No. 30.]
500—26-12-01.

Educational (1903) Department.

ORDINARY MS.

G.O., No. 16

DATED 16. 1. 03.

INDEXED.

(69)

[Despatch Abstract.]

Chiefs' Colleges

Recording progs, Political dept intimating the Govt of India that, as there are no — in the Madras presidency, this Govt have no practical suggestions to offer on the subject of the future of those Colleges.

BACK PAPERS.

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

FURTHER PAPERS.

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

Edl CURRENT NO. 15

Government {1902} of Madras.

POLITICAL.

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Reloaded.

Recd. 31 . 12 . 02 } 1902.
Regd. 9 . 1 . 03 }

Enclosures

Spare copies Secy 15/1/3

Pty 16/1/3

12.1.03

G.O., No. 655, 6th December 1902.

NP

DECEMBER.

Obtain the P.M. letter which Sir ... have kept done Pty 15/1/3 comm? & Edl.

D.P.P. 12/1

Chiefs' Colleges.

Informing the Government of India that, as there are no — in the Madras Presidency, His Excellency the Governor in Council has no practical suggestions to offer on the subject of the future of those colleges.

GOVERNMENT OF MADRAS.

POLITICAL DEPARTMENT.

READ—the following paper:—

From Major H. DALY, Deputy Secretary to the Government of India, Foreign department, to the Chief Secretary to the Government of Madras, dated Simla, 23rd October 1902, No. 4817 I.A.

I am directed to forward, for the information of the Governor in Council, a copy of a letter, with accompaniments, which has been addressed to the Governments of Bombay and the Punjab, and to the Agent to the Governor-General in Rajputana, on the subject of the future of Chiefs' colleges. The Agent to the Governor-General in Central India has been similarly addressed with special reference to the proposed change in the status of the Daly College at Indore.

2. Should the Governor in Council have any suggestions to offer upon the matters which are dealt with in these papers, I am to request that they may be submitted to the Government of India at an early date.

ORDER—No. 655, Political, dated 6th December 1902.

The following letter will be despatched to the Government of India.

[Here enter letter, No. 656, Political, dated 6th December 1902.]

(True Extract.)

for *Chief Secretary*,

Copy to the Educational department.
" " Revenue department.

Circulated to H.E. the Governor and the Honble Mr Thompson C.S.I.

Ed. V. A. Rajavelu.

1902.

FOREIGN DEPARTMENT.

From

The Government of Madras.

Recd. } 1902. *Enclosures*

Regd. } *Spare copies*

Letter, No. 656, Political, 6th December 1902.

DECEMBER.

STATING that as there are no Chiefs' colleges in the Madras Presidency, His Excellency the Governor in Council has no practical suggestions to offer on the subject of the future of those colleges.

POLITICAL DEPARTMENT.

From

The Hon'ble Mr. G. STOKES, I.C.S.,
Chief Secretary to the Government of Madras,
Political Department,

To

The SECRETARY to the GOVERNMENT of INDIA,
Foreign Department.

Dated Fort St. George, 6th December 1902.

Sir,

I am directed to acknowledge the receipt of Mr. Daly's letter No. 4817 I.A., dated Simla, the 23rd October last, inviting the suggestions of the Governor in Council on the subject of the future of Chiefs' colleges.

2. In reply, I am to state that, as there are no institutions of the kind in the Madras Presidency, His Excellency in Council has no practical suggestions to offer. He has read the correspondence, however, with great interest and close attention, as the aims and principles set forth therein apply to the education of the young zamindars of Madras—a difficult problem which the Government are considering with much anxiety.

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

G. STOKES,
Chief Secretary.

Exd. V. A. Rajavelu.

No. 4817 I.-A.

From

The DEPUTY SECRETARY to the
GOVERNMENT of INDIA
in the Foreign Department,

To

The Chief Secretary to the Government of Madras.
The Chief Secretary to the Government of the United Provinces.
The Hon'ble the Chief Commissioner of the Central Provinces.
The Hon'ble Lieutenant-Colonel Sir D. W. K. Barr, K.C.S.I., Resident at Hyderabad.
The Hon'ble Lieutenant-Colonel D. Robertson, C.S.I., Resident in Mysore.
The Resident at Baroda.

Dated Simla, the 23rd October 1902.

Sir,

I am directed to forward, for $\frac{\text{the information of the Governor in Council Lieutenant-Governor}}{\text{your information}}$, a copy of a letter, with accompaniments, which has been addressed to the Governments of Bombay and the Punjab, and to the Agent to the Governor-General in Rajputana, on the subject of the future of Chiefs' Colleges. The Agent to the Governor-General in Central India has been similarly addressed with special reference to the proposed change in the status of the Daly College at Indore.

2. Should $\frac{\text{the Governor in Council Lieutenant-Governor}}{\text{you}}$ have any suggestions to offer upon the matters which are dealt with in these papers, I am to request that they may be submitted to the Government of India at an early date.

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

H. DALY,
Deputy Secretary to the Government of India.

Foreign Office Press—No. 1346—24-10-02—190.

No. 4814 I.-A.

