reduced-fee education for their children. The Bombay schools are, however, prepared to give concessions to such pupils. In this connexion I am to add that in this Presidency there are no Government schools for Europeans maintained by the Educational Department.

Resolution IV—Training of Teachers.—The Conference recommend that—

(i) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally, a Government training college or colleges for men should be established as early as possible at suitable centres.

(ii) The first new Government training college should be established at Bangalore.

(iii) One scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year and in other provinces when necessary.

(iv) 'So long as Government recognize the necessity, a certain number of studentships should be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training: provided that this does not prejudice resolution (iii) above.

25. As regards parts (i) and (ii) of the resolution, the Government of India are considering the establishment of a training college at Bangalore, and a preliminary meeting was held at that place on 9th July, 1913, at which the Inspector of European Schools in this Presidency was directed to be present. The Bombay Government have no objection to a training college being established at Bangalore, but they consider that, unless the revision of teachers' salaries is first carried out, it is not likely to effect its purpose of attracting the best material for training and so supplying the schools with an efficient body of teachers.

26. With regard to parts (iii) and (iv) of the resolution, it is stated that, if the proposed college at Bangalore is established, the Government of India will not be prepared in addition to provide funds for special studentships for training teachers abroad, but that they are disposed to commend to the favourable notice of local Governments the recommendation that one such scholarship should be given to a member of the domiciled community in each major province every year. The Director of Public Instruction in this Presidency is in favour of instituting such a scholarship of the value of £200 per annum, with a free second class passage each way, tenable by a teacher of at least two years' standing for a period of two years or, in special cases, three. The Bombay Government concur in this view and are of opinion that the money will be well spent if it eventually provides schools with competent head masters, but that the question of instituting such a scholarship with a view to attracting able men to the teaching profession cannot with advantage be considered until the improvement of teachers' salaries, which is the first requisite, has been effected. The additional charge on account of the proposed scholarship will have apparently to be borne by provincial revenues. As the scholarship is to be given every year and will ordinarily be tenable for two years, the cost

will in the second and subsequent years amount to about Rs. 7,000 as calculated below:—

	Rs.
Two scholarships at £200 per annum	6,000
Second class passage expenses (roughly)	1,000*
	7,000

Resolution V—Collegiate Education.—The Conference recommend that—

(i) A separate university arts college should be instituted, either affiliated, if possible, to a western university or self-contained and conferring its own degrees.

(ii) If this be found to be impracticable, there should be added in connection with at least one of the training colleges for teachers, arts and science graduate courses, both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and the college should be affiliated to a recognized university.

(iii) In addition, good hostels for the members of the domiciled community should be erected in connexion with existing colleges, where such are required.

(iv) One great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them; in the interests of the spread of higher education Government should be asked to institute an inquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy.

27. With reference to parts (i), (ii) and (iii) of the resolution, it is stated in the letter now under reply that the Government of India are disposed to think that no such widespread demand for collegiate education exists as would justify the foundation of an university arts college for the domiciled community, and that such demand as exists can be met by the attachment of arts and science graduate courses to a training college and the creation of special hostels for the members of the domiciled community at certain colleges. It is added that, in the event of a training college being established at Bangalore, the former measure would seem to meet the needs of southern, and the latter measure those of northern, India. With regard to this question I am to say that the opinion in Bombay is that a separate arts college is not required, and that the present needs in the matter of collegiate education would be satisfied by the measures proposed by the Government of India. In view of the fact that the number of members of the domiciled community attending the Government arts colleges in this Presidency is always extremely small, no special provision for them is, in the opinion of this Government, necessary.

28. Part (iv) of the resolution has been dealt with by the Government of India themselves and does not therefore call for any remarks from this Government.

Resolution VI—Grants-in-aid.—The Conference are of opinion that—

(i) The Government grants to schools should be of such amount and given in such a way as to enable all schools that are recognised by the provincial education departments as necessary to be efficient in the grade in which they are classed.

(ii) The auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor should be appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(iii) Provided that all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgetted for a period of one or more years, and the Government grant should be calculated to be

* Rs. 500 for the scholar going to England and the same amount for the scholar returning.

of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

29. The Bombay system of maintenance grants is based on the principle that a grant equal to one-third of the direct expenditure should be given as an assistance to schools which are unable to meet their expenses from their own resources. Where a grant of this proportion is found insufficient for efficient maintenance a supplementary grant not exceeding one-third of the former or, in other words, one-ninth of the total expenditure is allotted. Recently, however, from the recurring Darbár grant of Rs. 40,000 for European education a sum of Rs. 24,300 was assigned for the reassessment of grants with a view to the improvement of the pay of the teachers employed, and, as already stated in paragraph 22 above, Rs. 23,200 have also been allotted for the same object from last year's recurring imperial grant of Rs. 45,000. If the above assignments, as also the further sum of Rs. 1,00,000 estimated to be required for placing the salaries of teachers on a satisfactory basis, are added to the present provincial grants, it is calculated that the total of the maintenance grants to be paid to European schools will amount in the majority of cases to one-half of the total expenditure on these schools. There is, however, a certain residuum of schools which require special treatment by means of enhanced grants, and in their case the aggregate of the grants will amount to two-thirds of the total expenditure. On the basis of these calculations the Governor in Council is of opinion that in future the total of the maintenance grants paid to a European school should be equal ordinarily to one-half of the expenditure incurred and, in special cases, to two-thirds.

30. As stated above, a considerable proportion out of these maintenance grants is to be devoted to the improvement of the pay of the teaching staff. Grants for this express purpose are made in this Presidency under Article 38 of the European Code under the designation of 'supplementary' grants. In these circumstances and having regard to the considerations set forth in paragraph 2 of the letter from the Government of India, Home Department (Education), No. 532, dated the 14th August, 1905, the Governor in Council considers that 'supplementary' grants should not be merged in the 'ordinary' grants, that, while retaining the limit of one-third in the case of the latter, the rate of the former should be raised from 33 to 50 per cent. of the 'ordinary' grants, and that the requirements of needy schools should be met by raising the rate of the 'ordinary' grant in their case, from one-third to one-half of the total expenditure. These proposals involve the following alterations in Articles 29 and 38 of the European Code:—

(1) In Article 29, the words "except in special cases, to be determined by the Director, when the grant may amount to one-half of the expenditure" should be added at the end.

(2) In Article 38, for '33 per cent.' '50 per cent.' should be substituted.

If the above two amendments are carried out as suggested, the object indicated in the concluding portion of paragraph 29 above will be achieved as follows. The average school will receive an 'ordinary' grant equal to one-third of its expenditure and a 'supplementary' grant equal to half of one-third or one-sixth of its expenditure, *i.e.*, a total grant equal to $(1/3+1/6=)\ \frac{1}{2}$ of its expenditure, while the exceptionally treated school will get an 'ordinary' grant equal to half of its expenditure *plus* a 'supplementary' grant equal to half of the ordinary grant earned under Article 29, *i.e.*, $(\frac{1}{2}$ of $\frac{1}{3}=)$ 1/6 of its expenditure. The total grant earned by the latter school will therefore be $(\frac{1}{2}+1/6=)$ 2/3 of its expenditure. I am to add that Article 29 of the Code as it stands at present is ambiguous in that it is not clear which is to be the standard, the local assets or the total expenditure. It is proposed to remove this ambiguity by the addition of the words "whichever is less". In practice the expenditure is the usual criterion, but the statement of assets is useful as indicating whether the school is making a profit out of its grants.

31. With reference to part (ii) of the resolution, I am to state that according to the long standing practice in force in this Presidency the accounts of European schools are audited by the Inspector of European schools with the help of his

head clerk, and not by the Accountant General or any of his subordinates. The Bombay Conference considered the existing system to be satisfactory, and the Director of Public Instruction in this Presidency is of opinion that the auditing by the Accounts Department would not materially assist the Inspector. The Accountant General, Bombay, considers that there is no real necessity for a second audit of the accounts by his office, as there is no reason to suppose that the Inspector's audit is not carefully performed. I am further to observe that as the scrutiny of the school accounts by the Inspector of European schools is made not merely for account, but also for administrative, purposes, namely, in order to ensure that the conditions on which grants-in-aid have been made are duly fulfilled, it would still be necessary to have recourse to an audit by the Educational Department, even though an audit were conducted by the Accountant General's office. For these reasons the Bombay Government consider that there is no need for a second audit by the Accounts Department.

Regarding part (iii) of the resolution, I am to say that the Government grant will be regulated by the rules of the Code and the circumstances of each school.

Resolution VII—Concentration of Schools.—The Conference resolve that concentration of schools is desirable where possible.

32. The Bombay Government agree with the Conference that theoretically the concentration of schools is highly desirable, but they do not lose sight of the fact that in practice there are many obstacles to such concentration. It may happen that the schools are old-established institutions managed by powerful committees who decline to give way to each other. Or again, when schools overlap, it is not infrequently due to the fact that they are maintained by religious denominations of divergent views who are naturally reluctant to yield the field to their rivals. These difficulties have so far generally stood in the way of attempts to effect an obviously desirable reform.

Resolution VIII—Examinations and Certificates.—The Conference are of opinion that—

(i) Two kinds of Government Certificates should be awarded to the pupils of secondary schools: First School Certificate *and* Leaving Certificates.

The First School Certificate *should be awarded to those pupils whose school records show:—*

(a) that they have been in regular attendance at a secondary school for at least three years;

(b) that they have completed an approved course of general education as set forth in their school record;

(c) that they have passed the recognised external examination in the subjects prescribed by the Department.

The Leaving Certificate *should be awarded to those pupils whose school records show:—*

(a) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(b) that they have completed an approved further course of education as set forth in their school record;

(c) that they have passed the recognised external examination in the subjects prescribed by the Department.

(ii) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Junior Local Examination be the recognised external examination for the First School Certificate *and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examination for the* Leaving Certificate.

(iii) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Local Examinations.

(iv) The Government should take action to secure—

(a) That the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government.

(b) That the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

33. From the first sentence of part (iii) of the resolution it is apparent that the recommendations in the resolution cut out all departmental examinations and that the only examinations by which the course of studies in the middle and high sections of European schools is to be guided and tested are the Cambridge ones. At present the Educational Department in this Presidency conducts a European High School Examination, the certificate of having passed which is accepted by Government as a qualification for clerical posts in Government offices, and by the Bombay University as equivalent to matriculation, provided that a candidate who wishes to take advantage of this equivalence will have completed sixteen years of age on or before the 31st December of the year in which he presents himself for examination. The University also accepts the Cambridge Senior Local Certificate subject to a similar condition, provided that the subjects selected include English, a second language, history and geography, mathematics and one of the science subjects. Thus in the case of European schools practically the only examinations which exist at present are the departmental examination and the Cambridge Locals. It has been suggested that, as there is still some overlapping between these examinations, it would simplify matters if the Cambridge examination alone were recognized, it being a world-wide one and useful as a preliminary qualification for various purposes in England. On the other hand, it has been urged that if this proposal were accepted, Government would be deprived of all control over the curriculum of European schools, and Indian history and the local vernaculars would disappear from it. With reference to this objection the Governor in Council observes that one of the three conditions precedent to the grant of the certificates recommended is that the candidate should have completed an approved course of general education, and he accordingly presumes that there is nothing to prevent the Department from insisting on Indian history and the local vernaculars being included in the school curriculum. Moreover, from the discussion preceding the resolution printed at pages 26—31 of the report of the Conference and from Mr. Arden Wood's note printed on pages 55 and 56 of the report, it seems that the object is to recognize external examinations of known and definite standards which would be accepted, not only throughout the whole of India, but also in England, instead of the varying standards of the High School Examination of the various provinces, and at the same time to reserve power to the Educational Department to issue the certificates and to prescribe the subjects to be taught. It also appears that the Cambridge examinations are more popular in this Presidency than the High School Examination, and were it not for the fact that the High Scholarships are awarded on the results of the latter, the number of candidates appearing for that examination would be very few. In these circumstances I am to state that the resolution of the Conference is approved by His Excellency the Governor in Council subject, however, to the following reservations and remarks.

34. In a subsequent part of this letter reference is made to the decision to abolish primary scholarships. With the taking of this step the *raison d'être* of the Departmental Primary Scholarship Examination, which on general ground is condemned by most parties, disappears, and the examination will accordingly cease to be held. With regard to the Preliminary Cambridge Local Examination it is contended that it cannot properly be regarded as a primary examination and that it is not a valuable test from an educational point of view, and on these grounds its disappearance from the primary section is advocated. On behalf of the girls' schools, however, which alone patronize it to any considerable extent, it is urged that the examination serves a useful purpose in providing the pupils with an incentive to work and in affording them a preparation for the severer examinations which follow. As a concession to the latter view the Governor in Council considers that the examination might be retained for the present. As no

scholarships will be awarded on its results, the examination will receive no special encouragement.

35. The abolition of the High and Middle Scholarship Examinations is unanimously approved by school managers who welcome the substitution of the Cambridge Senior and Junior Local Examinations in their place. At present candidates for the Middle Scholarship Examination are required to complete the last of the present middle standards, *viz.*, Standard VII. In future, owing to the higher standard of the Cambridge Junior Local Examination, it will be necessary for the boys to complete Standard VIII before they can appear for the examination. It is accordingly proposed that Standards VII and VIII should be regarded as the "Junior Cambridge" classes, Standard IX being considered to be a two years' course for the Senior Cambridge Examination. In that case it will also be necessary to raise the age limit for admission to these examinations from 15 and 17 to 16 and 18, respectively. The European high school course will thus be extended by a year. These proposals involve certain minor changes in Chapter IV of the Code, but these can be made later when the Government of India have approved the general principle involved in the adoption of the Cambridge examinations and after a complete course of studies to suit the new conditions has been drawn up.

36. If, as recommended in paragraph 6 of this letter, Standard VIII is regarded as the completion of the course of free education for those boys who are unable to pay fees, a certificate showing that this course has been completed is desirable, as there is likely to be a considerable exodus after that standard. I am to suggest that this certificate may be called the "Junior School Certificate" instead of the "First School Certificate" as recommended by the Conference. The Department should grant Junior School Certificates to pupils who have completed Standard VIII and do not intend to study further, provided that application is made within three months of the date of their leaving school. These certificates should record the progress of the pupils in the subjects studied and should contain entries with regard to physical training and games, special aptitudes, character, conduct, etc. They should also specify whether the pupil has passed the recognized external examination in the subjects prescribed by the Department. Senior School (or Leaving) Certificates should also be granted under like conditions to pupils who have passed the full high school course.

37. As remarked above, the Cambridge Junior and Senior Local Examinations are more advanced than the Middle and High Scholarship Examinations at present conducted by the Educational Department in this Presidency, and if the former are substituted for the latter as proposed, it is feared that a considerable number of boys will not be able to pass the prescribed external examinations. The Government of Bombay accordingly consider that the Junior and Senior School Certificates should be divided into two classes—Class A for those who have passed the requisite external examination and Class B for those who have not.

Resolution IX.—Award of Scholarships.—The Conference are of opinion that it must be left to the Departments to decide the best way in which to award scholarships, but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

38. The Governor in Council considers that no satisfactory method, except that of competitive examination, can be suggested for the award of scholarships. At the same time he fully recognizes the serious evils which may result from the system of submitting young boys and girls to the strain of such examinations. Accordingly, and having regard also to the fact that in future free education up to Standard VIII will be provided for all those who are unable to pay fees (*vide* paragraph 6 of this letter), he considers that primary scholarships should be abolished altogether, the allotment set apart for them being utilized in increasing both the number and value of the Middle and High Scholarships, or rather the Junior and Senior Scholarships as they will hereafter be called.

39. The proposals made in paragraphs 33 to 38 above involve extensive alterations in Articles 84 to 98 of the Code besides slight alterations in Articles 16, 18 and 41 (*c*). A draft of the revised articles is accordingly embodied in appendix B. I am to add that opportunity has been taken of this revision to carry out an alteration in Article 97 so as to make the Senior Scholarships tenable not only in

colleges affiliated to the Bombay University but also in technical, commercial or professional institutions approved by the Director of Public Instruction.

Resolution X.—Special Scholarships for Soldiers' Children.—The Conference are of opinion that, in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at Home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupilships in high schools should be awarded to children attending regimental schools in India.

40. It is understood that the course of studies in army schools is different from that in the European schools under the control of the Educational Department, so that the pupils of the former cannot well compete under the ordinary rules for scholarships in the latter. The Governor in Council accordingly accepts the recommendation of the Conference that separate free pupilships, or rather scholarships, should be given to children from army schools who are desirous of proceeding to high schools. The number of such children, however, is likely to be exceedingly small, as many of the boys go to Europe and others enlist. It will therefore suffice if three concurrent scholarships are instituted for the Bombay Presidency. The cost is estimated not to exceed Rs. 432 per annum. From the discussion preceding the resolution (*vide* page 33 of the report) it appears that the Honourable Sir Harcourt Butler expressed the view that the question whether the additional cost should be a charge on the civil or the military estimates should be left open for subsequent settlement. Subject to the decision that may be arrived at by the Government of India on this point, the amount of Rs. 432 referred to above has been entered in the estimate appended to this letter.

Resolution XI—Medical Inspection and Supervision.—The Conference recommend that—

(i) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school.

(ii) The said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories.

(iii) Provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

41. With regard to part (i) of this resolution, I am to invite attention to the Bombay Government letter No. 2699, dated the 20th September, 1913, submitting a scheme for the medical inspection of school children in this Presidency which has since been sanctioned by the Secretary of State. From paragraphs 4, 7 and 9 of that letter it will be observed that European schools are included in the scheme, Rs. 2,000 out of the recurring cost involved therein being debited against them and met from the recurring imperial assignment of Rs. 45,000 for European education made with effect from last year. As regards part (iii) of the resolution, I am to invite attention to the concluding sentence of the letter above referred to, from which it will be seen that the question of taking steps to ensure that the medical inspection is followed up by medical treatment will be considered when sufficient experience has been gained of the results of the scheme of inspection.

42. With reference to part (ii) of the resolution, I am to point out that Article 31 of the European Code lays down the following as one of the conditions which shall be satisfied before maintenance grants are continued to a recognized school:—

> "31(*b*). That the school premises are properly drained and healthy in other respects; that the buildings are well constructed and safe; that the rooms are properly lighted, ventilated, and (if need be) warmed, and that they are, as far as possible, well arranged for teaching; that in the case of boarding schools, proper arrangements are made for boarders; that the school is provided with all necessary offices, and that these and the premises generally are kept clean; that it contains sufficient accommodation for the scholars attending the school."

Note (1) to the above rule empowers the Inspector of European Schools to call upon the Civil Surgeon to furnish him with a report on the sanitary arrange-

ments of the school. Recently the Bombay Government have directed that plans for school buildings should be examined by the Sanitary Engineer and the Sanitary Commissioner from the sanitary and hygienic points of view. Moreover, so far as boarding and railway schools are concerned, it appears that the sanitary arrangements are generally inspected by the medical officers who attend the school children. The general supervision of school hygiene will also come within the scope of the duties of the new Medical Inspectors of Schools (*vide* paragraph 4 of the despatch from Secretary of State No. 99-Public, dated the 26th June, 1914).

In these circumstances the Governor in Council considers that the Inspector of European Schools is in a position to enforce whatever is required, and that special statutory powers *ad hoc* are not needed.

Resolution XII—Administration and Inspection.—The Conference recommend that the inspecting staff should be increased, that the Inspector of European Schools should, wherever possible, be a whole-time Inspector, and that Inspectors of European Schools should, if possible, be appointed for a term of five years.

43. The Inspector of European Schools in this Presidency has recently been relieved of the charge of schools in the Central Provinces and is now a whole-time officer in the fullest sense. The Director of Public Instruction is of opinion that the work at present is not beyond his powers, and that he does not require an assistant. The Bombay Government concur in this opinion. It is no doubt desirable that the Inspector should hold the post for a continuous period of some length, but it is impossible to guarantee this; leave arrangements and other departmental exigencies make it necessary to shift him from time to time. Moreover, as the post has serious drawbacks in the shape of constant railway travelling with its attendant discomforts, a divisional inspectorship is generally regarded as more desirable, and transfer to such an appointment can hardly be refused to the Inspector of European Schools merely in order to maintain continuity in that rather trying office. In these circumstances I am to state that the Bombay Government do not see their way to guaranteeing more than that the principle of continuity will be kept steadily in view and will be observed so far as circumstances permit.

Resolution XIII—Urgency of Measures.—The Conference express the opinion that of the resolutions passed by them for which financial aid will be required, the most urgent are the education of those children who do not at present attend school, and the improvement of the pay and prospects of the teachers.

44. From paragraphs 6 and 22 of this letter it will be seen that the view of the Conference is accepted by the Bombay Government.

Resolution XIV—Instruction in Temperance.—The Conference, recognising the disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter.

45. In your letter under reply it is stated that the Government of India attach special importance to this resolution, and the question is raised how effect can best be given to it. The Governor in Council understands that instruction in temperance is given in most schools already, and he sees no objection to its being specifically incorporated in the course in elementary science which includes such subjects as physiology and hygiene. At the same time it must be recognized that this is a matter in which the example of elders is a far more potent influence than the precepts of a text-book, however edifying. In this connexion I am to observe that in sanctioning the introduction of moral training in schools the Bombay Government have accepted the recommendation made by Mr. F. J. Gould of the Moral Education League that the subject of temperance in relation to alcohol should be dealt with under the moral topic of self-control and should receive special consideration beginning from the child's tenth year.

Resolution XV—Education of Women.—The Conference consider that—

(i) Inasmuch as a great many of their recommendations in regard to the education of boys apply mutatis mutandis *to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces.*

(ii) The two most urgent problems in the case of girls, as in the case of boys, are the extension of education among the illiterate and the improvement of the pay and prospects of teachers.

(iii) No new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training.

(iv) The applicability to schools for girls of the recommendations of the Conference in connection with the classification of schools, the curricula, examinations and scholarships be referred to local Governments for further consideration after consultation with experts in the education of girls.

(v) The Government should be asked favourably to consider the grant of scholarships for girls tenable abroad.

46. With reference to part (i) of the resolution, it is stated in your letter that the Government of India accept the view that a separate general conference on the education of girls is not necessary, and that they leave it to local Governments to decide whether local conferences are required. I am to state that a conference of the heads of girls' schools has been held in Bombay in order to consider the points mentioned in part (iv) of the resolution as also the expediency of altering the European Code so as to admit of girls receiving more general culture and a more thorough course of domestic science instead of preparing for a university course. Its recommendations are still awaited.

47. The question of the improvement of the pay and prospects of female teachers referred to in part (ii) of the resolution has already been dealt with in paragraph 22 of this letter. With regard to the remaining portion of part (ii) and part (iii) of the resolution, the Inspector of European Schools makes the following two suggestions, *viz.*, (*a*) that, as supplementary to the existing agencies for attracting children to school, one or two free primary schools should be started, as an experiment, near the homes of poor children in Bombay; these schools should be held in rented buildings and should have rooms for babies attached to them, so that there may be no excuse for keeping away girls from school on the plea that they have to attend to the younger children of the family; and (*b*) that stipends of the value of Rs. 40 per mensem should be granted to girls under training in the training classes in the Presidency to cover the expenses of board and lodging.

Concerning (*a*), I am to state that the intention is that these schools should reach the very poor and backward sections of the community and that they should have no permanent location, the habits of the people concerned being largely nomadic. The course taught will be a special one of a severely practical nature. It is considered that the conduct of such schools would gladly be undertaken by one of the missionary bodies, interested in such work, if a grant of Rs. 1,000 to Rs. 1,500 were sanctioned for each school. The Governor in Council approves the Inspector's scheme, and a sum of Rs. 1,500 for one such school has accordingly been entered in the estimate of additional expenditure given in appendix A to this letter.

With regard to proposal (*b*), I am to state that, with four or five exceptions, the students attending the training classes in Bombay City are employed elsewhere as full-time teachers. Some of them snatch a hasty meal in the morning and then rush off to attend lectures for an hour or two, after which they teach for five to six hours daily. Others take the lectures in the evening at the end of a long day's work. The night brings preparation for the next day's class work, the correction of exercises, etc. This strain naturally tells on the physique of the

students who are thus unable to derive the full benefit of a thorough training. It is evidently most undesirable that employment as a full-time teacher in a school should be a concomitant to a course of training at the college, and it is therefore proposed that full-time teachers should in future be excluded from the training classes. This decision involves the granting of stipends of Rs. 40 per mensem to the students to cover the cost of their board and lodging, so that they may be relieved of the necessity of earning their living while undergoing training. The scheme has been accepted by the Governor in Council, and thirteen stipends have been sanctioned at a recurring cost of Rs. 6,240 per annum, the charge being met from the recurring imperial assignment of Rs. 45,000 for European education made with effect from last year.

48. The number of stipends referred to in the preceding paragraph was based on the estimate then made of the number of women teachers who would be required annually for European schools in this Presidency. But this estimate, it is now recognized, does not make full allowance for resignations due to marriage, nor does it take into account the effect of migrations to other parts of India where the remuneration is on a more generous scale. It also assumes that there will be no casualties among the present teachers in the course of the next fifteen years. Moreover, the English-teaching and Anglo-vernacular girls' schools are, it appears, anxious to secure the services of these trained European women teachers whenever they can afford to do so, as is the case with several of the Pársi girls' schools. It is also reported that the actual demand for these teachers already far exceeds the supply, and that to limit the output to 13 per year would be unwise. Again it appears that the normal classes at which the proposed stipends will be held are deficient in respect of equipment and accommodation, while neither the teachers nor the students are working full time. Having regard to all these facts and considerations, it is anticipated that if a full-time training college, which would be a great advance on the present arrangements and would command much greater prestige, were established, the present normal classes would either be absorbed by it or would cease altogether to exist. In these circumstances, at the instance of the Educational Department, the Zenana Bible and Medical Mission have submitted to this Government a scheme for the establishment, in connection with their Girls' High School at Girgaum, of a European Training College for women teachers for secondary schools. I am to enclose a copy of the correspondence on the subject (*vide* appendix C to this letter), from which it will be seen that the college will be a whole-time institution and residential, and that the course, which will extend over two years, will be so arranged that graduates or those who have passed the Higher Cambridge Local Examination need take only the second year's course, while those who have passed the Cambridge Senior Local, the Matriculation, the School Final, or equivalent examinations, will have to undergo the full two years' training. The scheme, which has been carefully prepared in consultation with the educational authorities, has the full approval of His Excellency the Governor in Council. The expenditure involved amounts to Rs. 1,06,715 initial and Rs. 18,444 recurring. It is thought, however, that the Mission would probably be willing to bear one-third of the former, while they have already definitely undertaken to bear the same proportion of the latter. The balance which Government will have to provide is therefore Rs. 71,143 initial and Rs. 12,296 recurring, and these sums, which were also taken into account in the three years' programme of educational expenditure submitted to the Government of India with my letter No. 255, dated the 21st January, 1914, have accordingly been entered in the statement of additional expenditure given in appendix A to this letter.

49. Regarding the provision of denominational hostels in connection with existing institutions, the Governor in Council is of opinion that, as the small number of trained women teachers required annually for European schools in this Presidency is distributed over three training classes, and as, moreover, both a Protestant and a Roman Catholic class are available in Bombay, such hostels are not required at present. If, however, the scheme for a single central residential training college outlined in the preceding paragraph is ultimately carried out, the point will be borne in mind.

The points mentioned in part (iv) of the resolution have, as already stated, been referred to the local conference mentioned above, whose recommendations are awaited by Government.

50. As regards part (v) of the resolution, I am to state that the Director of Public Instruction has recommended that, as in the case of boys (*vide* paragraph 26 of this letter), one scholarship a year of £200 tenable for two, or in special cases three, years, with a free second class passage each way, should be awarded to girls with a view to study for a teaching diploma. The Governor in Council has accepted this recommendation on the same understanding as has been stated in the case of the scholarship proposed for boys, *viz.*, that it will not be instituted until the improvement in the pay and prospects of teachers, which is the first requisite, has been carried out. The cost of the proposal will apparently have to be borne by provincial revenues.

51. The total cost of the proposals for the improvement of European education in this Presidency as set forth above, excluding those which have been already sanctioned, amounts to Rs. 71,143 initial and Rs. 2,05,497 recurring as shown in statement A appended to this letter. Out of this sum Rs. 14,000 recurring on account of items 7 and 11 will be provided from provincial revenues as already stated above.

52. In paragraph 6 of the letter under reply it is observed that it will be convenient if, in stating their views, local Governments will indicate what alterations are required in the Code of Regulations for European Schools, and whether those alterations should be of a general nature or should apply only to their own provinces. The alterations in the Code for European schools in force in this Presidency which the proposals made in this letter involve have already been explained above in their proper place. But for the sake of convenience the several articles in which alterations have been proposed have been brought together in appendix B to this letter, which shows in parallel columns the articles as they now stand and as they will stand after the proposed alterations are made. The question as to which of the alterations should be general and which provincial is, the Governor in Council ventures to think, one for determination by the Government of India after a comparison of the respective views and proposals of the several local Governments. I am to add, however, that any alteration which is not accepted by the Government of India for general application will, of course, be limited in effect to the Bombay Presidency.

I have, etc.,

J. L. RIEU,

Secretary to the Government of Bombay.

APPENDIX A.

Statement showing the additional expenditure involved in the improvement and development of the education of the domiciled European community of the Bombay Presidency.

Serial No.	Description of item.	Recurring annual expenditure.	Non-recurring expenditure.
		Rs.	Rs.
1	Raising the rate of boarding grants for orphans and destitute children from Rs. 8 per mensem per child to Rs. 12 per mensem [(Rs. 21,840 + Rs. 3,408) —*vide* paragraphs 3 and 4 of the letter] ...	25,248	.....
2	Raising the age limit for boarding and tuitional grants from 16 to 17 years and in special cases to 18 (*vide* paragraph 5 of the letter)	12,276	...
3	Giving free education to those who are not strictly orphans or destitute children but who cannot attend school owing to inability to pay fees (*vide* paragraph 7 of the letter)	12,000 (rough estimate)	.....
4	Removal of the limit of Rs. 3 per mensem per pupil laid down in the present Article 40 of the European Code in the case of tuitional grants for poor day scholars (*vide* paragraph 8 of the letter) ...	12,000	.....
5	Improvement of the salaries of teachers (*vide* paragraph 22 of the letter)	1,00,000	.....
6	Government contribution to provident fund on the basis of revised salaries (*vide* paragraph 23 of the letter)	15,745	.....
7	Institution of a scholarship of the value of £200 per annum, with a free second class passage each way, tenable by male teachers of two years' standing for a period of two years or in special cases three (*vide* paragraph 26 of the letter)	7,000	.....
8	Establishment of special scholarships in secondary schools for children from army schools (*vide* paragraph 40 of the letter)	432	.....
9	Contribution towards the establishment of a special school with *crèche* in Bombay for the very poor of the domiciled community (*vide* paragraph 47 of the letter)	1,500	.....
10	Contribution towards the establishment of a central European Training College for Secondary Women Teachers (*vide* paragraph 48 of the letter).	12,296	71,143
11	Institution of a scholarship of the value of £200 per annum, tenable abroad for two, or in special cases three, years, with free second class passage each way, for girls studying for a teaching diploma (*vide* paragraph 50 of the letter)	7,000	.....
	Total ...	2,05,497	71,143

APPENDIX

Alterations proposed in certain articles of the Code of Regulations for European the improvement and expansion of the education of the

Present article.

16. A Primary School is one which teaches up to Standard IV inclusive.
A Middle School is one which teaches up to Standard VII inclusive.
A High School is one which teaches up to the Standard of the High School Examination.

18. Scholars shall be arranged in sections or divisions as follows:—
In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV or any equivalent standards specially recognised by the local Government for this purpose shall form the Primary Section. Scholars studying in Standards V to VII or any equivalent standards specially recognised by the local Government for this purpose shall form the Middle Section. Scholars studying beyond Standard VII for the High School Examination or such other examinations as may be specially recognized for this purpose by the local Government shall form the High Section. No school shall be allowed to prepare pupils for any other than the High School Examination without the express sanction of the Inspector, who must be satisfied that proper provision for efficient instruction has been made.

22. The curriculum in aided schools shall be as follows:—
In the Infant Section the instruction shall be preparatory to Standard I and shall also include simple Kindergarten lessons, singing and physical exercises. In the Primary Section the following subjects shall be compulsory:—
English, including reading, writing, grammar etc.
Arithmetic.
Drawing.
Geography (from Standard II).
English History (from Standard III).

* * * * * * *

In addition instruction may be given in observation lessons.

In the Middle Section the following subjects shall be compulsory:—
English.
Arithmetic.
Drawing.
Geography.
English History.
Practical Geometry (in Standard V only).

For boys only.

Algebra and Geometry (from Standard VI).
Latin (from Standard VI).

* * * * * * *

In addition at least one of the following optional subjects shall be taught to boys from Standard VI:—
Elementary Science.
French or a local vernacular.
Nature Study.
Manual Training.
Indian History.

* * * * * * *

* *N.B*—Portions relating to girls which

B.

Schools in force in the Bombay Presidency in connection with the proposals for domiciled European community of the Presidency.

Proposed article.

16. A Primary School is one which teaches up to Standard IV inclusive.
A Middle School is one which teaches up to Standard *VIII* inclusive *and prepares candidates for the Cambridge Junior Local Examination or such other examinations as may be prescribed for this purpose by the local Government from time to time.*
A High School is one which teaches up to the standard of the *Cambridge Senior Local Examination or such other examinations as may be prescribed for this purpose by the local Government from time to time.*

18. Scholars shall be arranged in sections or divisions as follows:—
In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV or any equivalent standards specially recognised by the local Government for this purpose shall form the Primary Section. Scholars studying in Standards V to *VIII* or any equivalent standards specially recognised by the local Government for this purpose shall form the Middle Section. Scholars studying beyond Standard *VIII* for the *Cambridge Senior Local Examination* or such other examinations as may be specially recognized for this purpose by the local Government shall form the High Section. No school shall be allowed to prepare pupils for any other than the *Cambridge Senior Local Examination* without the express sanction of the Inspector, who must be satisfied that proper provision for efficient instruction has been made.

22. The curriculum in aided schools shall be as follows:—
In the Infant Section the instruction shall be preparatory to Standard I and shall also include simple Kindergarten lessons, singing and physical exercises.
In the Primary Section the following subjects shall be compulsory:—
English including reading, writing, grammar, etc.
Arithmetic.
Geography (from Standard II).
English History (from Standard III).
Object Lessons and Nature Study introductory to Elementary Science.

* * * * * * * *

In addition instruction should be given in *Manual Training, to be correlated with the Object Lessons. This should be a graduated course introductory to work with tools and should include Freehand Drawing (after Standard I).*

In the Middle Section the following subjects shall be compulsory:—
English.
Arithmetic.
Drawing *or Manual Training (to include work with tools and drawing in connection with the objects made).*
Geography.
English History.
Practical Geometry (in Standard V only).
Object Lessons and Nature Study introductory to Elementary Science (in Standard V only).
Algebra and Geometry (for boys only, from Standard VI).

* * * * * * *

In addition at least one of the following subjects shall be taught to boys from Standard VI:—
Latin.
Elementary Science.
French, *German*, or a local vernacular.
Indian History.

* * * * * *

remain the same, have been omitted

Present article.

In the High Section the following subjects shall be compulsory :—

English.
Arithmetic.
Geography.
English History.
Indian History.

For Boys only.

Algebra and Geometry.
Latin *or* Elementary Science.

* * * * * * *

In addition at least one of the following subjects shall be taught :—

For Boys only.

Elementary Science *or* Latin (when not taken as a compulsory subject).
French or a local vernacular.
Drawing.
Manual Training.
Commercial Instruction (Book-keeping, Short-hand and Type-writing).

* * * * * * *

Provision shall be made in all sections of some form of physical exercise, *e. g.*, drill, gymnastics or games. It is recommended that instruction should be given in class-singing.

29. The amount payable under Section III of this chapter shall in no case exceed one-half of the local assets or one-third of the total expenditure of the institution during the previous official year.

38. In addition to the grants mentioned above, supplementary grants may be made, on the recommendation of the Inspector, to any school for the efficient maintenance of which the ordinary grants are not sufficient. In considering the assignment of supplementary grants the Department shall have regard to the improvement of the quality and pay of the teaching staff; and it shall be a condition of such grants that they shall not be applied to the reduction of fees or of voluntary subscriptions. Such supplementary grants shall in no case exceed 33 per cent. of the ordinary grant earned under Chapter V, Section III, of this Code. They shall be exempt from the limitation imposed by Article 29 of this Code on the ordinary grants and may be continued from year to year at the discretion of the Inspector.

40. Section VI.—*Boarding Grants for (1) Orphans and Destitute Children, and for (2) Children of the poor in places where schools are not available.*

A special grant of Rs. 8 per mensem for each child in addition to ordinary grants of all descriptions is made in aid of boarding charges to orphanages and schools which, in the opinion of the Department, provide an education suitable for children of these classes. The place of birth and residence shall not be taken into consideration in awarding such grants. Grants not exceeding Rs. 3 per mensem in aid of fee payments for each day scholar whose parents or guardians are in a destitute condition may also be made at the discretion of the Department.

41. (*b*) No boy over the age of 16 or girl over the age of 18 years shall be eligible.

(*c*) No scholar reading beyond Standard VII shall be eligible for this grant unless in very exceptional cases sanctioned by the Department.

* *N. B.*—Portions relating to girls, which

B—*continued.*

Proposed article.

In the High Section the following subjects shall be compulsory :—

English.
Arithmetic.
Geography.
English History.
Indian History.
Algebra and Geometry (for boys only).

* * * * * * *

In addition at least one of the following subjects shall be taught to boys :—

Latin.
Elementary Science.
French, *German,* or a local vernacular.
Drawing.
Manual Training.
Short-hand and Type-writing.
Book-keeping and Commercial Correspondence.

* * * * * * *

Provision shall be made in all sections for some form of physical exercise, *e. g.*, drill, gymnastics or games. It is recommended that instruction should be given in class-singing.

29. The amount payable under Section III of this chapter shall in no case exceed one-half of the local assets or one-third of the total expenditure of the institution, *whichever is less,* during the previous official year, *except in special cases to be determined by the Director of Public Instruction when the grant may amount to one-half of the expenditure.*

38. In addition to the grants mentioned above, supplementary grants may be made, on the recommendation of the Inspector, to any school for the efficient maintenance of which the ordinary grants are not sufficient. In considering the assignment of supplementary grants the Department shall have regard to the improvement of the quality and pay of the teaching staff; and it shall be a condition of such grants that they shall not be applied to the reduction of fees or of voluntary subscriptions. Such supplementary grants shall in no case exceed *50* per cent. of the ordinary grant earned under Chapter V, Section III, of this Code. They shall be exempt from the limitation imposed by Article 29 of this Code on the ordinary grants and may be continued from year to year at the discretion of the Inspector.

40. Section VI.—*(1) Boarding Grants for Orphans and Destitute Children, and (2) Grants for Children of the Poor.*

A special grant of *Rs. 12* per mensem for each child in addition to ordinary grants of all descriptions is made in aid of boarding charges to orphanages and schools which, in the opinion of the Department, provide an education suitable for children of these classes. The place of birth and residence shall not be taken into consideration in awarding such grants.

41. (*b*) No boy over the age of *17 (or in special cases 18)* or girl over the age of 18 years shall be eligible.

(*c*) No scholar reading beyond Standard *VIII* shall be eligible for this grant unless in very exceptional cases sanctioned by the Deparment.

New Article.

42A. Subject to the conditions laid down in Article 41 grants to cover the fee payments for day scholars whose parents or guardians are not in a position to pay the school fees may also be made at the discretion of the Department.

remain the same, have been omitted.

Present article.

CHAPTER IX.

EXAMINATIONS.

84. Examinations will be held for the purposes (1) of awarding scholarships at the conclusion of the Primary, Middle and High School Standards, respectively, (2) of testing the attainments of the scholars at the conclusion of their school career on completing the High School course. These examinations are called the Primary Scholarship, the Middle Scholarship and the High School Scholarship Examinations.

85. The Final or High School Examination will be open to all scholars from recognised schools, but competition for all grades of scholarships awarded under this Code is reserved for candidates who are Europeans. *Bonâ fide* private candidates for scholarships who are Europeans must have studied privately under conditions approved by the Inspector. No scholar from an unrecognised school, and no one who has been a scholar at any school within one year of the examination, can be admitted as a private candidate.

86. The examination for scholarships and the High School Examination shall be held annually at such centres and time as the Educational Department shall direct.

87. The fees charged for admission to these examinations will be at the following rates :—

Primary Scholarship	...	...	...	Rs. 2
Middle do.	...	...	...	Rs. 6
High School and Scholarship	...	...	...	Rs. 12

88. The examination for Primary Scholarships will be in the following subjects :—

English—The course prescribed for Standard IV.
Arithmetic—The course prescribed for Standard IV.
Geography—The course prescribed for Standard IV.

89. The examination for Middle Scholarships will be in the following subjects :—

English—The course prescribed for Standard VII.
Arithmetic—The course prescribed for Standard VII.
History and Geography—The course prescribed for Standard VII.
Practical Geometry—The course prescribed for Standard VI.

In addition boys will be examined in Theoretical Geometry and Algebra and in Latin, and girls will be examined in two of the following subjects :—Domestic Economy, Mathematics (Theoretical Geometry and Algebra) and a second language (Latin, French or a local vernacular), the course in each subject being that prescribed for Standard VII.

90. The examination for High Scholarships and Certificates will be in the following subjects :—

English, including prescribed books, Composition, Grammar, Etymology, and General Knowledge.
Arithmetic—The whole (including Simple Mensuration).
Geography—The world, with special reference to the British Empire, Physical Geography.
English History—The whole.
Indian History—The whole.

In addition, boys will be examined—
in Algebra and Geometry (the course prescribed for the Matriculation Examination of the Bombay University),
and in either Latin, including Grammar, the translation of unseen passages into English and Composition,
or Elementary Science (the course prescribed for Standard IX);

and girls will be examined in two of the following subjects :—
Domestic Economy, Mathematics (Algebra and Geometry), and a second language (Latin, French or a local vernacular). Elementary Science may be offered instead of a second language.

Boys may also offer not more than one of the following subjects :—
Elementry Science, when not taken as a compulsory subject.
Latin do. do.

B—*continued.*

Proposed article.

CHAPTER IX.

EXAMINATIONS *AND* CERTIFICATES.

84. The examinations recognized by the Department for the purpose of testing the attainments of scholars at the end of the Middle and High School course respectively are the Cambridge Junior and Senior Local Examinations. Scholarships will also be awarded on the results of these examinations.

85. The Preliminary Cambridge Local Examination may be taken by such schools as desire to do so, but the examination will not in any way be recognized by the Department either as a test of efficiency or for the purpose of awarding scholarships. The Department will, however, hold itself responsible for the proper conduct of the examination.

86. The Department will supply to Managers of recognized schools copies of the Regulations governing these three examinations, and will be responsible for the collection of the requisite fees.

87. The Department reserves the right to specify from time to time which of the compulsory and optional subjects may or may not be taken. At present the following subjects are compulsory :—

Senior Examination.

English, Arithmetic, History of the British Empire and Geography, Latin or French, Mathematics (for boys), Domestic Science (for girls).

Junior Examination.

English, Arithmetic, History of the British Empire and Geography, Latin or French, Mathematics (for boys), Physiology and Hygiene (for girls).

88. The examinations will be open to all scholars from recognized European schools, but competition for scholarships is reserved for candidates who are Europeans.

89. Europeans attending an English-teaching school, and Europeans who are private students and who send in their applications through the Principal of a European school, may be permitted to sit for the Junior and Senior Examinations with the special sanction of the Director of Public Instruction, but they are not eligible for scholarships.

90. The names of candidates at the Junior and Senior Examinations who pass in the subjects prescribed by the Department will be published in the Government Gazette in order of merit. They will be arranged in three classes :—those who gain 60 per cent. of the possible aggregate shall be placed in the first class ; those who gain 45 per cent. but less than 60 per cent. in the second class ; and the remainder in the third class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall gain distinction in that subject.

Present article.

Drawing—The course prescribed for Standard IX.
French or a local vernacular—The course prescribed for Standard IX.
Manual Training—The course prescribed for Standard IX.
Book-keeping, Short-hand and Type-writing—The course prescribed for Standard IX.

Girls may also offer not more than one of the following subjects :—

Domestic Economy, when not taken as a compulsory subject.

Algebra and Geometry	do.	do.
Latin	do.	do.
French	do.	do.
A vernacular	do.	do.
Elementary Science	do.	do.
Drawing	do.	do.
Botany	do.	do.

Short-hand and Type-writing.

91. Successful candidates at the High School Examination will be arranged in three classes :—those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent. but less than 60 per cent. in the second class; and the remainder in the third class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall gain distinction in that subject.

92. The course of the examinations for Primary, Middle and High School Certificates may be notified with the approval of the Bombay Government.

93. Ordinarily, no candidate may appear for the High School Examination until he has received two years' instruction in the High School standards.

94. The names of candidates who gain scholarships will be published in the *Government Gazette*. In the case of the High School Examination the results for boys and girls will be shown separately and will be gazetted. Certificates will be given to those who pass the High School Examination showing the subjects in which they pass.

CHAPTER X.

SCHOLARSHIPS.

95. Scholarships are of three grades—Primary, Middle and High. The number of each grade and their value will be determined by the local Government.

The following have been sanctioned :—

Seven Primary of the value of Rs. 8 per mensem, tenable for 3 years.
Seven Middle of the value of Rs. 12 per mensem, tenable for 2 years.
Three High of the value of Rs. 20 per mensem, tenable for 4 years.

The value of the High Scholarships may be increased by the Director in special cases up to a maximum of Rs. 40 per mensem and the tenure to 6 years.

96. Primary, Middle and High School Scholarships will be awarded on the results of the examinations detailed in the preceding chapter.

97. Primary Scholarships are tenable for three years in a school of a higher grade than Primary. Middle School Scholarships are tenable for two years in a High School, or for a recognised course of study not exceeding five years in a technical or professional institution. High School Scholarships are tenable by students pursuing a recognized course of study in a college affiliated to the University of Bombay.

98. Candidates for Primary Scholarships must be under 12 years of age, for Middle Scholarships under 15 years of age, and for High Scholarships under 17 years of age, on the 31st of December in the year of examination.

B—*continued.*

Proposed article.

91. The names of candidates recommended for scholarships will be published separately. In awarding scholarships, the recommendations of the Cambridge Syndicate will generally be followed. But the Department does not in any way bind itself to accept the total number of marks obtained as the deciding factor in awarding scholarships.

92. The Department will grant Junior School Certificates to pupils who have completed Standard VIII and do not intend to study further, provided application is made within three months of the date of their leaving school. These certificates will record the progress of the pupil in the subjects studied and will contain entries with regard to physical training and games, special aptitudes, character and conduct, etc. They will also specify whether the pupil has passed the recognized external examination in the subjects prescribed by the Department.

93. Senior School (or Leaving) Certificates will be granted under like conditions to pupils who have passed the full High School course.

94. These certificates will be divided into two classes :—Class A for those who have passed the requisite external examination and Class B for those who have not. They will be signed by the Principal of the school and countersigned by the Inspector. No certificate will be given to any pupil, who has not regularly attended a European school for three continuous years.

CHAPTER X.

SCHOLARSHIPS.

95. Scholarships are of *two* grades, *Junior and Senior*. The number of each grade and their value will be determined by the local Government. The following have been sanctioned :—

Ten Junior of the value of Rs. 12 per mensem, tenable for 2 years.

Five Senior of the value of Rs. 30 per mensem, tenable for 4 years.

The value of the *Senior* scholarships may be increased by the Director in special cases up to a maximumof Rs. 40 per mensem and the tenure to 6 years.

96. These scholarships will be awarded on the results of the Junior and Senior Cambridge Local Examinations.

97. Junior Scholarships are tenable for two years in a High School or in any recognized technical or professional institution, approved by the Director of Public Instruction, in which case the tenure of the scholarship may be extended by the Director of Public Instruction to a maximum of 5 years.

Senior Scholarships are tenable by students pursuing a recognized course of study in a college affiliated to the University of Bombay, or in any technical, commercial or professional institution, approved by the Director of Public Instruction.

98. Candidates for Junior Scholarships must be under 16 years of age, and for Senior Scholarships under 18 years of age on the 31st of December in the year of examination.

APPENDIX C.

Correspondence relating to the scheme for the establishment of a European Training College for Secondary Women Teachers in Bombay.

ZENANA BIBLE AND MEDICAL MISSION OR
INDIAN FEMALE NORMAL SCHOOL AND
INSTRUCTION SOCIETY.

King's Chambers, Portugal Street,
Kingsway, London, W. C.,
27th November 1913.

To

HIS EXCELLENCY
THE RIGHT HONOURABLE LORD WILLINGDON.

MY LORD,

It has been brought to our notice that contemplated public improvements in the neighbourhood of our Girgaum school, Bombay, will probably afford a supreme opportunity to enhance the scope and value of the educational work at present being done in our High School for Girls. We are anxious to do all that we can to impart an education to Indian girls which will lead to the formation of character. We recognize the immense importance of having Indian teachers, trained to impart right ideals of conduct. We would therefore heartily welcome any suggestion from the educational authorities for the establishment of a training centre. At the same time, we are constrained to point out that any financial burden for initial expenditure would throw a weight upon us which we are unable to bear. Already the claims of our educational and medical work in various places in India strain our resources, but we believe that our high schools maintain a high standard of efficiency and that our teachers are thoroughly qualified to deal with important educational work. Your Excellency may feel satisfied that any responsibility laid upon us will be conscientiously carried through.

We respectfully ask that the land, which is coming into the market, adjacent to our high school in Girgaum, may be secured for the school, both for the possible extension of the school premises hereafter, and for a training institution for female teachers. We hope it may be possible to make a free grant of this land. We plead for this in the interests of Bombay and of future generations, for we believe that we can turn out the type of girl and the kind of teacher, which the City and the Empire need. We further hope that very liberal assistance will be given in the erection of the buildings which may be necessary. We are encouraged to ask much, recollecting the gracious treatment we have experienced in the past.

This letter is submitted through Canon Heywood, our Honorary Secretary, who can furnish Your Excellency with any information desired.

We have the honour to remain,
Yours sincerely,

(Sd.) KINNAIRD,
Treasurer.

(Sd.) A. WINGATE,
Chairman of Committee.

THOMAS CARTER, Th. D.,
Secretary.

Forwarded through the Inspector of European Schools.

(Sd.) R. S. HEYWOOD,
Honorary Secretary, Bombay.
8-1-14.

Dated 21st August, 1913.

From

MISS F. D. WILSON,
Lady Principal, Z. B. & M. M. Girls' High School,
Girgaum, Bombay:

To

THE HONOURABLE MR. W. H. SHARP,
Director of Public Instruction, Poona.

In connection with the interview, which Rev. Canon Heywood and I had with you at Poona, on the 13th instant, I have the honour to forward to you our definite plans for the development (of a ?) "Normal College for Secondary Women Teachers" at Girgaum.

(1) I would propose to develop this alongside of the normal classes, which already exist here for Kindergarten teachers. In some subjects which are the same in both departments the students would share lectures, *i. e.,* Literature, Geography, Geometry, Nature Knowledge, Manual Instruction and Singing.

(2) That it should be a whole-time college and residential, a hostel being provided for the latter purpose. The day would be divided between lectures, doing practial work and study.

(3) A two years' course would be arranged. Graduates or those who have passed the Higher Cambridge Local need only take the second year's course. Those who had only passed Senior Cambridge, Matric, School Final, or equivalent examinations would have the full two years' course to take.

(4) The following is the proposed curriculum :—

FIRST YEAR.

(i) Literature. The course prescribed by the N. F. U.
(ii) Geography. Do.
(iii) Elementary Mathematics and Logic. Do.
(iv) Nature Knowledge, Botany and Zoology, knowledge of Earth and Sky as in N. F. U. Elementary Certificate.
(v) Knowledge of Child Nature, Physical, Moral and Mental.
(vi) Practice of Education in Junior Classes.
(vii) Class Teaching.
(viii) Black Board Drawing.
(ix) Educational Handwork including Needle work.
(x) Singing according to Tonic Solfa System.
(xi) Drill and how to teach it.

SECOND YEAR.

(i) Principles of Education as in N. F. U. Part II Higher.
(ii) Practice of Education { (*a*) Elementary Lower Forms. (*b*) Higher Forms.
(iii) Class Teaching to carry out theory learnt in (ii) in such subjects as Elementary Science, Mathematics, Modern Languages, History, Geography, Literature and Composition.
(iv) History of Education in England and Wales from end of 18th Century, including (*a*) the chief movements in the various grades of education during the period, (*b*) the influence of Locke, Rousseau, Pertaloggi, Froebel, Herbert Spencer, and Herbert.
(v) School Hygiene for schools in India.
(vi) Singing according to Tonic Solfa System and how to teach it.
(vii) Drill.

(*N. B.*—These subjects would be taught through the medium of lectures and not crammed up from books)

(5) The college classes would be entirely separate from the High School, but the latter would be made use of for practising in and giving model lessons. Arrangements would also be made with European schools outside for the same purpose.

