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[Despatch Abstract.]

*Educational Conference
Primary & Secondary Education
submitting to the D.P.I. for report
the Govt. of India on the subject
into operation the resolutions passed
at Conference held at Banla in
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Government {1901} of Madras.
EDUCATIONAL.

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Enclosures

Spare copies

ORIGINAL

NOVEMBER.

Primary and Secondary Education.

Communicating to the Director of Public Instruction, for report, letter from the Government on the subject of bringing into operation the resolutions passed at the Educational Conference held at Simla with reference to — and to certain general matters connected with

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper:—

From J. P. HEWETT, Esq., C.S.I., C.I.E., Secretary to the Government of India, Home Department (Education), to the Secretary to the Government of Madras, Educational Department, dated Simla, 6th November No. 466.

I am directed to address the Government of Madras regarding the proceedings of the Educational Conference, which was recently convened at Simla. The Conference was presided over by His Excellency the Viceroy, and was attended by the Vice-Chancellors of the Universities of Calcutta, Madras and Bombay, the Hon. Sir Charles Rivaz, Sir Edward Law and Mr. Arundel, the Chief Commissioners of the Central Provinces, the Secretaries to the Government of India in the Madras, Bombay, Bengal, the North-Western Provinces and Oudh and the Principal of the Inspector-General of Education in the Central Provinces, Mr. H. H. Selby, Principal of the Deccan College, Dr. Watt, Reporter on Economic Problems to the Government of India, and Mr. Chatterton, at present Principal of the College of Arts at Madras.

2. The proceedings of the Conference began on September 2nd, when His Excellency the Viceroy delivered an address to the members of the Conference, of whom I am to enclose a copy for the information of the Governor in Council. The Conference sat daily till September 17th, and was then dissolved.

3. The discussions at the Conference covered the whole field of education in India and were divided into the following main branches, viz., (i) University education, (ii) Primary and Secondary education; (iii) Practical and Technical education; (iv) general matters connected with education.

4. Separate communications will be made to you about (1) University education, (2) Technical education, (3) the education of Europeans and Eurasians in India, (4) educational qualifications for Government service, and (5) certain minor topics which arose out of the proceedings of the Conference and were independently considered by the Directors of Public Instruction. I am now directed to forward to you the resolutions that were passed with reference to the remaining branches of education.

5. These resolutions are approved in their entirety by the Government of India, and, though they cannot all be brought into operation at once, it is desired that they shall be taken to introduce them as soon as possible. It is with this object that I am now referred to the local Governments with a view to reports being made from them as to the manner and methods of their execution. Some of them, for instance, as the establishment of training colleges and hostels, will require considerable initial expenditure, and others, such as the expansion of primary and female education, and increase in the inspecting agency, and improvement in the salaries of teachers, will entail a recurring expenditure that must increase as they are more completely carried out. It will, therefore, be necessary for the Government of India to recognize

beyond the power of local Governments and Administrations to give adequate effect to the recommendations of the Conference from the resources at their disposal under the current Provincial settlements, and the Governor-General in Council is prepared to consider how far he can give assistance for this object to Provincial revenues. I am, therefore, to say that the Government of India wish to learn, as early as possible, what will be the initial and recurring expenditure, respectively, involved in carrying out the proposals of the Conference, in so far as they are directly applicable to the circumstances of Madras, and to what extent money will be required for either object in the financial year 1902-1903, and in each succeeding year till the maximum recurring expenditure is reached. I am to ask that, when submitting the estimates for increased expenditure, the local Government will state how far it will be possible to meet it from Provincial funds. As the Director of Public Instruction in the Madras Presidency attended the meetings of the Conference, the Government of India trust that the local Government will find no difficulty in supplying them with these figures at an early date.

6. Among the subjects dealt with in the resolutions of the Conference there are some upon which a few additional or explanatory remarks appear to be required. It must not be inferred therefrom that an inferior importance is attached by Government to the remainder; but if I were to be made the subject of separate comment, it is clear that this communication would be swollen to inconvenient length. It was recognized by the Conference at the deterioration, which has admittedly taken place in the system of education in India, and the cramming, which is one of its worst features, are in a great measure due to the frequent public examinations which have to be passed by boys in the various courses of Indian schools. The teacher's mind is constantly directed towards preparing a boy for his next examination instead of giving to him a solid and well-grounded education which will be of use in after-life. It transpired at the Conference that there is considerable variation in the number, character and nomenclature of the examinations which are now held in the different provinces, and it was resolved that there should be a reduction in the first respect, and greater uniformity in the second and third, and that it should be eminently to be desired. In the opinion of the Government of India no public examination is, as a general rule, required at the end of the primary or vernacular course. It is sufficient that a boy should be able to obtain at this stage a certificate that he has passed through the primary course and attained a due standard of efficiency. The method of securing this result, which commends itself to the Government of India, is that followed in the Bombay Presidency, namely, that each school should be examined by an inspecting officer *in situ*. At the end of the secondary course a public examination is required to meet the case of boys who have relied on their education beyond the primary stage, but who may not wish to enter University. Certificates given to a boy on passing this examination will be useful to him in obtaining employment, and should also, in the opinion of the Government of India, be accepted, as is done in England, by the Universities, so far as they may be fit, as qualifying for matriculation. The Matriculation examination at the Universities should be a separate examination, to be passed, either in its entirety, or such subjects additional to those passed at the School Final examination as the University may require.

7. In order to remove the difference of nomenclature that now exists, the Government of India desire that the examination of boys in the primary course, to be conducted by the inspecting agency, shall be universally known as the Primary examination, and that at the end of the secondary course as the School Final examination. The Government of India concur with the views expressed in the recommendation of the Conference as regards the award of scholarships. In the Bombay Presidency separate examinations are already held for this purpose. In 1899-1900 the number of competitors at these examinations was 684 for about 200 scholarships. There is no objection, in the opinion of the Government of India, to a competitive examination limited in this manner. Scholarships should be awarded, at the discretion of the local Government, either on the result of such departmental examination, or by the Director of Public Instruction distributing a certain number of scholarships to a particular school or to the schools situated in a particular

area, and arranging that the selection of the scholars to hold them shall be made by the local inspector in communication with the managers of the individual school which they are assigned, or of the different schools situated in the particular area.

8. The recommendations of the Conference on the question of fees in colleges and schools are, in the opinion of the Government of India, most important.

Fees at colleges and schools.

In paragraph 30 of the Home Department Resolution No. 10—309, dated the 23rd October 1884, the Government of India, with the concurrence of the Secretary of State, gave their approval to the following general principles advocated, with others, by the Education Commission in respect of advanced education, viz., that private effort should be systematically encouraged by insisting on all institutions maintained from public funds and under official management refraining from undue competition with corresponding aided schools, such means as charging lower fees, and (2) by co-operation in the gradual raising of fees, so that less and less aid may be required. These principles have in some provinces not been adequately carried into practice. In the Madras Presidency, for instance, the average fees paid in aided arts colleges in 1889-90 were Rs. 51 a year: in 1899-1900 they had fallen to Rs. 50, while the average fees in secondary aided schools, which had been Rs. 10 in 1889-90, had only risen by 1899-1900 to Rs. 11 a year. It was stated at the discussions of the Conference that some of the managers of aided colleges and schools had been in the habit of furnishing false returns of fees, and that it had been decided that it is not possible to require private institutions to levy fees at a certain rate. This has not been the experience in other provinces, where it has been found possible, by means of inspection, to ascertain the rate of fees levied at any aided institution. In Madras it appears that many of institutions are very lax in insisting on the payment of fees. Some proceedings of the Director of Public Instruction, dated the 22nd November 1898, regarding the fee returns for 1898-99, showed that out of a total amount of Rs. 1,70,584 only Rs. 1,11,157 (66 per cent.) were collected in that year. The order of the Government of Madras allow a deficit of ten per cent. only in the grant for the purpose of calculating the grant; when the deficit exceeds this amount, the grant-in-aid is supposed to be correspondingly reduced. This self-acting check the Conference was informed, been abandoned for the present on the ground that grants paid by Government do not exceed the maximum limit laid down in the Grant-in-aid Code. The Government of India are, I am to say, unable to regard this decision with approval. They consider that the present attitude of the Education department in Madras in the matter of fees at aided institutions, which, as explained by the Director, is one of non-interference, cannot be justified. I am therefore calling the particular attention of the Madras Government to the resolutions of the Conference regarding fees. I am to request that endeavour may at once be made in concert with the managers, to fix a minimum fee both for colleges and schools. I also to ask that the scale of fees in force at all aided institutions may be examined with the object of ascertaining whether they have been reduced unduly below the scale upon which the Government grant has been fixed, and that steps may be taken to ensure at least a return to the original rate of fees, either by withdrawing the grant at once, or by informing the managers that this will be done in the year, unless the directions of the department are complied with in the meantime. The scale of fees at unaided institutions should be similarly examined with a view to the enforcement, if necessary, of the penalties suggested in the fourth resolution of the Conference regarding fees. These steps should result in an early return of fees at aided colleges in the Madras Presidency to the scale at which they were formerly levied, but, in the opinion of the Government of India, this will not be sufficient, and what should be aimed at is a gradual raising of the fees to an appropriate level. The Governor-General in Council can see no reason why the amount should be so marked a disparity between the fees at the colleges aided in Madras, those in force in Bombay and the North-Western Provinces and Oudh, where the amount is Rs. 67 and 69 a year respectively; or why the fees at aided secondary schools should not also be approximated to those in force in the above-named provinces, viz., Rs. 16 and Rs. 17 a year respectively. A special recommendation was made by the Educational Commission that, as the fees in the Presidency College at Ma-

are considerably lower than those which it has been found practicable to levy in the Presidency colleges of Calcutta and Bombay, the Government of Madras should be invited to consider the advisability of enhancing the rate of fees in that college. The maximum fees at Calcutta are Rs. 144 and at Bombay Rs. 120. Before 1887 the fees for the B.A. course at the Presidency College at Madras were Rs. 60. They were then raised to Rs. 72, and have since been raised to Rs. 82 in 1892, and to Rs. 104 in 1896. In the F.A. class the fee is Rs. 76 a year. The Governor-General in Council understands that the Madras Government intend to take up the question of a further increase in the fees at the Presidency College, and His Excellency in Council is decidedly of opinion that some enhancement ought to be made. The fees at the other two Government colleges in the Madras Presidency appear also to have been raised in the past ten years with the result that the average fee at a Government arts college was Rs. 80 in 1899-1900 compared with Rs. 62 in 1889-90.

