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[Despatch Abstract.]

Conference--Imperial--syllabus for teaching history and
geography of the British Empire--letter from the Government
of India--recorded.

BACK PAPERS.

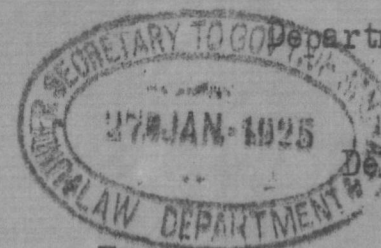
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FURTHER PAPERS.

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No. 145 Edn.

Government of India.



Department of Education, Health and Lands.

Delhi, the 23rd January 1925.

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27/1/25

From

J.W. Bhore, Esq., C.I.E., C.B.E., I.C.S.,
Secretary to the Government of India,

To

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

Imperial Education Conference, 1923.

Sir,

In continuation of this Department letter No. 1283, dated the 5th November 1923, I am directed to forward, for information 9 copies of a syllabus for the teaching of the history and geography of the British Empire and of a Select List of books relating to the History of the Empire Overseas.

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

Recorded.

22/2/25

for Secretary.

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The D. P. D. (L & O) Secy
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5/2 DESPATCHED with encls.
5th FEB 1925

COPY.

ROYAL COLONIAL INSTITUTE,
NORTHUMBERLAND AVENUE,
LONDON, W.C.2.

4th April, 1924.

IMPERIAL STUDIES COMMITTEE.

The Secretary,
Imperial Education Conference,
Board of Education,
Whitehall, S.W.1.

Sir,

In accordance with the resolution passed by the Imperial Education Conference at its meeting in July last, the Imperial Studies Committee invited the co-operation of the Historical and Geographical Associations in the preparation of a syllabus for the teaching of the history and geography of the Empire. The enclosed syllabus was submitted to the Imperial Studies Committee by the Joint Committee of the two Associations, together with a memorandum, which is attached, and it was adopted by the Imperial Studies Committee with the note that is appended to the memorandum. The Imperial Studies Committee assume that the Board of Education will now circulate these papers to the delegates who attended the Imperial Education Conference, and they trust that the syllabus may be of service to the various education departments throughout the Empire.

I am, Sir,

Your Obedient Servant,

(Signed)

C.P. LUCAS,

CHAIRMAN.

SYLLABUS SUGGESTED FOR THE CONSIDERATION OF THOSE ENTRUSTED
WITH EMPIRE TEACHING IN SCHOOLS.

In November, 1923, in response to a resolution of the Imperial Education Conference consisting of the Directors of Education from all parts of the Empire, a conference was summoned by the Imperial Studies Committee to meet at the Royal Colonial Institute to discuss the teaching of the geography and the history of the Empire in Schools. It was then determined that the representatives of the Geographical and Historical Associations should propose to their governing Councils the appointment of a joint committee to prepare a syllabus for Empire Teaching in Schools. The Committee was accordingly convened, and the attached syllabus is one of the results of its work.

In the publication of this syllabus the Councils of the Geographical and Historical Associations desire to make clear that the Associations do not commit themselves to the principle that any syllabus should be imposed upon teachers or even recommended to them by authority. The compilation of syllabuses is, they feel, for any subject, a work of limited advantage; they can be valuable, indeed, only if they are regarded as purely suggestive, to be adapted to individual needs; the stereotyped enforcement of a syllabus would be certainly a failure. Still less do they wish to encourage the separation of Empire Teaching from other branches of history and geography; the study of the Empire can be properly undertaken only when it is intimately associated with the study of the world, though it is necessary to lay more emphasis at times on one aspect of a particular subject than another. The syllabus represents an attempt to combine geographical and historical study in a way capable of application to other branches of the subjects, and

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sections of it might prove suitable for adapting to the general course of history teaching in schools. Its value, however, depends upon a discriminating use. With these considerations in mind the Geographical and Historical Associations agree to its publication.

(Signed)

H. J. FLEURE.

for the
Geographical Association.

G. P. GOOCH.

for the
Historical Association.

ROYAL COLONIAL INSTITUTE,
NORTHUMBERLAND AVENUE,
LONDON, W.C.2.

IMPERIAL STUDIES COMMITTEE.

Note.

