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Educational (1902) Department.

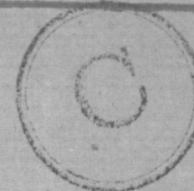
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[Despatch Abstract.]

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

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Government {1902} of Madras. EDUCATIONAL.

Recd.

Regd.

} 1902.

Enclosures

Spare copies

G.O., &c., Nos. 174, 175, 26th March 1902.

MARCH.

Education of Europeans.

Addressing the Government of India on the subject of the ---.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper:—

From the Hon'ble Mr. G. H. STUART, M.A., Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 19th February 1902, Cl. No. 15.

I have the honour to submit the following remarks on Mr. Hewett's letter relating to the education of Europeans read in G.O., No. 755, Educational, dated 16th December 1901, each paragraph of the letter being separately dealt with.

2. *Contributions of the State towards the education of Europeans.*—It is stated that the cost of each European boy receiving education in the primary and secondary stages is higher than that of each native boy educated in the same standard, and that a larger proportion of that cost is contributed by the State. This is probably true, but it is equally true that the *absolute* expenditure per European pupil to be met from *private sources* is greater than the corresponding item for each native pupil. The following figures, which show the cost of educating each pupil from different sources during 1900-01, will bear out this statement:—

Cost of educating each pupil in *European schools* in 1900-01.

Source.	Secondary schools for						Primary schools for					
	Boys.			Girls.			Boys.			Girls.		
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
1. From public funds ..	19	5	6	11	7	1	3	7	3	7	0	3
2. From fees ..	11	6	11	12	15	6	0	15	7	5	14	9
3. From other sources ..	44	14	9	37	6	5	17	11	4	20	3	11
Total ..	75	11	2	61	13	0	22	2	2	33	2	11

Cost of educating each pupil in *Native schools*.

	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
1. From public funds ..	3	4	3	5	15	11	1	8	0	2	10	7
2. From fees ..	13	6	2	1	8	0	0	15	9	0	3	8
3. From other sources ..	3	7	9	7	10	1	0	13	4	3	8	2
Total ..	20	2	2	15	2	0	3	5	1	6	6	5

These figures show clearly that in European schools although the average fee paid is higher than in native schools except in the case of secondary schools for boys where the lower average is explained by the fact that some of these schools are orphanages, in which no fees are charged, the cost of educating each pupil as well as the proportion of that cost that is met from private sources is considerably greater than in native schools of corresponding grade; and it is obvious that for an equal number of pupils the manager of a European school has a considerably heavier expenditure to meet than the manager of a native school, and therefore requires

greater aid from Government. It will also be observed that the proportion contributed from public funds towards the cost of educating a European pupil is higher than for a native pupil only in the case of secondary schools for boys, and that for the other classes of schools compared it is lower. This fact, however, may not affect the conclusion arrived at by the Government of India which appears to have been based on statistics relating not to primary and secondary *schools* as shown above, but to primary and secondary *stages of instruction*. But admitting that European schools do receive a greater *proportion* of aid from public funds than native schools it seems to me yet a question for consideration whether the extent of State aid to be given should be fixed by a *proportion of the average cost*, and whether the *net cost* to the management should not be regarded as an important factor in the calculation. If the latter is considered as I think it should be, then the claims of European schools to greater aid from Government appear to be clearly established.

Collegiate education for Europeans.—However desirable it may be that a separate college should be established by Government for the benefit of this community, it must be admitted that in this Presidency at any rate the number who at present proceed to the University courses is not sufficiently large to justify the expenditure that the maintenance of such a college must entail. An institution of this kind may be kept in view as a possible future development, but all that Government can now be expected to do is, as the Government of India proposes, to offer scholarships of sufficiently high value to attract young men to take up the higher courses in colleges for general and professional education. It is possible, however, that even these scholarships may fail to attract if those who desire to take advantage of them have no reasonable prospect after their college course is over of starting life on a fair salary. One reason, and perhaps the chief reason, why so few care to enter college now is that young men after going through a collegiate course extending over a period of four years find that in those departments of labour for which they have taken the trouble to qualify themselves a mere pittance is offered them, to begin with, Rs. 20 or 30. Native graduates can begin life on this salary, but it is impossible for Europeans to do so. It pays them better to stop with the high school course, and to qualify for a profession at once by joining the workshops or the Engineering or Medical college, or to enter those fields of work where high literary qualifications are not required. By this course they find they are not only able to *start* better, but frequently rise to more comfortable positions than a college career would, except in a few cases, render possible for them. It is, however, highly desirable that under a European Government the European and Eurasian section of the community should be to some extent represented in positions of trust and responsibility in the service of the State, and as such positions are only attainable under existing rules through the doors of the University it is necessary that facilities for entering on a University career should be given to young men of this class. The scholarships proposed will probably be taken up by the more intelligent young men of the community, if prospects of suitable employment under Government can be to some extent assured to them, but even if this cannot be done there is still the possibility of their securing employment, as some Eurasian graduates have done in the past, under Native States. On the whole, therefore, I think that the scholarships if instituted will be a benefit to the community. At any rate there appears to be no other way at present of advancing collegiate education among Europeans and Eurasians.