In the tables appended to the annual reports the aggregate fees at Government secondary schools are shown to have been Rs. 18,436 in 1889-90 and Rs. 21,319 in 1899-1900, while the average number of pupils on the rolls monthly were 4,116 and 7,613 respectively on the figures. These figures appear to show that the average fees in Government secondary schools which were Rs. 4 a year in 1889-90 were only Rs. 3 in 1899-1900, compared with Rs. 11 in aided schools. The Government of India can find no justification for this result, which, if it is correctly stated, ought to be rectified at once.

10. In connection with the recognition of schools by the Universities, the Conference recommended that rules should be made by the Syndicates and submitted for sanction to the Governor-General in Council, in the case of the Calcutta University, and to the Local Governments, in the case of other universities, providing that satisfaction should be given on the following points before recognition is granted:—

- (i) the general desirability of the institution,
- (ii) the constitution of the managing body and the names of the members,
- (iii) the standards and subjects in regard to which it is intended that instruction should be given,
- (iv) due provision and appliances for the instruction, health, recreation and discipline of students,
- (v) the scale of fees,
- (vi) the financial stability of the institution, and
- (vii) the character, number and qualifications of the teachers.

The Conference recommended that no secondary schools should be placed on the list recognized by Government unless they fulfil these conditions. With this recommendation the Government of India fully concur, as they consider it most undesirable that institutions, with inferior teachers and inadequate appliances, and of uncertain stability, should be encouraged either by grants-in-aid or by recognition from Government.

A matter of great importance in connection with secondary schools is the provision of qualified teachers. In the Madras Presidency there are 41 training schools, from which in the last five years

692 candidates were examined as teachers for the upper secondary stage, of whom 231 obtained certificates, and 1,730 for lower secondary stage, of whom 710 obtained certificates. The University of Madras has made provision for a license in teaching to be granted to candidates who have a degree not under that of the B.A. In the Madras Presidency the arrangements in force for the training of secondary teachers appear to be adequate for the present time. The Government of India attach very great importance to the fourth recommendation of the Conference regarding secondary education, namely, that teachers of English in secondary schools should be required to satisfy some preliminary test as to their English-speaking qualifications. Boys who, in their early stages of instruction in English, are taught by teachers themselves

possessing only a very imperfect knowledge of that language, acquire a bad pronunciation and learn incorrect idioms, which they never forget in after-life. I am to request that arrangements may be made to test the knowledge of English of teachers, who are candidates for employment in secondary schools, by requiring them to show their knowledge of English pronunciation and idiom *visà voce* before an Englishman.

In paragraph 11 of their Resolution of 28th October 1899, the Government of

(iii) Bifurcation of studies.

India asked for a report from the different Local Governments as to the extent to which the recommendation of the Education Commission regarding the bifurcation of studies had been carried out in each Province. As is observed in the resolution of the Conference on the subject, the Local Governments, who were represented at the Conference, have generally arranged, some to a greater, some to a less degree, for a bifurcation of studies in the last two years of a high school course. In Bengal and in the Punjab a system of trifurcation has been attempted. The scheme in the former province was sanctioned by the order of the Local Government, No. 1632, dated 3rd April 1900, of which a copy is enclosed. It will be observed that it provides for three courses at secondary schools, viz., A leading up to the Entrance examination, B leading up to the Civil Engineering College at Sibpur, and C leading up to commerce and the industries. The scheme is at present in its infancy. In the Punjab there has been a system of trifurcation since 1894. A boy can choose, after three years in a secondary school, either A, the Literary, B, the Science, or C, the Commercial, course. The first Commercial examination was not held till March 1900, when sixty candidates presented themselves. In Madras the tendency has been towards special schools rather than towards modern sides to literary schools. An Upper Secondary examination was instituted in 1889 as an alternative to the Matriculation examination, consisting of two parts, viz., a compulsory portion embracing English, a second language, mathematics, history and geography, and an optional portion embracing any two subjects of the Government Technical examination scheme. The Madras University refused to consider the examination as equivalent to the Matriculation examination, and the Local Government to accept it as a qualification for superior appointments in the public service. Consequently the University Entrance examination has possessed greater attraction for the majority of candidates than this examination. To some extent its place has been taken by the system of technical examinations, the subjects in which include civil, mechanical, and electrical engineering, agriculture, physical, veterinary science, sanitary science, commerce, music, drawing, wood-work and metal-work, tailoring and dress-making.

The Government of India trust that, if the School Final examination is recognized, as suggested, both by the Government and the Universities, the practical side of education will, now that it has become difficult for a boy with a purely literary training to obtain employment on favourable terms, become more attractive than it has been. The subjects which might be included in the programme of a School Final examination are somewhat numerous, and the Government of India must leave discretion to Local Governments and Administrations as to those which they would include in it. In Madras, for instance, there appear to be at least twelve subjects which can be taken up at the Technical examinations. It will be open to the Madras Government to decide as to which of these should be included in the programme of the School Final examination.

The Government of India think that commercial training might usefully

(iv) Commercial education.

embodied in the curriculum on the practical side of high school in large centres of commerce and population. The testing of knowledge in commercial matters can be effected in one of two ways: either (i) by adding commerce to the subjects of examination at the School Final examination in provinces where this has not already been provided for, or (ii) by the introduction of the London Chamber of Commerce Commercial examination. The Government of India favour both these alternatives. The former will perhaps be found better suited to natives of India, the latter will be better suited to boys educated in European schools who may desire to obtain a qualification which would be of use to them in England. In Madras commerce is already included as a subject in Technical examinations, and can be taken up as an optional subject in the

Secondary examinations. It is taught at the Government school at Calicut, and the Government of India think that it is desirable for the Government of Madras to make arrangements for its being taught at some Government institution in Madras itself.

Under the scheme for the London Chamber of Commerce examinations a register is kept of those who pass the examination, so that their whereabouts are always known. A candidate who passes the examination has, it is believed, no difficulty in obtaining employment. I am to suggest that a similar register might be maintained by the Education department in the Madras Presidency, and that, as a supply of commercial clerks is produced, the department should endeavour, by entering into communication with Chambers of Commerce and mercantile firms, to secure employment for them.

11. The definition of primary education given in the resolution of the Conference practically reproduces that given in paragraph 676 (2) (1) of the Education Commission's report, but it is necessary to

Primary education.

repeat it because it has not been invariably followed in practice.

That primary education has in many parts of India hitherto received insufficient attention is evident from the statistics regarding it. Out of over 17 millions of boys of a school-going age in British

Expenditure on primary schools.

India according to the census figures of 1901, only 2,867,542 were at primary schools in 1899-1900. In the Madras Presidency the proportion of boys receiving primary education to the total male population of school-going age was in that year 25 per cent. Twenty-six thousand seven hundred and thirteen pupils received primary instruction in secondary schools in 1899-1900. In their letter, No. 353 (4), dated 9th August 1900, the Madras Government informed the Government of India that they agreed with them in thinking that the existing conditions in respect of primary education in the Presidency are unsatisfactory in many respects. The Local Government observed that the resources of local boards and municipalities are already so strained that, when additional expenditure for plague and famine is thrown upon them, they are in many cases preserved from insolvency only by grants from Provincial funds, which can ill be spared, and that Provincial funds, on the other hand, are already inadequate to the needs of the Madras Presidency, so that no increase of expenditure on primary education will be possible without a more liberal assignment of revenue to the Local Government. With reference to the present expenditure on primary schools in the Madras Presidency, I am to point out that in 1899-1900 the total expenditure from public funds was Rs. 29,80,361, of which Rs. 9,55,357 were expended on primary schools. This represents an expenditure of 32 per cent. of public funds upon primary schools. These figures compare unfavourably with those from the Bombay Presidency. In Bombay, out of a total expenditure of Rs. 35,33,422 from public funds, Rs. 19,95,073 or 56.4 per cent. were in 1899-1900 spent on primary schools. While the Madras Government spent only Rs. 2,54,844 on primary schools out of a Provincial expenditure of Rs. 19,68,158 on education, the Bombay Government spent Rs. 8,26,172 on primary schools out of a total Provincial expenditure of Rs. 21,41,326. The expenditure on university and secondary education in Madras was Rs. 8,56,513 compared with Rs. 6,05,382 in Bombay. In the opinion of the Government of India it should be possible, by making secondary education in Madras more self-supporting than it is at present, to gradually provide more money from the Provincial allotment for education than is at present given to primary schools. The Government of India understand that the funds of local boards in Madras are distributed among different objects, and that it would be impossible to provide more money for education from their existing resources except by starving some other necessary object of expenditure. Some, but probably not a very great, increase of expenditure on primary schools might be obtained from municipal bodies in the Madras Presidency. It, therefore, seems that the assistance which is necessary for primary education in the Madras Presidency must come in the main from State funds. The Government of India will be prepared to consider how far it will be possible to assist the Madras Government in this matter, on receiving an estimate of the amount of money which will be required for the proper development of primary education in the next five years.

12. With reference to the sixth resolution of the Conference regarding primary education, I am directed to say that the

- (ii) Control over schools administered by system which the Conference had in view when they adopted that resolution is that prescribed by the rules issued under the

Bombay Local Boards Act by the notification of the Bombay Government, No. 78, dated the 7th January 1885.

Under the Act in force in Bombay "the extent of the independent authority of district and taluka local boards in respect of education and their relations generally with the Government Educational department and to each other in educational matters shall be from time to time prescribed by the Governor in Council." The Government of Bombay have made rules to the effect that the administration of local board schools as regards teaching and discipline, the appointment, punishment and dismissal of the masters, the fixing and payment of the masters' salaries, allowances and pension contributions, and the grant of leave of absence to the masters, shall be conducted by the Government Educational department. The local boards are required to freely consult the educational officers in preparing their budget estimates, and, in order to assist the boards in their preparation, the educational inspector is required to furnish them with a detailed statement of the necessary charges for primary education. The educational budget estimates of the boards have to be sent by the Collector through the educational inspector to the Director, who is required to satisfy himself that all the obligatory charges for primary education have been provided for and that the entries on the receipt side are correct. The Government of India regard this as an excellent system for preserving the control of the Educational department over educational institutions, for the maintenance of which local bodies have been made responsible, and I am to request that the Government of Madras will endeavour to bring the system in the Madras Presidency, as far as possible, into accord with that which exists in the Bombay Presidency.