(6) To carry out the above scheme the following would be necessary :—

(i) A thoroughly competent expert to do the training.
(ii) A properly qualified lady to be in charge of the hostel.
(iii) Hostel accommodation for 25 students and 2 ladies.
(iv) Servants' accommodation.
(v) Two lecture rooms and a model class room with model equipment.

(7) This would entail additional accommodation, as the present lecture rooms, used by the Kindergarten teachers in training, would not suffice even for class rooms, and there is also the boarding department to be provided for. As the school is increasing in numbers we cannot give up any of the accommodation used by it.

2. At first we thought it might be possible to provide the necessary accommodation, by adding another storey to the school building ; but this we find would not be sufficient. The most feasible plan seems to be to acquire some more land ; and shortly a piece of land exactly opposite and adjoining the High School compound will probably be available. Under the proposed municipal improvements in this neighbourhood, the road named "Procter Road", skirting the back of the N. E. wing of the school, is about to be continued across Girgaum Back Road, and to debouch at the S. E. side of Kennedy Bridge. The section of the Girgam Back Road between Procter Road and the railway is then to be closed, as well as the level-crossing to which it leads, and the lane which is at right angles to it—the lane being used to widen Kennedy Bridge. In carring out these plans the closed portion of Girgaum Back Road and some property on the south side of it will be at the disposal of the Municipality who propose to exchange 1,639 yards of it, *viz.*, the road section and part of the property (shaded dark red in the plan), with Government for the site of the present cattle pound, which is marked yellow in the map, and which the Municipality desire for a market. There is of course no necessity for the pound to be placed on such a central position ; the Municipal Engineer says there are cheaper sites to be obtained in the neighbourhood that would do for a cattle pound. What we propose is that Government should acquire such a site for the pound and let us have the portion at present proposed for the pound to erect the Normal College on. The whole space available is about 2,397 square yards and the portion of it intended for the new pound is about 1,639 square yards. The 1,639 square yards are valued at Rs. 25 per yard and 758 yards at Rs. 30 per yard. If the Educational Department do not see their way to providing us with the whole 2,397, it is possible that our Home Society might contribute a share of the expense of it so as to procure the whole piece of ground that the Municipality have to dispose of (*i. e.*, 2,397 square yards).

3. It would be a great boon to have command of this ground so as to give room for future developments, and also prevent chawls or other high buildings being erected on it, and shutting out the air from the college and school and otherwise hampering it.

4. The site is a very suitable one being near the cars and the Grant Road Station. On ground being obtained, a suitable building with the accommodation required for lecture rooms and living rooms might be put up at a cost of about Rs. 40,000.

The expenses of the whole scheme would then be approximately as follows :—

Initial expenses :—

Ground	...	1,639	square yards at Rs. 25 per yard.		Rs.	40,975
		758	do.	at Rs. 30 do.	„	22,740
Building	...	...	...	...	„	40,000
Equipment	...	...	...	...	„	3,000
					„	1,06,715

(*N. B.*—The larger portion would not really cost the Government this price, for the Municipality propose to give it in exchange for the present Cattle Pound site, and if it is devoted to education, a site could be obtained for the Cattle Pound at considerably less cost).

Current expenses :—

25 scholarships at Rs. 45 per mensem	...			Rs.	1,125
Salaries of two ladies, one for training and one for hostel.				„	300
5 servants ...	...	...	...	„	77
Taxes per mensem	...	..	...	„	25
Contingencies	...	...	...	„	10
Total current expenses per mensem				„	1,537
					× 12
Do.		per year		„	18,444

5. These plans and buildings would take some little time to carry out. It might be well, until the new accommodation were ready, to entertain the idea of temporarily renting a flat for the use of the Normal College. Such a flat might be obtained for Rs. 150 to Rs. 200 per month.

6. I should be glad to hear whether the above schemes meet with your approval.

I have, etc.,

(Sd.) FRANCES D. WILSON,
Lady Principal.

No. U-84 dated the 5th November, 1913.

From

O. H. T. DUDLEY, ESQUIRE, M.A.,
Inspector of European Schools,
Bombay ;

To

The Director of Public Instruction,
Poona.

With reference to your No. 8612 dated October 24, I have the honour to state that I arranged interviews both with Miss Wilson and with Canon Heywood to-day and yesterday respectively and as the result I am able to report as follows :—

1. *Proportion of initial cost.*—Both were under the impression that, as the suggestion of starting a training college came orginally from the Department, the Department would be prepared to bear the entire initial cost. Canon Heywood thinks, however, that the Society at home will be prepared to bear one-third of the cost, *viz.*, Rs. 35,571. He is writing by the mail this week to urge them to do so, and he asks that the matter may be allowed to stand over till he gets their reply.

2. *Proportion of recurring cost.*—Canon Heywood definitely undertakes that the Society will contribute one-third of this, *viz.*, Rs. 6,148.

3. Miss Wilson accepts my proposal that the Hostel Superintendent should be a lady sufficiently qualified to carry on the training in the event of the Principal being absent.

4. She guarantees that the ladies will be satisfied with the fixed salary of Rs. 150 each and will not require any increment.

5. She wishes the College to be known as a European Training College but thinks it advisable that 5 of the 25 scholarships should be tenable by non-Europeans if there are not enough Europeans available. She guarantees suitable boarding arrangements for them. In the circumstances I am inclined to support the proposal.

6. After a long discussion of the question as to how to secure a decent salary for the teachers after the completion of their course it was concluded that the only course open was for the Department to issue a circular to managers of schools stating that they were expected to pay such teachers at the rate of Rs. 100 if they had undergone two years' training, and Rs. 75 if they had undergone one. No difficulty is anticipated in this matter, as managers are fully alive to the value of such trained teachers and are willing to pay accordingly. The demand also is expected to be equal to the supply.

7. As to compelling the students to serve as teachers for any given term in return for the money expended on them, it was thought that the Department could not legally exercise any such compulsion but should leave it to the good sense of the teachers concerned, most of whom would certainly take up teaching. Moreover, if the Department were to exact a legal bond from the students it would be thereby bound to secure them employment. But this is not possible in the case of aided schools, in which all appointments are made by the managers.

I have, etc.,

(Sd.) O. H. T. DUDLEY,
Inspector of European Schools,
Bombay Presidency.

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

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No. 2413.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 18th August, 1915.

From

J. L. RIEU, ESQ., I.C.S.,
Secretary to the Government of Bombay;

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION (EDUCATION).

SIR,

I am directed to refer to my letter No. 3800, dated the 28th November, 1914, communicating the views of the Bombay Government on the recommendations made by the Simla Conference of July, 1912, regarding the education of Europeans and Anglo-Indians. In paragraph 46 of that letter it was stated that a conference of the heads of girls' schools had been held in Bombay in order to consider the points mentioned in part (iv) of resolution No. XV of the Simla Conference as also the expediency of altering the Code of Regulations for European Schools in force in this Presidency so as to admit of girls receiving more general culture and a more thorough course of domestic science instead of preparing for a University course. It was added that the recommendations of this conference were still awaited by the Bombay Government.

2. I am to state that the conference in question was held on the 14th August, 1913, and that the Inspector of European Schools, Madras, who was till the year 1911 or thereabouts an Inspector in England and is thus acquainted with recent developments in English schools, was invited through the Government of Madras to attend it. The recommendations made at the conference were embodied by the Inspector of European Schools in this Presidency in a draft syllabus for European girls' schools, and this was circulated among the heads of such schools for any further suggestions that they might have to offer. As some of the suggestions received in response to this enquiry involved important changes, a further conference on a smaller scale was held in December, 1914. The draft syllabus as thus finally revised has now been received and approved by this Government. In submitting a copy of it, I am to enclose herewith a copy of the letter from the Inspector of European Schools in this Presidency, No. 6090, dated the 22nd January, 1915, which explains the reasons for the changes incorporated in the new detailed courses of study.

3. The general curricula at present prescribed for primary, middle and high schools for European girls in this Presidency are contained in Chapter IV of the Code for European Schools in force here, while the detailed standards are published as appendix VI to that Code. The proposed draft syllabus for these schools involves certain modifications in the Chapter above quoted as well as in appendix VI to the Code, but, as in the case of boys' schools,* these can be made later when the Government of India have expressed their general approval of the principle on which the draft syllabus has been drawn up, *viz.*, the adoption of the Cambridge Local Examinations in place of the present departmental examinations as recommended by the Simla Conference.

I have the honour to be,
Sir,
Your most obedient Servant,

J. L. RIEU,
Secretary to the Government of Bombay.

* *Vide* paragraph 35 of the Bombay Government letter to the Government of India, No. 3800, dated the 28th November, 1914.

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Accompaniments to the letter to the Government of India, Department of Education (Education), No. 2413, dated 18th August, 1915.

No. 6090, dated the 22nd January, 1915.

From—O. H. T. Dudley, Esquire, M.A., Inspector of European Schools, Bombay Presidency, Poona;

To—The Director of Public Instruction, Poona.

I have the honour to submit herewith a draft syllabus for European girls' schools in this Presidency in accordance with your No. 10761, dated November 10th, 1914. The syllabus has been finally prepared after a long series of correspondence with the principals of schools, and personal consultation with them at the time of my annual inspections throughout the whole year. In addition to this, two conferences have been held in Bombay, and the scheme has been twice revised. The Inspector of Science Teaching, the Inspectress of Girls' Schools, experts in kindergarten, experts in nature study, experts in domestic science have also been consulted. These circumstances, added to pressure of inspection work, have caused considerable delay in the submission of the scheme. At the last moment, too, it was found necessary to modify parts of the syllabus on account of the temporary shelving of my proposal for the creation of a post of Domestic Science Superintendent.

2. In my original draft I had made "Homecraft and Domestic Economy" a compulsory subject from standards VI to IX, relegating mathematics to the optional list. As, however, there are no prospects of securing expert teachers of domestic subjects for several years, it was useless to retain "Homecraft and Domestic Economy" in the compulsory list. It is therefore bracketed with mathematics amongst the optionals, with a note stating that either one or the other must be taken; but as the present method of teaching the subject is of very little value I have added a note prescribing in its place the Government scheme of needle-work together with one of the Cambridge courses in physiology and hygiene, until such time as our own domestic science course is organised, and trained teachers are available to deal with it. This compromise seems to be the best way out of the difficulty.

3. I think it may be safely laid down that over 75 per cent. of the girls who pass through a European school eventually find a husband. It appeared therefore quite a reasonable thing to make "Homecraft, etc." a compulsory subject; and in the draft alterations in the Code rules I have made this branch of training a compulsory subject. Please see this office No. 401 of 9th April, 1914. This proposal, however, is regarded unfavourably by the authorities of St. Mary's High School, Poona, and by the principals of the two most important mixed schools in the Presidency, *viz.*, the Karáchi Grammar School and the John Connon High School. The former school specialises in mathematics, and definitely aims at approximating to the best high schools at home, in which French and mathematics are the leading subjects for examination purposes. For these subjects the managers employ expert teachers from home at a high salary, and they state that they cannot afford to employ a highly paid domestic science teacher as well. They also claim that their school is the nursery for trained teachers, and that no teacher can be properly considered to be trained without being well grounded in French and mathematics. I am not much in sympathy with this view, still less with the view that a school should aim at turning out trained teachers. However this school is undoubtedly efficient from a scholastic point of view. The difficulty with mixed schools is that they cannot afford to pay for a highly trained domestic expert just for the sake of a handful of girls. They make the girls do mathematics, along with the boys. And as the University insists on mathematics as a condition of recognising the Cambridge Senior Local, these schools have a strong case. For these reasons I think that even after the organisation of "Homecraft and Domestic Economy" has become a settled fact and has been placed under a Government Inspectress or Superintendent it will be impossible to make it a compulsory subject. The claims of the small minority of girls who want to become trained teachers or to get a University degree cannot be ignored.

4. Just as "Homecraft, etc." was intended to be a distinguishing feature of the curriculum of the higher classes, so nature study plays a prominent part in that of the lower classes. The course drawn up has received general approval, and its value is recognised. But here again the supply of efficient teachers will present a problem. A list of reference books has been placed at my disposal by Miss Wilson of the Queen Mary High School, Girgaum, and she has also suggested that for Bombay teachers only a short course of suggestive lectures could be delivered by an expert who is employed in her school. For schools outside Bombay I propose to ask this expert to draw up a short circular, to be subsequently printed, along with a list of reference books, under

Government authority. A note (1) to this effect is inserted. Miss Wilson offered to arrange for the lectures to be delivered gratis. But attendance at them should, I think, be made compulsory, as in the case of the physical culture classes held by Miss Denison of the Young Women's Christian Association last year.

Peculiarities of local conditions have suggested the insertion of note (2) at the beginning of the syllabus.

5. The work in English has been more fully and systematically outlined than in the existing syllabus. Drill has been made compulsory, and the advisability of class-singing has been pointed out. The course in geography and history has been amplified and re-arranged. The geography of England is postponed to standard V, and the geography now prescribed for standard IV forms a suitable connecting link between the work of standard III and standard V. In the old syllabus the geography of England was illogically assigned to standard IV, so that the pupils jumped from the familiar (India) in standard III to the unfamiliar (England) in standard IV, and back again to the familiar (India) in standard V. As regards English history the work prescribed for standard VI allows greater latitude to schools taking the Cambridge Preliminary Examination; and the reference to the growth of British power in India in the VI and VII standards is an attempt to compensate for the loss of Indian history proper, which in the old syllabus appeared under the optional subjects of these two standards. Early Indian history is sufficiently provided for in standards III and IV.

6. In conclusion, it may be said that the new syllabus is a considerable improvement on the old, and represents a genuine attempt to carry out the ideas of the Simla Conference on the subject of the education of girls. But as the finest syllabus ever devised depends for its success on the teachers who carry it out, it is to be hoped that the provision of wider facilities for the training of women teachers and of higher salaries will receive due attention in the course of the next few years.

7. The syllabus cannot come into force until the Government of India have sanctioned the adoption of the Cambridge Local Examinations and until corresponding changes have been made in the syllabus for boys' schools.

PROVISIONAL SYLLABUS FOR EUROPEAN GIRLS' SCHOOLS.

The following syllabus is provisionally sanctioned for European girls' schools in this Presidency. Attention is invited to the following remarks :—

Nature Study.—(1) Teachers of this subject will be expected to work on the lines laid down in the circular issued on this subject, and to have made themselves familiar with such of the specified reference books as bear upon the course selected.

(2) Modifications in the Nature Study Syllabus will be permitted in cases where the environment of a school renders this advisable. Such modifications must be reported to the Inspector for sanction.

Class Singing should find a place in the Time Table of every school.

STANDARD I.

COMPULSORY SUBJECTS.

English—

Reading.—One general reader. Special attention to be paid to pronunciation and spelling. One or more story books (*e. g.*, The Children's Classics—Primary).

Poetry.—Not less than 50 lines to be learnt by heart.

Handwriting.—In double lines about $\frac{1}{4}$ to $\frac{5}{16}$ of an inch apart. Figures to be taught.

Dictation.—To be taken occasionally.

Transcription.—To be taken regularly.

Composition.—Picture talks and answering questions orally on the subject matter of the readers and on familiar scenes and subjects in complete sentences.

Arithmetic—

Numeration and notation up to 4 figures. Simple addition and subtraction. Multiplication and division by numbers less than 6 and tables to 6×12. Easy problems on the above. Mental arithmetic. Concrete examples to be used.

Nature Study—

1. *Common Objects.*—Chalk, clay, sand, iron, hard and soft things, brick, water, paper. To be taken in connection with the children's environment, and correlated with other lessons, *e.g.*, the general or geographical reader, handcraft, etc.

2. *Nature Study.*—One of the following two sections:—

A. *Plant Life.*—Parts of a plant. How plants grow. Roots. The life-history of any local plant or flower kept under observation.

B. *Animal Life.*—Cat, dog, horse, buffalo, cow, donkey, elephant. The life history of the earthworm, frog, butterfly, kept under observation.

Books recommended.—(i) Glimpses into the life of Indian Plants—J. Pfleiderer. (ii) Introduction to the Study of Nature—E. Stenhouse (Macmillan).

Drawing.—Free arm drawing correlated with nature study and the English lessons.

Brushwork.

Needle-work—

1. Running, stitching, hemming and top sewing on coarse material with coloured cotton (dusters, tray-cloths or needle-work bags).

2. Plain knitting with 2 needles (garters).

Or

Cross stitch, in straight lines on coarse canvas.

Drill.—At least 15 minutes daily.

STANDARD II.

Compulsory Subjects.

English—

Reading.—A general or literary reader and a geographical or historical reader.

Rapid reading.—One or more story books (*e.g.*, The Children's Classics—Junior).

Poetry.—Not less than 75 lines to be learnt by heart.

Handwriting.—In double lines not less than $\frac{3}{16}$ of an inch apart. Figures to be taught.

Dictation and transcription.—As in standard I.

Composition.—As for standard I, but partly oral and partly written. Stories from Greek, Roman and Scandinavian mythology may be freely used, difficult names being written on the black-board, and coloured pictures shown wherever possible.

Arithmetic—

Numeration and notation up to 6 figures. Addition and subtraction. Multiplication by 3 figures. Short division and long division by 2 figures. Tables 12 × 12 and 16 times. Easy problems on the above. Mental arithmetic with concrete examples.

Geography—

Illustrations of simple geographical terms; points of the compass, to be taught practically. Meaning of a plan: ground plan of the school room and school to be taught. Physical features of neighbourhood to be taught practically (by means of observation and relief plans). Meaning of a map.

Nature Study—

One or more of the following three sections:—

A. *Plant Life.*—Roots, leaves, flowers, the life history of a local plant, *e.g.*, radish, rice, maize, bajri.

B. *Life of the Sea-shore.*—Sponge, pearl, shells, formation of beach.

C. *Inhabitants of the Sea.*—Fish, crab, lobster, jelly-fish.

Drawing—

(*a*) As in standard I together with elementary free hand and simple memory drawing.

(*b*) Recognising, naming and comparing the following solids:—Cube, cuboid, sphere, cylinder, cone and pyramid.

Needle-work—

1. Stitches already learnt to be practised on finer materials (handkerchief or sheet and pillow case for doll's bed). Hems to be folded on paper by class.

2. Knitting with two needles, plain and purl (kettle holder or doll's quilt).

Or

Cross stitch. Simple designs on coarse canvas.

Drill.—At least 15 minutes daily.

STANDARD III.

Compulsory Subjects.

English—

Reading.—A general or literary reader and a geographical or historical reader.

Rapid reading.—One or more story books (*e. g.*, The Children's Classics—Intermediate I), not necessarily to be read in the class room.

Poetry.—Not less than 100 lines to be learnt by heart.

Handwriting.—Double or single lines may be used.

Dictation and transcription.—As for standards I and II.

Composition.—(1) Writing a simple letter. (2) Written reproduction of an easy story as in standard II, or similar exercise. Coloured pictures to be freely used.

Grammar.—The children may be introduced to very simple analysis (subject and predicate) in connection with reading and composition lessons, and taught to distinguish nouns, verbs, personal pronouns, adjectives and adverbs. No manual of grammar should be used.

Arithmetic—

Numeration and notation up to 7 figures. Four simple rules. Reduction and four compound rules in Indian and English money, and in time, long measure and weight (avoirdupois). Easy problems on the above. Mental arithmetic.

Geography—

The shape and motions of the earth to be demonstrated with simple apparatus. Zones, continents with their chief physical features, oceans with simple instruction as to their nature and their effect on land and climate. Map reading. General geography of India with special reference to Bombay Presidency. Map of India to be drawn.

History—

Easy stories and biographies from Greek, Roman, Indian and British history.—

Nature Study—

1. *Common Objects.*—Compass, magnet, plumbline.

2. *Nature Study.*—One or more of the following three sections:—

A. *Earth and Sky*—Rain, and what becomes of it, springs, rivers, lakes. Water in other forms: steam, vapour, evaporation. To be dealt with during the monsoon.

B. *Plant Life.*—Parts of a flower. Insect and flowers. The life history of a potato, cabbage, or onion, kept under observation.

C. *Animal Life.*—Hen and chickens. The spider, bees. Life history of a parrot or any cage-bird kept under observation. Beaks and feet of birds.

Drawing—

(*a*) A course preparatory to the School of Art Examinations.

(*b*) Knowledge of the kinds of lines. Drawing of straight lines to given lengths in inches. Recognising and naming acute, obtuse and right angles. Making angles with ruler and pencil.

Needle-work—

1. Revision of stitches previously learnt and in addition back stitch and felling (pillow-case or pinafore without gathers). Hems to be turned down on cloth and tacked by class.

2. Knitting, simple patterns (comforters or doll's shawl).

Or

Marking on canvas alphabet and numbers.

Drill.—At least 15 minutes daily.

STANDARD IV.

Compulsory Subjects.

English—

Reading.—A general or literary reader and a geographical or historical reader.

Rapid reading.—One or more story books (*e. g.*, The Children's Classics—Intermediate II).

Poetry.—Not less than 150 lines to be learnt by heart.

Handwriting.—Double or single lines may be used.

Dictation.—Passages from the readers previously studied or unseen passages.

Composition.—As for standard III.

Grammar.—Recognition of parts of speech, analysis of easy simple sentences, in connection with reading and composition. No manual of grammar should be used.

Arithmetic—

Revision of the work of previous standards. Reduction and four compound rules in the remaining weights and measures. H. C. F. and L. C. M. by factors. Simple decimals and simple vulgar fractions. Simple proportion by the unitary method. Problems on the above. Mental arithmetic.

Geography—

General geography of Asia with India in detail and its connection with the mother country. Map drawing of India from memory; trade routes from India to be filled in in given outline of the world. Measurements of time—day and night—the seasons.

The constitution of the atmosphere, to be demonstrated by simple experiments.

History—

Easy stories from English and Indian history, the former from 1066 to 1485 and the latter from the Mogul period to the end of Clive's administration.

Nature Study—

One or more of the following three sections:—

A. *The Atmosphere.*—Pressure of the air. Rain and dew. Preparation of oxygen, nitrogen and carbonic acid gas. How to prevent kerosene lamp accidents.

B. *Plant Life.*—Flowers of a curious shape. Fertilisation. The effect of light on plants. The life history of any local tree, *e. g.*, palm, cocoanut, mango. Growth of mould and fungi.

C. *Animal Life.*—Slug, snail, mosquito, dragonfly, house-fly, moth, ant, cockroach.

Drawing—

(*a*) A course preparatory to the School of Art Examinations.

(*b*) Recognising and naming triangles. Construction of triangles with the protractor. Bisection of lines and angles. Recognising parallelograms.

Needle work—

1. Revision of stitches previously learnt and in addition gathering, stroking and herring-boning (*e. g.*, small petticoat, pinafore or infant's drawers).
2. Cutting out in paper a simple garment (*e. g.*, pinafore or infant's drawers).
3. Hemstitch for drawn thread work or coarse linen (tray cloth).
4. Flannel patch; marking on flannel.

Or

(for non-European girls only) knitting or crochet (kettle holders or comforters).

Drill.—At least 15 minutes daily.

STANDARD V.

Compulsory Subjects.

English—

Reading.—A general or literary reader or suitable prose book and a geographical, historical or science reader.

Rapid reading.—One or more story books (*e. g.*, The Children's Classics—Senior).

Poetry.—Not less than 400 lines to be read and not less than 200 lines to be learnt by heart.

Dictation.—Passages from the readers previously studied or unseen passages.

Composition.—Letter writing, reproduction of lessons given, reproduction of a short poem in prose.

Grammar.—Full analysis of simple sentences. Parsing.

Arithmetic—

Revision of the work of previous standards. Decimals and the metric system; practice, simple interest and commercial discount. Mental arithmetic.

Geometry—

A course of practical geometry, *e.g.*, Part I of Godfrey and Siddon's "Elementary Geometry".

Geography—

Geography of the British Isles, to be based on the study of its physical side. Maps illustrative of mineral, vegetable and industrial products to be prepared. Temperature, winds, distribution of rainfall, climate, use of the thermometer, barometer and rain-gauge.

History—

English History, 1066—1485.

Nature Study—

One or more of the following three sections:—

A. *Elementary Natural Science.*—Preparation of hydrogen gas. Composition of water. Salt and fresh water. Clouds. Sunshine and shadow. The thermometer.

B. *Plant Life.*—The woody stems. Thrifty plants and their stores. Fruits. Plant fibres, *e. g*, cotton, flax, hemp, jute.

C. *Domestic Science : Economic Plants.*—

(i) Bread stuffs, cereals, sugar cane.
(ii) Beverages. Tea, coffee, cocoa.
(iii) Fuel foods.
(iv) Plants as medicine. Castor oil, quinine, etc.
(v) Products of plants. Cotton, silk, etc.

Drawing—

A course preparatory to the School of Art Examinations.

Needle-work—

1. Revision of stitches previously learnt and in addition sewing on buttons, making button holes and putting on strengthening tapes (a simple flannel garment, *e. g.*, vest or petticoat).
2. Cutting out in cloth a simple garment (petticoat or vest).
3. Stocking web darning.

Or

(for non-European girls only) knitting or crochet (baby's socks or vest).

Drill.—At least 15 minutes daily.

Optional Subjects.

(One to be taken.)

Music—

Latin or French (a first year's course).

General Elementary Science (preparatory to the Cambridge Preliminary course).

STANDARD VI.

Compulsory Subjects.

English—

Reading.—A literary or general reader or suitable prose book and a geographical, historical or science reader.

Poetry.—Not less than 600 lines to be read and not less than 200 lines to be learnt by heart.

Dictation.—As in standard V.

Composition.—Letter writing: an essay on a simple subject. Reproduction of story read.

Grammar.—Parsing and analysis. Punctuation.

Arithmetic—

Revision of the work of the previous standards. Approximation. Compound proportion. Averages and percentages. Profit and loss. Mensuration of rectangular figures. Mental arithmetic.

Geography—

General geography of Europe. The chief physical features, seasons, climate, products and their connection with the occupations of the people in the chief towns; the chief trade routes. The divisions with their capitals, type of Government and languages spoken. Revision of geography of Great Britain and Ireland with reference to the requirements of the Cambridge Preliminary Examination.

History—

One or more of the periods prescribed for the Cambridge Preliminary Local Examination. Growth and establishment of the British power in India.

Drill.—At least 15 minutes daily.

Optional Subjects.

(Two to be taken of which one must be No. 4 or No. 6.)

1. *Drawing.*
2. *Music.*
3. *Second Language.*—Latin, French, German, or a local vernacular.

4. *Mathematics*—

Geometry.—As in Godfrey and Siddon's "Elementary Geometry," Part II, pages 1—113, or similar book.

Algebra.—Symbolical notation, substitution of numerical values, simple rules, easy factors.

5. *Elementary Experimental Science*.—As prescribed for the Cambridge Preliminary Examination.

6. *Home Craft and Domestic Economy*.—A four years' course to be arranged from standards VI to IX to include elementary physiology and hygiene, cooking, needle-work, household management, etc.

Note.—Until this course is arranged, schools may substitute for it the needle-work syllabus sanctioned under Government Resolution, Educational Department, No. 2032* of October 24th, 1910, combined with a simple course in physiology and hygiene as prescribed for the Cambridge Local Examination.

7. *Botany*.—Any elementary course such as that prescribed for the Cambridge Preliminary Examination.

STANDARD VII.

(Preparation for the Junior Cambridge Local Examination.)

Compulsory Subjects.

English—

Reading.—Not less than one prose book and one book of verse, as for the Cambridge Junior Examination.

Poetry.—Not less than 250 lines to be learnt by heart.

Composition.—As in standard VI.

Grammar.—Prefixes and suffixes.

Arithmetic—

Revision of the work of previous standards. Compound interest, square root, exchange, mensuration of the triangle and parallelogram. Mental arithmetic.

Geography—

The geography of Africa and Australasia, with a more detailed knowledge of the British Isles and British possessions. Revision of the physical geography of previous standards, and tides, phases of the moon, volcanoes and earth-quakes. Map drawing.

History—

Outlines of the history of the British Empire from 1714 to the present day with special attention to India.

Drill.—At least 15 minutes daily.

Optional Subjects.

Same list as for standard VI.

STANDARD VIII.

Completion of preparation for the Cambridge Junior Local Examination.

STANDARD IX.

A two years' course of preparation for the Cambridge Senior Local Examination.

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* *Vide* appendix VI to the Code to Regulations for European Schools.

GENERAL DEPARTMENT.

EDUCATION No. 3387.

CALCUTTA, the 17th AUGUST 1915.

From the Hon'ble Mr. K. C. De, c.i.e., i.c.s.,
Offg. Secretary to the Government of Bengal,

To the Secretary to the Government of India,
Department of Education.

Sir,

I am directed to refer to the letter from the Joint Secretary to the Government of India, Department of Education, No. 25 C.D., dated the 8th January 1913, forwarding, with an indication of the opinions of the Government of India, a copy of the discussions and resolutions of the Conference on the education of the domiciled community which was held in Simla in July 1912, and requesting that the whole question may be examined with a view to the presentation of comprehensive schemes of reform, accompanied by such general estimates of cost as it may be possible to draw up. Local Governments were also requested to indicate what alterations are required in the code of regulations for European schools and whether those alterations should be of a general nature or should apply only to their own provinces.

2. I am now to forward a copy of a letter, with enclosures, from the Director of Public Instruction, Bengal, in which he has recorded his recommendations, and to say that they have been accepted by the Governor in Council. They are briefly summarized below with reference to each of the resolutions, formal and informal, of the Simla Conference, which are reproduced in appendices A and B to the Government of India's letter.

3. Some assistance has already been given to the free schools in Calcutta with the help of the Imperial allotment of Rs. 40,000, and it is proposed that further aid should be given to boarding schools by means of enhanced boarding grants, and to day schools by means of supplementary grants. An increase in the boarding grant from Rs. 8 to Rs. 10 would involve an additional expenditure of Rs. 40,000 a year in the first instance. The needs of the poorer members of the domiciled community in Bengal will be best met by the development of a thorough course of elementary education supplemented by some vocational training.

The Director of Public Instruction has discussed the definition in the code of the term "European" as it affects European schools in Bengal. He has come to the conclusion that it is not practicable to remove from European schools all those who cannot claim European descent, and that it would be subversive of the policy of Government to insist on the application of the "manner of living" test. At the same time, the problem of the education of the domiciled community would be enormously simplified if the European school system could be confined to those for whom it was originally intended. On the whole the Governor in Council is of opinion that no alteration of the definition of "European" is required. It will be sufficient if Inspectors impress on school managers the necessity of guarding against any abuse of the privileges which have been conferred on the domiciled community.

4. The apprentice system for selecting teachers does not appear to be essentially different from the pupil teacher system. What is required to obtain an efficient staff of teachers is to improve the general educational attainments of those who intend to enter the teaching profession. Elementary school teachers should have received a thorough secondary education, and secondary school teachers should possess a University degree or its equivalent. It would be unwise to restrict the recruitment of teachers from England until the standard of education has been raised, but the practice of sending selected students to England for higher education and training as teachers may well be extended.

5. The revision of the form of trust deed is under consideration. The recommendation of the Conference is accepted.

6. The formation of syndicates or consultative committees in Bengal to assist in giving effect to the recommendations of the Conference would practically mean the formation of a permanent Advisory Committee. The Governor in Council does not propose to convene any such committee.

7. The attention of the Inspectress who inspects all European girls' schools in Bengal has been drawn to the views of the Conference regarding the importance of saving girls from mental and physical strain. It is hoped that parents will in time come to realize the evil effects of forcing their daughters to enter for examinations which overtax their powers and which do not provide a satisfactory preparation for life. The solution appears to lie in the institution of a suitable course of domestic economy for the majority of Anglo-Indian girls.

8. One of the practical difficulties in the way of compulsory education lies in the difficulty of defining precisely what children are to be regarded as of European descent. It does not appear to be feasible to make education compulsory for one section only of the community, and moreover the financial difficulties cannot be surmounted at present. The attendance of Anglo-Indian children at school can best be secured in Calcutta through the agency of the religious organizations.

9. The introduction of a more modern and practical form of education for the majority of Anglo-Indian boys can be effected by the improvement and expansion of the elementary school system. A *pseudo* secondary education has less value than a sound elementary education augmented by some vocational training, and it is proposed, therefore, to omit the "secondary" grade school and to recognize only elementary and higher elementary schools and schools which are secondary in the generally accepted sense of the term. It should be possible to concentrate real secondary education in a few secondary schools by adopting a transfer system under which pupils of exceptional ability will be transferred at a suitable age. It is not desirable to impose too rigid a curriculum on secondary schools; it will be sufficient to lay down certain general principles to which these schools must ordinarily conform.

10. The Imperial grants of Rs. 40,000, Rs. 50,000 and Rs. 60,000 for European education, and an allotment of Rs. 15,000 from the Imperial grant of Rs. 1,50,000 for the improvement of education have been distributed in the shape of staff grants to elementary and higher elementary schools and to some secondary schools. The extension of this aid to all secondary schools would involve an additional annual expenditure of Rs. 50,000. It is necessary to raise the rates of teachers' salaries, and it is suggested that a table of minimum rates should be added to the Code. The adoption of the scale proposed by the Inspector of European Schools, Bengal, would raise the expenditure on salaries by Rs. 1,52,092, while the establishment of Provident Funds would involve a further expenditure of over Rs. 30,000.

The privileges in the matter of the education of their children which are granted to teachers in Government schools for Indians in Bengal may be extended to teachers in European schools.

11. It is urged that if a training college is established at Bangalore it should be a good one. Until such a college is opened, the number of scholarships tenable abroad for members of the domiciled community should be increased. It is, however, impossible for the local Government to set apart any funds for the purpose. The Government of India have already been addressed in Mr. Samman's letter No. 615, dated the 5th February 1915, on the subject of the qualifications which should be demanded of candidates for the annual scholarship for Anglo-Indian girls and women.

12. The question of the foundation of a separate Arts College for the domiciled community is regarded at the present juncture as at best an academic one. Anglo-Indians do not require to go to Universities in order to obtain employment, and it would be generally unsound to evolve separate University arrangements for the domiciled community. The addition of arts and science courses to a training college would in effect be the same as the foundation of a separate arts college and would be open to the same objections. It would be wise to await further developments in University education before making any special provision for Europeans. Those who are unwilling to enter the Universities may be induced to appear at the Higher Cambridge Local Examinations.

13. The recommendations of the Conference regarding grants-in-aid are generally accepted. It is proposed to simplify the system of grants by reducing the number of kinds of recurring grants. Capital grants should be of two kinds, building and equipment, and the Local Government should have the power of making building grants in excess of 50 per cent. of the total amount required. The adoption of a system of supplementary grants necessitates the auditing of school accounts, preferably by local auditors.

14. The concentration of schools is only possible within denominational limits. Such concentration is essential and will, it is hoped, be gradually brought about. The continual transfer of children in small elementary railway schools is a defect which can be remedied by converting the schools at small railway centres into preparatory kindergarten schools at which only very young children would attend, and by sending older children to central boarding schools.

15. The principles advocated by the Conference in connection with the award of First School and Leaving Certificates are accepted and it is proposed that the Cambridge University Certificate Examinations should be retained as the recognized external examinations. The substitution of the Local Examinations may, however, be allowed in particular cases.

16. The scholarship system in Bengal does not require modification to carry out the recommendations of the Conference.

17. The children of soldiers are eligible for admission at reduced rates at the two Government schools at Kurseong, and two annual free pupilships have recently been allotted at these schools for the children of soldiers serving in Bengal.

18. The question of medical inspection and supervision will be dealt with in connection with the Hygiene Committee's Report. The proposal to empower medical officers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories is premature.

19. The inspecting staff in Bengal cannot be increased until the whole inspecting agency of the province has been strengthened. An increase in the general inspecting agency might make it possible to arrange for assistance to be given to the Inspector of European Schools in the matter of full inspections. It is desirable that one officer should be retained in the post of Inspector of European Schools as long as possible. A period of five years may be accepted as suitable.

20. The subject of instruction in temperance will be dealt with when the Hygiene Committee's Report is submitted.

21. The improvement of training schools for women teachers in Bengal is under consideration. The recommendations regarding the curricula, etc. for boys apply generally in the case of girls also. Provision should, however, be made for some sort of domestic training in the higher classes of secondary schools. Such a training would probably be more valuable to the majority of girls of the domiciled community than an education in accomplishments.

22. Most of the recommendations that have been put forward can be applied to the whole of India. Uniformity should not, however, be looked upon as an end in itself to be attained without reference to the peculiar needs of particular provinces. A list is appended of the alterations which are required in the revised Bengal Code to carry out the present proposals.

23. The Governor in Council concurs in the opinion of the Conference that the most urgent of the resolutions for which financial aid is required are the breaking down of illiteracy and the improvement of the pay and prospects of teachers. In submitting estimates of the cost of increasing boarding grants and of raising the pay of teachers, His Excellency in Council desires to express the hope that the Government of India will provide the necessary grants as soon as it is possible to do so. Much has been done with the aid of the existing grants and such further grants as can be made available will be usefully spent in the development of the efficiency of the schools in this province.

I have the honour to be,

SIR,

Your most obedient servant,

K. C. DE,

Offg. Secretary to the Government of Bengal.

The acceptance of the recommendations would involve the following alterations in the Code:—

Chapter II, Article 14.—Substitution of a single grade for secondary schools. This could be called secondary. The name higher secondary would disappear.

Article 16.—Add "and the two classes constituting the upper school" *after* the words "General School" in the last line but one of the first paragraph. *Omit* second paragraph.

Article 20.—Omission of the word "higher" in first line.

Article 21, line 11.—The word "four" should be replaced by the word "six."

Line 13.—Add "and an upper section" *after* the words "general section."

Chapter IV, Article 29, line 6.—Add "domestic" *after* the word "commercial."

Line 8—Substitute "First School Certificate" *for* "Cambridge Junior School Certificate" and *omit* "or its equivalent."

Chapter V, Section 1, Article 32.—Omit "(*e*) Fixed grants." "(*f*) Special grants." *Add* "(*e*) Staff grants" and "(*f*) Furniture and equipment grants."

Article 33, line 1 — For "special grants" *read* "furniture and equipment grants."

Lines 9-10.—"Fixed grants . . . . 45" omit entirely.

Section III (Articles 40-43).—A clause should be added to the effect that each section of a duplicate class should for the purpose of the assessment of a maintenance grant be regarded as a separate class.

Section V.—Omit.

Section VI, Article 46, line 1.—Substitute "Rs. 10" for "Rs. 8."

Section VIII (Articles 50-52).—For "special grants" *read* "furniture and equipment grants." Omit (*a*) (*b*) (*e*) (*f*) of Article 50.

Section X (Articles 56-67).—Article 63 should run "Grants under this section shall not ordinarily exceed one-half of the total cost, but may at the discretion of the Government equal two-thirds, and in special cases even a larger proportion may be given."

Chapter VI.—Add an article containing a table showing the minimum salaries that must be paid by the authorities of recognized schools and an article providing for the establishment of Provident Funds.

Chapter IX.—The acceptance of the First School and Leaving School Certificates will involve some slight alteration of Article 95.

An appendix would also be required to be added containing a specimen syllabus of a a course of domestic economy.

B. S. Press—18-8-1915—2702C—185—L. G.

No. T. 111.

FROM THE HON'BLE MR. W. W. HORNELL, M.A. (OXON.),

Director of Public Instruction, Bengal,

TO THE SECRETARY TO THE GOVERNMENT OF BENGAL,
GENERAL (EDUCATION) DEPARTMENT.

Darjeeling, the 20th May 1915.

SIR,

I HAVE the honour to refer to Mr. Milne's endorsement No. 366, dated the 13th January 1913, with which a copy of Government of India's letter No. 25 C.D., dated the 8th January 1913, on the subject of the education of the domiciled community was forwarded to this office for consideration and report.

2. The Government of India after referring briefly to the object and scope of the work of the Conference which was held in Simla in July 1912, and indicating their general policy and views with regard to the problem as a whole have directed that the specific resolutions and suggestions of the Conference should be considered by the various Local Governments, who have been asked to convey an expression of their views on the subject.

3. In accordance with my directions Mr. Maclear, the Inspector of European Schools, Bengal, has carefully examined the various aspects of the problem of the improvement and development of European education on the lines of the report of the Conference from the point of view of the requirements and conditions obtaining in Bengal. I have now to forward Mr. Maclear's report and to record my own views on the various points dealt with therein. I may say at once that I am in general agreement with the views expressed by Mr. Maclear in his report on the subject.

4. THE PROBLEM OF ILLITERACY AND THE NEEDS OF THE POORER MEMBERS OF THE COMMUNITY AND THE SPECIAL PROBLEM OF THE POORER MEMBERS OF THE DOMICILED COMMUNITY IN CALCUTTA (INFORMAL RESOLUTIONS OF THE CONFERENCE 1 (*i*) AND (*ii*) APPENDIX A TO THE LETTER OF THE GOVERNMENT OF INDIA OF THE 8TH JANUARY 1913).—In dealing with the first of the informal resolutions Mr. Maclear has shown what the general position is in Bengal and what has been done recently to improve educational facilities for the poorer classes of the domiciled community in Calcutta. The need for further development along the lines indicated is unquestionable, and the proposal he makes is to raise the boarding grants admissible under articles 46 and 47 of the Revised Code of Regulations for European Schools in Bengal, 1910, from Rs. 8 to Rs. 10 a head a month. I support this proposal which is estimated to involve an additional expenditure of Rs. 40,000 a year. This estimate is based on the number of children who are now actually in receipt of these grants. The number will probably increase as a result of the enhancement of the rate of the grant, but the Magistrate's certificate which is required under article 47(*a*) of the Code should prove an effective check against fraud.

5. I fully endorse Mr. Maclear's suggestions that what is wanted first and foremost for the children of the poorer sections of the domiciled community is a thoroughly sound and complete elementary education which includes a strong element of manual training and should be supplemented by vocational courses. I shall deal in a subsequent paragraph with the question of the grading of the European Schools of Bengal, but I may state here that a complete elementary education is a great deal more valuable than a *pseudo* secondary education, and I agree with the contention that except in rare cases the children of the destitute and submerged classes are mentally unfitted to cope with a real secondary school course. I can quite sympathise with the desire of the representatives of the community to endeavour to secure the

best possible educational facilities for the class of people in question. But there is always a tendency in such cases to ignore cardinal facts. The mere mention of elementary education as a remedy, no matter how good the basis may be or what the actual conditions demand, will immediately evoke a storm of protest on the ground that it does not afford to the community the highest possible opportunities to which they consider they are entitled. The hopeless irrationality of this atitude becomes apparent directly one investigates the question how many of the children who now attend the "secondary" schools ever attain even to such a stage of education as is roughly indicated by the Cambridge Junior Local Examination. The majority of such children get a smattering of such subjects as French and Latin taught by exceedingly indifferent teachers, and they leave school utterly unfitted to face life. I shall elaborate this later. For the present I desire to repeat that for the majority of the children of the poorer classes of the community what is required is a thorough course of elementary education augmented, when it has been completed, by some vocational training designed to fit them to earn their livelihood after leaving school. There should on the other hand always be facilities for the transfer of pupils of marked ability at a suitable age to secondary schools.

6. With regard to the suggestion that the system of paying fee grants to day schools which is in vogue in Bombay should be extended throughout British India, I am of the opinion that, if the system of grants-in-aid proposed by the Inspector in his note on the sixth resolution of the Conference (*vide* pages 8 and 9 of his report) could be adopted, it would be neither necessary nor desirable to introduce the Bombay system into Bengal. As pointed out the fees levied in European Schools are generally very low, and it is undesirable to reduce them. Individual cases should be considered on their merits, and the payment of staff grants will, by relieving schools to a considerable extent, and in some case wholly, of their main item of expenditure, enable the authorities to admit a larger number of pupils on the free, or partially free, list.

7. The question of the education of the poorer classes of the domiciled community in the city of Calcutta is one of peculiar difficulty owing to the practical impossibility of deciding, with reference to a certain section of the children on whose behalf it is claimed that they are "Europeans" for the purposes of the Code of Regulations for European Schools in Bengal, whether the claim could really be substantiated. The term "European" was years ago declared to signify those "of European decent, pure or mixed, who retain European habits and modes of life", and the discretion of the Local Government in the matter is confined to deciding in all cases of doubt as to the proper application of the term.

8. The definition imposes a double test (*i*) that of blood, (*ii*) that of manner of life. As regards the former I think that there can be little doubt but that the terms East Indian, Eurasian, Anglo-Indian were coined to denote those born of European fathers and Indian mothers and their descendents by intermarriage. The most intelligent and self respecting of the Anglo-Indians in Bengal are now frequently protesting that an Anglo-Indian should be officially declared to be one who can prove that he originally derived his European blood from a European male ancestor, but the term "European mixed descent" has always been left vague. I would in this connexion invite the attention to what was stated by the Rev. F. B. Hadow of the Old Church Mission, Calcutta, with reference to the desirability of recognizing as Europeans for the purposes of education the children of unions between West African and Chinese men and Eurasian women (see page 3 of the Proceedings of a Conference held at Writers Buildings on the 29th and 30th October to consider the suitability of the education given in Elementary and Higher Elementary Schools in Bengal, a copy of which is attached).

9. The question whether Jewish and Armenian children should be regarded as "Europeans" for the purposes of education have been discussed on more than one occasion and at considerable length, though with no very positive result, but so far as I am aware the claim to be of "mixed European descent" and consequently a "European" pupil in a "European" School has never been seriously contested in any single case. When Mr. Stark, who is himself an Anglo-Indian, was recently officiating as Inspector of European Schools,

he did query the claims of a good many of the pupils in the poorer Calcutta Schools to be regarded as "European pupils", but my predecessor did not see his way to interfering with conditions as they were.

10. Personally, I have little doubt but that a considerable proportion of the so-called "*kintal* Eurasians" of Calcutta are the direct descendants of slaves and have in most cases not a drop of European blood. Slavery was not abolished in India until 1834, and it is well known that in the early years of the 19th century and the later years of the 18th Century the Portuguese Church of Calcutta, which was then on the verge of being declared in schism and consequently anxious to increase its membership was in the habit of buying up at the *ghâts* whole consignments of children who were being imported into Calcutta for sale as slaves. These children were baptised and then sold to the members of the congregation on condition that they should be allowed the ministrations of the Church and that they should be taught to read, write, and "cypher". When slavery was abolished, it was enacted that domestic slaves were to be apprenticed to their masters for six years and to be trained to some profession. There was not much difficulty in finding work for slaves who had been in European and Eurasian families, for the slaves all knew how to read, write, and "cypher" and their masters were frequently employed in Government and merchants' offices. There subsequently occurred a development for which a parallel can be found in the history of Rome. The manumitted slaves assumed the surnames of their late masters and in time they became to be regarded as Eurasians.

11. Though I hold this view and can sympathise with the genuine Anglo Indian who complains that his position is rendered more difficult and his educational chances prejudiced by reference to the needs of a section of the population which is not of "mixed European descent" at all, I regard as impracticable any attempt to remove from European Schools all those who could not put up a reasonable case for being regarded as Anglo-Indians. The present state of affairs has been allowed to continue too long. It would be quite impossible to decide with reference to any particular case, whether there was not somewhere in the child's pedigree the necessary European ancestor.

12. Moreover, we have to realise that even the "*kintal* Eurasian", be he ever so far removed from any European descent, is a member of a section of the population of Calcutta which is entirely distinct from any recognized Indian community. It may be that the best solution of the future of this section of the community would be to evolve for it a system of schools, distinct from the European School system, but this involves all sorts of difficult considerations, and a new system of schools can not be evolved in a day. I shall probably have occasion to deal with this particular aspect of the problem of the Education of Europeans in Bengal, when I address Government with reference to the establishment of new orphanages and poor schools for the non-Indian population. For the present, I have done all that I consider to be either possible or desirable in connexion with this very delicate question. I have invited the attention of a conference of school managers and teachers and others to the difficulties, and to the position which the more respectable section of the Anglo-Indian community have taken up in the matter, and I have instructed the Inspector of European Schools to warn school managers to exercise all possible caution with a view to ensuring, as far as possible, that the educational advantages which Government desire to to confer on a particular community are not abused. In this connexion, I would again invite the attention of Government to the proceedings of the conference which I held on the 29th and 30th October 1913.

13. So much for the test of "blood". The test of manner of life had undoubtedly at one time a real significance and was one which could be readily applied. It is entirely erroneous to suppose that the Anglo-Indian community was originally derived from promiscuous concubinage. The East Indian *Vade-Mecum*, a sort of handbook to recruits to the Company's service, which was dedicated to the Hon'ble Court of Directors and published under their auspices in 1810 recognizes the practice of unions with Indian women, and states that the number of European women to be found in Bengal and and its dependencies can not exceed 250, whereas the male European population of respectability, including military officers, might be taken at about

4,000. In 1830, a certain Mr. William Wynn, M.P., speaking in the House of Commons said: "among the officers who hold the highest situations on the staff of the Company's service in Calcutta, there is not one who is not married to a female of Indian descent". The influx of European women into India did not in fact begin until the days of Waghorn and the Suez Canal. Promiscuous concubinage was not of course unknown in those days, but the better class Englishman usually selected as his partner an Indian women of good position and remained faithful to her. Such unions were undoubtedly in many cases without benefit of clergy, but in many cases the civil ceremonial of the caste to which the wife belonged was scrupulously observed.

14. The point which I desire to make is that these permanent alliances were considered irreproachable. The woman had her recognized position in society and when children were born, their births were notified in the public prints "The lady of Mr. so—so of a son". The children were acknowledged, christened, and brought up as would be the children of respectable and well placed Englishmen. On the other hand such children as were born of temporary companionships were generally made over to the mother with some money as compensation and were absorbed into the general Indian population. Children of the first category were frequently sent to England or Scotland for their education, and in a great many cases they found their way into the higher services of the Company.

15. Up to about 1780 there appears to have been no prejudice whatever among the Directors against the employment of Anglo-Indians in any grade of the Company's service. But about this time there came a change. On the 14th Mach 1786 the Court of Directors issued a letter forbidding the sending of the wards of the Upper Orphan School—sons of English Officers by Indian mothers—to England for education. In the Gazette of June 1792 there appeared an order excluding the sons of civil and military British Officers by Indian women from the Civil, Military and Marine services of the Company, and in 1795 Lord Cornwallis issued a Resolution forbidding all persons not descended from European parents on both sides from serving in the European side of the Army except as "fifers, drummers and bandsmen". I mention this because it seems to me that if this change of policy had not taken place, the Eurasian problem would have been something very different from what it has been for the last 100 years and still is, but the point which I desire to emphasize is that the Company and indeed English Society in India were only interested in those half-castes who were not only definitely recognized as coming from European male ancestors, but who lived in such a way as to place their origin beyond doubt. The Government of India, when they first took up the problem of the education of the Anglo-Indian community, were similarly confined in their vision, and consequently they limited the benefits of the special school system to those who lived as Europeans. The embargo still stands on paper, but the attitude of Government has gradually changed. The encouragement and generous financial assistance which the Government of Bengal have always given to St. Andrew's Colonial Homes at Kalimpong are evidence enough that Government does not limit its responsibilities to those half-caste children who are being brought up as Europeans. Indeed, the rescue of children of European fathers who are being brought up as Indians in *bazars* or *cooly* lines is now regarded as a work which deserves all the encouragement and assistance which the Administration can give to it.

16. I have elaborated this point in order to show that an attempt to apply the manner of living test would be subversive of the policy which Government have now been following consistently for some years. It is important to realize this in connexion with the difficulty involved in the problem of confining the benefits of the European Schools system to the genuine Anglo-Indian Community, because it prevents the Administration from excluding on "the manner of life" test such a class as the "*kintal*" Eurasians whose alleged European descent, though it may be more than doubtful, it is practically impossible to disprove. Moreover, as the genuine Anglo-Indian community, has sunk in the social scale, while on the other hand the manner of life of certain sections of Indians has approximated more closely to that of Englishmen, the application of the test has become more impracticable and more invidious. I have thought it desirable to emphasize the difficulties. At

the same time I desire to record the opinion that the problem of the education of the domiciled community would be enormously simplified, if the European School system could be confined to those for whom it was intended.

17. THE PUPIL TEACHER SYSTEM AS A METHOD OF SELECTING YOUNG MEN FOR THE TRAINING COLLEGE. (INFORMAL RESOLUTION OF THE CONFERENCE No. 2; SEE APPENDIX A TO THE LETTER OF THE GOVERNMENT OF INDIA OF 8TH JANUARY 1913)—The debate summarised on pages 14 to 17 of Report of the Conference is not very illuminating. The question at issue was the training of male teachers and Mr. Sanderson, the head of the Training Class at the Lawrence Military Asylum appears to have suggested the re-establishment of a pupil teacher system as a means of sifting the suitable candidates for the training classos from the unsuitable. The trend of the discussion was in favour of an apprentice rather than a pupil teacher system, though many of the remarks recorded seem to have been totally irrelevant. The Conference finally declared itself by an overwhelming majority to be opposed to a pupil teacher system, but to be in favour of a trial of the apprentice teacher system. This decision does not advance matters because in the first place no one explained what the apprentice teacher system advocated is, and how it differs from the pupil teacher system, and secondly because, as Mr. Arden Wood pointed out at the Conference, it was never explained whether the system was intended to apply both to elementary and to secondary teachers, or merely to the former.