FROM

THE DEPUTY SECRETARY TO THE
GOVERNMENT OF INDIA
in the Foreign Department,

To

The HON'BLE MR. S. W. EDGERLEY, C.I.E., Acting Chief Secretary to the Government of Bombay.
A. H. DIACK, Esq., Officiating Chief Secretary to the Government of the Punjab.
The HON'BLE MR. A. H. T. MARTINDALE, C.S.I., Agent to the Governor-General in Rajputana.

Dated Simla, the 23rd October 1902.

SIR,

In January last a representative Conference of officers and persons interested in the question of Chiefs' Colleges in India was convened at Government House, Calcutta, by His Excellency the Viceroy, who himself presided over the proceedings. The object of this Conference, which lasted for four days, was to investigate the condition of the existing Chiefs' Colleges in India, and to discuss and to suggest proposals for their reform. It had for some time been the opinion of the Viceroy—and the same view was found to be shared by all those who participated in the Conference—that the Colleges neither enjoy the confidence and support of the class for whose benefit they were created, *i.e.*, the Indian Princes and Chiefs, to the full extent that is desirable, nor give precisely the right sort of education to the pupils who attend them, nor sufficiently or satisfactorily fulfil the objects for which they were originally founded and still exist.

2. With a view to ascertain the facts about these and other matters affecting the Colleges, a List of Questions was drawn up a short time before the Conference, by His Excellency the Viceroy, and was circulated in advance to the representatives of the different Colleges. The Conference was opened by a speech from His Excellency, explaining in general terms the nature of the problem awaiting examination. Replies to the afore-named questions were handed in on behalf of each of the Colleges, as also on behalf of the Muhammadan Anglo-Oriental College at Aligarh, by its Principal, Mr. Morison, who was present at the Conference. The Conference then proceeded to discuss each of these questions in turn, the spokesmen of each institution expounding their own experience or views, and the discussion being as a rule summed up by the Viceroy. Notes of the proceedings were taken at the time, and have since been printed. A copy of these is forwarded herewith, together with a copy of His Excellency's opening speech, of the List of Questions prepared by him, and of the replies that were submitted by the representatives of the Colleges.

3. At the close of the proceedings, a Sub-Committee of those members of the Conference who are employed in direct teaching in the various Colleges was appointed to examine the question of a new and improved curriculum. A copy of their proceedings is also enclosed, as well as a Note on their proposals, by Mr. H. W. Orange, Director-General of Education in India.

4. In forwarding to you these papers,* I am to explain the general course of action which it is proposed to pursue as a sequel to the Conference, and to indicate the part which the Governor in Council is / the Lieutenant-Governor is / you are invited to take with regard to it. There are, broadly speaking, three classes of persons, apart from the Government of India, who are and must continue to be intimately concerned in the future of the Chiefs' Colleges, and whose co-operation is necessary if continuous practical effect is to be given to the proposed reforms. These are (i) the Local Governments under whose jurisdiction the Chiefs' Colleges are placed, and the officers, subordinate to those Governments, and to some extent taking their orders from them, who will be charged with carrying out the contemplated changes; (ii) the Chiefs, in the interests of whose sons or families they have been devised, and whose sympathy and active assistance may legitimately be invoked for their realisation; (iii) the Political and Civil officers, who in many ways are brought into contact with these institutions, and who are in a position to render substantial aid if invited to do so. I am to offer a few words of explanation as to the manner in which, in the opinion of the Government of India, the assistance of each of these classes can best be displayed.

* 1. Speech by His Excellency the Viceroy in opening the Conference.
2. Questions to be discussed at the Conference.
3. Replies submitted by Representatives of the Colleges.
4. Notes taken at the Conference.
5. Proceedings of Sub-Committee on Curriculum.
6. Note on (5) by Mr. H. W. Orange, Director-General of Education in India.

I. In order that the policy recommended by the Conference may be put into execution with as little delay as possible, it is desirable that (with the permission of the Governor in Council / Lieutenant-Governor) you should consult the authorities of the Rajkot / Aitchison / Mayo College as to the best means of securing that end, and that having obtained their views, you should advise the Government of India as to the steps that should forthwith be taken, due regard being paid to the differing circumstances and requirements of the different institutions. The heads of the Colleges are already aware, but may opportunely be reminded, of the main principles of the suggested reforms. These may be summarised as follows:—

( ) Only to Bombay and Punjab.

(1) That greater interest should henceforward be evinced in the Chiefs' Colleges both by the Local Governments, the Chiefs themselves, and the Political and Civil officers who are in charge of, or are connected with, the pupils.

(2) That the education furnished by the Colleges should be made both more compact and more practical, combining a really good knowledge of the vernacular with a sound education in English, that it should be kept distinct from the courses and examinations of the Provincial Education Department or of the Indian Universities, and that it should terminate in a leaving examination to test the final progress and aptitudes of the pupil.

(3) That a uniform scale of fees, to cover subscriptions of all kinds, should be instituted in all the Chiefs' Colleges, and should be levied from all pupils alike, an education for which no charge is made or an education resting upon a system of scholarships being, it is thought, unsuited to the character and circumstances of the society from which the pupils are drawn.

