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(Education)

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[Despatch Abstract.]

pamphlet ^{regarding} ~~regard~~ the position of Indian students in the United Kingdom.
Passing orders on the distribution of 100 copies of the ----
received from the Government of India.

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

Madras
18/7

Madras, the 6th July 1918.

From

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

To

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

Sir,

I am directed to forward for information and distribution to the members of the Provincial Advisory Committee for Indian students proceeding to England, 100 copies of a pamphlet regarding the position of Indian students in the United Kingdom.

sent separately

Copies retained
here
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18/7

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

H. Sharp

Offg. Secretary to the Government of India.

MEMORANDUM
ON THE
Position of Indian Students
IN THE
United Kingdom.

The Position of Indian Students in the United Kingdom.

On the 19th July 1916, a representation was addressed by the Indian Students' Friends' Society to His Excellency the Viceroy and Governor-General in Council in which were set forth certain grievances from which it is alleged that Indian students suffered in the United Kingdom. As the allegations cited had reference to the Department for Indian students at the India Office and certain institutions such as the universities of Oxford and Cambridge, London medical schools, the Inns of Court and the Institution of Civil Engineers, the representation was forwarded to the Secretary of State and in reply the Secretary of State has forwarded the following memorandum dealing with the main points put forward in the representation.

MEMORANDUM.

Some perplexity has been felt in India in regard to the origin and the working of the Students' Department, and a memorial from the Indian Students' Friends' Society, presented to the Viceroy in July 1916, re-echoes the sentiment:—"The genesis of this department has all along been shrouded in mystery. It is not known to the public in this country why the department was started, and at whose instance. It is not known that the students concerned had ever asked for it. All that we know is that a Departmental Committee of the India Office recommended such an institution, and it was assumed that it would be for the benefit of the students" (page 9, paragraph 20).

To appreciate the benevolent intention of the Secretary of State in establishing the Students' Department, it is necessary to go back to the period when Indian students first began to come to this country for purposes of education. Up to the seventies the number was very small, and when the National Indian Association was founded in 1871 with the object of extending the knowledge of India in England, of co-operating with all efforts made for advancing education and social reform in India, and of promoting friendly intercourse between English people and the peoples of India, it was not anticipated that Indian students would tend to absorb the major part of its activities, and the "superintending of the education of young Indian students in England" was at the outset looked upon merely as a subsidiary part of its work. From 1877 to 1905 Miss Manning was the Honorary Secretary of the Association, and as she possessed an ample private fortune she was able to devote the whole of her time to the care of such Indian students as sought her help. But by the date of her death the number of Indian students in this country had so much increased that no private individual could deal with all the problems connected with their difficulties, nor could any unofficial agency adequately represent them to the educational institutions into which they sought entry in yearly increasing numbers. Several persons, both English and Indian, interested in the welfare of

Indian students, drew the attention of Lord Morley, when Secretary of State for India, to the need of some provision for the welfare of Indian students during their residence in this country, and on the 14th of April 1907 he appointed a committee "to enquire and report upon the position in this country of young Indians who come to England, otherwise than as Government scholars, to study for university degrees, or for the Bar or other professions, and to make recommendations." This committee interviewed a number of Indian gentlemen, who strongly advocated the establishment of some organisation for the assistance and guidance of students; among them were older Indian gentlemen temporarily resident in this country, as well as students in Oxford, Cambridge and London. The proposal to establish such an organisation was also welcomed by the authorities of universities and other educational institutions, and in consequence of the evidence collected by the Committee, and the recommendations which it submitted to the Secretary of State, a Bureau of Information was instituted in April 1909, which afterwards developed into the present Students' Department. There is hardly a university or college in this country, to which Indian students resort, that has not continuously availed itself of the assistance given by the Students' Department in regard to the admission of Indian applicants; such educational establishments had previously no means of testing the value of credentials brought from India, as they were in many cases written by persons with whom the authorities in the United Kingdom were not personally acquainted, and the organisation of the Indian universities was little known or understood in this country. Even the University of Edinburgh (which at the outset was hostile, under the misapprehension that the creation of a Bureau of Information in London "would act prejudicially to Edinburgh's interest, as in the course of time it would probably become a mere recruiting agency for the London Schools") appointed in 1913 a representative of the Secretary of State to act when desired as guardian to Indian students, to secure facilities and introductions for them, and to render such other assistance as circumstances might require.

The recommendations of the committee as to the Bureau of Information were that its functions should be—

- (a) to provide information upon educational matters to Indian parents and students;
- (b) to draw up and keep on record a list of suitable lodgings and boarding houses in London, and of suitable families throughout the country who may be willing to receive Indians as paying guests during the vacations or at other times;
- (c) to furnish Indian students with such references or certificates as may from time to time be required of them by institutions to which they desire admittance;
- (d) to consider cases in which the regulations of British universities or other academic bodies impose unintention

hardship upon Indian students, or in which the system in force at colleges or universities in India does not harmonise with the requirements of educational institutions in this country;

- (e) to bring out a handbook of information on matters relating to academic and technical education, general particulars as to the conditions of life in various centres in the United Kingdom, the expenses of living, and any other details which may be useful to an Indian parent who contemplates sending his son to this country;
- (f) to assist Indian students in this country with advice on all matters—social, financial, or educational in which such advice is sought; also on the expressed request of parents in India to undertake or to entrust to responsible persons the duties of guardianship of Indian students in general or special matters, and, if desired, to send home periodical reports as to progress and conduct.

The Bureau of Information started its activities on the 27th of April 1909 on the lines indicated in these recommendations. From the outset it was faced with the difficulty of reconciling educational institutions to the possibility of an increased admission of Indian students, and, on the other hand, of removing the distrust which any official activity was apt to incite in the mind of the Indian student himself. With regard to educational institutions in this country the difficulties that presented themselves and the efforts made by the Students' Department to deal with them will be considered separately later on, but speaking generally it may be stated that the universities and colleges of this country are self-governing corporations, jealous of their own honour and privileges and of their independence as secured to them by Royal Charter or otherwise. They are in no way bound to pay any consideration whatsoever to representations of the Secretary of State for India, and at the time there was a considerable amount of dissatisfaction felt in regard to the Indian students to whom they had granted admission. In urging further liberality in regard to the admission of Indians, the Students' Department was met with objections that consisted mainly of complaints in regard to (a) offences against morals; (b) indebtedness to colleges and lodging-house keepers; (c) failure on the part of Indian students to avail themselves of the educational facilities provided; and (d) their holding aloof from the social life at the colleges (particularly in Oxford and Cambridge).