3. *Establishment by the State of schools for Europeans.*—It is suggested by the Government of India that State schools may be started in out-of-the-way places where the need of such schools is felt. I have no doubt if enquiry were made it would be found that there are many mofussil stations where European schools are needed. It would seem to be the intention of the Government of India that the schools to be started should generally be of the primary grade and more or less of an eleemosynary character. But the need that these schools are intended to meet appears to be equally felt in connection with higher stages of education. There are, for example, no high schools for Europeans in this Presidency except at Madras, Bangalore and Ootacamund, and the schools located in these places

are more or less sectarian in character, and thus their usefulness as educational institutions is to some extent limited. European or Eurasian parents resident in mofussil stations, unless they are in well-to-do circumstances, which perhaps the majority are not, are unable to send their boys to high schools to be educated on account of the high fees charged and the expenses of boarding whether at the schools or in private boarding houses, and I have no doubt many boys are thus kept back from going through a high school course. The establishment of a Government high school with cheap boarding accommodation at some convenient centre would perhaps meet the difficulty, but it is doubtful if this can be done without prejudice to the interests of the few long standing institutions that now exist. The managers of these schools would have to be consulted if such a step were decided upon. But if a State high school cannot be established Government may still help in two ways—

(i) by offering scholarships to assist poor boys in the lower and upper secondary classes (as proposed in paragraph 6 of the letter under reply); and

(ii) by giving *boarding grants* for poor boys attending high schools, if they are boarded either in the houses attached to the schools or in licensed or recognised private houses; or by Government itself establishing cheap hostels in connection with existing schools.

Feeding and clothing grants, are, it is true, now given, but these are only intended for orphans, and do not help that fairly large proportion of the school-going children of the community that are not orphans, but yet for want of a little assistance are unable to pursue their studies into the higher stages of education. The system of aid here suggested for the lower and upper secondary stages is merely an extension of what the Government of India has proposed in connection with primary education, viz., the establishment of primary schools with boarding accommodation for the poorer classes of Europeans where such schools are needed.

4. *Inspection of schools for Europeans.*—It is very desirable that the charge of European education should be entrusted to a special Inspector, but as the number of European schools is hardly enough to give him sufficient work through the year, he may also have charge of training schools. It will be necessary in this case as he will have to inspect training schools of different districts where different vernaculars are spoken, that he should be assisted in his work of inspection, by the sub-assistants of the various districts, as he tours through the presidency.

5. *Examinations in schools for Europeans.*—If the Lower Secondary examination is to be abolished there appears to be no special reason for retaining it for European schools. It is urged that it is largely used as a leaving school examination in the case of boys who enter the railway and similar avenues of employment; but a large number of natives also terminate their studies with the lower secondary stage and seek employment, and if an examination is held for Europeans there is no reason why one should not be held for them also. My views on the question of retaining the Lower Secondary examination as at present conducted for all schools will be given in a separate communication. Here I merely wish to state that whatever decision be arrived at there is no necessity in my opinion for making any distinction between European and native schools in the matter. A primary examination does not seem to be necessary for European schools at all.

6. *Scholarships for Europeans.*—In my letter No. Cl. 7, dated 30th January 1902, I have submitted proposals under this head on the lines suggested by the Government of India. They are repeated in detail below. The distribution of the scholarships in the school stages may be left to the Inspectors of Schools, each Inspector dealing with those assigned to his circle.

