

Home (1917) Department.
Education

ordinary SERIES.

G.O.s Nos 461-2

DATED 10. 4. 17.

INDEXED

[Despatch Abstract.]

Conference.-

Replying to a reference from the Government of India regarding the proposal to hold a _____ at Simla in July next of the Secretaries to the Advisory Committees for Indian students proceeding to England.

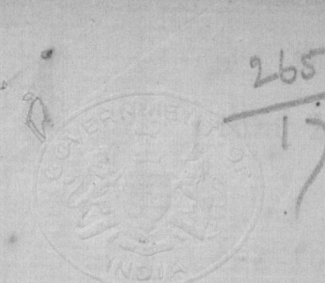
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No. 194.

Government of India,
DEPARTMENT OF EDUCATION,
(Education.)

Simla, the 3rd March 1917.

From

The Hon'ble Sir E.D. MacLagen, K.C.I.E., C.S.I.,
Secretary to the Government of India.

To

The Secretary to the Government of Madras,
Home (Education) Department.

Sir,

page 3 of 90 no.
735
4-7-15

In paragraph 5 of this Department's letter no. 452, dated the 11th of May 1916, it was stated that the Government of India had considered the proposal that a conference should be convened of Provincial Secretaries of Advisory Committees for Indian students proceeding to England, and that, although they recognized such a conference may in some ways be beneficial, they had come to the conclusion that there was on the whole scarcely enough material for discussion as yet to justify such action.

2. After further correspondence with the India Office the Government of India are now inclined to think that the time has come when a conference of the kind indicated might well be held. It is understood that the correspondence of the Secretary for Indian students in London with local Secretaries in India clearly indicates that the need for such a conference is felt by some of those most interested in the work, and the Government of India feel that the views of the more experienced Secretaries as elicited at such a conference would be of assistance to those who had less experience to guide them. They are accordingly desirous of convening such a conference during the ensuing summer, and I am desired to enquire whether there would be any objection to the conference being held in Simla some time in July next. It is proposed that the conference should be composed of Secretaries only and should

3. As regards the subjects to be discussed, I am to ask for such suggestions as the local Government may wish to put forward under the following four heads :- 3

- (i) Constitution of Committees;-
- (ii) Functions of Committees and Secretaries;-
 - (a) In India, and
 - (b) In relation to the India Office and institutions;
- (iii) Publications; and
- (iv) Other matters.

I am to request that the Government of India may receive a reply to this letter before the 15th of April in order that arrangements may be made in due time.

I have the honour to be,

Sir,

Your most obedient servant,

G. Adams

for Secretary to the Government of India.

H.U.

3
Proposal to hold a Conference in Simla in July next of the Secretaries
to the Advisory Committees for students proceeding to Great Britain.

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1. The date suggested - some time in July - is the most convenient possible both for myself personally and for College work.
2. I feel some difficulty in writing a note of suggestions as to the subjects to be discussed, as I am doubtful whether some of the more important matters are really ones which we Secretaries would be allowed to express opinions upon. I will however just jot down my ideas "out of the fulness of my heart", and so you will know the subjects which in my opinion ought to be discussed either by us - or some higher authorities

(i) Constitution of the Committee:- Experience has shown that the bulk of the work on its present lines must necessarily be done by the Secretary. The value of the Committee is (a) that it forms a body to which the Secretary may be immediately responsible (b) that it represents and gives dignity to the work in the eyes of the general public. - Of its Third function, the giving of advice on general matters that may arise I speak more fully below under (i).
At present the Committee has hardly any matter to debate. If (a) & (b) are to be its main functions, there is not much to discuss as to its institution. The Madras Committee is probably just right. It is not too large. It represents (a) the leading Educationists of South India and (b) various classes, Hindu, Muhammadan, Anglo-Indian and Indian Christian. If the 'advisory' function of the Committee is to be ^{given} wider scope, we might well have upon it representatives of various professions, e.g., Engineering, Medicine, Technical Pursuits, Business.