In regard to the Indian students themselves, feeling was at the time much excited over the question of the partition of Bengal, and in London Shyamji Krishnavarma was actively engaged in an anti-British propaganda, and the attitude of the student was thus described by one of the Indian witnesses (a distinguished barrister), who gave evidence

before the committee appointed by the Secretary of State: "The opinions of most of them are revolutionary; their motto is distrust and hatred." The murder of Sir Curzon Wylie by a student of University College, London, on the 1st July 1909, a few months after the Bureau of Information began its work, was followed by a large increase of police activity—quite unconnected with the Students' Department—which created widespread suspicion that the Department had been established for the purpose of spying upon the students and interfering with their freedom. The fact that the report of the Committee, on whose recommendations the Bureau had been established, was never published, gave rise to many surmises as to its purpose and the nature of its activities. A group of students, among whom Hardyal, Sarvarkar and V. Chatterpadhyaya have since become notorious, fostered the feeling of distrust, and, sometimes openly, sometimes covertly, carried on a campaign against the Department, and succeeded in imbuing a certain number of the students with a feeling of hostility towards any organisation connected with the India Office.

But apart from any attitude of political hostility, it must be remembered that students between the ages of 18 and 22, whatever be their nationality, are apt to resent any show of authority and anything that appears to them like an infringement of personal liberty; and their interpretation of liberty is apt to leave out of count the interests of the community and the rights and privileges of organised corporations.

With such material to deal with, it is rather a matter of surprise that the Students' Department has achieved so much success as it has. In one year, more than 1,000 students availed themselves of the help that the Department could give them, and it has had as much as 21,000, entrusted to its care by parents and others for the guardianship of students in the course of a single year (1910-11). In Sir C. E. Mallet's Reports from 1912 to 1916, detailed figures are given, and these* show that the majority of the students who come to this country have at some time or other derived advantage from the efforts of the Department on

*Published as Parliamentary Papers, price 2s. 6d. each, and obtainable through any bookseller.

their behalf.

The memorialists state: "Our society believe that it is not at all necessary to maintain a whole department for the purpose of supplying information about curricula and boarding houses; there is nothing in this direction which cannot be done by private agency in less time, at less cost and with less trouble." A perusal of Sir C. E. Mallet's Reports on the work of the Indian Students' Department from July 1912 to June 1916, will show how multifarious and varied is the work this Department has to carry on. Indeed, beginning merely as a bureau of information on educational matters, it has developed into an organisation to which Indian students apply for assistance in reference to any difficulties whatsoever they may happen to meet with in this country; and, on the other hand, its help is sought by English persons interested in the welfare of Indian students or in any way concerned with them.

The following is a summary of the various kinds of work the Department has to carry on:—

- (1) co-operation with the 11 Advisory Committees in India, supplying them with the information they require, collecting and supplying them with the calendars and prospectuses of educational institutions in the United Kingdom, keeping them acquainted with such changes in rules and regulations as affect Indian students, answering enquiries sent by these Advisory Committees, supporting their recommendations in every way possible, and sending reports on the work and progress of students who have come to this country with letters of recommendation from one or other of these Committees;
- (2) correspondence with the Secretary to the Delegacy for Oriental Students in Oxford, the Secretary of the Intercollegiate Indian Students' Committee, Cambridge, and the local advisers to Indian Students at Manchester, Edinburgh, and Glasgow, in regard to Indian students seeking admission to either of these universities or residing there under the charge of one or other of these persons;
- (3) making arrangements for the studies of the Government of India scholars and other scholars that have from time to time been placed under the charge of the Department by the Governments of Mysore, Patiala, Travancore, etc., and by the Tata and Wadia Trustees, superintending the studies of these scholars, and furnishing reports upon them; since 1913 the women scholars, sent to this country by the Government of India, for the study of medicine and a training in the methods and practice of education, have been placed under the charge of this Department, and special arrangements have had to be made for such scholars; similarly, the Dufferin Fund has entrusted the care of its scholars to the Students' Department;
- (4) caring for other students placed under guardianship by their parents; the number of such students varies from year to year; there were 91 in 1911, 137 in 1912, 144 in 1913, 157 in 1914, 144 in 1915, and 138 in 1916; the duties connected with such guardianship are often arduous and responsible, especially as the total sum of money that has to be administered is considerable, and difficulties are apt to arise owing to delay in the arrival of remittances from India, the death of a parent, etc., to say nothing of the circumstances connected with the career of the student himself; such students under guardianship include not only young men pursuing a course of study in a university or college, but also school-boys, who require more constant attention and for whom suitable families have to be found to provide them with a home during the school vacations;

- (5) making arrangements for meeting students on their arrival at the docks, or at a railway station (if they travel overland from Marseilles), and arranging return passages;
- (6) furnishing students with references and certificates to enable them to enter educational establishments, particularly the Inns of Court;
- (7) giving advice to students in regard to educational facilities in this country, the choice of a profession, and the most suitable university, college, school, or technical institute, in which the course of study or practical training may be profitably pursued; the subjects in regard to which the Department has been consulted are multifarious, and include not only the Arts studies in regard to which information is readily accessible through familiar academic channels, and other well-recognised university courses, such as those in medicine, engineering, law, agriculture, and forestry—but also technical studies, facilities for which are not so easy to find; among the technical subject on which the Department has been consulted are photo-lithography, glass manufacture, soap-making, the manufacture of cutlery, pottery, bakery, and biscuit-making, the manufacture of oils and fats, weaving, dyeing, bleaching, calico printing, ribbon manufactory, sericulture, electro-plating, tobacco-curing, telegraphy, the motor-car industry, tanning, tailoring, and veterinary science; students who wish to become architects, accountants, bankers, or solicitors, have also applied to the Students' Department for guidance as to the best course to follow; in many cases reference has to be made to specialists, before a satisfactory answer can be given, and by an arrangement made between the Secretary of State for India and the Board of Education, the Students' Department is in a position to consult the Department of Special Enquiries in the Board of Education in regard to technical studies, and to obtain for students undergoing a training as teachers, opportunities for visiting schools and other facilities; as it is in touch with every form of educational activity in this country, the Board of Education is in a position to furnish the most recent and trustworthy information in regard to almost every branch of study and intellectual training. In regard to medical studies, the Students' Department is able to profit by the advice of the President of the Medical Board and Medical Adviser to the Secretary of State. For the benefit of engineering students, the Secretary in 1910 appointed Mr. J. M. Campion, M.I.C.E., to act as Engineering Adviser, and he is in close touch with the various Institutions of Engineers, and with companies and firms willing to afford students opportunities for practical work, and most of the students who come to this