The Imperial Studies Committee are in general agreement with the above, and they are disposed actively to recommend the enclosed syllabus, which is the result of very close expert consideration. Its adoption would, in their opinion, be likely to lead to more systematic and therefore more successful teaching on the subject of the British Empire which in their opinion may form an excellent culmination to a general course in history and geography. They feel that the circulation of such a syllabus throughout the schools and Education Authorities of the Empire would do much to fulfil the aims which were expressed at the Imperial Education Conference.

(Signed)

C. P. LUCAS

Chairman Imperial Studies
Committee.

ARTHUR PERCIVAL NEWTON,

Organiser.

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Explanatory Note.

The appended syllabus of a two years' course of combined Geographical and Historical empire teaching is based on the principle of allotting alternate terms exclusively to the Geographical or the Historical sides of the subject, each term's work being assumed to comprise about 48 lessons. We realise that this method has its drawbacks, but we recommend it only after making a serious attempt to devise a syllabus of more closely interlinked lessons. We failed to do this satisfactorily because, while the Geographical and Historical sides of the subject are closely related, they are approached from very different angles, and it seemed to us that the insistence upon making the two march side by side - a single Geographical lesson forming the background for a single Historical lesson - would preclude a sound plan of presentment for one or the other.

The syllabus is therefore planned as follows:-

1st term (Geographical): Revision of British Isles and Eurasia.

The Atlantic Ocean and its borders. Winds and ocean currents as affecting world routes.

2nd term (Historical): The British Empire to c. 1783,

3rd term (Geographical): Canada, Australia, New Zealand, South Africa, India: their natural regions and possibilities.

4th term (Historical): The British Empire, 1783 - c.1850.

5th term (Geographical): Economic development of the various regions composing and related to the modern empire.

6th term (Historical): The British Empire from c. 1850 to the present day.

The underlying assumption in the above arrangement is that Geography and History are taught by different teachers; if taught by the same teacher the arrangement would be simpler.

It is also assumed that this course will follow an elementary course of World Geography.

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1st Term. GEOGRAPHY. Eurasia, Britain, and the Atlantic Ocean,

I. EURASIA.

1. Natural Regions based on Physical Features, Climate and Vegetation.
 - a. The Tundra.
 - b. The Forest Belt and the Baltic Shores.
 - c. The Steppes.
 - d. The Central Highlands.
 - e. The Mediterranean.
 - f. The Deserts.
 - g. The Monsoon Lands.
 - h. The Tropical Islands.
2. Human intercourse between these regions in ancient and mediaeval times and how it was carried on; caravan routes; sea routes on Mediterranean and Baltic Seas; routes of Indian Ocean; connecting links.

II. BRITAIN BEFORE THE INDUSTRIAL REVOLUTION.

1. Its position with relation to the known world of the Middle Ages.
2. The Harrow Seas and the Continental Shelf as affecting shipping and fishing.
3. Physical features; especially their influence upon pastoral and agricultural industries.
4. Old market towns, roads, seaports, and nature of trade with Europe.

III. THE ATLANTIC OCEAN AND ITS BORDERS.

1. Its extent; winds and ocean currents, illustrated by track charts of Columbus and Vasco da Gama.
2. Routes from the Atlantic to the Pacific; their relative difficulties.
3. The coast lands; large river basins draining to the Atlantic; differences in climate and productions of east and west coast regions due to winds and ocean currents; resulting possibilities of intercourse and trade.
4. The fishing grounds of the North Sea, Iceland and Newfoundland and their importance.
5. The West Indies; physical features, climate, productions, native peoples, and possibilities of development by Europeans.
6. The N. American seaboard and access to the interior from it by the Mississippi Route, the Hudson-Mohawk Route, and the St. Lawrence Route.

2nd Term. HISTORY. The British Empire to 1783.