(Not read)
Mr. Mallet suggests in his latest report - July 1915 to June 1916 - (page 7, 9th line from end) that the co-operation representative students, who have (recently) studied in England & success would be helpful to the Secretary. I heartily agree. At would suggest that the Educational Adviser should be asked to send us periodical lists of, or individual letters about, Madras stud

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who would be likely to be useful to us in this respect. It is not necessary or desirable that they should become members of the Committee.

The idea of enlarging the Committees very considerably and forming Sub-Committees in all important Mofussil towns was adversely criticised by all the Committees two or three years ago and is not likely to be suggested again. Such enlargement of Committees would entail an increase of clerical work without adding at all to the strength of the work done or its efficiency. The 'advertising' value of the enlargement has been obtained otherwise by circularising all Colleges and Secondary Schools and requiring District Officers and others who issue certificates of identity to inform prospective students of the existence of the Committee.

The qualification of Secretaries is a very important matter (though obviously in some of its aspects beyond the possibility of discussion by Secretaries). It is instructive to note that the Bombay Government (See their letter of 9th March 1914, enclosure No. 3 to Government of India No. 452 dated 11th May 1916 communicated in G. O. No. 735 Educational dated 4th July 1916) found it necessary to appoint an Assistant to their Secretary to advise on "matters requiring personal experience of English institutions and English life". I feel sure that not only should Secretaries have this personal experience, but that they should keep on renewing their touch with the actualities - which are constantly changing - of English institutions and of the conditions of Indian students in England. The simple and best, - not very expensive - method of ensuring this would be to send them periodically to England, as has been suggested by various Local Committees (See G.O. No. 735 Educational referred to above). - As this is not likely to be adopted the same object may be partially accomplished (a) by Secretaries making it part of their duty to consult recently returned students of all kinds as to their experience and (b) by requesting British Educationalists of all kinds who visit this country to make a point of seeing Secretaries and advising them as to actual conditions.

3.
Personally I owe a deep debt of gratitude to very instructive confidential conversations I have had with Mr. Sidney Bull of St. John's Oxford, in Madras in 1911 and Cumon Streeter of Queen's, Oxford at Kodaikanal in 1913.

(ii) Functions of Committees and Secretaries:- (a) in India. Are we intended under this head to discuss the scope of our functions? If so, it may be a matter of some delicacy. In the very first year that this work was undertaken, Dr. Arnold asked the Advisory Committees for their opinions on the then New Bar Regulations: and in Madras we had a great discussion about them and sent him a very carefully considered opinion. A few days after it had been despatched, we received a letter from the Government of India saying that giving such an opinion was outside our province altogether. It is perhaps a pity that this is the only indication we have had with regard to the 'advisory' functions of the Committee. It would seem that we are ^{not} to advise as to what ought to be, but only give information as to what is. If so, the Committee as such, has very little scope at all, for if its one important function has only to narrow an interpretation it must of necessity be exercised mainly by the Secretary. Would it be too bold to suggest that - within such limits as may appear proper to the Government of India and the Local Governments - the Committee should not only be allowed but encouraged to form and express opinions on all matters that concern Indian students abroad? Or at any rate on such as may be referred to it for such opinion from time to time? Possibly, however, all that we are meant to discuss under this head is how the Committee - or rather the Secretary - can exercise the functions of advising to what is more efficiently. The two points which occur to us as giving scope for profitable discussion in this narrower range are (1) how to get into touch with parents, who are often ignorant and among whom it is so strongly the custom to leave their sons to settle their own educational course and (b) how to give Secretaries a wide and thorough knowledge of the possibilities

4.6
of higher and professional education in India itself.

ii (b) in relation to the India Office and home institutions.