- country to be trained as engineers, avail themselves of his advice. In other technical matters, the Students' Department is able to obtain for students the advice of the Board of Agriculture, the Director of the Imperial Institute, and a large number of other experts;
- (8) in the more difficult matter of obtaining opportunities for practical training and experience, the Students' Department has since its inception secured for Indian students admission into manufactories and works of all kinds, and facilities for a practical training in electrical and mechanical engineering, sugar manufacture, flour-milling, tanning and pottery-manufacture have been obtained for a large number of students, who but for the recommendation of the India Office would have experienced great difficulties in endeavouring to obtain them by their own unaided efforts, and would in some cases have found it quite impossible;
 - (9) recommending suitable lodgings, finding families who will admit Indian students into their household, and arranging for holiday homes and vacation residences; before the outbreak of the war, similar arrangements were made for students who wished to spend a vacation in France or Germany; to build up a useful connection of this kind is the work of many years, and much care and tact is needed in making use of it; but it has been possible thereby to introduce a large number of Indian students into English households, which have become their homes during their residence in this country and in which they have formed pleasant and helpful friendships;
 - (10) compiling the Handbook of Information, which gives details of the various university and professional studies commonly followed by Indian students in the United Kingdom, together with advice as to outfit and preparations requisite before leaving India, the cost of education in this country and the best means of profiting by it; in addition to this Handbook the Students' Department issues some pamphlets and leaflets, such as an account of the work carried on in 21, Cromwell Road, and the advantages that students can obtain there, "Rules and Suggestions for Indian Students entering Oxford and Cambridge," "Rules for the Guardianship of Indian Students in Great Britain," "Notes and Suggestions for Indian Students for the English Bar," and "The Cost of Living for Indian Students in Great Britain";
 - (11) obtaining passports for students returning to India; since the outbreak of the war, the procedure in regard to passports has become complicated and often involves considerable correspondence;

- (12) relieving students in financial difficulties, by co-operation with the Distressed Indian Students' Aid Committee (which is an outgrowth of the Students' Department); students are frequently embarrassed owing to the failure of remittances to arrive in time, or (less frequently) through the death of a parent and the consequent confusion in monetary arrangements; and the temporary loans made by this Committee (to which is attached one of the members of the staff of the Students' Department) have relieved distress for which previously there was no adequate remedy;
- (13) the care of students who fall into ill-health, arrangements for the burial and winding up of the affairs of any who die, the extrication of students from difficulties into which they have fallen, litigation, etc.;
- (14) the promotion of social intercourse with English undergraduates and others in this country (in this connection the Hospitality Committee has been one of the most recent developments);
- (15) lastly, the organisation of the many-sided work at 21, Cromwell Road, and especially its social activities and the various literary and debating societies which have met there.

It is of interest to note that several societies have from time to time been founded to carry on some such work as is done by the Students' Department, and their very existence and their number bear testimony to the recognition of the need of such an organisation; but none has met with much measure of success, except the National Indian Association (founded in 1871), and most of them have perished after a brief existence of one or two years. The fact is that the work is so exacting that only a permanent staff entirely devoted to it can cope with the multifarious character and volume of the work, and only an official body can command the confidence of educational institutions, which ask for guarantees, or of parents who wish to entrust to a guardian large sums of money to be administered on behalf of their sons.

As Sir C. E. Mallet states in his Report, 1914-15 (paragraph 21): "There will always, perhaps, be a few critics to protest that Indian students would get on better in this country if they had no connection with the India Office, and no department to help and advise them, to supply information about English life and education, to receive new arrivals and start them on their way, to secure them the introductions for which they ask, to support their admission to institutions which they wish to join. But this view is only tenable by people who know little of English institutions, and still less of Indian students' needs." Again in his Report, 1915-16 (paragraph 21): "Objection has been raised to the Students' Department on the ground that it means official intervention where no such intervention is required. But no one who realises the circumstances in India and in England will admit the

soundness of this plea. There are now thousands of enquiries received every year in the two countries from Indian students who want information as to British examinations, exemptions, diplomas, and degrees. The enquiries are often complicated and minute in character, and need careful and detailed replies. No voluntary organisation exists which can deal satisfactorily with these enquiries. The need for the machinery of the Advisory Committees set up by Government in India has been repeatedly proved by the applications made to them. In the same way on this side, it has been shown by experience that Indian students, when they come to this country, need in many cases some organisation to put them on their way, to receive and start them in their new surroundings, and to introduce them to the institutions which they wish to join. Here again, no voluntary organisation has yet grown up which is equal to the task, and it is simply because the Department is needed that Indian students apply to it for help. Besides that, the standpoint of English institutions should be understood. Bodies like Oxford and Cambridge Colleges or the London Inns of Court, which set store on the facilities they offer, and have their own traditions and standards to maintain, will not admit any new candidate, be his nationality what it may, until satisfied that he is qualified for admission. It is not enough for a student to wish to join them. He must produce such credentials as they require; he must satisfy them that his credentials are of value, and he must make his application at the proper time. It often happens that institutions in this country feel unable to judge of the value of testimonials brought to them by students of whom they know nothing, and in such cases it is no reflection on the students, it is simply a matter of reasonable precaution, that they should apply to the authority in England which can best tell them what these testimonials are worth. In the case of an Indian student the India Office is the source of information to which English institutions naturally turn. If any critic is tempted without consideration to protest against official action in this matter, he should ask himself what the position would be if the India Office refused to intervene, and declined to accept any responsibility or to give any recommendations for Indian students. The result would inevitably be the closing of doors which official influence has been able to keep open."

In the memorial from the Indian Students' Friends' Society the Government of India is asked to "take immediate steps to remove all the just grievances of young Indians in the United Kingdom," and a number of complaints are brought forward against various educational institutions in the United Kingdom which admit Indian students. The problem is more perplexing and complicated than the memorialists have recognised it to be, and cannot be made clear unless it is dealt with in some detail, especially as the complaints made are stated in general terms and no specific examples of injustice are adduced in support of them.

It is proposed to consider these complaints in regard to the institutions referred to, in the following order: (A) the Universities of Oxford

and Cambridge; (B) the Medical Schools; (C) the Inns of Court; and (D) the Institution of Civil Engineers.

(A) The Universities of Oxford and Cambridge.