1. Overseas trade of England in the Middle Ages, giving rise to a Mercantile class ready, when the time came, to expand from European to oceanic enterprise: Branches of English trade: Merchants of the Staple, Merchants Adventurers, Eastland Company, the wine trades, the Iceland fishery. Influence of the Italians and the Hanseatic League upon England.
Tendency to monopoly in mediaeval trade; the regulated type of company; beginnings of the accumulation of capital.
2. The great oceanic discoveries.
Mediaeval ideas about geography. Penetration of Asia by Marco Polo and other land travellers. Commercial wealth of the East realised, but no accurate maps available. The existence of America not suspected.
Portuguese discoveries; West Africa; the Cape of Good Hope; the sea route to India; the eastern archipelago; China and Japan.
Western discoveries; Columbus; the Cabots; Cortes; Pizarro; Magellan; evolution of the map of America.
The Spanish-Portuguese monopoly; the Bulls of Alexander VI. and the Treaty of Tordesillas.
3. The Tudor period.
The main incentive of English expansion the attempt to open trade with the East. Voyages in search of a North West Passage, especially those of Frobisher and Davis. Attempts by the North-East, resulting in establishment of the Muscovy Company (the first English joint-stock company). The Levant Company, to reach the East through Turkish territory. Voyages by the Straits of Magellan (Drake and Cavendish), and by the Cape of Good Hope (Lancaster), Foundation of the East India Company.
English enterprise in the Atlantic. Trade with Guinea under Mary and Elizabeth. Hawkins' slaving voyages and trade in West Indies. The privateering voyages as result of break-down of these trades. The Spanish War, 1585-1604.
English attempts at colonization. Sir Humphrey Gilbert, Raleigh's Virginian colonies. Failure.
Complication of these motives with the religious wars arising from the Reformation.
4. The Stuart Period. Foundation of English colonies in North America and the West Indies.
Virginia, Bermuda and Maryland. Puritan New England. Capture of New York and New Jersey from the Dutch. Foundation of Carolina. Pennsylvania. Newfoundland. Hudson Bay Company.
The Leeward Islands and Barbados. Attempts in Guiana. Capture of Jamaica. Relative importance of West Indies much greater than now.
Slaving posts in West Africa. The Royal African Company. Types of colonial government; under Companies, Proprietors, or the Crown. Establishment of elected assemblies and representative government in nearly all.
The Atlantic colonies as a single system based on the commercial motive. West Africa supplied slaves to the sugar and tobacco colonies. They sent their produce to England in exchange for manufactures. New England and Middle Colonies supplies foodstuffs to plantations and bought manufactures from England. Necessity of strong sea-power to protect these interests. Importance of

Newfoundland fishery as a nursery of seamen (10,000 employed in it). Building up of the code of Navigation Acts to regulate the colonial trade (Principles; a self-sufficing empire, exclusion of foreigners, preferential tariffs; working effects; constant evasion and friction, and colonial discontent).

5. The British in India to 1785.

The East India Company as a trading body, 1600-1744; its failure in contest with the Dutch in the Spice Islands, and concentration upon India proper; establishments at Surat, Madras, Bombay and Calcutta; the French at Pondicherry and Chandernagore. From 1707, break-up of Mogul Empire and consequent anarchy in India. The Anglo-French Wars, 1744-63; conquest of the French in Carnatic; conquest of Bengal. The Company a territorial power; its mistakes in government; the Regulating Act, 1774; Warren Hastings: Pitt's India Act (in force 1785).

6. The Colonial Wars of the eighteenth century, and the Independence of the United States.

The Treaty of Utrecht embodying important colonial results of a war fought mainly in Europe. The South Sea Company. Wealth and prosperity of the empire under Walpole. The Jenkins' War and Austrian Succession Wars. The Nova Scotia boundary dispute. The Ohio valley dispute, involving future mastery of the West. The Seven Years' War and Treaty of Paris. The quarrel with the American colonists, partly political, partly economic. Revolt of America and revenge of the Bourbon powers. End of the old colonial empire. Retrospect of its political and economic ideals.

3rd Term. GEOGRAPHY. Natural Regions and possibilities of development of the early colonies.

I. CANADA AND NEWFOUNDLAND.

- a. The Maritime Provinces: ice-free harbours; fisheries; forests; agricultural possibilities.
- b. The St. Lawrence and Great Lakes: main gateway of the country; obstacles to navigation, physical and climatic; forest wealth in animals and timber; the genial and fertile Lake Peninsula. The old "Indian" inhabitants and their mode of life.
- c. The Hudson Bay Area: difficulty of access and scanty population; the fur trade.
- d. The Prairies: vast level expanse; climatic extremes; possibilities of pastoral and agricultural development; vital importance of communication with the coast.
- e. The Western Highlands and Coast: magnificent scenery; isolation; forests and fisheries, fertile valleys; mineral wealth.
- f. Newfoundland.