Our function here is to put the student into right relations with those in England. It has a double aspect - First it is necessary to let the student know the requirements and to see that he makes full preparation to meet those requirements. Secondly we have to report upon the student's capacities - intellectual, physical, social and financial. This is a most delicate but most necessary piece of work. The Institutions and Colleges would refuse to take Indian students altogether unless they could get this information from a reliable source: they require just the same kind of information about English students. It is this side of ^{our} work that has been the cause of more suspicion and accusation or public police surveillance than any other. I really believe however that we ^{are} living down this suspicion and that ^{it} is now generally realized that our object is to help Indian students to get the best out of their English training and not to prevent them getting such a training at all.

A discussion as to the experience and methods of different Committees in this respect might be useful. Also a discussion as to how to place the advantages of the guardianship system we offer before parents and students. At present it is the exception for any student to go under guardianship. I ought, of course, to be the almost invariably rule and we should aim at persuading students and parents to make it so. Imagine an English parent sending his son half across the world to a strange land without making certain that the object of his journey would be accomplished and its dangers avoided.

Another suggestion under this head (more appropriately than elsewhere) is that we should be supplied with information about students of our province after the First year. The India Office tell us what they do on first arrival and how they get on for the first term or so. After that we know no more. It would be excellent if we could follow them further and be informed of

5.7
their welfare from year to year till they return to India. Such information would be useful not only to us in our work as a Committee but it would help to give us that touch ^{with} parents - at present so lacking and that I urge is so necessary - for we should be able to give them information about their sons.

iii Publications:- There is little need now for local Committees to publish pamphlets. The India Office should issue for general and liberal distribution all that are necessary. I would suggest too that the India Office publish a monthly or quarterly Newspaper for distribution to members of Committees, Colleges, Secondary Schools, etc., and parents of students in England. It would be the means of accomplishing many of the ends for which the machinery exists. It should deal with individuals and also give general information. A new edition of the Handbook should be issued yearly. The present Edition is of 1914 and is in many respects ^{out} ~~not~~ of date. Pamphlets on special courses of training are very badly needed. Mr. Campion wrote such a one from beginning some years ago pointing out (a) the preliminary training necessary (b) the imperative value of various degrees and workshop training (c) the future possibilities for fully trained Engineers in India. This pamphlet has been incorporated in the Handbook. Similar ones do not exist, but would be invaluable, for other special courses, e.g., "Forestry and Agriculture" "Technical Pursuits", "Business Training" "Medicine" and many others. They should be written by experts in their special subjects and should not be confined to possibilities in Great Britain, but should also shew what possibilities for training exist in India and the comparative advantages of the two. The pamphlets should also be written periodically - in fact whenever substantial changes occur in Regulations of the Home institutions or in Indian conditions.

(iv) Other matters. Under this head I would place (a) the need for information about Indian conditions and possibilities. A student of average ability comes to me for advice as to a Forestry course at Edinburgh. I know that if he satisfies the conditions he may get into the Imperial Service. But I cannot put the alternative

See in this connection the last sentence in para 4 of Mr. Mallet's last Report (1915-16)

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before him of a training in India at say, Dehra Dun because I have no information about that institution - nor ^{have} I the remotest idea of how appointments are made ^{to} or the prospects in, the Sub-ordinate Service here, or in Native States. In short, I have to say to him "I cannot advise you in the least whether it is worth your while going to Great Britain. All I can do is to tell ^{us} you how to get the qualifications you aim at. Whether they are going to be of any value to you or your country when you have ^{neither} got them I ~~neither~~ know myself, nor can I ^{point} direct you to any source of information".

(b) the need for information about other countries than Great Britain - especially the United States of America and Japan. At present I am completely in the dark about educational conditions anywhere except in Great Britain. It seems to me the time has come when the scope of the Committee should be ^{widened} increased. So far we have advised only about the conditions in Great Britain.