It is an error to suppose that the Universities of Oxford and Cambridge have ceased to welcome scholars and men of personality of whatever race or creed, but they wish to admit students who are likely to profit by the opportunities afforded them there and keep alive the traditions of sound learning. From about the year 1905 the number of Indian applicants for admission increased considerably, and by 1909 a number of colleges, which had found a difficulty in obtaining adequate information as to the character, financial standing, and intellectual qualifications of their Indian students, became reluctant to admit Indian students at all. It was directly in consequence of representations from the India Office that almost all the colleges promised to reserve a number of vacancies for Indian applicants; the India Office, on its part, undertook to make arrangements whereby students in India could be advised as to the expenses, conditions of admission, and courses of study, &c., and the colleges, on the other hand, receive information as to the suitability of candidates for admission; at the same time, financial guarantees were provided in the case of colleges that would not admit Indian students without them, by an arrangement whereby parents placed their sons under the guardianship of the Educational Adviser and sent remittances of money to him. There are several references in the memorial to compulsory guardianship. It cannot be too emphatically stated that the Students' Department only undertook the guardianship of a student if asked by the student himself or his parent or his natural guardian to do so. The memorialists quote the report of a Sub-Committee of the London Advisory Committee which asserts that an "element of compulsion has been imported into what was originally avowed to be a purely voluntary system." This opinion was based on a misunderstanding of the circumstances under which the Department used to undertake the guardianship of students admitted to Oxford or Cambridge; such guardianship was only undertaken in order to help students to obtain admission in cases when guardianship was made a condition of admission. Some few out of the Colleges at Oxford and Cambridge, and the Censor of Non-Collegiate Students at Oxford, would not admit Indian students unless they were under guardianship, chiefly with the object of having someone in this country, who would be responsible for the payment of the students' dues. If this regulation may be described as compulsion, the compulsion was a matter of college regulations, intervened only to help the students in cases where there was no one in this country forthcoming to undertake this responsibility. Several Indian gentlemen resident in England acted as guardians, and were thus able to secure for their wards admission

to colleges, and the Department performed a similar office for other students. It is an error to represent what was a detail of college discipline as being compulsion on the part of the Department. But at the present time there is no ground even for such a misapprehension. In accordance with the new arrangement made in 1916 at Oxford and Cambridge (explained by Sir C. E. Mallet, in paragraph 10 of his Report for 1915-16), no student at either of these Universities will be under the guardianship of the Department; colleges as before may insist upon students being under guardianship, but that function will be performed by university officials, the Secretary of the Delegacy for Oriental Students at Oxford, and the Secretary of the Intercollegiate Committee at Cambridge, responsible only to the university body that appoints them, and the decision in the matter will rest entirely with the college concerned. As the Secretary of the Delegacy for Oriental Students at Oxford has said, "It cannot be too clearly or too frequently pointed out that this is a matter that rests entirely with the colleges (and the Non-Collegiate Body) to decide. There is no forcing of guardianship on our part. If a college elects to accept an Indian student without it, there is no objection. We simply place ourselves at the disposal of the colleges if they desire to employ our agency."

As henceforth students at Oxford or Cambridge will be under the guardianship of officials of their own university only, all shadow of suspicion as to any compulsion in regard to guardianship by the Students' Department should pass away, as in these universities guardianship has now become a matter merely of domestic discipline with which the India Office has nothing to do.

The memorialists are incorrect in stating (paragraph 17) that "Trinity and Magdalen Colleges at Oxford refuse to admit any student of Indian nationality" since these colleges have distinctly expressed their willingness to consider applications from Indian students; nor has Corpus Christi College, Cambridge, refused to admit Indians on the ground of their race or nationality; it is a small college, which grants admission to applicants on principles that exclude several classes of English students besides Indians, and in this respect occupies a position different from that of the other colleges in this university. In view, therefore, of the actual attitude of the colleges, as explained above, it is difficult to understand the statement in paragraph 17 of the memorial, "This attitude on the part of the colleges towards students works as a great hardship and creates a most painful impression on the public mind in India." No instance has ever been adduced of an Indian student fitted for admission to Oxford or Cambridge, who has applied in good time, and passed the necessary tests, having failed to obtain admission; on the contrary, there have been many instances of colleges having generously relaxed their rules, and departed from their usual practice, in favour of Indian students who have brought with them good educational credentials.

Indeed, the arrangements made imply a special degree of consideration for Indians, such as is shown to no other class of students except the Rhodes scholars at Oxford, in that vacancies are reserved for Indian applicants, and almost every college has from time to time exceeded the limit of the number of Indian students it has undertaken to admit each year, for it cannot be too strongly emphasised that whatever limit there may be is a minimum, not a maximum. Accordingly it is not correct to say "the most liberal institutions admit two every year" (paragraph 17), for some colleges at Cambridge frequently admit three or four, and Fitzwilliam Hall six to eight; in the years 1911-15 there were 18 occasions on which one college or another admitted more than two Indians in one year. It is true that none of the colleges can admit an unlimited number of Indian students in any one year, but it must be remembered that (i) in each case the accommodation is limited by the fact that no tutor can take charge of more than a certain number of students; (ii) each college has to meet a great many claims, urged by schools with which it has a long re-established connection, by old members of the college, &c.; Indian students and their parents fail to recognise how much pressure is put upon colleges in this manner, or what efforts are made to secure the privileges of admission; e.g., many Indian students who come to Oxford expect to be admitted to Balliol College immediately on application. An English parent sometimes thinks it necessary to put his son's name down as a candidate for admission three years ahead; (iii) in the case of some colleges each Indian student who is admitted implies the exclusion of an English student, and the reserving of places for Indian applicants *qua* Indians is a privilege not granted to students of any other nationality (with the solitary exception of the Rhodes scholars at Oxford). There is one consideration among others that has led the authorities of individual colleges to arrange to make the number of Indian students in residence at any one time bear some proportion to the aggregate number of those admitted to the college, namely, the desire that the Indian undergraduates should be absorbed into the social life of the place; experience has shown that if the number of Indians in a college exceeds a certain proportion of the total number of the students, the Indians are very apt to congregate together and keep aloof from the common life of the college. It has been found at Edinburgh for example, where there is no college system and where the Indians form a large distinctive group, that their isolation from the general life of the University has made their situation more difficult and has even excited racial feeling; and generally speaking, wherever Indian students gather in large numbers in any British institution, it is not so easy for them to reap advantage from their stay there, as they can in places where their numbers are so small as to enable them to be absorbed in the society of their fellows. The limitation of numbers in any individual college therefore has in most cases been found to have had good results, and no Indian student who is companionable and is prepared to accommodate himself to the spirit of the institution, has reason to complain of race or colour prejudice. There have been several

instances of students, both at Oxford and Cambridge, who have been among the most popular men in their colleges; as Sir C. E. Mallet has said "every Indian who accepts the ways and traditions of the

Report on the Work of the university he joins, does well in its schools, Indian Students' Department, enters into its spirit and occupations, the 1915-16, paragraph 20. makes himself liked, as Indian students can, will find a not ungenerous welcome, and will render easier the way for those who follow in his steps."