II. AUSTRALIA.

- a. The Monsoon Region of N. and N.E. Tropical vegetation; possibilities of development of tropical agriculture, e.g. sugar and cotton; the labour problem.

- b. The E. Coast and Highlands. Fertile coast plain; difficult access to interior: rich pasture of Downs and Plains: The Barrier Reef; Mineral wealth of highlands; Port Jackson.
- c. The regions of "Mediterranean Climate": fine climate: possibilities for corn, fruit, wine and wool. Mineral wealth. Port Philip.
- d. The dry interior: possibilities of irrigation by rivers and artesian wells.
- e. Tasmania: its mild climate: forests and possibilities for developing pastures, orchards and mines.

III. New Zealand: Its "Hot Lake" and "Alpine" regions: the Canterbury Plains: congenial climate; forests and pastures; fine harbours; the Maoris; their life and culture.

IV. SOUTH AFRICA.

- a. The coastal plains: (1) the desert west, (2) the "Mediterranean" south-west and south, (3) the Natal coast. Possibilities of cultivating corn, fruit and wine in (2), sugar and tea in (3).
- b. The ascent to the Plateau: (1) the Karroos (2) the Drakenburg; sheep and goat pastures.
- c. The Veldt: wide expanse, flat topped kopjes, dry climate, open pastures.
- d. The Kalahari Desert.

The native races - their mode of life and tribal organisation; the marked differences between different races, e.g. the Bantus and Bushmen: their treatment by white races.

V. INDIA.

- a. The Indo-Gangetic Plain: its fertility; its summer rains; importance of rivers; its food crops and their cultivation; dense population; famine possibilities; races, religion and castes; ancient civilisation culture, and cities.
- b. The mountain barrier of the Himalaya; its benefits to the plain as sources of water supply and shelter from winds and invasion; the passes of N.W. and N.E.; jungle, cultivated zone and forests.
- c. The Deccan: difficulties of access: independent races; cotton cultivation: gold and diamonds.
- d. The coast plains: their fertility: ancient cultivation and hand industries. Madras and Bombay.

Ancient trade of India with the outside world.

4th Term. HISTORY. The British Empire 1783-1850. 12

1. Survey of the Empire at the close of the War of Independence: Canada (Maritime Provinces and Quebec). Extension of discovery in Western North America. The West Indies and West Africa. India and the East.
Public opinion and the Empire. The humanitarian movement evidenced by; the trial of Warren Hastings; the agitation against the slave trade; the scheme to transport convicts to Australia; the missionary societies.
Changing conditions at home; growth of manufactures and population; movements for political and economic reform; Adam Smith and Free Trade.
2. The rudiments of the great modern dominions, Canada (excl. of Maritime Provinces) entirely French until 1783; U.E.Loyalists found Upper Canada. Cook's discoveries followed by first settlements in Australia, 1787-8. The Cape acquired by conquest from the Dutch, 1806 (treaty of 1814). Transformation of E.I. Company from a trading body into a territorial power. Colonial conquests in the Revolutionary and Napoleonic Wars.
3. Canada, 1783-1854.
The Loyalists in Upper Canada. The Constitutional Act, 1791. Dissatisfaction of the French in Lower Canada. The War with United States, 1812-14. Increased British emigration after 1815. Papineau and the nationalist agitation in Lower Canada. Political abuses in Upper Canada. Faulty system of granting land. The rebellions of 1837. Lord Durham's Report. The Canada Act, 1840. Gradual introduction of responsible government. Renewed discontent owing to fiscal causes, 1843-9. Lord Elgin's Governor generalship. The Maritime Provinces. Frontier questions with U.S.; treaties of 1818, 1842, 1846.
4. Australia, to 1855.
The convict settlements in New South Wales and Tasmania. The inland exploration of Australia. Abuses of the convict system. Its abolition in N.S.W., 1840. Foundation of Western Australia, 1829. Foundation of South Australia, 1836. Beginning of representative government. The industries and social order of Australia. Separation of Victoria from N.S.W. The discoveries of gold, and social effects. Responsible government (except in Western Australia), 1855.
5. Origins of New Zealand, to 1856.
New Zealand before the annexation: Maoris, missionaries and white adventurers. The Annexation, 1839-40. The New Zealand Company; troubles with Maoris over the land question. The first Maori War. Sir George Grey. Representative government. Responsible government, 1856.
6. South Africa, to 1854.
Early history of the Dutch settlement, 1652-1806. British and Boers at the Cape; missionary activities; abolition of slavery, 1833-4; the native question; the Great Trek, 1836. Foundation of Natal; trekkers, British and Zulus; Natal annexed, 1843. Foundation of Orange Free State and Transvaal. Their independence recognised by Sand River and Bloemfontein Conventions, 1852, 1854.

