

Government of Madras

HOME DEPARTMENT (EDUCATION)

G.O. No. 1334, 31st October 1919

Female education

Communicating to the Director of Public Instruction, the University of Madras and the
al bodies the resolution of the Government of India on —

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G.O. No. 1334, 31st October 1919

Female education

Communicating to the Director of Public Instruction, the University of Madras and the local bodies the resolution of the Government of India on —

Read—the following paper :—

Resolution of the Government of India, Department of Education, No. 1078, dated Simla, the 1st October 1919.

Read—the following papers :—

(i)

Despatch—from the Secretary of State for India.
Dated—the 15th November 1915.
No.—191 (Public).

(ii)

Circular—to Local Governments and Administrations.
Dated—the 22nd February 1916.
No.—160.

Introductory.

1. On the 12th October 1915 a memorial on the subject of the education of girls in India was presented to His Majesty's Secretary of State for India by an influential deputation. The memorial emphasised points which had long caused anxiety to the Government of India—the insignificant number of girls under instruction, the disparity in this respect of the condition of the male and female portions of the population and the consequent danger to the social well-being of the Indian community. It recommended the formation of a representative committee to enquire into the whole subject. Mr. Chamberlain, in welcoming the deputation and agreeing with it as to the importance of the subject, observed that similar representations had apparently not been made in India, indicated that the times were not propitious for the launching of schemes which carried serious financial consequences and left the question of a committee to be decided by the Government of India. The memorial was forwarded by the Secretary of State with his Public despatch No. 191, dated the 5th November 1915. The Government of India deemed it preferable to invite local Governments to obtain the opinions of competent persons, local bodies, existing committees and other authorities and to forward them with an expression of their own views. The replies have been received and furnish a mass of valuable evidence upon a difficult subject.

It was the intention of the Government of India to place their views on this important subject together with those of the local Governments before the public by means of a Resolution. Various causes led them to postpone this action. The issues connected with the education of boys, which, as explained in their circular letter No. 750, dated the 2nd September 1918, had long been under consideration, the question of organization raised by the Report on Indian Constitutional Reforms, and finally the desire to await the views of the Calcutta University Commission, all these afforded ample reason for delaying their pronouncement upon so vital and so difficult a matter. Though these causes still to some extent operate, it is now possible roughly to forecast the influences which will affect education, and the Government of India are no longer willing to withhold their pronouncement upon the conclusions at which they have arrived. The replies sent by local Governments with their

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செப்பெயர் பெயர் 17.11.1919
செப்பெயர் பெயர் எடுத்துக் கொள்ளப்பட்ட நாள் 12/11/1919
செப்பெயர் பெயர் எடுத்துக் கொள்ளப்பட்ட நாள் 5/12/1919

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enclosures run to great length. It has therefore been decided not to reprint them, though it is possible that some local Governments may desire to publish them. The views of the Calcutta University Commission are now public property and an off-print of the chapters dealing with the education of women has been made.

2. Even now those conclusions can be put forward only with the reserve

Need for elasticity.

demanded in a subject regarding which it is difficult to dogmatise for the whole of India. In their Resolution No. 301-C. D., dated the 21st February 1913, the Government of India recognised that the existing customs and ideas opposed to the education of girls require different handling in different parts of the country and hesitated to lay down general lines of policy which might hamper local Governments. They contented themselves with commending five points for consideration. To adhere to those general propositions, which, especially that regarding the type of education to be imparted, will be found repeated in the present Resolution also.

3. The difficulties which retard the education of girls in India are too well-known to require elaborate repetition.

Causes of backwardness.

The Calcutta University Commission have emphasised those arising from early marriage, *purdā* and the distrust of western education. In doing so, they have described the condition of things prevalent in Bengal. Not all those difficulties are found or at least found in an equal degree in all parts of India, in some of which, for instance, the institution of *purdā* is for the most part unknown. But the extent to which obstacles arising from these causes from conservatism, from ideas of caste, etc., influence the result, is evident from the fact that only 0.9 per cent of the Hindu female population in India and 1.1 per cent of the Muhammadan is under instruction; while among Europeans and Anglo-Indians, Indian Christians and Parsees, the percentages are 23, 8.3 and 14.6 respectively. The paucity of educated girls in the larger communities is a matter of profound concern to the Government, as it was to the deputation which waited upon the Secretary of State. The disparity between the numbers respectively of boys and girls under education constitutes, as that deputation remarked, a grave danger to social well-being. The problem is as yet hardly an educational one. It has its roots in the very fabric of society and only a radical change in the life, customs and ideals of the country will effect its solution.

