

Law (Education) (1925) Department.

Ord. SERIES.

G.O. No. 2172

DATED 21. 12. 1925

[Despatch Abstract.]

Committee — Indian Sandhurst —

Written evidence given by
Mr. R. M. Statham — Recorded

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Office of the Director of Public Instruction, Madras, 9th December 25.

From

R.M. Statham, Esq.,

Special Officer attached to the Office of
The Director of Public Instruction,

To

The Director of Public Instruction,
M a d r a s.

S i r,

I have the honour to submit herewith a copy of
my written evidence before the Indian Sandhurst Committee
and to request that it may be forwarded to Government for
information.

I have the honour to be,

S i r,

Your most obedient servant,

R. M. Statham.

Special Officer attached to the Office
of The Director of Public Instruction.

M. Dis on C No. 246 Hrs D 19.12.25.

Submitted by
[Signature]
9.12.25

Director of Public Instruction

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(27)
Office of the Director of Public
Instruction, Madras, 9th December 25.

From

R.M. Statham, Esq.,
Indian Educational Service,
M a d r a s.

To

Major A.F. Rawson Lumby, O.B.E.,
Secretary, Indian Sandhurst Committee,
D e l h i.

S i r,

With reference to your letter No. 19536 (M.T.-3)
dated 23rd September 1925, I have the honour to submit the
following replies to the Questionnaire. (E)

1. I have not been able to obtain any information
either as to the number of candidates from this Presidency
who have applied for the entrance examination into Sandhurst
or as to the classes of the community from which actual
candidates came. The following would, however, appear to
be reasons why candidates are not coming forward in
sufficient numbers.

(a) Insufficient publicity.

(b) The fact that the class from which candidates
should most easily be forthcoming has not yet been
sufficiently educated regarding the desirability of some
of its young men taking to military careers. I refer to
the wealthy land-holding class. A publicity campaign
might be undertaken to interest the parents in this class
of the community in military recruitment.

(E)
2. In this Presidency it appears to be a fact
that insufficient publicity has been given to the

2. 3 (4)

possibilities of a military career. Papers relating to the regulations for admission to Sandhurst and Dehra Dun have not, I believe, been sent to the more important educational offices and institutions in the Presidency though the notifications regarding admission to these colleges were published in Part I of the Port St. George Gazette. I do not think that Heads of Government colleges, for example, can have seen the regulations since Part I of the Port St. George Gazette is not supplied to them. I think that the Heads of all high schools and colleges should be given an opportunity of recommending candidates to Government through the Director of Public Instruction.

(E)

3. This question has been partially answered under question 2. In addition to the University and the individual educational institutions, leading educationalists and public men, if approached, could do much to influence public opinion and parents.

(E)

4. Yes.

5. I do not think any changes in this respect are necessary other than those suggested in my answer to question 2.

6. I do not consider it necessary to raise the age limit to 21. The difficulty of obtaining boys of "good physique, independence of character and capacity for leadership" is dealt with under question 7.

7. The defects in the system of education in India are more in the application or working of it than in the system itself. The character forming factors in education are very often almost entirely subordinated to purely academic influences. The examination, for example, is allowed to dominate the whole course. The Residential system, which is an important character forming factor,

3. 4 (9)

exists in very few places. Regular games are played by the minority and not by the majority of students. Intimate personal contact between teacher and pupil is rare and what might be called "the Public School spirit" prevails in few if any educational institutions. It is difficult without being discursive to suggest remedies but the following might help if it is not already too late in the day for innovations.

- (a) The Headmasters of Government Model schools should be members of the Indian Educational Service. District Educational Officers, however efficient, are able to exercise very little influence on "the tone" of schools in their charge and boys at an impressionable age need the daily example and influence of the very best men in the Educational Department.
- (b) Games should be compulsory in all High schools. It is curious that in English Public schools, with centuries of tradition behind them, games are still compulsory whereas in India without similar traditions games are not yet compulsory.
- (c) At least two schools in each Province should be developed into residential public schools. For financial reasons these might have to be Government schools. The Aligarh English House is a long standing example of the value of public school education in India.

sup (E)

8. This question has been partially answered under question 7. The authorities have not neglected physical culture but when the vast majority of students are non-resident students and games are not compulsory one cannot expect a high standard of physical culture. Perfunctory

4. 5 (b)
drill (drill being compulsory in many schools and colleges)
is not an adequate substitute for manly field games.

E
9. I imagine the reason for this is that the Imperial and Provincial services represent well known careers while the army as a career is almost an unknown quantity at any rate in this Presidency. The proper enlightenment of the public and of parents should alter this.

10. I have no definite evidence on this point, but I have heard it suggested by well-to-do Indians that it was a pity that Government did not aim at recruiting the sons of the Land-holding Aristocracy in addition to the sons of officers and officials.

11. I do not consider that wealthy parents, who have become reconciled to the idea of their sons joining the army, will be deterred from sending their sons to the Army by reason of the necessity of the boys having to proceed to a distant country, as it is a large number of boys even from Orthodox families go to Europe for special study.

12. I do not think so.

13. I do not think that the main cause for the lack of candidates is due to any of these reasons. All Indian students who now-a-days go for higher study to English Universities run a considerable risk of not obtaining suitable employment on their return to India.

14. No.

15. Naturally more candidates would apply.

16. No. I do not think there should be any such distinction.

5. 6 (X)
(E) 17. Yes.

18. If by "educational attainments" the question means only academic qualifications, yes.

19. No, if the suggestion in question 28 is accepted.

20. I am not in a position to offer suggestions.

21. Suggestions in this regard have been made in

p. 4 supra my answer (c) to question 7.

(E) 22. I do not know.

23. No.

24. I have no information on this point.

25. I do not think it desirable to connect in any way the Dehra Dun leaving examination with University examinations.

26. Please see my answer to question 25.

27. I do not think it necessary to alter the scope of the education given at Dehra Dun.

28. Yes.

I have the honour to be,

S i r,

Your most obedient servant,

R. H. Statham

Special Officer attached to the Office of
The Director of Public Instruction.

(8) . Law (En) Dept

C. 4001 C- From the D.P. & N Dis
m. c. no 206.7/25 d, 9.12.25

Subject Written evidence
given by Mr. S. K. Sathian
before the Indian
Sandhurst Committee.

May be recorded after
perusal by the Honorable the
Minister.

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Committee

Indian Sandhurst

Written
evidence - given

by Mr. S. K. Sathian

Recorded.

Order No.
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Recorded. 2672
21-12-25
V.T.K.

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