Though no Oxford or Cambridge College is prepared to admit an unlimited number of Indian students (and, as explained above, this restriction operates to the advantage of the Indian students themselves), the accommodation available in colleges and in the non-collegiate body together, has hitherto enabled provision to be made for every qualified Indian student who has sent in his application for admission in good time and in accordance with the regulations of the university. The following statement gives the number of Indian students who were admitted to the Universities of Oxford and Cambridge since the establishment of the Students' Department, and the total number in residence at the close of each academic session (i.e., June in each year).

Session.	Oxford Matrikulates.	Total Number in Residence.
1908-09	14	9
1909-10	21	45
1910-11	31	56
1911-12	21	62
1912-13	20	66
1913-14	33	70
1914-15	23	61
1915-16	14	70
Session.	Cambridge Matrikulates.	Total Number in Residence.
1908-09	34	9
1909-10	43	126
1910-11	47	128
1911-12	31	111
1912-13	32	117
1913-14	35	100
1914-15	36	108
1915-16	39	108

Though these figures fluctuate from year to year, and though the war has undoubtedly affected recent numbers, it is noticeable that the total of matriculates rose from 48 in the first year after the establishment of the Department to 68 in the year before the outbreak of the hostilities.

The memorialists in paragraph 17 imply that a gross injustice is done to students by a "wholesale exclusion of Indian students" from Oxford and Cambridge as being "the best training ground for the Indian Civil Service." There is no evidence of any such exclusion, and, as Sir C. E. Mallet points out (*loc. cit.*), "while the figures of the Indian Civil Service examinations during the last 15 years, from 1902 to 1916, show that the number of Indians who have secured places in any given year has rarely, if ever, exceeded one or two from Oxford and seven from Cambridge, any suggestion that these two Universities are, by limiting admissions, keeping Indians out of the public service of their country would be quite without justification."

Nor is there any ground for the statement (paragraph 2) that Indian students suffer from any "disabilities in the matter of Fellowships, or are excluded from College Fellowships" (paragraph 18). It is true that the Hon. Mr. R. P. Paranjpye is the only Indian who has obtained a Fellowship so far, but this single instance is sufficient to show that there is no disability in the case of an Indian candidate. At the same time it must be remembered that the number of Prize Fellowships is small, and that other Fellowships can only be held by recognised teachers of the university or by those occupying some official position, either in the university or on the governing body of some individual college. In these respects there is no analogy between Fellowships in Oxford or Cambridge Colleges on the one hand, and Fellowships of an Indian university, or even of other learned bodies in the United Kingdom on the other.

The memorialists omit to mention the large number of scholarships and exhibitions that have been awarded to Indian students in various colleges, especially at Cambridge (where of recent years Indian students have been distinguishing themselves more than at Oxford). A long list might be given of these, beginning with the name of the late Professor S. Sathianadhan, who in 1880 held a Foundation Scholarship at Corpus Christi College, Cambridge. Indian students have been awarded studentships, scholarships, and exhibitions at Clare College, Pembroke College, Trinity Hall, King's College, St. Catherine's College, Jesus College, Christ's College, St. John's College, Magdalene College, Trinity College, Sidney Sussex College, and Emmanuel College, Cambridge; and at the last-mentioned College an Indian student has received a Research Studentship of 150*l.* a year. At Oxford the number of such distinctions gained has been fewer, but among them have been a scholarship at Balliol College, and an exhibition for law and a research scholarship at Christ Church. Such awards are given as readily to Indians whose merit has deserved them as to any other candidates, and no distinction as to creed or race is made (except, of

course, in the case of specifically theological endowments, but even these are available for Indian Christians). Indian students have been allowed to compete for, and have won, Entrance Scholarships, and poor students have received special grants from college funds. The more brilliant students engaged upon research work have been given grants from both university and college funds. The generous welcome given in Trinity College, Cambridge, to S. Ramanujan, the mathematician, is typical of the reception which every genuine scholar receives in an English university. There have also been instances in Cambridge of Indians who have been given post-graduate appointments as demonstrators in scientific laboratories or as Directors of Studies. The Board of Civil Service Studies in the same university has appointed an Indian as university teacher in Marathi, and at the present time an Indian holds the post of university teacher in Hindustani. An Indian has also been lecturer in Sanskrit at the University of Oxford. These facts indicate none of the race prejudice of which the memorialists complain, but rather show that Indian students enjoy there "an equality of treatment and of opportunity" (paragraph 5).

(B) The Medical Schools.

As regards the medical schools and colleges, the limited accommodation for British students and the need of a constantly fresh supply of members of the medical profession make the authorities of these institutions unwilling to exclude their fellow-countrymen to the advantage of foreign applicants. Accordingly, restriction on the admission of Indian students to medical colleges in London there certainly is; but the petition much exaggerates the consequent difficulties in their way. Sir C. E. Mallet sums up the present situation in his Report for 1915-16: "As regards medicine, it cannot be fairly said that any Indian student of character and education is now prevented from securing in the United Kingdom, the medical training which he needs. Both in London and in Edinburgh, Indian medical students are admitted in considerable numbers; and it is too often forgotten that there are several other universities in Great Britain—Birmingham, Durham, Manchester, Leeds, and Liverpool may be mentioned among them—where a first-class medical training can be procured, of which few Indians have as yet taken advantage. It would be unfair to the great London hospitals, and it would overlook the special position they hold and the many demands they have to satisfy, to suggest that they are as a body illiberal in offering facilities to Indian students. But it is the fact, whatever may be the cause, that in some the facilities are much fewer than in others. It is perhaps not too much to ask that every hospital, according to its abilities, should admit the obligation of keeping a fair proportion of its vacancies for Indian students, and that the hospital authorities should recognise that, among the large numbers of overseas students whom they admit, Indians as British subjects have a strong and even a preponderating claim. There is reason to hope that with a fuller recognition of the needs of India the number of Indian medical students in the London hospitals might be appreciably increased. But

even as matters stand, there is nothing to prevent any Indian student, with a fair record and with the preliminary education needed, from getting the highest kind of medical training at one centre or another in Great Britain."