(4) That management should not be divorced from tuition; but that in the case of each College there should be a single teaching Head or Principal with a Vice-Principal, where required, as his next subordinate.

(5) That both the European and Native staffs should be strengthened and improved, an effort being made to procure English Masters of the highest available educational and social standing, and to select for the Native staffs Native gentlemen of good family and liberal education. Further, that English Masters should, where possible, be placed in charge of the boarding-houses, the latter, if necessary or feasible, being concentrated for the purpose.

The remaining findings of the Conference upon which the opinions of the College authorities and of the Local Governments are more especially sought are the following:—

(6) Institution of a separate curriculum, as recommended by the Conference and sketched out by the Sub-Committee.

(7) Institution of uniform eight years course from the ages of 10 to 18.

(8) Introduction of common messing.

(9) Desirability of introducing any methods of superannuation.

(10) Careful ascertainment by the College authorities of the proposed movements of boys in the holidays and communication with Political and Local Officers on the subject.

(11) Provision of religious instruction.

(12) Encouragement of Lectures.

(13) Institution of an annual School Celebration or Memorial Day.

(14) Desirability of making riding as far as possible a part of the ordinary curriculum; but of curtailing or eliminating instruction in the riding school.

(15) Feasibility and advantages of the Club system for ponies and riding, as advocated at the Conference.

(16) Discouragement, if not actual prohibition, of Polo as a College game.

(17) Desirability of instituting Mounted Cadet Corps.

(18) Discouragement, if not prohibition, of carriages.

(19) Provision of special training towards the end or at close of the ordinary school career, with or without the aid of a model farm, of those whose future is to lie in connection with the land.

5. I am now to explain to you the views that commend themselves after careful examination to the Government of India with regard to the future staff of the Chiefs' Colleges, their status and pay: upon which subjects also the opinions of the College authorities and of the Local Government / of the Local Government / your own are desired.

The Government of India are disposed to think that, taking the ordinary future strengths of the Colleges at the figures given in the margin, the minimum European staff should be as follows:—

Mayo College	... 100
Aitchison College ...	... 75
Rajkot „	... 60

Mayo College.—One Principal, 1 Vice-Principal, 2 Assistants.

Aitchison College.—One Principal, 2 Assistants.

Rajkot College.—One Principal, 2 Assistants.

The whole staff would be included in the Provincial lists of the Indian Educational Service, and would be seconded for employment in the Chiefs' Colleges. No leave reserve of officers is maintained in the Indian Educational Service, leave vacancies being filled by men in the Provincial Educational Service. The appointments in Chiefs' Colleges will, however, require special qualifications, which may not be found among members of the Provincial Educational Service; it is, therefore, considered that the European staff of the Chiefs' Colleges should contain a leave reserve at the ordinary rate of 20 per cent. The 12 officers might then be distributed between the lists of Bombay, the Punjab and the United Provinces.

Following the scale in force in the Indian Educational Service, the pay would be—

(i) in the probationary period of 5 years ... Rs. 500—50—700 a month.
(ii) in the second period ... ... „ 750—50—1,000 „

Personal allowances of two grades—*viz.*, Rs. 250—50—500 and Rs. 200—10—250 a month—are given to senior Principals of Colleges in British India. On this analogy, the Principal of the Mayo College might draw a personal

allowance of Rs. 250—50—500 a month, and each of the Principals of the other two Colleges a personal allowance of Rs. 200—10—250; while a special allowance of Rs. 100 might, as in British India, be granted to officers on the staff of the Chiefs' Colleges with over 15 years' service whose pay did not exceed Rs. 1,000, and who were considered to merit this increase. The European staff should probably be interchangeable between the Colleges.

The Native educational staff, both superior and inferior, might also be seconded from the Provincial and Subordinate Services; all service on the educational staff of the Colleges qualifying in future for pension. For the superior Native staff the following scale has been suggested:—

Mayo College,—Two men on Rs. 300—40—500; 2 on Rs. 200—20—300; and 2 on Rs. 100—20—200.

For each of the other two Colleges; 1 man on Rs. 300—40—500; 2 on Rs. 200—20—300; and 2 on Rs. 100—20—200.

The subordinate and menial staffs might, for present purposes, be reckoned at the existing figure of Rs. 2,078 a month, and the miscellaneous charges at each College might be taken at Rs. 500 a month.

The total cost would then work out as under:—

			Rs.
Principals	1 appointment on Rs. 1,250—50—1,500	...	1,416⅔
	2 appointments on Rs. 1,200—10—1,250	...	2,436⅔
Vice-Principal	1 appointment on Rs. 750—50—1,000 ...	...	916⅔
European Assistants	8 appointments on Rs. 500—50—1,000	...	6,400
Superior staff. Native	4 „ „ 300—500 ...	...	1,733⅓
	6 „ „ 200—300 ...	...	1,600
	8 „ „ 100—200 ...	...	1,333⅓
	Subordinates and menials	...	2,078
	Miscellaneous	...	1,500
	Total	...	19,444⅔

6. It has been suggested that a uniform fee of Rs. 30 a month should in future be levied at each College. Upon this basis and taking the average strengths above given, the annual income may be reckoned as under:—

Mayo College—

	Rs.	
Interest on endowment and accumulated funds ...	25,488	as at present.
Contributions from excluded local funds	12,000	
Contributions from Native States	4,728	
Miscellaneous receipts	1,300	
Fees	36,000	
Total ...	79,516	

Aitchison College—

Miscellaneous receipts ...	3,000	as at present.
Fees	27,000	
Total ...	30,000	

Note.—Interest on scholarships is omitted, as the scholarships will probably be abolished.