4. Nevertheless the progress that has been made is far from negligible. The

Recent progress.

total number of girls at school at the time of the Education Commission of 1882 was 127,000. In 1915-16—the year in which the deputation waited upon the Secretary of State—it was 1,186,000 and in 1917-18 it was 1,264,000. Expansion in recent years has been partially checked by the effects of the war. But it is noticeable that in ten years between 1907 and 1917 the number almost doubled. In 1882, again, the proportion of girls to boys under instruction was 1 to 20. In 1917-18 it was 1 to 5.3. This expansion has been due largely to the labours and enthusiasm of a number of philanthropic individuals and societies and partly to a gradual improvement in public sentiment in some of the urban areas. It is also largely due to the constant pressure and perseverance of the educational officers of Government, male and female, who in the face of much discouragement have maintained their efforts for further development—sometimes in the face of apathy and suspicion. The question has been reviewed from time to time, as by the Commission of 1882 and in the Government of India resolutions of 1904 and 1913. Programmes of expansion were requested from the local Governments in 1911 and 1913 and the subject has been carefully considered in recent years by the provincial Governments. Conferences have been held, opinions collected, policies outlined, special committees appointed, new schools opened, new arrangements made for training and inspection and new subjects introduced into the curricula.

5. Thus the expansion in numbers has grown with enhanced rapidity in recent

Hopeful signs for the future.

periods and the interest taken in the subject has increased. It is on the interest evinced by the public in the education of girls that future development primarily depends. As the Calcutta University Commission have pointed out, the

paucity of private effort (as distinct from Government and missionary effort) in the matter of the post-elementary training of girls which characterises Bengal is not discoverable in all parts of India; and in the city of Bombay alone there are nine private high schools for girls. Indeed in some parts of the Bombay Presidency private effort has manifested itself in a remarkable manner. The success of two women's colleges in Madras is conspicuous and significant. Improvements in the quality of the education of the male sex are calculated to produce a corresponding influence in the attitude towards the upbringing of women. The loosening in some areas of the joint family system will force younger women, no longer under the tutelage and often the conservative influence of their elders, to seek in education some equipment against the calls made upon them by a new environment. The gradual changes, social and economic, which are slowly permeating the country are bound to have their effect and will in the course of time more and more be reflected in public opinion.

6. Turning to certain characteristics of the educational system which are often

Educational difficulties.

regarded as inimical to the development of girls' education, it must be admitted that the influence of such defects as exist is very small in comparison with that of the larger causes which have been mentioned above and, with the disappearance of those causes, such defects are likely to find their own remedy. The chief difficulties which may be termed educational are the following:—

(i) The difficulty of providing an adequate supply of competent teachers. Resort is still necessary, and is for many years likely to be necessary to the employment of foreigners and members of the domiciled community. Their services are expensive. Indian Christians are also available; but in many places, it is understood, orthodox opinion prefers instruction by members of the faith professed by the majority of the pupils. Hindu and Muhammadan women adopt the teaching profession only in small numbers. The employment of men in girls' schools is generally deprecated.

(ii) The unsuitability of the curriculum. It is frequently asserted that the curriculum for girls too closely follows that for boys. Over half a million girls are studying in boys' schools; and for these it is not easy to devise any suitable system. In secondary schools there is a tendency on the part of many parents to oppose any course save that laid down for the university matriculation. Elsewhere attempts have been made to introduce a variety of courses. The question whether these attempts go far enough is discussed below.

(iii) The dominance of the examination system. This defect prevails only in post-elementary institutions and to a much lesser extent in middle than in high and collegiate institutions. But the extent to which, at least in Bengal, it affects higher instruction is forcibly pointed out by Sir Michael Sadler's Commission. Secondary education for girls, says their Report, "labours under exceptional difficulties in Bengal; it is surrounded by prejudices: it is distorted, even more unnaturally than the education of boys, by the malign influence of the examination fetish." The Commission "feel that the schools must be saved from the desolating domination of the examination system which now mischievously influences all their work."

In addition to these three main defects, there are others of minor importance. In the following paragraphs the different grades of education will be considered and suggestions made for improvement with special reference to the difficulties mentioned in this and in preceding passages.

Primary Education.

7. More than nine-tenths of the girls under instruction are in the primary stage.

Management by local bodies.