The memorialists state (paragraph 13) that "Indian medical students prefer to be educated in London, as the teaching in the London colleges is superior to what is available at provincial centres." Those who are in a position to judge of the teaching given in some of the great medical schools in the North of England and in Scotland would undoubtedly dispute the accuracy of this statement. But the chief reason given for the preference is that the students may be able to compete on equal terms in the Indian Medical Service Examination, which is held in London. But a scrutiny of the pass lists of this examination does not show that study in a London college is essential to success. From the following statement it will be seen that of the successful candidates at the last 11 competitive examinations for the Indian Medical Service, no less than 63 obtained their qualifications at medical schools outside London :—

Date of Examination.	No. of successful Candidates holding London qualifications.	No. of successful Candidates holding Provincial qualifications.
January 1910	4	9
July 1910	6	9
January 1911	7	6
July 1911	8	4
January 1912	6	5
July 1912	8	4
January 1913	7	5
July 1913	8	4
January 1914	9	9
July 1914	7	6
July 1915	4	2
Total for 11 Examinations ...	74	63

In regard to post-graduate appointments in the medical colleges and hospitals, there is no justification for speaking of the "virtual exclusion" of Indian students from such appointments (paragraph 14), for resident appointments have been given to Indian medical students in St. Thomas' Hospital, the Middlesex Hospital, University College Hospital, Charing Cross Hospital, the London Lock Hospital, St.

Mark's Hospital, the Cancer Hospital, St. Peter's Hospital, Chelsea Hospital for Women, York Road Lying-in Hospital, Brompton Hospital for Consumption, East London Hospital for Children, Seamen's Hospital (London School of Tropical Medicine), Royal Free Hospital, and the New Hospital for Women. These are some of the hospitals in London in which residential appointments have been given to Indian medical students; in the provinces, instances are much more numerous, and the authorities of those isolated London hospitals that have shown a reluctance to give residential posts to their Indian students have secured for them such appointments in hospitals in the provinces. It is not correct to say that "In the case of examinations like the M. D. and M. S. (London) the holding of a residential appointment for a particular period is one of the necessary qualifications for admission to such examinations" (paragraph 14). The Regulations of the University of London in regard to the holding of a hospital appointment for a candidate for the M. D. degree state that he must send to the Registrar a certificate either

(i) of having been engaged in professional practice for not less than five years; or

(ii) in the case of Branch I, of having held for at least six months an approved appointment at a hospital recognised for the purpose; or

(iii) in the case of Branch II, of having held for at least six months an approved pathological appointment at an institution recognised for the purpose; or

(iv) in the case of Branch III, of having held for a period of six months an appointment in an asylum approved for this purpose by the university; or

(v) in the case of Branch IV, of having held for at least six months an approved appointment in Obstetrics or Gynecology at a hospital recognised for the purpose.

For the degree of M.S. Branch I, Surgery, a candidate must forward a certificate of having held for at least six months an approved surgical appointment at a hospital recognised for the purpose; Branch II, Dental Surgery, a similar certificate of having held an approved appointment at a dental hospital.

The University publishes a list of these approved appointments. For the M. D. examination :—

Branch I. There are more than 200 appointments in the United Kingdom of which at least 34 are non-residential appointments, and 39 which may be held either in Bombay or Calcutta.

Branch II. There are 53 appointments, of which 51 are non-residential.

Branch III. Any appointment that can only be held by a registered medical practitioner at a large number of asylums.

Branch IV. There are some 48 appointments in the United Kingdom of which about 17 are non-residential appointments, and 5 which may be held either in Bombay or Calcutta.

For the M.S. examination :—

Branch I. There are over 200 appointments in the United Kingdom, of which 37 are non-residential appointments, and 38 which may be held either in Bombay or Calcutta.

(There has never been any candidate for the M.S. examination, *Branch II* ; so no list of recognised institutions has been compiled.)

The memorialists have failed to notice that for *Branch I* (Medicine) and *Branch II* (Midwifery and Diseases of Women) of the M.D. examination, and for *Branch I* (Surgery) of the M.S. examination, the condition as to having held an approved appointment can be fulfilled in India ; that a large number of the approved appointments in England are not residential appointments ; that even where they are residential, they have in several instances been held by Indian students ; and that as a matter of fact no Indian student wishing to appear for the M.D. or M.S. examination has ever failed to get a post-graduate appointment if he were fitted for it.

A detailed consideration of the pertinent facts does not show that there is so much ground for complaint as the memorial suggests. But there are certainly difficulties connected with the question of the medical studies of Indian students, and it has received, and will continue to receive, the earnest attention of the Students' Department, so that the sympathetic interest of the authorities of hospitals and colleges may be secured for Indian medical students.

(C) The Inns of Court.

In regard to the Inns of Court, the memorialists make two complaints :—

(i) That whereas " prior to 1910 any Indian student who had passed the Matriculation examination of any Indian university was entitled to be admitted to the Inns of Court, since that year he is required to be a graduate of an Indian university ; this raising of the standard prevents a large number of Indian students from getting the benefit of legal education in England and places them at a disadvantage with their British fellow-subjects."

The Consolidated Regulations of the Inns of Court do not bear out this statement ; they require the applicant for admission to have passed one of the qualifying examinations set down in an attached schedule ; among these examinations is the Cambridge Senior Local Examination which can be passed in India, and any Indian student having passed it before leaving home can come to England and join an Inn without any

delay ; the schedule also includes the Matriculation examination of eight of the English universities and the Preliminary examination of the Scottish universities. It is difficult, therefore, to see how the change of regulations can prevent " a large number of Indian students from getting the benefit of legal education in England," or how it constitutes " a great and undoubted hardship " and they are certainly not " at a disadvantage with their British fellow subjects." The only examination of an Indian university included in the schedule is that for the B.A. degree. The memorialists consider that this is a reflection on the Indian universities and would recommend the substitution of the Inter-Arts or Previous examination of an Indian university. Sir C. E. Mallet has discussed this proposal in his Report for 1915-16, paragraph 15, and points out that " the attitude of the Inns of Court is, necessarily, to some extent dependent upon that of Oxford and Cambridge, and unless the latter admit that the standard of the Indian Intermediate examination—not in one university only, but in all the Indian universities alike—is, in an educational sense, fully up to the level of Responsions (at Oxford) and the Previous examination (at Cambridge), complaints made against the Inns of Court are not likely to lead to an alteration of the rule. The remedy seems to lie with the universities of India. If they, by some united action, setting forth in detail the educational tests involved, could convince the universities of Oxford and Cambridge that the Indian Intermediate Examination ought to be accepted as the proper equivalent of Responsions and the Previous examination, then the Inns of Court could be more effectually urged to follow suit."

The High Courts in India would probably deprecate any lowering of the standard for admission to the Inns of Court, nor are the Indian universities likely to sympathise with such a proposal, since they insist upon a candidate for the L.L.B. examination having first taken the B.A. degree.

(ii) The other complaint refers to the certificate of character required from candidates for admission.