Rajkot College—

Interest on endowment	9,000	as at present.
Contributions from Native States	4,000	
Fees	21,600	
Total ...	34,600	

Grand total income Rs. 1,44,116 a year, or Rs. 12,009⅔ a month. The above calculation does not include the existing Government grant-in-aid of Rs. 9,000 a year to the Aitchison College. Taking this into consideration, the increased expenditure, which, at the outset at any rate, would all be borne by

Government, is Rs. 6,685 a month, or Rs. 80,220 a year. It may be a question whether fees should be levied during the vacations. If they were not so levied, the estimate of income would require revision.

7. The above arrrangements, if found acceptable, would probably admit of some reorganisation of the existing subordinate and menial establishments, as to which the opinions of the College authorities will be welcomed.

8. There remain the arrangements for independent inspection and examination as to which the Government of India have not yet arrived at any definite conclusion, but will be glad to receive the opinions of the Government of Bombay / the Punjab / your opinion. A visit of a week to each College twice a year by a selected officer should suffice for all purposes of inspection.

II. I am now to pass to the second category of interested parties indicated in an earlier part of this letter, *viz.*, the Indian Chiefs, who either are already connected, or may, it is hoped, be drawn into connection, with the Colleges. They have already been furnished, under the orders of the Government of India, with copies, both in English and Urdu, of the speech which was delivered by His Excellency the Viceroy in opening the Conference in January last. Any of their number whom it seems desirable to take into consultation may now further be addressed, and be asked for advice or co-operation on any point. It should not be difficult to explain to them the objects which Government has in view in taking up this question, or the principles which underlie the projected reforms. These are designed, not in the interest of Government, but exclusively in the interest of the Chiefs themselves. The Government of India have no other wish than to win the complete confidence of the Chiefs by offering to their sons and families the sort of education which it is increasingly important that they should receive, and which it is believed that the majority of the Indian aristocracy themselves desire. The Government are anxious to remove from the present system the defects or blemishes that may have failed to attract the unanimous support of the princely and noble classes in the past, or that may have produced occasional disappointment in the results of previous endeavours. Above all, they are prepared to embark upon a policy involving considerable additional expenditure—a mark of liberality and of confidence which is in itself an earnest of sincerity, and which entitles them to claim the hearty co-operation of the Chiefs in return. It should accordingly be made clear to the latter that they are not being invited to confer any favour upon Government, but rather to reciprocate a very considerable favour that is about to be offered to them. They should be furnished with a full explanation of the policy and aims of Government in taking up this question, and should be invited cordially to co-operate in furthering these objects, by taking an increased share in the administration of the Colleges; by sending their sons or relatives there; by visiting and patronising the Colleges themselves; where possible, by increasing their subscriptions or endowments; and, above all, by the formation and encouragement of feeder schools at the capitals of their States. Special points upon which it is desirable to invite the frank opinions of the Chiefs and in which their support, in conjunction with the College authorities, should, if possible, be secured are:—

(i) The concentration of boarding-houses and their supervision by resident European masters.

(ii) The improvement of the type of Motamids at present employed.

(iii) A reduction, where necessary, in the number and an improvement in the character of the native servants sent with the boys.

(iv) The gradual elimination of private tutors.

(v) The introduction, so far as may be practicable, of common messing.

(vi) The provision of religious instruction.

9. It may not be thought necessary to place the whole of the above questions before each Chief who is consulted. This is a matter which must be left to the discretion of the Governor in Council, Lieutenant-Governor, your discretion, but the general view of the Government of India is that all Chiefs of importance should be encouraged to let their views be known. It should be pointed out, where this may seem to be desirable, that reduction of servants, common messing, and various other of the reforms which are suggested would make for economy, and thus enable a larger number of parents to meet without difficulty the fees which it is in contemplation to impose.

10. In fine, it should be brought home to the Chiefs that it is for the advancement and welfare of their class that these suggestions have been made; that, unaided, the most strenuous exertions of Government are liable to fall short of the anticipated benefits; and that it rests with them to convert what is without doubt an experiment of supreme importance into gratifying success or into relative failure.

III. The third class of persons who should be addressed in this connection are those Political and Civil officers who are brought into contact with the Colleges, by reason of their official relations with young Chiefs, or nobles, or wards of Court, attending the Colleges as pupils. The information given at the Conference indicated that in some cases the connection of these officers with the Colleges is of a purely formal and perfunctory rather than of a personal character; that they infrequently visit the Colleges themselves; and that, except for the accident of the afore-named association, they are not always greatly interested in their welfare. In the opinion of the Government of India but little effort is needed to waken a lively interest in the Colleges in officers of this description; and it is suggested that they should be addressed on the matter, and invited to visit the Colleges from time to time, to look after the boys in the holidays, to see that they return punctually at the end of the vacations, and, above all, to do their utmost to keep up a constant stream of candidates, and to stimulate the creation of, and flow from, Nobles' or feeder schools.