7. India, 1785-1858.

Indian government under Pitt's Act. Lord Cornwallis and the native powers. Marquis Wellesley; wars and annexations; great extension of British rule. Final conquest of the Mahrattes, 1817-18. War with Burma, and partial annexation. Afghanistan and the Russian threat; war of 1839-42. Sind. The Sikh Wars, 1845-9. Lord Dalhousie's annexations. Second Burma War. Causes of discontent. The Mutiny, 1857-8. End of the East India Company.

8. Britain and the Empire, 1815-1850.

Lack of public interest in the colonies and pessimism in official quarters. Abolition of slave trade, 1807, and of slavery, 1833; effects in West Indies and West Africa. Huskisson and the Navigation Acts, 1822-5. Increased emigration; Gibbon Wakefield's colonial theories. Revival of interest from c. 1830. Lord Glenelg's administration of the colonies. Britain adopts Free Trade, 1842-6. Repeal of the Navigation Acts, 1849. Effects of these changes, in conjunction with the recognition of responsible government; a general feeling that the Empire will shortly disintegrate.

5th Term. GEOGRAPHY. Modern Economic Development of the Empire.

I. THE MOTHER COUNTRY.

- a. The coalfields and their typical industries; home and foreign sources of raw materials for main industries, and of food for the industrial populations.
- b. Development of industrial centres and seaports.
- c. Canal and Railway development.
- d. Distribution of Population; Emigration.
- e. Trade with Dominions, Colonies, and foreign countries.

II. CANADA.

- a. The need for communications.
- b. Development of Waterways and Railways: The C.P.R. and Natural Railway Systems.
- c. Opening up of the West. The Wheat Trade.
- d. Mineral Wealth. Coal and Water Power.
- e. Development of Manufactures. Cities and Seaports.
- f. Trade with Britain and U.S.A. compared.

III. AUSTRALIA.

- a. The introduction of sheep and development of the trade in wool and later in frozen meat.
- b. The discovery of gold and its effect upon immigration.
- c. Extension of farming by artesian borings.
- d. Mineral wealth of Australia.
- e. Development of Railways to connect interior with coast; difficulties of linking up owing to difference of gauge in various states: Trans-continental Routes.
- f. The geographical factors in the problem of "White Australia".
- g. Chief Cities and the site of the Federal Capital.
- h. Trade with Britain and foreign countries.

IV. NEW ZEALAND.

- a. Development of pastoral, agricultural and mining industries.
- b. Railway development.
- c. Chief cities.
- d. Trade with Britain and foreign countries.

V. UNION OF SOUTH AFRICA.

- a. The gold and diamond industries: the labour problem.
- b. Development of pastoral and agricultural industries.
- c. Railway development: The possibilities of a "Cape to Cairo" Route.
- d. Location of large cities.
- e. Trade with Britain and foreign countries.

VI. INDIA.

- a. Irrigation: various methods: effect on production and on famines.
- b. Railway development: strategic and commercial importance.
- c. Areas and methods of production of staple crops, e.g., rice, jute, tea, cotton, wheat.
- d. Present development of manufactures: sources of power, and labour problems.
- e. Population: density and distribution; possibilities of emigration and problems arising from it.
- f. Delhi and the chief seaports: hill stations.
- g. Trade with Britain and foreign countries.