18. I may say at once that I should be entirely opposed to any attempt to reinstate the old pupil teacher system. When I was in the Board of Education, Whitehall, I had occasion to go carefully into the whole question of the merits and demerits of the pupil teacher system, and I have no hesitation in saying that the latter largely outweighed the former and that any return to the system would be essentially retrograde. I desire, moreover, to suggest that, unless it is carefully watched, an apprentice teacher system is likely to prove in practice something indistinguishable from the pupil teacher system.

19. What is essential is that the mentality of any one, even the most junior person, who is set to teach should have attained to a reasonable degree of development, that degree being in advance of the mentality of the class which he attempts to teach. If this condition is wanting, then no pupil or apprentice teacher, who is given any real work in a school can do any good either to himself or the school. I have suggested above that the decision of the Conference does not advance matters, because it was never explained whether the proposed system was to apply both to elementary and secondary teachers or merely to the former.

20. The problem of the training college cannot be treated apart from general educational conditions. In England and Wales experience has shown that for the supply of elementary school teachers, elementary schools have mainly to be relied upon. The earliest way of dealing with the problem of training was to trust very largely to the pupil teacher system—which was really the factory apprentice system in a crude form. The products of this system were mainly persons who were able to perform certain stereotyped duties in a school in a mechanical way. The pupil teacher system was from the first supplemented by training colleges and of late years the number of persons who have entered the elementary teachers' profession without going through a training college course has been small. The training college course for elementary school teachers was and still is very largely a course of general education. It had to be, because the students who came to it were so badly educated. The pupil teacher system was discontinued some years ago and now prospective elementary school teachers are transferred at a suitable age from elementary schools to be what is called "student teachers" at secondary schools. At the secondary schools they do no teaching at all, but merely continue their own general education. Now that the students on their admission to training colleges have been through a secondary school course, the training colleges have been able to modify their courses with a view to making them more practically applicable to the art of teaching. The elementary training colleges of England would be glad to receive as students those who had had some practical experience as teachers, but a reasonable level of general education and intelligence is regarded as more important and the ordinary student has not had time to acquire both.

21. In connexion with the training of secondary school teachers the procedure in England and Wales is quite different. The secondary training colleges practically only admit graduates. The course is directly aimed at imparting a practical knowledge of the art of the teacher supplemented by the study of those principles which underlie that art. The view is generally held that those who have had actually experience of teaching under normal conditions profit more by a course at a secondary training college than those who come to it straight from the university. Moreover, the work of the secondary schools of England and Wales does not suffer by the employment in them of young men and women straight from the universities, who teach in them for a short period by way of testing their general suitability and finding out their difficulties, before passing on to training courses.

22. Two points seem to emerge from the above considerations. The first is that though some practical experience of teaching under normal school conditions is always a desirable preliminary to a pedagogic course, this desirability should not be made the justification for taking immature and half-educated boys and girls and imposing upon them the responsibilities of teachers. Such an arrangement is unfair both on the boys and girls selected for this work and on the schools, nor do I consider that the recognition of such a practice by the Education Department is in any sense justified by the citation of the fact that such boys and girls would really be just as effective and would be in many cases just as well qualified as many of the permanent teachers who are now employed. Things may be bad, but this would not justify the Department in recognizing a pernicious practice, and moreover any action on the part of the Department in this direction would tend to ignore a vital aspect of the problem of supplying teachers for European Schools in India.

23. This brings me to the second point which seems to emerge from the considerations set out above. It has often been stated—and with truth—that teaching in European Schools is not a profession,—that at any rate it is not a profession for men,—and that consequently whatever arrangements are made for training, they will not be successful, at least not so far as men are concerned, seeing that it is only the inefficient who will enter the training classes. It is obvious that under existing conditions a smart boy will as a rule never dream of becoming a teacher, and as Mr. Maclear points out, until teaching has become a profession which can compete on something like terms of equality with other careers, nothing much is likely to result from any schemes connected with the training of teachers, however sound these schemes may be in themselves. This apart, there is another aspect of the problem which is apt to be lost sight of. The community for whom European Schools in India exist is comparatively speaking a small one and the number of schools and posts for teachers in them will always be strictly limited. A very considerable proportion of those schools are, and apparently always will be, in the hands of religious orders or missionary and philanthropic societies and in these schools none of the more responsible posts would ever be recruited, as it were, in the local market. What is more, in such secondary schools as the Church of England High Schools for boys which have to recruit their staff in the open market, all the head masters and the great majority of the assistant masters who are entrusted with the more advanced work are recruited from England. St. Paul's School, Darjeeling, recently had on its staff not one assistant master who was recruited in India. It is sometimes suggested that, if a sufficient number of the more intelligent pupils of European pupils would enter training classes with a view to adopting later the teaching profession, this recruitment from England would not be necessary, at any rate not on so large a scale. But apart from other numerous considerations, this suggestion ignores the fact that under existing conditions very few young men of the domiciled community are educated up to a stage at which even those with natural teaching aptitude could be developed by means of a training course into effective secondary school teachers. As I have pointed out above under the Regulations of the Board of Education, Whitehall, the possession of University degree or its equivalent is a *sine qua non* of admission to a secondary training course. But members of the domiciled community rarely, if ever, take up university or other higher courses of

study, and this is especially true of young men. They expect to enter the teaching profession on the strength of a secondary school course only, though it does not admit of serious dispute that no man or woman is fit to be a secondary school teacher, unless he or she has gone beyond that stage. Other reasons apart, the recruitment in England of practically the whole male staff required for the secondary stage of European education in Bengal is therefore necessitated by the defective education which the average member of the domiciled community receives. If, conditions remaining as they are, training classes are to continue to profess to train teachers for secondary as well as for elementary work, it would certainly be preferable to confine admission to the classes, so far as candidates for secondary school work were concerned, to those who had had some practical experience as teachers. But it seems to me that the whole problem would be simplified, if the training of teachers for secondary work were clearly differentiated from the training of teachers for elementary work, and for the former I should make the possession of a University degree or its equivalent a *sine qua non* of admission.

24. I shall deal further with this matter in discussing the resolutions of the Conference about the proposed establishment of a new training college and the provision of university education. With reference to the informal resolution which is the subject of consideration in these paragraphs, I should like to suggest:—

(*i*) that the question of training can not be divorced from the general educational problem;

(*ii*) that the principle should be recognized that a teacher to be effective must have gone to a higher stage of general education than that represented by the highest stage to which his pupils can attain in the grade of school in which he would be employed;

(*iii*) that it follows from the above principle that an elementary teacher should at least have gone through a secondary course and a secondary teacher through a university or some other higher course;

(*iv*) that practical experience as a teacher is a desirable preliminary to a course of training, but that this does not justify anything like a pupil teacher system;

(*v*) that, if any scheme is devised for selecting promising pupils of elementary schools with a view to developing them finally into elementary school teachers, the aim of that scheme should be to transfer such children at a suitable age from elementary to secondary schools;

(*vi*) that any scheme for the training of secondary school teachers should proceed on the basis that no normal student is likely to profit by a suitable course of this nature, unless he or she has at least attained to such a stage of general education as is represented by a University degree or its equivalent, and that consequently any scheme which it may be considered desirable to try and establish in India for the training of secondary school teachers, if such a scheme is considered to be necessary at all, will not only have to provide for an efficient training course, but will also have to take into consideration and, if necessary, to secure an adequate standard of general education, which must be regarded as an indispensable preliminary to any course of special pedagogic study of this grade.

25. To sum up—putting aside the vital considerations of teaching in competition with other careers—I would say with reference to the informal resolution that what is required is not any system of pupil or apprentice teachers but a frank recognition of the mental outfit required respectively by elementary and secondary teachers and a strenuous endeavour to secure what is necessary in this respect, and finally a general raising of the standard of education imparted in the schools. Until this is secured it would be unwise to attempt to restrict the recruitment of teachers from England, while it is at the same time desirable to extend as far as possible the practice of sending to England for higher education and training selected young men and young woman who might return to work as teachers.

26. The Revision of the form of Trust Deed (Informal Resolution of the Conference No. 3; see Appendix A to the letter from the Government of India of the 8th January 1913).—Mr. Küchler informed the conference that the form of trust deed now in use in Bengal for securing to Government a first lien on school property in consideration of capital grants paid for the purchase of land or the construction of buildings was under revision. Revision is necessary because the consensus of legal opinion is that few, if any, of the managers of schools have power to execute any form of mortgage. If this is so, then all the elaborate precautions which Government have been taking for years to secure the very large capital grants which have been made to European Schools are apparently practically valueless. I regret to say, however, that the revision of the form of trust deed has made very little progress. The matter should certainly be cleared up as soon as possible. For the present purpose all I need say is that the suggestion adopted by the conference with reference to allowance for the depreciation of the building and the clearance of all liability within a fixed term of years is in my opinion quite a reasonable and fair one.

27. Consultative Committees (Informal Resolution of the Conference No. 4, Appendix A to the letter of the Government of India of the 8th January 1913).—I entirely agree with Mr. Maclear's view that the appointment of consultative committees as suggested by the Conference would not be successful in Bengal. The object of these committees was according to the informal Resolution of the Conference to be "to assist in giving effect to the recommendations of this Conference in due course". Mr. Maclear points out that the carrying out of the recommendations of the Conference is largely a question of funds which can only be made available from the public revenues, and that it would be useless to appoint a committee to give effect to the recommendations, while it is still exceedingly uncertain when, if ever, the necessary money will be forthcoming. This I endorse. I also think with him that the selection of convenient areas would be a source of some difficulty in this Presidency, and that the responsible officers of Government with the report of the Conference before them have, so far at least as the very wide field traversed by the conference is concerned, a fairly complete record of the opinions of representatives of the domiciled community and of those engaged and interested in schools.

28. A consultative committee which was to remain in session until all the recommendations of the Conference had been carried into effect would become for all practical purposes a permanent advisory body, and to such there are in my opionion very strong objections.

29. I have already emphasised in connexion with more than one reference the vast amount of the Director's time which is already taken up by the various advisory committees which it has been found necessary to call into existence in the course of the last year or so. The Government of India view with suspicion any proposal to increase the head quarters staff and, in the circumstances, I have no hesitation in saying that if two or three permanent advisory boards with the Director of Public Instruction as President are created, it will be perfectly impossible for that officer to keep pace with the ordinary current work of the Education Department. Moreover, as regards European Education, there is not the slightest demand for such a body. The schools are mainly in denominational hands, and there is considerable jealousy as between denomination and denomination. The representatives of the various denominations would probably decline altogether to discuss at a meeting of any sort of general consultative committee any matter connected with all those questions which are at bottom financial or with the expansion of their respective spheres of activity. The Church of Enlgand has not yet mastered the problem of organization within its own fold. The Diocesan Education Board is gradually feeling its way in this direction. The Education Department can and should keep in direct touch with a body like this. It would only lead to confusion, if the Education Department, instead of trying to keep in touch with each denominational organization, was to seek guidance from a body composed of representatives of all such organizations. A denominational organization as such has very distinct limitations as a directing agency of educational policy. The first consideration of such

a body is, as a rule, not unnaturally, the maintenance and extension of the influence of the particular religious community concerned. The aspirations of a number of religious communities in the matter of influencing the rising generation do not always form a very trustworthy basis for the organization of an educational system. It is therefore essential that the responsible officers of Government should be left unfettered in the exercise of their discretion with reference to a system of denominational schools in all matters, such as the provision of schools and facilities for training teachers, the recognition of teachers, etc. When the Director of Public Instruction requires to sound the interested public as a whole with reference to some point of policy such as the grading of schools, he can always convene a conference.

30. The Necessity for Protecting School Girls from Overstrain (Informal Resolution of the Conference No. 5—see Appendix A to the letter from the Government of India of the 8th January 1913.—This is my opinion an exceedingly important matter. There is now a general feeling in the more progressive countries of the world that a girl has an equal right with a boy to the development of her capacities; in other words that she has a right to be educated. But this feeling is of comparatively recent origin and the champion of girls education in its early days in England were in opposition to many views, which they thought unfair to women. One of these views was that the average girl is not capable of as much brain work as the average boy. The champions of girl education declared that this was mere prejudice and they set themselves to demonstrate its falsity by setting girls to master in the same amount of time courses of study, which were quite as exacting as, and frequently more exacting than, those given to boys. Saner views now prevail in England. It is generally admitted by the leading head mistresses and other women who are in a position to speak with authority that the average girl is probably about the equal of the average boy in intellectual capacity, but that the physical changes which take place before womanhood is attained are in some cases such a tax on a girl's vitality that it is frequently mere stupid cruelty to force a girl to endure the same amount of physical and mental strain, to which a healthy boy could be safely exposed.

31. Mr. Maclear's views with reference to this matter are sound and to the point. I do not consider that the Education Department could usefully issue any orders, or take any other action, in trying to lighten the syllabus for girls. The matter is not, I think, so much one for general orders and directions as for tactful handling by sensible women Inspectors and head mistresses. It is obviously to women that we must look for guidance in a question of this kind. Miss Brock inspects all European girls' schools, and I am inviting her attention to the views of the Conference and asking her to keep the matter in mind in the course of her inspection visits to the schools.

32. Mr. Maclear states that he has no hesitation in saying that for the majority of Anglo-Indian girls a practical course of domestic economy would be more suitable than the course of studies which leads to the Cambridge Senior Certificate Examination, and he emphasises the great necessity for girls of this community, who usually marry before they are 20 to acquire some practical knowledge of domestic science. With this I entirely agree. With the general question of the curricula, which should be prescribed for the European Schools of this Presidency, I shall deal later, when I discuss the question of the grading of schools. In connexion with the question now under consideration, viz., the effect of the present school conditions on the health of girls, I desire to state with emphasis that the present mania—I can describe it by no other term—for trying to force every child in for a Cambridge Local Examination, irrespective of his or her capacities or future, is not only unsound, in that it results in the child receiving an entirely unsatisfactory preparation for life; it is also frequently prejudicial to the health of a class of children, who are generally physically frail. This is especially true of the poorer Anglo-Indian girls. Their natural want of physique accentuated by the conditions under which they live makes them generally the most unsuitable subjects for the overstrain which the attempt to master secondary school courses, frequently entirely beyond their capacities, inevitably imposes. That these conditions continue is due solely to pressure from parents, who are too ignorant to realise the real issues involved. The remedy lies in the awakening of the general

sense of the community to saner views. This will be a slow process for the denominational system rather tends to a desire on the part of school authorities to meet the wishes of parents, however unreasonable. But things are moving.

33. I may add that the domestic training of girls is a matter of almost vital importance to the future welfare of the domiciled community. With the rise in the general cost of living the young Anglo-Indian couple can not possibly compete unless the wife knows something of house keeping. Their failure to compete at present is evidenced by the vast burden of debt in which members of this community are now normally involved.

34. The question of the development of the physical side of education of girls in European Schools is one to which I attach the greatest importance. It is also an aspect of the educational system which is in many ways still very unsatisfactory, though the last few years have seen a decided advance. The matter is engaging the attention of the Department, and will be dealt with in the Hygiene Committee's Report and the letter with which I hope shortly to be in a position to forward it.

35. Compulsory Education (Formal Resolution of the Conference, No. 1, see Appendix B to the letter of the Government of India of the 8th January 1913).—I now turn to the first of the formal resolutions passed by the Conference. In the first of these the Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community in their own interests and in those of the general public attend school. The Conference recognize that this will involve the introduction of free education for all who cannot pay fees.

36. The Government of India say that they are quite ready to recognize the desirability of making education for European children compulsory in certain areas, but that they are inclined to think that the practical objections to such a course would under present conditions be no less great than they have been found to be in the case of Indian children.

37. I often wonder whether those who put forward suggestions of this kind have anything but the very haziest notion of the financial resources and the administrative machinery which the Government of this country has at its disposal in the matter of public education. If they would study the working of even the smallest local education authority in England, acquaint themselves with the staff which such a body employs, and what it costs, they might realise what is involved in the provision and organization of a system of primary instruction of which every child, whose parents cannot afford to educate him, must partake. The State can not compel parents to send their children to school, unless it also provides schools within reasonable distance of every home. Article 48 of the Revised Code of Regulations for European Schools in Bengal, 1910, provides that in the case of children of the poorer classes of Europeans in out-of-the-way places where no suitable education is available, arrangements will be made by the Inspector for the education of such children at the nearest suitable school, the entire cost of such education or such part thereof as may be deemed necessary, and of conveyance to and from the school, being met by Government, provided that the necessity for this is certified by some responsible person to the satisfaction of the Department. This article is not often applied, but it provides against the possibility of any "European" child who lives out of reach of a school being deprived of education, because his parents cannot afford to pay for it. But I do not imagine that any Government could make it a criminal offence that a parent did not avail himself of a provision of this kind.

38. Probably what the Conference had in view was the conditions prevailing in Calcutta and Madras, as they had been reported to them. The difficulty of dealing with these conditions is enhanced by the problem to which I have referred in paragraphs 10—16 above. Before a law could be applied which made it a criminal offence for the parent or guardian of a child of "European descent, pure or mixed" not to send that child to school, there would have to be no doubt, as to what children were to be regarded as included within that category. Then again, supposing that in the course of prosecutions instituted in Calcutta with reference to children about whose

European descent there was no doubt, it was demonstrated that there were no school places available for them, Government might well find themselves in a position of having to abandon the aided system and establish schools of their own. This would involve the Education Department in responsibilities which as at present constituted it would not be able to bear. The Government of India have in their letter under reply reiterated their adherence to the policy of reliance on private enterprise, guided by inspection and aided by grants from public funds. In Bengal, we could not possibly afford to dispense with, or even to curtail in any way, the activities of the various denominational and other agencies which are bringing so much enthusiasm to bear on the solution of the problem. Moreover, I am convinced that in a place like Calcutta the religious organizations, parochial and otherwise, constitute a far more effective machinery for securing the attendance of children at school than any machinery which the State could possibly provide. What is regrettable in the present situation is that while there are undoubtedly genuine Anglo-Indian children for whom school accommodation cannot be found, there are, in the schools, children who are not of "European descent" at all. As I have explained, I am trying to deal with this difficulty, but I should like to add that its solution involves the establishment in Calcutta of schools which will provide for those sections of the population which, though not of European descent, are entirely out of touch with that vast and variegated collection of human beings, which may be described as the Indian community of the city. I refer to such persons as those for whom Mr. Hadow pleaded at the recent conference, viz., the children of African or Chinese men and Eurasian women (see paragraph 8 above). So long as there are no schools for persons like this, earnest workers like Mr. Hadow will always be trying to bring them into the European schools. To such as Mr. Hadow, these children must inevitably appeal as individuals who have just as much right as any one else to a chance in life, and the European School seems to provide their only opportunity.

39. Before leaving this question of "compulsory education", I should like to remark that, other difficulties apart, it seems to me that until the Government of India can see their way to making primary education compulsory for all, it is idle to talk of "compulsory primary education" for children of European descent. I have said above that Government could not make education compulsory, unless they were prepared, either to undertake themselves to provide, or to impose upon local bodies, the statutory obligation of providing, such facilities as would alone make compulsion possible. Government have been and are being pressed from certain quarters to make primary education free and compulsory, and, the general political position in India being what it is, it seems to me to be unthinkable that the Government of India should attempt to pass a bill making primary education compulsory and free—the impossibility of requiring fees is of course involved, as the Conference pointed out—for children of European descent only and at the same time accepting the provision of the necessary facilities as a charge on the public revenues.

40. The Grading of Schools (Formal Resolutions of the Conference, No. I; see Appendix B to the letter of the Government of India of the 8th January 1913).—The Conference at Simla was proceeded by an informal meeting in Calcutta of the Calcutta members of the Conference. At this meeting the following resolution was passed:—

Grading of Schools.

Whereas in the grading of schools it is necessary to take into account that an education of secondary character is necessary for the children of the domiciled community; the Committee recommends—

(1) That all recognised "European" schools be graded as follows:—

(*a*) preparatory schools, which should consist of a kindergarten department and the additional classes necessary to carry on the pupils up to the age of nine, but which should also have one or more of the first three classes of a secondary school, when in the opinion of the Education Department local conditions make this desirable.

(*b*) secondary schools, intended to provide a complete course of general education extending to about the age of 18, in the two highest classes of which specialization should be permitted with a view to the preparation of pupils for commercial careers.

(*c*) collegiate schools, strictly limited in number, intended to provide an education of wider scope, in the two highest classes of which specialization should be permitted with a view to the preparation of pupils for professional and other careers.

(2) That there should be a sufficient number of tuition and maintenance scholarships to meet the case of necessitous pupils in preparatory and secondary schools.

This resolution was discussed at great length at Simla, and as a result the Conference recommended to the attention of Government:—

(*i*) that the great majority of high schools for boys in India should adopt a more definitely modern and practical curriculum, such as is referred to in the resolutions of the Calcutta Committee as "secondary".

(*ii*) that besides these schools a few schools are required with a curriculum leading to the universities and liberal professions to be called "collegiate schools".

(*iii*) Government should be invited to determine in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded.

41. Mr. Maclear's remarks with reference to this Resolution are in my opinion generally sound. His proposals amount in effect to the suggestion that there should only be two grades of schools, elementary and secondary. This I endorse. I am not, however, prepared to advocate the transformation of every existing elementary school into a higher elementary institution, if that means that there should be no elementary school, which is not also a higher elementary school. I agree that there should be adequate provision for higher elementary courses and in this connexion, I would repeat what I have stated in paragraph 5 above, namely, that a complete elementary education is a great deal more valuable than a *pseudo* secondary education and that what is required for the majority of the children of the poorer classes of the community is a thorough course of elementary education augmented, when it has been completed, by some vocational training and supplemented by facilities for the transfer of pupils of exceptional abilities at a suitable age to secondary schools. Under the existing code the elementary school curriculum is practically the same as that in vogue in the preparatory section of a secondary school, and this is in my view the right arrangement. There is no reason why an elementary school, especially one situated in such a place as a small railway centre, should not be definitely preparatory in its aim, in which case it would not be a higher elementary school. At the same time there is nothing to prevent a secondary school from organizing the curriculum of its preparatory department on lines which diverge slightly from the elementary school curriculum, if such a school has any strong reason for so doing. Many secondary schools in England and Wales have to take a certain number of pupils every year from the elementary schools, though the majority of their pupils come from private preparatory schools, the curriculum of which is arranged on lines quite different from those on which the curriculum of elementary schools proceeds; but it has been proved to demonstration that the elementary school children are quite able to hold their own even in such subjects as Latin and French, which they were not able to take at the elementary schools. The secret is that they are transferred at the right age, and that only those children who are likely to profit by a secondary school course are transferred.

42. I hold that the introduction into Bengal of the scheme of regrading suggested by the Conference would be quite unnecessary, for in my opinion the present grading, if it be simplified in the manner suggested by Mr. Maclear, *i.e.* by the elimination of the "secondary" school, would effect the objects which the Conference had in view. My own views with reference to the grading of European Schools and the various problems connected therewith were set forth fully in a note which I recently addressed to the managers of a very incomplete and inefficient "secondary" school who were putting forward

demands for special Government assistance to enable them to carry on their work at this grade. The following is an extract from this note:—

"When an attempt was first made to organize schools for European and Anglo-Indian children in India, a code of regulations was prescribed, which closely resembled the code of regulations for elementary schools in Scotland. This code provided for an elementary school course *plus* certain additional courses and examinations. As time went on and greater attention came to be paid to the educational needs of the domiciled community, it was apparent that this system was not meeting the needs of the section of the population concerned. It became obvious that if Europeans and Anglo-Indians were to hold their own in India, a system of education was required which, while it secured that there should be available for all a sound elementary course which should include for boys a training in drawing and some manual instruction, should at the same time aim at placing at the disposal of every boy and girl able to profit thereby such an education as is now provided by secondary schools in England. In order to lay the foundations of such a system it became necessary to differentiate secondary from primary schools.

The idea underlying the present system of grading is that the elementary school should fulfil two functions, viz.—(*i*) it should give a more or less complete but "elementary" education (I am using the term in the sense which it bears in the regulation of the English Board of Education) to those children who for various reasons cannot undertake a secondary course; and (*ii*) it should prepare and pass on to secondary schools all those boys and girls to whose advantage it would obviously be that they should go through a secondary course.

I was mainly responsible for the reorganization being made at all and in outlining my proposals I was always quite clear that if the new system was to work, it was necessary to insist on two principles which are the basis of the English Education Board's Regulations for secondary schools. These two principles are (*i*) that the education to be provided by a secondary school (or the secondary section of a school) should be carried on through a progressive general course of instruction up to and beyond the age of 16; and (*ii*) that the transference of pupils from an elementary to a secondary school should be at an age not later than 12. Unfortunately I did not remain in India to see my proposals carried into practice, and as the result of a popular clamour based largely on misunderstanding and prejudice a type of quasi-secondary school was allowed to come into existence. This type, which is known as the "Secondary School", teaches what is admittedly an incomplete secondary course. Its existence renders impossible any rational arrangement for the concentration of secondary instruction in a few of the strongest schools, is prejudicial to the higher secondary schools, in that in defiance of all the principles, which are unanimously accepted throughout the civilised world, it encourages the transfer of boys and girls of 15, 16 and sometimes 17 to new schools, and is absolutely unfair to the rising generation, in that it directly encourages the retention of boys and girls who are attempting a secondary education in admittedly inferior schools. I have said above that I would wish that every boy or girl capable of profiting by a secondary course should have it, but I decline to admit that a boy or a girl who is mentally incapable of going beyond the Junior Cambridge stage or perhaps even of attaining to it, could not spend with greater profit the hours which are now devoted to acquiring a smattering of French or Latin and other subjects, which rightly find their place in a secondary course of instruction, but which are perfectly useless, unless they are properly taught and the pupils carry them up to a reasonable degree of attainment. The inspecting officers' reports show conclusively that the educational value of the secondary instruction attempted in the great majority of the "secondary schools" is practically *nil*, and there is another consideration which is habitually ignored by those who defend the existing arrangements. Many of the children, especially the girls, who pass through the elementary and take up the "secondary" course never attain to the stage at which they could be presented at the Cambridge Junior Certificate Examination!

It is sometimes suggested that the present system of organization, though possibly it looks well on paper, does not meet the exigencies of the present position in Bengal. I am reminded that the system is a system of aided schools, the basis of which is denominational; that there are a number of institutions, some of which have existed for a considerable number of years, which are naturally unwilling to be relegated to a position of inferiority; and finally that there are practically difficulties in the way of these institutions transferring their pupils to other institutions before they have attained to a reasonable degree of maturity or been moulded by their influence.

I have never been able to appreciate this argument about inferiority. If the community concerned requires elementary schools—if it does not then the whole system of grading is wrong—then surely it cannot be regarded as derogatory to the dignity of any of the agents in the field to supply that need. I recognize the denominational basis, but there is room for organization within the denomination, and it is obviously hopeless to try and tackle the problem on a parochial basis.

The difficulty of transferring children from one school to another is to some extent social. This is a difficulty which cannot be altogether ignored, but it is clearly one which cannot be allowed to weigh to any but a very slight extent with the Education Department in the distribution of public funds. All secondary schools in England have as a condition of the acceptance of grants either from the Board of Education or a local authority to undertake to admit a certain percentage of free scholars from public elementary schools. When

this condition was first insisted upon it evoked considerable protest from the lower middle class, especially the small shop-keepers, but the Board of Education recently carried out a very thorough inquiry, as the result of which it was proved to demonstration that the elementary school children were quite able to hold their own in every way and were among the most promising pupils of the secondary schools. I am well aware that in India this particular problem is complicated by racial and other considerations. I have already had occasion to consider representations put forward by a certain section of the domiciled community to the effect that the problem of their education is being complicated and its solution prejudiced by the admission to schools working under the European Schools Code of children who are not Anglo-Indians at all. I am aware that there are to be found in the bye lanes of Calcutta Christian children whose ancestry is shrouded in mystery. I am averse to any hasty or immature proposals with reference to these children but obviously, unless the domiciled European and Anglo-Indian community possesses a certain degree of homogeneity, the attempt to deal with the problem of the community's education by means of a single system of schools is impossible. The aim of Government is to render available a system of schools which will benefit all of pure or mixed European descent. The amount of public revenue which Government can legitimately devote to the education of this community is obviously very strictly limited. If the "*haut ton*" of Dhurrumtola want a school in that neighbourhood but are not willing that their sons and daughters should sit alongside of the poorer Anglo-Indian children of that region, this can scarcely be regarded as a reasonable ground for special contributions from public funds. There are now special institutions to deal with special cases, *e.g.*, the Catholic Male Orphanage, Calcutta, the Entally Orphanage, St. Andrew's Colonial Homes, Kalimpong, and all the larger secondary schools of Calcutta send their omnibuses all over the town.

I have never desired that any institution which has got an established position and reasonable resources should be forced into a cast-iron mould and compelled to confine its teaching to certain specified subjects. I do not think that all secondary schools should conform to the same type. The exact opposite is my desire. My ambition is that in framing its curriculum each secondary school should be allowed the fullest liberty "so far as is consistent with the requirements of a course of education which shall be of a generous and civilising type and neither unduly specialised nor defective in essential elements," and that the authorities of each school should plan out such a course as may be most suitable in view of the previous education and future occupations of the pupils, the special capacities of the staff and the particular requirements of the area or section of the community whose interests the school desires to serve."

43. I have said above that the present grading, if it is simplified in the manner suggested by Mr. Maclear should effect the purpose which the Conference had in view when they suggested another system of regrading. As a fact the "secondary" school, as imagined by the Calcutta committee, with its modern and practical curriculum would not perform any function over and above that which the efficient elementary school with its supplementary vocational courses should perform according to the existing Bengal system. The only thing which stands in the way of the success of the existing Bengal system is the prejudice against the term "elementary". To this prejudice I have already referred in paragraph 5 above. But it may be objected, "why not take this prejudice into account?" Why risk wrecking your system over a mere matter of terms?" Well, in the first place, I do feel that there is a distinct advantage in using terms the significance of which has been fixed, not only as the result of a long process of development in England, but also by the Regulations of the Board of Education. The European School system of India depends and must continue to depend very largely on workers recruited from Great Britain. Every one in England knows more or less what a secondary school means. A collegiate school would be meaningless. The regrading suggested by the Conference has two main objects: (*i*) the provision of a more practical form of education than is now provided by many of the more inefficient secondary schools, and (*ii*) the concentration in a few suitable secondary schools of the real secondary education. The difficulty of the present position is that every parent of the domiciled community, who cares about the education of his children at all, wants for each child what he considers to be the best label, and schools being on a denominational and to some extent on a parochial basis, there is a tendency for the authorities of every school to desire to provide the most popular form of instruction. The regrading suggested by the Conference will not avoid this difficulty though it may be less acute under their scheme, because the term "elementary" will not be used. But it is certainly not worth while upsetting an existing system which is now fairly well established

for the sake of this slight advantage. Moreover, the prejudice against the term "elementary" is undoubtedly dying. The Conference which I held on the 30th October 1913 were in favour of improving and expanding the elementary school system, provided that the transfer of exceptional pupils was facilitated by a system of scholarships. On this last point I personally lay special emphasis. There is no difficulty in arranging for such transfers within the denominational system, if only bodies like the Church of England will organise their efforts. Now that Government provides such liberal assistance, the Education Department has a right to look for such organization. As I stated in my note which is quoted above, the problem of the education of the domiciled community can not be tackled on a parochial basis.

44. As I have explained in the last part of my note which is quoted above, I do not desire that all secondary schools should conform to the same type. I want to proceed on the same lines as in England, viz., that the Education Department should lay down certain general principles to which all secondary schools must ordinarily conform, and on this basis I should desire the authorities of each school to work out their own curriculum in consultation with the Education Department. As Mr. Maclear points out, the Cambridge Examinations admit of this differentiation. It seems to me that this system, even though to start with few school authorities may avail themselves of the liberty which is offered them, is infinitely sounder than any scheme for two grades of schools above the elementary stage with stereotyped curricula. It is infinitely sounder because it looks to the future and recognises the limitations to the guidance which any central department, however sympathetic, may give. The success or otherwise of the European School system in India must depend ultimately on the number of really capable headmasters who may be attracted to the schools and a good headmaster is to a certain extent wasted, if he is confined to a cast-iron system. The Governors of the Free School in Calcutta desire to develop. They are an exceedingly capable body of men. I have been able to say to them "first of all state your problem and then try and obtain from England as your headmaster an enthusiast with some initiative who will reorganize the school in consultation with the Education Department with reference to its peculiar needs".

45. Some stress was laid at the Conference on the necessity for uniformity as between school and school throughout India. I am not inclined to attach too much weight to these arguments. In the first place, I am not sure whether the necessity for tranfers was not somewhat exaggerated. European boarding schools do not draw their pupils from any particular area. As regards the East India Railway Oakgrove School, Mussoorie, it is intended to meet the needs of all the European employees of the Company, wherever stationed. Moreover, given sensible headmasters and reasonable transfer rules, I do not believe that there ought to be any real difficulty in placing a pupil who comes from another school, even though the curriculum of that school is arranged on somewhat different lines. Finally, though transfers may sometimes be necessary, they ought not to be encouraged. It is absolutely subversive to the discipline of a secondary school, when pupils are admitted of 16 or 17 years of age. I have myself seen in more than one case the disastrous effect of the present laxity in this respect. I have no hesitation in saying that there will never be any proper school spirit or any possibility of a rational system by which a great deal of the school discipline is left to the pupils themselves, until each secondary school prescribes and rigidly adheres to a maximum age of admission.

46. In the event of the proposals made for the regrading of schools being accepted, it will be necessary to introduce the following modifications into the Revised Code of Regulations for European Schools in Bengal, 1910:—

(*i*) Article 14 should run "All recognised schools shall be graded either as Elementary, Higher Elementary or Secondary.

(*ii*) Article 16—Add after the words "general school" the words "and the two classes constituting the upper school".

(*iii*) Artiele 20—Omit the word "higher"; the article will then run "A complete secondary school, etc".

47. Remuneration of Teachers (Formal Resolution of the Conference No. III; see Appendix B to the letter of the Government of India of the 8th January 1913).—The Conference recommend that:—

(*i*) the salaries of teachers need to be raised; teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds;

(*ii*) Government be urged to make grants to these ends;

(*iii*) free education or education at special rates should be obligatory in Government schools, and recommended to aided schools, for the children of teachers in active employment in those schools.

48. The Conference also passed a resolution (see Formal Resolution No. XIII quoted in Appendix B to the letter of the Government of India, dated the 8th January 1913) to the effect that of the resolutions of the Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school and the improvement of the pay and prospects of the teachers. Resolution No. XV (see appendix B to the Government of India letter of the 8th January 1913), which deals with the education of women (see paragraphs 101—108, inclusive, below) includes a section (Resolution XV (*ii*), which emphasises that in the case of girls as in the case of boys the two most urgent problems are the extension of education among the illiterate and the improvement of the pay and prospects of teachers.

49. The Government of India letter of the 8th January 1913 states that His Excellency in Council concurs with Resolutions XIII and XV (*ii*) above quoted which place the improvement and remuneration of teachers in the forefront of the programme, side by side with the reclamation to education of the boys and girls who do not attend school.

50. Mr. Maclear describes what the Education Department has already been able to do in this Presidency to improve existing conditions. He observes that the key of the solution of the problem of the elevation of the schools is the improvement of the pay and prospects of the teachers, and states that the majority of the schools are not in a position to raise salaries unaided, and that reform is consequently contingent upon the receipt of additional assistance from Government. He points out that in order to extend to all the secondary schools such improvement, as it has been possible to effect in the case of all the elementary and higher elementary schools and some few selected schools, an additional sum of Rs. 50,000 is required. Since Mr. Maclear wrote this it has been possible to assign to the improvement of the pay and prospects of teachers in European Schools an additional annual amount of Rs. 15,000 from the annual recurring grant of Rs 1,50.000 which was provided by the Government of India at the opening of the last financial year.

51. I endorse all Mr. Maclear's proposals including the rates of pay suggested. I also think with him that a table showing the minimum rates of salary which must be paid by the authorities of recognized schools, if they desire to profit by staff grants, should be added to the code. The most convenient place for the inclusion of such an article would probably be Chapter V.

52. I agree with the Conference and Mr. Maclear in thinking that the question of giving special facilities for education to the children of teachers in active employment is one which calls for sympathetic consideration. In this connexion, I may point out that privileges in the matter of the education of their children are granted to teachers in Government schools for Indian boys, both in Eastern and Western Bengal.

53. Training of Teachers (Formal Resolution of the Conference No. IV(see Appndix B to the letter of the Government of India of the 8th January 1913).—The Conference recommended to the attention of Government that—

(*i*) in view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally, a Government training college or colleges for men be established as early as possible at suitable centres;

(*ii*) it was considered that the first new Government training college should be established at Bangalore;

(*iii*) one scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year, and in other provinces as necessary;

(*iv*) so long as Government recognize the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training; provided that this would not prejudice resolution (*ii*) above.

54. In Mr. Sharp's letter No. 25 C.D., dated the 8th January 1913, it is stated that the Government of India are already considering the question of the institution of a new Government training college at Bangalore. Should they decide to do so, they will not be prepared in addition to provide funds for special studentships tenable abroad for training teachers. But they are disposed to commend to the favourable notice of Local Governments the suggestion that one scholarship to be held abroad should be given to a member of the domiciled community in each major province every year, and in other provinces as necessary.

55. Mr. Maclear remarks that the question of the institution of a new Government training college is under the consideration of the Government of India, and that a report on this point is not called for. In dealing with the resolution on collegiate education (see paragraphs 59—67 inclusive below), I have made some observations with reference to the proposed training college at Bangalore. I should also be glad if the remarks which I have made in dealing with the informal resolution with reference to the admission of students training to colleges (see paragraphs 17—25 inclusive above) might be considered in this connexion.

56. There is no need to discuss the proposed establishment of a training college at Bangalore. Indeed, Mr. Maclear remarks that a report is not called for on this point. I should, however, like to emphasize the difficulties which in dealing with the informal resolution about the admission of students to training colleges I have suggested as likely to stand in the way of the success of a training college in India. There is no indication as to whether the training college which the Government of India have in view at Bangalore is to be an institution for the training of elementary and secondary teachers, or whether it is to be for secondary teachers alone, or for elementary teachers alone. If it is to be for secondary teachers, I venture to express the hope that it will be established on really sound lines; also that there will be in connexion with it a really first grade secondary school, as well as facilities for practical work in neighbouring schools. I have suggested in dealing with the resolution on collegiate education that a University College with a strong normal department, if such an establishment could be established successfully, would probably be the best way of dealing with the problem of the preparation of secondary school teachers, but whether the college is to be for elementary or secondary or for both—I would urge the necessity for a good one—if it be established at all.

57. I agree with Mr. Maclear that the suggestion of the Government of India that one scholarship to be held abroad should be given in each major province should be given effect to as a maximum, but I would in this connexion invite the attention of Government to what Mr. Maclear says, viz. that there are only two such scholarships at present for the whole of India; that Bengal and Calcutta contain roughly a third of the total Anglo Indian population and could supply each year a candidate with the requisite qualifications.

58. I have recently addressed Government on the subject of establishing special scholarships for the training of women teachers for European schools (see my letter No. 648, dated the 6th October 1914). I have also addressed Government on the subject of the qualifications which should be demanded in the case of European candidates for these scholarships. I have urged that the Cambridge Higher Local Certificate should be accepted in lieu of a degree of an Indian University. On this last point I would invite reference to what I have stated in dealing with resolution No. VIII below.

59. COLLEGIATE EDUCATION (FORMAL RESOLUTION OF THE CONFERENCE No. V: SEE APPENDIX B TO THE LETTER OF THE GOVERNMENT OF INDIA OF THE 8TH JANUARY 1913)—*The Conference recommended to Government that—*

(*i*) a separate university college should be instituted, either affiliated, if possible, to a western university, or self—contained and conferring its own degrees.

(*ii*) If this be found impracticable, there be added in connexion with at least one of the training colleges for teachers, arts and science graduate courses.

60. In their letter of the 8th January 1913, the Government of India state that they have no desire to prejudge the question, but that, apart from any question of policy involved, they are disposed to think on the information before them that there is not a sufficient demand for collegiate education to justify the foundation of a university arts college for the domiciled community. Subject to the opinions of Local Governments, the Government of India are disposed to think that the case would be met by the attachment of arts and science courses to a training college and the erection of special hostels for members of the domiciled community at certain colleges. The Government of India also observe that should a training college be established at Bangalore the former measure would seem to meet the needs of southern, and the latter measure those of northern India.

61. Members of the domiciled community do not as a rule take university courses. This fact has been ascribed to the unsuitability of the courses. It is also alleged on the one hand that the possession of a university degree does not carry with it sufficient reward in the matter of careers which could not be entered without it, while it is contended on the other hand that because they do not take a university degree the members of the community are "shut out from the offices which were held by their fathers and from the Imperial Services". The Government of India have purposely refrained from instituting inquiries into the question, whether avenues of employment have or have not been closed to the domiciled community. But as, other questions apart, the avoidance by members of the domiciled community of university education has been deplored on the ground that it is preventing the community from taking its proper place in the public life of modern India, I venture to make a few remarks in this matter not with a view to entering into a controversy which the Government of India have definitely decided not to raise but with a view to throwing some light on the all important question, what under present conditions is the real demand on the part of the domiciled community for university education. This is only another way of putting the question, why do not members of the domiciled community go in for university education.

62. As I have pointed out in paragraph 15 above, the closing of careers to Anglo-Indians began very definitely in 1792, but I gather that those who talk about the closing of avenues of employment are not referring to the series of acts which culminated in Lord Cornwallis' Act of 1795. What they are complaining of is, I understand, more recent history. Until comparatively recently certain posts in various Imperial services were recruited by a system of local nomination. Such a system was found to be not conducive to the efficiency and prestige of the services concerned and all Imperial services are now recruited in London on the results of examinations and otherwise. Members of the Anglo-Indian community can compete for these posts, but they have got to get to London to do so. The Committee of Directors of Public Instruction appointed by the Government of India in 1903 to inquire into the financial condition of hill schools for Europeans in Northern India examined this alleged closing of avenues of employment and found that it could not be substantiated. But the heresy dies hard. The position, as I see it, is not that members of the domiciled community do not go to universities, because there are no careers open to them, when they have passed successfully through university courses; on the contrary they do not go to universities, because there are so many careers open to them that a successful university course is not a necessary preliminary to obtaining employment. Of course there are certain professions such as the bar and medicine for which a university, career is an indispensable preliminary, and if the champions of separate university provision for the domiciled community had based their claims on the fact that under present conditions domiciled Europeans and Anglo-Indians

do not enter these professions, their case would have been, so far as it goes, a perfectly fair one, but the introduction of the pernicious fallacy of the closing of Government appointments obscures the issue. It is inconceivable that Government should revert to the practice of nominating Europeans in India for Imperial services. Government will presumably continue to nominate domiciled Europeans and Anglo-Indians for those few posts in the Provincial Executive Service which it has been considered desirable to reserve for that community. I understand that the possession of a degree is not always insisted upon in the case of these candidates, but even if it were, what tends to deter the boy who has just completed a secondary school course from going to a university college with a view to competing for one of these Provincial Executive Service posts is the fact that on the strength of his secondary school course there are a good many very fair careers open to him, at least this is the case in this Presidency. From the point of view of Government it is doubtless desirable that all communities, and among them the domiciled community, should be represented in the administration, but from the point of view of the community it is not desirable to encourage the looking to Government for reserved posts. It is desirable that more members of the domiciled community should become doctors and lawyers, but we have to remember that the community is a small one, and that the other communities in India are inclined to employ their own professional men. I am doubtful whether many members of the domiciled community could support themselves either as lawyers or doctors, and this fact must be taken into consideration in estimating the number of students who would be likely to be forthcoming, even if special arrangements for university education were provided.

63. I entirely agree with the Government of India that there would not appear to be sufficient demand to justify the foundation of a separate arts college for the domiciled community. Indeed, I regard the whole question to be at the present juncture at best an academic one. Even if there be anything in the contention that the present university arrangements are not altogether acceptable to the domiciled community, the whole university organization of India is now, as it were, under examination. We are trying to evolve a new type of university and the aim should surely be to make this new type satisfy the legitimate needs of all sections of the community. One speaker at the conference spoke of a course specially designed for the Anglo-Indian community, but nobody tried to define what these special needs of that community are. I myself do not admit that those needs are so distinct as to make special university colleges necessary. Apart from the financial aspects of the matter I hold that the attempt to evolve separate university arrrangements for the domiciled community would be generally unsound and opposed to the best interests of the population as a whole and of the Anglo-Indian section of it in particular.

64. For a university college in India can not be a cheap institution, unless it is to be a mere labelling machine. If it is to do real university work, it must be framed on generous lines. I can not see how with the financial resources which the Government of India are likely in the course of the next 20 years to be able to devote to education, they could possibly justify the establishment of a university college for the domiciled community, even if such an institution were regarded as desirable. The first step which was taken to establish English education in India was the inauguration of universities. This has, I think, tended to obscure the fact that a university system should be the apex and not the base of the edifice. Unhampered by the difficulties which impede the development of schools for Indians we are gradually building up a sound school system for Europeans. We can well afford to wait for further developments in the direction of increased facilities for university study, even though we may deplore the fact that more members of the domiciled community do not take advantage of such facilities as already exist. In the meanwhile, we may do our best to make existing facilities more acceptable to the community and we may extend as far as we can the practice of sending picked scholars to universities in Great Britain.

65. As to the proposal that arts and science courses should be added to at least one of the existing training colleges, what this appears to me to mean is that a university college with a strong normal department should be

established. I agree that this would be an excellent arrangement, so far as the normal department is concerned. How far it can be considered to be a practical suggestion depends upon the amount of money which the Government of India are prepared to spend on the training college and the sort of lines on which they contemplate that it should be conducted. On the face of it the proposal endorsed by the Government of India seems to be practically identical with the first recommendation of Conference and equally impracticable.

66. If any new university college were established in India, either for the domiciled community or any one else, I should strongly object to it being affiliated to London or any other external university, if by that is meant that the college would simply accept the university's courses and prepare students for its examinations. I consider it essential that a university institution should from the first work out its own courses of study. It may be desirable that, to start with, the college should have the assistance and advice of an external and well established university in connexion both with the framing of its courses and the conduct of its examinations, but this is a very different thing.

67. Mr. Maclear suggests that those students of the domiciled community who desire to carry their studies beyond the secondary school stage might take selected Higher Cambridge Local courses and appear at the examinations to which they lead. He suggests that provision for instruction in these courses might be made in some selected secondary schools. I approve of this suggestion. I should not regard such an arrangement as being in any way equivalent to real university education. But the standard of these examinations is certainly as high if not higher than the Calcutta B A. Examination and the courses follow as a natural corollary to those which lead to the Senior School Certificate Examination. I think that Government should accept the certificates of these examinations, with the possible restriction that they must indicate a pass in certain prescribed subjects, as equivalent to the Calcutta B.A. degree as a qualification for admission to Government employment. The proposal that these certificates should be regarded as an equivalent to a degree for the purposes of admission to professions is a more difficult one. The question of the recognition of the Cambridge High Local Certificate as equivalent to the B.A. degree as a qualification for the scholarships awarded to the domiciled community and tenable abroad has already been referred by me officially to Government.

68. Grants-in-aid (Formal Resolution No. VI: See Appendix B, letter from the Government of India, dated the 8th January 1913).—The Conference were of opinion that—

(*i*) the Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognized by the provincial education departments as necessary, to be efficient in the grade in which they are classed.

(*ii*) the auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(*iii*) provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgeted for a period of one or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

69. In Mr. Sharp's letter No. 25 C.D., dated the 8th January 1913, the Government of India state that they will be glad to have the views of the Local Government on the recommendations of the Conference in the matter of grants.

70. Mr. Maclear has gone very carefully into this matter, and I accept his proposals *in toto*.

71. Mr. Maclear agrees with the Conference in emphasizing the necessity of a proper professional audit of the accounts of the European Schools. I endorse the opinion of the Conference and Mr. Maclear. When I was Inspector of European Schools, I proposed a proper professional audit. There

can be no doubt whatever that, until the books of the school are properly audited, it will be impossible for Government to arrive at a comprehensive estimate of the financial position; what is more, Government will never be able to be sure that the very considerable amount of public money which is now being spent on these schools is being spent to the best advantage. On this ground alone it is, I think, incumbent on Government to make some arrangement which will secure a proper and professional audit of the accounts. If the system of grants advocated by Mr. Maclear is adopted, a necessary condition of its proper working will be, as he points out, that the school accounts should be complete and audited by a properly qualified person. I do not agree with the proposal that a single auditor should be established for the whole of India. It would mean a great deal of travelling to see a comparatively small number of scattered schools. Besides there are bound to be divergencies of returns, etc., in the various provinces. Of course it would be a distinct gain, if the accounts of all European Schools throughout India could be kept in the same way, and the same returns sent everywhere to the Education Department, but this is a complicated question, and I certainly should not wish the making of satisfactory arrangements for the audit of the accounts of the European Schools in this Presidency to be postponed, until this uniformity has been attained. If the Accounts Department cannot arrange to appoint an auditor in each province, I do not see why a Local Government should not put the matter in the hands of a firm of professional auditors. I may add that the work will require not only considerable skill but a certain amount of tact, and the capacity for gaining the confidence of school authorities, some of whom may be suspicious and reluctant to give information. It is sometimes said that school authorities, especially the authorities of Roman Catholic schools, would resent the scrutiny of their real financial position. This allegation is based on the idea that Convents and other schools, which are in the hands of Roman Catholic orders, are a good deal more prosperous than they usually represent themselves to be. It has further been suggested that their prosperity enables them to accept smaller fee rates and thus to undersell the schools of other denominations. Personally, I do not believe in these allegations. I have seen a good deal of the working of these schools and have never found that there is any real desire to conceal facts; but the difficulty is that such a system of schools as those belonging to the Loreto Nuns or the Irish Christian Brothers are in a way financed on a budget which extends over the whole system. I can not see that there is any objection to this, but it makes the return of expenditure from a particular school a complicated matter. It should be quite possible for a skilled auditor who had the confidence of these orders to arrive at a comprehensive view of the financial position of their systems of schools; on the strength of this view a great deal of misunderstanding would be cleared away and a real financial return would be possible.

72. Mr. Maclear has directed attention to the conditions laid down in article 63 of the revised Code of Regulations for European Schools in Bengal, 1910, in accordance with which building grants should not ordinarily exceed one-half of the total cost of a project, except in places where there is a small or poor European population and has suggested that this condition should be rescinded, and that it should be stated that the maximum grant should not ordinarily exceed two-thirds of the total cost. Mr. Maclear remarks that the 50 per cent. limitation acts as a deterrent to the formulation of comprehensive schemes of improvment especially in Calcutta.

73. In dealing recently with the distribution of the 5 *lakhs* Imperial capital grant for European Schools, I urged that in some cases Government should give the whole amount required for the building enterprises contemplated. In so doing, I pointed out that what had frequently happened in the past was that the school authorities received a grant of say half of the necessary expenditure and borrowed the balance. The result was that the school was crippled for years with the interest on the debt and in many cases Government had to come to the rescue and to pay the debt off. This of course can be prevented—and I admit that it is desirable that the policy of contributions being necessary should be maintained—but we have to look facts in the face. It is almost impossible for the denominational and other bodies

which are engaged in the work of European education in India to raise large sums of money for capital expenditure. On the other hand, Government have definitely, and I think very wisely, decided that the European school system must be continued on the aided basis. Certainly if Government were to try to establish and conduct schools of their own instead of assisting denominational and other bodies to do so, the cost to the public revenues would be far higher and the system would be far less effective. I consider therefore that a very liberal discretion in this matter should be given to Local Governments. The Government of Bengal has of recent years exercised this discretion. I think that article 63 of the code should be revised as suggested by Mr. Maclear. The article as revised would run "Grants under this section shall not ordinarily exceed one half of the total cost, but may at the discretion of the Local Government equal two-thirds; and in special cases even a larger proportion may be given". In other respects the alterations suggested by Mr. Maclear may be adopted: indeed they necessarily follow.

74. Mr. Maclear has discussed the time of the year at which grants should be paid. I do not consider it necessary to go into this point here. If a change is necessary, I shall address a further communication to Government on this point. The matter is clearly one for the Local Government.

75. Concentration of Schools: (Formal Resolution of the Conference No. VII See Appendix B of the Government of India letter, dated the 8th January 1913).—This is a highly debateable point and on the advice of Sir Harcourt Butler the Conference recommended the principle of concentration in the widest possible term. The resolution runs "The conference resolve that concentration of schools is desirable, where possible".