Scholarships.

Lower Secondary	1st year	Rs. 3	10 scholarships (6 for males and 4 for females).
	2nd "	" 4	
	3rd "	" 5	
Upper Secondary	1st "	" 7	10 scholarships (6 for males and 4 for females).
	2nd "	" 8	
	3rd "	" 8	

Scholarships—cont.

F.A. class—Rs. 12	..	..	..	..	..	..	..	5
B.A. " " 20	..	..	..	..	..	..	..	2
M.A. " " 30	..	..	..	..	..	..	..	2
Engineering College—	Rs. 20 (Engineer class)							1
	" 15 (Engineer Subordinate class)							1
Medical college—Rs. 20	..	..	..	..	..	..	..	4
Teachers' college—Rs. 20	..	..	..	..	..	..	..	2

7. *Training college.*—The Government of India suggest the establishment of a central Training college at Allahabad for the training of male teachers for European schools, and it is considered that by this means and by the offer of salary grants it should be possible to effect a real improvement in the standard and quality of the teachers. In this presidency fairly high salary grants are given for teachers in European schools, and we have had a Training college for many years, but only two Eurasian graduates have as yet been trained in it, and they are now employed in native schools and in Government service. The greatest difficulty is experienced here by managers of European schools, especially Protestant, in obtaining even untrained teachers, and it appears to me that unless the prospects of employment in the profession are substantially improved and widened there is little hope of supplying the want that is now felt. A central Training college at Allahabad may be tried as an experiment and it will probably have the advantage of having a European practising school attached to it which our college has not, but I doubt if it will attract students from distant provinces even if they are given liberal stipends and travelling allowances, unless they have better chances there of securing employment after training; but there is no suggestion that this is the case. If any young men here desired to be trained at all they would probably prefer joining the local college even though it has no European practising classes.

8. *Instruction in the vernacular.*—The Government of India propose that the study of French or Latin should be abandoned and that a vernacular should be taken up instead as being of more practical value. This is a suggestion that should be carefully considered. I am inclined to think that if carried out it would give an undue and altogether unnecessary importance to the study of the vernaculars. The knowledge that the Government of India insist upon as important "for all classes of employment, official or private," is not a literary knowledge, not the kind of knowledge acquired by the study of vernacular books in a school, but a good *working* knowledge which may be taken to comprise (1) ability to converse in good idiomatic vernacular, (2) ability to write idiomatically, and (3) ability to read and understand manuscript. This practical knowledge can hardly be acquired in a European school where a vernacular is taught for the reason that the essential conditions for acquiring it are wanting, viz., a native environment, and free intercourse with those who *speak* the language. A boy in a European school who takes up a vernacular in the primary stage, and studies it right up to the end of the high school course will find that he has acquired a good knowledge of grammar and is able to read and understand printed matter easily, but that he is utterly unable to speak or write idiomatically. This accounts for the fact that the majority of those who have tried a vernacular have never been able to get through a University examination. The very few who have passed have been able to do so because they have had opportunities of acquiring an idiomatic knowledge of the language out of school. But as this knowledge can be acquired without going through long school courses it is altogether unnecessary that these courses should be prescribed. It would, in my opinion, considerably handicap a European boy to compel him to study a vernacular for the school final examination or for a University examination. Experience shows that it will be far easier for him to pass these examinations in either French or Latin, and that the literary knowledge needed for success in them in the vernacular will be of little value to him in practical life. The existing arrangements in this presidency in regard to vernacular examination seem to me to be sufficient and satisfactory. An officer who enters Government service is allowed two or three