13. One of the recommendations of the Education Commission was that, as a general rule, aid to primary schools should be regulated to a large extent according to the results of examination,
- (iii) The results-grant system.

but that an exception might be made in the case of schools established in backward districts or under peculiar circumstances, which might be aided under special rules. Further experience of the system of payment by results, in primary as well as in secondary schools, which has led to the resolution of the Conference upon this subject, has shown the Government of India that the time has come when they must withdraw their acceptance of the recommendation of the Education Commission given in paragraph 14 of their Resolution No. 10—309 of October 23rd, 1884. The system is advantageous in that it affords the most direct stimulus that can be given to a teacher, but it leads to disorganization of the finances of schools by reason of fluctuations in the grant, often due to causes (such, for instance, as famine or epidemics), over which the managers and teachers of a school have no control; it ignores the work done by teachers for dull and backward pupils; and it leads to boys being educated solely with a view to passing examinations, and consequently to cramming. In the Central Provinces a combined system has been adopted, under which a subsistence allowance is given to a master in order to secure him to a certain extent against loss due to the deterioration of his school owing to causes beyond his control, and in addition a results grant is made at half rates. This system, while it prevents to some extent violent fluctuations in the amount of a grant, is still open to the general objections which apply to the system of fixing a grant by results. In their Resolution No. 3—142-154, dated 8th May 1896, the Government of India decided that the grants under the Bengal Code for European schools should not be determined by individual examination, and the time has now come when this principle should, as suggested by the Conference, be adopted in respect of all schools. The circumstances which should be considered in determining the grant for a particular school are enumerated with precision in the tenth resolution of the Conference regarding primary education. I am to request that steps may now be taken to substitute the system therein advocated for the results-grant system in the Madras Presidency as soon as this can be done. It will, as the Conference pointed out, be necessary to increase the inspecting

staff in order that the new system may be properly carried out, and this aspect of the question should be considered by the Madras Government, in connection with the subject discussed in paragraph 21 of this letter.

14. The objects upon which increased outlay may be incurred in order to improve primary education are enumerated in the eleventh recommendation of the Conference regarding primary education. It is not necessary for the
- (iv) Methods of improving Primary Education.

Government of India to say anything in respect of the increase in the number of schools, the improvement in school buildings and equipment, and the better teaching in training schools with the object of improving the quality of teachers. The pay of teachers in primary schools seldom exceeds Rs. 10 in the Madras Presidency. It is as low as Rs. 5 in Bengal; in the North-Western Provinces and Oudh the minimum is supposed to be Rs. 6, which is worked up to in most districts; in Punjab it is supposed to be Rs. 8, but this minimum has not yet been worked up to; in the Central Provinces it is Rs. 6, and in the larger villages is often supplemented by an additional allowance of Rs. 4 a month which the schoolmaster draws for performing the duties of postmaster. In Bombay the average pay of teachers in primary schools in the Presidency is between Rs. 17 and 18 and in Sindh Rs. 27. I am to request the Madras Government to consider whether the existing rates of pay for teachers in primary schools in the Madras Presidency should be raised. The number of training schools maintained by the Government is also in most Provinces insufficient for the training of primary teachers. In Madras there appear to be 32, which is more than elsewhere, but it is evident that, considering the large number of teachers that are required for primary schools and that a majority of them are at present without certificates, the question of increasing the number of training schools requires to be carefully examined.

15. The resolution of the Conference as to the vernacular being the sole medium of instruction in primary schools, coinciding, as it does, with the definition of primary education adopted by the
- (v) Education in the Vernacular.

Education Commission and by the present Conference, meets with the unqualified approval of the Government of India. With this resolution should be read the following one regarding the age at which a boy should begin to be taught through the medium of English, the fourth resolution regarding the duration of courses, which is to the effect that, as a general rule, a study of the vernaculars should be kept up to the School Final examination or the University Entrance examination as the case may be, and the two last resolutions regarding examinations for entering into Government service. Unless the educated classes study their own vernaculars there can be no vernacular literature of any merit, and consequently no vehicle for imparting proper knowledge to the masses. Two principles require to be observed. In the first place, a boy should not be permitted to begin to learn English too soon. Secondly, when the time has come when he may learn English, he should not be permitted to neglect his vernacular altogether. It is, in the opinion of the Government of India, not only necessary that the age at which a boy may begin English should be later than now is in some Provinces, but also that he should not be able to leave school for the University, or to pass an examination at the close of his school career which may lead to employment under Government, without showing that he has kept up his knowledge of his mother-tongue.

In Madras English is taught as a subject in the primary departments of secondary schools. A boy reaches the end of the upper primary stage at the age of 10. The Government of India recognize that the use of English has become more general in the Madras Presidency than elsewhere, and that a rule, which would be suitable for other Provinces, might operate somewhat prejudicially in Madras. The Governor-General in Council nevertheless thinks that steps should be taken to prevent the study of English beginning as early as it does at present in Madras. At the Matriculation examination at the Madras University, English is a compulsory subject, and for the second language there is a choice between a classical language, a modern European language, and a vernacular. The majority of candidates appear to select a

vernacular, since out of 2,811 scholars at Arts Colleges on 31st March 1900, 1,916 were studying a vernacular language. The Government of India think that the Universities should make it compulsory on a candidate to be examined in his own vernacular, and they will take up this matter in connection with University reform. The Government of India understand that there is a test in the vernacular in the existing Upper Secondary Examination which corresponds to what will in future be the School Final Examination.

16. On 20th March 1897 a resolution was issued in the Department of Revenue and Agriculture of the Government of India dealing with the whole question of the education of agriculturists.

(vi) Primary education of agriculturists. Edward Buck, in his report on practical education (paragraph 35, chapter I) alludes to the fact that in some Provinces the principles of this Resolution have been taken into formal consideration, and in Appendix II of his report he furnishes information as to how matters stand in this respect. The subject was referred to the Conference, and it appeared that in some Provinces more had been done than has been given credit for in the report of the Government. The Resolution had been practically neglected in the Provinces, and that an explanation may be given of the reasons.

In Bombay there are some rural schools interspersed with the primary schools. In the Punjab there are zamindari schools. In the Madras system has been adopted of allowing agriculturists to attend the primary schools, and in the afternoon are free to carry on their own pursuits. Separate schools have as yet been started for agriculturists, but the adoption of the system of separate schools appears to the Government of India to offer a comparatively cheap means of extending a simple form of education. The Government of India consider that all Provinces arrangements should be made to establish shorter and simpler courses for agriculturists than are required for those who intend to use the primary stage of education as a preliminary only.

17. In the opinion of the Government of India elaborate Kindergarten methods are

- (vii) Kindergarten methods.

are unsuited to primary schools in India. Some of the experiments made in the country have been doomed to failure from the first owing to the introduction of exercises suited only to pupils in Europe. The general principle of the system, is the training of a child's senses with as little demand as possible on himself, to approve itself to every one, and a system of this kind may be expected to have peculiar value in India, where many things that are learnt in Great Britain by rote of games can never be learnt unless they are taught in a school. It is, however, essential to the success of any such system in India that the objects, in connection with which a child is called upon to exercise his senses, must be those which are familiar with in his daily life. Again, the objects which the child in a village in his daily life are different from those with which the child in a town is familiar, and a distinction is therefore admissible and, indeed, necessary between the methods to be adopted in rural, and those to be adopted in urban, schools. The scheme has been promulgated in Bengal under the authority of the Bengal Government Resolution of January 1st, 1901 (a copy of which is enclosed for the information of the Government of Madras), appears to the Governor-General in Council to furnish a suitable model upon which to base the adoption of similar methods in other parts of India. It seems to the Government of India that it should be possible, in order to facilitate the training of the senses in the early stages of instruction, to provide a small series of models which, in the case of rural schools, might include models of model forms of grain, both healthy and diseased, and such like. This matter should be separately considered by the Government of India.

18. In connection with the Resolution of the Conference regarding training schools for teachers in primary schools, it is only necessary for the Government of India to remark that the standard of literary education, which the candidates

for teacherships in primary schools have attained, when they begin their course of training as teachers, is not high enough to justify the abandonment of further attempts to improve their general education, and that this side of their education must, therefore, be attended to in training schools, as well as their training in school management and organization and the methods of teaching. A course of shorter duration than two years would clearly be inadequate for their proper training in this manner.

19. In regard to agricultural education (referred to in Resolutions Nos. 55, 56 and 57), it appears that the training, which has been offered by Government

Agricultural education.

whether as a three years' course at Poona and Saidapet, or for two years at Sibpur, Cawnpore and Nagpur, has not been taken advantage of to any material extent by those who would turn their instruction to profit in private farming or estate management, and that agricultural colleges and schools have been regarded mainly as an avenue leading to Government service. It is no doubt desirable that the officials employed in such branches of administration as those connected with the maintenance of village records or the settlement of land revenue, should have some practical acquaintance with the conditions with which they have to deal, and provision may be usefully made for training them in agriculture and land surveying. But it appears open to question whether the instruction need be so advanced or so theoretical as it is in some cases, and whether practical knowledge need be supplemented by more than an elementary acquaintance with such subjects as botany or chemistry. In this case a two years' course would probably suffice and would perhaps be more likely than a three years' course to attract those who wish to learn agriculture for its own sake. It is, further, open to doubt whether the study of agriculture should be encouraged by the affiliation of agricultural colleges to a university and the offer of a Degree. In some circumstances development might be more profitably follow the contrary direction, vernacular being substituted for English as the medium of instruction, and the course being thus thrown open to those who have not taken up English in their school studies. A vernacular course would have an incidental advantage in providing a means of giving village schoolmasters training as would enable them to explain to their scholars the meaning of lessons in agriculture and elementary science. But the principal argument in its favour is that it might popularize the study of agriculture amongst those who live by its pursuit, who are now debarred from it by their ignorance of English. It should, of course, be the policy of Government to give all possible encouragement to students of this class, and the Governor-General in Council would be glad if consideration were given to the desirability of a further development, in the establishment in those Provinces where it may be found desirable of a special school, of somewhat superior class, for the sons of land-holders, in which instruction, while perhaps following to some extent the ordinary school course, would include practical training in subjects, such as agriculture and surveying and farm book-keeping, which would be of use to the students in life.