11. Considerable time has already been consumed in elaborating the scheme that has taken shape in this letter; and, with a view to instituting the desired changes with as little further delay as possible, I am to request that your reply may be furnished at an early date.

I have the honour to be,

SIR,

Your most obedient servant,

H. DALY,

Deputy Secretary to the Government of India.

No. 4815 I.-A.

Letter to the Hon'ble the Agent to the Governor-General in Central India, No. 4816 I.-A., dated the 23rd October 1902.

Letter to certain Local Governments and Administrations, No. 4817 I.-A., dated the 23rd October 1902.

A copy of the foregoing letter, with enclosures, and of the letters cited in the margin, is forwarded to the Home Department, for information and further necessary action.

By Order, &c.,

FOREIGN DEPARTMENT,
SIMLA;
The 23rd October 1902.

T. C. EDWARDS,
Asstt. Secretary to the Government of India.

Foreign Office Press—No. 1348—24-10-02—412.

SPEECH BY HIS EXCELLENCY THE VICEROY IN OPENING THE CONFERENCE ON CHIEFS' COLLEGES AT CALCUTTA ON JANUARY 27TH, 1902.

Before we proceed to discuss the subject for which I have invited you to Calcutta, I should like to indicate how and why it is that the occasion has arisen, and in what manner I am anxious to profit by your advice in dealing with it. Chiefs' Colleges in this country, or Rajkumar Colleges as they are sometimes called, are the growth entirely of the last 30 years. They are the outcome of the growing desire, which has manifested itself in every class of the community, to keep abreast of the times, and to give to the rising generation in India an education that shall enable them to hold their own in a world of constant change and ever-increasing competition. These ideas have found their way into the minds even of the most conservative classes. It has become apparent that neither private tuition, nor the practices and institutions of Native States or territories, succeed altogether in giving to the sons of Chiefs and Nobles that all-round education, particularly in relation to character, that is admittedly the product of the English public school system. To many of the Indian nobility the discovery has come slowly; to some perhaps it has not yet come at all. Nevertheless, of the general existence and steady growth of this feeling among the upper classes of Indian society, there can be no doubt, and it was partly to meet the demand, where it already existed, partly to anticipate it where it had not yet found expression, that Government has interested itself in the foundation of a small number of Colleges, directly designed to provide a superior type of education for the sons of the princely and aristocratic families of India.

The first of these Colleges to be started was the Rajkumar College at Rajkot in 1870. This was originally intended for the Chiefs and noble families of Kathiawar, but has, in recent times, acquired a wider scope, and is now recognized as the Chiefs' College for the entire Bombay Presidency. Next came the Mayo College at Ajmere, the idea of which originated with Colonel Walter as far back as 1869, but which only took concrete shape after the lamented death of Lord Mayo in 1872, and in memory of him. Planted in the heart of Rajputana, and intended to provide more especially for the youth of the Rajput titled houses, this College has perhaps excited the most widespread attention. A Rajkumar College was also founded in memory of the same illustrious Viceroy at Nowgong for the Chiefs of Bundelkhund. At Indore there was a Residency College which had been instituted at about the same time by Sir H. Daly for the families of the Chiefs of Central India; and which afterwards developed into a more ambitious concern, and received the designation of the Daly College, in honour of its original parent. There not being scope for two such institutions within so short a distance of each other, the Nowgong College was in 1898 amalgamated with the Daly College at Indore. Next in date followed the Aitchison College at Lahore, which was founded in 1886 by the distinguished Lieutenant-Governor of that name as a school for the nobility and gentry of the Punjab. Smaller and less influential schools have been started in different parts of India for the education of the sons of Chiefs and gentry of lower rank or more humble means. Such are the Colvin School at Lucknow for the sons of the Oudh Talukdars, and the Raipur College for the sons of the Chattisgarh Chiefs. I might also mention the Girasia Colleges at Gondal and Wadhwan in Kathiawar. I am not called upon to deal with this latter class of institutions on the present occasion. Similarly, the Mahomedan College at Aligarh stands outside of my present enquiry; since, although it is patronised by families of very good position, it is not a Chiefs' College, and is founded upon the basis of creed rather than of rank. It is with the four Chiefs' Colleges at Ajmere, Lahore, Rajkot, and Indore, that I am principally concerned to-day, and it is their condition and prospects that I am about to submit to examination.