76. In Mr. Sharp's letter No. 25 C. D., dated the 8th January 1913, it is stated that the Government of India recommend the general conclusion of the conference in this matter to the notice of Local Governments; but that the difficulties in the matter are well known. They ask whether any practical scheme of concentration can be elaborated, and suggested that the replies on other points referred in their letter should not be delayed, until such schemes had been evolved.

77. Mr. Maclear's remarks with reference to this matter are to the point. The position is this. European schools may be divided roughly into two main classes—Roman Catholic schools and non-Roman Catholic schools. The Roman Catholic ideal is Catholic schools under Catholic management and with a Catholic atmosphere". Consequently it is idle to discuss any scheme of concentration as between Roman Catholic and non-Roman Catholic schools. On the other hand I hold that concentration within the denomination is not only possible, but essential. On this point I would refer to the extract from my note which is quoted in paragraph 42 above. I have already stated that the education of the domiciled community can no longer be organized on a parochial basis. All denominations or bodies working in the field of European education have some system of organization within their own sphere of activity with the exception of the Church of England. As I have stated the Church of England are learning their lesson and trying what organization can do. The move in this direction is slow. There are still in Calcutta a number of what are practically parochial schools. These schools not unnaturally want to exercise as much influence as possible. This leads to an undue dissipation of energy and a consequent waste of power, and it is peculiarly prejudicial to efficiency and sound organization, when it means, as it frequently does, not only that a number of incompetent schools are struggling to do work which they cannot efficiently undertake, but also that they are doing it at the expense of the very limited amount of public revenue which is placed at the disposal of the Education Department for the benefit of the whole system of European schools. The authorities of the Calcutta Diocese entirely recognize this, but the Education Department must be prepared to take a strong line. If necessary we must harden our hearts against appeals to which on personal and other grounds we might wish to yield.

78. For a considerable period elementary education in England was to a considerable extent imparted by a system of what are still called "voluntary schools". Most of these schools were attached to churches. When Mr. Balfour's Government passed the Education Act of 1902 they allowed these

"voluntary schools" to be supported out of the rates, and this was the beginning of the religious educational controversy in England. But the Local Education Authorities and the Board of Education have always been firm in insisting on "voluntary schools" being accommodated in proper buildings. All these buildings had to be provided at the expense of those who were interested in the schools. Thus no "voluntary school", however great its traditions, could continue in existence, unless its supporters were prepared to house it properly. In Calcutta we are sometimes asked to keep in existence admittedly inefficient schools, because of the past history of the school or the general worthiness of a particular ecclesiastic; but it is always suggested that the whole of the additional funds necessary either to keep the school in existence or to enable it to do work, which is not really required, must come from public revenues.

79. Mr. Maclear says that the concentration of railway schools could and should be effected. He remarks that the continual transfer of railway employees acts most unfavourably on the small elementary schools which the companies maintain at small railway centres along their lines, and concludes by stating that the railway companies should aim either at founding one or more large boarding schools, or subsidizing existing boarding schools, on the understanding that they should admit a definite number of the children of their employees. This statement is quite sound but it ignores what the East Indian Railway have done in establishing their excellent boarding schools for boys and girls at Mussoorie. I agree with Mr. Maclear in thinking that the existing elementary schools in small railway centres should be converted into preparatory schools containing a kindergarten and one or more classes. It would not be wise to compel parents to part with very young children, but I think that the railway company concerned in view of the great difficulties in arranging education at these centres for any children other than those who are quite young, might reasonably expect parents to send their older children to boarding schools at suitable centres. I may add that the authorities of the railway companies are always most willing to consider the views of the Education Department in all matters concerning the education of their employees. I do not in fact anticipate any difficulty in dealing satisfactorily with the problem of railway schools in consultation with the railway authorities.

80. Examinations and Certificates (Formal Resolution No. VIII: see Appendix B to the Government of India letter, dated the 8th January 1913). The Conference recorded the following view:—

(*i*) Two kinds of Government certificates should be awarded to the pupils of secondary schools: First School Certificates and Leaving Certificates.

The First School Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary schools for at least three years;
(*b*) that they have completed an approved course of general education as set forth in their school record;
(*c*) that they have passed the recognized external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;
(*b*) that they have completed an approved further course of education as set forth in their school record;
(*c*) That they have passed the recognized external examination in the subjects prescribed by the department.

(*ii*) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Junior Local Examination be the recognized external examination for the First School Certificate, and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognized external examination for the Leaving Certificate.

(*iii*) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Local Examinations.

(*iv*) the Government should take action to secure—

(*a*) that the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government.

(*b*) that the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

81. The position taken up by the Government of India in Mr. Sharp's letter, dated the 8th January 1913, is that the questions raised by this comprehensive resolution are both difficult and important, and that the opinions of Local Governments thereon are awaited.

82. Mr. Maclear has dealt with this question carefully, and I may say at once that with regard to the principles advocated in connexion with the award of First School and Leaving Certificates, I am in entire agreement with him and the Conference. I consider that it is necessary that the certificates should show not only that pupils have passed the recognized external examinations, but also that they have been in regular attendance at secondary schools for the prescribed period, and that they have passed through approved courses of study as set forth in their school record. I agree with Mr. Maclear that the head master should vouch for the authenticity of the latter statement, and that his guarantee should be countersigned by the Inspector of Schools.

83. The question of the examinations that should be accepted for these certificates is, as Mr. Maclear says, a matter of primary importance and it is, also one which is not without difficulties.

84. It is necessary in the first instance to be quite clear as to what the recognized examinations for secondary schools in this Presidency now are. The articles in the revised code on the subject are 95—100 inclusive. These articles read in conjunction with Appendix VIII make the present position quite clear. The recognized final examination for higher secondary schools is the Cambridge Senior School Certificate; but these schools are permitted for the present to send up pupils for the Cambridge Senior Local Examination, because, when the Cambridge Examination was accepted by the Department, many of the schools were not in a position to teach either Latin or the required second language. This concession will cease this year. The "Secondary School Final" Examination is the Cambridge Junior School Certificate Examination. A concession with regard to the Cambridge Junior Local Examination, was granted both to "Secondary" and "Higher Secondary" Schools, when the new system was first introduced, but the period during which the submission of candidates for this examination was allowed terminated in 1913.

85. The "Higher Secondary" Schools are authorized in terms of article 95 in the revised code to present as candidates for the Junior School Certificate Examination those pupils who are going on to the upper school. I find nothing stated in the Code regulations about permission to present pupils at the Cambridge Preliminary Local Examination, but as a fact both the "Secondary" and the "Higher Secondary" Schools do present pupils for these examinations. I gather from what Mr. Maclear says that permission to present pupils for these examinations was granted, but I do not know when this permission was granted or by whom. I agree with him in thinking that it is extremely undesirable that children of 14 should be subjected to the strain of an external examination and that the Cambridge Examinations should dominate the curriculum at such an early stage. I recommend that permission to present candidates for this examination be withdrawn. I am now instituting inquires as to the circumstances in which permission came to be granted with a view to issuing orders with reference to its withdrawal.

86. Mr. Maclear refers to the representation made by Mr. Arden Wood at the Conference with reference to the disadvantages involved in dependence upon external examinations. Like Mr. Maclear, I entirely agree with Mr. Arden Wood's strictures, but I also endorse the opinion of both these gentlemen that external examinations are at present indispensable. I also share their view that of the various external examinations open to the European Schools of India the Cambridge Examinations are the best. Something was said at

Conference, especially by the representatives of Madras, about the merits of the high school examination conducted by the Education Department. As Inspector of European Schools, I had considerable experience in connexion with these departmental examinations, and I may add that I should be exceedingly sorry to see a return to this system. It seems to me therefore that the question, whether the Cambridge Examination should be retained in Bengal or not is not at present within the range of practical politics. The only point for consideration is whether we should retain the present arrangement by which the Certificate Examinations are the recognized tests or allow the Cambridge Local Examinations as an option or possibly as an obligatory substitute Mr. Maclear does not explain whether he would insist on the Junior and Senior Local Examination being taken, or whether he would allow them to be taken as alternatives to the Certificate Examinations.

87. Mr. Maclear favours the substitution of the Junior Local Examination—although he admits that the Junior Certificate Examination is the better school test—because the former involves the taking of Latin or a modern language. He is of opinion that Latin is not required for the ordinary boy of the domiciled community, and he emphasizes the fact that Latin is as a rule extremely badly taught in the schools of this Presidency. On the latter point his experience coincides entirely with mine. Mr. Maclear thinks that the ordinary boy of the domiciled community would be much better employed in making a study of the vernacular. I agree entirely as to the importance of the study of vernacular, but I would point out that in accordance with the existing regulations for the curriculum see article 28 (*b*) of the Code a modern European language or an Indian vernacular is compulsory in addition to Latin. I do not therefore quite understand why Mr. Maclear should represent Latin and a vernacular as alternatives. Presumably his contention is that for the ordinary boy who goes to a secondary school the course would be quite satisfactory, if he were confined, so far as his linguistic studies go, to the study of English and an Indian vernacular. In considering this question there is an important principle at stake. I entirely agree with the view that secondary education should not be too literary, and that in many cases what is wanted is a practical course with science included. But, however practical it is, I would insist that a pupil, who goes through a secondary school course, will not get the mental training he requires unless the course contains a sufficient amount of linguistic work. Training in language is after all largely training in thought. Practical education may give a knowledge of facts and a capacity to use hands and eyes, but without that training in thought which language study only can give, I do not think that any student can make use of the facts which his practical studies have placed in his possession. Now I hold that a considerable amount of valuable linguistic work can be done through the medium of the pupils' own language, and I do not consider that there is necessarily required in supplement to that a study of a classical language. I believe for example that a pupil in a secondary school in England can get all the linguistic training which he requires by a proper study of English and French or German; but the question whether European pupils in secondary schools in India can get sufficient linguistic training through the medium of English and a vernacular seems to me to depend very largely on the degree to which the study of that vernacular can be carried out on scientific lines. Now the objection made by the managers of European Schools to the teaching of the vernacular is that Indian teachers who will have to be engaged for this work can neither teach nor keep order. I am afraid that any one who has any knowledge of the *munshis* and *pundits* available in Bengal will endorse this view. I agree with Mr. Maclear that it is not obvious why those who are working at European Schools and especially members of religious orders who remain in India for a considerable number of years should not make a scientific study of the vernacular with a view to being able to teach it properly; but the fact remains that there are very few European teachers who are capable of doing the work and in a school, such as the St. Paul's School, Darjeeling, which is staffed direct from

Europe, and the members of the staff of which change frequently, I do not see how it is possible to place the teaching of the vernacular in the hands of the ordinary members of the staff. In view of all these considerations I am inclined to recommend that Article 28(*b*) of the Revised Code, as it now is, should stand for the present, and in making this recommendation, I would suggest that possibly Mr. Maclear in recording his remarks is thinking more of the state of things as they now are than the state of things as we hope to develop them. We are now trying to insist on the principle that for an ordinary boy of the domiciled community the best course is a thorough elementary education with a strong practical element, supplemented by a special professional course. Pupils attempting this grade of education would not take Latin. Then, again, I should not insist rigidly that all secondary schools should teach Latin, because I desire to introduce the general principle that the curriculum of a secondary school must be thought out by the managers of that school in consultation with the department. If, therefore, a case could be made out for the omission of Latin, I think that such an omission should certainly be allowed. I have said above that my experience coincides with Mr. Maclear's in condemning the existing teaching of Latin as exceedingly bad. It is, however, not quite clear why this should be so, for Latin is the one subject which the ordinary English graduate can teach. With the improvement of the teaching staff which should follow on the concentration of the real secondary work in a few properly equipped schools, it should not be impossible to organize effective Latin teaching.

88. I do not agree with Mr. Maclear when he says that though the institution of Latin as a compulsory subject for boys is objectionable, compulsory French for the girls is not, and that it is not so necessary for them as it is for boys, to study a vernacular thoroughly. My experience is that the French teaching in girls' schools is, if anything, worse than the Latin teaching in boys' schools, and I think that the idea that girls would not profit by the study of a vernacular is really a fallacy. I can understand, however, that the difficulties of teaching the vernacular in a girls' school are even greater than they are in boys' schools. I therefore, and with reference to this point, also suggest that there should be no change for the present in article 28 of the Code.

89. If the above proposals are accepted there will be no reason to alter the present regulations with reference to the Cambridge Examinations. Personally, I am strongly in favour of retaining the Certificate Examinations. These examinations were evolved by the Cambridge Syndicate with reference to the requirements of the regulations of the Board of Education in England with regard to secondary schools. In principle they are entirely sound, and what is more, no school can present candidates for these examinations unless and until it has been accepted by the Syndicate of the Cambridge University on the strength of a report of a recognized inspecting body, in this case the Education Department of the Presidency. This regulation gives the Education Department a hold over schools which I should be very sorry for it to lose. If there is any particular case in which the Cambridge Local Examinations should be allowed, this can easily be treated separately.

90. With regard to Mr. Maclear's suggested emendations for the Regulations of the code, if the proposals above are accepted, the first emendation, *i.e.*, that suggested for article 28, need not be accepted. The emendations he suggests for article 29 should be adopted, and if the Cambridge School Certificate Examinations are retained, articles 95—99 (inclusive) of the Code will require to be revised slightly, so as to provide for the introduction and acceptance of the system of the First School and Leaving Certificates. I am inclined to think that the best way of dealing with the whole matter is to have one chapter dealing with the courses of study entitled "courses of study and certificates", *i.e.*, to combine the substance now contained in Chapters IV and IX in the present code with such modifications and additions as may be required.

91. Award of Scholarships (Formal Resolution of the Conference No. IX see Appendix B to the Government of India letter, dated the 8th January 1913).—The Conference decided that it must be left to the

Education Department to decide the best way in which to award scholarships, but they recorded a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

92. The present system of award is described in Chapter X of the revised code. Mr. Maclear also gives some account of the working of the system. Junior elementary scholarships which are awarded on the results of Elementary Final Examination are not under the present conditions tenable at secondary schools, except in special cases, and with the sanction of the Director of Public Instruction. Mr. Maclear points out that this proviso was necessary because the elementary and secondary curricula began to diverge at class IV and a child admitted into a secondary school would be placed at a disadvantage in regard to certain subjects, such as a second language and mathematics. Now I have based the whole system which I desire to see developed on the organization of schools into elementary and secondary, with provision for the transfer at about the age of 12 of such pupils as would profit by secondary education. Mr. Maclear points out that, if Latin is not compulsory, there is no reason why boys from these elementary schools which teach mathematics in classes V and VI should not be admitted into secondary schools at the age of 14, and that therefore it might be desirable to waive the proviso which makes junior elementary scholarships ordinarily tenable in higher elementary schools only. I should certainly regard it as desirable that no pupil who has attained a junior elementary scholarship and can obviously profit by a transfer to a secondary school should be prevented from going to such a school because the scholarship was not tenable in such an institution; but on the other hand I desire to insist on the principle that the proper age for the transfer of a promising pupil is 12 and not 14. I should therefore let the proviso stand for the present.

93. Mr. Maclear remarks that an article should be added to Chapter X with reference to the provision of a sum of money for scholarships for pupils transferred from elementary schools to secondary schools at the age of 12. The insertion of such an article would probably be desirable, as it would certainly be desirable that an adequate allotment should be made for the purpose; but I would point out that under the provisions of Article 107 (*a*) it is already within the discretion of the Director, subject of course to budget provision, to award a scholarship which would enable a promising pupil of 12 to be transferred from an elementary to a secondary school.

94. Special Scholarships for Soldiers' Children (Formal Resolution of the Conference No. X: see Appendix B of the Government of India letter, dated the 8th January 1913).—The Conference expressed the opinion that in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupil ships in high schools should be awarded to children attending regimental schools in India.

95. The Government of Bengal were approached in 1913 with reference to the question of providing one or more free pupil ships in secondary schools in Bengal for children attending regimental schools in India. The question was considered, and the Local Government replied that they would be willing to create two such free pupil-ships. It is proposed to make them tenable at the Government Schools at Kurseong.

96. Medical Inspection and Supervision (Formal Resolution of the Conference No. XI: see Appendix B of the Government of India letter, dated the 8th January 1913).—The Conference recommended that—

(*i*) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school;

(*ii*) the said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories;

(*iii*) provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

97. The whole question of medical inspection will be dealt with in the report of the committee appointed by the Government of Bengal to consider the question of school sanitation and the giving of instruction in hygiene and medical inspection. This report will shortly be submitted to Government.

I do not agree with the proposal that medical officers should have statutory powers to enforce regulations regarding sanitary and hygienic arrangements. This recommendation entirely overlooks the fact that the hold which Government has over all aided schools is in the last resort limited to such control as they can exercise in virtue of the financial assistance which they provide. Of course it would be possible for Government to pass an act stating that all schools which receive European pupils should comply with certain conditions with regard to sanitation and hygiene, but I do not think that there is any case for this. Without such an act medical officers could not be given statutory powers. The position of the Education Department in the matter is that they can refuse to continue Government assistance, etc., or even recognition in the event of their demands in connexion with sanitary arrangements, etc., not being complied with. Anything further than this presupposes the existence of a more complete system of state control and a more developed administrative machinery than India at present possesses or is likely to possess for some years.

98. Administration and Inspection, Formal Resolution of the Conference No. XII: see Appendix B of the Government of India letter, dated the 8th January 1915.—The Conference recommended that the inspecting staff should be increased, that the Inspector of European Schools should wherever possible be a whole-time officer, and that inspectors of European Schools should, if possible, be appointed for a term of five years. Mr. Maclear's remarks on this point are interesting and his criticisms of existing arrangements are perfectly fair. It is obviously impossible for one man, however efficient, to inspect a secondary school properly with reference to the teaching of all its subjects, and there is undoubtedly great value in proper inspection. However, the Inspector of European Schools is comparatively speaking a lightly worked officer. A Divisional Inspector has far more duties imposed upon him, and his actual inspection work is almost as exacting. It would be quite impossible to appoint even one additional Inspector of European Schools. The Inspector of European Schools is now, as Mr. Maclear points out, assisted by the Inspectress of Schools in the Presidency and Burdwan Divisions with reference to European Girls' Schools throughout the whole Presidency. Mr. Maclear is not quite accurate when he states that the secondary schools in England are examined under the Board of Education by a committee of three or four persons. The system is this. The whole area in England and Wales is divided, as regards secondary education, into a certain number of inspectional areas in each of which there is one Secondary School Inspector. This Inspector is responsible for the supervision of all the secondary schools in his area, even girls' schools (though in regard to the last named he is assisted by a member of the women inspectors staff), which are in receipt of aid from public funds or are on the recognized list. When a school is first given assistance or placed on the recognized list, it is subjected to what is called a full inspection, *i.e.* it is inspected by the Inspector of the area concerned, assisted by at least two or even three other inspecting officers, the composition of the inspecting board being arranged so as to include officers who are specially acquainted with all the subjects of the curriculum. It seems to me that improvement in the matter of the inspection of European Schools is conditional on the strengthening of the inspecting agency generally. If we had a stronger and more numerous inspecting staff, it should not be impossible to arrange for the Inspector of European Schools to be assisted in the matter of full inspections by other inspecting officers and *per contra* he might assist other inspecting officers. This, however, cannot be done at present, and for the next few years, we shall obviously have to make the best of the existing arrangements. It is of course impossible to arrange for an officer to be always employed as Inspector of European Schools, though I admit on principle that one officer should be kept at this work as long as possible, and that frequent changes in this as in other posts are undesirable. Mr. Maclear points out that it would be very difficult to recruit a suitable man, if he was never to do anything more than inspect European Schools. Such an arrangement would most certainly not be to the ultimate advantage of the schools concerned.

99. Instruction in Temperance (Formal Resolution of the Conference No. XIV: see Appendix B of the Government of India letter, dated the 8th January 1913.—On this matter the Conference recorded the following resolution:—

> "The Conference recognizing the disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter."

100. The Government of India in their letter of the 8th January 1913 stated that they attach special importance to this resolution and would be glad to know how effect can best be given to it. This matter will be dealt with in the Hygiene Committee's report.

101. Education of Women (Formal Resolution of the Conference: see Appendix B of the Government of India letter, dated the 8th January 1913).—The Conference recorded the views that:—

> "(*i*) Inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces.
>
> (*ii*) The two most urgent problems in the case of girls as in the case of boys are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers.
>
> (*iii*) No new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connexion with it, of hostels for the use of members of other denominations or that in some way or other due provision be made for their training.
>
> (*iv*) The applicability to schools for girls of the recommendations of this Conference in connexion with the classification of schools, the curricula, examinations and scholarships be referred to Local Governments for further consideration after consultation with experts in the education of girls.
>
> (*v*) The Government should be asked favourably to consider the grant of scholarships for girls tenable abroad."

102. In their letter of the 8th January 1913 the Government of India accept the view that a separate all-India Conference on the education of girls is not necessary. They must leave it to Local Governments to decide whether local conferences are necessary. They are considering the question of instituting a State scholarship to be given annually for girls of the domiciled community and do not propose to give more than one such scholarship themselves. The other questions mentioned are referred to Local Governments.

103. One scholarship tenable abroad for a girl of the domiciled community has already been instituted. I have already referred to my letter to Government with reference to scholarships tenable in England for women who are willing to become teachers (see letter No. 648, dated the 6th October 1914).

104. In Bengal, as Mr. Maclear points out, the training of women teachers is in the hands of Government. He thinks that this is desirable, and I agree. The schools are not in a position to establish sound training classes. Mr. Maclear refers to a scheme for the improvement of the training class at Dow Hill, Kurseong. I admit that the improvement of the arrangements for training teachers at Kurseong is imperatively needed. The work done at present is not really efficient. The scheme for improvement will generally take the form of the proposals which were submitted by Mr. Earle when he was Director of Public Instruction, but indefinitely postponed for want of funds, viz. the establishment of a separate training college with a lady principal who will be in charge both of the College and of Dow Hill School. The scheme has been with me for some time, but I have not yet been able to submit it to Government because I have been and still am waiting for rough plans and estimates from the Public Works Department. I have not yet received these plans and estimates, but I understand that the approximate cost of the new

buildings required is five *lakhs* of rupees. I mention this sum here because it occurs to me that the Conference might possibly have been less inclined to suggest the establishment of University and Training Colleges, had they realised what these institutions were likely to cost.

105. I think that Mr. Maclear is on the whole correct when he says that the recommendations of the Conference with regard to the curriculum are on the whole applicable to girls, subject to certain general modifications. I also agree with him in thinking that there should be a certain elasticity in the curricula of the higher classes of secondary schools with a view to making provision for some sort of domestic training. I am well aware that the question how far housewifery should be included in a school curriculum for girls is one on which conflicting opinions are held. An ex-school mistress to whose opinion I attach considerable weight recently wrote that every one agrees that every girl should learn how to manage a house but every one is not agreed that she should learn this at school. This lady describes this subject as a vampire and points out that claims are now being put forward, even in India, for the teaching in schools of invalid cooking, infant management, first-aid, nursing, child-study, laundry, chemistry of food, household accounts, hygiene, needle-work, embroidery and dressmaking. She asks how these subjects are to be added to an already full time-table, and leads up to the contention that sound learning is neither masculine nor feminine, that the achievements of the human mind in poetry, science and art belong to both sexes alike, and that clever boys and girls should be given an equal opportunity to find out what has already been done and to add their own contribution.

106. I think that there is a great deal that is sound in the position which this lady has taken up. But the conditions of girls of the domiciled community of India are somewhat exceptional. I have already pointed out that the expense of living in India has outgrown the initial earning capacity of a member of the domiciled community, and have suggested that a girl, who will perhaps marry young, must know something of household management; that it is improbable that her husband will be able to keep a staff of satisfactory servants: and that even if he does, his servants will rob him, unless there is some one to check them. I agree that every girl of the domiciled community, who is really capable of profiting by a good secondary education course and perhaps of going even further, should be encouraged to do so. But I think that we have to recognize that schools for European girls have been too apt in the past to encourage "accomplishments". The amount of money spent in European Girls' Schools on teaching girls, who are frequently without any musical talent whatever, to strum on the piano is remarkable. I feel that the Education Department should do all it can to protest that an education in accomplishments is not the best preparation for life in the case of a girl who will probably marry, before she is 20, a man whose salary will almost certainly be small; but in this as in all other matters which are peculiar to the education of girls I hold that the future lies in the hands of the women—the Head Mistresses and the Inspectresses—who are responsible for the working of the schools. All these questions are pre-eminently questions for women. The work which Miss Brock now does in connexion with European Schools in Bengal is a real step in advance. In any reorganization and expansion of the inspectorate, which it may be possible to effect in the course of the next few years, the necessity for arranging the Education Department in such a way that it will have at its disposal at least one qualified woman to advise in connexion with the work of European Girls' Schools should be kept in mind.

107. As regards vocational courses for girls, Mr. Maclear refers to the continuation class of a commercial character, which was introduced in to the Dow Hill School, but which proved a failure. This class was not a success because the parents desired that all the best and most intelligent of the Dow Hill School girls who had got as far the Cambridge Junior Local Examination —girls were not admitted to the commercial class until they had passed this test—should continue their education as far as the Senior Local Examination stage. There is, however, now becoming manifest, especially in Calcutta, a considerable demand for vocational courses in shorthand and type-writing. The employment of women as stenographers is increasing and there is now a very real demand for their services, if they are really capable. This is being

met partly by continuation classes in schools and partly by classes organized by such bodies as the Young Women's Christian Association.

108. The General Applicability of the above Recommendations.—The Government of India have pointed out that it will be convenient if in stating their views Local Governments would indicate what alterations will be required in the code, and whether these should be of a general nature or apply only to their own province. My view is that most of the recommendations which are put forward in this letter would be applied with advantage to the whole of India. In saying this, I desire to remark that the stages of development to which European education has attained in the various provinces in India differ considerably. This is due to the fact the level of social advancement in the domiciled community as a whole is by no means uniform. I hold for example that the schools in Bengal, which are attended by the better class of "European" child, are catering for a generally more advanced type of pupil than is being catered for by European Schools of Madras. I am in favour of a uniform code, if that can be provided without checking development in the more advanced parts of India. When I say therefore that recommendations contained in this letter might in my opinion be extended with advantage to the whole of India, I desire at the same time to deprecate any proposal that we in Bengal should be called upon to check any development which has been instituted for the sake of a uniform code or with reference to difficulties and exigencies which do not exist here. A uniform code has undoubted advantages, but all codes are useless if they impose cast-iron schemes and thus prevent head-masters and head-mistresses from exercising their own powers of thought and initiative.

109. Conclusion.—In conclusion, I have to regret the great delay which has taken place in the submission of this report. When the Government of India letter of the 8th January 1913 was received in this office, the case was referred to Mr. Maclear, but he having only recently joined quite reasonably asked that he might be allowed a little time in which to acquire information and experience before he attempted to deal with the recommendations of the Conference. Mr. Maclear's report was received about the middle of last year. That I have not been able to deal with the case before is solely due to the pressure of more urgent work, and to my desire to deal adequately with such an important matter. For any inconvenience which this delay has caused, I desire to express my extreme regret.

110. I also desire to state that in my opinion that the general system of European Schools in Bengal is on sound lines. The possibility of further development is to a considerable extent a matter of further funds being made available, but I can say without hesitation that we have attained to a stage of development that whatever grants the Government of India may be able to devote to the education of the domiciled community in the Presidency of Bengal will be well and promptly spent.

111. I attach an estimate of the additional cost involved in the adoption of the various reforms advocated.

I have the honour to be,

Sir,

Your most obedient servant,

W. W. HORNELL,

Director of Public Instruction, Bengal.

D. B. Press—194—75—26-5-1915—F. E H.

Expenditure upon Boarding.

	Rs.
Sum distributed under Article 47 of the Code for the year 1913-14	1,50,928
If the rate per indigent boarder had been Rs. 10 instead of Rs. 8, sum would have been	1,88,660
If the recommendation that the rate per head should be raised to Rs. 10 were accepted, the additional sum required at present would be, ...	40,000

(The difference between the figures for 1913-14 given above is Rs. 37,532. Expenditure upon boarding grants tends to increase each year, and Rs. 40,000 is therefore a fair estimate of the additional sum that it would be necessary to allot).

Expenditure upon Staff.

Statement shewing additional expenditure that would be incurred by adoption of the Minimum Scale of Pay suggested by the Inspector (page 6 of Inspector's Report).

Scale of Pay suggested by Inspector:—

MEN.—*European Grade.*

	Rs.
Secondary School teachers	400—30—700
Elementary School teachers	200—10—300
Indian Grade.	
Graduates or those who have passed an equivalent examination.	200—20—400
Those who do not hold degrees but who have been trained.	150—15—300

WOMEN.—*European Grade.*

Secondary School teachers	200—20—400
Elementary School teachers	100—10—200
Indian Grade.	
Graduates or those who have passed an equivalent examination.	120—18—300
Those who do not hold degrees but who have been trained.	60—6—120

Expenditure upon salaries in European Schools in Bengal for year ending 31st March 1914 was—

MEN.	Graduates of European Universities and Special Appointees.	Teachers trained in Europe or America.	Graduates of Indian Universities.	Teachers trained in India.
MEN	Rs. 86,808	.....	Rs. 5,400	Rs. 1,800
(Number of teachers employed)	20	.....	2	1
WOMEN	Rs. 58,020	Rs. 9,240	Rs. 8,700	Rs. 46,860
(Number of teachers employed)	26	10	14	38

If scale of pay (average rates) suggested above had been in force expenditure would have been.

	Rs.	Rs.	Rs.	Rs.
MEN	1,32,000	.....	7,200	1,800
WOMEN	93,600	18,000	35,280	41,040

Totals compared.	Expenditure 1913-14.	Expenditure in accordance with scale suggested.	Balance.
	Rs.	Rs.	Rs.
Men	94,008	1,41,004	+46,992
Women	1,22,820	1,87,920	+65,100
Total ...	2,16,828	3,28,920	1,12,092

Thus the total additional expenditure which will be immediately necessary if the proposals contained in the present letter are accepted will be Rs. 40,000 on account of the increased indigent boarders' allowance *plus* Rs. 1,12,092 on account of the enhanced scale of salaries for teachers, or Rs. 1,52,092 in all. The figures regarding the number and cost of existing teachers are analysed in the following statements.

It should be noted—

(*a*) That the scale has been drawn up on the assumption that board and residence will be given in each case. It is proposed that if board and residence are not given, the salaries should be increased by Rs. 100 a month. Many of the posts in the European Schools are non-resident. The estimate of the additional expenditure required therefore errs, if at all, on the side of insufficiency.

(*b*) The above table does not taken into account expenditure upon untrained teachers. In 1913-14, 41 untrained male teachers were employed at an expenditure of Rs 46,260 and 141 untrained female teachers at an expenditure of Rs. 1,07,427. Their supersession by teachers trained in India would involve a considerable increase in the sum annually expended upon salaries.

Expenditure upon Male Teachers employed in European Schools as shown under—

Serial No.	Name of School.	Graduates of Europe and America and teachers with qualifications.	Trained teachers: Europe and America.	Graduates of Indian Universities.	Trained teachers: India.	Untrained teachers.	Total annual cost.	Remarks.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	St. Joseph's Higher Secondary School, Calcutta.	.....	.....	1,800	.....	4,080	5,880	11 Christian Brothers not counted.
2	St. Paul's School, Darjeeling	32,100	.....	.....	.....	840	32,940	
3	La Martiniere School for Boys, Calcutta.	36,000	.....	.....	.....	5,760	41,760	
4	St. Patrick's School, Asansol	.....	.....	.....	.....	900	900	9 Ditto.
5	Goethals' Memorial Orphanage, Kurseong.	.....	.....	.....	.....	3,120	3,120	6 Ditto.
6	Welland Memorial School, Calcutta.	.....	.....	3,600	.....	300	3,900	
7	Calcutta Boys' School, Calcutta.	5,760	.....	.....	.....	4,680	10,440	
8	St. Gregory's School, Dacca	.....	.....	.....	.....	420	420	6 Brothers not counted.
9	Calcutta Free School, Boy's Department.	4,200	.....	.....	1,800	7,080	13,080	
10	Catholic Male Orphanage, Calcutta.	.....	.....	.....	.....	5,700	5,700	5 Ditto.
11	St. Joseph's Free School, Calcutta	.....	.....	.....	.....	5,700	5,700	3 Ditto.
12	St. Andrew's Colonial Homes, Kalimpong.	8,748	.....	.....	.....	.....	8,748	
13	St. Alyosius' School, Howrah	.....	.....	.....	.....	2,700	2,700	
14	Gouldsmith Free Day School, Calcutta.	.....	.....	.....	.....	.....	.....	See table of Female Teachers.
15	St. Placid's School, Chittagong.	.....	.....	.....	.....	.....	.....	Staff consists of 4 Brothers who do not receive salaries.
16	St. Paul's Mission School, Calcutta.	.....	.....	.....	.....	240	240	
17	B. N. Railway Higher Elementary School, Kharagpur.	.....	.....	.....	.....	3,900	3,900	
18	Calcutta Free School, Girls' Department.	.....	.....	.....	.....	360	360	
19	Loreto Orphanage, Entally.	.....	.....	.....	.....	480	480	
	Total ...	86,808	.....	5,400	1,800	46,260	1,40,268	

Present expenditure on Female Teachers employed in European Schools.

Serial No.	Name of School.	Graduates of Europe and America and teachers with qualifications.	Trained teachers: Europe and America.	Graduates of Indian Universities.	Trained teachers: India.	Untrained teachers.	Total annual cost.	Remarks.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	St. Paul's School, Darjeeling	.....	.....	.....	.....	1,920	1,920	
2	La Martiniere for Boys, Calcutta.	1,800	.....	.....	1,320	.....	3,120	
3	Welland Memorial School, Calcutta.	3,000	.....	2,400	.....	5,940	11,340	
4	Calcutta Boys' School ...	3,600	.....	.....	.....	3,360	6,960	
5	Calcutta Free School, Boys' Department.	.....	.....	.....	.....	1,320	1,320	
6	St. Thomas's School, Howrah	1,800	.....	.....	960	1,800	4,560	
7	St. Andrew's Colonial Homes, Kalimpong.	6,420	.....	.....	630	660	7,740	
8	Gouldsmith Free Day School, Calcutta.	.....	.....	.....	1,200	5,700	6,900	
9	St. James' Parochial School, Calcutta.	.....	.....	.....	.....	3,600	3,600	
10	East Indian Railway European Day School, Asansol.	.....	.....	.....	1,200	1,200	2,400	
11	Elementary School, Khargpur.	.....	.....	.....	720	960	1,680	
12	Loreto Free School, Sealdah	.....	.....	.....	.....	840	840	1 Nun not counted.
13	La Martiniere School, for Girls.	16,680	.....	.....	1,980	1,920	20,580	
14	Pratt Memorial School, Calcutta.	2,400	1,800	.....	3,180	7,860	15,240	2 Sisters not counted.
15	Diocesan Girls' School, Darjeeling.	7,620	1,800	.....	3,420	360	13,200	1 Sister ditto.
16	Loreto House, Calcutta ...	2,700	2,340	1,500	3,000	300	9,840	10 Nuns not counted.
17	Loreto Convent, Darjeeling	1,500	2,100	.....	1,200	840	5,640	15 ditto.
18	Calcutta Girls' School ...	2,280	.....	.....	2,640	5,820	10,740	
19	Jewish Girls' School, Calcutta	.....	.....	1,800	.....	9,120	10,920	
20	St. Teresa's Kidderpore ...	.....	.....	.....	.....	2,160	2,160	8 ditto.
21	Queen's Hill School, Darjeeling.	8,220	.....	.....	2,400	1,800	12,420	
22	St. Helen's, Kurseong ...	.....	.....	1,500	2,400	2,160	6,060	9 ditto.
23	Loreto Convent, Asansol ...	.....	600	.....	1,680	360	2,640	9 ditto.
24	St. Paul's Mission, Calcutta	.....	600	.....	1,440	3,780	5,820	
25	Loreto Free School, Bow Bazar.	.....	.....	.....	.....	2,100	2,100	1 Nun ditto.
26	Loreto Boarding, Entally ...	.....	.....	.....	2,400	1,440	3,840	5 Nuns not counted.
27	Loreto High English, Dharmtala.	.....	.....	1,500	.....	7,560	9,060	2 ditto.
28	Loreto High English, Bow Bazar Street.	.....	.....	.....	.....	3,420	3,420	2 ditto.
29	Loreto High English, Sealdah	.....	.....	.....	.....	4,260	4,260	2 ditto.
30	Calcutta Free School, Girls' Department.	.....	.....	.....	.....	10,200	10,200	
31	Higher Elementary School, Khargpur.	.....	.....	.....	7,140	1,800	8,940	
32	Loreto Orphanage, Entally	.....	.....	.....	6,000	300	6,300	6 ditto.
33	St. Agnes' School, Howrah	.....	.....	.....	.....	960	960	5 ditto.
34	East Indian Railway School, Lillooah.	.....	.....	.....	.....	1,920	1,920	
35	St. Francis Xavier's Girls' School, Dacca.	.....	.....	.....	.....	.....	.....	Staff consists of 7 Nuns only.
36	St. Scholastica's, Chittagong	.....	.....	.....	.....	.....	.....	Staff consists of 7 Nuns and 1 day teacher whose salary is not stated in the returns.
37	East Indian Railway School, Rampur Hat.	.....	.....	.....	.....	600	600	
38	Loreto Free School, Dharmtala	.....	.....	.....	.....	3,360	3,360	1 Nun not counted.
39	Eastern Bengal State Railway School, Chitpur.	.....	.....	.....	.....	1,800	1,800	
40	St. Elizabeth's Free School, Howrah.	.....	.....	.....	.....	.....	.....	Staff consists of 3 Nuns only.
41	Wesleyan Preparatory School, Calcutta.	.....	.....	.....	.....	1,620	1,620	
42	European Day School, Saidpur.	.....	.....	.....	1,200	1,320	2,520	
43	Christian Free School, Chinsurah.	.....	.....	.....	.....	627	627	
44	East Indian Railway School, Bandel.	.....	.....	.....	720	360	1,080	
	Total ...	58,020	9,240	8,700	46,860	1,07,427	2,30,247	

D. B. Press—194—75—26-5-1915—F. E. H.

Proceedings of a Conference held at Writers' Buildings on 29th and 30th October 1913 to consider the suitability of the education given in the Elementary and Higher Elementary Schools in Bengal.

The President's speech.

THE Conference met in the Council Chamber, Writers' Buildings, under the presidency of the Director of Public Instruction, Bengal. The proceedings were opened by a speech from the chair. The Hon'ble Mr. Hornell referred briefly to the introduction of the Revised Code of Regulations in 1910 and to the reclassification of schools which had been effected as a result of the Conference of 1906, and summarized the present position as regards the courses of study prescribed for both the Elementary and Higher Elementary Schools and as regards the Elementary Certificate Examination. He observed that he had been told that the Elementary School Certificate Examination was generally regarded as unsatisfactory. He said that the examination was intended to be merely the normal goal for the children who had passed successfully through the Elementary school curriculum, and that if dissatisfaction existed, it might be that the curriculum or the general system of classification was not regarded as satisfactory. At least it was clear that the question of the examination could not be considered apart from the larger question of the type of Elementary education required by the Domiciled Community, if a purely Elementary education was sufficient for any class of that community. The basis of classification must be the needs of the community as a whole, and the problem of any particular grade of education was only an aspect of the general problem of the types of education required. To prescribe an examination and then to arrange a curriculum in accordance with it was to shirk the problem. He therefore invited the Conference to consider, and, if possible, to come to some agreement upon, the four points put down for consideration upon the Draft Agenda before proceeding to the question of the examination. He observed that his attention had been directed, since the Agenda paper was drafted, to a point of fundamental importance. This was that a considerable number of children of Non-European descent were to-day pupils in the European Schools, and that their presence in the schools, which was contrary to the Code of Regulations, was resented by the members of the Anglo-Indian Community. It had been stated that the deplorable condition of Christian Community of the Kintals had tended to complicate and obscure the issues of the problem of the education of the domiciled European and Anglo-Indian Community, and that the insolubility of the problem would increase unless an understanding was arrived at as to who should and who should not be regarded as a European for the purposes of education. Incidentally it had been suggested that descent from a European and Anglo-Indian father should be a *sine qua non* of recognition. He was not in a position to answer the various difficult questions that had been raised, but inasmuch as their importance was obvious from the point of view of the problem they were about to discuss, he would invite the Conference to consider the question of the criterion of recognition as a European, which could reasonably be applied in connection with admission into a European School, before proceeding to the various points included in the Draft Agenda. He would invite members to state their views and experience with regard to this important question.

The definition of the term European.

At the invitation of the President, Bro. Hyde gave an account of his experience at the Catholic Male Orphanage. He stated that it was often extremely difficult to come to a decision with regard to the validity of a boy's claim to European descent. It was quite impossible to judge from his appearance. The President asked what was the level of the intelligence of the boys from the Kintal district. Bro. Hyde replied that some of them were intelligent, and said that one boy, who began his educational career in the Catholic Male Orphanage, afterwards succeeded in entering the Civil Service.

Mr. Stark enquired whether it was not a fact that this boy came from Serampore. Miss Lilian Brock said that in any case the Kintal children must be provided for. If they were excluded from the European Schools, they would have to be admitted into schools for Indians. Mr. Harnett suggested that the offspring of more than one mixed-marriage should be regarded as a Non-European. The Rev. F. B. Hadow stated that he was strongly of the opinion that any one with a drop of European blood in his veins, whether derived from the side of the father or of the mother, should be regarded as a European. The President asked what was the measure of proof of European descent that should be demanded. He suggests that a resolution should be put. Mr. Edwards mentioned the presence of two Tamil children in the Calcutta Free School as an example of the way in which Non-Europeans were ousting Anglo-Indians from the schools. Non-Europeans crept in under assumed names. He was opposed to the suggestion that any child with the smallest claim to European extraction should be admitted. European descent on the father's side should be the criterion. Would children claiming English descent on the mother's side be regarded as English in England ? Mr. Williams said that the problem did not arise in the E.I.R. Schools, which were concerned rather with the question of the distinction between the European and the Anglo-Indian. The question seemed to him to be a financial one. He understood that at present there was an illegitimate diversion of funds. But to render it more difficult for Non-Europeans to enter the European Schools would be to stultify a very natural ambition on the part of the Indian. There was the danger of the formation of an indeterminate class, which would not be considered by Government. The President pointed out that an Indian could only enter a European School under false pretences, unless he was admitted as a Non-European in accordance with the 15 per cent. rule. Mr. Stark laid stress upon the necessity of approaching the problem historically and read a paper in which he traced the origin and growth of the Anglo-Indian Community. He said that the genuine Anglo-Indian was a descendant of a union between a European man and a native woman which approximated to marriage, and was not, as was frequently stated, the offspring of irregular and casual intercourse. The children of the quasi-marriages were regarded as the legitimate children of their father, and were brought up and treated as Europeans. The children of European men by native mistresses were on the other hand always regarded as natives. He stated that European descent on the father's side had in the days of the Company and during the period immediately after the Mutiny always been a *sine qua non* of recognition as an Anglo-Indian, and quoted official documents in support of this contention. But during the last thirty years there had been a steady influx of Non-Europeans into the Anglo-Indian Community. The majority of these were the descendants of slaves, who had been manumitted in the first half of the nineteenth century, and who had embraced Christianity and assumed the names of their old masters. It was the grandchildren and great-grandchildren of these slaves who inhabited the Kintal districts off Bowbazar. They were not Europeans, they did not live as Europeans, at best they preserved a thin veneer of European culture. They had tarnished the name of Eurasian and were an almost insurmountable impediment to the progress of the Domiciled Community. Their presence in the European Schools was resented not only because they were not of European descent, but because they excluded genuine Anglo-Indians. Mr. Rundlett stated that the question whether a particular individual was a Eurasian or not could be decided by medical examination. The President summarized the discussion. Three proposals had been made. One was for the maintenance of the *status quo ;* another, put forward by Mr. Edwards, was for insistence upon European descent on the father's side ; and the third, voiced by Mr. Stark, was for the expulsion of the Non-European children in the European Schools and the purging of the Free Schools. The point was which policy was to be adopted. He would ask Mr. Stark to explain his proposal. Mr. Stark said places in the European Schools, which should be occupied by Anglo-Indians, were occupied by natives. This was intolerable. Immediate action was needed. Mr. Edwards repeated his contention that it was essential that only those children who could show that they were of European descent on the father's side

should be admitted into the schools as Europeans. The Rev. Father Van De Schueren enquired if Mr. Stark could state what was the percentage of Non-Europeans in the Elementary Schools. Mr. Stark replied that he was unable to give figures. The Rev. Father Van De Schueren stated that it was clear that there must be a line of demarcation between the Anglo-Indian and the Natives. It was also necessary to separate the Anglo-Indian from the class which was not Anglo-Indian, but which did attempt to live to a certain extent according to European Standards. There was no question that there was a large number of very poor children in the Elementary Schools whose claim to European descent was doubtful. These children were a drag upon the schools. He was of the opinion that for school purposes these children should be regarded as natives. He would suggest the inclusion of two classes of schools within the European School system—one for Anglo-Indians and the other for Native Christians—as a solution of the problem. The Schools receiving the Rs. 8 Boarding grant should be reserved for Anglo-Indians. Education should be offered to the Non-European Christian element at a lower rate. Government should come to the rescue. The Rev. F. B. Hadow said that there was a class of child which was not a drag on the community, and which would be excluded from the European Schools under Father Van De Schueren's Scheme. These were the children of marriages between West African or Chinese men and Eurasian women. The level of intelligence of these children was high.

The President said that with reference to Father Van De Schueren's suggestion he would raise two points for consideration. The first was, were these poor children natives or of European descent on the side of the mother ? If the latter, on what test were they to be excluded from the European Schools ? The second was that there were two systems of Education in India—one European and the other Vernacular. They could not ask Government to create a third. He suggested that, as the subject had been well ventilated, definite resolutions should be put forward.

Mr. Stark accordingly moved, and Mr. Edwards seconded, a resolution to the effect that no child should be admitted as an Anglo-Indian into a European School unless it could be shown that he or she was of European descent on the father's side. A show of hands was called for and the motion was lost by 13 votes to 7.

A resolution was finally proposed and carried unanimously that the attention of the Inspector of European Schools should be drawn to this discussion, and to the rules with regard to the admission of Non-European children into the European Schools contained in the Code of Regulations for European Schools, and that he should report to the Director of Public Instruction on the whole question.

The Type of Education required in the Elementary Schools.

The Conference then passed to a consideration of the first item on the Agenda Paper. Mr. Hill stated that the curriculum prescribed for the Elementary Schools acted as an impediment to the transference of pupils from these schools to the Secondary Schools. He realized, of course, that it was desirable that parents who wished to give their children a Secondary education should send them to a Secondary School. But it was not possible for people living in outlying stations to do this, because there were no Secondary Schools within reach. The non-inclusion of Algebra and Geometry in the curriculum acted as a serious impediment to those members of B.-N. R. School at Kharagpur who wished to take the apprentice examination. He thought the difficulty could be solved by the substitution of the Cambridge Preliminary Local examination for the present Elementary Certificate Examination. Mr. Simpson asked if it were possible to give figures of the number of children in the Elementary Schools who desired to continue their education in Secondary Schools. He raised the question whether the present examination suited the requirements of any of the children in the schools. The President asked whether there was a considerable demand for further education among the children attending the Higher Elementary School, Kharagpur. Mr. Hill replied that there was. Mr. Williams said that the present division between the Primary and the Secondary Schools was too rigid. The Secondary Schools should provide technical as well as literary instruction. The

President suggested that promising children should be transferred to Secondary Schools at the age of 12. The Rev. F. B. Hadow pointed out that the present curriculum made no provision for backward children or children who started to attend school when comparatively old. They derived little benefit from the education given in Elementary Schools. They required a certain minimum of the ordinary curriculum and manual instruction with a view to the ultimate adoption of certain specific forms of employment. The President pointed out that it was necessary to come to some agreement with regard to the normal cases first. Mr. Rundlett said that the education given in the Elementary Schools should be of such a character that children should be enabled to pass on a Secondary School without encountering any difficulties. A child who entered a Secondary School after successfully negotiating the Elementary Certificate Examination found himself placed in position of disadvantage owing to his ignorance of certain subjects, which were not taught in the Elementary Schools, and which were regarded as essential in the Secondary Schools. They needed a literary education of a more advanced character. The Elementary Schools should definitely prepare children for admission into the Secondary Schools. The Rev. Father Van De Schueren said that the needs of the Railway Schools and the Elementary Schools in Calcutta were not the same. This was an argument in favour of an elastic curriculum. It was necessary to take into account certain practical considerations. The children attending the Elementary Schools would be obliged to earn their own living. Mr. Edwards said that the removal of the more promising children to Secondary Schools would mean the subordination of the Elementary Schools to the Secondary Schools. The old system of Primary, Middle and High Schools was preferable to the present classification. If the more promising children were transferred, who would pay the higher fees charged by Secondary Schools? The schools should be allowed more freedom. Mr. Maclear apologized for the fact that he had only 10 months' experience of the European Schools in Bengal to support what he was about to say. He would divide the children attending the Elementary Schools into two classes—the children who were capable of benefiting from literary education superior to that given in the Elementary Schools, and those who were not. The first class of child was out of place in an Elementary School. They should be transferred to a Secondary School at an age not later than 12. They were not very numerous, and the difficulty of the higher fees could probably be met by an extension of the system of supplementary scholarships. This would clear the air. The next question was to devise a system of education for the second class of child, whom he would term the elementary child. This class could also be sub-divided. The interests of the children attending the Railway Schools were different to the interests of those attending the Calcutta Orphanages, and these again did not coincide with the interests of the pupils in schools like the Calcutta Free School and the school attached to the St. Andrew's Colonial Homes at Kalimpong. Clearly it was a case for the adoption of an elastic system. He would suggest that the schools should draw up curricula suited to their particular needs and submit them to the department for approval. This would solve the difficulties at present experienced by the various schools. The Rev. Father Van De Schueren expressed his agreement with the last speaker. If Government would assist in the transference of promising children to Secondary Schools, the situation would become far less complex. The interests of the majority of the children in the Secondary Schools and in the Elementary Schools were opposed. The Elementary Schools should not attempt to prepare children for admission into the Secondary Schools. The education given in the Elementary Schools should be complete in itself. Miss Lilian Brock agreed that as far as the girls were concerned the education given should be complete in itself. The majority of the girls married early. They did not need a technical education and only required an elementary literary education. She would suggest that instruction in Household Management should be made obligatory. The existence of early marriages made instruction in this subject necessary. For girls who wished to earn their own living she would suggest a course of instruction in typewriting, shorthand and needlework. Mr. Simpson said that the chief objection to the present system was that it did not fit a child

for employment. There was some confusion as to the coincidence of the prospects of children attending Elementary and children attending Secondary Schools. The Secondary School prepared for the learned professions. But there were many professions for which the Cambridge Local Examinations were no preparation. What was required was a system of Supplementary Courses. This they had, but at present these supplementary courses could not be taken up until a child was 14 years of age or more. This was due to the regulation that a child must first pass the Elementary Certificate Examination. The Inspector of European Schools should decide in consultation with the school authorities when a child should be permitted to take up supplementary work. There should be an examination at the end of the Elementary School course, but the successful negotiation of this examination should not be a necessary condition of admission into a Supplementary Class. Elasticity was essential. Boys who intneded to apply for employment on the Railways should be permitted to begin the study of Algebra and Geometry in Standard V. The President summed up the discussion. He said the Conference seemed to be agreed that only a few of the pupils in the Elementary Schools required a Secondary Education. The schools should give a complete course of education. The function of the Elementary Schools was really a dual function. They ought to give a literary education of an elementary character, and, following upon that, instruction in certain groups of more or less technical subjects with the object of enabling the children to pass ultimately into certain specified professions. The Elementary Schools should not act as Preparatory Schools. In every Secondary School there was a preparatory section. The more promising children in the Elementary Schools would be better provided for if they were transferred to Secondary Schools. He suggested that a resolution should be proposed.

Mr. Williams accordingly moved the following resolution: That this Conference is of opinion that the relations of the Secondary and the Elementary Schools require to be reconsidered with a view to (*a*) the prevention of unnecessary overlapping and resultant waste of time to pupils; (*b*) allowing a full liberty of choice calculated to meet the requirements of all classes of children.

Mr. Atkinson moved, and Mr. Maclear seconded, an amendment adding the words "who can properly be provided for in an Elementary School" after the words "children" in Clause B of the Resolution. The amendment was put to the Conference and carried with one dissentient. The motion as finally passed therefore read as follows: "That this Conference is of opinion that the relations of the Secondary and the Elementary Schools require to be reconsidered with a view to—

(*a*) prevention of unnecessary overlapping and resultant waste of time to pupils;

(*b*) allowing a full liberty of choice calculated to meet the requirements of all classes of children who can properly be provided for in an Elementary School.

The Conference then adjourned.