20. With reference to the first Resolution of the Conference on the relations of the State towards private enterprise, it is not necessary for the Government of India to say much. The principles, as to the withdrawal of the State in favour of private enterprise, laid down by the Education Commission and accepted by the Government of India, have been generally followed. The only caution necessary is that it is essential that, in withdrawing the direct management of primary, secondary and collegiate education, the Government should not abandon the control which it must retain over all forms of education if our educational system is to be successfully conducted. There must be an

effective inspection, on the part of a Government agency, of educational institutions in all stages under private management, and there must also, the Government of India consider, if primary education is to be extended in the manner which they consider necessary, be a large increase in the number of primary schools under departmental management. It is also desirable, as has been observed in paragraph 12, that, where possible, the control of the Education Department over primary schools generally should be as effective as it is in the Bombay Presidency. In the matter of secondary and collegiate education, the institutions maintained by the State should be generally limited to models maintained at a high standard of efficiency. The responsibilities of the Government in the matter of collegiate education might probably be satisfied by the maintenance in some Provinces of a smaller number of colleges than the State now maintains, but the Government cannot abandon the management of State colleges, unless there are reliable managing bodies to whom they can be transferred, and this has been the difficulty which has prevented the transfer of some colleges from State to private management.

In paragraph 9 of the Government of India's Resolution of 28th October 1899, it was stated that it seemed specially expedient in most cases to have one Government secondary school in each district. In Madras six High schools (one for girls) and eight middle schools only are managed by Government. The Government of India fear that the State has in the Madras Presidency receded too much from the maintenance of model secondary schools. I am to request that this matter may be carefully considered by the Government of Madras.

21. In paragraph 4 of the Resolution in the Home Department of 28th October 1899, the Government of India asked each

(ii) Inspecting Agency.

Local Government and Administration to report how far the inspecting staff was

adequate, and how it was proposed to improve it. The reply of the Madras Government was furnished in Mr. Hammick's letter No. 321-A-Ed., dated 31st July 1900. The Governor in Council expressed the opinion that the agency is on the whole sufficiently strong. The third Resolution of the Conference regarding examinations, to the effect that any reduction in their number demands an increased stringency in inspection, and a due adjustment of the strength of the inspecting staff, necessitates a re-examination by the Madras Government of the whole question of the adequacy of their inspecting staff to cope with the work which will now be thrown upon it, should be particularly considered how far the staff of inspectresses, whose numbers three, must be strengthened in order to comply with the seventh recommendation of the Conference as regards female education.

22. The Conference had under their consideration certain specific proposals

regarding the training of members

(iii) Training of officers of the Indian Educational Service.

Indian Educational Service, viz., they should be required to study vernaculars, and to go through

training in the science of teaching, before leaving England for India, and that opportunities should be given to them, during absences on furlough, of studying educational methods and systems. The Conference discarded—and the Government of India very rightly—the proposal that they should be required to study a vernacular before joining their appointments in India. The Governor-General in Council is, however, doubtful whether sufficient attention is always given to the acquisition of a knowledge of the vernacular by members of the service after their arrival in India. His Excellency in Council regards this as a very important matter, which commends to the attention of the Madras Government.

As a rule, a member of the Indian Educational Service arrives in India as a Professor, even though later in his service he is intended to be an Inspector. The Government of India agree with the Conference that it would be of advantage to every entrant into the service to undergo some preliminary training in the science of teaching. There is, however, a practical difficulty, which has been enhanced by an arrangement recently adopted of getting men from England to officiate in the instance in long vacancies due to the absence of members of the Indian Educational Service, viz., that a member of the service is usually selected by the Secretary

State only a short time before he has to leave for India. The Government of India will, however, ask the Secretary of State to arrange, if possible, that, in future, gentlemen appointed to the service shall be required to undergo some course in the science of teaching. It will facilitate this object if the Madras Government will give the earliest possible intimation of impending vacancies to the India Office.

The Governor-General in Council thinks it of the utmost importance that opportunities should be given to Inspectors, and to teachers in scientific and technical, but not in literary, subjects, of acquainting themselves, when on furlough, with the most recent developments in all matters connected with teaching. His Excellency in Council will be prepared to consider favourably, and to recommend to the Secretary of State, well-considered proposals from Local Governments that individual officers should be permitted to enjoy portions of their furlough on special duty with this object.

23. A matter, which has been pressed upon the attention of the Government of India, is the allegation that the Provincial and Subordinate services are, in some Provinces at all events, discontented with their pay, prospects, and social status. This statement is, if true, of very grave import. The rising generation of school boys cannot, in the opinion of the Government of India, be expected to develop into loyal and contented citizens, if they are taught by underpaid and dissatisfied teachers, whose work is supervised, in the first instance, by an agency, which also regards itself as not fairly treated by the State in comparison with the corresponding services in other departments. The Government of India will, therefore, be obliged if the Madras Government will carefully consider whether the pay and prospects of the Provincial and Subordinate services are at present adequate to attract an agency, which is not only capable of undertaking the work of teaching and inspection, but also of exercising a moral healthy influence upon the pupils at our schools.

24. The Government of India referred to the defective condition of female education in paragraph 15 of their Resolution of the 28th October 1899. There has, indeed, been a gradual increase in

(vii) Female Education.

the number of girls attending school, but the numbers, which were in 1890-91 314,344, had only reached 424,600 in 1899-1900 out of nearly 17 million girls of a school-going age. Thus only 2.5 per cent. of the girls of an age to be at school are attending public or private institutions recognized by the Education Department. The Governor-General in Council does not wish to underrate the extent to which social customs in India oppose the rapid development of female education in public schools, but His Excellency in Council is constrained to say that the meagre results hitherto attained are, in his opinion, in a great measure to be ascribed to the absence of adequate encouragement from the State. Doubtless this has been largely due to the inability of the Local Governments to provide the necessary funds. At any rate, His Excellency in Council now desires that an earnest effort should be made to effect a real advance in the matter of female education. In the Madras Presidency there is a large number of Native Christian girls, and the purda system is much less observed than in some other parts of India. While, however, the number of girls attending public schools in the Madras Presidency was in 1899-1900 numerically higher than in any other Province, the percentage of girls attending public institutions out of those of a school-going age was, calculated on the census figures of 1901, only 4.4 per cent.

The first of the recommendations of the Education Commission was to the effect that female education should be treated as a legitimate charge on Provincial (as well as on Local and Municipal) funds, and that it should receive special encouragement, and a further recommendation was to the effect that female schools should not be placed under the management of Local Boards or of Municipalities, unless they express a wish to take charge of them. The Government of India fully endorse these two important recommendations. Experience shows that it is impossible to rely on the efforts of Local Boards and Municipalities to popularize female education, and, in the opinion of the Governor-General in Council, it is only by means of energetic action on the part of the Department of Education that an effective impetus can be

given to it. The policy suggested by the Education Commission has been carried out in different ways in different provinces. In Madras, for instance, the Local Boards and Municipalities have been encouraged to give up female schools with the result that in 1899-1900 only 18 were under their management. In Bombay, on the other hand, only three primary schools, which are attached to the training schools, are under the management of Government. Municipalities manage their own female schools, and the female schools under the Local Boards are subject to the control given to the department under the Bombay Local Boards Act (Bombay Act I of 1884). In Bengal, again, there are only four Government schools for girls. In the opinion of the Government of India it is very desirable that the Local Governments should establish, in important centres, model primary schools for girls, and also that they should, where necessary, establish Government girls' schools for different stages as models to be worked up to. The Governor-General in Council also considers it of importance that the curriculum at all primary schools for girls, whether under Government or private management, should be restricted to the three R's and such simple subjects as will be useful to them in their domestic life, and cannot be learnt at home, and that it should rigidly exclude useless subjects of instruction.

One of the recommendations of the Education Commission was that "as mixed schools, other than infant schools, are not generally suited to the conditions of this country, the attendance of girls at boys' schools should not be encouraged except in places where girls' schools cannot be maintained." In the Madras Presidency as many as 69,632 of the 12,008 girls attending school in 1899-1900 were attending boys' schools, but in some Provinces this recommendation of the Education Commission appears to have been somewhat misunderstood. The Government of India concur in the fifth recommendation of the conference on this subject.

Much assistance is given to the cause of female education by mission schools, and by classes for mission teaching at home. The latter means of instruction ought, in the opinion of the Government of India, to be encouraged by grants-in-aid. The Governor-General in Council also believes that the amount of teaching that is undertaken in zenanas has increased considerably of late years, but our knowledge of its extent and value is limited owing to the want of an inspecting agency to test it. The importance of increasing the inspecting staff generally has already been referred to, and the Government of India are assured that real progress in female education cannot be attained unless an adequate female inspecting agency is provided.

The question of providing more efficient teachers in girls' schools is a most important one. The arrangements for the training of female teachers are, in the opinion of the Government of India, inadequate in most provinces and require to be improved without delay. These remarks do not apply to the Madras Presidency, which is better supplied than most provinces in this respect. In 1899-1900 there were 20 training schools (five of them under Government management) for mistresses, attended by 846 girls, maintained at a cost of Rs. 57,928, of which Rs. 33,687 were contributed from Provincial funds. These schools are probably sufficient for present requirements, but with the increase in the number of girls under instruction which ought, in the opinion of the Government of India, to take place at an early date, they will need to be supplemented. In some provinces, notably the Central Provinces, the suggestion of the Education Commission that liberal inducements should be offered to the wives of schoolmasters to qualify as teachers has been acted on with success. The further suggestion that in suitable cases widows might be trained as schoolmistresses, does not seem to have been tried to any extent, but the Government of the North-Western Provinces and Oudh has, it is understood, under consideration a proposal to train widows who reside at some homes maintained by native gentlemen in those provinces as schoolmistresses and governesses in zenanas. The Government of India are inclined to regard this experiment as promising, and they trust that Local Governments and Administrations will do what they can to encourage the training of the wives of schoolmasters, and also that of widows.

25. With reference to the final resolution of the Conference strongly endorsing the proposal, as explained in His

(viii) Appointment of a Director-General of Education.