Of a total of 19,395 primary schools, 554 are managed by Government, 3,108 by local bodies and 15,735 by private agency. Of these last, 13,067 are in receipt of aid from public funds. The Government of India have laid down the principle that local bodies should assume a more direct responsibility for the evolution and management of primary education. In their circular letter No. 873, dated the 19th

September 1916, they suggested the withdrawal, whenever this is reasonably feasible, of such restrictions as at present exist on the activities of local bodies regarding such matters as the provision of buildings, the hours of attendance, the grant of holidays, the rates of pay, the levy of fees, the disbursement of grants-in-aid, the creation and filling up of appointments, the punishment and dismissal of teachers and (subject to certain conditions) the opening and closing of schools. Difficulties have been anticipated by some of those consulted in the application of these suggestions to girls' schools. Some local bodies have not evinced much interest in the education of girls. There is a tendency to subordinate it to that of boys. Expert opinion is often lacking. On the one hand Government, on the other some special sort of agency, is regarded as a suitable organisation for the management of institutions. The Government of India have carefully considered these opinions. Where Government already manages schools, they have no desire to see the system radically altered since the existence of such institutions evinces the interest of Government in the branch of education and sometimes results in the maintenance of model institutions. Still less do they desire to interfere with privately managed schools, the good work done by many of which they are glad to recognise. But in view of the relation between boys' and girls' education, the advisability of engaging local sentiment and interest to the utmost and the policy of strengthening local bodies by the delegation to them of large and important functions, the Government of India maintain that those bodies, already constituted as the proper agencies for the diffusion of elementary instruction, must continue to be such in the case of girls and that upon their enthusiasm and the capability for management which they display the future of girls' primary schools will largely depend. The same remarks apply to the divisional boards recently set up in Burma where there are no district boards.

8. At the same time the Government of India realise that local bodies, as at present constituted, may sometimes be found lacking in zeal for girls' education and in the particular experience which would enable them successfully to handle it. There is no objection therefore to the establishment of advisory committees or to the inclusion of persons versed in the problem of girls' education as supernumerary members on the educational committees to which local bodies ordinarily delegate some portion of their functions. It is desirable that in such matters the assistance of ladies should, so far as possible, be utilised.

9. The most important matter for consideration in the education of girls is its wider expansion. Recent legislation has placed new powers in the hands of local bodies in certain provinces. In Bombay, Bengal, the United Provinces, the Punjab and Bihar and Orissa some classes of local bodies can now elect for compulsory elementary education in the case of boys; and in Bombay and the United Provinces the provision for compulsion can be extended to girls. It is hoped that these measures will bear fruit. In the meantime, however, local Governments and local bodies would do well to collaborate in the work of surveys for expansion. The Government of India are aware of the difficulties of the question. The grounds which lead to the opening of a Government or board school often consist in the belief that there is some demand for education at the centre selected. The results sometimes disappointing and it is occasionally found necessary to close the school, order to obviate waste of funds. It is suggested that even at the risk of incurring expenditure which, in the first instance, might appear unremunerative, it would be well to create opportunities for education upon some systematised plan, such as the founding of a girls' school in every centre which contains a secondary boys' school whether of the middle or the high grade. Other systems will doubtless suggest themselves to local Governments as guides.

10. In order to obviate the possibility that educational benefits may in some places be monopolised by those classes of the community which have enjoyed the larger share of them in the past, it will be necessary to keep a watchful eye upon the interests of the depressed and less fortunate classes. It is to be recognised, however, that in some cases the feeling against association with certain castes is

more strongly accentuated in the case of girls than of boys. Such feeling, if it were to be ignored in favour of the principle of free admission for all, might result in the occasional collapse of a school. While, therefore, it cannot be denied that maintenance or assistance from public funds involves the right of any child to admission to an institution, some reasonable discretion to be exercised in unavoidable cases must in practice be left to local authorities and the establishment of special schools for lower castes may be found necessary in some areas.

11. Since no measure is to be overlooked which promises even a possibility of success in prosecuting this most important object, the Government of India would emphasise not only the foundation of new schools, grant of scholarships, etc., but also the retention and, if necessary, the further development of other measures which are at present found in different provinces. Thus, over 500,000 girls study in boys' schools. The defects of such an arrangement are fully appreciated; but in default of more adequate arrangements, it seems desirable that facilities should be offered for small girls in boys' schools where girls' schools are not to be found. Such devices, however, can in no case be regarded as a substitute for the foundation of girls' schools and it is doubtful whether the offer of special grants for girls studying in boys' schools should be retained at any centre where a girls' school is opened.