years to acquire a practical knowledge of the vernacular of the district in which he works, and the special examinations instituted by Government are organised to test this knowledge. It is only by frequent intercourse with the people that speak a particular vernacular that one can acquire anything like a practically useful knowledge of it, and Government has recognised this fact in the arrangements that now exist which to my mind are all that is required. I submit therefore that the suggestion to substitute a vernacular for French or Latin in European schools is one that cannot with advantage be adopted, because (1) it will impose an unnecessary burden on pupils, and perhaps in most cases an impossible task; (2) the educative value of a study of the vernaculars is little or nothing compared with that of French or Latin; (3) the literature is not worth studying to the limited extent to which it will be studied in a high school; and (4) the study of French and Latin is of great importance in their connection with the study of English language and literature. I cannot help thinking that it would be a waste of time to compel boys to go through about ten years of study in acquiring a knowledge of a vernacular that will be of no use to them when the only really useful knowledge of it can be acquired in a year or two. If however the Government of India should insist on the vernaculars being studied, then I would suggest that the courses prescribed for the various standards be considerably lower than those laid down for the corresponding standards in native schools, and that the knowledge demanded be of a practical kind. Otherwise it is probable that we shall have no pupils at all studying for the school final examination and that the Cambridge examinations which it is proposed to hold in India will attract the majority of the pupils in European schools. In the latter case it is hoped that the "further test in the vernacular" proposed by the Government of India will be simple and practical.

9. *Cambridge examinations.*—No remarks are needed on this paragraph. It has been decided to hold the examinations wherever there is a local demand for them. They do not appear now to be widely known in this presidency, the only institutions that send up pupils for them being the collegiate schools for girls at Ootacamund and Madras. But it is probable that as soon as they are officially recognised by the Government and by the University, most European schools will train their pupils for them.

ORDER—No. 174, Educational, dated 26th March 1902.

The Government of India will be addressed.

(True Extract.)

M. HAMMICK,
Secretary to Government.

To the Director of Public Instruction.

LETTER—No. 175, Educational, dated Fort St. George, 26th March 1902, to the Secretary to the Government of India, Home Department.

I am directed to refer to your letter No. 534 (Education), of the 27th November last, on the subject of the education of Europeans, and to state the views of this Government on the several suggestions made by the Government of India.

2. *Contribution of the State towards the education of Europeans.*—The following statement compares the cost in 1900–1901 of educating pupils in European schools with that in native schools:—

European schools.

		Secondary schools for		Primary schools for	
		Boys.		Boys.	
		RS.	A.	RS.	A.
From Public funds		19	6	3	7
" Fees		11	7	1	0
" Other sources		44	15	17	11
Total		75	12	22	2

Native schools.

		Boys.		Girls.	
		RS.	A.	RS.	A.
		RS.	A.	RS.	A.
From Public funds		3	4	1	8
" Fees		13	6	1	0
" Other sources		3	8	0	13
Total		20	2	3	5

These figures show that European schools receive a larger share of aid from public funds than native schools, but the net cost to the management on account of each pupil is clearly an important item in the total cost, and the claims of European schools to more liberal treatment than others receive cannot be questioned.

In regard to collegiate education the Governor in Council agrees with the Government of India that European and East Indian boys who may desire a university education must be content to get instruction at the ordinary colleges, receiving some help from scholarships. It is possible that even scholarships may fail to attract, if those who desire to take advantage of them have no reasonable prospect after their college course is over of starting life on a fair salary, but there appears to be no other way at present of advancing collegiate education among the class of people mentioned.

3. *Establishment by the State of schools for Europeans.*—The Governor in Council accepts the suggestion that primary schools with boarding accommodation may be established where required, but he is of opinion that the want which these schools are intended to supply is equally to be felt in connection with the higher stages of education. There are, for example, no high schools for Europeans in this presidency except at Madras, Bangalore and Ootacamund; and the schools which exist in these places are more or less sectarian in character. The establishment of a Government high school with cheap boarding accommodation at some other convenient centre might perhaps be a desirable step: such a school would, however, much prejudice existing private institutions and its establishment would be strongly resented by their managers. It would be better at present to give Government assistance by scholarships for poor boys or by the grant of boarding allowances to boys attending high schools, with guarantees that they are properly supervised.

4. *Inspection of schools for Europeans.*—The proposal to place the education of Europeans in charge of a special inspector has been accepted by this Government and provision was made for such an officer in the estimates submitted with Mr. Weir's letter No. 88, Educational, dated 18th February 1902. As the number of European schools in this presidency is hardly enough to give this officer sufficient work throughout the year, he should have charge of training schools as well.

5. *Examinations in schools for Europeans.*—In the opinion of the Governor in Council no primary examination is necessary, and if the lower secondary examination is to be abolished in the case of other schools as proposed in your letter No. 466 of the 6th November 1901, there is no special reason for its retention for European schools. Some indeed have urged that it is largely used as a leaving school

examination by European and East Indian boys, but this argument possesses equal, if not greater, force in respect of native boys; and if the examination is retained for the one class it seems necessary to retain it for the other also. The question may, however, be deferred for consideration until a final decision regarding the retention of the lower secondary examination has been arrived at by the Government of India.