The Consolidated Regulations of the Inns of Court require from Indian applicants certificates of good character, one of which shall be (a) if he has received, or is still receiving, his general education in the United Kingdom, a certificate from the head of his school or college, or from his tutor ; (b) either a certificate from the Collector or Deputy Commissioner of the district in which his family resides, or a certificate from the Secretary for Indian Students appointed by the Secretary of State for India. The memorialists omit to notice that the Inns of Court only accept a certificate from the India Office, provided that the official signing it (now the Educational Adviser for Indian Students to the Secretary of State) certifies that he has made enquiries from the Advisory Committees in India. Seeing that the Advisory Committees are largely made up of the heads of schools and colleges in India, in practice the procedure assumes much the same character as the proposal made by the memorialists ; with this difference, that the Inns of Court

deal with an individual whom they can hold personally responsible and against whom they can complain, in the event of carelessness or dereliction of duty, to his superior, the Secretary of State. The suggestion that applicants should present certificates signed by persons resident in India, is open to the objection that the Inns of Court have no personal knowledge of the signatories and no means of complaining in the case of dissatisfaction.

The ultimate responsibility for the recommendation for admission thus rests with the Advisory Committees, who can easily get into touch with the applicant's teachers and family; the Advisory Committees can see to it that their recommendation is duly communicated to an Inn of Court and that the interests of the student with whom they are concerned are safeguarded. There is in practice no "such absolute power in the hands of an official living in England" as the memorialists suggest (paragraph 9), and no reason to fear that he may abuse his power; if such an event ever occurred the student would find an advocate ready in the Advisory Committee that recommended him.

(D) The Institution of Civil Engineers.

The memorialists also complain (paragraph 6) of the attitude of the Institution of Civil Engineers as "a standing source of injustice to Indian students," but give no details or explanation of such a charge against a corporation that has always shown itself sympathetic to Indian students and ready to listen to representations from the India Office on behalf of Indians taking up engineering, and has admitted a large number of them into its own body as associate members. It is incorrect to say that its "rules govern the recruitment for the Public Works Department in India," for the A.M.I.C.E. is only one of the alternative qualifications, which comprise 24 different degrees of British universities or "such other diploma or distinction in engineering as the Secretary of State may decide to accept in any particular case."

The reference is possibly to a matter discussed by Sir C. E. Mallet in his Report for 1918-14 (paragraph 20), which shows that the grievance mentioned has already, principally owing to the intervention of the India Office, been removed:—

"One point, which was a matter of complaint among engineering students, was dealt with during the year. It was alleged that the rules in regard to appointments made in England to the Public Works Department followed too closely the rules of the Institution of Civil Engineers, and thereby prejudiced students who had obtained Indian degrees, and were entitled in consequence to certain exemption at universities in Great Britain. The rules of the Institution of Civil Engineers restricted such exemptions. During the year, however, the Institution relaxed many of the restrictions in respect of university degrees exempting from its A.M.I.C.E. examination, and in regard

to the remaining restrictions it was decided by the Secretary of State that they should not be imposed in the case of Indian candidates for appointments in the Public Works Department. In the latest issue of regulations of the Public Works Department, it is made clear that students with Indian B.Sc. degrees, going for instance, to the Universities of Durham or Birmingham, will not be required to take the matriculation examination there, or to spend three years in a university which is willing to give them their degrees in two."

In regard to all these institutions, the Students' Department has, since its inception, advocated the cause of Indian students, and has met with a considerable degree of success. The deans of the medical schools and hospitals and the authorities of the Inns of Court, have shown a willingness to pay consideration to representations from the India Office on behalf of Indian students. But (as pointed out above) these are self-governing institutions, jealous of their own honour and privileges, and their independence is secured to them by Royal Charter or otherwise. They are apt to resent whatever may have an appearance of interference on the part of any outside body, and relations with them, to be successful, must be conducted with tact and consideration. Such violent methods of coercion as proposed by the petitioners in paragraph 23 would certainly not have the result of bringing "these institutions to a reasonable frame of mind in their attitude towards Indian students," and might indeed have results very injurious to Indian claims and aspirations.

In regard to engineering and technological students, the memorialists state (paragraph 16) that their chief grievance is "the want of facilities in getting practical training in factories and workshops . . . being foreigners in the United Kingdom, the majority of Indians possess no influence which can secure their entrance into any manufacturing or contracting firm of engineers for the purpose of practical training." It is true that facilities for practical training in civil engineering are difficult to obtain; but it would be wrong to suggest that Indians as Indians are shut out from opportunities of such training in Great Britain, which other students can easily obtain. For this difficulty is not confined to Indians; it applies to all civil engineering students in Great Britain, and is due to the fact that there are now in this country comparatively few openings in the way of new railways or new public works which afford facilities for training students. Many English students of civil engineering have to go abroad in order to seek opportunities for practical training, and it is a matter for regret that Indians who want practical training in civil engineering should leave India, where such opportunities exist in plenty, in order to look for them in Great Britain, where from the nature of the case they are much less likely to be found.

As regards practical training, however, in other branches of engineering, there is no special difficulty, and for Indians of capacity and good conduct studying mechanical or electrical engineering admittance to works can in most cases be obtained. Similarly, in other industries

it has been found possible to obtain for Indian students good opportunities of practical training in English firms, sometimes without the payment of a premium. Many students have owed to the efforts of the Department (especially at Glasgow and Manchester), admittance into electrical and mechanical works, railway workshops, sugar factories, flour mills, tanneries, etc. A long list of firms that have responded to requests from the Students' Department, to grant to Indian students opportunities for obtaining practical experience, might be given; among them are:—

For Electrical Engineering:—

Messrs. G. Gilkes & Co., of Kendal,
The Shawinigan Water and Power Company, of Montreal,
The Lancashire Dynamo and Motor Company,
The British Westinghouse Company, of Manchester,
Manchester Corporation Electricity Department,
The South Metropolitan Electric Tramways,
The Amsterdam Electricity Works,
Messrs. T. Bell & Co., Lucerne,
The Lancashire Electric Power Company,
The General Electric Company, Birmingham,
The British Thomson-Houston Company, Rugby,
Messrs. Siemens Bros. London and Stafford;

For Railway Engineering:—

The Caledonian Railway Company,
The Glasgow and South-Western Railway Company;

For Civil and Mechanical Engineering:—

The Hornsey Engineering Company,
Messrs. H. Symington and Son,
Messrs. Brown and Kincaid,
Messrs. Kyle, Dennison and Laing.
The Glasgow Corporation,
Messrs. Warren and Stuart,
Messrs. MacFarlane,

Messrs. Coulson and Mavor,
Messrs. Ogston and Tennant,
The Clyde Navigation Trustees,
Messrs. Morton, Kerr and Gibson, Glasgow,
The National Gas Engine Company, of Ashton-under-Lyne,
Messrs. A. Finlay & Co., Motherwell,
Messrs. Mather and Platt, Limited, Manchester;