VII. TROPICAL DEPENDENCIES.

- a. Location of these.
- b. Their climates and vegetation.
- c. Native peoples.
- d. Possibilities of development of these countries and their peoples: fields for British enterprise.
- e. Seaports and Trade of some of the more important, e.g. West Indies, Nigeria, Gold Coast, Sudan, Kenya and Tanganyika, Rhodesia (its further development as a white man's land), Malay States, Ceylon.

VIII. SOME EMPIRE QUESTIONS.

1. Distribution of population in the mother country and the dominions: emigration and immigration.
2. Can the Empire become self-supporting?
3. Links of Empire: World Routes, Coaling, Cable and Wireless Stations.
4. Defence Problems.

6th Term. HISTORY. The British Empire since 1850.

1. 1850-1870. Increase of facilities for transport and communication: steamers, railways, cheap postage, telegraphs. Increase of trade and emigration. Democratization of the empire: British Reform Act of 1867; colonial franchises; responsible government becomes the standard form for a full-fledged colony; responsible government granted to Cape Colony in 1872. Continuance of pessimism about the Empire's future; influence of the Manchester School in home politics.
Canada after 1854. Growth of population and renewed tension between French and British provinces. Growth of British Columbia and the Maritime Provinces. The movement towards federation. The Dominion of Canada, 1867. The Dominion takes over the Hudson Bay Company's territories. Railway undertakings.
2. 1870-1895. Revival of imperial feeling. Disraeli's speech of 1872. Imperial questions of Disraeli's ministry, 1874-80; the Suez Canal and the British purchase of shares; South Africa; the annexation of the Transvaal and the Zulu War; the Anglo-Russian crisis of 1877-8; Afghanistan, 1878-80.
The Gladstone Ministry; Boer war of 1881; Egypt; collapse of Khedive's government; Anglo-French control; Arabi's rebellion; British control; the Mahdi's rising and the abandonment of the Sudan.
Progress of imperialism; writings of Froude and Seeley; proposals of imperial federation; Australian troops in the Sudan, 1885; the Colonial Conference.

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The partition of Africa: British possessions in West Africa from 1783; The Royal Niger Company; the exploration of Africa; the Berlin Conference, 1884, and its distribution of territories; Britain, Germany, and Portugal in East Africa; British East Africa Company; treaties of 1890 and 1891.

South Africa: growth of British sphere and encirclement of the Boer republics; Kimberley; Rhodes and the British South Africa Company; foundation of Rhodesia.

3. 1895-1914. Growth of imperial unity: Chamberlain at the Colonial Office. Imperial Conferences and proposals for imperial preference: effect of improved communications and popular education; tendency for small units to combine into large (e.g. Australia and South Africa): the South African War and the Great War.

The British regeneration of Egypt; reconquest of the Sudan; the Anglo-French agreement of 1904.

South Africa: the gold mines and the Uitlander question; the Jameson Raid; the war of 1899-1902; reconstruction of South Africa; Union of South Africa, 1910; South Africa and the Great War; Botha and Smuts.

Australia and New Zealand: the federation of Australia, 1900-1; growth of national consciousness; advanced social legislation in Australia and New Zealand; their recognition of imperial unity in 1914.

The growth of modern Canada; settlement of the West and organisation of new provinces; the Alaska boundary; the Newfoundland fishing question and the Anglo-French treaty of 1904; Canada and the Great War.

4. India since the Mutiny. Peaceful development and progress. The North-West and Burma frontiers. Growth of discontent and unrest. Lord Curzon's viceroyalty and its problems. Reforms in government prior to 1914. India and the Great War. Renewed unrest after the war. The Government of India Act, 1919.

5. British interests in the Far East and the Pacific. Disputes with China from 1833. Cession of Hongkong. Further wars with China. England and Japan. Singapore and the Straits Settlements. The Malay States. Sarawak. The British North Borneo Company.

Acquisition of Fiji and other groups in the Pacific. The New Guinea, Samoa and New Hebrides questions. Ownership of the various groups in 1914.

6. The Empire since the Great War. Transferences of colonial territories; the League of Nations and the mandates. The Imperial Conference of 1917. The Dominions as nations at the Peace Conference. Imperial Conferences of 1921 and 1923. The problem of combining dominion autonomy and imperial unity. The present position of the empire.

J.A.WILLIAMSON)
F. THURSTON.)

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