6. *Scholarships for Europeans.*—The proposal to reserve a certain number of scholarships for Europeans in all stages of education has already been accepted by this Government. For the present this Government would offer ten scholarships—six for boys and four for girls—

			RS.	
Lower secondary forms.	1st year	..	3	in the lower and a similar number in the upper secondary forms, five in the first in arts class, two in the bachelor of arts class, and as many in the master of arts class, as shown in the margin. One scholarship of Rs. 15 might be offered in the subordinate engineer class and one on Rs. 20 in the engineer class of the College of Engineering, two of Rs. 20 each in the Teachers' College, and four
	2nd "	..	4	
	3rd "	..	5	
Upper "	1st "	..	6	of the same amount in the Medical College. The distribution of scholarships in the school stages should be in the hands of the inspectors of schools.
	2nd "	..	7	
	3rd "	..	8	
F.A. class	..	..	12	
B.A. "	..	..	20	
M.A. "	..	..	30	

of the same amount in the Medical College. The distribution of scholarships in the school stages should be in the hands of the inspectors of schools.

7. *Training college for teachers in schools for Europeans.*—Although fairly high salary grants are given in this presidency for teachers in European schools, the greatest difficulty is experienced by managers of such schools in obtaining even untrained teachers. It might have been expected that several East Indian graduates would have availed themselves of the opportunity for training which is afforded by the Teachers' College, but only two have, so far, presented themselves; both of these are employed in native schools under Government management. While, therefore, the Governor in Council would offer no objection to the establishment of a central training college at Allahabad, he is doubtful whether, unless prospects improve, it will attract students from distant provinces, even if they are given liberal stipends and travelling allowance. If any young men desired to be trained they would probably prefer joining the local college.

8. *Instruction in the vernacular in schools for Europeans.*—The knowledge which is important for all classes of ordinary employment—official or private—is not so much a literary knowledge of the kind to be acquired by the study of books in a school as a good working knowledge, namely, ability to converse in good idiomatic vernacular, to write idiomatically, and to read and comprehend manuscript. The ability must be of a ready character. But this practical knowledge can hardly be acquired in a European school where a vernacular is taught, for the reason that the essential conditions for acquiring it, namely, a native environment and free intercourse with those who speak the language, are wanting. A boy in a European school who takes up a vernacular in the primary stage, and studies it up to the end of the high school course, will find that he has acquired a good knowledge of grammar and is able to read and understand printed matter easily, but that he is largely unable to speak or write idiomatically. This accounts for the fact that the majority of those who have appeared for a vernacular to do so because they had opportunities of acquiring an idiomatic knowledge of the language out of the school. But as this knowledge can be acquired without going through long school courses, it seems to be altogether unnecessary that these courses should be prescribed. It would handicap a European boy to compel him to study a vernacular for the school final, or for a university examination. Experience shows that it is far easier for him to pass these examinations in either French or Latin, and that the literary knowledge of the vernaculars needed, or success in them, is of little value to him in practical life. The existing arrangements within the

presidency in regard to vernacular examinations seem to be sufficient and satisfactory. An officer who enters the public service is allowed two or three years to acquire a practical knowledge of the language of the district in which he works, and the special examinations instituted by Government are organised to test that knowledge. For these reasons the Governor in Council considers that no boy in a European school should be compelled to bring up a vernacular for the school final or a university examination. Provided however that the courses prescribed for the various standards are considerably lower than those laid down for the corresponding standards in native schools, and that the knowledge demanded is of a practical kind, there is no objection to making the teaching of a vernacular a condition of aid to boys' schools.

9. *The Cambridge Senior Local examination and Senior London Chamber of Commerce Commercial examination.*—The Oxford and Cambridge senior local examinations are now recognised as qualifications for Government employment. The question of similarly recognising the commercial examination of the London Chamber of Commerce and the high school examination of European schools will be considered, and the Senate will be consulted as to the recognition of the Cambridge senior local examination. The Cambridge examinations are already held in this presidency in connection with two of the European schools for girls.