Excelsiency the Viceroy's speech, that there should be a Director-General of Indian Education, I am directed to say that the necessity for appointing an expert adviser to the Government of India in

educational matters has long forced itself upon the Governor-General in Council. I am to invite the attention of the Madras Government to the observations upon the subject contained in the penultimate paragraph of the address of His Excellency the Viceroy. It is only necessary to add here that the discussions at the Conference of themselves demonstrated in the most emphatic manner the necessity for the appointment of such an officer, since they disclosed, in every branch of educational work, very great and undesirable divergences of practice in the different provinces in carrying out the principles that have, from time to time, been laid down by the Government of India. Indeed, so strongly was this felt by all the members of the Conference that certain of them, who had arrived with instructions from their Local Governments to resist the proposal, ended by enthusiastically supporting it, and it was unanimously agreed that the policy accepted by the Conference could only be successfully carried out if supervised by the Government of India with the assistance of an expert adviser. The Governor-General in Council does not apprehend that the creation of such an office will involve any sacrifice of the elasticity necessary to provide for the peculiar features of each province, since, if the incumbent is a man of the type whom His Excellency in Council proposes to appoint, he cannot fail to realize that centralization would be the most certain means of thwarting his own efforts and preventing improvement. The Governor-General in Council thinks that by means of visits to the different Local Governments and Administrations, and by occasional conferences with the Directors of Public Instruction in the different provinces, it will be in the power of such an officer to establish between the Government of India and the Local Governments and Administrations a better understanding than has hitherto existed on educational matters. It appears to His Excellency in Council that, in present circumstances, it may occasionally happen that the Government of India will, without expert assistance at their side, fail to appreciate the views of Local Governments and Administrations, because they are insufficiently acquainted with local aspects and needs which the Local Governments and Administrations have, in submitting their proposals, sometimes failed to minutely explain owing to their having assumed, not unnaturally, that such explanation was unnecessary. The Governor-General in Council has no wish, by the appointment of a Director-General of Education in India, to centralize the working of our educational system in the hands of the Supreme Government. What he does wish to secure is that principles formulated by the Government of India in educational matters shall be fully and completely carried into practice. An expert adviser, in direct and personal communication with the Local Governments and their Directors of Public Instruction, will be able to ascertain and report to the Government of India more clearly than can be explained in the annual report how far the principles of which the latter have approved are being actually carried into practice. His Excellency in Council is confident that, with this explanation of the objects with which the Government of India propose to appoint a Director-General of Indian Education, the Madras Government will cordially approve of his appointment and will co-operate to render it a success.

ORDER—No. 678, Educational, dated 21st November 1901.

Communicated to the Director of Public Instruction, for early report, with the request that the various points raised in Mr. Hewett's letter may be dealt with in separate letters.

(True Extract.)

C. J. WEIR,
Ag. Secretary to Government.

To the Director of Public Instruction, with two enclosures.

Exd. A. J. D'Monte.

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EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 678, EDUCATIONAL, DATED
21st NOVEMBER 1901.

[SUBJECT.—*Educational Conference at Simla.*]

Demi-official from J. P. HEWETT, Esq., Secretary to the Government of India, Home department, to the Secretary to the Government of Madras, Educational department, dated Simla, 2nd August 1901, No. 227.

It is in contemplation by His Excellency the Viceroy to summon an informal conference of authorities upon the question of education from the different presidencies and provinces of India at Simla in the present autumn. Educational changes are under discussion, upon which it is desirable that the views of the local Governments and of educational experts in general should be ascertained before the Government of India commit themselves to any definite proposals; and it is thought that these can best be ascertained in the initial stage by such a conference as has been mentioned. It is proposed to discuss at the conference the questions of University education, practical and technical education, primary education and education in general. The proceedings of the conference will commence on Monday 2nd September and will in all probability last for a period of ten days or a fortnight. The total number of members of the conference will be from fifteen to twenty and His Excellency the Viceroy hopes that at some at any rate of the meetings he may be able to take the chair. It is not contemplated that every gentleman who attends the conference will be required to attend every meeting. It will probably be preferable that the conference should resolve itself into committees or sections who will severally examine the various branches of the subject upon which their members are particularly qualified to pronounce.

A synopsis of the heads of discussions will be forwarded through you with as little delay as possible to the members of the conference. But it may here be said that among the principal questions that will come under examination will be the feasibility of securing greater uniformity in educational administration in the different provinces and parts of India, the desirability of appointing a Director-General of Education, the possibility of improving the manner of selecting and training members of the Indian Educational Service and the question whether the character of the education at present imparted in Indian schools, colleges and universities attains its real object or is susceptible of reform.

In connection with the subject of practical and technical education an inquiry has recently been conducted by Sir Edward Buck, and I am directed to forward **A** four copies of his report and the same number of copies of a resolution recorded by the Bengal Government on the 1st January of this year with the object of introducing a more practical turn into the educational system in the Province of Bengal.

The Government of India assume that the Madras Government will desire to be represented at the conference by their Director of Public Instruction, Mr. Stuart, and I am to ask that he may be fully instructed as to the views of the Madras Government upon the subjects which will come under discussion. The Government of India would also wish that Mr. Chatterton should be deputed and that Dr. Miller should be invited to attend the conference. I am directed to ask that a telegram may be sent as soon as possible to intimate whether these gentlemen will be able to attend. In the event of these gentlemen being able to attend I am to ask that a copy of Sir Edward Buck's report and of the resolution of the Bengal Government may be furnished to each of them with as little delay as possible.

Telegram from the Secretary to the Government of India, Home department, to the Secretary to the Government of Madras, Educational department, dated Simla, 8th August 1901, No. 314 (Education).

Please see my demi-official dated 2nd regarding educational conference. Non-officials invited to attend will receive travelling allowance and an allowance of Rs. 10 a day while in Simla.

Telegram to the Secretary to the Government of India, Home department, Simla, dated Ootacamund, 8th August 1901.

[6.] Your demi-official 2nd instant, 227. Please furnish us with six copies of Buck's report and Bengal resolution.

I submit for His Excellency's perusal a copy of an important demi-official letter received this afternoon from the Secretary, Home department, Government of India.

Mr. Stuart, the Director of Public Instruction, happened to be with me when the letter was received.

He has seen it and I have since sent him a copy of it. I have also sent him copies of the report and resolution referred to at A, so that he may at once go into the matter and make suggestions as to the points on which he requires the orders of this Government before going to Simla.

I have drafted a telegram to Dr. Miller which I will bring into Council to-morrow for approval. Mr. Chatterton will be instructed to attend the conference.

His Excellency will probably desire to discuss the matter in Council to-morrow.

C. J. WEIR.
8-8-01.

Seen.

A. [REDACTED] HILL.
8-8-01

Draft telegram to the Hon'ble and Rev. Dr. Miller—

[An] informal conference [of] educational authorities will be held [at] Simla commencing [on] 2nd proximo and lasting [for] ten days or fortnight for discussion [of] questions of university, practical, technical and primary education and education in general. Feasibility of securing greater uniformity in educational administration, desirability of appointing [a] Director-General [of] Education and [the] question whether character [of] education now imparted attains [its] real object or is susceptible [of] reform, will also form important subjects [of] discussion. Government [of] India invite your attendance. Please telegraph whether you will be able to go. Non-official members, such as yourself would receive travelling allowance and a daily allowance of ten rupees while in Simla.

P. T. THARYAN.
8-8-01.

A. T. PRINGLE.
8-8-01.

Draft telegram to A. Chatterton, Esq.—

Educational conference will be held [at] Simla [on] 2nd proximo lasting ten days or fortnight. Please arrange [to] attend.

P. T. THARYAN.
8-8-01.

A. T. PRINGLE.
8-8-01.

Order in Council (on draft telegram at B).

Copy of letter to be sent to Dr. Miller at Yercaud.

C. J. WEIR.
9-8-01.

Order in Council (on draft telegram at C).

Write to him.

C. J. WEIR.
9-8-01.

Demi-official from C. J. WEIR, Esq., Acting Secretary to Government, Educational department, to the Rev. Dr. MILLER, Yercaud, dated 9th August 1901, No. 39.

I enclose copy of a letter from Mr. Hewett, the Secretary to the Government of India in the Home department, and a report and some papers which came with it, and am to ask you to be so good as to let this Government know by return post whether you will be able to attend the conference at Simla on the 2nd proximo.

I am to add that non-officials such as yourself will receive travelling allowance and while at Simla an allowance of ten rupees a day.

Demi-official from C. J. WEIR, Esq., Acting Secretary to Government, Educational department, to A. CHATTERTON, Esq., Kodakanal, dated 9th August 1901, No. 40.

I am directed to ask you to attend the conference of educational authorities which is to be held at Simla on the second proximo.

I enclose copy of a letter from Hewett and a report by Sir Edward Buck and some papers which came with it.

Telegram from J. P. HEWETT, Esq., Secretary to the Government of India, Home department, to the Secretary to the Government of Madras, Educational department, dated Simla 11th August 1901, D.O. No. 245 (Educational).

Your demi-official telegram No. 6, dated 8th August. Copies of report and resolution despatched yesterday.

For the Secretary—

It appears from Mr. Hewett's letter that eight questions are to be brought before the conference, viz.—

- (1) University education.
- (2) Practical and technical education,
- (3) Primary education,
- (4) Education in general,
- (5) Uniformity in educational administration,
- (6) The appointment of a Director-General of education,
- (7) The possibility of improving the method of selecting and training members of the Indian education service, and lastly
- (8) The question whether education as at present carried out in Indian schools, colleges and universities attains its real object or is susceptible of reform.

Obviously the heads numbered (4) and (8) include some of the others; but the two summaries in Mr. Hewett's letter are followed in this note.

With regard to (1) University education, there has not been any recent pronouncement from Government of a general kind but in a confidential communication (demi-official No. 28, dated 30th April 1901) to the Government of India last spring a suggestion was made that the law should be altered so as in some way to restrict the number of fellows with the object of maintaining the standard of education, fears being entertained that under the present system that standard was in danger of being lowered. And in the letter from this Government, No. 232 of the 30th of April last, the maintenance of the present method of admission to the service of Government was stated to be conditional on the maintenance of a fit academical standard at the University examinations. The enlargement of the University course so as to include degrees in science and possibly in some of the technical subjects, following upon a modification of the Matriculation examination, has been suggested as a matter which

might be taken into consideration. [Letter No. 372-B., dated 18th August 1900, paragraph 6.] It is not known what views Government now have in this matter, which was raised by His Excellency Sir Arthur Havelock but afterwards dropped.