The Conference reassembled on Thursday, the 30th of October, at 10-30 A.M. The Rev. Father Van De Schueren rose to continue the discussion. He said that he proposed to introduce four resolutions. The first was that the education given in the Elementary Schools should be complete in itself and not sectional (*i.e.*, not a part of the education given in Secondary Schools). The second was that really promising children possessing such talent as would enable them to work up successfully to the full course of a Secondary School (and in some cases perhaps proceed further) should be transferred from the Elementary School in which they might be to a Secondary School at an early age, *i.e.*, at the age of 12 or after the Third Standard, wherever this was possible. He earnestly recommended these two proposals to the

Education Department and to the School Authorities. The third resolution was that, considering the objective of a system of elementary education, attention should be given to the condition and capabilities of the children attending Elementary Schools. He would divide these children into two classes—A and B. Class A consisted of those children who in view of their talent and age were able to work up to the Elementary Certificate Examination as described in the code; Class B of those who could not. Suitable and adequate provision should be made for each of these two classes. With regard to Class A, the objective of the system of education should be to carry on a course of instruction in accordance with the curriculum described in the code and leading up to the Elementary School Certificate Examination. But as it was undesirable that children should leave school before the age of 17, provision should be made for those who had gained the Elementary School Certificate at an earlier age to receive further instruction. This should be either a more advanced literary and general education enabling them to gain a higher grade certificate of a high class of honours, or an education on practical and technical lines preparing them for certain specific forms of employment. For the children in Class B, the successful negotiation of a specified literary test should not be a necessary condition of their specialization in such subjects as might best enable them to earn a living. It would seem desirable that pupils of this class should receive special instruction during the last year or the two last years of their school career. The fourth and last resolution ran as follows: That, in view of the great diversity of conditions and circumstances obtaining in the various Elementary Schools, although it seemed desirable that a certain measure of uniformity should prevail, the system which might be adopted should not be marked by rigidity, but by great elasticity and adaptability.

The President called for the views of the Conference with regard to the first of Father Van De Schueren's resolutions. No member arose, and he accordingly put the resolution from the chair. It was carried unanimously.

Removal of Promising Pupils to Secondary Schools.

The Conference then proceeded to discuss the second resolution: Mr. Rundlett asked whether it was possible for a school to give both a Secondary and an Elementary education. The President pointed out that a school which wanted to be recognized as a Secondary School must fulfil certain conditions as regards equipment and staff qualification. The Rev. F. B. Hadow stated that the question was really one of fees. The difficulty could be met in Calcutta by the institution of a large central Secondary School, fed from a series of hostels controlled by the different denominations. Mr. Stark pointed out that the difficulty was economic. There was a tendency to disregard the mufassal. A necessary rider to the resolution was that Government should make provision for the granting of supplementary scholarships in necessitous cases. The President said he was prepared to recommend to Government that some system of free studentship should be instituted. Rev. Hadow's suggestion of a large central Secondary School ignored the fact that there were already in existence flourishing Secondary Schools in Calcutta. The majority of these were denominational. If the Conference were satisfied with the assurance that Government would be addressed in the matter, and that recognition would be given to the peculiar needs of Kalimpong and the Free School, he suggested that they should proceed. Mr. Edwards advocated the institution of a Technical Institute in Calcutta, for entrance into which the Elementary Schools should prepare.

The President then rose and put the second resolution. It was carried unanimously.

The President said that Father Van De Schueren's third resolution raised all the questions touched upon in the Draft Agenda. He would invite the Inspector of European Schools to give them his opinion. Mr. Maclear said that with regard to the Elementary School Examination he was in favour of the substitution of an *in situ* Examination for the present Elementary Certificate Examination. It should be an examination on the work done in Standard VI during the year. The present system worked harshly. It had been suggested that the Cambridge Preliminary Local Examination should be adopted. He

would deprecate this very strongly. The Preliminary Local was never intended to be a final Examination and it was moreover an External Examination. External Examinations tended to petrify the curriculum and to direct attention solely upon Examination passes. Rigidity must be avoided at all cost in the Elementary Schools. Elasticity must be the dominant characteristic of the system. It would not be difficult to constitute a board of examiners, which should visit the Elementary Schools in turn. Mr. Atkinson said that the question of the examination could not be considered apart from the question of employment. The children required a hallmark and to give a hallmark was the function of an Examination. The employers did not recognize the Elementary Certificate Examination. This should therefore either be standardized or superseded by an Examination held *in situ*. If an *in situ* Examination were approved, it would have to represent clearly a certain definite standard of attainment. Otherwise the employer would consider, not the passing of this Examination, but the reputation of the particular school. The President said that he thought the situation could be met by issuing a memorandum to employers stating that the system of examination had been changed and explaining in detail what would be required of the children by the *in situ* Examination. An *in situ* Examination was a corollary to the adoption of an elastic system. Mr. Simson said there should be another examination held at the conclusion of the supplementary course. The Elementary examination should be held *in situ* and a certificate given to successful candidates which should mention the standard attained in the various subjects. Children who entered for one of the Higher Elementary courses should undergo a thorough examination at the end of that course. They should not necessarily be required to pass the Elementary Certificate Examination before they could be admitted into a supplementary class. If the Inspector was satisfied that a child was deserving of admission that should suffice. At Kalimpong they gave the children a series of tests during the school year. The result of these tests would provide the Inspector with the necessary data. If this system were generally adopted, the Inspector could come to a decision without difficulty. The present Elementary Certificate meant very little, but it could be made to mean much if it bore an endorsement from the Inspector stating the standard attained in the different subjects. Mr. Stark said that all the schools would tend to become Higher Elementary Schools. The President said that two certificates would have to be given. There were objections to this, though they were not of great importance. Mr. Edwards compared the reputation of an External Examination with the reputation of a Departmental Examination. There was no chance of boys in Elementary Schools obtaining employment under Government or on the Railways while the supplementary courses remained in their present condition. The elementary School should give at least that minimum of education which would enable the boys to obtain employment. The Rev. Dr. Graham said that the Higher Elementary Examination should rank in reputation as high as the Junior Local Certificate. It would then be accepted by the Railway Authorities. Mr. Harnett said that on the E. B. S. R. all they required was that a boy should have passed Standard VII and be 15 years of age. They disregarded the grading of the schools from which the applicants came. Mr. Rundlett said that the boys in Elementary Schools did not come up to the standard required on the E.I.R. The President summarized the discussion. The question was one of the test to be imposed. The Inspector of European Schools has suggested that the schools should be examined *in situ* on the work done during the year. This was the system which had been recommended for adoption in England and Germany. The Schools under this system tackle their own problem. For the examination of a Secondary School in England a Board was appointed *ad hoc*, and consisted usually of certain persons unconnected with the school and one or more members of the school staff. The question of the certificate should not present any difficulty. Its recognition was a matter of negotiation with the employers. He would call upon the Inspector of European Schools to propose a resolution. Mr. Rundlett asked whether a certificate would bear the name of the school attended by the successful candidate. The President replied certainly.

The system of examination.

Mr. Maclear then moved that this Conference approves of the establishment of an *in situ* examination as the final educational test for Elementary

schools, and that this examination shall be conducted by a Board of Examiners consisting of the Inspector of European Schools and the Inspectress and one or more members co-opted for the purpose of each particular examination, it being provided that one at least of the co-opted members shall be a member of the teaching staff of the school which is being examined. The resolution was seconded by the Rev. Father Van De Schueren and carried unanimously.

The Supplementary courses.

The conference then proceeded to a consideration of the supplementary courses. The President invited the members to consider the question in all its bearings. If the present system was unsatisfactory it could be improved. A sub-committee could be formed if necessary. Mr. Atkinson said that they must bear in mind the object of these courses. They must consider their direction. The President briefly explained how the present courses had come into being. He welcomed the suggestion that the Conference should consider whether these courses required co-ordination with actual conditions. Father Van De Schueren proposed that the supplementary course should include a more advanced literary course. The President said that the chief difficulty was one of plant and expense. The solution was perhaps by way of the Technical Institute. He would remind the Conference that these practical courses were intended to succeed instruction in handwork in the case of the boys and of needlework in the case of the girls. Mr. Edwards said there was no difficulty as far as the girls were concerned. A girl who possessed a good working knowledge of shorthand and typewriting could always secure a situation. The case of the boys was less satisfactory. Would a supplementary technical education enable boys to enter technical firms or railway workshops as something more than beginners? If not, they would have wasted two years. Mr. Harnett said that if the training of the boys were satisfactory, the Railway would knock two years off his apprenticeship, but not in the case of mechanical training. The President reminded the Conference that the question of employers accepting work done in a school as equivalent to work done in a factory or workshop was worldwide. It was not to the interest of a boy to leave school before the age of 17. These two years were not wasted. The department could only negotiate with the Railways. If the Railways refused to modify their attitude, they should not for that reason limit the period spent in school. Mr. Hill laid stress upon the difficulty of securing competent teachers, and upon the difficulty, in the case of many of the schools, of meeting the necessary expenditure upon equipment and staff. Mr. Atkinson reminded the Conference that as far as technical instruction for particular professions was concerned, individual firms preferred to give the necessary technical instruction themselves. The business of the schools was to develop the intellect of the boys. Employers wanted good raw material—not a half finished product. He said that there seemed to be a certain misapprehension with regard to the object of manual training. It had been established in Europe that the mission of manual training was not vocational or technical. It was a means of education. The value of handiwork in the Kindergarten had been proved, and so had the value of woodwork classes in the Middle school. It was evident that instruction in this subject should continue to the end of the school career. Extraordinary instances of mental development following upon manual training were on record. He could testify to its efficacy as a means of mental stimulation from his own experience. The difficulty of securing the services of trained teachers was undoubtedly an impediment in Bengal, but, as teachers were trained, they would be trained in this subject. They would eventually find teachers in the lower classes who, aided by private study and vocational courses, would be able to teach handwork up to the standard of the supplementary class. There was no necessity for expensive equipment. Mental development, not technical training, should be the object. A continuous course of handwork would send the boys mentally sharpened out into the world. Mr. Stark said that the existence of Elementary Schools in the mufassal was the chief difficulty. The President said that the European Schools were now concentrated. Mr. Stark instanced the schools at Dacca, Chittagong and Ondal. Dr. Graham said that, with reference to Mr. Edwards' statement that the supplementary courses should be definitely practical in aim, they should remember that the

object of these courses was wider than this. They gave a mental training, and this training was possibly superior to the training given in Secondary Schools. The courses could be adapted to the needs of the schools. Miss Brock said that as far as the Girls' Schools were concerned, there were two classes of children to be considered—those who would marry and those who would earn their own living. Their interests were not identical. The first class required to be persuaded to take the domestic course. They should be thoroughly trained in domestic management. This would prepare them for their future married life. The second class would find the commercial course most suitable. These girls should not be required to take the domestic course as well. They could not manage both. Sister Hilda said that these girls should also learn needlework. Miss Brock expressed her agreement with Sister Hilda, but said the needlework should not be of too advanced a character. There was a considerable demand for competent girl typists and shorthand writers. The commercial course was quite sufficiently comprehensive. Sister Hilda expressed her willingness to separate the two courses at Entally. The President summarized the discussion. He suggested that Father Van De Schueren's proposal for the reconstruction and extension of the supplementary courses should be referred to a special committee which should report to Government. Mr. Atkinson said that the proposal to add a literary course should also be considered by the committee.

The President then proposed the following resolution: "That a Committee should be constituted whose duty it should be to review generally the existing arrangements in connection with the courses supplementary to the Elementary School course with reference specially to the proposal that a literary supplementary course should be added to the courses already prescribed. For general purposes the Committee should consider carefully the report of the Education Department in view of the working of the supplementary courses, and should consider and make representations with reference to the arrangements which should be introduced for testing the pupils at the end of each course, and of issuing on the results of such tests such certificates as might be considered desirable." This was carried unanimously.

Supplementary Class Examination.

The President then asked if anyone had any proposals to make with regard to the test which should be held at the end of the supplementary course. Mr. Maclear said that a definite syllabus in each subject should be drawn up. He understood Mr. Simpson to advocate one general examination for all the Higher Elementary Schools. Mr. Simpson said that was his proposal. The examination should be rigidly standardized. The President suggested that the matter should be referred to the Sub-Committee. He raised the question of the composition of this Committee. A representative of each Higher Elementary School in the Presidency should attend. Could the Railway send representatives? Mr. Harnett said he was afraid he would be unable to attend. He described the work done on the Railway and emphasized the need of intelligence in the employé. They had tried to establish Night Schools with this object, but it was difficult to persuade the boys to attend.

The Sub-Committee.

The President then rose and thanked the members for attending the Conference. He said that the European Schools had made considerable headway in the last six years and that the future was promising. The Imperial Government was interested in European education and was giving grants in aid of its extension and improvement. He had been particularly interested in Mr. Atkinson's speech on the importance of handwork, because he was convinced of the value of this subject as a mental stimulant. He was also impressed with the necessity for instruction in domestic economy and household management in the Girls' Schools. The Education Department desired to give the schools all the assistance in its power, and he hoped that they would continue to co-operate.

Mr. Edwards moved a vote of thanks to the Hon'ble Mr. Hornell for presiding at the Conference, which was carried with acclamation, and the Conference then came to an end.

Names of Ladies and Gentlemen attending the Conference on Elementary Education held in the Council Room, Writers' Buildings, on the 29th and 30th October 1913.

The Hon'ble Mr. W. W. Hornell (in the chair), Director of Public Instruction, Bengal.

Mr. W. C. Wordsworth, Assistant Director of Public Instruction.

Mr. G. D'O. Maclear, Inspector of European Schools.

Miss L. Brock, Inspectress of Schools, Presidency and Burdwan Divisions.

Mr. H. A. Stark, Inspector of Schools, Burdwan Division.

Rev. Fr. Van De Schueren.

Bro. Hyde, Catholic Male Orphanage.

Bro. Moloney, Bro. Fintan — St. Joseph's Free School.

Rev. F. B. Hadow, Gouldsmith Free Day School.

Mr. J. Rundlett.

Mr. C. Edwards, Mr. Reid, Miss D'Cruz — Calcutta Free School.

Mr. H. R. Hill, Mr. Craggs — Bengal-Nagpur Railway Schools.

Mr. S. C. Williams, East Indian Railway Schools.

Mr. Simpson, Rev. J. A. Graham — St. Andrew's Colonial Homes, Kalimpong.

Sister M. Paul, Loreto H. E. School, Sealdah.

Sister Clare, Loreto H. E. and E. Schools, Bowbazar.

Sister Pauline, Loreto H. E. and E. Schools, Dharamtala.

Mr. W. F. Harnett, the E. B. S. Railway Schools.

Sister Cassilda, St. Paul's Boarding and Day School, Kidderpore.

Mr. A. C. Atkinson.

Sister Hilda, Loreto Boarding School and Orphanage, Entally.

Sister Gertrude, St. Agnes' School, Howrah.

Rev. Fr. De Waechter, St. Aloysius Boys' School, Howrah.

B. S Press - 4-9-1915—3056C—100—L. G.

Report on the discussions and resolutions of the Conference on the education of the domiciled community which was held in Simla in July 1912.

(See Government of India letter No. 25 C.D., dated Delhi, the 8th January 1913.)

Informal Resolutions (*see Appendix A*).—(*i*) The desirability of giving special assistance to the free and low-fee boarding schools is unquestionable. Under the Code such schools receive the ordinary maintenance grant and the boarding grant of Rs. 8. The first is a contribution to the expenditure of the schools upon staff, and the second to that incurred on account of the boarding of the children. All the free boarding schools in Bengal are situated in Calcutta. There are two low-fee boarding schools in Dacca and two in Chittagong; but the situation in these stations is peculiar, in that it is extremely doubtful whether even so small a proportion as a third of the children are of European descent. In 1913 the free schools in Calcutta, both boarding and day schools, received an additional staff grant out of the recurring Imperial allotment of Rs. 40,000. The grants were assessed in the following manner. The maintenance grant earned by a school in 1912 was deducted from the sum total of its expenditure upon staff for that year, and a grant equal to the amount of the balance was given. In other words, Government assumed responsibility for the staff expenditure of the free schools as it stood in 1912. The grants were given for a period of three years, and will be liable to revision in 1916. Conditions with regard to the improvement of the salaries of the teachers employed and the elevation of the general level of capacity were attached to the grants; and in consequence the expenditure of the schools upon staff has increased, though not to an extent commensurate with the value of the new grants. The financial position of the free schools has therefore undoubtedly been improved, but it cannot be said that it is yet completely satisfactory. It would be well if the boarding grant were raised from Rs. 8 to Rs. 10 per head, and if the schools were compensated for the loss that they incur through the admission of pupils at reduced rates. In the latter case it would be necessary, for the school authorities to satisfy the Department that the reduction was legitimate before a grant could be given. In Bengal the boarding grant is given up to the age of 18, and a comparatively wide construction placed upon the meaning of the term "destitute."

The general sense of the Conference was in favour of giving destitute children as practical an education as possible. The higher elementary schools in Bengal teach one or more practical courses; but up to the present the supplementary classes as they are called have not been, except at Kalimpong, a success. Their failure has been due to the absence of any effort on the part of the Department, until quite recently, to do more than outline the various courses; to the apathy and, in certain cases, the passive hostility of the school authorities, who dislike, for reasons connected with the active denominational competition that exists, the name higher elementary; and to the tendency on the part of the parents to withdraw their children from school after they have passed the Elementary Certificate Examination. During December 1913 and January 1914 a Sub-Committee sat to consider the value of these courses, and passed a series of resolutions defining their scope, stating their aims, and fixing the amount of the subjects included in them. The courses are five in number, *viz.*, an industrial course, a commercial course, a domestic economy course, a dress-making course, and an agricultural course. The first is designed to prepare boys for admission into the railway and commercial workshops. It is not intended to give them anything approaching a complete technical education, but to prepare them thoroughly in those subjects in which it is necessary to pass in order to secure admission into the workshops, and to ground them in the elements of the subjects in which they will receive instruction when admitted. The second, which will probably be adopted more generally by girls than by boys, is intended to fit the children for commercial pursuits, more particularly as typists and shorthand-writers. The third aims at counteracting to some extent the evils of early marriage, which among the poorer Anglo-Indian classes is more universal than is generally supposed, and

at training the girls in domestic management, a subject of which they are at present completely ignorant. The fourth has been added as a result of representations made by the Inspectress of Schools and others of the possibilities that the dress-making profession holds out in Calcutta and the larger mufassal stations. The fifth concerns Kalimpong alone, and is the course drawn up by the Head Master and the Rev. Dr. Graham. In connexion with this course I would draw attention to the fact that the majority of the other free and low-fee boarding schools are situated in Calcutta, and are unable for obvious reasons to adopt this course. It is hoped that these revised courses will prove successful. As far as can be seen at present, the needs of the poorer classes of Anglo-Indians should be met by the higher elementary schools. It has often been stated—and it was stated with vehemence at the Simla Conference—that the Anglo-Indian community does not need a system of elementary education. This is true of the upper and middle classes, whose requirements can only be satisfied by the higher secondary schools; but I have no hesitation in asserting that the poor semi-submerged classes, for which the free and low-fee schools of Calcutta cater, are mentally unfitted, except in isolated cases, to cope with the course followed by the secondary institutions. A sound general elementary education followed by a two years' course of a vocational character is I think the solution of the problem that they present. The general elementary education by itself is almost valueless, and the elementary and incomplete elementary schools do not perform any useful function. The system of giving fee grants to day schools in aid of the education of poor children could with advantage be adopted in Bengal if a system of supplementary grants on the lines of that described in the note on Resolution No. VI is not accepted. The fees charged are generally extremely low, and their reduction is not desirable. The policy of giving assistance in individual cases would leave the fees unchanged, and would assist both the children and the schools.

(*ii*) The number of Anglo-Indians resident in the two towns of Calcutta and Madras is exceedingly large. The figure is possibly as high as half the total membership of the domiciled community. In Calcutta the situation of the poorer classes is deplorable. For the last thirty years they have gradually been sinking in the social scale; and it is not extravagant to say that if their decline is permitted to continue unchecked, they may eventually degenerate into a dangerous, unemployable proletariat. Serious as is the state of affairs, it is however not improbable that one aspect of it has been exaggerated. It was stated at the Conference that there were in India 7,000 Eurasian children not receiving any education, and that the majority of them were to be found in the two Presidency capitals. I know nothing of the conditions prevailing in Madras; but I would suggest that the evils of the situation in Calcutta have been overstated. The Anglo-Indian community has made and is making repeated representations with regard to the capture of the poorer schools in Calcutta by the Native Christian element. It is contended that the bulk of the so-called Eurasians of the *Kintal* District are full-blooded Indians; and it is from this quarter that the free schools of Bow Bazar, Dharamtala, Moorgeehatta, and Lower Circular Road draw their pupils. From what I have seen in the course of a year and a half, I am inclined to believe that the complaint of the community is just. I have myself witnessed the eagerness of the Jews, Armenians and Parsis to enter the European schools; and I have had to deal with cases of Goanese and Madrassis masquerading as Eurasians. I have strong suspicions that many of the *Kintal* Eurasians do not possess a drop of European blood, and I know that the authorities of one of the suspect schools share this view. The definition of the term European in Article 2 of the Code is vague and clumsy; but it is the apathy of the school authorities and the active efforts of one of the Christian denominations interested in European education that are chiefly to blame. It seems to me that the prospects of the poorer Anglo-Indians cannot be improved until this question has been faced and a stricter scrutiny of the *bonâ fides* of claimants to European descent enforced. I do not think that even if the free schools were purged of their Indian population they would accommodate the whole of the illiterate Eurasian children of Calcutta; but such a measure would improve enormously the general situation. In this connexion I would

point out that the needs of these children can best be met by orphanages and boarding schools rather than by day schools. The conditions under which the poorer classes live are generally insanitary and frequently demoralizing. The children require to be taken away from their homes and brought up in a healthier atmosphere so that they may be given an opportunity of rising from the slough into which their parents have fallen. This can only be accomplished by the extension of existing orphanages, such as the Free School, and the foundation of new institutions. The Archbishop of Calcutta has recently drawn up a scheme for the establishment of a new Roman Catholic Orphanage in Ballygunge, and it should if possible be assisted to materialize. The funds at the disposal of the Department are not sufficient to meet the expenditure that this and similar undertakings would involve; and a necessary preliminary to the initiation of an active policy of amelioration is the gift of an additional grant of not less than 7 lakhs either from Provincial or Imperial sources.

2. The suggestion that candidates for admission into a training college should first be employed as apprentice teachers in selected schools and that the question of ther ultimate admission into the training college should be decided by the degree of aptitude for the pedagogic profession that they should display, is one that calls for careful consideration. It has the advantage of providing a means of weeding the comparatively fit from the manifestly unfit; but there are certain difficulties in the way of its adoption. In the first place there is the difficulty of making adequate arrangements for instruction and supervision. In the second it is doubtful whether the Head Masters of the European schools in Bengal, with the exception of the Principals of the higher secondary schools—and I gather from the report of Mr. Arden Wood's speech that it was not proposed to make use of their services—possess themselves the requisite qualifications for the task. The root of the whole difficulty of the unsatisfactory character of the male lay teachers lies in the relative inferiority of the scholastic profession. In pay and in prospects it cannot compare with other careers open to the educated Anglo-Indian, and he very naturally refuses to consider it. What is required is a general elevation of the salary rates, and the general adoption of a pension or bonus system. It is essential that the prospects offered by the profession should be sufficiently alluring to attract well-qualified men. The great disadvantage under which all the elementary and many of the secondary schools in Bengal labour is that the lay teachers are ill-educated, and for that reason incapable. Make pedagogy a real career, and the difficulty is settled. The training colleges can then raise their entrance qualification and start to train men who have themselves attained the standard of general education, without which a training in the art of teaching is of little value. It was stated at the Conference that to attempt to transform into teachers boys who had merely received a high school education was useless. Of the truth of this assertion there can I think be no question.

3. The revision of the form of trust deed executed in reference to building grants is under the consideration of the Government of Bengal. The suggestion that it should allow for depreciation and the ultimate clearance of all liability is only fair. The term of years within which the liability should disappear should be calculated according to the rate of depreciation and the amount of the grant.

4. The advantage of appointing Consultative Committees is I think questionable. The execution of many of the recommendations of the Conference, including some of the most important, is dependent upon a very large increase in the sums allotted by Government for expenditure upon European education. It is therefore useless to consider the appointment of a Committee to assist in giving effect to these recommendations until it is certain that the necessary funds will be forthcoming. Moreover the problems connected with European education were fully discussed at the Conference, and the Director of Public Instruction has in the report a record of the opinions of representatives of the domiciled community and of those engaged and interested in the schools. It is therefore doubtful whether a Consultative Committee would perform any useful function. The selection of convenient areas would not be a source of difficulty in Bengal, where the schools are grouped in five or six well defined centres. The number of the schools situated in Calcutta might however prove embarrassing, for it would be difficult to prevent the Committee for this area from becoming unwieldy.

5. An initial difficulty in the way of reducing the class hours in girls' schools is the fact that the examinations for both boys' and girls' schools are the same. It would however be possible to reduce the time spent in school by the junior classes of girls' schools. I should be inclined to say that for the Kindergarten and Classes I and III four hours should be sufficient, for Class III four and a half, for Class IV five, and for Classes V to VIII six hours. The addition of an hour to the time table of Classes IX and X could be made at the discretion of the Principal. The actual allocation of the time by the authorities is often faulty, and there is a general tendency to make the lessons too long. The schools in Bengal are however gradually coming to realize that to extend a lesson beyond the duration period of a child's attention is to waste time and possibly to injure the child. The substitution of lessons of a fraction of an hour's duration for lessons of an hour in all classes below Class V would do something to minimize pressure. Another point that requires to be considered carefully in this connexion is the legitimacy of the present demand for higher education for Anglo-Indian girls. For some girls, those who intend to earn their own living in particular, it is obvious that a real secondary education is necessary; but I have no hesitation in saying that for the majority a practical course of domestic economy would be more suitable than the Senior School Certificate syllabus. The greater number of Anglo-Indian girls marry before the age of 20. They therefore need to be trained in the art of domestic management; and I would instance the general unsatisfactory character of the Eurasian home as evidence of the importance of giving instruction in this subject. The substitution of a course of domestic economy for the present curriculum of Classes IX and X for those whom I will call the non-professional girls would result in an easening of the mental burden. In conclusion I would draw attention to the importance of physical training and the need for a syllabus in this subject for the schools situated in the plains.

Resolution II.—The schools in Bengal are of two kinds: elementary and secondary. These two classes are further divided: the first into higher elementary and elementary; and the second into higher secondary and secondary. The elementary school aims at giving a general education of an elementary type, and the average age of the children in the highest class—VI—is 14 or 15. The higher elementary is an elementary school to which has been attached a supplementary class teaching a course of a vocational character. It was stated at the Simla Conference that the domiciled community did not need an elementary system; but I would venture to question the validity of this assertion in consideration of the mental calibre of the children of the Anglo-Indian poor. I have discussed this question in my note on the first of the informal resolutions, and I will not repeat what I have said there beyond reaffirming my belief that an elementary education without a supplementary course is valueless. I agree entirely with Mr. Arden Wood that the minimum age at which education should terminate is 17, and for this reason I would advocate the transformation of all the existing elementary schools into higher elementary institutions. The secondary schools are of two classes: higher secondary and secondary. The latter does not correspond to the Calcutta Committee's secondary school. It is really an incomplete higher secondary school. It consists of eight classes, and the curricula of these classes is the same as the curricula of the first eight classes of a higher secondary school. Its existence is I think unfortunate. A system of secondary education, if it is to achieve anything, must be complete. These schools do not offer a complete course, and, moreover, do not aim at retaining the pupils in school after their 16th year. The average age at which a boy or girl completes the secondary course is 18. The result is therefore that, while many pupils pass from secondary into higher secondary schools, many also leave school without having received a full secondary education two years before their training should cease. The education given in the higher secondary schools is on the whole satisfactory. They work for an external examination—the Cambridge Senior School Certificate—an arrangement that is by no means ideal; but while endorsing all Mr. Arden Wood's remarks in regard to the defects of external examinations, I agree with him that we cannot do without them at present. The curriculum is on the whole practical and up to date, and the Cambridge Syllabus is quite sufficiently comprehensive. The present grading of the schools needs not to be transformed but to be simplified. The elementary and

the secondary grading should be abolished, and the higher secondary and higher elementary alone retained. There would then be two systems of education, one secondary and one elementary, each self-contained and complete. The suggestion that there should be separate collegiate schools is not I think practicable. There is the initial difficulty that each denomination would require to have one of its own; and I think it highly probable that each of the three great Roman Catholic teaching orders in Bengal would also prefer a claim. The solution of the question of the different needs of boys in secondary schools will I think be found by making the curriculum elastic. The most important difference between the specimen curricula drawn up by Mr. Arden Wood for the proposed collegiate and secondary schools was the inclusion of Latin or a modern language in the former, and their omission in the latter. The ordinary Anglo-Indian boy does not require to learn Latin. All the secondary schools at present teach it, because either it, or a modern language, is compulsory for the two final examinations—the Junior and Senior School Certificates—and teach it exceedingly badly. The boys who would need it are those who propose to enter for Oxford or Cambridge. The boy who would pass from school into employment in India would be better employed in gaining an adequate knowledge of a vernacular. The regulations of the Cambridge Syndicate are a barrier to the substitution of vernacular for Latin in these examinations; but it is not inconceivable that they would consent to amend them as far as the schools in India were concerned. The difficulty of teaching Latin to only a certain number of boys could be solved by the formation of a separate Latin class on the lines of the Greek and German classes of the English public schools. I do not think that the Cambridge syllabus should be too advanced for the majority of the pupils of secondary schools. Boys and girls who desire to enter the University of Calcutta could in Classes IX and X begin to specialize, if necessary, with the intention of passing the Cambridge Senior School Certificate Examination in that combination of subjects which the University Syndicate has recognized as equivalent to the F. A. Examination. It should not be difficult to arrange for their tuition. Similarly, the selection of the subjects of the others would be governed by the career which they proposed to adopt. The range would not be considerable.

In conclusion I would like to express my agreement with the statement that the small size of the average secondary school makes it an exceedingly costly institution. There are too many in Bengal. Unfortunately denominational competition makes concentration difficult, but the desirability of reducing the number should not be lost sight of.

Resolution III—Remuneration of Teachers.—The Conference was unanimously of opinion that initial salaries were generally insufficient; that annual or triennial increments up to a definite maximum should be given; and that Provident Funds should be started. Reform on these lines is imperative. The key of the solution of the problem of the elevation of the schools is the improvement of the pay and prospects of the teachers. The majority of the schools are not in a position to raise salaries unaided, and reform is contingent upon the receipt of additional assistance from Government. In Bengal the Imperial recurring grants of Rs. 40,000, Rs. 50,000, and Rs. 60,000 sanctioned in 1912 and 1913 have been distributed in the form of staff grants. All the elementary and higher elementary schools have received grants, and some of the secondary schools also. The amount of the sum at the disposal of Government is unfortunately not sufficient to permit the Director of Public Instruction to assist all the secondary schools. The grants have been assessed in accordance with the principle described in my note in connexion with the first of the informal resolutions, except in the case of the secondary schools, which have been given half instead of the whole of the balance of their expenditure upon staff. Conditions in regard to the improvement of the staff have been attached to them. In order to extend the system so as to include all the secondary schools an additional grant of Rs. 50,000 is necessary. With regard to the question of the formulation of a scale which should govern the award of salaries in all the aided and Government schools, I am of the opinion that a scale of minima should be drawn up and that all the schools in receipt of staff grants should be compelled to adopt it. The notes submitted to the Conference by Mr. Arden Wood and Mr. Busher contain definite proposals for the improvement of the remuneration at present given. The scales of pay

suggested by these two gentlemen are not identical, and the two tables have each merits of their own. It will be noticed that Mr. Busher proposes to give free board and residence in each case and that his rates for teachers trained in India are on the whole higher than those of Mr. Arden Wood. On the other hand the Principal of La Martinière is more generous to teachers recruited from England, and lays stress upon the establishment of a Provident Fund. The tables provide a basis for the initiation of definite recommendations; but before proceeding to formulate proposals I should like to endorse Mr. Arden Wood's opinion with regard to the salaries that should be offered to graduates recruited at home. It is not sufficient to offer Rs. 300 a month as an initial salary unless the prospects of future advancement are good. An English graduate can secure a post in an English public school on £150 a year, and he will obviously not come out to India, when he can secure an appointment at home on the same terms. It is also necessary that the salary should be incremental up to a definite and adequate maximum. St Paul's School, Darjeeling, offers men from England Rs. 300 a month with residence but without any assurance of increment, and in the great majority of cases the appointees have left after their period of service has expired. Men must be recruited in England for the higher forms of the secondary schools, and consequently the prospects of the service must be sufficiently attractive not only to induce well-qualified candidates to apply but also to remain in India. This is a point of fundamental importance. I have carefully considered the scales proposed by Mr. Arden Wood and Mr. Busher in the light of my experience of the Bengal schools; and I think that the following revised rates, which embody the merits of both schemes, should prove satisfactory. It is intended that board and lodging should be given in each case. Teachers in day schools who cannot be given board and residence should receive an additional Rs. 100 a month. Provident Funds should be established, to which each teacher should contribute 10 per cent. of his salary on the understanding that an equal contribution will be made from school funds. A teacher should be eligible for a bonus after 15 years' service.

	Initial Pay.	Annual Increment.	Maximum Pay.
Indian Grade.			
	Rs.	Rs.	Rs.
(A) Male undergraduates trained in India ...	100	10	200
(B) Female undergraduates trained in India ...	60	6	120
(C) Male graduates or those who have passed an equivalent examination, *e.g.*, Cambridge Higher Local	200	20	400
(D) Female graduates or those who have passed an equivalent examination, *e.g.*, Cambridge Higher Local.	120	18	300
European Grade.			
(A) Male undergraduate, trained in Great Britain or America	150	15	300
(B) Female undergraduate, trained in Great Britain or America.	100	10	200
(C) Male graduates and special appointees ...	400	30	700
(D) Female graduates and special appointees, *e.g.*, Kindergarten Head Mistresses	200	20	400

In order to induce good teachers to accept appointments in elementary schools, the scale of salaries should be the same in both secondary and elementary institutions. These rates are the minima that should be given. The augmentation of them should be a matter for the discretion of the school authorities. Head masters and head mistresses should receive special rates of pay. The grade of the school and the numbers of the pupils should be taken into consideration in assessing it. The question of giving special facilities for education to the children of teachers in active employment is one that calls for sympathetic consideration. Effect should if possible be given to the resolution of the Conference.

Resolution IV—Training of Teachers.—The question of the institution of a new Government training college is under the consideration of the Government of India, and a report on this point is not called for. The suggestion that one scholarship to be held abroad should be given in each major Province

should if possible be carried out. At present there are only two such scholarships for the whole of India. Bengal and Calcutta contain roughly a third of the total Anglo-Indian population, and could supply each year a candidate with the requisite qualifications. This year three at least of the applicants from Bengal for the All-India scholarship for men were worthy of acceptance. In view of the number of the members of the domiciled community resident in Bengal, 2 scholarships—1 for men and 1 for women—would not be excessive.

Resolution V—Collegiate Education.—The question of collegiate education is one of great importance, and would seem to be really part and parcel of the problem of University reform. It was asserted at the Conference, though the statement was not allowed to pass unchallenged, that the courses of the Indian Universities are unsuitable. I have had no experience of the working of any of the Universities; but the general opinion is, certainly, that an Indian degree is considerably inferior to one given by the great English, American, and Continental Universities. The view that the standard demanded of candidates, both for Pass and Honours degrees, is regrettably low is widespread. Consequently, even if Mr. Küchler's assertion that the courses could be made to fit in with the curriculum of the secondary schools is correct, rearrangement would not seem to alter the attitude of Anglo-Indians towards the local academic institutions. The complaint of the domiciled community is that while the schools have been improved and developed on English lines, there are no facilities for higher education of an English character; and that consequently the greater professions and, in particular, the Imperial Services, are closed to its members. This is I think correct. On the other hand, the remedy proposed is not flawless. The foundation of a separate University Arts College would involve in the first place very considerable expenditure. If it were to give its own degrees or to be affiliated to a recognized University, it would be necessary to provide a staff of very highly qualified Professors. The qualifications that are demanded of Professors in the Indian Educational Service would not be sufficient. The services of men of the calibre of the Fellows and Tutors of colleges at Oxford, Cambridge, or London would have to be secured; and such men would obviously not come out to India unless they were offered very high salaries. It is moreover extremely doubtful whether a large number of Anglo-Indians would take advantage of the University if it were formed, unless they were practically guaranteed, after taking their degrees, positions involving prospects sufficiently good to compensate them for the expenditure involved. It must be remembered that the majority of them are poor and are not in a position to speculate. The alternative proposal that arts and science graduate courses should be added to one or more training colleges does not provide for the elimination of these defects. Until more definite information is to hand in regard to the demand for collegiate education, it would seem to be better to extend the system of scholarships tenable in Europe. If the Anglo-Indian is to be assisted to enter the Imperial Services, and unless the often expressed view that on account of inferiority of character and moral strength he is unsuitable for positions of responsibility is accepted, it is impossible to deny the justice of his claim: he must be given the best possible education. To give it in India would be extremely expensive unless the college or graduate courses were well attended. I would recommend the extension of the scholarship system to test the reality of the demand.

The validity of the third recommendation, that hostels for Anglo-Indians should be founded in connexion with existing colleges, stands or falls with the acceptance or non-acceptance of the view that the Indian Universities do not meet the needs of the domiciled community. Father Van De Scheuren stated that they offered special facilities at St. Xavier's College, Calcutta, but did not attract pupils. There are at the present moment signs of a tendency on the part of Anglo-Indian girls to enter for the Calcutta B.A., and the acceptance by Government of a scale of minimum fees for teachers in which the claims of graduates to enhanced salaries were recognized might lead to an increase in the number of male candidates. It is possible that prejudice to consorting with Indians may deter Anglo-Indians from matriculating at the Universities, though I do not think that racial feeling would hinder entries if substantial advantages were to be gained by obtaining a degree. Hostels for men might

be established at one or two selected colleges as an experimental measure, and classes for women at one or more of the higher secondary schools. In this connexion I would however draw attention to the Cambridge Higher Local Examination. A pass in this examination is superior to the Calcutta pass degree, and the standard demanded of candidates for Honours is higher. Moreover, it is a natural corollary to the Senior Local Certificate Examination. If it were recognized as a qualification for those professions and services for which an Indian degree is demanded, it would be to the advantage of the Anglo-Indian to take it in lieu of a University course. Higher Local classes could be established at selected higher secondary schools.

Resolution VI—Grants-in-aid.—The first resolution in regard to grants-in-aid does not call for detailed consideration. It is manifestly essential that all the recognized schools should be assisted to such an extent and in such a manner that they may be enabled to work efficiently. The second, with reference to the auditing of the school accounts, contains proposals that are attractive. At the present moment only the accounts of the larger schools are scrutinized by a qualified firm of accountants, and the task of examining the returns is entrusted to the Inspector of European Schools, who has not had the necessary training to enable him to perform the duty with any conviction. I think it entirely desirable that a separate auditor should be appointed for each Province. He might be an officer of the Accounts Department appointed annually *ad hoc*. The third resolution covers a great deal of ground and requires careful examination.

In Bengal grants are classified under five heads, *viz.*, Maintenance, Boarding, Special Supplementary, Fixed, Cadet, and Building. The first two do not need to be explained here. Their purpose is well known. A special grant can be given for a variety of purposes, as Article 50 of the Code shows. In practice they are given generally in aid of expenditure upon equipment. A supplementary grant is a grant-in-aid of a school for the efficient maintenance of which the ordinary grants are not sufficient. The staff grants given out of the Imperial recurring allotments have been given as supplementary grants. A fixed grant is a grant given in lieu of maintenance and supplementary grants for a definite term of years to schools, the circumstances of which call for special treatment. The names Cadet and Building grant explain themselves. The system requires simplification. The resolution under discussion, though it does not actually provide for this, suggests that this was the intention of its framers. I would propose that special and fixed grants should be abolished. Schools should prepare estimates of income and expenditure for each year, in which estimates for the maintenance, boarding, cadet and supplementary (staff) grants should be included; and the balance of the necessary expenditure, if a balance should exist, should be covered by a supplementary Government grant. In addition to building and equipment grants should be given at the discretion of Government. Under this scheme recurring grants would be given under the following heads: (*a*) maintenance, (*b*) boarding, (*c*) staff, (*d*) cadet, and (*e*) supplementary (the term supplementary should apply only to the grant to cover the balance of expenditure). Capital grants would be of two kinds: (*a*) building, (*b*) equipment. The method of assessing the maintenance grants should be that set forth in the Code, with the addition of provision for duplicated classes. The demand put forward by the Irish Christian Brothers that a duplicated class should be treated as two and not as one class is I think entirely legitimate. Staff grants should be given as supplements to the maintenance grants, and should as in Bengal be accompanied by conditions in regard to improvement of staff. A necessary condition of the adoption of such a system is that the school accounts should be complete and audited by a properly qualified person. It would be necessary to pay particular attention to the fee rates and to the list of scholars and those paying reduced fees, for the knowledge that Government would ordinarily meet any debit balance might tempt the school authorities to relax their efforts to oblige the parents to pay at the rates within their means. The gift of salary grants to the majority of the Bengal schools has improved enormously their financial position, and the number of schools that would require supplementary grants of any magnitude would I think be small. The advantage of

the system lies in the fact that it would enable each school to become really efficient, and would provide a bulwark against the lean years which occasionally occur. It would of course be necessary to leave the discretionary power of the Local Governments to reduce, suspend, or withdraw grants unimpaired. With regard to the non-recurring grants, I would suggest that the stipulation that a building grant should not exceed half the total cost of a project except in places where there is a small or poor European population should be rescinded, and that the amount of grant should be left to the discretion of the Local Governments. The limitation of the amount of the building grant that can be given to a school situated in a town like Calcutta acts as a deterrent to the formulation of comprehensive schemes of improvement. I would point out that the provision for grants of this character and for grants for equipment should be increased. The Conference did not pass any definite resolution with regard to the times at which grants should be paid, though the general opinion seemed to be in favour of payment in advance. One impediment to the adoption of an arrangement of this character is that its initiation would necessitate a double budget in one particular year. If it was decided for instance that the new system should come into effect in the financial year 1915-16, it would be necessary to meet from the budget provision for that year not only the grants due for that year but also the estimated grants for 1916-17. Inconvenience is at present caused by the postponement of the payment of the maintenance and boarding grants to June or July; but this is inevitable, as grants cannot be made until the budget is sanctioned by Government. If the present times of payment should remain unaltered, it would of course be easy enough to arrange for the additional supplementary grants. All that would be necessary would be to secure estimates from the schools in September of any year, budget accordingly for the following financial year, and pay the grants actually required at the end of that year.

Resolution VII—Concentration of Schools.—The chief impediment to the elaboration of a scheme of concentration is the denominational difficulty. In his memorandum on the educational policy of the Roman Catholic Church (Appendix II) Father Van DeScheuren described the Catholic ideal as "Catholic Schools under Catholic management and with a Catholic atmosphere." The ideal of the other denominations is the same. The only difference between them lies in the degree of zeal which they bring to the task of its realization. It is therefore practically impossible to carry out a complete scheme unless a remarkable change in the general situation should occur. Concentration within each particular denominational sphere is however possible. The Loreto Nuns maintain three free day schools, each containing about 100—130 pupils. I see no reason why these three schools should not be superseded by a single large day school, or, better still, by the erection of a new orphanage for girls, or by the extension of the Orphanage at Entally. Similarly, the Catholic Male Orphanage and the St. Joseph's Free School could be fused into one large orphanage. It is possible that the Calcutta Free School could be enlarged so as to absorb the Gouldsmith Free Day School and the Welland Memorial School; but it is difficult to express a definite opinion until the question of the number of illiterate Eurasian children in Calcutta has been thoroughly sifted. The concentration of the railway schools could and should be effected. The continual transference of the railway employees reacts most unfavourably on the small elementary schools which the companies maintain. It is not unusual to find that only a small proportion of the pupils in attendance at these schools at the end of a year were in the schools at its commencement, and the upper classes are invariably ridiculously small. The Railway Companies should aim either at founding one or more large boarding schools, or subsidizing existing boarding schools on the understanding that they should admit a definite number of the children of their employees. The needs of the young children could be met by the conversion of the existing elementary schools into preparatory schools containing a Kindergarten and one or more classes. The poorer classes of subordinates could be assisted to send their children to the boarding schools by the institution of a graduated scale of fees. Such a scheme is under the consideration of the management of the Eastern Bengal State Railway.

Resolution VIII.—Examinations and Certificates.—The Conference considered the question of examinations with reference to secondary schools alone. The proposals put forward provide for the issue of two certificates: one the First School Certificate at the end of the general stage of education, and the other, the Leaving Certificate, two years later, given on an examination calculated to test specialization in a small number of subjects. The examinations suggested for the first are either the Cambridge Junior School Certificate Examination or Cambridge Junior Local Examination; and for the second either the Cambridge Senior School Certificate Examination, the Cambridge Senior Local Examination, or the Cambridge Higher Local Examination. With regard to the form of the certificates I am in entire agreement with the Conference. It is necessary that they should show not only that pupils have passed the recognized external examination, but also that they have been in regular attendance at a secondary school for a prescribed period, and that they have passed an approved course of education as set forth in their school record. The Head Master should vouch for the authenticity of the latter statement, and his guarantee should be countersigned by the Inspector of Schools.

The question of the examinations that should be accepted for these certificates is manifestly of primary importance. Mr. Arden Wood has detailed with admirable lucidity the disadvantages involved in dependence upon external examinations. It is not necessary to attempt to touch up the picture that he has painted. I agree entirely with his strictures. I also however endorse his opinion that they are at present indispensable, and share his view that of the various external examinations open to the European schools the Cambridge Examinations are the best. While endorsing this recommendation, I would draw attention to the necessity of considering very carefully the specific suggestions of the Conference. In the first place the statement that the most general form of education will have been completed by the age of 16 is of doubtful validity. I am by no means convinced that this is true of secondary schools in England, and still more doubtful of its accuracy in regard to European schools in India. Mr. Arden Wood has himself stated that Anglo-Indian children are in mental development about a year behind English children of the same age, and this is a point that should not be forgotten. The specialization that it is proposed to introduce during the last two years of the secondary course is however of a very mild description; and the regulations of the Senior Local and Senior Certificate Examinations, either of which it is proposed to accept for the Leaving Certificate, make intensive specialization impossible. The study of English and arithmetic for instance cannot be discontinued. There is therefore I think no objection to the acceptance of an intermediate examination to test the progress made in general studies. The question of the respective merits of the Junior Certificate and Junior Local Examinations raises various important points. There is no doubt that the Certificate is the better examination. It includes a greater number of compulsory subjects, and would be, unless special regulations were made in regard to the subjects that should be taken for the Local, a more thorough test of a general education. Its acceptance however involves the disadvantage that Latin or a modern language would become compulsory; and as I said in my note on the resolutions in regard to the grading of schools the introduction of Latin into the European schools save as a special subject is to be deplored. For the ordinary boy I would substitute a vernacular for Latin. This would be an extremely unpopular step. The majority of Principals dislike its inclusion in the school curriculum. They regard the time spent upon it as wasted, and complain of the difficulty of securing Pandits or Munshis with even a slight acquaintance with the art of instruction. I admit that it is not easy to secure good Indian teachers; but on the other hand few of the Europeans, secular and clerical, in Bengal at least, attempt to acquire a sufficient knowledge of a vernacular to enable them to dispense with the Munshi. To say that it is a waste of time argues an almost splendid ignorance of the equipment that Europeans working in India require. To carry this suggestion into effect would entail either the framing of a special resolution on the part of the Cambridge Examination Syndicate excusing candidates for the Junior Certificate Examination from Indian schools from passing in Latin or a

modern language on condition that they substituted for it a departmental examination in a vernacular, or the elevation of the Junior Local Examination to the standard of the Certificate Examination. This latter could be done by the Provincial Educational Departments. A memorandum could be issued making it compulsory for candidates for the First School Certificate to pass the Junior Local in the subjects laid down for the Certificate Examination excepting Latin or a modern language. In other words, the Departments could apply the regulations governing the award of Junior School Leaving Certificates to the Junior Local Examination. It should however be remembered that though the institution of Latin as a compulsory subject for the boys is objectionable, compulsory French for the girls is not, and that it is not necessary for them to study a vernacular as thoroughly as the boys. Consequently there is no objection to the acceptance of the Junior School Certificate Examination for the First School Certificate as far as the girls' schools are concerned. Of the examinations suggested for the Leaving Certificate, I would strike out the Higher Local at once. It is too difficult an examination. I think that as it is suggested that specialization of a mild character should be permitted during the last two years, the Senior Local Examination would be the more suitable, as it allows more variety of choice than the Senior Certificate. Regulations however would have to be made to render impossible the selection of subjects merely for the purpose of scoring marks. The number of the sections or parts of sections offered for the examination should correspond with the number in which candidates for the Certificate Examination must pass.

The fourth resolution in regard to examinations and certificates should if possible be carried out.

In conclusion I would sketch briefly the present situation in Bengal with reference to the examinations of secondary schools. The higher secondary schools may present candidates for both the Senior School Certificate and Local Examinations. The former is the recognized final examination, but the schools are permitted to enter pupils for the latter, because when the Cambridge Examinations were accepted by the Department many of the schools were not in a position to teach either Latin or a second language. This concession lapses in 1915. The secondary school final examination is the Junior School Certificate Examination. The schools enjoyed a concession in regard to the Junior Local similar to that granted to higher secondary schools with reference to the Senior Local, but the period during which it was valid terminated in December 1913. The schools are also permitted to present candidates for the Cambridge Preliminary Local Examination, though the examination is not recognized by the Department. It is extremely undesirable that children of 14 should be subjected to the strain of an external examination, and that the Cambridge Examinations should begin to dominate the curriculum as early as Class V. It is unfortunate that permission to work for this examination was given, and it is desirable that it should be withdrawn.

Resolution IX—Award of Scholarships.—The first resolution passed by the Conference expressed belief in the Bengal system of granting special scholarships to indigent pupils, and it is not therefore necessary to discuss it. In connexion with the second, it is perhaps desirable to describe briefly the arrangements in this Province for awarding scholarships on the results of particular examinations. Pupils of secondary schools are eligible for junior and senior secondary scholarships. The former are awarded on the results of the Junior School Certificate Examinations, and are tenable for two or more years in an institution approved by the Director of Public Institution. In the majority of cases the recipients either proceed to a higher secondary school, or, if they are already in such a school, take up the higher secondary course. Candidates must have attended a school or schools accepted for the purpose of school certificates for at least two years continuously up to the time of the examination, and must be under 17 on December 31st in the year of examination. The latter are given on the results of the Senior School Certificate Examination, and are tenable for two years either at some college affiliated to a University or at some institution for technical and professional instruction approved by the Department. The conditions governing the

award correspond to those for junior scholarships save that the period of attendance is three years and the age limit 18. Elementary scholarships are of two kinds, junior and senior. The former are given on the result of the Elementary Certificate Examination held at the conclusion of the elementary stage, and are tenable for two years in the supplementary class of a recognized higher elementary school. The age limit is 15. The latter are awarded on the results of the departmental test examination held at the end of the supplementary course, and are tenable for two years in a recognized institution for professional or technical instruction. The age limit is 17. In addition collegiate and final scholarships are allotted on the results of such examinations as the Intermediate and Bachelor examinations of an Indian University and at corresponding stages in technical and professional courses. They are tenable for two or more years at a college or a technical or professional institution. The number and value of these scholarships is given in Article 101 of the Code. In the case of the secondary scholarships, both junior and senior, the number anually given requires to be increased.

It is necessary to say a few words further with reference to the elementary schools. Junior scholarships are not tenable in secondary schools except in special cases when the sanction of the Director of Public Instruction has been obtained. This proviso was inserted in the Code for the reason that the elementary and secondary curricula begin to diverge at Class IV, and a child of 14 admitted into a secondary school would be placed at a disadvantage in regard to certain subjects, such as a second language and mathematics. It is desirable that provision should be made for the transference of really intelligent children from the elementary schools to the secondary schools. A resolution to this effect was passed at a Conference on Elementary Education in Calcutta. It should, however, be noted that if it were decided ultimately to adopt the Senior Local Examination for the purpose of the award of the first school certificate and thereby to render Latin non-compulsory, boys from those elementary schools which teach mathematics in Classes V and VI could be admitted into secondary schools at the age of 14 without difficulty. Transferences at the age of 12 would however be more satisfactory.

Resolution X—Special Scholarships for Soldiers' Children.—The Government of Bengal was approached last year with reference to the question of providing one or more free pupilships for children attending regimental schools in India in secondary schools in Bengal. The question was considered, and the Local Government replied that they would be willing to create two such free pupilships. It is proposed to make them tenable at the Government Schools at Kurseong.

Resolution XI—Medical Inspection and Supervision.—The Conference passed resolutions in favour of three very necessary reforms. A Committee was appointed by the Government of Bengal in November 1913 to consider the questions of school sanitation, the giving of instruction in hygiene, and medical inspection. Recommendations on the lines of those put forward by the Conference may be expected. It would therefore be out of place to consider the matter here. I would however suggest that the statutory powers referred to in the second resolution should be given to the Director of Public Instruction instead of to the inspecting medical officers.