Of the apparent success of these Colleges there are many external symptoms. They have attracted the abilities and have inspired the life-service of

more than one remarkable man, foremost among whom I would name Mr. Chester Macnaghten, who devoted 26 years of a short but noble life to the Rajkumar College at Rajkot. They have sent out into the world a number of distinguished pupils, some of whom are now Ruling Chiefs, while others have carried the name of their College on to even wider fields. They have attracted the quinquennial visits of Viceroys, and the more frequent patronage of the heads of Local Administrations. They have even given birth to a school literature, specially designed to commemorate the exploits and fame of the particular *alma mater*. Three of the Colleges I have had the good fortune to visit myself, since I have been in India, and I have devoted a good deal of attention to the subject of their management and curriculum. More recently my interest in them has been guided into a fresh channel by the gracious permission of His Majesty the King-Emperor to institute an Imperial Cadet Corps, which will be recruited in the main from the Chiefs' Colleges, and will provide for the pick of their pupils that opening in the field of military service which has hitherto been denied to the aristocratic ranks of India. In connection with the first formation of this Corps, it became my duty to institute a somemhat close examination into the circumstances of each College. I became familiar with many virtues, but I also learned many defects which, I believe, have long been recognized and bewailed by those who have far more right to speak than I. It is in order to strengthen and extend the good features of the system, and, if possible, to purge away the blemishes that I have invited you to this conference.

The original object with which these Colleges were founded has often been defined. It was in order to fit the youg Chiefs and nobles of India physically, morally, and intellectually, for the responsibilities that lay before them, to render them manly, honourable, and cultured members of society, worthy of the high station that as Ruling Chiefs, as *thakors* or *sirdars*, as landlords or *jagirdars*, or in other walks of life, awaited them in the future. With this object in view the founders of these institutions, deliberately selecting the English public school system as that which had best succeeded in doing a similar work among the higher ranks of English society, sought to reproduce its most salient features here. Indian boys of the upper classes were taken away from the narrow and often demoralising existence of their homes, and were thrown together in the boarding-house, the class-room, and the play-ground. Instead of being the solitary suns of petty firmaments, they became co-ordinate atoms in a larger whole. In the Colleges they were taught exercises and drill and games. They received the elements of a liberal education. They learned that there was a wider life than that of a Court, and larger duties than those of self-indulgence. In all these respects the Chiefs' Colleges in India have followed, at a distance it may be, but with anxious fidelity, their English prototypes.

But there I am afraid that the resemblance stops. In our eagerness to think that all is going well, and in the proneness of mankind to mistake the appearance for the reality, we run the risk of shutting our eyes to considerations which a more careful scrutiny will not fail to reveal. In the world of nature a plant cannot suddenly be shifted from some foreign clime, and expected straightway to flourish in a novel temperature and a strange soil. So it is with the Public School system in India. Never let us forget that it is not a plant of indigenous origin, or of easy growth in this country. In its essence the system is contrary to the traditional sentiments of Indian parents of the aristocratic classes, and to the hereditary instincts of Indian sons. Those sentiments, and those instincts, are gradually changing, but they cannot be twisted round and revolutionised even in a generation. It is a work that may occupy the best part of a century. Moreover, some of the best and most cardinal features of English Public School education we cannot, at any rate for many a long day, reproduce here. Take the question of numbers. The four principal English public schools contain a total of nearly 2,500 boys. The four Chiefs' Colleges in India only contain between them from 180 to 190. How can a College, whose students only range from 20 to 60, be compared with a school of 500 or of 1,000? In this respect it is really more like a private or preparatory school than a public school. Numbers too represent much more than a mere arithmetical disparity. With a small number of boys, you cannot have the perpetual play of one character upon another that

follows from participation in a crowded society; your pupils are too few to compete among themselves; your institutions are too small to compete with each other. You inevitably lack the vitalising influences that produce *esprit de corps*, and that give fibre to character.

Again, one of the chief sources of a healthier result in the English system is a feature that is difficult of reproduction, and, as I shall say later, ought not, in my opinion to be forcibly reproduced here. Eton is an aristocratic school organised upon a democratic basis. It was not always so. It has become so in the process of time. The scions of the nobility are commonly sent there by their parents: but there is nothing to prevent the son of the *parvenu* from being sent too. All mix together on a footing of social equality. That is impossible in India, and will be impossible—even if it were desirable, which I think it is not—for many a long day to come. Here the class distinctions are much sharper and more stubborn than in the West. They are ingrained in the traditions of the people, and they are indurated by prescriptions of religion and race. You do not, therefore, get here, and you cannot expect to get, that easy intercourse between high and low, titled and untitled, rich and poor, which is the most striking external symptom of public school life in England. You have to deal with a more primitive state of society and with feelings whose roots are intertwined in the depths of human nature. That levelling down of class distinctions without detriment to the sanctions of class respect, which is so marked a characteristic of English civilisation, cannot be expected ready made in a country like this.

I will notice two other points of difference. A good deal of the success of the English public school system, for which it gains a credit that it does not exclusively deserve, lies in the fact that it is not an education by itself. It is only a five or six years' interlude in an education that is going on for at least double that time. It is preceded by the private school, which very often lays the foundations, and it is, in a large number of cases, followed by the University, which puts on the coping stone. If a boy went straight to Eton or Harrow at the age of 8 or 9, having never learned anything before, and left at the age of 18, never intending to learn anything afterwards, we might hear a good deal more about the failures of the English public school system than we do. Now the situation that I have depicted is exactly that which prevails here. Most of the boys whom you train in the Chiefs' Colleges are hopelessly raw when they come: a good many are still immature when they go. That is the result of the conditions under which you work. One of my objects is to see whether we cannot in some respect modify them. But let it not be forgotten that this is a handicap by which your efforts are materially and unavoidably retarded.