The point raised under (8), namely whether education in Indian Universities attains its real object or is susceptible of reform, is one on which Mr. Stuart is certain to hold pronounced views. It might be well that he should be allowed to state them to His Excellency and the Honourable Members in order that it may be ascertained whether they are the same as the views of Government as at present constituted. The question whether University education in India "is susceptible of reform"—by which expression "may with advantage be reformed" is apparently intended—is a very wide one, on which very different opinions may be held.

(2) With regard to *practical and technical* education there has of course been much correspondence, especially in connection with the aluminium industry and Mr. Chatterton's special appointment, and also in the still pending discussion about agricultural instruction. In connection with this matter attention is requested to the

* Preface, page iii, paragraph 19; report, pages 33, 37, 38, 42, 43 and 44; appendix VI, pages xiv and xv. passages in Sir E. Buck's report which are specified * in the margin, as they raise a question which is of much consequence to a provincial Government. If a separate

executive department is to be formed by each local Government and "large outlay" incurred at the cost of provincial funds in order to launch manufactures, it will simply be ruinous; it is all very well for Mr. Chatterton to say that "no pains or money" should be spared, but this Government has to be sparing in its grants. It is submitted for consideration whether Mr. Stuart might not be instructed to oppose the recommendations numbered I and II on page 33 of Sir E. Buck's report, on behalf

† Sir E. Buck practically unites the two. See page iii of his preface. of the Madras Government. Technical education, so far as that expression covers what is done in starting new industries, should be an imperial care, all

funds necessary for the purpose being provided from imperial revenues. A. T. PRINGLE.

(3) With regard to primary education a letter was addressed to the Government of India last autumn [letter No. 353-B., dated 9th August 1900]. So far as this presidency is concerned, more liberal assignments in the next provincial contract are required. In respect to the quality of the education given, Madras in some respects

‡ Pages (65), (66).

(4) *Education in general*.—It is obviously impossible to make any useful remarks on this in the present hurriedly dictated note. Mr. Stuart's last report deals with the subject.

(5) *Uniformity in educational administration*.—Mr. Cotton's report of course touched on this question *passim*, and reference may be made to the resolution of the Government of India which is recorded in G.O., No. 765, dated 18th November 1899. In paragraph 18 of that resolution reference is made to the "contradictory and chaotic condition" of provincial management. This Government does not of course desire to create confusion by following methods of its own, if it can keep in line with other provinces without sacrificing efficiency.

(6) The creation of a Director-General of education is a point in regard to

Vide Sir E. Buck's report on the point at page 12.

C. J. WEIR.

which Mr. Stuart should be instructed to state the views of this Government. What are they? In this connection it has to be remembered that centralisation may be a bad thing and that the success of a system of control from Simla will depend very much on the qualities of the chief of the department.

(7) The selection and training of members of the Indian educational service is a question which is not known to have been raised before; it is rather technical and may perhaps be left in Mr. Stuart's hands at the conference.

(8) This question has, so far as Universities are concerned, been partly dealt with under (1). As regards schools and colleges, Mr. Stuart might again be allowed to be the mouthpiece of Government.

A. T. PRINGLE.

8-8-01.

Honourable Member—

The above is the note I brought into Council to-day. It is of course rather hurried as Mr. Pringle had only a few hours to prepare it in.

2. I have written demi-officially to Mr. Stuart and informed him that he will be required after reading Sir E. Buck's report and the Bengal Government resolution to discuss one by one with the Honourable Member the subjects which are to come up at the Simla conference. I have also told Mr. Stuart that the office will get together all papers he may need for reference.

3. I understand that the Honourable Member doesn't want the office now to note in detail on the whole of the questions likely to be raised.

4. After the Honourable Member has discussed matters with Mr. Stuart it seems probable that notes may be wanted on certain subjects.

5. I may mention that a draft Government order on the subject of agricultural education is being prepared, or rather was being as it was ordered to-day to lie over pending the result of the conference. I do not think the Honourable Member has seen the notes. The matter has been under discussion for about two years. The file will be sent to the Honourable Member if he agrees.

6. Proposals regarding the future of the School of Arts and our future connection with aluminium have also been lately received. A final decision on these subjects must also lie over until after the conference, but the Honourable Member will no doubt wish to discuss these matters with Mr. Stuart, so as to arrive at a general decision as to what is to be the policy of this Government.

C. J. WEIR.

9-8-01.

Honourable Member—

The Honourable Member returned the above note to me with a request that it might be added to, and that all papers connected with the subjects to be dealt with at the conference should be put in the file.

2. Three files have now been linked with this, which I will call I, II and III.

File No I relates to agricultural education. The Honourable Member will see that this Government had arrived at a decision on this subject—except in regard to a minor point regarding village maps—and that a Government order had been actually drafted. I sent back the draft to be recast, but it may be referred to as summing up briefly decisions arrived at. Probably as a result of the conference this Government may wish to modify some of its decisions.

Meanwhile if the Honourable Member does not object, it might be well to

Yes.

J. T. [HOMSON].

communicate u.o. the decisions arrived at to the Director of Public Instruction for his guidance at the Simla conference, so

that he may be able to say what the views of this Government on the subject are.

File II.—This file relates to the future of the School of Arts. It has been ordered to lie over pending the result of the conference. In the file will be found proposals from the Director of Public Instruction and notes by the office and the Assistant Secretary. It is submitted that this Government need not now make any pronouncement on the subject.

The whole matter will come up before the conference, as Sir E. Buck's report is full of suggestions on the subject. Some light and guidance in the matter will be welcomed by this Government. Mr. Stuart might be instructed to inform the conference as to what has been done tentatively so far in the Madras School of Arts in the industrial department and to invite criticisms on his proposals for its future.

File III.—The subject dealt with in this file is our future connection with the aluminium industry and is intimately connected with that in file II.

It will, no doubt, be considered at the conference how far Government can legitimately go in the work of developing industries. Sir E. Buck touches on the subject more than once.

The general question is raised in this file, but, as the Assistant Secretary points out, we cannot let this matter lie over for decision indefinitely. We must settle what is to be done with Mr. Norton's memorial to the Government of India. We must also decide whether we are to get out the machinery which has been temporarily countermanded and we will also have within the next two or three months to arrive at some conclusion as to how much is to be provided for this business in our budget.

3. I have not had time to give the subject as full consideration as I should wish. I only got the papers yesterday, but I do not wish to delay longer, as I know the Honourable Member wishes to talk the matter over with Mr. Stuart.

4. The Assistant Secretary has written a long note, with a great deal of which I am in agreement.

5. Government might at once disclaim any intention of largely expanding the business or pushing the sales on ordinary commercial lines which Mr. Chatterton in one portion of his letter seems to contemplate, but Mr. Chatterton is of opinion and Mr. Stuart agrees with him that, if the School of Arts withdraws from the manufacture, the industry will collapse.

6. He fears apparently that the Indian Aluminium Company would import impure and inferior metal and spoil the reputation of the local trade. Mr. Chatterton also says that experiments are still being carried on by the School of Arts to improve the manufacture and no doubt this is more likely to be done by him successfully than by the Indian Aluminium

Yes

J. T. [HOMSON].

Company and this is legitimate work for Government.

7. On the whole it is submitted that we may accept the contention that the time has not come for the withdrawal of Government from the manufacture of aluminium. Government's future connection with the industry might be on the lines sketched at page 8 of Mr. Chatterton's letter (page 22 of current file), though a smaller sum than 4 lakhs might be decided upon.

C. J. WEIR.
13-8-01.

Demi-official from the Hon'ble Mr. J. THOMSON, to the Acting Secretary to Government, Educational department, dated Madras, 14th August 1901.

[The Simla Educational conference].

Stuart was with me yesterday for two hours. We can arrive at nothing very definitely till the synopsis of work is received, thereon Stuart will note his ideas.

I keep your book sent yesterday for more leisure.

Telegram from J. P. HEWETT, Esq., Secretary to the Government of India, Home department, to the Secretary to the Government of Madras, Educational department, dated Simla, 13th August 1901, D.O. No. 246 (Education).

Can you wire whether gentlemen referred to in my demi-official of 2nd August are to be expected at educational conference. I am afraid that synopsis will not be ready before August 20th so that it can hardly reach you before they start for Simla. It will consequently be desirable for them to arrive a few days before the opening of conference so that I may give it to them here. Will you please ask them to let me know their addresses.

Submitted to Honourable Member with reference to his demi-official of this day's date.

C. J. WEIR.
14-8-10.

This has been done.

C. J. WEIR.

Please inform the Director of Public Instruction and other proposed delegates asking the former to proceed with his note to be ready—if possible—for Friday's Council.

J. T. [HOMSON].
14-8-01.

To Director of Public Instruction u.o. for information.

C. J. WEIR.
14-8-01.

Seen. I will have a note ready, though in the absence of information as to the subjects to be discussed it cannot be very complete.

G. H. STUART.
14-8-01.

H.M. for information.

C. J. WEIR.
15-8-01.

Demi-official from the Hon'ble and Rev. Dr. W. MILLER, to the Acting Secretary to Government, Educational department, dated Yercaud, 12th August 1901.

I have just received yours of the 9th and enclosures, together with your request for a reply by return of post as to whether I shall be able to attend the conference at Simla on September 2nd.

I regret that it is impossible for me to-day to give more than a provisional reply. Provisionally, my reply is in the affirmative; but my health is not good and I cannot undertake so long a journey without some previous consultation with my medical advisers. I mean to be in Madras on the 15th and shall write to you from there as to whether my going to Simla will receive medical sanction.

There is another point connected with the matter. If I go to Simla I cannot hope to be at Octacamund on the 27th. I cannot in my state of health contemplate going straight through to Simla, but must take some considerable time on the way. But if I undertake the longer journey, I believe that my absence from the meeting of the Legislative Council will be excused.

Demi-official from R. H. CAMPBELL, Esq., Private Secretary to His Excellency the Governor, to the Acting Secretary to Government, Educational department, dated 14th August 1901.

His Excellency the Governor approves of the suggestions made in your letter of yesterday regarding Dr. Miller's deputation to Calcutta. I return Dr. Miller's letter as requested.

Telegram to the Secretary to the Government of India, Home department, Simla, dated Octacamund, 14th August 1901.

[9.] Your telegram 246, Education. Stuart and Chatterton will attend Educational conference. Miller if health permits. He promises definite reply to-morrow.