12. The general practice hitherto has been for a local Government through its Department of Public Instruction to prescribe for adoption such courses as the department considers generally suitable, with or without a certain measure of latitude for local or individual needs. There is a good deal of public criticism of this arrangement on the grounds, *firstly*, that the courses do not allow sufficient variety and, *secondly*, that they are not properly adapted for the special use of girls. In regard to both these criticisms it is to be remembered that the bulk of the girls under primary education—over 95 per cent—are in the lower primary or most rudimentary stage of education, and that if, as is inevitable, they are first taught to read, write and figure in their own vernacular the margin for a variety of subjects either in the lower or in the upper primary stage is very narrow. The period during which girls are at school is very short and their attendance often irregular, so that out of the several additional subjects which are usually suggested for their instruction, it is impossible to expect that more than two or three at the most could be taught adequately in one school, even when teachers competent to handle them are to be found, without hopelessly overloading the curriculum and subjecting to a degree of study incompatible with their physical powers even the few girls who proceed beyond the rudimentary stages. It is however the duty of Departments of Public Instruction to review from time to time the schemes of study so that these may correspond as far as possible with modern ideas and local opinion and to suggest for the higher primary classes a limited number of alternative courses. For the rest, the procedure laid down in the circular of the 19th September 1916, already alluded to, should be followed. Account should be taken of the fact that any such alternatives are meant primarily for schools where girls alone are taught and of the varying needs of different classes and tracts and of town and country; and it would add to the authority of these schemes if they could be set forth after consultation with intelligent un-official opinion. The courses having thus been devised, the local bodies concerned would be at liberty to prescribe for the classes concerned—both in their own schools and in those to which they give aid—the particular subjects to be studied, provided of course that the staff possesses the qualifications necessary for the teaching of those subjects.

13. Two special points arise in connexion with the curriculum. It is a matter for consideration whether it would not be well to produce special text-books suitable for girls in the higher classes of primary schools. In some provinces the production of special text-books is believed to have been attended with success. Second, there is a growing feeling against the exclusion of religious teaching and observances from school life, and the feeling is more accentuated in the case of girls than in that of boys. In Government and

board schools such teaching cannot ordinarily be given in school hours; but the codes in several provinces admit of facilities for religious teaching out of school hours and when there is a demand for such teaching local arrangements may be made as far as possible to meet it. In Hindu schools the teaching of elementary Sanskrit, of tales from the epics or of religious music is often advocated with the object of introducing a religious element into the teaching. In schools predominantly Muhammadan, the reading of the Koran is demanded and facilities for this can generally be given. The Government of India are of opinion that it would not be advisable to lay down any uniform system to be followed in all localities in respect of religious teaching either for boys or for girls but they feel that in the case of girls a rather greater degree of elasticity can be given to the curriculum in this respect and local bodies should do what they reasonably can to meet genuine local sentiment in the matter.

Secondary Education.

14. Of the girls at school something less than two per cent are in the secondary stage, but the influence of this stage of education on the future of the country is

Management by private bodies.

very considerable and the problems which it presents are among the most difficult in the educational administration of the country. The management of the existing secondary schools is almost entirely in private hands, Government having but few schools of its own and local bodies fewer still, though the bulk of the schools receive financial aid from Government. In the case of boys, primary education is quite as much as local bodies can undertake. They may be expected to interest themselves in girls' primary education also. In these circumstances and for various reasons they cannot be expected to do anything substantial for girls' secondary education. It will probably be necessary therefore that the general control and supply of funds should rest with the Government, but this need not involve the management by Government of any large number of schools. The working of secondary education among girls is a matter of some delicacy in which a special degree of elasticity and personal feeling is required which Government can seldom hope to provide as adequately as private societies or individuals, and the general form of management should as at present be of a private character, aided by funds from Government, and under Government inspection and control. It would seem advisable, where possible, to associate with the Education Department one or more advisory committees, consisting as far as possible of ladies, similar to that previously constituted by the Government of Eastern Bengal and Assam. Such committees would be unnecessary where secondary schools are under fairly effective managing boards, and the personnel of the advisory committees would largely be a repetition of that of the managing boards of the several schools. Efforts, however, might be made to induce the school authorities so to constitute their own boards as to render them, as far as possible, responsive to local public opinion as regards the character of the education to be imparted in the schools.

15. There is no point upon which there is greater diversity of opinion than the character of the secondary education which should be imparted to girls.

Secondary curriculum.

other countries, there are two main schools of thought. The difference between them is for various reasons more marked in India than elsewhere. The one school would bring up girls on lines as similar as possible to those laid down for boys and would prepare them for a university career. The other would prepare girls primarily for home life and hold that women should be educated in all that concerns enlightened mothering, a good standard of maternal physique, better care of infancy, appropriate feeding, care and management of children, effective attention to children's diseases, and generally to their physical condition, good sanitary environment and other matters of domestic concern.

16. This question has been discussed at length in the opinions which reached the Government of India as a result of their reference. The Government of India have also had the advantage of the views of the Calcutta University Commission on this subject and on that of the collegiate education

of women. The portions of the report of the Commission which deal with this subject are chapters XIV and XXXVI, together with certain recommendations in chapter LIII. The condition of things, which the Commission reviewed in Bengal, is not entirely reproduced in other parts of India, although the inadequate number of girls' schools may be regarded as a common feature.