Resolution XII—Administration and Inspection.—The augmentation of the inspecting staff is necessary. I would base my argument in support of this statement not exclusively on the actual extent of the work—which in a Province containing a large number of schools is considerable—but on the variety of the duties which the Inspector is called upon to perform. To him falls much that is not included in the work of His Majesty's Inspectors in England, and in addition he is generally left unaided to face the actual task of inspection. I would point out that one man, however high his academical attainments and general level of capacity may be, is not able to examine with conviction all the subjects of the school curriculum. In Bengal the Inspector is assisted in the inspection of girls' schools by an Inspectress, but he has to tackle by himself all the boys' schools, a third of which are secondary schools. The secondary schools in England—and the higher secondary schools of Bengal are not markedly inferior to them—are examined under the Board of Education by a Committee of three or four persons, each

of whom possesses special knowledge of one or more subjects of the curriculum. It is ridiculous to attribute to one man an intimate acquaintance with Classics, English, Mathematics, Science, History, Geography, Modern Languages and technical subjects, such as Book-keeping, Type-writing, etc. He may be perfectly capable of examining four or possibly five of these subjects, but it is imprudent to reckon that he will prove an Admirable Crichton. The result is that the inspection of the schools is not as thorough and as searching as it should be. Moreover, the heaviness of the work of his office prevents him from giving as much time to the schools as he should. In a Province like Bengal the Inspector should certainly have one assistant.

The proposal that whenever possible the Inspector should be a whole-time Inspector is obviously reasonable. It is also desirable that he should serve for a period of at least five years. In this connexion I would point out that the suggestion that there should be a separate European Inspectoral Service ignores the difficulty of recruitment. It would not be easy to secure candidates, and it would be difficult to retain for a period of any length the services of those appointed. Work in connexion with Europeean education in India involves certain advantages, but it lacks many elements which make employment in this country interesting and attractive.

Resolution XIV—Instruction in Temperance.—The Hygiene Sub-Committee appointed by the Government of Bengal in December 1913 has been considering the question of the introduction of instruction in hygiene into all the schools, Indian and European, in Bengal. Syllabuses for the European schools have been drafted, and in them adequate provision is made for lessons on the value of temperance.

Resolution XV—Education of Women.—The questions of the breaking down of illiteracy and the improvement of the pay and prospects of teachers have already been discussed. The suggestions made in my notes apply to girls and women teachers as much as to boys and masters.

In Bengal the training of women as teachers is practically in the hands of Government alone. This is I think desirable. The schools have not the funds to found good training classes. The rivalry between the different denominations is also an impediment to the provision of private (*i.e.*, non-Government, institutions. The Training Class at Dow Hill, Kurseong, requires to be improved. A scheme to this end has been submitted to the Director of Public Instruction, and will shortly be placed before the Local Government for consideration. It is proposed that a highly qualified staff shall be recruited in England, consisting of a Lady Principal and two Mistresses of Method. It is also suggested that a secondary training section shall be established, and the Dow Hill Schoool—the practising area—raised to the higher secondary grade and enlarged. The curriculum will also be remodelled. If the scheme here outlined is sanctioned, the Dow Hill Training Class should prove an exceedingly valuable factor in the improvement of the European girls' schools.

The recommendations of the Conference with regard to curricula and examinations are on the whole applicable to schools for girls, subject of course to the general modifications that I have suggested. I would however draw attention to the need for elasticity in the curricula of Classes IX and X of secondary schools. Girls in these schools should enter for the first school certificate, but they should be given the option either of continuing their instruction in certain of the ordinary continuing school subjects, or of taking courses in housewifery and domestic economy. I would underline the importance of the introduction into every secondary girls' school—and by secondary I mean a complete secondary school—of a course of this character. Very many of the girls marry very shortly after leaving school, and instruction in the art of house-management will be of more value to them than working for the Cambridge Senior Local or Senior School Certificate Examinations. The question of the introduction of vocational courses into the secondary girls' schools is one that requires very careful consideration before any attempt is made to experiment in this direction. A continuation class of a commercial character was instituted at Dow Hill, but it was not a success and was disbanded last year. In Bengal it would be necessary to consider its probable effect on the supplementary classes of the higher elementary schools.

The acceptance of the recommendations contained in my report would involve the following alterations in the Code :—

A. Chapter I, Article II.—A revision of the definition of the term "European." *Vide* note on Informal Resolution I. (*ii*).

B. Chapter II, Article 14.—Substitution of a single grade for secondary schools. This could be called secondary. The name higher secondary would disappear.

Article 16.—Add "and the two classes constituting the upper school" after the words "General School" in the last line but one of the first paragraph. Omit second paragraph.

Article 20.—Omission of the word "higher" in first line.

Article 21.—Line 11—The word "four" should be replaced by the word "six."
Line 13—Add "and an upper section" after the words "general section."
Vide note on Resolution II—Grading of Schools.

Chapter IV, Article 28.—Curriculum of General Section of Secondary Schools—Omit Latin.

Article 29.—Line 6—Add "domestic" after word "commercial."
Line 8—Substitute "First School Certificate" for "Cambridge Junior School Certificate."
Vide note on Resolution VIII—Examinations and Certificates.

Chapter V, Article 32.—Omit "(*e*) Fixed Grants."
"(*f*) Special Grants."
Add "(*c*) Staff Grants."
"(*d*) Furniture and Equipment Grants."

Article 33.—Line 1—For "Special grants" read "Furniture and Equipment grants." Lines 9-10—Fixed grants * * * * 45, omit entirely.

Section III (Articles 40-43).—A clause should be added to the effect that each section of a duplicate class should for the purpose of the assessment of a maintenance grant be regarded as a separate class.

Section VIII (Articles 50-52).—For "Special grants" read "Furniture and Equipment grants." Omit (*a*), (*b*), (*e*), (*f*) of Article 50.

Section X (Articles 56-67), Article 63.—Omit—"In places where * * * * total cost." Add "but may at the discretion of the Government equal two-thirds" after the words "one-half of the total cost."
Vide note on Resolution VI—Grants-in-aid.

Chapter VI.—Add "article contained a table showing the minimum salaries that must be paid by the authorities of recognized schools."
Vide note on Resolution III—Remuneration of Teachers.

Chapter IX.—The general revision of Articles 95-99 is dependent on the substitution or non-substitution of the Junior and Senior Local Examinations for the Junior and Senior School Certificate Examinations. The acceptance of the First School and Leaving School Certificates will involve some slight alteration of Article 95 even if the Junior and Senior School Certificate Examinations are retained.
Vide note on Resolution VIII—Examinations and Certificates.

Chapter X.—An article should be added with reference to the provision of a sum of money for scholarships for pupils transferred from elementary schools to secondary schools at the age of 12, and another dealing with the institution of scholarships for soldiers' children.
Vide notes on Resolution IX—Award of scholarships—and Resolution X—Special scholarships for soldiers' children.

An appendix would also be required to be added containing a specimen syllabus of course of domestic economy.

The majority ofthe alterations suggested above are of a general character and might apply to Provinces other than Bengal.

G. D'O. MACLEAR,
Inspector of European Schools, Bengal.

B. S. Press—8-6-1915—684J—100— G. H. R.

No. 1077.

FROM

H. M. SMITH, ESQ., I.C.S.,
SECRETARY TO GOVERNMENT,
UNITED PROVINCES,

TO

THE JOINT SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION (EDUCATION).

Dated Naini Tal, the 29th May 1914.

SIR,

EDUCATION DEPT.

I AM directed to reply to your letter no. 26-C.D., dated the 8th January 1913, with which was forwarded a copy of the discussions and resolutions of the conference on the education of the domiciled community held in Simla in July 1912. This Government was asked to examine the whole question with a view to the presentation of comprehensive schemes of reform, accompanied by a general estimate of cost. The whole of the questions raised by the conference have been examined by a committee of selected principals of European schools held at Allahabad in February, and they have also been given the most careful and detailed consideration by Government in consultation with the Educational department, which includes an Inspector of European schools of exceptional capacity and length of experience. The resolutions of the Simla conference, as well as their informal items of advice embodied in appendix A to the letter under reply, will be dealt with seriatim.

2. *Resolution* 1.—Compulsory education is in Sir James Meston's opinion politically undesirable, and he respectfully agrees with the opinion of the Government of India that the practical objections to such action are not less than they are in the case of Indian children. Further, it would appear that in this province at least there is no necessity for the introduction of this measure. His Honour has consulted a number of persons who have unusual acquaintance with the poorer strata of Anglo-Indians in the United Provinces, and they are unanimous that there are hardly any children in the community who are not being educated, while the better-to-do families get abundant schooling. Educational facilities for poor children in these provinces appear indeed to be in excess of purely provincial needs, as enquiry shows that from 25 to 30 per cent. of the enrolment in orphanages comes from outside the provinces. These institutions are however constantly in financial straits, and require further assistance to enable them to reach a satisfactory standard of education. Proposals for the grant of such assistance are detailed below.

3. The contributions, apart from grants to orphanages, already made by this Government towards the education of the children of impoverished parents fall under three heads. The Government has provided :—

(1) Rupees 12,000 for grants under article 42 of the European Educational Code, Rs. 6,000 of this amount being given

out of the Government of India's grant of Rs. 80,000 recurring for European education, and the remainder partly from provincial funds and partly from the grant of Rs. 47,000 for Anglo-Indian education. There is no need for a further increase under this head.

(2) Rupees 4,800 for boys who just fail to get scholarships.

(3) Rupees 4,800 for payment of fees for poor girls.

These last two provisions have been made out of the Rs. 47,000 grant for Anglo-Indian education, and amply meet all suitable cases.

The present total allotment from provincial revenues for grants to orphanages is Rs. 50,000. It is proposed to increase this by raising the capitation grant from Rs. 8 per head to Rs. 10 per head. The immediate additional expenditure under this head will amount to Rs. 12,500, and may be expected to increase to Rs. 15,000. It is further proposed to raise the age limit for such grants from 16 to 18. It is impossible to forecast accurately the number of children that may be affected, but it may be assumed that the necessary provision will amount to about Rs. 3,500, rising to Rs. 4,000. It has also been decided to provide stipends of Rs. 20 per mensem to enable clever boys to proceed from orphanages to high schools. The stipends would be tenable for two years, and it is considered that eight such stipends would be sufficient. The cost of the proposal will therefore amount to Rs. 1,920 in the first year, and Rs. 3,840 in the second and subsequent years. These proposals appear to His Honour to cover all that is necessary in the line of direct assistance to the children of the poorer classes.

4. *Resolution II*—As regards the question of the possibility of selecting certain special schools and subsidizing them specially as collegiate schools, His Honour is of opinion that such a course is both impossible and unnecessary in the United Provinces. Any differentiation would be intensely resented, and the cost would be prohibitive. The Government is prepared to assist the special matriculation teaching in schools which may show in a practical way their will and capacity to prepare boys for the University, but there is at present no possibility of going further than this.

As regards the other question raised in this resolution, namely that of improving and modernizing the curriculum for boys' high schools, this is closely associated with the subject matter of resolution VIII, and will be dealt with in connection therewith. A few remarks may however be added here as to science teaching and commercial training.

In connection with the former, the proposal to raise the entrance age for Roorkee to 18—20 instead of 17—21 will, if it is carried into effect, necessitate something in the nature of special science classes, even with the adoption of the system of examinations that will be considered in connection with resolution VIII. But no recurring grants, except in connection with the improvement in teachers, which will be dealt with in the next paragraph, will be necessary. Non-recurring grants to certain selected schools for equipment for science teaching will, it is considered, fully suffice to meet the need.

There is no doubt that, with the steady pressure of Indian competition, one of the most pressing needs of the Anglo-Indian

community lies in the direction of increased facilities for a sound commercial education. This matter will have to be considered in connection with the institution of the system of examinations that will be mentioned later, but the introduction of better teaching in book keeping, shorthand, typewriting, &c., should not involve any real increase in expenditure, except in the minor matter of the purchase of typewriters. In connection with the degree in commerce which the University propose to introduce, there may be an opening for Anglo-Indians as auditors or accountants, and His Honour intends to take up the question of establishing small scholarships at St. John's College, Agra, for European and Anglo-Indian boys who are prepared to take up a regular commerce course.

5. *Resolution III.*—It is undoubtedly in the direction of the improvement of the teaching staff that the chief need of the European schools in these provinces lies, and His Honour is in general accord with the purport of this resolution. The conference of European principals drew up a scale of minimum salaries, which appears to His Honour to be adequate. The scale is attached to this letter as appendix A. Appendix B gives the present and proposed detailed staffing of the schools as suggested by the Director of Public Instruction. With regard to this however, it appears to His Honour that the proportion of English graduates proposed for certain of the schools is excessive. The teaching profession seems likely to be the main opening for Anglo-Indian graduates, and apart therefore from the question of expense, it is undesirable to reduce the number of posts held by Indian-trained graduates. For head masters, men with an English training are often desirable, but for assistant masterships the Indian graduate is good enough. The maximum estimated cost of salaries is, according to this scheme, Rs. 4,08,000. The mean in the table is merely an arithmetical average, and as the maximum salary is reached in all cases in at most ten years, the ultimate cost is likely to approach more nearly to the maximum than to what has been shown as the mean. It will however be lowered if the proportion of English graduates is reduced, and it is estimated that the eventual cost may run up to as much as Rs. 3,75,000. It may be taken as certain that the schools could themselves as a rule pay no more than they are doing now. Endowments are rarely received, and the increase in enrolment in European schools is so small that no allowance can be made for a rise in fee income. The scheme therefore can only be introduced if the extra cost is met by Government. It will therefore necessitate an addition of at least a lakh to our grants-in-aid. The whole question of finance will be dealt with in a later paragraph, but it may be said here that it is impossible for the Local Government to meet this increase either from provincial funds or from the grants that have already been made by the Government of India, the expenditure against which will be detailed later. It will therefore be necessary to ask the Government of India for a further recurring grant under this head. Clearly the whole of this will not be expended from the outset; but the unallotted balance would be expended year by year in building quarters for teachers, a genuine and pressing need in most schools if men of the proper stamp are to be attracted.

6. This latter question is of considerable importance, but the proposed improvement in salaries should assist the schools to build quarters for their teachers as the latter will, with their increased pay, be able to pay fair rents, and there will thus be an adequate return for the capital expenditure. When Government has contributed to the initial cost of the quarters, as suggested above, the rents on the Government share of the cost of construction would be a clear gain to the school and would go towards recurring charges, thus reducing the demands on Government in this direction.

7. Connected with the question of remuneration of teachers is the complaint of the Catholic schools that, owing to the fact that they do not pay their teachers regular salaries, the expenses they incur in the matter of their teachers are often underestimated. The Allahabad conference, with considerable hesitation, and partly as the result of information with regard to the action taken by the Government of Bengal which has subsequently been shown to be incorrect, accepted a recommendation that a fixed maintenance grant should be made for trained members of teaching orders. This recommendation His Honour finds himself unable to accept. The duty of Government, as he conceives it, is to assist and encourage schools in providing adequate salaries; where no salaries are paid Government has no occasion to spend money. Moreover, Government already gives generous support to these missionary institutions. This contention applies of course not only to Catholic schools, but to all schools where unpaid religious teachers are employed.

8. The Simla conference declared that it should be obligatory on all schools to start provident funds, and this opinion was fully endorsed by the conference of principals held at Allahabad. The latter was however opposed to the idea of a general provident fund for all schools, holding that its establishment would weaken the control which some of the schools at present exercise over their staff through having individual provident funds. His Honour does not consider that there is any force in this argument, and would prefer to have a general educational provident fund, which would be managed by Government, and invested on the most profitable lines under Government control. The advantages of this scheme from the point of view of simplicity and efficiency of management are obvious, but the necessary details can be worked out later, when it is known what funds will be available to enable Government to make the necessary contributions. These should be, His Honour considers, 10 per cent. by the teachers and schools combined, and 10 per cent. by Government, this being the basis on which provident funds have already been established in eight European schools in this province. The amount already paid by Government from provident funds on this account is just over Rs. 12,000 per annum, and a sum of approximately Rs. 4,000 has been set aside from the Government of India's recurring grant of Rs. 80,000 for European education, to meet new demands during the current and future years. On this basis, reckoning on the ultimate salaries, as mentioned in paragraph 5 above, and including matrons, the ultimate contribution payable by Government will be something over Rs. 37,500, of which Rs. 16,000 is, as shown above, already paid by this Government. The balance to be provided

will therefore be ultimately about Rs. 22,000, which it will be impossible to provide, either from provincial funds, or from grants already received from the Government of India. This amount has therefore been included in the further grant which is asked for from the Government of India, and His Honour feels that the amount which has already been provided by this Government from the resources at its disposal affords full justification for this request.

9. *Resolution IV.*—The establishment of the proposed training college at Bangalore will not, it is feared, be of any assistance to this Government, as it will not increase the number of vacancies at Sanawar. The number of these at present allotted to this province is four. Last year six were allotted as a special case, but it was found impossible to fill them all. If however the improved prospects recommended in this letter are sufficient to attract a larger number of promising young men to the teaching profession, it will probably be necessary to ask for the bounds of Sanawar to be enlarged, and it is understood that the Punjab Government are taking steps in this direction. It is therefore necessary to provide for four additional stipends, at the present rate of Rs. 40 per mensem. The cost of these will during the first year be Rs. 1,920. For the second and subsequent years it has been estimated at Rs. 2,880, on the assumption that at least two out of the men deputed each year will have some previous knowledge of teaching, and will therefore only require to be trained for one year. This increase it should be possible to meet from provincial revenues.

The Government of India commend to the favourable notice of this Government the suggestion that one scholarship should be established, to be held abroad. They state however that they are not prepared to give grants for this purpose. It is unfortunately impossible, in the present state of provincial finances, for the Government of the United Provinces to entertain this suggestion.

10. *Resolution V.*—Sir James Meston, as far as these provinces are concerned, is in full agreement with the opinion expressed by the Government of India that there is not at present sufficient demand for collegiate education for the domiciled community to justify the founding of a special university arts college. The demand in these provinces is at present very limited, and the expenditure necessary for the establishment of a special college, which must, if it were to serve its purpose, provide teaching in a large number of subjects with a correspondingly numerous staff, would be altogether disproportionate to the number of students who could be enrolled. An Anglo-Indian hostel has recently been established at Allahabad in connection with the Muir Central College, to which the Government is now paying a contribution of Rs. 6,000 per annum from the Rs. 80,000 grant. Eight scholarships in connection with this institution are also being given from the Rs. 47,000 grant for Anglo-Indian education. The liberal encouragement that is being given to this hostel is in His Honour's opinion all that is at present necessary, and he considers this method of assisting the growth of collegiate education among the community to be in every way healthier than the institution of special courses, or ambitious efforts after

a special college. Women at present find no difficulty in making arrangements for board and lodging while attending college classes at Allahabad or Lucknow, and no necessity for establishing a special hostel for them has as yet been evinced. His Honour is clearly of opinion that the University career of both sexes should be at colleges in the plains, and not in the hills. It is only thus that they can get into touch with their future work in this country. Up to the F.A. it is possible to study in the hills, though even this is of doubtful advantage. Beyond this it is, in His Honour's opinion, impossible.

The alternative suggested by the Simla conference, namely the institution of graduate classes at a training college, does not appear to His Honour to have any very obvious advantages over the present system. The scheme would be costly, and this Government could not promise to subscribe to it without much more detailed information.

11. *Resolution VI.*—To the first item of this resolution, as a statement of the liabilities of Government, His Honour totally demurs. It is clearly the duty of the European and Anglo-Indian communities to bear the major part of the cost of secondary education for their children, and Sir James Meston strongly disapproves of the steady pauperisation, at the cost of Indian revenues, of the children of these communities. The soundness of incremental salaries and provident funds has already been agreed upon, and the Government, as it indeed must do, is already generously aiding the efforts for improvement that are being made, and is ready to increase its contributions to the extent detailed in this letter. It may well be that the amount required to carry out the requirements of this resolution is within the limits of the liability which Government is prepared to accept, but the liability suggested by the resolution is one which His Honour feels strongly that the Government ought not to accept.

12. The second part of this resolution deals with the question of audit, and the Simla conference recommended that the auditing of the accounts of European schools should be made a distinct function of the Accounts department. The Allahabad conference saw many objections to this proposal, chief among which were the facts that such audit would of necessity be infrequent, and that school auditors are required to do a good deal more than is usually done by an auditor. His Honour agrees that there is much force in these objections. A school auditor does not merely examine the accounts once or even twice in the year, but constantly visits the school and helps the correspondent to keep the accounts in order. The Accounts department could not undertake at the outside more than an annual audit, and, having regard to the dislocation of work, and possible friction with the school authorities, which such an audit seems likely to involve, His Honour finds himself unable to agree with the suggestion of the Simla conference. An improvement in the existing system is however undoubtedly necessary, and the best solution appears to him to be to allow the schools to retain their own auditors, who should be approved by the Educational department, and to appoint to the office of the Inspector of European schools an accountant on Rs. 100—150 a month, who would make such

periodical inspections as are possible. A necessary preliminary however is the introduction of an efficient system of accounts, and it is proposed to ask the Accountant General to allow the Examiner of Local Funds Accounts to visit some of the schools and see their present system, and then prescribe a set of registers which would be of general application.

13. The third sub-head of this resolution re-asserts the principle suggested in the first sub-head, to which objection has been taken above, and nothing more need be said on this point. A yearly budget should, His Honour considers, be insisted upon.

The conference suggested various changes in the system of grants, and their proposals have been carefully considered. It does not appear however that, as far as these provinces are concerned, any change in the present rules is necessary. There is no desire on the part of schools in these provinces to substitute fixed for ordinary grants, the schools generally believing that they stand to lose under a system of fixed grants, and preferring ordinary, supplemented by special, grants. Fee grants, as proposed by the conference, are considered unnecessary. A reference to paragraph 2 of this letter will show the liberal provision that is already made for the education of the poorer children. Cases that cannot be dealt with by a liberal interpretation of article 42(2) of the code are covered by the two grants of Rs. 4,800 mentioned in that paragraph. Nor is there any necessity for the institution of hostel equipment grants. Demands under this head are already being met under articles 44 *(c)* and *(d)* of the code, from the normal provincial allotment for buildings and furniture. With the help of the non-recurring grant of Rs. 5,50,000 it is hoped that in three or four years time all the larger building requirements will have been met, and it will then be possible to devote a larger share of the normal allotment to equipment. His Honour finds himself unable to agree to the proposal to raise the rates of cadet grants. Well-managed schools find no difficulty in managing with the present scale, and any rise in it would in his opinion weaken the inducement to secure as many extra-efficients as possible. The Allahabad conference proposed that article 37*(d)* of the code be amended by replacing the word "five" wherever it occurs by the word "twenty." The result would be an increase in the ordinary grant that could be earned by classes of twenty and over in the high section. The amendment appears to His Honour to be unnecessary, and to be undesirable in so far as it would favour the larger schools and tend to increase competition for scholars, which is already quite keen enough. The special needs of individual schools can be met under the provisions of the code in the matter of special grants.

The normal increase in ordinary and fixed grants has been estimated ultimately to reach the figure of Rs. 20,000. The average annual increase under these heads for the last five years is just over Rs. 6,000. No large increase in ordinary grants is anticipated, as the total numbers in European schools rise very slowly, and will probably remain fairly constant after a few years. There is nothing however to limit the amount of fixed grants but the needs of the schools, and the extent to

which the Government feels justified in meeting these needs. The amount suggested above should in His Honour's opinion be sufficient, and will be met from provincial funds.

14. *Resolution VII.*—The question of the possibility of concentration has been fully considered by His Honour. In this connection I am to refer to the proceedings of this Government in the Education department for August 1913 (A proceedings nos. 72—75, file no. 279). It will be seen that a careful and detailed report was submitted to Government by the Inspector of European schools, which conclusively demonstrated that any measure of concentration in these provinces is at present impossible. The Government has however no intention of aiding new schools, and has already been compelled to discourage one such venture, at Dehra Dun.

15. *Resolution VIII.*—All the schools in the province which would be affected by the adoption of this resolution were consulted, and the large majority were in favour of the introduction of the Cambridge local examinations. The chief difficulty felt in connection with the introduction of these examinations was in regard to the vernacular. It might however be possible to secure the inclusion of an Indian vernacular in the syllabus of the examinations, and in any case, under the second condition proposed by the conference in the resolution on school certficates on page 31 of its proceedings, it will be possible to insist, by means of an internal test, on candidates qualifying in the vernacular in addition to the subjects required for the external examination. His Honour has accordingly already sanctioned the institution of these examinations as the external tests for European schools, and the Director of Public Instruction has been asked to submit detailed recommendations, embodying—

(1) proposals for ensuring an adequate knowledge of Urdu,

(2) a limited scheme of optional subjects framed with due regard to the importance of developing facilities for business training, and the limited resources which forbid an unlimited range of subjects.

The question of making the new scheme of examinations the passport to government service, professional study, and the like, is now engaging the best attention of Government.

16. *Resolution IX.*—His Honour is in full agreement with the opinion of the conference that boys and girls of eleven and twelve years of age ought not to be subjected to the strain of a competitive examination, and it has been accepted that the present system of the award of primary scholarships on the result of an external examination cannot be maintained. It has therefore been decided that the scholarships should be awarded on the results of the Cambridge preliminary local examination. The age for this is two years higher than that at which primary scholarships are now awarded, but there is, as has already been demonstrated, ample provision for helping poor and deserving children before they reach this age.

17. *Resolution X.*—In this connection I am to refer to Mr. Burkitt's letter no. 1294, dated August 15, 1913, in which the

conclusions of this Government have already been reported to the Government of India.

18. *Resolution XI.*—The idea of the conference seems to be that the elaborate system of medical examination of each child which is in force in England should be introduced out here. For this there appears to be no real need. The children out here are mostly boarders, and are well fed at schools and in their homes, which is far from being the case in England. Most, if not all, of our European schools have arrangements with the civil surgeon or some other doctor, under which children are attended when ill. The further suggestion that the medical officers should have statutory power to enforce regulations regarding sanitary and hygienic arrangements would, it is feared, lead to friction and difficulties. The Education department can always, by means of the grant-in-aid rules, enforce due regard to sanitary requirements. Deputy sanitary commissioners are however being asked to look into the sanitation of schools while on tour and at head quarters, and to report to the department for necessary action. It is however necessary, in His Honour's opinion, that arrangements for free medical aid should be made in connection with the seven orphanages and three free day schools which exist in the province. The cost of this, including dentistry and attention to eyesight, has been calculated by the Director of Public Instruction to be about Rs. 4,650 per annum. A sum of Rs. 5,000 on this account has therefore been included in the estimates which appear in a later paragraph of this letter. Any future provision for gratuitous medical treatment appears to His Honour to be unnecessary.

19. *Resolution XII.*—The Government of India has already been addressed, in Mr. O'Donnell's letter no. 328, dated February 14th, on the general subject of an increase in the inspectorate in this province. In paragraph 4 of that letter it was pointed out that an additional inspector is needed for the Kumaun division, which is at present in charge of the Inspector of European schools. There can be no question that the work of inspection of European schools is, in this province, as much as can be dealt with by a whole time officer. The question of continuity of tenure does not at present arise, as the present incumbent has held the post for many years. It is however recognised that such continuity is desirable.

20. *Resolution XIII.*—In this connection it is sufficient to say that the estimates in paragraph 24 of this letter have been arranged in order of urgency.

21. *Resolution XIV.*—The question of temperance teaching has been considered by His Honour, who has decided that no special orders are necessary. Provided that children are kept properly fed and healthily occupied, the less they hear about alcohol the better. If the schools desire to introduce this form of teaching they can very well do so with the aid of their ordinary staff, and no special financial assistance need be given for the purpose.

22. *Resolution XV.*—Little need be said on the subject of this resolution, as the remarks that have been made with regard to boys' education mostly apply, *mutatis mutandis*, to that of girls. Educational

facilities are now ample, and the special provision of Rs. 4,800 for grants to poor and deserving girls referred to in paragraph 3 above is sufficient to meet the needs of all deserving cases. Training facilities are adequate, and arrangements are now being made for L.T. training at Allahabad by the appointment of an Assistant to the Chief Inspectress. The arrangements that are being made for the introduction of the Cambridge local examinations will apply to girls as well as to boys, and the question of a further study of science up to the stage of the intermediate examination presents no difficulties. The few girls who require this study, as a preliminary to entering a medical college, can read at the Canning or Muir College, and the necessary arrangements for preliminary science training will be made in connection with the Cambridge local examination. The number of girls concerned being small it will be necessary to specialize on this side in one institution, and the selection of this institution will be considered by the Director of Public Instruction along with the introduction of the new examination system. The department is being instructed to endeavour to persuade schools to take up to a greater extent training in family duties and domestic economy.

23. With regard to appendix A of the letter under reply, I am directed to express the following views of Sir James Meston on the five informal items of advice by the Simla conference.

(1) It has been fully demonstrated above that this Government is already doing all that appears to be necessary both to spread education and to meet the needs of the poorer members of the community. The cases of destitute children receive the full attention of Government whenever they are reported.

(2) Sir James Meston agrees with the opinion of the conference. In the present state of salaries however it is very difficult to obtain apprentice teachers for training. The proposed improvement in salaries will no doubt make it easier to do so.

(3) The suggestion has been adopted by this Government, the period of liability having been fixed at thirty years.

(4) His Honour considers that a consultative committee would be useless and unnecessary in these provinces. Relations between the department and the schools are perfectly harmonious. A committee consisting of the principals of all the schools would be impracticable, and a committee consisting of a selected few would be of no use as regards the remaining schools, and would give rise to jealousy and suspicions of favouritism.

(5) Sir James Meston agrees as to the importance of saving girls from undue mental and physical pressure. The matter is not however one which can be dealt with by the issue of orders by Government. It is the duty of the educational department to use its influence in the right direction, and to endeavour to secure a reduction in hours where these appear too long.

24. The ultimate recurring cost of the reforms described in the preceding paragraphs will be as follows, the projects having been arranged in order of urgency :—

	Rs.
Grants to free schools and orphanages	15,000
Free medical aid to the above	5,000
Grants for increased salaries	1,00,000
Further grants for provident funds	22,000
Increase in ordinary and fixed grants	20,000
Middle scholarships in orphanages and free schools ...	4,000
Increase in boarding grants in orphanages ...	4,000
Audit expenses	2,000
Total ...	1,72,000

As has been stated, the growth in ordinary and fixed grants will be met from provincial revenues, as will also the cost of the additional stipends that will be given for Sanawar. The additional recurring cost that remains to be provided from other sources therefore amounts to Rs. 1,52,000. Out of the recurring grant of Rs. 80,000 a sum of Rs. 26,000 has already been allotted as follows :—

	Rs.
Allahabad Anglo-Indian Hostel	6,000
Provident funds	4,000
Grants under article 42	6,000
Increases in salary and ordinary grants	10,000
Total ...	26,000

There thus remains a sum of Rs. 54,000 available for the introduction of the reforms detailed above, and I am to ask that the Government of India may be moved to sanction an additional recurring grant of Rs. 1,00,000, to enable this Government to carry out, to the extent described, the recommendations of the Simla conference. It will be observed that with the exception of the item for the increase of salary grants all the above estimates are maxima. Few of them will be worked up to in full for a number of years, but the savings from any grant that the Government of India may place at the disposal of this Government will be allotted to non-recurring expenditure, chiefly on the building of residential quarters, and on equipment, in so far as the latter item cannot be fully met out of the ordinary provincial allotment. The Government intends in any case to proceed on the lines described in this letter, in so far as its existing resources enable it to do so. But it will be impossible to complete the reforms, of the desirability of all of which His Honour is convinced, without the special assistance asked for.

25. I am directed to add to this letter, as appendix C, a list of the non-recurring demands for European education in so far as they can be at present foreseen. The Government of India have placed at the disposal of this Government a non-recurring grant of Rs. 5,50,000 for this purpose, of which a sum of Rs. 1,67,000 has been expended or allotted on objects other than those shown in the appendix. The total

further projected expenditure amounts to some Rs. 2,46,000 which leaves a sum of about Rs. 1,37,000 for which no objects of expenditure are at present foreseen. That other such objects will arise in the near future is probable, but in so far as can be ascertained the amount already placed at the disposal of this Government, with the portion of any further recurring grant that the Government of India may be able to allot that will not immediately be fully allotted on recurring expenditure, should suffice to meet the non-recurring demands of European education for some years to come.

I have the honour to be,

SIR,

Your most obedient servant,

H. M. SMITH,

Secretary.

APPENDIX A.

Proposed minimum scales of salaries of teachers.

Qualifications.	Men. Rs.	Women. Rs.
1. Trained Kindergarten teachers		Indian trained 50—5—75 English „ 100—5—150
2. Senior Cambridge or equivalent, trained.	100—10—200	Plains 75—5—100 Hills 50—5—75
3. Intermediate of Indian University or equivalent, trained.	150—10—250	Plains 100—5—150 Hills 75—5—125
4. Graduate of Indian University, trained	200—15—350	Plains 125—5—175 Hills 100—5—150
5. British graduate, trained or untrained	300—20—500	as above.
6. Manual training, recruited from England.	200—10—250	
7. Music and singing		Head Music Mistress ... 100—5—150 Assistant mistress 50—5—75
8. Drawing and painting		100—5—150
9. Domestic science		English-trained 100—5—150 Indian-trained 50—5—75

APPENDIX B.

Serial number.	Name of school.	Details of present staff excluding heads of schools.							Details of proposed staff (Assistant teachers only).							Annual cost at rates in appendix A.			Salary of the head of the school in 1912.
		Trained.			Untrained.				Trained (Male)			Trained Female).							
		Graduate.	Intermediate.	High school or Matric.	Graduate.	Intermediate.	High school or Matric.	Kindergarten teachers.	Graduate. A.—English University 300—20—500. B.—Indian „ 350.	Intermediate. 150—10—250.	High school or Matric. 100—10—200.	Graduate. Hill schools ... 100—5—150. Plains school ... 125—5—175.	Intermediate. Hill schools ... 75—5—100. Plains schools ... 100—5—150.	High school or Matric. Hill schools ... 50—5—75. Plains ... 75—5—100.	Kindergarten teachers 50—5—75.	Initially.	Ultimately.	Mean.	
	Boys' schools.															Rs.	Rs.	Rs.	Rs.
1	St. Fidelis' school, Mussooree ...	...	...	...	...	...	5	1	1 A	3	3	...	...	...	1	12,000	20,700	16,350	...
2	St. George's college, Mussooree ...	1	...	2	...	...	5	1	1 A	2	2	...	...	...	1	10,200	17,700	13,950	...
3	Philander Smith college, Naini Tal ...	2 English, 3 Indian	...	2	...	...	...	1	2 A, 2 B	3	2	...	...	...	1	24,000	41,100	32,550	4,350
4	Diocesan Boys' school, Naini Tal ...	3	5 men, 2 women	...	...	...	1	...	4 A	2	3	...	...	2	...	22,800	39,000	30,900	6,600
5	St. Josephs' college, Naini Tal ...	...	...	1	...	...	2	...	...	1	3	...	...	...	...	5,400	10,200	7,800	...
6	La Martinière college, Lucknow...	...	...	1	...	...	5	...	Staff already paid higher salaries than proposed.										
7	St. Francis' school, Lucknow ...	...	...	...	...	...	...	...											
8	Colvin Free school, Allahabad ...	...	...	1	...	...	5	...	...	3	3	...	...	...	1	9,600	17,100	13,350	2,400
9	Boys' High school, Allahabad ...	2 English, 2 Indian	3 men, 4 women	2	...	...	...	...	...	3	...	...	...	4	...	9,000	13,800	11,400	3,120
10	St. Joseph's High school, Allahabad	...	...	...	...	...	3	...	...	2	3	...	...	...	1	19,800	34,500	27,150	5,400
11	St. Peter's and St Paul's school, Agra	...	...	...	...	...	5	...	...	2	3	...	...	...	...	7,200	13,200	10,200	...
12	St. George's school, Agra ...	...	...	1 woman	...	1 man, 2 women	...	...	...	1	1	...	...	3	...	5,700	9,000	7,350	2,400
	Total ...	13	7	26	...	...	26	4	11 A, 7 B	24	26	...	...	9	6	1,41,900	2,45,400	1,93,650	24,270

	Girls' schools.																				
1	Woodstock college, Mussooree ...	...	...	5	4	...	...	...	...	...	...	2	3	5	...	8,100	11,700	9,900	...
2	Convent High school, Mussooree ...	...	...	4	...	...	...	...	...	...	...	...	2	3	...	3,600	5,100	4,350	...
3	Wynberg Orphanage, Mussooree ...	...	...	2	...	...	3	...	...	...	...	...	2	4	...	4,200	6,000	5,100	1,500
4	Cainville school, Mussooree ...	1	...	1	...	1	2	...	...	...	...	2	2	2	...	5,400	7,800	6,600	2,400
5	Church of England Orphanage, Mussooree ...	...	...	1	...	...	3	...	...	...	...	...	1	3	...	2,700	3,900	3,300	1,500
6	Convent High school, Naini Tal ...	...	...	3	...	...	...	...	...	...	...	1	2	2	...	4200	6,000	5,100	...
7	Wellesley Girls' High school, Naini Tal ...	...	...	7	2	...	2	...	...	...	...	2	3	5	...	8,100	11,700	9,900	1,200
8	All Saints' Diocesan college, Naini Tal ...	1	1	5	2	...	...	...	...	...	...	2	3	5	...	8,100	11,700	9,900	...
9	La Martinière Girls' school, Lucknow ...	...	1	1	...	...	4	1	...	...	...	2	2	4	...	9,000	12,600	10,800	2,400
10	Loreto Convent school, Lucknow ...	...	...	1	...	...	2	...	...	...	...	1	2	1	...	4,800	6,900	5,850	...
11	St. Agnes' day school, Lucknow...	...	...	2	...	...	3	...	...	...	...	...	2	4	...	6,000	8,400	7,200	...
12	McConaghey Free school Lucknow ...	...	1	3	...	...	3	...	...	...	...	...	2	5	...	6,900	9,600	8,250	1,800
13	Girls' High school, Cawnpore ...	...	...	5	2	1	2	...	...	...	...	2	3	5	...	11,100	15,600	13,350	1,320
14	Convent School, Cawnpore ...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	900	1,200	1,050	...
15	Convent High school, Allahabad ...	...	...	4	...	...	...	...	...	...	...	...	2	4	...	6,000	8,400	7,200	...
16	Convent Free school, Allahabad ...	...	...	1	...	...	2	...	...	...	...	1	2	4	...	4,800	6,600	5,700	...
17	Girls' High school, Allahabad ...	3	...	1	...	1	3	...	...	...	...	2	3	5	...	11,100	15,600	13,350	4,200
18	St. Patrick's & St. Aloysius school, Agra ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	Convent school, Jhansi ...	...	...	...	...	...	3	...	...	...	...	1	4	...	...	4,800	6,600	5,700	...
20	St. John's school, Meerut ...	...	...	1	...	...	2	...	...	...	...	1	4	...	...	4,800	6,600	5,700	1,800
21	Convent school, Dehra Dun ...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	900	1,200	1,050	...
	Total ...	5	3	48	10	3	34	1	...	...	...	16	37	71	...	1,15,500	1,63,200	1,39,350	18,120
	Grand Total ...	18	10	74	10	3	60	5	11 A/7B	24	26	16	37	80	6	2,57,400	4,08,600	3,33,000	42,390

APPENDIX C.

Tentative programme of capital expenditure for European schools.

		Rs.
1.	All Saints Diocesan Girls' school, Naini Tal. For redemption of the estate, on condition that a like sum is contributed from Church funds	65,000
2.	Caineville school, Mussooree. To liquidate the school debt ...	32,000
3.	Railway school, Jhansi. Half the cost of proposed new school building	15,000
4.	St. Francis' school, Lucknow. Additional building grant towards project for new school building	5,000
5.	St. Fidelis' school, Mussooree. For new masters' quarters, general improvement of accommodation, electric installation and bakery	53,745
6.	St. George's College, Mussooree. For playshed and gymnasium, electric installation, equipment of laboratory and repairs and fittings to science room	19,903
7.	Woodstock College, Mussooree. For additions and alterations to buildings, and erection of kitchen	8,906
8.	St. Mary's Convent High school, Allahabad. For certain additions and alterations	26,682
9.	Lump provision for furniture, equipment, and small hygiene requirements	20,000
	Total ...	2,46,236

No. 170 (Home—Edn.).

FROM

THE HON'BLE MR. J. C. GODLEY, M.A.,

Under-Secretary to Government, Punjab,
Home (Education) Department,

To

THE JOINT SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION.

Dated Lahore, 29th April 1914.

Home.
Education.

SIR,

I AM directed to reply to your letter No. 27 C. D., dated the 8th January, 1913, on the subject of the education of children belonging to the domiciled European community in India.

2. A local conference was held in Lahore towards the close of January in the current year to consider the recommendations of the Simla Conference on this subject. The members attending the Lahore Conference the proceedings of which are enclosed, accepted with a few modifications most of the resolutions of the Simla Conference, but were unable to agree to the second resolution (Grading of schools), the specific recommendations made in resolution VI (Grants-in-aid), and resolution IX (Award of scholarships).

3. Before proceeding to an examination of the various questions raised in the resolutions, I am desired to refer generally to the circumstances of European education in the Punjab, which appear to differ considerably from those of the older provinces. The domiciled community is comparatively small in number, and there is no large class of indigent Europeans or Anglo-Indians whose educational needs are inadequately provided for, as is understood to be the case in Calcutta, Madras, and elsewhere. There are sixteen well-managed boarding-schools situated in hill stations at which a sound and cheap education is obtainable, while Lahore and other large stations in the plains have enough day-schools to meet all demands. Effort is made to ascertain whether any European children are not receiving education, and to bring pressure on their parents to send them to school; but cases of this nature rarely come to notice. A large number of children are being boarded and educated free of charge in Convent and other schools by means of indigence grants or similar concessions, while many others are wards whose expenses are partly or wholly defrayed by the Anglo-Indian Children's Relief Association and the Punjab Masonic Institute. The system of grants, which includes payment of half the salaries of qualified teachers, is acknowledged by school managers to be liberal; provident funds have been established in many cases; and although the staffing of schools, especially boys' schools, still leaves something to be desired, much improvement has been effected by an increase in the rates of pay and by the establishment of training institutions at Simla and Sanawar. The course of studies has been as far as possible adapted to the needs of particular schools, and pupils are allowed to appear in the Cambridge Local examinations as well as those conducted by the Department. The Lieutenant-Governor, therefore,

is not prepared to say that a comprehensive scheme of reform could advantageously be introduced in this province, although there are doubtless many directions in which improvement would be possible if expenditure were more freely incurred.

4. I am next to communicate His Honour's views in detail on the resolutions of the Simla Conference.

Resolution I.—*Compulsory education.*—While there is general agreement as to the desirability for education up to the Middle or High standard in the case of Europeans domiciled in India, no special measures appear to be required in the Punjab for enforcing school attendance at the lower stages, the advantage of which is sufficiently realised already; and compulsion at the higher stages might involve hardship in individual cases.

Resolution II.—*Grading of schools.*—His Honour agrees with the Lahore Conference that a new grading of European schools is not required at present in the Punjab. Steps are being taken, by the introduction of science teaching, manual training, and domestic science, and in other ways, to bring the school curricula up to modern requirements.

Resolution III.—*Remuneration of teachers.*—There has been a substantial increase in the rate of salaries in recent years consequent on the introduction of salary grants, but annual increments are rarely given except in Government schools, and the rates are still insufficient to attract qualified teachers in the case of boys' schools. His Honour is of opinion that any additional grants which may be made available for the improvement of European education should primarily be devoted to raising teachers' salaries and supplementing provident funds for teachers. Such funds have already been instituted in several schools, and they are becoming general. His Honour accepts clause (*iii*) of the resolution, recommending free education or concessional rates of fees for the children of teachers.

Resolution IV.—*Training of teachers*—Proposals have already been submitted to the Government of India in my letter No. 59, dated the 10th February 1914, for raising the status of the Sanawar training class, the usefulness of which has been amply demonstrated, to that of a fully equipped college. With regard to a proposed addition to scholarships tenable abroad by members of the domiciled European community, while recognising that the present provision of one scholarship annually for the whole of India is insufficient to meet the demand, His Honour doubts whether the grant of a scholarship annually for Punjab candidates could be justified by the number of suitable candidates in this province, and would suggest that the scholarships should continue to be awarded as at present, but that their number should be raised.

Resolution V.—*Collegiate Education.*—The Lieutenant-Governor accepts the view that the need for University education would best be met by establishing special hostels for students of the domiciled community in connection with existing arts colleges, and by arranging for degree courses in the training colleges. In the latter case, however, precautions would have to be taken that the University course should not interfere with or supplant the professional training, but be treated as auxiliary to it.

Resolution VI.—*Grants-in-aid.*—It will be observed from the proceedings of the Lahore Conference that the system of grants now in force in the Punjab is considered to be liberal. The experiment of appointing a special auditor for the accounts of European schools was formerly tried in the Punjab, but it was found that owing to the auditor's imperfect knowledge of the conditions of each school a great deal of needless trouble was caused to school managers. His Honour is not prepared without further enquiry to admit the necessity for all the concessions suggested by the Conference, but considers that the rates of cadet grants and indigence grants might be increased, and that grants of school fees might be allowed for day scholars certified to be indigent.

Resolution VII.—*Concentration of schools.*—This principle has been steadily kept in view for several years past in the Punjab, with the result that many economies have been effected. The policy adopted has been to concentrate middle departments of schools as far as possible in boarding schools in hill stations, and to amalgamate schools in plains stations where differences of creed are not an insuperable obstacle to this being done.

Resolution VIII.—*Examinations and certificates.*—Two school certificates similar to those recommended by the Conference are awarded to candidates who are successful in the Middle and High School Examinations held by the Department. It is optional for schools at present to send up candidates for the Cambridge Local examinations, and the Lieutenant-Governor does not think that these examinations should be made obligatory tests unless school managers desire it, the advantage of the departmental examinations being that they are more readily adaptable to the requirements of particular schools and classes of pupils.

Resolution IX.—*Award of scholarships.*—Competition for Primary scholarships in the Punjab is confined to pupils who are certified to be in need of pecuniary help; no complaint of overstrain has been made in this connection. It will be noticed that the Lahore Conference has recommended an increase in the value of scholarships generally, and the rates proposed appear to His Honour to be reasonable.

Resolution X.—*Special scholarships for soldiers' children.*—A reply has already been sent to the Government of India on this subject in my letter No. 108, dated the 21st March 1914, addressed to the Army Department.

Resolution XI.—*Medical inspection and supervision.*—All European schools in the Punjab are periodically visited and reported on by medical officers, and the medical inspection of school pupils is carried out in five schools. The Lieutenant-Governor does not consider it feasible to appoint special medical officers for this duty, but would approve of an addition being made to the ordinary school grant to cover the cost of inspection if the arrangements were approved. Free medical treatment for the poorer pupils is virtually provided already. His Honour concurs in the opinion of the Lahore Conference that clause (*ii*) of the resolution cannot be accepted.

Resolution XII.—*Administration and inspection.*—The Inspector of European Schools in the Punjab is able to devote the greater part of the year to his special duties, and changes of tenure are infrequent. The present incumbent of the post has held it for nearly three years, and His Honour believes that the continuity has contributed largely to the present satisfactory condition of these schools.

Resolution XIX.—*Instruction in temperance.*—The Lieutenant-Governor agrees that some definite instruction in this important subject should be included in the curriculum. The teaching of physiology, hygiene and domestic science is being gradually improved, and it is proposed to ask school managers to see that lessons on these subjects are coupled with instruction in temperance.

5. There remain certain questions on which the general sense of the Conference was expressed, and on which the opinion of the Local Governments is invited:—

(*a*) *Pupil teachers.*—Pupil teachers were formerly employed in the Lawrence Military Asylum, Sanawar, but the system has been discontinued. The Lieutenant-Governor sees no objection to the system being tried in selected schools.

(*b*) *Trust deeds.*—It is suggested by the Conference that the form of trust deed in respect of a building grant should be revised so as to allow for depreciation of the building and the clearance of all liability within a fixed term of years. In the absence of any evidence of hardship caused by the existing conditions, His Honour is not in favour of relaxing them.

(c) *Syndicates or consultative committees.*—His Honour does not think that it would be of any practical use to constitute a standing committee in the Punjab for giving effect to the recommendations of the Conference. The meetings of such a committee could only be arranged for at long intervals, and periodical conferences of school managers would equally serve the purpose.

6. In paragraph 6 of your letter the question of alterations in the Code is referred to. The Code has already been adapted in various particulars to suit the needs of Punjab schools, and there seems to be no reason why such further modifications of detail as may be introduced in view of local conditions should be treated differently.

7. With regard to the question of the cost involved if the improvements which have been suggested were carried out, an exact estimate cannot be given at the present stage. It is probable, however, that a recurring grant of Rs. 25,000 would suffice for meeting immediate and urgent requirements.

I have the honour to be,

SIR,

Your most obedient Servant,

J. C. GODLEY,

Under-Secretary to Government, Punjab,
Home (Education) Department.

44 DPI—50—30-4-14—SGPP Lahore.

Proceedings of the Conference of Managers, Teachers and others, interested in European Schools, January 21st and 22nd, 1914.

PRESENT:

W. T. Wright, Esquire, Inspector of European Schools, Punjab,—*President.*

Revd. G. D. Barnes, M.A., Principal, L. M. Asylum, Sanawar.

Miss B. Birrell, Ayrcliff Girls' High School, Simla.

Revd. Brother S. M. Bergin, St. Anthony's High School, Lahore.

L. A. Bull, Esquire, Honorary Secretary, Anglo-Indian Association, Lahore.

Revd. W. W. Castle, Station School, Rawalpindi.

Revd. T. H. Dixon, M.A., Station School, Delhi.

Sister M. Elzear, Convent School, Dalhousie.

Dr. J. F. Fleming, Punjab Lunatic Asylum, Lahore.

Revd. Mother Mary de Guadalupe, Convent School, Lahore.

Sister de Gethsemani, Convent School, Multan.

F. R. Grindal, Esquire, P. W. D. Secretariat, Lahore.

W. Hawkins, Esquire, Honorary Secretary, Anglo-Indian Children's Relief Association, Lahore

R. T. Howe, Esquire, B.A., Punjab Civil Secretariat, Lahore.

D Johnston, Esquire, Honorary Secretary, Punjab Masonic Institute, Lahore.

Revd. H. M. Lewis, M.A., Bishop Cotton School, Simla.

Revd. A. P. G. Maunsell, M.A., B.D , Station School, Ferozepore.

Miss C. Mahoney, B.A., Loreto Convent School, Simla.

Dr. C. A. Owen, F.R.C.S., Hall Road, Lahore.

Miss Pearce, Auckland House School, Simla.

Ronald Parsons, Esquire, Personal Assistant to the Military Secretary to His Excellency the Viceroy, Delhi.

Revd. C. Reveley, Vicar-General, Mission of Kafristan and Kashmir, Rawalpindi.

Miss E. L. Rammell, Cathedral Girls' High School, Lahore.

Revd. H. T. Stephenson, B.A., Mayo School, Simla.

Revd. Mother M. de la Salette, Convent School, Murree.

Revd. H. T. H. Wightwick, M.A., Principal, Lawrence School, Ghora Gali.

J. Webber, Esquire, Christ Church School, Simla.

Revd. O. Younghusband, M.A., N.-W. Railway School, Lahore.

January 21st.

I.—The following (resolution I of the Conference on the Education of the domiciled community in India, Simla, July 1912) was discussed :—

"*Compulsory education.*—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognise that this will involve the introduction of free education for all who cannot pay fees."

The Simla resolution was agreed to, with the following addition :—

"This Conference wishes to point out that it is impossible for the Anglo-Indian to earn an honest living without education and that therefore the need of compulsory education for the domiciled community is paramount."

II.—The Simla Conference resolution II was next considered : —

"*Grading of schools.*—The Conference recommend to the attention of Government that—

(*i*) the great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum such as is referred to in the resolutions of the Calcutta Committee as 'secondary';

(*ii*) besides these schools a few schools are required with a curriculum leading to the universities and liberal professions, to be called 'Collegiate Schools,' but to be schools and not colleges;

(*iii*) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded."

Several resolutions were proposed and considered, but the following was finally carried :—

"That the time is not yet ripe for making any change in the present grading of boys' schools." (This was accepted with the proviso that it would not preclude the discussion of the change in curricula.)

III.—In discussing Simla resolution III, *viz.*, that—

(*i*) "salaries of teachers need to be raised, teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds;

(*ii*) Government be urged to make grants to these ends;

(*iii*) free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools;"

the following conclusions were arrived at. It was agreed that present salaries were generally insufficient and that it was desirable to institute a system of incremental salaries. It was not found practicable to suggest a definite scheme, owing to the difficulty of fixing a uniform minimum scale.