M. HAMMICK,
Secretary to Government.

Scholarships—cont.

F.A. class—Rs. 12	..	..	..	..	..	..	..	..	5
B.A. " " 20	..	..	..	..	..	..	..	..	2
M.A. " " 30	..	..	..	..	..	..	..	..	2
Engineering College—	{	Rs. 20 (Engineer class)	..	..	..	..	..	..	1
		" 15 (Engineer Subordinate class)	..	..	..	..	..	..	1
Medical college—Rs. 20	..	..	..	..	..	..	..	..	4
Teachers' college—Rs. 20	..	..	..	..	..	..	..	..	2

7. *Training college.*—The Government of India suggest the establishment of a central Training college at Allahabad for the training of male teachers for European schools, and it is considered that by this means and by the offer of salary grants it should be possible to effect a real improvement in the standard and quality of the teachers. In this presidency fairly high salary grants are given for teachers in European schools, and we have had a Training college for many years, but only two Eurasian graduates have as yet been trained in it, and they are now employed in native schools and in Government service. The greatest difficulty is experienced here by managers of European schools, especially Protestant, in obtaining even untrained teachers, and it appears to me that unless the prospects of employment in the profession are substantially improved and widened there is little hope of supplying the want that is now felt. A central Training college at Allahabad may be tried as an experiment and it will probably have the advantage of having a European practising school attached to it which our college has not, but I doubt if it will attract students from distant provinces even if they are given liberal stipends and travelling allowances, unless they have better chances there of securing employment after training; but there is no suggestion that this is the case. If any young men here desired to be trained at all they would probably prefer joining the local college even though it has no European practising classes.

8. *Instruction in the vernacular.*—The Government of India propose that the study of French or Latin should be abandoned and that a vernacular should be taken up instead as being of more practical value. This is a suggestion that should be carefully considered. I am inclined to think that if carried out it would give an undue and altogether unnecessary importance to the study of the vernaculars. The knowledge that the Government of India insist upon as important "for all classes of employment, official or private," is not a literary knowledge, not the kind of knowledge acquired by the study of vernacular books in a school, but a good *working* knowledge which may be taken to comprise (1) ability to converse in good idiomatic vernacular, (2) ability to write idiomatically, and (3) ability to read and understand manuscript. This practical knowledge can hardly be acquired in a European school where a vernacular is taught for the reason that the essential conditions for acquiring it are wanting, viz., a native environment, and free intercourse with those who *speak* the language. A boy in a European school who takes up a vernacular in the primary stage, and studies it right up to the end of the high school course will find that he has acquired a good knowledge of grammar and is able to read and understand printed matter easily, but that he is utterly unable to speak or write idiomatically. This accounts for the fact that the majority of those who have tried a vernacular have never been able to get through a University examination. The very few who have passed have been able to do so because they have had opportunities of acquiring an idiomatic knowledge of the language out of school. But as this knowledge can be acquired without going through long school courses it is altogether unnecessary that these courses should be prescribed. It would, in my opinion, considerably handicap a European boy to compel him to study a vernacular for the school final examination or for a University examination. Experience shows that it will be far easier for him to pass these examinations in either French or Latin, and that the literary knowledge needed for success in them in the vernacular will be of little value to him in practical life. The existing arrangements in this presidency in regard to vernacular examination seem to me to be sufficient and satisfactory. An officer who enters Government service is allowed two or three

years to acquire a practical knowledge of the vernacular of the district in which he works, and the special examinations instituted by Government are organised to test this knowledge. It is only by frequent intercourse with the people that speak a particular vernacular that one can acquire anything like a practically useful knowledge of it, and Government has recognised this fact in the arrangements that now exist which to my mind are all that is required. I submit therefore that the suggestion to substitute a vernacular for French or Latin in European schools is one that cannot with advantage be adopted, because (1) it will impose an unnecessary burden on pupils, and perhaps in most cases an impossible task; (2) the educative value of a study of the vernaculars is little or nothing compared with that of French or Latin; (3) the literature is not worth studying to the limited extent to which it will be studied in a high school; and (4) the study of French and Latin is of great importance in their connection with the study of English language and literature. I cannot help thinking that it would be a waste of time to compel boys to go through about ten years of study in acquiring a knowledge of a vernacular that will be of no use to them when the only really useful knowledge of it can be acquired in a year or two. If however the Government of India should insist on the vernaculars being studied, then I would suggest that the courses prescribed for the various standards be considerably lower than those laid down for the corresponding standards in native schools, and that the knowledge demanded be of a practical kind. Otherwise it is probable that we shall have no pupils at all studying for the school final examination and that the Cambridge examinations which it is proposed to hold in India will attract the majority of the pupils in European schools. In the latter case it is hoped that the "further test in the vernacular" proposed by the Government of India will be simple and practical.