17. The Commission recognize as already in existence two types of secondary schools. They suggest that in future schools should be so organized as to meet, on the one hand, the needs of the

majority who will spend their lives in the *zenana* and whose education will cease at an early age and, on the other hand, those of the small but important minority who will take to professional service or play a part in the progressive section of Indian society. Both these types would fall under the general control of a body which the Commission call the Board of Secondary and Intermediate Education. It is an important part of their proposals that this board should generally manage the education now classed as secondary and also that which at present ends with the Intermediate examination. They propose, however, for schools for the former type of girls (which they denominate *parda-nishin* schools) a special body acting under the board and consisting very largely of women. For girls of the second type they consider that the maintenance of schools of the existing pattern will still be necessary and that the standard of attainment should as nearly as possible correspond with that of boys' schools. At the same time the subjects of the course might with advantage be modified so as to avoid too sharp a differentiation between the *parda-nishin* and the non-*parda* school. The Commission have recommended the creation of a standing committee on girls' education which would be advisory to the Secondary and Intermediate Board and which would frame the curricula and conduct the examinations for these schools. The Government of India have not yet fully considered the various proposals of the Commission. They recognize that the creation of *parda-nishin* schools will be a matter of difficulty and of very great expense and they do not overlook the obstacles which in some parts of India have stood in the way of what is now known as the system of *zenana* classes. They fully accept however the two principles which underlie the proposals of the Commission, namely, the modification of the curriculum in order to suit the needs of girls and women of different classes and secondly, the utilization of the advice of ladies in formulating a suitable system of instruction. They also heartily endorse the statement of the Commission that the *parda-nishin* school will eminently be a field for the munificence of enlightened Indians, without whose aid and encouragement schools of this type are scarcely likely to come into existence or to thrive.

18. The oppressive effect of examinations upon girls has been a matter of constant complaint. The Government of India endorse the view of the Commission

Effect of examinations.

that in the case of *parda-nishin* schools there should be some form of examination at the end of the course, but that it should not be compulsory and that it should be differentiated from the corresponding examination for boys and conducted in part through oral tests by competent women visiting examiners; and that in non-*parda* schools it would be the duty of the Secondary and Intermediate Board to ensure that the standards of attainment represented by the examination correspond to those of the examination for boys, though this would not imply the use of identical papers, nor preclude the use of oral tests or the weighing of records of school work, which in view of the small number of pupils concerned would be specially practicable and easy.

19. The remarks made above apply especially to high schools. But for a long time to come the middle school will represent an institution of great importance

Importance of middle English schools.

in the education of girls, seeing that in view of the paucity of high schools, the great expense involved in their maintenance and the social causes which still hamper progress, the middle school is likely often to remain the only institution to which the majority of girls who desire education above the elementary stage can aspire and beyond which it will be impossible for many of them by reason of social exigencies,

etc., to proceed. Opinions are divided regarding the stage at which the teaching of English should commence. This is one of those matters in which the Government of India consider that respect should be paid to local opinion. It is obvious, however, from reports which have reached them that the value of English education among girls is much appreciated and they would strongly urge upon local Governments the advisability of establishing a close network of Anglo-vernacular middle schools which will provide women suitable for training as teachers of lower classes and will perhaps more than any other type of institution disseminate an interest in the advancement of girls' education.

Collegiate Education.

20. The number of girls at present studying in Arts Colleges is 914.

Collegiate education of women almost non-existent.

Calcutta University Commission has declared that the intermediate classes do not properly form a part of collegiate or university education. If this proposition is accepted (and it had previously been put forward by various authorities in India) then the number of girls who are doing real university work is infinitesimal—in the three colleges in Calcutta the Commission found that there are only 53 students attempting such work. The Government of India, however, are impressed with the success (already mentioned) of the two women's colleges in Madras.

21. Among the recommendations of the Commission are the following. In

Calcutta University Commission's recommendations.

view of the small number of girls concerned, the work of the intermediate and degree stages might continue to be carried on under the same direction and by the same teachers, though, so far as possible, the intermediate work should be done by school methods and should also be developed at some selected high schools. There is need for inclusion in university courses for girls of subjects which are likely to appeal specially to women. A Board should be constituted in the reorganized University of Calcutta on lines (similar to the standing committee advisory to the Board of Secondary and Intermediate Education), which would organize the provision of advanced education and make proposals regarding the adaptation of the degree courses to the needs of women, subject to the approval of the academic authorities of the University. On the difficult subject of economy in university training for women the Commission emphasise the need of co-operation among the colleges. They consider that, while university classes should as a matter of principle be open to qualified women students, under existing circumstances such facilities will be very little used. The conditions which prevail in Bengal in this respect are not to be found in all portions of India. In Bombay and elsewhere a certain number of women study in men's colleges and this is particularly the case in professional colleges. The Government of India, however, fully realize the desirability of instituting separate collegiate institutions for women staffed by women, but with arrangements, if necessary, for lectures in certain subjects by the professors of neighbouring men's colleges. Their view upon the other recommendations of the Commission must naturally await consideration of the Commission's proposals for university education as a whole.