It will then be telegraphed. Stuart's address, Ootacamund. Chatterton's Kodai-kānal. If Miller is unable to attend, is it desired that Government should nominate another non-official?

Telegram to A. CHATTERTON, Esq., Kodaikānal, dated 14th August 1901.

[10.] Please be at Simla few days before opening of conference. Synopsis will be given there.

Telegram to the Hon'ble and Rev. Dr. W. MILLER, Madras, dated 14th August 1901.

Please wire whether health permits you go Simla. If you go attendance Legislative meeting unnecessary.

Telegram from the Government of India, Home department, dated Simla, 15th August 1901.

No. 336, Education. Your telegram, 14th. In event of Miller being unable to come, another non-official need not be nominated. Please ask Stuart and Chatterton to communicate to me their Simla addresses.

Telegram to the Hon'ble and Rev. Dr. W. MILLER, Madras Christian College, dated 16th August 1901.

[13] Can you give answer Simla.

Telegram from the Hon'ble and Rev. Dr. W. MILLER, dated Madras 16th August 1901.

Shall go to Simla, leaving soon. Letter follows.

Telegram from the Hon'ble and Rev. Dr. W. MILLER, dated Madras, 16th August 1901.

Affirmative reply despatched Mr. Weir four hours ago.

Telegram to the Hon'ble and Rev. Dr. W. MILLER, dated Ootacamund, 16th August 1901.

[16.] Am sending you Buck's report and Bengal resolution. Please if possible be at Simla few days before opening of conference and communicate Simla address to Mr. Hewett. Synopsis heads of discussion will be given there.

Telegram to A. CHATTERTON, Esq., Kodaikānal, dated Ootacamund, 16th August 1901.

[15.] Please communicate to Hewett your Simla address when decided on, telegraphing to him.

Telegram to the Secretary to the Government of India, Home Department, Simla, dated Ootacamund, 16th August 1901.

[17.] Your telegram 336. Miller will attend. Have requested all to communicate Simla addresses.

With Mr. Hewett's letter two documents were sent —

(1) a resolution of the Bengal Government on the subject of making primary and middle education more "practical",

(2) a report on practical and technical education by Sir E. C. Buck.

The Bengal resolution deals with the report of a committee appointed by the Lieutenant-Governor in August 1898, the date of the report being 6th April 1899.

The report describes the present system in primary schools in Bengal as a system of "memory work". It proposes to substitute a system of education on "Kindergarten" principles, by means of a series of object lessons fostering habits of observation and cultivating all the senses and faculties, not merely the memory. Knowledge of these methods is apparently a new thing in Bengal, and, with the zeal of the gentleman who had just heard of the crucifixion, the committee is eager to make use of this newly acquired knowledge. It is therefore proposed that the new system be immediately introduced into training schools, so that qualified teachers may be rapidly turned out; that inspectors of all the subordinate grades should also be trained; and that manuals for teachers and text-books for pupils should be prepared. The committee considers that all this can be done in two and-a-half years, at the end of which time the new system should be compulsory throughout the province. The report concludes with a very complete syllabus providing a detailed course of education in all standards from the infant (age about 5) to the sixth (age about 13).

The Bengal resolution accepts the conclusions of the committee, but would limit their application in the first instance to schools preparing boys for scholarships. It is not clear what these schools are, but apparently they are provided with more experienced teachers than the general run of primary schools. There are 16,444 of them out of a total of 47,714 primary schools.

The principles advocated by the Bengal committee have long been accepted in Madras. Mr. Cotton's report states that in Madras "Kindergarten training began to receive serious attention in 1875, when Mrs. Brander, then superintendent of the female normal school at Madras city, introduced the system into the lower classes of the practising school. . . . The system was first recognized in the grant-in-aid code of 1885." In a letter, dated 13th October 1900, written by the Director of Public Instruction, Bengal, in answer to certain objections of the Bengal Government, he gives an extract from the Madras educational curriculum showing that there is a "remarkable agreement not only in the actual subjects themselves, but even in the detailed parts of each subject which are required in the Madras code and the proposed Bengal code. This," he adds "has been purely accidental."

The differences are—

- (1) the Bengal syllabus is much more detailed than the Madras curriculum,
- (2) Bengal proposes to make Kindergarten methods and object lessons compulsory, and
- (3) to substitute a course in agriculture in country schools for the proposed course in so called physics and chemistry in town schools.

On these I remark:

- (1) Such detail would not be needed if the teachers were good: but at present most of them are not good: and I am prepared to advocate an amplification of the Madras curriculum on the lines of the proposed Bengal syllabus, which has been drawn up with great care and skill.

(2) In Madras, Kindergarten occupations and object lessons are optional subjects. It has always been intended to include them in the compulsory subjects when skilled teachers were available. In the appendix to the Madras Educational rules (*Hints and suggestions on the management of schools*, page 90, paragraph 13) it is said: "It is absolutely necessary that all teachers of elementary schools should be acquainted with this (Kindergarten) method. These (object lessons) should form an essential part of the curriculum of elementary schools." It will thus be seen that we see the right course and approve of it: if we had not been able to enforce it in all aided schools up to now, it is solely because we have been unable to pay grants in full and thus attract skilled teachers. In the practising schools attached to training schools, which are under the direct control of Government, and also in Government girls' schools these methods are compulsory even now. Whether it is possible to make them compulsory in all schools in two and-a-half years as the Bengal Government proposes must be left to time to show. It is easy to lay down a rule; but if, when the time has elapsed, a sufficiency of trained teachers does not exist, further time will have to be given.

(3) In Madras, agriculture and elementary science are both included in the optional subjects and schools can teach either or both or neither. If they are to be made compulsory agriculture may be made compulsory in country schools and elementary science in town schools.

It will be seen that Madras is much in advance of Bengal in respect of the education given in its primary schools and it is still further in advance of most of the other provinces. More rapid progress can only be made if funds be provided. Of the 20,000 primary schools for boys, less than 200 are Government schools, about 2,600 are board schools, and the rest are under private management depending on fees, grants-in-aid and other sources. In an unofficial memorandum lately prepared for the Financial department I stated that I could do with about one lakh to enable me to subsidise local boards so that they might pay grants in full, and that a further sum (I think about a lakh and a half) was needed to pay provincial grants in full. I would be glad to know whether there is any prospect of these amounts being placed at my disposal. Under the system of aided schools so largely prevalent in Madras more money for grants is absolutely necessary if progress is to be made.

The other subjects dealt with in the Bengal resolution are matters of detail with which I think I need not trouble Government.

SIR E. BUCK'S REPORT.

Sir E. C. Buck was appointed by the Government of India last cold weather to tour in the provinces and collect facts relating to practical, agricultural and technical education; this report is the outcome of his labours. I do not know what special qualification for the task the Government of India supposed Sir E. Buck to possess and a careful perusal of the report does not reveal them. Because Sir E. Buck has lately discovered that there is such a thing as a science of education, he at once assumes that all educational officers must be ignorant of it. His account of the present system of education in Madras is ludicrously erroneous; and if this is a specimen of the "facts" that he has collected in all the provinces, a considerable discount must be allowed on whatever value his report would otherwise have possessed. The report is a wordy document and I find it difficult to extract anything of value from it. It is divided into three parts—

- (1) Practical education,
- (2) Technical education,
- (3) Encouragement of country industries.

At the end of each part are given certain recommendations, with the most definite of which I proceed to deal.

Part I.—Practical Education.

The general conclusion is in agreement with the Bengal report and adds nothing of value.

(i) It is recommended that the Imperial Government should determine the general aims and principles of education in India and exercise some general control over it, and that for this purpose there should be an imperial educational department under a special officer as adviser to the Government of India.

On this I remark that if such a department were to exercise a real control, or even if it had only the power of calling for reports, it would soon become a perfectly intolerable nuisance to provincial departments. Directors of Public Instruction have enough and more than enough to do at present without this additional incubus.

(2) It is recommended that in selecting educational officers in England consideration should be given to their instruction in "Educational science" which present educational officers should also be encouraged to study when on furlough. There is no harm in this except that it assumes that present educational officers are ignorant of educational science, which assumption is not generally true. Moreover, there is nothing very abstruse about the science of education, which is merely the sublimed experience of the best teachers. Its fundamental principles would be accepted as self-evident by any teacher worth his salt as soon as he hears them. In selecting a teacher it is of infinitely greater importance that he should know the subjects he has to teach, than that he should be up in "methods" of teaching or the latest practice of foreign countries.

The other recommendations deal with the appointment of a conference. There is much talk of "uniformity"; everything is to be settled by "central authority." As well expect uniformity throughout Europe as throughout India: the conditions are too varied. And this being so, a "central authority" would be only a harmful clog.

Part II.—Technical Education.

Recommended that all technical instruction and industrial schools should be removed from the educational department and be placed under a "technological" department in each province, with a separate controlling officer. Corresponding to this should be a technological branch of the imperial department controlling the provincial departments.

This would lessen my work in the present and probably still more in the future and I ought therefore to support it. If I did so, it would not be for the reasons given by Sir E. Buck, which amount to a charge of incompetence in educational officers to manage technical education. The proposed arrangement would cause additional expense; and, perhaps, the best solution is that now adopted in Madras—the placing of technical schools under a specially qualified inspector subject to the general and financial control of the Director of Public Instruction. It seems to me inadvisable to multiply departments unnecessarily, but I have no very strong opinion on the point and would ask for the opinion of Government. If separation is to be made, it should be absolutely complete.

The other recommendations relate to industrial surveys in each province (already done in Madras) the surveyors afterwards to meet in conference (Sir Edward Buck's usual remedy).

Part III.—Encouragement of Country Industries.

Here again Sir E. Buck proposes a central organization. There is, perhaps, more reason for the proposal here to avoid waste of energy, though I doubt whether the central establishment would be worth the extra expense.

Three things are considered: existing industries, competition with imports, encouragement of exports.

An existing industry (say, hand-weaving) should be selected for investigation at a central institution (say, the School of Arts). If real and paying improvements can be established, selected artisans should be taught these improvements: these would carry the gospel to the districts where the trade is carried on (by means of district trade schools, temporary or otherwise), and the improvement thus be spread throughout the trade.

This method appears to be sound, though hardly adequate in all cases. At the central school experiments would have to be carried on on a very considerable scale before the commercial value of an improvement could be satisfactorily established. This is what is proposed to be done in Madras at the School of Arts, and I trust Government will approve and will be willing to find the funds required for experiments in weaving. If they succeed there will be no loss to Government, and a great gain to the country when the improvements are taken up; if they fail, Government have to pay the bill.