9. *Cambridge examinations.*—No remarks are needed on this paragraph. It has been decided to hold the examinations wherever there is a local demand for them. They do not appear now to be widely known in this presidency, the only institutions that send up pupils for them being the collegiate schools for girls at Ootacamund and Madras. But it is probable that as soon as they are officially recognised by the Government and by the University, most European schools will train their pupils for them.

ORDER—No. , Educational, March 1902.

The Government of India will be addressed.

[Here enter letter No. , Educational, dated March 1902.]

(True Extract.)

Secretary to Government.

Exd. C. M. Thambaswamy.

1902.

HOME DEPARTMENT.

CONFIDENTIAL.

From

The Government of Fort St. George.

Recd.

Enclosures

Regd.

1902.

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Letter. No. , Educational, March 1902.

MARCH.

Stating the views of the Madras Govt on the several suggestions made by the Govt of India in connection with the subject of the Education of Europeans.

CONFIDENTIAL.

EDUCATIONAL DEPARTMENT.

From

M. HAMMICK, Esq., C.I.E.,

Secretary to the Government of Madras,

Educational Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

HOME DEPARTMENT.

Dated Fort St. George, March 1902.

Sir,

I am directed to refer to your letter No. 534 (Education), of the 27th November last, on the subject of the education of Europeans, and to state the views of this Government on the several suggestions made by the Government of India.

2. *Contribution of the State towards the education of Europeans.*—The following statement compares the cost in 1900-1901 of educating pupils in European schools with that in native schools:—

		European schools.							
		Secondary schools for		Primary schools for					
		Boys.	Girls.	Boys.	Girls.				
		RS.	A.	RS.	A.				
Public funds	..	19	6	11	7	3	7	7	0
Fees	..	11	7	13	0	1	0	5	15
Other sources	..	44	15	37	6	17	11	20	4
Total	..	75	12	61	13	22	2	33	3

		Native schools.							
		Boys.	Girls.	Boys.	Girls.				
		RS.	A.	RS.	A.				
Public funds	..	3	4	6	0	1	8	2	11
Fees	..	13	6	1	8	1	0	0	4
Other sources	..	3	8	7	10	0	13	3	8
Total	..	20	2	15	2	3	5	6	7

These figures show that European schools receive a larger share of aid from public funds than native schools, but as the net cost to the management on account of each pupil is evidently an important factor in the calculations, the claims of European schools to more liberal treatment than others receive cannot be questioned.

In regard to collegiate education the Governor in Council agrees with the Government of India that European and East Indian boys who may desire a university education must be content to their instruction at the ordinary colleges, receiving some help from scholarships. It is possible that even scholarships may fail to attract, if those who desire to take advantage of them have no reasonable

prospect after their college course is over of starting life on a fair salary, but there appears to be no other way at present of advancing collegiate education among the class of people mentioned.

3. *Establishment by the State of schools for Europeans.*—The Governor in Council accepts the suggestion that primary schools with boarding accommodation may be established where required, but he is of opinion that the want which these schools are intended to supply is equally to be felt in connection with the higher stages of education. There are, for example, no high schools for Europeans in this presidency except at Madras, Bangalore and Ootacamund, and the schools which exist in these places are more or less sectarian in character. The establishment of a Government high school with cheap boarding accommodation at some other convenient centre might perhaps be a desirable step. *Such a school would however much prejudice the*

4. *Inspection of schools for Europeans.*—The proposal to place the education of Europeans in charge of a special inspector has been accepted by this Government and provision was made for such an officer in the estimates submitted with Mr. Weir's letter No. 88, Educational, dated 18th February 1902. As the number of European schools in this presidency is hardly enough to give this officer sufficient work throughout the year, he should have charge of training schools as well.