Training of Teachers.

22. It is desired on all hands that schools should be staffed by trained women

The great need for women teachers.

teachers; but the number of Indian ladies who are willing to teach or capable of doing so is yet limited. The number of those under training has indeed shown an appreciable increase during recent years and now stands at 3,096 as against 2,234 in 1915. These numbers, however, are altogether inadequate. It is therefore often unavoidable to employ to a large extent the services of mission societies, of English ladies specially recruited and trained, of members of the domiciled community and of Indian Christians. The labours of these classes of workers are responsible for much of the progress which has already been made. Naturally, however, there is a feeling in many quarters that Indian girls should be instructed

by those of their own race and creed. A considerable number of European ladies at present employed in education in India are actually engaged in the preparation of Indian women for this profession.

23. The Calcutta University Commission recognize that women teachers of two

Sources of supply.

types are required—those capable of doing high school work and of teaching through the medium of English and those who teach in primary schools and the lower classes of secondary schools. The Government of India consider that the supply of the second class of teachers will best be met from among the pupils of the middle schools which they would like to see established after the pupils have undergone a supplementary course of training; and from the widows' homes which have been established in several parts of India. These sources of supply, however, should not be utilized to the exclusion of the existing training schools, which, on a limited scale, are doing most useful work.

As regards teachers of higher type, the Commission recognize that, if their programme of development is to be carried out, the necessary recruits can at present only be obtained from Britain or America. This remark, however (written in application to the Presidency of Bengal, though undoubtedly applicable to a large degree elsewhere), is tempered by the recognition that the more orthodox section of Indian society fears the unsettling influence of western women and that for the *parda-nishin* type of schools there must be a large increase in the number of well-educated Indian women teachers. The Government of India are fully alive to the advantage of supplementing the efforts of Government by the service of competent private bodies in the task of training women teachers. They incline also to the view of the Commission that this work should not be treated as apart, that it can be carried on as a portion of the ordinary teaching work of schools and university courses and that education may fitly form a subject in the courses leading to the intermediate and degree stages. In this connexion, the following passage from chapter XXXVI of the Commission's Report is quoted:—

"We would suggest (1) that post-graduate classes in the university department of education which we shall propose should be thrown open to women equally with men; (2) that education should be introduced as one of the subjects for the degree, and that instruction for this purpose should be provided by the three Calcutta women's colleges in co-operation; (3) that an introduction to the methods of teaching should be also made one of the possible subjects at the intermediate stage, as has already been suggested in the case of intermediate colleges for men, and that this option should be offered in all the women's colleges; (4) that training for the L. T. diploma and for the B. T. degree should be given in the women's colleges on a co-operative system, under the direction and advice of the university department of education, which might afford much assistance."

Professional Training.

24. Apart from the training of teachers it has been recognized by many

Training for the medical profession.

authorities, including the Calcutta University Commission, that the profession in which there is greatest need for women is the medical. After discussing the difficulties of the situation and the proposal, now abandoned, to exclude women from the Calcutta Medical College, the Commission conclude that all the existing arrangements are little better than makeshifts and that until Hindu and Mussalman society has materially modified its attitude on the training of women no real solution for this problem will be possible. They consider, however, that one obstacle should be removed, namely, the difficulty of obtaining the requisite preliminary training. While it would be very expensive to provide this in any single college it might be possible to arrange for some concentration of effort among the women's colleges in Calcutta. Another suggestion made by the Commission is that as the student will later on attend mixed classes in the medical colleges it might be possible to make use of some of the teachers in the laboratories provided for men in the preliminary

medical subjects. These suggestions are endorsed by the Government of India and the attention of the Governments both of Bengal and of other presidencies and provinces is invited to them.

Conclusion.

25. In some of the opinions received by the Government of India it is contended that the progress of female education is not primarily a matter of money but of Need for enhanced effort.