As regards provident funds, it was agreed to recommend that they be obligatory on schools, but that the percentage now paid by schools should be found by Government and that the future scale be, teachers' contribution 10 per cent. and the Government contribution 10 per cent. Resolution III (*iii*) was accepted, *viz.*, that free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

IV.—*Simla resolution IV.*—"*Training of teachers.*—The Conference recommend to the attention of Government that—

(*i*) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries, generally a Government training college or colleges for men be established as early as possible at suitable centres.

(*ii*) It was considered that the first new Government training college should be established at Bangalore.

(*iii*) One scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year and in other provinces as necessary.

(*iv*) So long as Government recognise the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training; provided that this would not prejudice the resolution (III) already carried."

Accepted with the following further resolutions :—

"That this Conference considers that normally a more lengthy course of training is necessary than is at present demanded at the Sanawar Training Class and St. Bede's College in order to qualify for teaching diplomas, owing to the youth of the students and consequent want of capability to assimilate the instruction given. They recommend a minimum of three years."

In connection with St. Bede's College it was agreed to emphasise the importance attached to that part of a resolution recorded on page 38 of the Simla Conference proceedings (and resolution XV (*iii*)) to secure "that in any province in which all training is in the hands of one denomination facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training."

V.—*Simla resolution V.*—"*Collegiate education.*—The Conference recommend to Government that—

(*i*) a separate University arts college should be instituted, either affiliated, if possible, to a Western University or self-contained, and conferring its own degrees;

(*ii*) if this be found to be impracticable, there be added in connection with at least one of the training colleges for teachers, arts and science graduate courses both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and the college be affiliated to a recognised University;

(*iii*) in addition, that good hostels for the members of the domiciled community be erected in connection with existing colleges, where such are required;

(*iv*) one great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them; in the interests of the spread of higher education Government should be asked to institute an enquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy."

The Punjab Conference agreed that it is desirable to provide opportunities for higher education for pupils of the domiciled community, and that there be added, in connection with training colleges for men and women teachers, arts and science graduate courses both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and that the college be affiliated to a recognised University.

Recommendation (*iii*) of the Simla resolution was accepted.

January 22nd.

VI.—*Simla resolution IV.*—"*Grants-in-aid.*—The Conference are strongly of opinion that—

(*i*) the Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognised by the provincial education departments as necessary, to be efficient in the grade in which they are classed;

(*ii*) the auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises;

(*iii*) provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school be budgeted for a period of one year or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently."

Clause (*i*) of the above was accepted as it stands, with this additional rider :—" While recognising that the Punjab Government are, as a rule, generous in staff and maintenance grants, this Conference feels strongly that the grants for the building of schools which are considered necessary should be largely enhanced."

The Punjab Conference was unable to accept clause (*ii*) regarding audit, considering that the present procedure of auditing school accounts, whereby each school makes its own arrangements, is sufficient for all purposes in the Punjab.

(*iii*) The Conference expressed itself satisfied with the existing system of grants in-aid. As regards indigent grants, however, it was decided to ask Government to substitute the term "Justice of the Peace" for "the Magistrate of the district" on the ground that guardians sometimes find it difficult to obtain access to the latter officer

Further, as regards such grants, it was decided to recommend an increase of the rate from Rs. 8 to Rs. 10 a month and that the age limitation prescribed in article 41 (*b*) be raised from 16 years in the case of boys to 18 years.

The Conference then turned to clause 2 of paragraph (*iii*) of the Simla resolution recorded on page 26 of the Simla proceedings which runs as follows :—

"The general sense of the Conference was also expressed in favour of a reconsideration of the rates by which additions are made to the grants fixed for the first ten scholars, the raising of the rate of cadet grants and the institution of a system of free grants, boarding-house equipment grants and grants for passage of teachers from abroad under certain conditions, and of leave allowances, also of the payment of part of the annual grant during the first month of the financial year."

The Punjab Conference cordially approved of that clause after excluding the words "for the first ten scholars." Finally, it was resolved to inform Government that the Conference was strongly of opinion that indigent grants now given for boarding schools also should be extended to day schools as well. A sum of Rs. 3 the Bombay scale) was suggested as a suitable day scholar fee grant.

VII.—*Simla resolution VII.*—"The Conference resolved that concentration of schools is desirable where possible."

While agreeing to this, especially as regards hill schools, the Punjab Conference would deprecate the reduction of the number of primary schools in the plains.

VIII.—*Simla resolution VIII.*—"*Examinations and certificates.*—The Conference are of opinion that—

(*i*) two kinds of Government certificates should be awarded to the pupils of secondary schools: First School Certificates and Leaving Certificates.

The First School Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary school for at least three years;

(*b*) that they have completed an approved course of general education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(*b*) that they have completed an approved further course of education as set forth in their school records;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

(*ii*) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Senior Local Examination be the recognised external examination for the First School Certificate, and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examinations of the Leaving Certificate.

(*iii*) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Senior Local Examinations.

(*iv*) The Government should take action to secure—

(*a*) that the Leaving Certificate of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government;

(*b*) that the Leaving Certificate of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange."

In the first place, the Punjab Conference expressed itself dissatisfied with the term "secondary" as being liable to misinterpretation in the minds of the public.

It was also thought that the term "collegiate" where used was not suitable to the Punjab.

The Simla Conference recommendation regarding Leaving Certificates was agreed to generally.

In connection with examinations the following resolution was adopted :—

"That as an experimental measure schools in the Punjab be encouraged to send children for the various Cambridge School Examinations (side by side with the existing Government examinations so long as scholarships are awarded on these latter only), Government being asked to meet at least part of the cost of establishing centres at important towns such as Simla, Lahore, Murree, etc."

IX.—*Simla resolution IX.*—"*Award of scholarship.*—The Conference are of opinion that it must be left to the departments to decide the best way in which to award scholarships, but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination."

Resolved that this Conference disagrees and considers that the abolition of the primary open scholarship examination is detrimental to the progress of the lower standards. In connection with this matter it was resolved that Government be moved to revise the scale of scholarships prescribed in article 102, European Education Code, as follows:—

Primary, increase from Rs. 8 to Rs. 10.
Middle, „ „ „ 12 „ „ 1 .
High, „ „ „ 20 „ „ 30.
Collegiate, „ „ „ 30 „ „ 40.

X.—The Conference has no remarks to make on Simla resolution X regarding special scholarships for soldiers' children.

XI—*Simla resolution XI.*—"*Medical inspection and supervision.*—The Conference recommend that—

(*i*) Government should appoint medical officers, who shall examine, at least once during each school term, the pupils in each school;

(*ii*) the said medical officer should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories;

(*iii*) provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils"

With reference to clause (*i*), it was resolved to ask Government to make an annual grant for the medical inspection of pupils, the grant to be based on the number of pupils inspected, schools being required to maintain a health register for each child.

Clause (*ii*) did not commend itself to the Punjab Conference.

As regards (*iii*), the recommendation was accepted, with the omission of the last three words.

XII.—The Conference has no remarks to make on Simla resolution XII regarding Administration and Inspection.

XIII. *Simla resolution XIII.*—"*Urgency of measures.*—The Conference express the opinion that of the resolutions of this Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school, and the improvement of pay and prospects of teachers."

Agreed.

XIV.—*Simla resolution XIV.*—"*Instruction in temperance.*—The Conference recognising the disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter."

Agreed with the addition of the words "and cigarette smoking" after the word "alcohol."

XV.—*Simla resolution XV.*—"*Education of Women.*—The Conference consider that—

(*i*) inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some Provinces;

(*ii*) the two most urgent problems in the case of girls as in the case of boys are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers;

(*iii*) no new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training;

(*iv*) the applicability to schools for girls of the recommendations of this Conference in connection with the classification of schools, the curricula, examinations and scholarships, be referred to Local Governments for further consideration after consultation with experts in the education of girls;

(*v*) the Government should be asked favourably to consider the grant of scholarships for girls tenable abroad."

As the foregoing proceedings apply *mutatis mutandis* to girls, the Punjab Conference felt that no special recommendation was called for.

XVI.—In connection with the existing curriculum for History the following resolution was passed:—

"That in the opinion of this Conference the present syllabus of the History course for the High School needs alteration. They suggest that instead of taking the whole of English History, special periods be substituted, but that the present Indian History course be allowed to remain as it is."

W. T. WRIGHT,
Inspector of European Schools, Punjab.

February 1st, 1914.

617 DPI—100—17 3 14—SGPP—Lahore.

No. 938M.—4E.-6.

GOVERNMENT OF BURMA.

EDUCATION DEPARTMENT.

FROM

G. B. H. FELL, ESQ., C.I.E., I.C.S.,
Officiating Secretary to the Government of Burma.

TO

THE SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION.

Maymyo, the 9th May 1914.

SIR,

I am directed to acknowledge the receipt of your letter No. 28—C.D., dated the 8th January 1913, with which you forwarded a copy of the report of the conference on the education of the domiciled community in India, held in Simla in 1912. The Lieutenant-Governor, upon receipt of your letter, requested the Director of Public Instruction to consult the Educational Syndicate, the Bishop of Rangoon, selected officers of the Education department and selected school managers on the subject, and to communicate their views to this Government together with a full expression of his own opinion. In July last the Director of Public Instruction convened a local conference in Rangoon, at which European school managers were largely represented, and I am now to submit a copy of the minutes of this conference, together with the following remarks upon its recommendations in the order in which they appear in the report, as well as upon certain other recommendations, referred to in paragraph 4 of your letter and Appendix A thereto.

RESOLUTION I.—COMPULSORY EDUCATION.

The Lieutenant-Governor shares the view of the Government of India that there are great practical objections to the introduction of compulsory education. Moreover, in this province there is no large submerged class, such as is understood to exist in Calcutta and Madras, who are likely to grow up illiterate unless education is made compulsory and at the same time free.

In order, however, to reach the poorest class of the domiciled community, the Director of Public Instruction proposes to increase the number of the existing boarder and orphan stipends. His Honour approves this proposal, and will give effect to it as funds permit. The Director of Public Instruction has also recently submitted proposals for increasing the value of the stipends, and this matter will receive His Honour's consideration. In order to meet the needs of poor pupils not in receipt of stipends, a fee fund has already been started, and a sum of Rs. 5,000 a year has been earmarked for it out of the special recurring grant of

Rs. 2,60,000. From this fund tuition fees and, when necessary, boarding fees of scholars are, on the recommendation of the school managers and Inspectors, paid, in part or in full, at the discretion of the Director of Public Instruction.

Resolution II.—Grading of Schools.

His Honour agrees with the conference of European school managers that there is no need to introduce in Burma a revised system of threefold grading of schools. Sir Harvey Adamson also concurs with the view of the Simla conference that the system of education should be practical and modern; that is, that it should provide a complete course of general education up to the age of eighteen. In Burma it is desirable to add natural science teaching to the high school course, and effect will be given to this principle as occasion offers.

Resolution III.—Remuneration of Teachers.

The recommendations of the Simla conference in this direction are as follows:—

(*a*) that salaries should be raised;

(*b*) that salaries should be incremental and should reach their maximum in ten years;

(*c*) that, generally speaking, initial salaries should be higher;

(*d*) that it should be obligatory on all schools to start provident funds for teachers;

(*e*) that Government should give grants in aid of the furtherance of these objects;

(*f*) that the children of teachers in active employ in Government or aided schools should receive free education or education at special rates in such schools.

With reference to (*a*), it will be observed that the local conference considered the present scale of salaries in European schools in Burma to be adequate, but suggested that special salaries at higher rates might be allowed to teachers possessing special qualifications; *e.g.*, in the case of teachers imported from Europe or with an English degree, or with much experience in teaching either in England or in India. There is only one Government European school in Burma, and in that school there is no teacher whose initial pay is less than Rs. 100 a month. The rates upon which salary grants to certificated teachers in aided European schools are calculated are laid down in paragraph 38 of the Code of Regulations for European schools in Burma (second edition). The local conference of school managers apparently desired that in the case of exceptionally well-qualified teachers in the primary grade a higher initial salary than Rs. 80 should be permitted. The Lieutenant-Governor is disposed to think that there is no necessity, for the present at least, to increase the salaries of teachers in aided European schools. Such schools are not attended by the children of wealthy parents, and are for the most part small. None are endowed, but all are entirely dependent upon fees and upon Government grants to meet their expenses. The fees cannot be raised without hardship to the parents; and unless Government is prepared to meet a larger share than at present of the salaries of teachers no increase of salary is feasible. The Director of Public Instruction is inclined to think that many of the teachers, especially those belonging to the older generation, are not worth any higher salary than they are now drawing. The younger teachers, who have had the advantage of passing through the Government Normal School at Rangoon, are said to be much better educated than their predecessors, since nearly all of them have passed the I.A. examination of the Calcutta University. Probably in the future school managers would be willing to pay enhanced salaries to these men if Government could pay a higher proportion by way of salary grants.

With reference to proposal (*b*), *viz.*, that salaries should be incremental and should reach their maximum in ten years, I am to point out that the rates of salary laid down in paragraph 38 of the European School Code in Burma are in

every case incremental and that, except in the case of high-grade teachers, the maximum is reached in less than ten years. The Lieutenant-Governor will consider further whether any change is necessary with regard to the period within which the maximum salary is reached.

As regards suggestion (*c*), that, generally speaking, initial salaries should be higher, His Honour is disposed to think that the initial salaries in Burma are sufficient, with the possible exception of that of teachers in the primary grade, who at present commence on Rs. 80 irrespective of their qualifications. The Director of Public Instruction considers that teachers holding a high school certificate, although teaching in the primary department, should be allowed to begin on Rs. 100 a month instead of Rs. 80. His Honour will consider whether effect should be given to this suggestion.

As regards the establishment of provident funds for teachers of all schools [item (*d*) above], I am to solicit a reference to Mr. Keith's letter No. 380M.—1E.-10, dated the 10th May 1912, which contains the views of this Government on the subject. As the question is now, it is understood, under the consideration of a committee recently appointed by the Government of India, the Lieutenant-Governor does not think it necessary to express any further opinion at present.

As explained with reference to Resolution VI, the question of amending the system under which Government gives grants-in-aid is at present under the consideration of this Government. It is impossible at present to say whether further grants-in-aid will be required on account of the suggestions put forward in connection with Resolution III. It is probable that, as suggested above, no enhancement of the salaries of teachers in aided schools will be possible unless Government is to contribute more liberally towards them. Whether this will be necessary is a question upon which Sir Harvey Adamson is not prepared at present to express an opinion.

With regard to proposal (*f*), *viz.*, that children of teachers in active employ in Government or aided schools should receive free education or education at special rates in such schools, I am to explain that a proposal to this effect, relating to the children of Government teachers, which was put forward by the Director of Public Instruction in 1907, was negatived by this Government on the ground that officers of the Education department have in reality no more right to have their sons educated at the expense of Government than officers of other departments, and that if this concession were granted it would be difficult to refuse similar concessions to officers of other departments. His Honour is disposed to adhere to this view; but he will be prepared to consider on their merits proposals which may be submitted from time to time by the Director of Public Instruction for granting the concession of free education in individual cases to the sons of teachers in the Government High School or in aided European schools and, if necessary, to make good to the latter schools the whole or part of the fees which would otherwise be charged.

Resolution IV.—Training of Teachers.

The Director of Public Instruction, Burma, writes on this point as follows:—

"The conference were very strongly of opinion that scholarships should be offered annually to the domiciled community in Burma by which they might be able to proceed to Europe for a further course of study. In the year 1907 one annual scholarship was instituted to the value of £200 by the Government of India for men for this purpose, and in 1913 a similar scholarship was awarded to women. Men are required to have passed the high school final examination, and women to have taken a degree. In the case of the latter also certain conditions are laid down as to what courses of study the candidate may follow; for example, women are not allowed to take up the study of medicine unless they have done so in India. So far the scholarship for men has not been awarded to any candidate from this province. The conference think that the education of the domiciled community in Burma has reached that stage at which suitable candidates could be found annually to proceed to Europe with every prospect of a successful career

there. I would point out that the number of men and women passing the European high school final examination, the I.A. and the B.A. is such that one scholarship might very well be awarded annually to each. The total number last year was twenty-three men and thirty-one women, distributed as follows :—

—	European and Eurasian Passes.		Total.
	Boys.	Girls.	
B. A.	6	3	9
I. A.	4	10	14
European high school examination	13	18	31
Total ...	23	31	54

"I would particularly invite attention to the number of young women who pass these examinations. I am of opinion that the conference's proposal is worthy of serious attention, and I would further urge that in the case of women a degree be not required, but that it be sufficient if they have passed the I.A. or I. Sc. examination of the University and are not less than eighteen years of age. This would sufficiently indicate their ability to undertake a course of study in Europe, would not detain them too long in this country, and at the same time would secure that they did not proceed to Europe at too early an age. Other necessary conditions may be added in the case of women. I would recommend that no restriction be imposed as to the course of study to be followed. There is no reason, for example, why a woman should not take up the study of medicine, if she is eligible, who has not studied it in India.

"In the case of men I would recommend that they be also required to pass the I.A. or I. Sc. examination to qualify for a scholarship. If it is thought that a scholarship cannot be awarded annually both to men and women, then I would suggest that it be awarded in alternate years. Government might attach to the holding of the scholarship any condition as regards future service in Burma which might be thought desirable."

The Lieutenant-Governor concurs with these views.

Resolution V.—Collegiate Education.

His Honour apprehends that an expression of his opinion is not required on this subject.

Resolution VI.—Grants-in-aid.

I am to forward the following extract from a letter from the Director of Public Instruction upon this subject, and to say that his detailed proposals have not yet been submitted, but will receive His Honour's careful consideration as soon as they reach this Government :—

"The present system of awarding grants is most unsatisfactory. To put it shortly, it is as follows. The total amount received by the school in fees, income from private sources, and Government grants is considered as income. The cost of the staff *plus* 10 per cent. for supervision and sundry charges is considered as expenditure. The difference between the income and expenditure is made good by Government, provided that the maximum grant does not exceed the income from private sources and fees. If it does, the deficit is made good by Government only to the extent of the income from private sources and fees. To give an example :—a school costs Rs. 17,000. Its fee income is Rs. 4,000. Its Government grant Rs. 4,000. Total income Rs. 8,000. Deficit Rs. 9,000. Government will only pay Rs. 4,000 of the deficit, but if the school entered Rs. 2,500 as subscription in the income side thereby making the total income Rs. 10,500

Government would pay Rs. 6,500. There is no means of checking this contribution, and schools are well aware how to get the largest possible grant. It is quite obvious that a system such as this lends itself to considerable manipulation of figures. If a school draws the maximum grant it draws half its cost, and it would be better to consider whether a grant should not be paid on this understanding without having recourse to a method which lends itself to dishonesty. I am now considering a system of grants which will be based on the supposition that Government pays half the total cost of the school. A special report on this will be submitted in due course."

With regard to the question of audit, I am to submit the following extract from a letter from the Director of Public Instruction, Burma, on the subject :—

"I consider that the auditing of the accounts of European schools should be carried out by a single auditor appointed for this purpose for Burma only. If the accounts of all Anglo-Vernacular schools, Government and aided, were also audited there would be ample work for one officer. At present the boarding accounts of the Government High School, Rangoon, are so audited. I should like to see the boarding accounts of all Government schools audited also. The present system of checking accounts is unsatisfactory. The Inspector of European schools who now does this is not a trained accountant, nor has he the time to go thoroughly into the school accounts. This question, however, might be considered along with any changes which may be suggested in the method of calculating the grants to schools which is still under discussion."

The Lieutenant-Governor is inclined to agree with the Director of Public Instruction; and will consider what measures can be taken to improve the audit of accounts in European schools.

Resolution VII.—Concentration of Schools.

The local conference is of opinion that there is no great overlapping in Burma. The Lieutenant-Governor concurs with this view, and does not think that any scheme for concentration is therefore required in the present circumstances of this province.

Resolution VIII.—Examinations and Certificates.

The Lieutenant-Governor, agreeing with the Director of Public Instruction, endorses the views of the managers' conference on the proposal.

Resolution IX.—Award of Scholarships.

Effect has already been given to this suggestion in Burma.

Resolution X.—Special Scholarships for Soldiers' Children.

Soldiers' children very rarely attend schools in Burma, so that there is no need to make any special arrangements for them. The matter is, however, receiving further consideration on the reference made in letter No. 14449—11-(A.G.-7), dated the 30th January 1914, from the Government of India in the Army Department.

Resolution XI.—Medical Inspection and Supervision.

His Honour is in favour of this proposal. I am to explain that provision has already been made for the inspection of schools and scholars in this province by officers of the Medical and Sanitary departments, and that certain rules formulated to this end by the Sanitary Commissioner, in consultation with the Director of Public Instruction, are now in operation. The matter, however, is also being further considered in connection with the report recently received from a local committee of experts on school hygiene.

Resolution XII.—Administration and Inspection.

Both the local conference and the Director of Public Instruction are of opinion that a time will soon come when it will be necessary to relieve the Inspector, who is at present in charge of the European as well as of the Normal schools in this province, of the latter duties, in order that he may devote himself entirely to the former. Sir Harvey Adamson concurs in this view.

Resolution XIII.—Urgency of Measures.

The Simla conference expressed the opinion that the most urgent matters are the education of those children who do not at present attend school and the improvement of the prospects and pay of teachers. The latter question has been discussed in connection with Resolution III. The local conference has merely endorsed this Resolution. So far as the question of the urgency of improving the pay and prospects of teachers is concerned, this view is entirely at variance with the opinion which the local conference expressed with regard to the adequacy of the present scale of salaries in European schools in Burma. As regards the education of those children who do not at present attend school, the Lieutenant-Governor has attempted to obtain statistics of the number of European and Anglo-Indian children of school-going age who do not attend school. It is impossible, however, to obtain accurate figures; and the conclusion which His Honour has formed is that the number of such children is practically negligible in this province. As explained above, there does not exist in Burma a large and partially submerged Anglo-Indian community such as, it is believed, exists in Calcutta and Madras, and possibly in other large Indian cities.

Resolution XIV.—Instruction in Temperance.

The Simla conference recommended that in courses of instruction in general hygiene and physiology there should be included special instruction in temperance and the effect of alcohol on the human body. The Government of India have enquired how effect can best be given to this Resolution. The local conference of school managers have put forward no proposals on this subject. The Bishop of Rangoon has suggested that temperance teaching should be shown in the school time-table and that encouragement should be given to special lecturers to enable them to give lectures on the subject in different parts of the country. The Director of Public Instruction approves of these proposals, and the Lieutenant-Governor will consider how effect can be given to them. Another proposal put forward by the Directors of certain large Catholic high schools in Burma is that instruction in temperance might advantageously be made compulsory and might be made one of the subjects for the public examinations. His Honour is not prepared to accept the latter suggestion. I am to submit for the information of the Government of India a copy of a circular, dated the 4th August 1909, issued by the Director of Public Instruction, Burma, to the Principals of all European schools as well as other schools in Burma, regarding the subject of direct instruction on temperance; and to say that in all girls' schools there is also in Standards I to IX direct teaching regarding the abuse of alcohol and other spirits, while in boys' schools the same subjects, together with the danger of the abuse of tobacco, are taught in these standards under the head of Hygiene. In addition, lectures are occasionally delivered by qualified persons with the consent of school Managers.

Resolution XV.—Education of Women.

(i) One-half of the school managers who attended the recent local conference were ladies connected with girls' schools. In the circumstances His Honour does not consider a separate local conference necessary.

(ii) The remarks made above in connection with Resolution XIII are equally applicable in respect to the education of European girls in Burma. The prospects of women teachers in such schools are said to be satisfactory; and there is practically no illiteracy among girls of the domiciled community.

(iii) His Honour agrees in the view that encouragement should be given to existing institutions. I am to explain that training is not, in Burma, in the hands of one denomination.

(iv) The Director of Public Instruction writes as follows:—

"The managers of girls' schools were not in favour of a girls' curriculum differing very much from that for boys. They considered that the subjects now required in the middle school, namely, English, arithmetic, mensuration, geography, domestic economy (that is, practical house-keeping and cooking) should remain as compulsory subjects, and that the two optional subjects required should be chosen from the following subjects as laid down on page 63 of the European Code:—

A Second Language,	Algebra,
Science,	Geometry,

History of England.

"They pointed out that needlework is already taught in all girls' schools. They considered that that subject, along with practical house-keeping and cooking, gives to the girls' curriculum sufficient "home" colouring. The managers were of opinion that cooking should be definitely laid down as part of the work of the girls' schools from Standard IV to Standard VII. With this opinion I agree. It is desirable in the case of girls as in the case of boys that the curriculum should provide a good general education. This in my opinion the middle school curriculum does, and with the addition of cooking which has been suggested, I think the course for girls will be sufficiently practical.

"The conference recommended that a certain number of scholarships should be reserved for girls at the middle and high school stages. I have no objection to this, but it will probably be found in the future, as it has in the past, that the girls can more than hold their own in the scholarship examination. During the current year, competing on equal terms with the boys, girls gained sixteen middle English scholarships and the boys four, and of the high scholarships seven were gained by girls and five by boys."

The Lieutenant-Governor accepts these views.

Finally, with regard to the suggestions put forward in Appendix A attached to your letter under reply, I am to say that the proposed increase in the number of stipends, both boarder and orphan, to which reference has been made above, will probably have the effect of rendering education possible for the children of the very poorest members of the domiciled community. There are practically no industrial schools in Burma to which pupils could be sent and there appears to be no demand for such schools at present.

With regard to the second suggestion, I am to say that the Lieutenant-Governor is not in favour of introducing a pupil teachers' system as a method of selecting young men for the training-college. The Director of Public Instruction observes as follows:—

"I recognize its great value in giving young people experience in handling a class for several years before they enter a training-college, and I am certain that the product of a pupil-teacher system *plus* a training-college education would be far better from the point of view of practice than the product of a training-college education only. But the amount of strain that would be placed upon young people who had to teach all day, were under instruction themselves either before or after school, and had a certain amount of home preparation in addition, would be disastrous. The present system by which we select candidates who have passed the initial examination and give them a certain amount of practical and theoretical training in the normal school, while at the same time encouraging them to proceed to University examinations, is, in my opinion, best suited to the province."

With regard to the third suggestion, I am to say that, under paragraph 122 (vi) of the Burma Education Code, the Government lien on a building, to the erection of which it has contributed part of the cost, ceases after twenty years, after which period the managers are at liberty to divert the building to other than educational purposes.

With regard to the fourth suggestion, there appears to the Lieutenant-Governor to be no necessity in Burma to form a consultative committee to give effect to the recommendations of the conference.

As regards the last suggestion, I am to say that the ladies who attended the local conference of school managers were of opinion that the curriculum for girls in this province does not impose any undue mental or physical pressure.

I have the honour to be,

SIR,

Your most obedient servant,

G. B. H. FELL,

Offg. Secretary to the Government of Burma.

Proceedings of the Conference of European School Managers held in the Office of the Director of Public Instruction on July 7th, 8th and 9th, 1913.

LIST OF THOSE PRESENT.

Mr. W. G. Wedderspoon, Officiating Director of Public Instruction.
Mr. S. W. Cocks, Officiating Inspector of European and Normal Schools.
Mr. G. F. Munro, Officiating Inspector of Schools, Pegu Circle.
Mr. C. W. Ainley, Head Master, Government European School, Maymyo.
Rev. R. H. Courtenay, St. Philip's School, Rangoon.
Rev. R. Rocksborough Smith, Diocesan Boys' School, Rangoon.
Rev. N. K. Anderson, St. Matthew's School, Moulmein.
Rev. T. Francis Ingram, Baptist European School, Mandalay.
Rev. Dr. Kelly, Baptist European School, Rangoon.
Rev. T. Fisher, St. John's European School, Toungoo.
Brother Cyprian, St. Paul's School, Rangoon.
Brother John, St. Peter's School, Mandalay.
Brother Aimar, St. Patrick's School, Moulmein.
Mr. A. J. Cohen, Jewish School, Rangoon.
The Mother Superior, St. John's Convent, Rangoon.
Sister Margaret Mary, Do. Do.
Sister Patrick, Mandalay Convent School.
Sister Brendan, Maymyo Convent School.
Sister Augustine, Toungoo Convent School.
Miss Perkins, Thandaung English Wesleyan Mission School.
Miss Illingworth, Do. do.
Miss Orcutt, Methodist Girls' School, Rangoon.
Miss Tillman, Morton Lane Girls' School, Moulmein.
Mrs. Chard, Bishop's Home.
Miss Summer, Diocesan Girls' School, Rangoon.
Miss Cook, St. Michael's School, Maymyo.
Miss Selby, St. John's European School, Toungoo.

The Conference decided to take the resolutions passed at the Simla Conference *seriatim*.

Resolution I.—The Conference was of opinion that compulsory education need not be discussed. With regard to free education the Conference considered that larger provision should be made for the free schooling of poor children. It was quite true that in Burma the depressed class of Anglo-Indians, such as seem to be found in Bengal, hardly exists, but there is a considerable number of the domiciled community who are not in a position to pay for the education of their children and it is necessary to provide assisted education for this class. They therefore advocated that—

(i) more assistance should be given to orphanages,
(ii) board and orphan stipends should be increased both in number and in value,
(iii) a fee fund should be established to assist poor Anglo-Indians in paying fees.

Resolution II.—The Conference agreed that in Burma no change in the grading of schools was necessary. It concurred with the Government of India's view that a more modern and practical form of education for the majority of boys might be established where such a course was desirable. In this connection the Committee was of opinion that science teaching should find a place in every High School and that funds for the building and equipment of laboratories might be supplied from the special grants. It was doubtful, however, whether practical studies could balk to any great extent in the Middle course. In Burma, at any rate, this course had been drawn up with a view to providing a good all round education for such pupils as might leave at the end of the middle stage, and there was a general consensus of opinion that none of the subjects now prescribed could be omitted from the curriculum without serious loss to the pupil. The schools were, however, prepared to teach Shorthand and Typewriting as additional subjects to any pupils who might desire them on the understanding that the Government would assist in supplying the necessary apparatus. It was pointed out that these subjects, although they are already included as additional in the High School curriculum, had so far not been taken up.

Resolution III.—The Conference considered that the present scale of salaries in European Schools in Burma was adequate, but suggested that at the discretion of the Director of Public Instruction, special salaries at higher rates than the sanctioned scale might be allowed to teachers with special qualifications, for example, in the case of teachers imported from Europe or with an English degree or with much experience in teaching either in England or in India.

Further the Conference was agreed that the teachers trained locally who had gained a High School certificate or its equivalent might be allowed to begin on a minimum salary of Rs. 100 a month.

Resolution IV (iii).—The Conference recommended that one scholarship annually for men and one for women should be provided for Burma and that Burma should not be dependent on a single scholarship open to the whole of India. They were of opinion that candidates of a suitable kind will always be available in this Province, and that the chances of Burma being awarded a single scholarship now given to all India, were exceedingly small. As a matter of fact the scholarship for men, although established for some years, had not yet come to Burma. The Committee venture to press this matter on the attention of the Local Government, as the award of such scholarships would stimulate the desire for higher education and provide a career for the most deserving of the Anglo-Indian community, as well as a supply of candidates for such higher appointments in the Province as might be available.

Resolution V.—The Conference endorsed the view of the Government of India that there is not a suificient demand for collegiate education to justify the foundation of an arts college for the domiciled community, and they considered that hostels for Europeans attached to the present colleges would be sufficient.

Resolution VI.—The Conference considered that the system of awarding grants was not altogether satisfactory, and that a simpler system might with advantage be introduced under which schools would benefit much as they do now. They also considered that the system of grants might be made more elastic. Certain recommendations were made which will be submitted separately.

Resolution VII.—The Conference agreed that concentration of effort was desirable, and that the multiplication of schools, largely due to sectarian differences, was likely to lead to such dispersion of effort as would impair efficiency; but they were not satisfied that there was any great over-lapping in Burma and were not prepared to recommend any action.

Resolution VIII.—The following recommendations were accepted by the Conference unanimously:—

(1) A First School Certificate, corresponding very much to what is now called the Middle School Certificate, should be issued.

(2) A Leaving Certificate, taking the place of what is now called High School Final Certificate, should be issued.

A resolution that a school record sheet should be kept for each pupil from Standard V upwards, and should be given to him when he leaves school, was approved by 13 to 8. But a further proposal that the school record should be attached to the Leaving Certificate and an endorsement made on that certificate to the effect that the pupil's school record forms part of it, was negatived. In view of the rejection of the second proposal it was proposed and carried that the former resolution should be rescinded, as it practically would mean nothing. There was held to be no objection to a school recording annually the work of the boy for its own information, but there was a decided feeling that unsatisfactory work in early years should not be necessarily included in estimating character at the end of the course.

It was pointed out that the High School course in Burma was a three years' course and it was therefore agreed to read in clause (*a*) of the conditions for the Leaving Certificate in place of "two years" the words "ordinarily three years." In exceptional cases recommendations for the reduction of the course to two years might be made at the end of the first year of study, but they should be made only after full and careful consideration and with the approval of the Inspector.

The Conference rejected by 23 to 1 the resolution of the Simla Conference approving of the various Cambridge examinations as the examinations to be held for Leaving Certificates at the end of the Middle and High School courses. The Conference preferred to retain the Departmental examinations which were, in some respects, on a higher standard than the Cambridge examinations, and they were strongly of opinion that they were more suitable to the Province, because it was possible for the Inspector to examine the school records, and to take any other steps he might consider necessary, to substantiate the results of the written examination. Such a course was obviously impossible to an examination body in England, and they considered that examination without inspection was the worst possible method on which to award Leaving Certificates. The Committee considered that it is an accepted educational principle that Inspection and Examination should be closely associated. They recognized that local standards are not as yet recognized definitely in Europe, but it was pointed out that only a very small percentage of pupils proceed to England to continue their studies, and that in many cases those who do, have completed a University course up to the I.A. standard which is recognized by the Universities in Great Britain. In any case, they were unwilling to agree that the local examination which now gives general satisfaction should be sacrificed, in order that a very small number of candidates might receive certificates

recognized in England. It was pointed out by the Chairman that in the case of one pupil who had proceeded to Edinburgh to study medicine a recommendation had been made to the Senatus of the University there that his certificate might be accepted as it was more than equivalent to the Medical Preliminary Examination held in Scotland: if the Senatus agree to this it will be one step towards the recognition of the High School Final leaving certificate in the Universities of Great Britain.

Resolution IX.—The Conference agreed that the strain of competitive examination for boys and girls at the end of the primary school was most undesirable, and recommended that primary scholarships should be abolished and the money utilised in providing additional scholarships at the end of the Middle and High School stages. The Committee were also of opinion that these scholarships should be awarded on the results of the Final examinations at their respective stages.

Resolution X.—The Committee had no recommendations to make.

Resolution XI.—The Committee agreed with the recommendation.

Resolution XII.—In Burma one Inspector has been in continuous charge of the European Schools since the European Code was introduced: he has also under his control all the Normal Schools of the Province. The Conference considered the time would come in the near future when a separate Inspector would be required for the European Schools.

Resolutions XIII and XIV.—The Conference endorsed these resolutions.

Resolution XV.—The Managers of the Girls' Schools who attended the Conference agreed that the curriculum might be modified slightly with a view to introducing subjects of particular interests to girls. They were of opinion that cooking should be a compulsory subject for all girls' schools from Standard IV upwards, and that for domestic economy as now understood should be substituted a course in cookery and practical household management. They did not agree that any other change in the ordinary curriculum was desirable to suit girls.

The Conference agreed that certain number of scholarships should be reserved for girls only at the end of the Middle and High School stages, and they suggested that one-third of the number should be given to boys, one-third to girls, and that the remaining third might be opened to both boys and girls. This proportion might be modified if it was found unsuitable in practice.

W. G. WEDDERSPOON,
Offg. Director of Public Instruction, Burma.

Printed by order of the Government of Burma.

G. B. C. P. O.—No. 970, Secy., 6(b), 18-2-1914—72—R. A. P.

Circular No. 9361—5G.-32, dated the 4th August 1909, from the Director of Public Instruction, Burma, to (1) The Principals, Superintendents and Head Masters of Anglo-Vernacular Schools in Burma; (2) The Principals of Normal Schools in Burma; (3) The Principals of European Schools in Burma; (4) The Principals of Secondary Vernacular Schools in Burma; (5) The Principals of Colleges in Burma; and (6) All Inpectors of Schools.

In pursuance of this office Education Department Circular No. 10203—5G.-42, dated the 9th December 1908, relating to the general subject of direct instruction on temperance, the undersigned has the honour to draw attention to a particular point in this connection, namely, the increase in cigarette-smoking among students and school boys. The evil effects of this practice are obvious and undoubted. The undersigned therefore suggests that steps should be taken by Principals, Superintendents and Head Masters to prevent the consumption of cigarettes in or about school premises and that pupils should be warned against buying or procuring them for consumption elsewhere.

In lessons or lectures dealing with the evil effects of narcotics or of tobacco taken in excess, special emphasis should be laid on the injurious results of cigarette-smoking.

Inspectors will note in their inspection reports what steps have been taken by the school authorities in each case to give effect to the instructions contained in this circular and that quoted above.

Printed by order of the Government of Burma.

G. B. P., Maymyo—Nos. 3 & 6, Secy. 9(c), 12-5-1914—82—C. R. W.

GOVERNMENT OF BIHAR AND ORISSA.

EDUCATION DEPARTMENT.

EDUCATION BRANCH.

No. 1865E.

FROM

THE HON'BLE MR. H. McPHERSON, I.C.S.,
OFFG. CHIEF SECRETARY TO GOVERNMENT,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION, SIMLA.

Ranchi, the 29th August 1914.

SIR,

IN reply to your letter No. 29C.D., dated the 8th January 1913, I am directed to submit the views of the Lieutenant-Governor in Council on the recommendations made by the Conference held at Simla in July 1912 to consider the subject of the education of the domiciled community :—

(1) *Resolution* 1.—*Compulsory Education.*—His Honour in Council cordially agrees with the Conference that it is most important to bring to school those Anglo-Indian boys who do not at present attend. The methods to be adopted must, however, vary according to local circumstances and in Bihar and Orissa the problem is not acute. The Anglo-Indian population is here relatively small, only 3,405, of whom 2,953 were recorded at the last Census as literate. The needs of this population are served by 17 schools, attended by 1,017 children of whom 536 are boys and 481 girls. Of these 216 receive instruction up to the Secondary and 262 up to the Higher Elementary standard, 70 receive technical instruction at the Railway Workshops at Jamalpur and the remainder are in the elementary stage. Making allowance for children below school-going age there seems therefore to be little illiteracy among the Anglo-Indians of the province and the Lieutenant-Governor in Council sees no necessity to adopt the remedy of compulsory education. The Director of Public Instruction has recommended, however, that the more destitute children of the domiciled community should be assisted by raising the free boarding grant of Rs. 8, which is reported to be inadequate, to Rs. 10 to meet the cost of board, lodging, and clothing. The Lieutenant-Governor in Council is prepared to accept this proposal which is estimated to cost about Rs. 7,500 a year, and a further recommendation of the Director of Public Instruction that the value of the free studentships should be raised from Rs. 2 to Rs. 3 a month. The latter change will involve an additional expenditure of Rs. 600 a year only.

(2) *Resolution II.—Grading of Schools.*—The Conference discussed the possibility of establishing two alternate types of secondary schools, the one to be complete in itself and the other to lead to higher education. His Honour

in Council agrees with the Director of Public Instruction, that the two types might generally be united in one school with two distinct "sides," but that in any case no separate Collegiate School is required in this province. With regard to the curricula of secondary schools, it will be sufficient if the Inspector of European Schools is careful that the combination of subjects which the schools are permitted to take up for the Cambridge Junior School Certificate Examination is such as will provide a sound education. Something has been done to secure for the boys a practical, industrial or agricultural education by arranging for the training of a limited number at the Railway Workshops at Jamalpur, and by the establishment of a "Bihar and Orissa Cottage" at St. Andrew's Colonial Homes at Kalimpong. It is too early yet to predict how the general development of technical and industrial education in the province, which has been recently considered by a Committee, will affect the small community of Anglo-Indians.

(3) *Resolution III.—Remuneration of Teachers.*—The Lieutenant-Governor in Council agrees that the improvement of teaching staff is of the greatest importance and can only be effected by increasing their remuneration. The Director of Public Instruction recommends that a salary of Rs. 150—15—300 and Rs. 100—10—200 should be given to trained and Rs. 100 and Rs. 60 to untrained male and female teachers, respectively, and that half the salaries of trained teachers and one-fourth of the salaries of untrained teachers should be provided by Government. The adoption of this system in Bihar and Orissa, in place of the grant already given, would involve an immediate increase of expenditure of Rs. 4,980 a year and an ultimate increase of Rs. 34,680, Details of this calculation are given in Appendix A. The Lieutenant-Governor in Council is prepared to accept these recommendations and to give effect to them as funds permit.

(4) *Resolution IV.—Training of Teachers.*—It is not considered necessary to establish in Bihar and Orissa any separate institution for training male or female teachers, European or Anglo-Indian, as it is believed that accommodation is available for the admission of teachers from this province to institutions in other parts of India. To this end the Lieutenant-Governor in Council has already sanctioned a scholarship of Rs. 40, a month, tenable for two years by a male student, for training at Sanawar and he proposes to sanction similar scholarships for women in the training class of the Dow Hill School at Kurseong, at a cost of Rs. 960 a year. The scholarship for Anglo-Indian ladies desirous of undergoing educational or medical training in England, recently created by the Government of India, affords another means for the more efficient training of teachers of a higher grade. In addition to the opportunities thus provided the apprentice system, though open to the objection that some teachers will be unwilling to undergo a probationary period, gives young men who are without means, an opening to a profession and promises success if it leads to a regular training in a training college. In connection with this question of training I am to refer to your letter No. 690 (Education), dated the 17th April 1914, and to my letter No. 1143E., dated the 25th May 1914, in which a proposal has been made to send an Indian female candidate, should one be forthcoming, to England for training every alternate year, and to award her a scholarship of £200 a year, tenable for two years, in addition to a second class passage to England and back. His Honour in Council does not expect that for some years to come properly qualified Indian ladies will be forthcoming, and he would therefore throw these scholarships open to Anglo-Indian ladies, though their field of work will be in the schools for Indian, rather than for Anglo-Indian, girls.

(5) *Resolution V.—Collegiate Education.*—A College for Europeans is at present not required: in the United Provinces European and Anglo-Indian students, both men and women, attend the Muir Central College at Allahabad in considerable numbers and a similar arrangement will suffice in Bihar and Orissa if necessity arises. The question of opening a European or Anglo-Indian hostel at Bankipore will be considered by the local Government if the community support such a scheme.

(6) *Resolution VI.—System of Grants, Keeping of accounts.*—The Lieutenant-Governor in Council regrets that he is unable to accept the suggestion of the Conference that Government contributions to a school should not be

determined by any fixed rule but should simply be the amount required to bring the income of the school up to the amount necessary for its maintenance in a state of efficiency. General action on these lines would, he fears, tend to reduce the amount of private subscriptions and proportionately increase the cost to Government, who are, however, quite prepared, to accord special treatment to special cases on the recommendation of the Director. He has no objection to the proposal that the accounts of all European schools should be audited by the Audit Department.

(7) *Resolution VII.—Concentration of Schools.*—In Bihar and Orissa the number of schools is small, and the only places where two schools are found close together are Bankipore and Cuttack, the schools being maintained by two different religious bodies in each case. Action on the lines suggested by the Committee is therefore not practicable.

(8) *Resolution VIII.—Examinations and Certificates.*—The proposal of the Conference favouring the award of two Government certificates only, *viz.*, the First School Certificate and the Leaving Certificate, commends itself to the Local Government. It appears desirable to limit strictly the corresponding external examinations to the Cambridge University Junior and Senior School Certificate Examinations, respectively. This limitation will simplify arrangements and unify teaching while leaving sufficient freedom. No action is in fact required in this province as only one school has so far been provisionally recognized as secondary.

(9) *Resolution IX.—Scholarships.*—His Honour in Council agrees with the Director of Public Instruction that the number of scholarships already sanctioned is generally sufficient and that the conditions of award are suitably elastic. He would therefore make no change in the present system. He would accept, however, a recommendation of the Director that on an average two scholarships of the value of Rs. 3 tenable for 4 years should be created at each school for the children of teachers residing with their parents, the amount of the scholarship being merely sufficient to cover the cost of school fees. He also thinks it desirable that some of the scholarships already awarded should be given to children whose parents have been transferred to other provinces to enable the children to be kept at a boarding school, instead of being transferred to schools following different curricula.

(10) *Resolution X.—Special Scholorships for soldiers' children.*—The number of soldiers' children in this province is very small and none of them are known to have proceeded beyond the standard taught in the army schools. Should at any future date any individual child be reported fit and anxious to proceed to a hill school, the case will be considered on its merits.

(11) *Resolution XI.—Medical Inspection and Supervision.*—The question of the medical inspection of European Schools has been considered by a committee appointed by the Local Government to consider generally the question of school hygiene. They have recommended that the day schools should be under the charge of the medical officers of railways and the boarding schools under that of the Civil Surgeon of the district and that an allowance be granted in each case for this duty. The question affects all classes of schools in the province and the Local Government are not prepared to pass orders till they have considered the recommendations of the committee in all their bearings.

(12) *Resolution XII.—Administration and Inspection.*—A whole-time Inspector of Schools is not at present required.

(13) *Resolution XIV.—Instruction in Temperance.*—The Lieutenant-Governor in Council approves of the Director of Public Instruction's suggestion that the dangers of intemperance should be thoroughly explained to boys in an impressive and manly way, care being taken not to inculcate a morbid or intolerant spirit but to prove to them that virility and self-control are on the same side. Two or three lectures in the year might suffice and the Inspector of Schools should be asked to see that they are suitably delivered.

(14) *Resolution XV.—Education of Women.*—His Honour in Council agrees with the Director of Public Instruction that the curriculum in girls' schools should provide a more practical course of sewing, including the use of the sewing machine and has approved of the instructions drafted by the Inspectress of Schools with this object.

2. With reference to paragraph 6 of your letter, I am to say that the Code of Regulations for European schools in force in Bengal is applicable in this province. The reforms suggested above will necessitate alterations in sections 16, 20, 21, 28, 38 (*d*), 40, 43, 46, and 97 of the Code.

3. The total annual cost of the education now imparted to the children of the domiciled community is approximately Rs. 1,50,000. It is roughly Rs. 200 per head, for the Secondary and Higher elementary pupils and Rs. 100 for the others, the general average being Rs. 150. Of the total cost as nearly as possible one-third is paid by the State, one-third is raised in the shape of fees, and one-third is provided by railway grants, subscriptions, donations, etc. Full effect is thus given to the guiding principle laid down by the Government of India in paragraph 3 of your letter that the education of the domiciled community should be based on private enterprise led by inspection and aided by grants from public funds. The recommendations made in this letter will not alter the ground work of the present system, for the grant of the proposed assistance will be conditional on the provision of proportionate additional funds by private enterprise.

4. The total cost of the proposals enumerated above amounts to Rs. 22,000 a year, rising to a possible total of Rs. 52,000 in ten years' time. This last figure, however, is based on the assumption that at some future date all the trained teachers in the European schools in the province will have completed ten years' service in their posts, a state of affairs never likely to be realised. A more conservative and probably more accurate estimate of the maximum cost involved would be Rs. 42,000. When the maximum has been attained, the total expenditure on Anglo-Indian schools will be approximately Rs. 2,17,000 made up of the following sums:—

	Rs.
Present expenditure	1,50,000
Additional grant, other than teachers' salaries	17,000
Increase in teachers' salaries of which half will be paid by the State—approximately—	50,000
Total ...	2,17,000

Of this total, the state will be contributing Rs. 92,000 (the present expenditure of Rs. 50,000 *plus* the increased expenditure of Rs. 42,000). The proportion paid by the State will thus be 42 per cent. against the present contribution of one-third. Out of the additional contribution of Rs. 42,000, Rs. 5,000 is available from the Imperial grant of Rs. 25,000 for European schools. Towards the balance of Rs. 37,000 His Honour in Council hopes that the Government of India will be pleased either to concede an additional Imperial grant or to allow provision to be made in the new Financial Settlement. Failing either of these alternatives, the increased expenditure will be met, necessarily at a less rapid rate, as local revenues can be made available for the purpose.

I have the honour to be,

SIR,

Your most obedient Servant,

H. McPHERSON,

Offg. Chief Secretary to Government.

MEMO. No. 1866E.

Ranchi, the 29th August 1914.

COPY forwarded to the Director of Public Instruction, Bihar and Orissa, for information, with reference to his letter No. 17517, dated the 27th December 1913.

By order of the Lieutenant-Governor in Council,

H. McPHERSON,

Offg. Chief Secretary to Government.

APPENDIX A.

		Initial.	Ultimate.
		Rs.	Rs.
11 trained male teachers	... ...	825	1,650
1 untrained male teacher	... ...	25	25
33 trained lady teachers	... ...	1,650	3,300
18 untrained lady teachers	... ...	270	270
		2,770	5,245 a month.
		33,240	62,940 a year.
Less—The amount of the grants paid during the current year.		28,260	28,260
Total	...	4,980	34,680

B. & O. G. P. (P. A. & E.) No. 245—150—31-8-1914—J. M. R.

No. C.-94, dated the 29th June 1913.

From—R. C. H. Moss King, Esq., I.C.S., Chief Secretary to the Chief Commissioner, Central Provinces,

To—The Secretary to the Government of India, Department of Education.

Edn. A. Jany. 1913, nos. 106—109.

I am directed to acknowledge the receipt of letter no. 30-C. D., dated the 8th January 1913, from the Government of India in the Department of Education, forwarding a copy of the discussions and resolutions of the Conference on the education of the domiciled community, which was held in Simla in July 1912.

2. The resolutions have been discussed by the Director of Public Instruction with several local gentlemen, who are particularly interested in the question, and, after considering the opinions expressed in the course of this discussion, the following are the views which the Chief Commissioner would take in regard to each resolution separately :—

Resolution I.—is accepted, but it is recognised that financial and other inherent difficulties place its execution outside the sphere of practical politics at present.

Resolution II.—The economic circumstances of these Provinces, in so far as they concern the domiciled community, do not call for the differentiation of schools outlined in this resolution. No dissatisfaction is felt with the scope of the present curriculum as fitting students for the careers available for them, and no alteration is at present called for. Should conditions change, the curriculum can be altered as necessity may demand.

Resolution III.—Clauses (*i*) and (*ii*) are accepted, but the Chief Commissioner is opposed to clause (*iii*) as it appears to postulate a privileged treatment to a certain class of employés that, in his opinion, hardly seems sound in principle. If they are given a fair wage, there seems no reason why teachers should be selected for special treatment in regard to the education of their children.

Resolution IV.—Clauses (*i*), (*ii*) and (*iii*) are necessary, but the Chief Commissioner would ordinarily make it a condition of the grant of studentships for educational training abroad (clause *iv*), that employment is assured for the student in educational work on his return to this country.

Resolution V.—The institution of a separate University Arts College (clause *i*) does not, the Chief Commissioner considers, appear to be called for. There is no real demand for it, as the Indian Colleges provide adequate higher education for the domiciled community, and it is as well to avoid anything which emphasises the matter of race distinction. The proposal in clause (*ii*) is not clearly understood. It appears to be much the same as that contained in the latter part of clause (*i*) or to suggest an inferior kind of College joined on to a Training College. In either case, the proposal does not commend itself to the Chief Commissioner. He approves, however, of clauses (*iii*) and (*iv*). In regard to the latter, it has been suggested that the establishment of employment bureaus on a limited scale might give considerable assistance to members of the domiciled community in finding suitable employment.

Resolution VI.—While approving of clause (*i*) Sir Benjamin Robertson sees no necessity for the application of clause (*ii*). No difficulty in the matter has been experienced in these Provinces under the existing procedure whereby the Inspector examines accounts. The method of assessing grants-in-aid proposed in clause (*iii*) appears open to objection, as being pauperising in tendency and likely to encourage recklessness in expenditure, without stimulating any attempt to provide income from private sources.

Resolution VII—is accepted.

Resolution VIII—Clause (*i*) practically embodies the present practice, but the Chief Commissioner is not in favour of clause (*ii*), and can find no reasons for the adoption of certain English examinations in place of the present local ones as essential for a certificate. With this modification clauses (*iii*) and (*iv*) are accepted.

Resolution IX.—The present system in these Provinces of awarding all scholarships by examination does not appear to have caused any undue strain on young children and no alteration is believed to be called for.

Resolution X.—All scholarships in the Central Provinces are open to competition by soldiers' children, and no special concessions appear to be needed. The matter, however, appears to be one in which the necessary funds should be supplied by the Military Department, if concessions are considered desirable.

Resolution XI.—The Chief Commissioner agrees that medical inspection is necessary (clause *i*), but he does not think that the grant of powers to Medical officers as contemplated in clause (*ii*) is likely to secure concord. The schools recognise the Education Department as their guide, and it would be preferable that the Medical Officer should submit his report to that Department, and leave it to the Department to take necessary action for enforcing sanitary and hygienic requirements in the schools. Sir Benjamin Robertson has doubts as to the advisability of clauses (*iii*). The ordinary means of obtaining free medical treatment are open to all irrespective of race, and it would be unwise to make any distinction in favour of the children of the domiciled community.