5. *Examinations in schools for Europeans.*—In the opinion of the Governor in Council a primary examination is necessary, and if the lower secondary examination is to be abolished in the case of other schools as proposed in your letter No. 466 of the 6th November 1901, there is no special reason for its retention for European schools. Some indeed have urged that it is largely used as a leaving school examination by European and East Indian boys, but this argument holds good with equal, if not greater, force in respect of native boys; and if the examination is retained for the one class it seems necessary to retain it for the other also. The question may, however, be deferred for consideration until a final decision regarding the retention of the lower secondary examination has been arrived at by the Government of India.

6. *Scholarships for Europeans.*—The proposal to reserve a certain number of scholarships for Europeans in all stages of education has already been accepted by this Government. For the present this Government would offer ten scholarships—six for boys and four for girls—in the lower and a similar number in the upper secondary forms, five in the first in arts class, two in the bachelor of arts class, and as many in the master of arts class as shown in the margin. One scholarship of Rs. 15 might be offered in the engineer (subordinate) and one on Rs. 20 in the engineer class of the College of Engineering, two of Rs. 20 each in the Teachers' College and 4 of the same amount in the Medical College. The distribution of scholarships in the school stages should be in the hands of the inspectors of schools.

7. *Training college for teachers in schools for Europeans.*—Although fairly high salary grants are given in this presidency for teachers in European schools, the greatest difficulty is experienced by managers of such schools in obtaining even untrained teachers. It might have been expected that several East Indian graduates would have availed themselves of the opportunity for training which is afforded by the Teachers' College, but only two have, so far, presented themselves; both of these are employed in native schools under Government management. While, therefore, the Governor in Council has no objection to the establishment of a central training college at Allahabad, he is doubtful whether, unless there are better prospects, better chances of securing employment after training, it will attract students from distant provinces, even if they are given liberal stipends and travelling allowance. If any young men desired to be trained they would probably prefer joining the local college.

8. *Instruction in the vernacular in schools for Europeans.*—The knowledge which is important for all classes of employment—official or private—is not a literary knowledge of the kind to be acquired by the study of books in a school but a good working knowledge, ^{namely} such as ability to converse in good idiomatic vernacular, ability to write idiomatically, and ability to read and understand manuscript. This practical knowledge can hardly be acquired in a European school where a vernacular is taught, for the reason that the essential conditions for acquiring it, namely, a native environment and free intercourse with those who speak the language, are wanting. A boy in a European school who takes up a vernacular in the primary stage and studies it up to the end of the high school course will find that he has acquired a good knowledge of grammar and is able to read and understand printed matter easily, but that he is utterly unable to speak or write idiomatically. This accounts for the fact that the majority of those who have tried a vernacular have failed at university examinations. The very few who have passed have been able to do so because they have had opportunities of acquiring an idiomatic knowledge of the language out of the school. But as this knowledge can be acquired without going through long school courses, it seems to be altogether unnecessary that these courses should be prescribed. It would handicap a European boy to compel him to study a vernacular for the school final or for a university examination. Experience shows that it is far easier for him to pass these examinations in either French or Latin, and that the literary knowledge of the vernacular needed, or success in them, is of little value to him in practical life. The existing arrangements within the presidency in regard to vernacular examinations seem to be sufficient and satisfactory. An officer who enters Government service is allowed two or three years to acquire a practical knowledge of the language of the district in which he works, and the special examinations instituted by Government are organised to test that knowledge. For these reasons the Governor in Council considers that no boy in a European school should be compelled to bring up a vernacular for the school final or a university examination. Provided however that the courses prescribed for the various standards are considerably lower than those laid down for the corresponding standards in native schools and that the knowledge demanded is of a practical kind, there is no objection to making the teaching of a vernacular a condition of aid to boys' schools.

9. *The Cambridge Senior Local examination and Senior London Chamber of Commerce Commercial examination.*—The Oxford and Cambridge senior local examinations are now recognised as qualifications for Government employment. The question of similarly recognising the commercial examination of the London Chamber of Commerce and the high school examination of European schools will be considered, and the Senate will be consulted as to the recognition of the Cambridge senior local examination. The Cambridge examinations are already held in this presidency in connection with two of the European schools for girls.

I have the honour to be,

Sir,

Your most obedient servant,

Secretary to Government

at to Press.

signature.

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