social development, and it is urged that in many cases schools have been opened but have failed to attract scholars. By many others it is held that the expansion of girls' education is mainly a matter of finance and that if only more money can be spent on schools and on the training of teachers the number of scholars will rapidly advance. There are doubtless parts of the country in which the former of these views is a correct representation of facts. There are tracts, however, where substantial sums of money can be spent usefully in starting new schools, in strengthening the inspectorate, in experimenting with widows' homes, secondary schools of the types described above, and the like. Where anything can be done by the expenditure of money in such cases it is hoped that Local Governments and local bodies will be liberal in doing what their resources permit. At its present stage the education of girls needs more financial fostering than that of boys; primary education must mainly be free; scholarships and studentships must be given more lavishly; grants-in-aid must be calculated more generously; and the greater expensiveness of secondary education has to be practically recognized. For part of the expenditure involved it is hoped that private endowments may be forthcoming, and so far as public money is required the responsibility rests primarily with the provincial Governments and the local bodies concerned. The Government of India have of late years given considerable grants to help in various educational activities, more especially in primary education and the training of teachers, and the utilization of these grants is by no means confined to the education of boys. But since the impending changes in the relations between Imperial and Provincial finance will in all probability involve the complete dissociation of the former from educational expenditure in the provinces, the provincial and local agencies will become not merely primarily but exclusively responsible for the future development of the education of girls. It will rest with them to decide how far they will be able to devote public money to furthering this form of education, and it is hoped that the suggestions which have been put forward in the preceding paragraphs will be of assistance in indicating the objects on which such money can most usefully be spent and the directions in which the education of girls can most profitably be guided. Hitherto the difficulty has often been not so much in the actual provision of funds as in the discovery of opportunity for their fruitful expenditure. There can be little doubt that in future such opportunities will largely increase. Although it has to be admitted that the total number of girls under education is at present infinitesimal, the progress made in the last few years is significant, the interest now evinced in the subject is a hopeful sign and the enhanced rate of development in the education of boys, especially in its higher branches, is bound to influence favourably the popular attitude towards the education of girls. There is every reason, therefore, to hope that the demand for girls' education and the supply of means to foster its growth may in the future so react upon each other as to provide for an early and substantial development of this important factor in the progress of India.

Governments of Madras, Bombay, Bengal, the United Provinces, the Panjab, Burma and Bihar and Orissa.
The Hon'ble the Chief Commissioner, Central Provinces.
The Hon'ble the Chief Commissioner, Assam.
The Chief Commissioner of Coorg.
The Hon'ble the Chief Commissioner and Agent to the Governor General, North West Frontier Province.
The Chief Commissioner of Delhi.
The Home Department.
The Foreign and Political Department.
The Finance Department.

Ordered, that a copy of the above resolution be forwarded for information to the Local Governments and Administrations and the Departments of the Government of India noted on the margin.

Ordered, also, that the resolution be published in the Supplement to the *Gazette of India*.

H. SHARP,
Secretary to the Government of India.

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

Order—No. 1334, Home (Education), dated 31st October 1919.

The resolution of the Government of India read above is communicated to the Director of Public Instruction, the Syndicate of the University of Madras, the presidents of district boards and the chairmen of municipal councils, for information and guidance.

(True extract)

R. RAMACHANDRA RAO,
Secretary to Government.

To the Director of Public Instruction.
„ the Syndicate of the University of Madras.
„ all presidents of district boards.
„ all chairmen of municipal Councils.
„ the Local and Municipal Department.

Editors' Table

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NOTES CONNECTED WITH G.O. No. 1334, HOME (EDUCATION),
DATED 31st OCTOBER 1919.

[SUBJECT.—Improvement of girls' education.]

Previous papers :

G.O. 394, Educational, 1st May 1913	G.O. 866, Home (Edn.), 12th Aug. 1916
" 215-16 " 6th April 1914	" 199 " 17th Feb. 1917
" 466 " 30th " 1916	" 1351 " 19th Oct. 1918
" 504 " 9th May "	

Resolution of the Government of India, No. 1078, dated 1st October 1919.

The resolution of the Government of India regarding girls' education is 'forwarded for information to the Local Governments.' The suggestions contained therein are in general terms and are generally in agreement with the conclusions of this Government embodied in their letter to the Government of India No. 200, Home (Education), dated 17th February 1917. It does not appear that the suggestions of the Government of India need detailed examination; nor is there any point on which specific orders are called for.

2. In this view it is proposed to communicate the resolution to the Director of Public Instruction, the University of Madras, the Presidents of District Boards and the Chairmen of Municipal Councils. A draft order is submitted for approval. The order may be placed on the Editors' Table. It has already appeared in the *Gazette of India* and in local newspapers and it seems desirable that copies should be furnished to Additional Members.

[Advance copies have been submitted to Honourable Member and the Director of Public Instruction for information.]

Gazette of India and in local newspapers and it seems desirable that copies should be furnished to Additional Members.

P.R.—21-10-19.

T.K.—23-10-19.

C. RAMANUJA ACHARIYAR—24-10-19.

R. RAMACHANDRA RAO—27-10-19.

L. D[AVIDSON]—27-10-19.

Please ask the Director of Public Instruction demi-officially if there is any point in regard to which he considers special action (or comment) to be necessary.

L. D[AVIDSON]—27-10-19.

The following draft demi-official is submitted with reference to Honourable Member's orders supra :—

Demi-official—from the Hon'ble Diwan Bahadur R. RAMACHANDRA RAO, Secretary to Government, Home (Education) Department.

To—the Hon'ble Mr. R. LITTLEHAILES, M.A., Director of Public Instruction.