(a) and (b) are both aspects of this suggested ^{widening} of scope. At present the individual student makes up his mind - without any aid from us as to the best course for himself to follow. If he decided on going to Great Britain, we aid him by information and advice as to conditions there, otherwise not. It seems to me that a Governmental institution might play a more important part. We should be able to collect or command ^{a man} of expert information showing (a) the conditions of the various professions and businesses of this country, their possibilities of development and their needs (b) the way in which the country itself provides for the necessary training, (c) the extent of need for ^{foreign} experience, (d) the countries in which that experience can best be obtained, (e) the type of men that is worth while sending.

Then when a student comes to me proposing to go to England to study Agriculture, I can deal with every aspect of the problem before him.

If I may attempt to express any suggestion in an epigrammatic form, I should say that I desire a change from a purely individualistic haphazard, half-awake method to one that would aim at thorough-

ness, organisation and would be national in its purpose.

7.9
3. I feel that it is quite possible I have misunderstood the scope of our discussion, but I fancy that the Government of India must have something in their minds ^{of wider} importance than the best and most tactful manner of giving information about actual conditions: for that would hardly require a Conference. Is our discussion to be published? If so, I fear ^{very} little of the matter I suggest for discussion will be possible. In order that some of these subjects might be freely discussed I would suggest that at least part of our meetings be behind closed doors.

(Sd.) Arthur Davies

20. 3. 17.

Home Dept.
(Ed. 2)

6.1112, from the G. of I., No. 194, d/ the 2nd Model 11

Subject: -

Conference of Secretaries to
the Provincial Advisory Committees for
Students proceeding to Great Britain

The Govt. of India propose
to convene a conference of Secretaries
of the Provincial Students' Advisory
Committees and enquire whether
there is any objection to its being
held at Simla some time in July
next. There appears to be no
objection to the proposal. The month
of July may not be particularly
inconvenient for Mr. Davies, the
Secy. of the Madras Committee,
for though his leave colleague (Mr.
Davies is also the principal teacher)

proposes after the Summer vacation
on the 2nd July 1917)
he may not have to be away from
Madras in connection with the
conference for more than a week.
This arrangement may not also
interfere with Mr. Davies' leave
which he proposes to take only
from August.

2. The G. of I.'s letter

of: G. 450 Ed. 1
26.4.17 (N)

of: G. 265 Ed. 1
26.2.17 (L)
(doctd)

may be forwarded w/o to the D.P.D.
for comments especially with reference
to para 3 thereof. In regard to the
suggestions ^(asked for thereon) as to the subjects to
be discussed at the conference the
Director may ^(perhaps) find it useful to
consult Mr. Davies also.

OK
10.3.17
12.3.17

12.3.17

D.P.I.

No 81 of 22.2.17

I place below an exhaustive note by
Mr Davies which I think shows that
the proposed conference would be useful.

22.2.17



Home Dept.
(Ed.)

It is for consideration
whether further may be held that
this Govt. have no objection to
the convening of the conference
at similar some time in July next.

Colno 1112-1

12.3.17

Notes in 11
23.2.17

Notes in 11
23.2.17

11.3.17

11.3.17

NOTES.

In regard to the subjects for discussion referred to in para 3 of India's letter the suggestions put forth in Mr. Davis' note at slip ① may as far as possible be incorporated in the reply to India. A draft order and a draft letter to India are submitted for approval.

Dr
27.3.17
JL
28.3.17

N.E.

①

If Mr Davis' suggestions are approved & to be introduced in the letter to India the draft submitted may be passed.

CAH
1.4.17

Paragraph 2(iii) of the draft has been revised (copy attached) after consultation with Mr Davis. His Excellency approves the draft thus amended. L.M.
(Bo) 4.4.17



Box 24
enc 2.4.17
Recd 9.4.17

proceeding to England being held at Simla some time in July next.

2. With reference to paragraph 3 of the letter, I am to make the following observations under the several heads specified therein.

(i) Constitution of the Committees.