An example of competition with imports is afforded by the manufacture of aluminium goods which has been established by Mr. Chatterton in connection with the School of Arts. Sir E. Buck approves of the principle that Government must meet the cost (if any) of establishing a new trade to compete with imports, private capital in this country being scarce and too shy to undertake the risk. If Government does not start such enterprises no one else will. The question when the trade is to be regarded as "established" is, of course, a difficult one; but it can be answered. In the case of the leather manufacture at Cawnpore Government undertook the experiments, established the industry and then abandoned it to private enterprise, and it is now in a flourishing condition. In the case of aluminium I shall be glad if Government will allow the manufacture to be carried on for some time longer, until it is quite clear that it can stand alone. The harm that would be done by prematurely abandoning it is much greater than any injury that would be done by carrying it on a year or two too long.

The third branch, encouragement of exports, is rather beyond my province; indeed the whole of part III has but little to do with education.

It is proposed to discuss "University education" at the conference. This is too vague for me to remark on. It was, I believe, proposed some time ago to reform University government by limiting the number of fellows to about 30 or 40 men practically interested in University education, and by placing in the hands of the syndicates some of the power now held by the senates. The proposal may perhaps refer to this.

I shall be glad to have the opinions and orders of Government on the parts marked D to I and also on any other questions which they think should be brought before the conference.

G. H. STUART.
15-8-01.

Secretary—

It is thought that a brief record of the discussion in Council yesterday about Mr. Stuart's instructions may be useful. There were six points on which Mr. Stuart asked for the orders or opinion of Government, and the decision in each case appears (from the Hon'ble Mr. Thomson's notes and your own) to have been that shown below:—

D (1) Mr. Stuart proposed to advocate an amplification of the Madras curriculum for primary schools on the lines of the new Bengal syllabus.

Government agreed, leaving it to Mr. Stuart.

E (2) In connection with primary education, Mr. Stuart said much more rapid progress could be made if funds were provided, and he asked whether there was any prospect of his getting a lakh of rupees to subsidise local boards to enable them to pay their educational grants-in-aid in full and a lakh and a half, or thereabouts, to enable him to pay the departmental grants-in-aid in full.

Government decided that two lakhs and a half might be asked for in connection with those purposes.

[From what you told me, the "request" in this case will be made by Mr. Stuart when his budget estimates for next year come in; and no doubt Government had in view the possibility of having to ask the Government of India in turn, in connection with the new contract. At any rate, it is more a question of asking than receiving, but this department is to do its best to get the additional sums named.]

The Director was instructed to formulate his proposals at once.

C. J. WEIR.
17-8-01.

F (3) Mr. Stuart opposed the scheme in Sir E. Buck's report for creating an imperial educational department under a special officer as adviser to the Government of India; he said that if such a department exercised a real control or even had only the power of calling for reports, it would become an intolerable nuisance; Directors of public instruction had enough and more than enough to do without such an additional incubus.

Government gave Mr. Stuart authority to oppose the scheme; if the Government of India created such a department, it could only be advisory; the local Government objected to the creation of any authority which should have control over provincial education [and * indeed to the creation of any imperial authority whatever]; the general statement of objection and in his reference to the Government of India.

A. T. PRINGLE. regarding education [in any part of India] could be adequately performed by the Government of India [Secretariat] without creating such an agency as contemplated.

G (4) Mr. Stuart was inclined to oppose the separation of technical and industrial instruction from other educational branches and the creation of a "technological" department in each province, controlled by a technological branch of the imperial department of education; it seemed to him inadvisable to multiply departments unnecessarily; the proposed department would cause additional expense, and perhaps the best solution was that now adopted in Madras — the placing of technical schools under a specially qualified inspector subject to the general and financial control of the Director of Public Instruction; if, however, there was to be such a separation as proposed, it should be "complete".

Government agreed that the present Madras plan was the best, and considered that there was no room and no call for the [imperial &] provincial departments which Sir E. Buck wished to create.

H (5) Mr. Stuart asked Government to approve of certain lines for encouraging country industries. An existing industry — say, hand-weaving — would be selected for investigation at a central institution; if real and paying improvements could be established, selected artisans should be taught these improvements; these artisans would take with them what they had been taught to the districts where the trade was carried on; district schools would [then] be started, and the improvement would in these ways be spread throughout the trade. If Government approved these lines of working, Mr. Stuart hoped funds would also be found for experiment in weaving.

† I submit that the financial difficulty is also a real one.

A. T. PRINGLE.
17-8-01.

This was also acknowledged.

C. J. WEIR.

Government expressed general approval, but reminded Mr. Stuart that the difficulty, † the "only" difficulty, it was said, was to know when to stop and withdraw from the selected industry, leaving it to the trade.

I (6) Mr. Stuart said he would be glad if Government would allow the manufacture of aluminium to be carried on for some time longer until it was quite clear that it could stand alone; premature abandonment would do more harm than carrying on the trade [at the School of Arts] too long.

Government told Mr. Stuart that the difficulty was that stated above — the determination of the time to withdraw—but said that they were ready to allow the aluminium industry to be carried on for some time longer. Mr. Stuart was also told that one of the members of Government — the Hon'ble Mr. Thomson — would investigate the matter this winter in Madras.

2. In addition to giving Mr. Stuart orders on the six points he desired, Government stated their opinions in regard to Sir E. Buck's recommendations about "conferences" and "uniformity". Mr. Stuart had remarked that the conditions in India were "too varied" to expect "uniformity", and that the "central authority" by which Sir E. Buck wanted everything settled would be only a "harmful clog".

Government expressed agreement with these remarks.

A. T. PRINGLE.
17-8-01.

C. J. WEIR.
17-8-01.

Demi-official from the Hon'ble and Rev. Dr. W. MILLER, to the Acting Secretary to Government, Educational department, dated Madras, 16th August 1901.

By this time you will have got my telegram to say that I am to go to Simla. My medical advisers allow me to make the attempt on condition that I go in a leisurely manner and rest a good deal by the way. I shall accordingly start as early next week as I find it possible to get ready.

Demi-official from the Hon'ble and Rev. Dr. W. MILLER, to the Acting Secretary to Government, Educational department, dated Madras, 17th August 1901.

I am sorry you have had so much trouble in wiring. I had the two documents referred to in to-day's wires with your first letter. I cannot leave till the 22nd and shall be glad to get anything here that may be available by that time. I propose to rest at Calcutta on the 27th and 28th, and any communication that might reach me on those dates would find me if addressed to care of H. Stephen, Esq., Duff College, Calcutta.

But I shall, as you suggest, get to Simla as soon as I can—probably by the 31st—and let my arrival and address be known as soon as possible to Mr. Hewett.

Telegram to the Secretary to the Government of India, Home department, Simla, dated Ootacamund, 19th August 1901.

[19] Miller will be in Calcutta on 27th and 28th and any communication sent care of H. Stephen, Duff College, will find him there. He expects reach Simla on 31st, but will communicate with you as soon as possible in regard to both arrival and address.

Demi-official from A. CHATTERTON, Esq., to the Acting Secretary to Government, Educational department, dated Kodaikānal, 14th August 1901.

I have received your letter of the 9th instant, asking me to attend the conference at Simla, and I am accordingly making arrangements to do so.

Telegram to A. CHATTERTON, Esq., Kodaikānal, dated 19th August 1901.

[20.] Please wire approximate date of arrival at Simla.

Demi-official from the Hon'ble Mr. G. H. STUART, to the Assistant Secretary to Government, Educational department, dated Madras, 19th August 1901.

I expect to arrive in Simla on Friday afternoon, 30th instant, and to stay at the Grand Hotel (Peliti's). I may be able to get there by Thursday afternoon, but doubt it.

Telegram to the Secretary to the Government of India, Home department, Simla, dated Ootacamund, 19th August 1901.

[21.] Stuart expects arrive Simla afternoon 30th, staying Grand Hotel (Peliti's).

Telegram from A. CHATTERTON, Esq., dated Kodaikānal, 19th August 1901.

Will arrive at Simla on the 29th. Am leaving Kodaikānal to-day.

Telegram to the Secretary to the Government of India, Home department, Simla, dated Ootacamund, 19th August 1901.

[22.] Chatterton will arrive Simla on 29th instant.

Telegram to the Secretary to the Government of India, Home department, Simla, dated Ootacamund, 20th August 1901.

[23.] Please send six copies synopsis of head discussion when ready.

Telegram from the Secretary to the Government of India, Home department, dated Simla, 20th August 1901.

[344, Education.] Your telegram 23. Regret that synopsis of heads of discussion will not be ready for delivery to delegates from Madras till after they have arrived here.

Telegram from the Secretary to the Government of India, Home department, dated Simla, 27th August 1901.

[358-62, Education.] With reference to my demi-official of 2nd August regarding Educational Conference, regret it will not be possible to give agenda paper to members of Conference till their arrival in Simla.

Cuo 1566.

Educl.

1. Circulated for perusal as directed in Council today.
2. As the resolutions of the Educ. Conference are marked 'strictly confidential', the whole ~~for~~ case is for communication in a confidential box.
3. Two of the accompaniments of the letter (Sir E. Buck's memorandum & a Bengal resolution about kindergarten in Struthan) have been returned as they ^{have} been by ^{the} members of Govt. last summer.

A.S.P.
12.11.11

Seen A
14/11

Seen W
18-11-01

The draft placed below may issue.

Pr
29/11/11

Notes on
[subject - Primary & Secondary Education]
from the Govt. of Bengal (Education) no 436 of 1.11.01 -

678
26

2

19 1628

19/11/01

INDIAN TELEGRAPH
To Madras From Calcutta
Office

Words 7-15 Day 22 Hour 18 Minute 8 Official Instructions

To The Secy to the Govt. of Madras education Deptt From Home
(Person)

SECRETARY TO GOVERNMENT
23-NOV-1901
LOCAL MUNICIPAL DEPARTMENT

Number 510 education
your telegram number
51 of 19th instant.
Some department letter
number 466 dated 6th
instant may be treated
in ordinary manner

26/11/01

26/11/01

PH
25/11/01
Sent to
MADRAS
3-11-0

Stitch with 678 21-11-07

16

The D. P. L. with two enclosures.
Dispatches
 24/11/11