Dated—the 30th October 1919.

No.—2013 B-2.

With reference to the letter from the Government of India, Department of Education, No. 1078, dated 1st October 1919 (copy enclosed) regarding the improvement of girls' education, I am to request you to state whether there is any point in regard to which you consider special action (or comment) to be necessary.

P.R.—29-10-19.

T.K.—29-10-19.

C.R.—29-10-19.

Issue demi-official and Government Order.

R.R.—30-10-19.

NOTES CONNECTED WITH G.O. No. 1334, HOME (EDUCATION),
DATED 31st OCTOBER 1919.

[SUBJECT.—Improvement of girls' education.]

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[Advances copies have been submitted to Honourable Member and the Director of Public Instruction for information.]

Chairmen of Municipal Councils. A draft order is submitted for approval. The order may be placed on the Editors' Table. It has already appeared in the

Gazette of India and in local newspapers and it seems desirable that copies should be furnished to Additional Members.

P.R.—21-10-19.

T.K.—23-10-19.

C. RAMANUJA ACHARIYAR—24-10-19.

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Secretary to Government, Home (Education) Department.

To—the Hon'ble Mr. R. LITTLEHAILES, M.A., Director of Public Instruction.

Dated—the 30th October 1919.

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P.R.—29-10-19.

T.K.—29-10-19.

C.R.—29-10-19.

Issue demi-official and Government Order.

R.R.—30-10-19.

[G.O. No. 1334 Home (Edn.) 31-10-19]

NOTES TO G.O. No. 1334, HOME (EDUCATION), 31st OCTOBER 1919

Demi-official—from the Hon'ble Mr. LITTLEHAILES, Director of Public Instruction
To—~~the Hon'ble~~ Diwan Bahadur R. RAMACHANDRA RAO, Avargal, Secretary to
Government, Home (Education) Department.

Dated—the 1st November 1919.
No.—465.

[Reference your D.O. No. 2013 B-2, dated 31st October 1919.]

You will no doubt have seen the criticisms of the Government of India's Resolution which have appeared in the newspapers, especially that which appeared in the 'Hindu'. I am inclined to agree with these criticisms and to state that we have very little to learn from the resolution in question. The following are, however, the main points which I think might be made applicable to this Presidency and to which I shall devote attention—

(1) Paragraphs 8 and 14 wherein the need for the co-operation of ladies in the managing or advisory bodies for girls' schools is pointed out. I think it necessary to have an advisory committee composed mainly if not entirely of ladies, for every secondary school under public management.

(2) The importance of Middle English schools referred to in paragraph 19. In Sir Alfred Bourne's time a more or less clean line of demarcation was introduced between elementary education and secondary education, in girls' schools as well as in boys' schools. The result was that we have extremely few middle schools but a fairly large number of higher elementary schools. In Sir Henry Stone's time this rigid differentiation between secondary schools and elementary schools was to a large extent broken down in the case of boys' schools but it still remains in the case of girls' schools. It will be my endeavour to transform where possible some of the Higher Elementary schools for girls into middle schools for girls, but one of our main troubles is to obtain a sufficiently large number of girls who are willing to pay secondary school rates. The transition from a Higher Elementary school to a Middle school will have to be gradual and we are further faced with the difficulty of securing an adequate supply of teachers.

(3) I shall keep myself in touch with the recommendations of the University of Madras on the Calcutta University Commission Report referred to in the last section of paragraph 23 of the Government of India's Resolution.

(4) India recommends that scholarships and studentships must be given more lavishly—vide paragraph 27. I think that we might spend as much as is reasonably available on studentships to girls, especially to those who are prepared to take up the Medical or the Teaching profession.

The Director of Public Instruction's letter is to the effect that he would devote attention to the main points in the resolution. For orders whether the same may be printed in continuation of the previous notes. No other action appears necessary at present.

P.R.—8-11-19.

T.K.—11-11-19.

C. RAMANUJA ACHARIYAR—12-11-19.

Meanwhile Honourable Member may wish to see.

R. RAMACHANDRA RAO—14-11-19.

Please show me (about the 20th) the original of G.O. No. 1334, dated 31st October 1919.

A. R. K[NAFF]—16-11-19.

Put up a notes copy with demi-official correspondence with Director of Public Instruction on 20th.

R.R.—18-11-19.

The original of G.O. No. 1334, Home (Education), dated 31st October 1919, is put up.

2. A proof of the notes with the demi-official correspondence with the Director of Public Instruction is also placed below.

P.R.—19-11-19.

T.K.—19-11-19.

C.R.—20-11-19.

R.R.—20-11-19.

A. R. K[NAFF]—22-11-19.

R.R.—24-11-19.

[G.O. No. 1334, Home (Education), dated 31st October 1919.]

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