For the Chemistry of Oils and Fats:—

Messrs. Gibbs, Limited, Battersea Soap Works,
The Union Oil and Cake Mills,
Messrs. Lever Bros., Port Sunlight,
Messrs. Barrington and Co., Dublin;

For Textile Manufacture:—

Messrs. Asa Lees and Co., Oldham,
Messrs. D. Adamson and Co., Dukinfield,
Messrs. G. Howarth and Co., Failsworth,
Sir J. W. Farmer and Sons, Salford,
Messrs. Dobson and Barlow, Bolton,
Messrs. C. Herbert and Co., Nelson,
The Pilot Spinning Company, Bury,
The Cornholme Dyeing Company,
Messrs. Howard and Bullough, Accrington,
Messrs. Butterworth and Dickinson, Burnley,
Messrs. Mirrless, Bickerton and Day, Manchester;

For Practical Experience in Tanning:—

The British Chrome Tanning Company, Northampton,
Messrs. J. H. Hart and Son, Bermondsey,
Messrs. T. N. and F. H. Briggs, Leicester;

For Practical Training in Pottery:—

The Anchor Pottery, Longton, Staffs,
Messrs. Pilkington's Tile and Pottery Works, Clifton Junction,
Manchester;

For Flour Milling :—

Messrs. Bulstrode, Pimm & Co., Wandsworth,
The Albert Flour Mills, Gloucester,
The Hovis Mills, London and Manchester,
The Daren Mills, Dartford;

For the Manufacture of Iron and Steel :—

Messrs. Bell Brothers, Middlesbrough,
The Platt Iron Works Company, Dayton, Ohio, U.S.A.
St. Peter's Milling Iron Works, Ipswich,
Sir Alfred Hickman, Limited, Wolverhampton,
The Barrow Haematite Steel Company,
Messrs. Samuel Fox & Co., Stockbridge, Sheffield.

In March 1912 the Secretary of State appointed a Committee "to inquire and report as to the facilities available for Indian students for industrial and technological training in this country." This Committee visited Glasgow, Manchester, Leeds, and Birmingham, and was everywhere cordially received by the university authorities and the leading industrial men of the neighbourhood. They found no evidence of race prejudice against Indian students, and were able to stimulate among the owners of industrial concerns whom they met, a feeling of interest in Indian technical students, which has been of great value to the Students' Department in arranging facilities for the practical training so essential for such students.

In fact, English manufacturers and firms have shown remarkable liberality in admitting Indian students into their works, and there are, moreover, "cases where an employer will sometimes grant to a student from India opportunities which an English student would ask for in vain."^{*}

* Report for 1915-16, paragraph 19. Certain trades, of course, have trade secrets which are jealously guarded, and it was, for example, found to be impossible to obtain for a Government of India scholar admission into alkali works, but such difficulty of access has no reference whatever to race. The difficulties to which the memorialists refer, arise in most cases from the fact that Indian students try to get practical training for short periods only, for a year or even for a few months, whereas many engineers are unwilling to accept pupils for less than two years, and manufacturing firms generally insist on a still longer period of training.

In order to meet the difficulties of the situation it is in no way necessary for the Secretary of State to adopt the suggestion made by the memorialists in paragraph 16, and change the policy according to which the Stores Department deals with firms on a purely business basis.

In regard to the complaint that Indian students are excluded from the Officers Training Corps at the universities and the Inns of Court, there is a considerable body of opinion in favour of their admission in the future, and there is good hope of a change being effected.

The details given above show that it is hardly correct to say of the Students' Department : "All that it does is to keep Indian students in 'leading strings throughout their stay in England by enforced guardianship.'" (Paragraph 21.)

The memorialists lament "the unfortunate manifestation of race and colour prejudice against Indian students even at the seats of learning." This is a difficult subject and presents problems which are hard to solve, for where race prejudice or colour prejudice are found to exist, rational considerations are apt to fail to exercise their due influence. But, on the whole, any unprejudiced observer finds more grounds for satisfaction than for discouragement, as far as the treatment of Indian students in this country is concerned. "Race or colour prejudice amounts to very little. It is rarely found and never encouraged among

* Report for 1915-16, paragraph 23. English people whose opinion counts."

It may be stated definitely that so far as concerns the colleges of arts, sciences, and engineering in the Universities of London, Manchester, Birmingham, Sheffield, Leeds, Liverpool, Bristol and the Scottish Universities, the admission of Indian students is not hampered by any considerations of race or colour prejudice whatever. In the older Universities of Oxford and Cambridge, where the residential system makes special demands from Indian students, experience has made some heads of houses feel at times a reluctance to admit Indian students into their societies. But such instances constitute a negligible minority and tend to decrease in proportion as the Indian students justify their presence in the university. The Secretary of the Indian Students' Inter-Collegiate Committee at Cambridge rightly lays stress on this aspect of the question: "My experience," he says, "leads me to the belief that the colleges will increasingly help to the extent to which they see that there is an importance and a value in their doing so, and thus the better the men who come here, and the more interested the India Office takes in their education

† Report for 1915-16, paragraph 9. here, the larger the response it is likely to get from the colleges."† To form a judgment on the status of Indian students at Oxford and Cambridge in the light of the attitude of one or two narrow-minded individuals, is to do an injustice to the liberality with which these universities have thrown open their doors to Indian students for the last 50 years, and have let them share in their endowments whenever they have merited scholarships and prizes. Some instances of race prejudice on the part of colonial students and others can no doubt be adduced. But these are happily rare, and it sometimes happens that students who complain of race or colour prejudice are men who find this to be an easy and flattering explanation of their personal unpopularity, or those who misinterpret some of the rebuffs and discourtesies (which almost every man is

apt to encounter sometime in the course of his life), as evidence of racial prejudice.

There is a genuine desire on the part of authorities of universities and colleges in this country to make the stay of Indian students here profitable and pleasant to them; but there is some feeling of disappointment in the lack of response to such a welcome on the part of the Indian themselves. It is complained that many of them fail to take advantage of the facilities offered, either through lack of intelligence or of interest in study, or through the inadequacy of their previous training and education. The officers of the Students' Department are frequently asked why some process of selection is not made in India, so that only those students should come to England who would be likely to derive profit from a course of study. If the Advisory Committees in India could so influence public opinion that only the best type of students went to England, the position of the Indian students in this country would much benefit thereby. The late Mr. Gokhale gave expression to much the same feeling in the speech printed in Appendix C. of the memorial (p. IX.), when he said "that it was necessary that their select young men should come to this country, but not in the helpless manner they now come."

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