The concluding respect in which the Indian Chiefs' Colleges fall far behind their English prototypes lies in the dearth of those influences which are associated with the boarding-house. In England a boy is continuously exposed to these influences from morning till night. He is not only taught in the class-room, or the lecture-room, for brief periods at stated hours. His house-master, who is really responsible for his bringing up, is always teaching him too, teaching him not merely by tasks and lessons, but by watching and training his combined moral and intellectual growth. It is the house-master, far more than the class-master, that is, as a rule, responsible for the final shape in which the public schoolboy is turned out. But in your Indian Chiefs' Colleges the reverse plan is adopted. You bring the boy into contact with his teacher during the few hours in which he is being taught; and then you take and shut him up in a boarding-house, where he is surrounded by *motamids* or *musahibs*, or native tutors, or guardians, who may be the best men in the world, but who are separated off from the staff, the curriculum, and the educative influence of the College. In fact, you divide his College career into two watertight compartments. The boy is transferred from the one to the other at stated intervals of the day or night: and you sacrifice the many advantages that accrue from a single existence with an undivided aim.

These, then, appear to me to be the chief respects in which the Indian public school system differs, and to a certain extent must necessarily differ from its European models. I pass on to consider certain other points in which its weaknesses are deserving of closer examination, and in which reform may be possible

The first point that strikes me is the relative paucity of the numbers that are being educated in the Chiefs' Colleges in India. The Mayo College, I believe, contains accommodation for 140 pupils; but there are at the present time only about 60 on the rolls and the maximum number ever entertained there has not been more than 7[illegible]. Yet there are some 20 Ruling Chiefs in Rajputana, while I have seen the number of aristocratic families reckoned at 300. The Aitchison College contains less than 70 boys, but the Punjab should be capable of furnishing double that number. The Rajkot College has about 40 pupils; but if its area of recruitment be the entire Bombay Presidency, or even if it be the northern half of it alone, the total ought, I should think, to be very much greater. The highest number contained in the Indore College has, I believe, been 24. There are now 16; and in what relation such a figure stands to the capacity of the Central Indian States it is unnecessary for me to point out. The closing of the Nowgong College has not diverted the current of Bundela recruits to Indore, for I learn that no pupils from those States are being educated in the Daly College. The reflections suggested by these figures are not altogether encouraging; and their effect is not diminished but enhanced when we remember how many of the existing students have been sent to the Colleges as minors of wards of Court, in other words, not owing to the spontaneous choice of their parents or families. A number of Chiefs, more enlightened or less conservative than their fellows, have given to the Colleges their continuous support. They have sent their sons there, or been educated there themselves and in the next generation the sons of these old boys are, in some cases, already following their fathers. But we all know that there is a large number who have stood, and who continue to stand, aloof, and it is their attitude that we must make a serious attempt to understand, and their sympathies that we must endeavour to enlist.

From such information as I possess, I am led to think that their hostility or indifference springs in the main from three causes. There is, first of all, the deeply embedded conservatism of the States, the tradition that the young Chief or Noble should be brought up and trained among his own people, the zenana influence which is frightened at the idea of an emancipated individuality, and the Court surroundings, every unit in which is conscious of a possible loss of prerogative or authority to itself in the future, should a young recruit from the West appear upon the scene, and begin to stir up the sluggish Eastern pools. These are influences which can only be overcome by the spread of enlightenment and by the breaking down of obsolete barriers.

Next I place the belief that the education given in the Chiefs' Colleges is too costly. In comparison with our English public schools, it is extremely cheap. But that is not an altogether fair test to apply. Many of the Chiefs have been very hard hit in recent years by famine and other adversities. It is all they can do to make both ends meet; and if they find that the boys of the family can be much more cheaply educated either by a private tutor at home, or, in the less exalted ranks, by being sent to a neighbouring High School, it is not an unnatural thing that they should attach some value to these financial considerations. I think we ought to discuss whether there is any validity in this criticism and, if so, whether it is possible in any way to meet it.

Thirdly, I am doubtful whether the Chiefs are entirely satisfied with the class and quality of education that the Colleges provide. I may not correctly interpret their views. But the points in which I think that they might fairly criticise the present system are these. It might be said in the case of almost every college that we have spent too much upon bricks and mortar, and have left too little for tuition. How can the best pupils be expected without the best teachers, and how can the best teachers be forthcoming unless you offer them adequate prospects and pay? Where are the public schools men, and where are the University graduates, European and Indian, upon your staffs, and what is their number? Are they a happy, or are they a discontented and constantly changing body of men? Slow promotion, low pay, and no pension, would, I expect, be the tale that a good many would tell. Then I wonder whether it might not be said that the education that is imparted at the Colleges is neither