Resolutions XII to XV.—The Chief Commissioner accepts the remaining Resolutions passed by the Conference.

Edn. A. Jany. 1913, nos. 106—109.

3. I am now to turn to the informal opinions of the Conference reproduced in Appendix A of the letter under reply. With regard to the first of these, I am to explain that the position of the small domiciled community in these Provinces is not such as to call for special action on the lines suggested. If at any time it should become necessary to take steps in the direction indicated, the Chief Commissioner will give the matter his sympathetic consideration. As regards the experiment of trying apprentice teachers in selected schools with a view to their subsequent selection for entrance into the training College, in view of the circumstances of the schools and the difficulties that exist in recruiting teachers of any kind, Sir Benjmain Robertson is not disposed to abandon entirely the pupil-teacher system which has had good results in the past, for one which has not had an exhaustive trial. He has, however, no objection to experiments being made as suggested. The Chief Commissioner accepts the general sense of the Conference as to the revision of the form of Trust Deed executed in reference to a building grant. With regard to the formation of Syndicates or Consultative Committees, I am to observe that it has invariably been the practice in the Central Provinces to consult the best available, non-official as well as official, opinion on any question of importance relating to the education of the domiciled community, and Sir Benjamin Robertson prefers this method to the appointment of a formal Consultative Committee. The Chief Commissioner agrees that it is important to save girls from moral and physical pressure.

4. With regard to paragraph 6 of the letter under reply, I am to say that the All-India Code for European schools merely requires a few adaptations of the rules to local conditions, and no alterations of a general nature seem to be necessary. The Director of Public Instruction has under consideration the modifications required to make the Code suitable to these Provinces.

Edn. A., Jany. 1913, nos. 106—109.

5. In paragraph 7 the Government of India ask that comprehensive schemes of reform may be drawn up with general estimates of cost. The Chief Commissioner, however, finds himself unable to comply with this request, in the first place, because he is as yet unaware how far the resolutions of the Conference on which schemes must of necessity be based, meet with the approval of the Government of India and, in the second place, because there is no indication of the amount of financial assistance that is likely to be given for carrying out such schemes as may finally be adopted. In the absence of information on these two essential points, Sir Benjamin Robertson submits that it would be preferable to postpone the framing of a definite scheme. The matters, however, to which in his opinion attention should be first of all

Edn. A., Jany 1913, nos. 106—109.

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devoted are (1) the improvement of the position and prospects of teachers by increase in pay and by the provision of pensions or provident funds, (2) the enhancement of grants-in-aid which would be consequent on such improvement; and (3) arrangements for the medical inspection of schools.

Office memo. No. 14449-12 (A. G. 7), dated the 27th April 1914.

From—Major A. W. CHITTY, Assistant Secretary to the Government of India, Army Department,

To—The Department of Education.

With reference to endorsements nos. 32-33-C. D. * and 567, dated the 8th January 1913 and—March 1914, respectively, from the Department of Education, the undersigned is directed to say that the Government of India in the Army Department are in full accord with the proposal relating to the question of scholarships for children of British soldiers serving in India, contained in Resolution X of the Conference on the Education of the Domiciled Community in India, 1912. The matter is under reference to local Governments, and in this connection attention is invited to Army Department letter no. 14449—11 (A. G. 7), dated 30th January 1914. Some little time is likely to elapse before details can be settled.

* Edn. A., Jany. 1913, nos. 106—109.

Edn. A., Jany. 1913, nos. 106—109.

Edn. A., March 1914, nos. 157—159.

E. G. P. I., Delhi—No. 1694 D of E.—12-2-16.—50.

ASSAM ADMINISTRATION.

EDUCATION DEPARTMENT.

EDUCATION BRANCH.

No. 1222-E.

FROM

THE HON'BLE MR. A. W. BOTHAM, B.A., I.C.S.,
SECOND SECRETARY TO THE CHIEF COMMISSIONER OF ASSAM,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION.

Shillong, the 5th May 1915.

SIR,

I AM directed to invite a reference to the Hon'ble Mr. Sharp's letter No. 31 C.D., dated the 8th January 1913, on the subject of education of the domiciled community.

2. In reply I am to say that when this province was reconstituted on the 1st April 1912, there were only two European schools, both elementary and located in Shillong—the one under the control of the Loreto Convent and the other managed by Government. Both were and are schools for girls, but admit also little boys up to the age of ten years. Immediately after he assumed charge of the province, Sir Archdale Earle outlined a scheme of advance which has been proceeding with the assistance of special grants received from the Government of India. Briefly the programme has aimed at the development of the Shillong Girls' Schools to the secondary standard, and the establishment of a secondary boys' school in Shillong and an elementary school for children of the poorer classes in Haflong in the North Cachar Hills. The action which has been taken and the action which remains to be taken in order to complete the programme are indicated below under separate heads.

3. The Pine Mount School, Shillong, has been reorganised, the building extended, the staff increased, and their pay improved. The cost of these measures has been as noted below:—

RECURRING.

	Rs.
Revision of establishment, etc.	6,986
Revision of menial establishment	432
Increase in boarding charges	5,000
Total recurring ...	12,418

NON-RECURRING.

Improvement of buildings	10,500
Total non-recurring ...	10,500

A number of smaller items of expenditure which have been incurred have not been taken into account.

The number of boarders has at the same time risen from 26 in 1912 to 52 in the current year, involving a net additional expenditure of roughly

Rs. 5,000 on boarding charges which has been entered above. The buildings are now less than adequate for the enrolment. A scheme for extension has just been sanctioned by this Administration of which the estimated cost is Rs. 23,334 or, with furnishing, in round figures, Rs. 23,000. On the completion of this scheme, it will be necessary to reinforce the staff of the school by the appointment of at least one additional teacher, preferably a graduate, on about Rs. 150 to Rs. 200 per mensem with board, and a nurse on about Rs. 50 to Rs. 75 per mensem with board. An increase of the menial staff will also be necessary. The increase including the additional expense of the larger number of boarders may be roughly estimated at Rs. 750 a month. When the development is complete, the school will be in a position to claim secondary recognition.

4. The Loreto Convent School, Shillong, has already been developed to the secondary standard. Having been taken on to the aided list, it has been able to improve and increase its staff, and large grants have been given for the extension of the dormitory and class room accommodation. The expenditure on the development of this school has so far been as follows :—

RECURRING.

	Rs.
Maintenance grant	24,000
Total recurring ...	24,000

NON-RECURRING.

	Rs.
Grant for buildings	35,000
Supplementary grant for equipment, etc.	6,000
Total non-recurring ...	41,000

The new buildings have only now been completed. The extension of the dormitory accommodation will involve an increase in the enrolment and a consequent increase in the grant-in-aid. This may be estimated roughly at Rs. 1,500. The equipment grant was given at a time when funds were scarce. A further grant is required to complete the work by providing for the preparation of the ground and the recreation of the pupils. For this purpose Rs. 5,000 will be necessary.

5. Following the policy of the Government of India to rely on private enterprise guided by inspection and aided by grants from public funds, it was decided to provide for the education of boys by means of an aided, rather than a State-managed, institution. The activities of the Prefect Apostolic attracted to the opportunity the interest of the Irish Christian Brothers, and proposals were framed for the establishment at Shillong of a secondary school under their control to be called St. Edmund's College. An ample site of land extending to between 20 and 30 acres has been assigned for the purposes of the school. The construction of buildings is in progress, and it is hoped that the school will open in the beginning of the next school year.

	Rs.	Rs.
The cost of the scheme as framed by the Public Works Department amounted to		1,68,229
The funds provided to meet it were :—		
Grants from private sources	20,000	1,49,168
Government grants	1,29,168	
Balance		19,061

There is a balance therefore of Rs. 19,061, say Rs. 20,000, still to be provided.

The school will also have to be maintained, and, while it is not possible at this stage to state the exact amount which will be required by way of maintenance grant, the sum of Rs. 10,000 a year may be taken as an approximate measure.

6. In co-operation with and at the instance of the Assam-Bengal Railway Company, a scheme is in progress for the establishment of a small convent school at Haflong for the education of the girls of the poorer classes. Small boys up to the age of ten years will also be admitted. The agency accepted for the purpose has been that of the

sisters of Notre Dame des Missions, who have for long been established in Chittagong and Dacca. An excellent site has been conveyed to them for the purposes of the school, and buildings are now under construction at an estimated cost of Rs. 53,114, of which Rs. 30,000 have been provided by this Administration. It is expected that the school will open before the close of the current year. Obligations not yet provided for, are :—

RECURRING.

	Rs.
Maintenance grant, say	4,320

NON-RECURRING.

	Rs.
Equipment, say	2,500

7. It will be observed that the following classes are still unprovided for :—

(1) Boys requiring a secondary education in a Protestant or non-denominational school.

(2) Girls requiring an education beyond the lower secondary standard.

(3) Boys of poorer classes requiring an elementary education beyond the age of ten years.

With regard to the secondary education of Protestant boys, I am to explain that it has been arranged with the authorities of St. Edmund's College that, as soon as a demand manifests itself, a Protestant or non-denominational hostel may be attached to the College under Government or Church management. Correspondence has been proceeding, but no proposals in this regard have as yet materialised. It is, therefore, not possible at this stage to state any estimate of expenditure. For the second and third classes provision may be made by means of scholarships, but at this stage no scheme for such scholarships can be formulated.

8. The charges already incurred for the improvement and advancement of the education of the domiciled community are as follows :—

	Non-recurring. Rs.	*Recurring.* Rs.
1. Pine Mount School	10,500	12,418
2. Loreto Convent School	41,000	2,400
3. St. Edmund's College	1,29,168	...
4. Haflong Convent School	30,000	...
Total	2,10,668	14,818

Against these may be set the Imperial grants received for the purpose amounting to Rs. 1,50,000 non-recurring and Rs. 14,000 recurring, which have already been allotted.

The charges still to be provided are in rough estimate as follows :—

	Non-recurring. Rs.	*Recurring.* Rs.
1. Pine Mount School	28,000	9,000
2. Loreto Convent School	5,000	1,500
3. St. Edmund's College	20,000	10,000
4. Haflong Convent School	2,500	4,820
Total	55,500	24,820

The Chief Commissioner trusts that the Government of India will be in a position to make further special grants to cover the greater part of these responsibilities.

9. Turning to the opinions of the Conference informally placed upon record and reproduced in Appendix A to the letter under reply, I am to say that the Chief Commissioner agrees with them generally, except with regard to the suggestion that syndicates or consultative committees should be framed to assist in giving effect to the recommendations of the Conference. In this small province there is no occasion for the formation of a syndicate or consultative committee. There would, however, be no objection to such a committee being formed for an area of which Assam might form part, so long as it was clearly understood that the functions of the syndicate or the committee would be purely advisory.

10. I am to communicate the views of the Chief Commissioner on the various resolutions in their order as follows:—

(I) The Chief Commissioner shares the view in regard to compulsory education which has been expressed by the Government of India.

(II) It is desirable to introduce a more modern and practical form of education for the majority of the boys of the domiciled community, but as to the manner in which this is to be achieved, the Chief Commissioner is not at present prepared to offer an opinion. Any course decided upon will have to be framed with reference to the employment of the boys immediately they left the school.

The Chief Commissioner agrees that in addition to the schools teaching the more modern and practical curriculum a few schools are required with a curriculum leading to the Universities and liberal professions.

(III) Sir Archdale Earle concurs in the view expressed by the Conference that the salaries of teachers should be raised and teachers should ordinarily be given incremental salaries. The question of Provident Funds does not arise in this province, as the only school which is not run by a religious order is run by Government, and the various posts are held on pensionary terms. Free education or education at special rates may reasonably be conceded to the children of teachers.

(IV) The institution of a General Government Training College for Anglo-Indian teachers at Bangalore will be a useful measure. If such a College be established, the Chief Commissioner is disposed to consider that it would be unnecessary to create special scholarships to be held abroad for the training of teachers.

(V) The Conference considered that a separate University Arts College should be instituted, either affiliated to a Western University or self-contained and conferring its own degrees. The Chief Commissioner agrees with the Government of India that there is not a sufficient demand to justify the establishment of an Arts College for the domiciled community, and that the case may be met by the attachment of Arts and Science graduate courses to a training college, and the erection of special hostels for the members of the domiciled community at certain colleges in Northern India.

(VI) The Chief Commissioner endorses the recommendations made by the Conference.

(VII) It is unnecessary for this Administration to consider the question of the concentration of schools, inasmuch as there are but few schools in Assam.

(VIII to XIII) The Chief Commissioner concurs in these resolutions.

(XIV) This resolution deals with instruction in temperance, and recommends that in the course of instruction in general hygiene and physiology there should be included special instruction in temperance and the effects of alcohol on the human body. It is unnecessary for this Administration to advise on this question. The Assam schools follow the Bengal Code and will adopt whatever action in this regard is taken in the larger province.

(XV) No Conference in regard to the education of women of the Anglo-Indian community is required in this province; nor is it thought necessary that any further action should be taken in regard to the creation of scholarships for the education of girls abroad beyond the annual State Scholarship already sanctioned by the Government of India for girls or women of the domiciled community.

The last point of reference in the Hon'ble Mr. Sharp's letter is as to the alteration required in the all-India Code for European education. In the matter of European education this province is closely connected with Bengal, and the Chief Commissioner would be prepared to follow the line taken by the Government of Bengal in this matter. He would, however, ask the Government of Bengal to afford him an opportunity of considering their proposals before they are finally communicated to the Government of India.

I have the honour to be,

SIR,

Your most obedient Servant,

A. W. BOTHAM,

Second Secretary to the Chief Commissioner of Assam.

A. S. P. O. (J. & G.) No. 8—200+2—4-5-1915.

Proof for approval

Returned to the Press
Proof was not called for

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GOVERNMENT OF MADRAS
HOME DEPARTMENT
(Education)

READ—the following papers:—

I

G.O. No. 238, Educational, dated the 26th February 1914.

ABSTRACT.—Addressing the Government of India on the subject of the education of the domiciled community.

II

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—Simla, the 22nd December 1916.
No.—1069.

In July 1912, a Conference was held at Simla on the questions connected with the education of the domiciled community in India and certain formal resolutions were passed which were submitted to the various local Governments for opinion. The replies of the local Governments have now been received, and a copy of all the replies submitted is forwarded with this letter for information. The Government of India at the same time desire to take this opportunity of expressing their views on the important matters dealt with by the conference of 1912.

Conference of July 1912.

2. The guiding principle in European education in this country has been a policy of private enterprise, assisted by inspection and grants from public funds; and at the time when the Conferenoe was held more than two-thirds of the expenditure on European schools was met from private funds. The financial resources of such schools have received a considerable reinforcement during recent years both from private and from public revenues. The fund initiated by the late Sir Robert Laidlaw, for example, has provided a considerable capital endowment and the Government of India have since 1910-11 given grants aggregating Rs. 7,52,000 per annum recurring and Rs. 36,18,000 non-recurring for this class of education. The total annual expenditure on European schools has risen from 59·50 lakhs in 1911–12 to 74·63 lakhs in 1914–15 and the share of this expenditure contributed by public funds has risen from 17·96 to 26·26 lakhs. These increased resources have had their effect both on the quantity and on the quality of the education imparted, but it must now be recognized that on account of the war there is little likelihood of any increase in either public or private assistance for some considerable period and much of the further improvement advocated by local Governments on the expectation of increased pecuniary help must be regarded as incapable of immediate realization. It is necessary therefore at the present stage to pay attention to questions of economy and readjustment rather than to those of

Change in financial situation since the conference.

development and in dealing with the resolutions and opinions of the Conference comparatively little stress can be laid on those points which involve the consideration of increased expenditure.

3. *Resolution No. I—Compulsory education.*—It was calculated in 1912 that there were then 7,000 children of the domiciled community chiefly in the cities of Calcutta and Madras who were receiving no education and in order to reach these children the Conference, besides recording (on page 12 of the proceedings) an opinion in favour of certain pecuniary and other forms of assistance to poorer children, recommended the introduction of a system of compulsory education. The proposal has the support of the Government of Bombay which has on more than one occasion approached the Government of India with definite proposals for legislation on these lines, which would provide for children of European extraction that measure of compulsion to which they would be subjected if they were in the United Kingdom. It is urged by that Government that the objections on the score of want of teachers and the impossibility of enforcing compulsion which have been raised against a general application of the principle in India would not apply in the case of the domiciled community and that in their case the funds necessary for rendering education free could be provided by private agencies. The general opinion of the other local Governments is however adverse to the proposal and the Government of India while fully appreciating the grounds upon which it is based are not disposed to proceed further with it at present, even as a local measure. There are difficulties in defining the class to which the measure would apply and in ensuring the provision in all cases of schools at which the compulsory attendance could be enforced. The application of any measure of compulsion to small and scattered sections of the community cannot fail to be attended by financial obstacles, while the present voluntary system has been found to work smoothly and it is believed effectively. The bulk of the local Governments have expressed their willingness to encourage free and low-fee boarding schools, to arrange for attracting destitute children to practical pursuits in homes such as those provided at Kalimpong and Kodaikānal, and to facilitate their subsequent apprenticeship in Government institutions. The Government of India accept the proposals for the alteration of the grant-in-aid rules which the various local Governments have proposed with these objects in view and agree to their being carried out as opportunity offers. They would more particularly draw attention to the Bombay Government's proposal that grants to cover the fee payments for day scholars whose parents or guardians though not absolutely destitute are not in a position to pay the school fees may be made at the discretion of the local Education Department, and they commend the proposal to the notice of other local Governments. There are reported to be already sufficient agencies in Bombay for dealing with the problem, the need at present being one of funds to enable these agencies to extend their activities; while in Madras and Calcutta the Imperial recurring grants of Rs. 30,000 and Rs. 40,000, respectively, which were made in 1912, have already been utilized in such a way as to render it improbable that poverty will in future prevent any child in those cities from obtaining primary education.

4. *Resolution No. II—Grading of schools.*—Except in Bengal the practice is to grade all schools as primary, middle or high, but in order to provide a more practical form of education in the bulk of the secondary schools, while furnishing facilities for good literary instruction in selected institutions, the Conference supported a scheme by which all schools above the elementary should be graded as either "secondary"—with a practical curriculum—or "collegiate"—with a curriculum leading to universities and liberal professions. The local Governments while recognizing the necessity for a more practical form of education have almost without exception deprecated the introduction of the new grading proposed. They are prepared—in different ways—to introduce practical elements into the present middle and high schools and the Government of India agree in considering that it is better to offer to a school a

choice of courses than to introduce a distinction between practical and literary schools in the manner proposed. The difficulties in the way of imparting a more practical character to education lie partly in the desire of parents to secure a literary education for their children and partly in the equipment and instructional expenses entailed by practical courses. The former can usually be met by reasonable precautions in dealing with the recognition of higher classes fitting pupils for the universities, and the latter by mutual co-operation between different schools. A school, for instance, which wishes to take practical courses need not select more than one, and in a town where several schools are situated there might be centres to the expense of which each school would contribute and which would be placed at the disposal of each school in turn for one or more days in the week. There will still, as will be noted below, remain a certain number of schools which will specialize in literary subjects, but even in these the authorities should be encouraged to adopt at least one practical group of subjects and it would in the opinion of the Government of India be unsuitable to insist on placing such schools in a separate—and in present circumstances necessarily superior—grade.

5. *Resolution No. III.—Remuneration of teachers.*—The recommendations of the Conference that teachers should be granted salaries on a higher scale than at present and on an incremental basis have received general approval. The local Governments have however pointed out that no substantial advance in this direction can be carried out without aid from Government and their estimates of the assistance required involve a considerable outlay. In some places improvement has already been made with the aid of grants previously distributed and in others similar improvement may be attained by effective co-operation between schools but elsewhere it will be impossible for much progress to be made until the financial situation improves. In the meantime the Government of India have had under separate consideration the recommendations of the Conference on the question of provident funds for teachers and it is hoped that some uniform and satisfactory system may shortly be put in train. The further proposal that children of teachers should receive their education free or at special rates has been subjected in some quarters to the criticism that if assistance is required it should be given in the direct form of increased remuneration and the Government of India are content to leave it to the local Governments to decide for each province whether the suggestion should be carried into practice or not and whether if put into practice it should or should not be adopted as a merely temporary measure pending an improvement in salaries.

6. *Resolution No. IV—Training of teachers.*—This question is now of even greater importance than it was at the time of the Conference. Apart from the expense and difficulty (which is specially felt during the war) of recruiting teachers from England, it is advisable in the interests of the community itself that the schools should be staffed as far as possible by good teachers trained in this country and all possible encouragement and assistance should therefore be given to young men and women of the domiciled community who wish to take up the profession of teaching. It is understood that about half the teachers in India are untrained and it was calculated at the Conference that some 50 male teachers trained in this country would be annually required. The only institution at present available for men is the training class at Sauawar which has hitherto provided accommodation for some 8 to 10 teachers only per annum and the Conference was of opinion that this should be supplemented by a training college at Bangalore. The proposal received the general approval of those Provincial Governments which would be in a position to utilize the new college and the scheme has been under separate consideration. Difficulties were found in locating the proposed college at Bangalore and it is now contemplated that the college, if established, should be instituted at Ootacamund. The details of the scheme are still however under discussion and the cost involved is in any case so considerable that the college, if sanctioned, cannot be started for some time to come.

In the meantime, reasonable facilities accompanied by satisfactory arrangements for residence and supervision might be provided at the ordinary training colleges of the country.

7. *Scholarships for teachers.*—A scholarship has recently been instituted by the Government of India by means of which one woman of the domiciled community can be trained abroad each year for teaching or medicine; and the Conference advocated an extension of this system so as to admit of the grant of scholarships by each province for training abroad in teaching, and of the institution of scholarships for a similar purpose by the Government of India. The local Governments are not however as a rule in a position to provide for scholarships and the Government of India are unable at present to furnish means for further scholarships either Provincial or Imperial, so that except so far as local Governments can provide the funds for establishing such scholarships for local needs action on this portion of the Conference's recommendations must necessarily be postponed.

8. *Apprentice teachers.*—A further suggestion was made by the Conference to the effect that apprentice teachers might be tried experimentally in selected schools as a part of a system of selection for entrance into training colleges. The scheme has in some quarters been criticised as open to the same objections as those applicable to the pupil-teacher system which has been condemned in England, and there would no doubt be a tendency to encourage it or the analogous pupil-teacher system as a cheap means of providing staff, but the Government of India will have no objection to its being tried by such local Governments as wish to utilize it so long as it is regarded strictly as a system of lower training in selected schools or of selection for training schools or colleges such as Sanawar, and not as a device for getting together a cheap but inefficient staff of school teachers.

9. *Resolution No. V—Collegiate education.*—The Conference has proposed to meet the existing difficulties regarding the collegiate education of Anglo-Indians by one of two alternatives, viz., either the establishment of a separate University Arts College or the addition of graduate courses in arts and science to any training college which may be started for the domiciled community The former of these alternatives is universally condemned by the local Governments as unnecessary and expensive, and the latter has on somewhat similar grounds met with but little support. The Government of India are compelled to agree that on grounds both of policy and of expense it is impossible to contemplate a system of collegiate education for the domiciled community which should be entirely divorced on its instructional side from that which has at great expense and after much consideration been evolved for the Indian students of this country. Considering the small number of Anglo-Indians who take up a University career and the growing assimilation of University curricula all over the world, the Government of India consider that such collegiate instruction as is required by members of the community should be obtained in the future as in the past from the existing Indian Universities and until the domiciled community attending at any University is of sufficient strength to justify a separate college the community should make use of the existing college system. As regards residential arrangements on the other hand, they are entirely in sympathy with the view that for Anglo-Indian students there should be either separate hostels such as that which has recently been inaugurated at Allahabad, or where the numbers are too small for hostels some system of separate boarding and tuition under a special instructor; and they commend to the consideration of local Governments the possibility of meeting the needs of the community in this way. The suggestions made in paragraph 14 below would appear particularly applicable in this respect.

The further question raised by the Conference, regarding the wider employment of Anglo-Indians in high posts under Government, is one which has necessarily been left for separate consideration in connection with the report of the Public Services Commission, and the local Governments have not been asked for their views on this point in connection with the recommendations of the Conference.

10. *Resolution No. VI: Grants-in-aid—Audit.*—In dealing with the question of grants-in-aid the Conference has suggested that the accounts of all schools should be subjected to a professional audit and the proposal is accepted by some local Governments while others are content with a departmental audit or a departmental examination after private audit. It is of course necessary that there should be an annual budget, but as regards the degree and character of the audit or examination to which the accounts are subjected the Government of India are prepared to leave local Governments to decide, it being borne in mind that the expenditure of public money cannot be allowed to depend on any but reliable data.

11. *Principle of grants-in-aid.*—The further proposal of the Conference that grants should be of such definite total sums as would represent the difference between the income of a school and the expenditure necessary for its efficient working has not received any general support. The original scheme of grants-in-aid which was embodied in chapter V of the Model Code of 1905 and which was based mainly on a system of attendance grants with numerous subsidiary grants is a somewhat complicated one but except in Bombay and Burma it forms the basis of the schemes in force in the various provinces and most of the local Governments prefer to meet the needs of schools by modifications in the details of the present arrangements rather than by the introduction of the principle suggested by the Conference. It is felt that the Conference's proposals would place unduly on the Government the responsibility for the maintenance and efficiency of the schools and lead indirectly to the pauperization of European education in India at the expense of Indian revenues. In this view the Government of India agree and subject to what is stated elsewhere in this resolution they agree to the introduction of such changes of detail in the present system as the local Governments consider suitable and to their bringing into force at once such of them as they are not prevented by financial considerations from introducing at the present time. Although other local Governments have suggested points of alteration, the only Governments which have submitted specific draft amendments for the codes in the matter of grants-in-aid are Bombay and Bengal, and the Government of India are prepared to allow of the amendment of the Provincial Codes of those provinces in the manner proposed should the local Governments still desire to proceed with the changes contemplated. They feel some hesitation regarding (*a*) the proposal of the Bengal Government to alter article 63 of the Bengal Code so as to allow the local Government to grant up to the total cost of a building or equipment scheme and (*b*) the proposals of the Bombay Government regarding the increase of the boarding grants for orphans and destitute children to a figure as high as Rs. 12 and the enhancement of the age of eligibility for boys in respect of such grants; but while drawing attention to the possible inconveniences connected with these proposals they are content to leave the decision regarding them to the local Governments concerned.

12. *Form of trust deed.*—It may in this connection be noted that the Conference on page 34 of their proceedings proposed a revision of the form of trust deed executed in reference to a building grant so as to allow for depreciation of the building and the clearance of all liability within a fixed term of years, and this proposal (which has much to commend it) was brought by the Government of India to the notice of local Governments. In some provinces the principle is already adopted and in others it is accepted as suitable for adoption, while in others it is argued that in the absence of any evidence of hardship caused by the existing conditions no change is considered advisable. The matter is not one upon which the Government of India desire to insist on uniformity and the form of deed is left to the respective local Governments to determine according to local needs.

13. *Resolution No. VII—Concentration.*—Attention is drawn on page 56 of the Conference proceedings to the waste of money and effort caused in European education by defective organization, and the necessity for the concentration of schools was recognized by the Conference. Owing partly to the controversial nature of the subject when discussed in detail and partly perhaps to the absence of stringency in the financial position at the time, the question was not made the subject of definite discussion at the Conference and has probably in consequence received less attention at the hands of local Governments than its importance deserved. The difficulties in making specific reforms are recognized by the Government of India and the advantages, moral and educational, of a continuous education under one denominational or parochial

authority, however inefficient that education may be in other ways, are fully appreciated. But the Government of India are none the less persuaded that in expending public money on providing European education the Government is bound to see that it is not frittered away on a number of small and inefficient schools in places where a single school would be both more economical and more efficient. Some local Governments have looked into the matter and persuaded themselves that nothing can be done; others have undertaken to investigate the subject; others evidently hesitate to approach it; while others again refer complacently to recent multiplications in the number of schools available. Since the Conference met the number of institutions so far from decreasing has risen from 390 to 409 and the main increase has been among high schools and collegiate institutions which have risen from 133 to 147. Judging from the number of successful students at the Collegiate and High School Final examinations this rise in the number of high institutions has not been accompanied by any increase in the number of students at such institutions and may indeed have been coincident with a decrease in the number of students. The Government of India are compelled to conclude that the local Governments have not viewed with sufficient seriousness the recommendations of the Conference under this head and they would suggest that the matter be now carefully reconsidered in each province. The question is of importance chiefly in regard to the higher standards and it would be well for each province after obtaining such returns for every school as are necessary showing the number of pupils in each section and in each standard of each section to take action as is required for obtaining the required concentration within the limits which local and denominational considerations render possible. In order to meet denominational objections it may be advisable to lay down that ministers of different denominations should have access to a school in the high section of which children of different denominations are studying and possibly denominational hostels may be useful in certain places. The codes recognize that no school which is considered by the Department to be unnecessary is entitled to a grant-in-aid and a school with an unnecessary section or grade should equally be debarred from claims to assistance. The pressure placed on the Department and on local Governments for the maintenance of inefficient and unnecessary schools is often considerable, but the Government of India hold strongly to the view that the Government is not entitled to spend public money for the support of such schools and trust that effect may be given to this view by the local Governments by a strict scrutiny of the present position. It may be added that in distributing any grant that may in future be available for European education the Government of India propose to pay very careful attention to the real needs of the community in the matter of higher education.

14. *Extra-provincial concentration.*—The concentration of effort above advocated will primarily be within the denomination and within the province, but it should not in the opinion of the Government of India necessarily stop there, and in certain grades or classes of education a province should take advantage of, and possibly contribute towards the cost of, existing institutions in another province in preference to starting similar institutions of its own. In dealing with destitute children for instance it is possible for a province to utilize and support, as has already been done in one case, an institution in another province such as those at Kalimpong and Kodaikānal by sending its own students there in place of starting a similar institution of its own; and the same policy is capable of observance in dealing with matters such as collegiate hostels and training colleges which concern the higher grades of English education. It will be necessary in pursuance of this system for provinces to ascertain and keep themselves acquainted with the circumstances and qualifications of institutions in other parts of India of which they can make use in this way.

15. *Resolution No. VIII. Examinations—New proposals.*—The general system of examinations for secondary schools contemplated by the Code of 1905 comprises (*a*) a Middle School and Scholarship Examination and (*b*) a High School and Scholarship Examination. For these the Conference would substitute (*a*) a First School Certificate and (*b*) a Leaving Certificate.

These certificates are to be granted on the basis of attendance, an approved school record and an external examination. The proposal in this form has received general approval and the Government of India have no objection to the necessary alterations being made in the Provincial Codes to provide for the examinations under these names. An alternative designation has been suggested by the Bombay Government but the Government of India consider that on the whole the names proposed by the Conference should be retained.

16. *External examinations—Cambridge Locals.*—The Conference proceed to recommend that the external examinations should for the present be the corresponding Cambridge examinations and owing to certain changes which have recently been notified in the Cambridge system it may be presumed that the examinations which the Conference would recommend will after the introduction of the proposed changes be as indicated in the margin. The Cambridge examinations are already utilised in some provinces and they have attained some degree of popularity owing partly to the fact that they are excellently conducted and maintain a more regular standard than the departmental examinations and partly to the fact that the passing of the Senior Local Examination exempts students who are proceeding to England from certain examinations in that country. On the other hand, as pointed out at the conference, there are serious objections to the introduction of an external examination which is not in the control of any Indian Government or University, and there are special objections to the Cambridge scheme as failing to provide for Indian history or until recently for a vernacular. The number of students, male and female, who pass the Junior Examination is about 100 and that of those who pass the Senior about 40 only in the year; and out of these a very small proportion proceed to England for education without obtaining the intermediate or corresponding qualification of some Indian University. Some of the local Governments consulted have accepted the Cambridge examinations with reluctance and others, recognizing the objections to them, recommend the retention of the departmental examinations. The Government of India are aware of the alleged deficiencies of the present departmental examinations but they are inclined to consider that the objections to the maintenance of the Cambridge system are sufficiently strong to render the permanent continuation of the Cambridge examinations undesirable, and they propose to consult local Governments separately as regards the policy which should be pursued in dealing with these examinations.

First School Certificate—
Cambridge Junior school certificate.
Cambridge Junior local.

Leaving Certificate—
Cambridge Higher school certificate.
Cambridge Senior Examination.

It is of course to be remembered that in addition to the external test the examinations as a whole should be improved by the attachment of a proper value to school records, oral tests and the opinions of headmasters and headmistresses and inspecting officers.

17. *Effect of leaving certificates.*—On the introduction of the leaving certificates the local Governments will doubtless give to them the same position in respect of qualification for Government service as is now awarded to the High School and Scholarship examinations, and will take the necessary steps to secure from the Universities a similar recognition in respect of qualification for entry to the Universities.

18. *Resolution No. IX. Scholarships.*—The Conference made no special recommendations on the subject of scholarships beyond recording an opinion that children of 11 or 12 years of age should not be subjected to the strain of a competitive examination. Action has been taken in accordance with this opinion in most provinces either by abolishing the primary scholarships or by advancing the age at which scholarship examinations are held; but in some provinces it has been held unnecessary to make any change. The Government of India are in sympathy with

the views expressed by the Conference and while leaving the matter in the hands of the local Governments would suggest that where competition is still required from children under 12 the question should be again carefully considered.

19. *Resolution No. X. Scholarships for soldiers' children.*—The recommendation of the Conference in favour of the establishment of special scholarships for soldiers' children has been met by the scheme for the grant of eight such scholarships which was promulgated in the Government of India (Army Department) letter No. 14449-14 (A.G.-7), dated 23rd February 1915.

20. *Resolution No. XI. Hygiene.*—The question of medical and hygienic inspection which was raised by the Conference has since been brought specially to the notice of local Governments in connection with education generally, both Indian and European, in the Government of India circular No. 1137–1148, dated 24th June 1915, and has been considered by committees appointed for the purpose in the various provinces. Attention was further invited to one aspect of the case in respect of European schools by a resolution proposed by the Hon'ble Mr. Abbott in the Imperial Legislative Council on 15th March 1916, regarding which local Governments were addressed by the Government of India in their circular No. 358, dated 25th April 1916. The question has received the attention due to it and such action as financial and other considerations allow appears to have been taken in most of the provinces concerned.

21. *Resolution No. XII. Inspection.*—The proposal of the Conference that the European inspecting staff should be increased is one that has received attention in the various provinces in connection with the strength of the inspecting staff generally. The Inspector of European schools is already, as recommended by the Conference, a wholetime officer in the provinces where the number of such schools is large, and the local Governments concerned, without wishing to bind themselves to any fixed period, are prepared to arrange that the office shall be held continuouly for as long a period as is found feasible.

22. *Resolution No. XIII. Relative urgency of measures.*—The opinion expressed by the Conference that of the resolutions for which financial aid would be required the most urgent are the education of those children who do not now attend school and the improvement of the pay and prospects of the teachers has received general concurrence and represents also the attitude of the Government of India. So far as possible the recommendation has received attention in the additional expenditure already incurred by local Governments.

23. *Resolution No. XIV. Instruction in temperance.*—The further proposal of the Conference that direct instruction should be given on the subject of temperance has met with the approval of most of the local Governments and the necessary steps have been taken in various ways in the different provinces to meet the recommendation.

24. *Resolution No. XV. Education of women.*—The Conference, while holding that their resolutions generally applied *mutatis mutandis* to girls, suggested that in the matter of classification, curricula, examinations and scholarships, the applicability of their resolutions to female education should be further considered by local Governments. The degree to which the curricula should differ from that of boys by the introduction of domestic subjects is a point on which authorities have differed, and the Government of India are content for the present to leave this matter for the decision of the local Governments, merely drawing attention to the opinion of the Conference—in which the local Governments have concurred—that girls should be saved from mental and physical over-exertion. The principles laid down in the earlier portions of this resolution regarding the necessity for concentration and the substitution of departmental for Cambridge examinations apply with equal force to institutions for girls; and with reference to this latter point it is hoped that the provision of a departmental instead of a Cambridge examination will help to relieve

the strain occasioned in many cases by the present popularity of these latter examinations for girls. The remarks regarding scholarships in paragraph 18 above are also applicable in the case of girls and the recommendations of the conference in favour of the grant of scholarships for women tenable abroad have been met by the institution of the scholarship for women of the domiciled community sanctioned by the Government of India Resolution No. 1233–1247, dated the 10th July 1913. Similarly the recommendations made by the conference for improving the training of teachers have received the attention of local Governments and such action as financial circumstances will allow has been taken in more than one province.

25. *Changes in Codes.*—The adoption of the principles involved in this resolution entails certain changes in the Provincial Codes. Suggested alterations in detail have been submitted by the Bombay and Bengal Governments, and except so far as these are contrary to the terms of this resolution (e.g., in the matter of the Cambridge Local examinations) the alterations can be carried out by the local Governments concerned and similar alterations can be made by other Governments in their respective codes. Some of the changes contemplated being applicable to all provinces (such as the changes in the names of the school examinations) will affect the Model Code issued by the Government of India in 1905, but the deviations already made from that code in the various provinces are so considerable that the Government of India look on any formal alteration of the Model Code as unnecessary.

26. *Expenditure.*—As noted at the beginning of these resolutions the change in the financial situation renders it necessary to look for little immediate improvement under those heads where reform involves increased expenditure on any but a restricted scale. Most of the local Governments have submitted rough estimates of the cost of their proposals and some of them have indicated the extent to which they look for assistance from the Imperial Government. The expenditure contemplated runs to many lakhs of rupees and in present circumstances it is impossible for the Imperial Government to supply any portion of the funds required. It will therefore be for the local Governments concerned to make what progress they can from their own resources subject to the restrictions which govern the expenditure of these resources and subject to the considerations urged in paragraph 22 above. The views expressed in this circular will, however, indicate the lines upon which expenditure can be incurred as opportunity offers and in those matters which involve no additional expenditure the local Governments can at once proceed to take the action required.

Enclosures.

(1)

Resolutions of the Conference.

Resolution I. Compulsory education, page 3.—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognise that this will involve the introduction of free education for all who cannot pay fees.

Resolution II. Grading of schools, page 8.—The Conference recommend to the attention of Government that :—

(*i*) The great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum, such as is referred to in the resolutions of the Calcutta Committee as " secondary ".

(*ii*) Besides these schools a few schools are required with a curriculum leading to the universities and liberal professions, to be called " Collegiate Schools," but to be schools and not colleges.

(*iii*) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded.

Resolution III. Remuneration of teachers, page 14.—The Conference recommend that :—

(*i*) Salaries of teachers need to be raised, teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years ; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds.

(*ii*) Government be urged to make grants to these ends.

(*iii*) Free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

Resolution IV. Training of teachers, page 18.—The Conference recommend to the attention of Government that :—

(*i*) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally, a Government training college or colleges for men be established as early as possible at suitable centres.

(*ii*) It was considered that the first new Government training college should be established at Bangalore.

(*iii*) One scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year and in other provinces as necessary.

(*iv*) So long as Government recognise the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training ; provided that this would not prejudice the resolution (*iii*) already carried.

Resolution V. Collegiate education, page 21.—The Conference recommend to Government that :—

(*i*) A separate University arts college should be instituted, either affiliated, if possible, to a Western University or self-contained and conferring its own degrees.

(*ii*) If this be found to be impracticable, there be added in connection with at least one of the training colleges for teachers, arts and science graduate courses both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them ; and the college be affiliated to a recognised university.

(*iii*) In addition, that good hostels for the members of the domiciled community be erected in connection with existing colleges, where such are required.

(*iv*) One great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them ; in the interests of the spread of higher education Government should be asked to institute an inquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy.

Resolution VI. Grants-in-aid, page 26.—The Conference are strongly of opinion that :—

(*i*) The Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognised by the provincial education departments as necessary, to be efficient in the grade in which they are classed.

(*ii*) The auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(*iii*) Provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgeted for a period of one or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

Resolution VII. Concentration of schools, page 26.—The Conference resolve that concentration of schools is desirable where possible.

Resolution VIII. Examinations and certificates, page 31.—The Conference are ofopinion that :—

(*i*) Two kinds of Government certificates should be awarded to the pupils of secondary schools : *First School Certificates and Leaving Certificates.*

The First School Certificate should be awarded to those pupils whose school records show :—

(*a*) that they have been in regular attendance at a secondary school for at least three years ;

(*b*) that they have completed an approved course of general education as set forth in their school record ;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(*b*) that they have completed an approved further course of education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

(*ii*) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Senior * Local Examination be the recognised external examination for the *First School Certificate*, and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examination for the *Leaving Certificate*.

(*iii*) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Senior * Local Examinations.

(*iv*) the Government should take action to secure—

(*a*) That the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government;

(*b*) that the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

Resolution IX. Award of scholarships, page 33.—The Conference are of opinion that it must be left to the departments to decide the best way in which to award scholarships, but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

Resolution X. Special scholarships for soldiers' children, page 33.—The Conference are of opinion that, in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupilships in high schools should be awarded to children attending regimental schools in India.

Resolution XI. Medical inspection and supervision, page 34.—The Conference recommend that—

(*i*) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school;

(*ii*) the said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories;

(*iii*) provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

Resolution XII. Administration and inspection, page 35.—The Conference recommend that the inspecting staff should be increased, that the Inspector of European schools should, wherever possible, be a whole-time Inspector, and that Inspectors of European schools should, if possible, be appointed for a term of five years.

Resolution XIII. Urgency of measures, page 36.—The Conference express the opinion that of the resolutions of this Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school, and the improvement of the pay and prospects of the teachers.

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* Before these resolutions were finally passed, all mention of the Cambridge Junior Local Examination was omitted at the suggestion of certain members. Mr. Arden Wood, when looking over the proof, pointed out that this was incorrect, and that in (*ii*), "Senior" in the second line should read "Junior", and that, in (*iii*) "Senior" in the last line should be omitted. Mr. Rocksborough Smith also drew attention to the error.

Resolution XIV. Instruction in temperance, page 36.—The conference, recognising disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter.

Resolution XV. Education of women, page 37.—The Conference consider that—

(*i*) inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces;

(*ii*) the two most urgent problems in the case of girls as in the case of boys are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers;

(*iii*) no new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training;

(*iv*) the applicability to schools for girls of the recommendations of this Conference in connection with the classification of schools, the curricula, examinations and scholarships be referred to local Governments for further consideration after consultation with experts in the education of girls;

(*v*) the Government should be asked favourably to consider the grant of scholarships for girls tenable abroad.

(2)

Opinions of the local Governments (not printed).

Order—No. 124, Home (Education), dated the 1st February 1917.

Communicated to the Director of Public Instruction who is requested to submit a report on the several points relating to this Presidency on which further action is necessary.

(True Extract)

P. Rajagopala Achariyar,
Secretary to Government.

To the Director of Public Instruction.
,, Financial Department.
,, Registrar, University of Madras.

G.O. No. 124, 1st February 1917

Education of the domiciled community

Communicating to the Director of Public Instruction ~~resolution~~ of the Government of India, No. 1069, dated the 22nd December 1916, on the — and requesting him to report on the several points on which further action is necessary.

NOTES CONNECTED WITH G.O. No. 124, HOME (EDUCATION), DATED THE 1st FEBRUARY 1917.

[SUBJECT.—*Education of the domiciled community in India.*]

I

Previous papers :

G.O.	925,	(*Education*),	18*th Oct.* 1912	G.O.	261,	(*Education*),	9*th Mar.* 1915
,,	70	,,	29*th Jan.* 1913	,,	404	,,	17*th Apl.* ,,
,,	203	,,	4*th Mar.* ,,	,,	498	,,	8*th May* ,,
,,	264	,,	27*th* ,, ,,	,,	500	,,	8*th* ,, ,,
,,	394	,,	1*st May* ,,	,,	1256	,,	22*nd Nov.* ,,
,,	632	,,	7*th July* ,,	,,	1457	,,	23*rd Dec.* ,,
,,	666	,,	17*th* ,, ,,	,,	22	,,	7*th Jan.* 1916
,,	106	,,	23*rd Jan.* 1914	,,	449	,,	26*th Apl.* ,,
,,	133	,,	3*rd Feb.* ,,	,,	691	,,	23*rd June* ,,
,,	238	,,	26*th* ,, ,,	,,	496	,,	8*th May* ,,
,,	1225	,,	3*rd Nov.* ,,	,,	736	,,	5*th July* ,,
,,	1281	,,	14*th* ,, ,,	,,	945, *Home* (*Education*),		7*th Sep.* ,,

II

From the Government of India, Department of Education, No. 1069, *dated the* 22*nd December* 1916.

The resolutions of the Conference held at Simla in July 1912 on the question of the education of the domiciled community in India were forwarded by the Government of India for an expression of the views of this Government with letter No. 23-C.D., dated the 8th January 1913 (pages 2–4 of G.O. No. 70, Educational, dated the 29th January 1913). The reply of this Government to the Government of India is contained in letter No. 239, dated the 26th February 1914. The present circular expresses the views of the Government of India on the important matters dealt with by the Conference of 1912.

2. In paragraph 2 of their letter the Government of India observe that much of the further improvement advocated by local Governments on the expectation of increased pecuniary help must be regarded as incapable of immediate realization and that it is, therefore, necessary at the present stage to pay attention to questions of economy and readjustment rather than to those of development and that in dealing with the opinions and resolutions of the Conference comparatively little stress can be laid on those points which involve the consideration of increased expenditure. The views of the Government of India on the several resolutions of the Conference are briefly noted below.

3. *Resolution I—Compulsory education.*—In paragraph 3 (i) of letter No. 239, dated the 26th February 1914, this Government concurred in India's view that compulsion was not practicable. The Government of India observe that the application of any measure of compulsion to small and scattered sections of the community cannot fail to be attended by financial obstacles while the present voluntary system has been found to work smoothly and it is believed effectively. They commend to the notice of the local Governments the proposal of the Bombay Government (vide paragraphs 6–9 of that Government's letter No. 3800, dated the 28th November 1914)

that grants to cover the fee payments to day scholars whose parents or guardians though not absolutely destitute are not in a position to pay the school fees may be made at the discretion of the local Educational Department add and that the Imperial recurring grant of Rs. 30,000 (G.O. No. 925, dated the 18th October 1912) made to Madras has already been utilized in such a way as to render it improbable that poverty will in future prevent any child in Madras from obtaining primary education. It may be noted that the proposals of the Director of Public Instruction for the utilization of the above Imperial grant was approved in G.O. No. 203, Educational, dated the 4th March 1913.

4. *Resolution II—Grading of schools.*—The Government of India agree with the opinion expressed by this Government [paragraph 3 (2) of letter No. 239, dated the 26th February 1914] that it is better to offer to a school a choice of courses than to introduce a distinction between practical and literary schools in the manner proposed.

5. *Resolution III—Remuneration of teachers.*—The Government of India observe that the recommendations of the Conference in regard to the grant of salaries on a higher scale have received general approval, but that in some places it will be impossible for much progress to be made in this direction until the financial situation improves. As regards provident funds for teachers the question is still under the consideration of the Government of India and they hope that some uniform and satisfactory system may shortly be put in train. A general scheme for the establishment of provident funds for teachers in non-pensionable service has been forwarded by the Government of India for expression of opinion of this Government and the question is now under separate consideration. No action is, therefore, at present necessary.

Free education or education at special rates of children of teachers.—The Government of India leave it to the decision of local Governments whether this suggestion should be carried into practice or not and whether, if put into practice, it should or should not be adopted as a merely temporary measure pending an improvement in salaries. On this point this Government expressed the opinion that this unusual and indirect way of encouraging the teaching profession was less worthy of support than the enhancement of salaries [paragraph 3 (3) of letter No. 239, dated the 26th February 1914]. There is now no special reason for changing the view already held by this Government.

6. *Resolution IV—Training of teachers.*—The Government of India have still under their consideration the proposals of this Government for the establishment of a training college for the domiciled community at Ootacamund (G.O. No. 496, dated the 8th May 1916). They state that the cost involved is so considerable that the college if sanctioned cannot be started for some time to come. They, therefore, suggest that in the meantime reasonable facilities accompanied by satisfactory arrangements for residence and supervision might be provided at the ordinary training colleges of the country.

7. *Scholarships for teachers.*—The Government of India have instituted a scholarship by which one woman of the domiciled community can be trained abroad each year for teaching or medicine (India's Resolution on pages 2-3 of G.O. No. 666, dated 17th July 1913). That Government are unable at present to furnish means for further scholarships.

8. *Apprentice teachers.*—This Government expressed the opinion that there was no objection to a trial of apprentice teachers as a method of selection for entrance into the training college. The Government of India have no objection to its being tried so long as it is regarded as a system of lower training in selected schools or of selection for training schools or colleges such as Sanawar.

9. *Resolution V—Collegiate education.*—The Government of India consider that such collegiate instruction as is required by the members of the domiciled community should be obtained in the future as in the past from the existing Indian Universities,

and until the community attending at any University is of sufficient strength to justify a separate college, the community should make use of the existing college system. As regards hostels the Government of India commend to the consideration of local Governments the possibility of meeting the needs of the community by some system of separate boarding and tuition under a special instructor if the numbers are too small for hostels. It may be noted that this Governmeat have already viewed with favour the house master system for boys who have passed on to the college [paragraph 3 (5) of letter No. 239, dated the 26th February 1914].

10. *Resolution VI—Grants-in-aid and audit.*—In regard to the suggestion of the Conference that the accounts of European schools should be audited by a special staff, this Government were of opinion that no sufficient grounds existed for the adoption of the system. The Government of India leave the matter to the decision of local Governments.

11. *Form of Trust Deed.*—This is also left to the discretion of the local Governments to determine according to local needs.

12. *Resolution VII—Concentration*—The Government of India observe that local Governments have not viewed with sufficient seriousness the recommendations of the Conference under this head and they suggest that the matter be now carefully reconsidered in each province. The Government of India hold strongly to the view that the Government are not entitled to spend public money for the support of such schools and trust that the effect may be given to this view by a strict scrutiny of the present position. Submitted that the Director of Public Instruction may be asked to submit a report on this point.

13. *Resolution VIII—Examinations.*—This Government accepted the recommendations of the Conference that the present middle and high school examinations should be replaced by the award of two kinds of Government certificates to the pupils of secondary schools, *viz., first school certificates and leaving certificates* The Government of India have no objection to the necessary alteration being made in the Provincial Codes to provide for examinations under these names. The Director of Public Instruction may be asked to report on this subject.

Cambridge Locals.—A reference (letter No. 1071, dated 22nd December 1916) has been received separately from the Government of India as regards the policy to be pursued in the matter of the Cambridge Examinations and the file is separately under consideration.

14. *Resolution IX—Scholarships.*—This Government agreed with the conclusion of the Conference that boys and girls of 11 and 12 years ought not to be submitted to the strain of a competitive examination. The Government of India leave the matter in the hands of local Governments. No action is necessary.

15. *Resolution X—Scholarships for soldier children.*—Please see Resolution of the Government of India printed on pages 2–3 of G.O. No. 261, dated the 9th March 1915, in which that Government have sanctioned a scheme for the grant of eight such scholarships.

16. *Resolution XI—Hygiene.*—As regards the action taken by this Government so far please see the notes with G.O. No. 691, dated the 23rd June 1916, and G.O. No. 945, dated the 7th September 1916. From paragraph 6 of the latter Government Order it will appear that the question of instituting the medical supervision of schools on a complete scale has been deferred till normal financial conditions are restored. No action is at present necessary.

17. *Resolution XII—Inspection and Resolution XIII—Relative urgency of measures.*—No remarks are called for.

18. *Resolution XIV—Instruction in temperance.*—This Government suggested that the syllabus of lessons on temperance issued by the English Board of Education might be introduced in the higher classes. The Government of India observe that necessary steps have been taken in various ways in the different provinces to meet the recommendations of the Conference. The Director of Public Instruction will no doubt take the necessary steps in this direction.

19. *Resolution XV—Education of women.*—The Government of India, while leaving the matter for the decision of local Governments, draw attention to the opinion of the Conference that girls should be saved from mental and physical over-exertion. It may be observed that this Government have already informed the Government of India that inspecting officers in this Presidency would be instructed to give attention to this important matter and issued instructions accordingly (paragraph 4 of G.O. No. 238, Educational, dated the 26th February 1914).

20. *Changes in the Codes.*—The Government of India state that the alterations necessitated by the adoption of the principles involved in their resolution can be carried out by the local Governments in their respective Codes.

21. Submitted that India's resolution may be communicated to the Director of Public Instruction with the request to report on the several points relating to this Presidency on which further action is required. A draft is submitted for approval.

E.A.H.—27-1-17.

S.N.P.—16-1-17.
T.K.—25-1-17.

E. A. HARVEY—27-1-17.
P. RAJAGOPALA ACHARIYAR—29-1-17.
P[ENTLAND]—31-1-17.

Issue.

P.R.—1-2-17.

[G.O. No. 124, Home (Education), dated the 1st February 1917.]

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