The Governor in Council ~~is~~ ^{is to think} that the consideration of this question largely hinges on the functions to be assigned to the committees. Experience has shown that the bulk of the work on the present lines must necessarily fall on the Secretary, the value of the committee consisting merely in ~~the~~ its being a body to which the Secretary is immediately responsible and in adding to the dignity of the work. ~~It is in this view~~ In this view the constitution of the Madras Committee representing as it does the leading educationists of South India ~~and~~ and the various classes, Hindu, Muhammadan, Anglo-Indian and Indian ^{which are found there} Christian does not stand in need of any reform. It might however require reconstruction if the committee is to be entrusted with ~~the~~ larger "Advisory" ^{functions} ~~institutions~~. In that case it may have on it representatives of the various professions, such as Engineering, Medicine, Technical pursuits and business.

Another point of importance is the qualification of Secretaries. It is desirable that the Secretary should be able to advise on matters requiring personal

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experience of English institutions and English life and that it should be possible for him to have up to date information of the changing conditions of English institutions and Indian students in England. The simplest and best method of ensuring this would probably be by the Secretaries making it part of their duty to consult recently returned students as to their experience and by ^{then making a point} ~~acquiring~~

^{of seeing} British educationists of all kinds who visit this country to ~~make a point of~~ ^{consulting} seeing the Secretaries and ~~advising them~~ ^{about the} ~~as to~~ actual conditions ^{obtaining at home}.

(ii) Functions of Committees & Secretaries.

(a) In India

Two points which may profitably be discussed under this head are (1) how to get into touch with parents who are often ignorant and among whom it is so strongly the custom to leave their sons to settle their own educational course and (2) how to give Secretaries a wide and thorough knowledge of the possibilities of higher and professional education in India itself.

(b) In relation to the India Office

and Home institutions. - A discussion as to the experience and methods of different committees in the matter of obtaining reliable information about the capacities - intellectual, physical, social and financial - of intending candidates for transmission to the institutions and colleges

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at home may be useful - so also a consideration of the methods by which the advantages of the guardianship system might be brought home to students and parents. Another suggestion is that the Secretaries may be furnished with information about the welfare of the students and how they get on from year to year until they return to India.

(iii) Publications

It will be useful if the India Office

will arrange

(i) to issue a monthly or quarterly newspaper dealing with general information regarding English institutions and colleges for distribution to members of ~~the~~ committees, colleges, secondary schools and parents of students in England;

(2) to revise the Handbook yearly; and
(iii) to cause pamphlets to be written by experts in various subjects such as 'forestry and agriculture' technical pursuits, business training, medicine &c.,

(iv) Other matters.

Secretaries of the Provincial Committees should have information about ^{educative} ^{in this country} Indian conditions and possibilities and should also be able to give advice about courses of study in the U.S.A., Japan and similar countries.

9 have to.

22.2.17
28.2.17
1.4.17

This para is really superfluous now as it is contained in the report submitted by K.S. to staff.

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Paragraph 2 (iii).

Publications. The handbook is a useful compendium of information but no new edition has been brought out since 1914 and it is in many respects out of date. It would be of great advantage if the handbook could be revised and republished annually as is the case with calendars of colleges and other educational institutions. It would also be of advantage if the handbook were to contain under each section standing information such as is provided in the case of engineering by the pamphlet written by Mr. Campion. Should it be found that the incorporation of standing information in the handbook would render it too bulky or too "inelastic", information of this nature might be published in separate pamphlets. It is also necessary that the information contained in an annual handbook should be kept up to date throughout the year. This could perhaps be done by means of periodical bulletins in which all changes or additional information arising during the quarter would be recorded together with information as to the academic careers of students and other information of interest to members of committees, colleges, secondary schools and parents of students in England. This would greatly lighten the work of Secretaries and increase the value of their services, and as they are not infrequently asked to advise students as to whether they should pursue particular lines of study in England or take advantage of such opportunities as are open in India, a handbook containing information as to the facilities which exist for pursuing a certain course of study in India would also be of great service.

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191

READ AGAIN G.O. No.
191

DATED

CURRENT No.

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ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

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