sufficiently practical nor sufficiently serious. You desire to prepare a young man to be a landowner. Do you give him precisely the instruction that will fit him for that object? In future you will want your best pupils to be selected for the Imperial Cadet Corps. Is your training well qualified to prepare them for such duties? When the youth is to become a Ruling Chief you wish to give him the all-round education of a gentleman. He should obviously be a master of the vernacular of his country. He ought to be acquainted with a classical language, so that he may not be shut off from the literature of the East. If he is to learn English—and English is the only gateway through which he can attain to the full benefit of his teaching—then he should acquire not a perfunctory but a solid command of the English tongue. I have no sufficient ground for impugning the discipline and the morality of the Colleges, the general average of which is reported to be good. But I own to the impression that attendance is in some cases very slack, that boys come and stay away rather as they please, that admission is made too easy—though if there is a difficulty in procuring candidates, this may be a pardonable error—and that superannuation and punishment are not easy enough. If there is any truth in these impressions, then it is possible that an air of insufficient seriousness may be spread abroad, which must indirectly affect the reputation of the Colleges.

There is a further respect in which I desire information. It occurs to me that in some cases the Colleges, instead of recognizing that they have been founded for a definite and special object, have dropped somewhat too easily into the current of the Provincial Educational system. Examinations by members of the Provincial Education Department, classes that are assimilated to those of the middle and secondary schools, standards that are borrowed from those of their neighbours—all of these may be to some extent inevitable. But I am not prepared offhand to accept them as irreproachable, or even as right. I know that in some cases very useful and practical courses have been substituted for them. This is a question that we must examine. Here I will only say that the idea that the Chiefs' Colleges exist as preparatory schools for the Indian Universities appears to me to be a fundamental misconception. In my opinion they are constituted not to prepare for examinations, but to prepare for life.

These remarks will have afforded some idea of the lines upon which I think that our labours should proceed. In the first place, I would keep firmly to the original object for which the Chiefs' Colleges were founded, namely, as seminaries for the aristocratic classes. I would not unduly democratise them. In this respect I would not aspire to the ideal of the English Public School. The time is not yet, I would frankly admit that a Rajkumar College rests, as its name implies, upon class distinction; and if anyone is found to deprecate such a basis, I would reply that it is neither an ignoble nor a strange distinction, that it is familiar in all countries, that it is founded upon sentiments inherent in human nature, that it is congenial to the East, and that it is compatible with the finest fruits of enlightenment and civilisation. Neither do I want to see these Colleges reduced to the dull drab uniformity of the Board School, with an English Principal and a cricket ground thrown in to give a dash of colour. Let us keep them as what they were intended to be, and not turn them into a composite construction that is neither one thing nor the other.

Next let us try to make the education businesslike and practical, and, where we have not got them, let us secure the teachers and let us adopt the courses that will tend to that result. If I am to come to you for my Imperial Cadets, I must have reasonable security that you will give me not a callow and backward fledgling, but a young man with the capabilities of an officer, and the instincts, the manners, and the education of a gentleman. Similarly, let us make clear that the *thakors* and *jagirdars* and *zemindars* of the future, to which class the majority of your boys belong are sent away to their future careers with a training in the elements of agricultural science, in Civil Engineering, in Land records and measurement, and in knowledge of stock and plants, that will be useful to them. If it is a future Ruler that is being shaped for the responsibilities of his life, then let him be given that all-round education in history, geography, mathematics, political economy, and political science which will save him from

degenerating into either a dilettante or a sluggard. I am sure that if even the most old-fashioned of Chiefs were to see his boy come back to him, turned from an idler into a man of business, his heart would warm towards the institution which had effected such a change.

Among the subjects that we must examine is the question whether, in relation to the figures that I have previously given, any greater concentration of Chiefs' Colleges is desirable. We shall probably all agree that an expansion in the number of pupils in each College is desirable; but what is the case as regards the expansion or contraction of the number of Colleges themselves? Have we sufficient, or too many, or too few?

Finally, I would like to ask you whether we cannot do anything, apart from a rise in the number of students, to promote an interchange of relations between the various Colleges. Each lives in its own little life by itself. Attempts at intercourse have been made in respect of sports and games. But I suspect that we could do a good deal more. An exchange of teachers, or lecturers, or examiners, even a system of common examinations, are suggestions that may, at least, be worthy of discussion.

Reconstruction, reform, or expansion of any kind, I know well, means money, and I have not proceeded as far as this without realising that my hearers will ask me whether all these suggestions, presuming them to be acceptable are to be backed by any more solid support. My answer is 'Yes.' I regard the reputation and duty of Government as directly interested in the future of these Colleges. I do not say if they fail, that we shall be responsible for their failure; but I do say that we are bound to do what we can to ensure their success. If this can only be accomplished by giving more money, I will do my best to provide it; though I do not intend for one moment to make extravagance a cloak for future disappointment or further failure. But I realise that the resources of the Colleges are in some cases inadequate, and that if additional machinery, or a re-adjustment of the existing mechanism, is required, we may reasonably be asked to contribute towards it.

If, however, I am willing to make this admission, then I have a corresponding claim to make upon the Chiefs. I have a right to ask them for their support, not merely in funds—for many have given, and continue to give, handsomely in that respect—but in personal sympathy and direct patronage. If the Chiefs' Colleges are to be kept going and to be reformed in their interests, they must deserve the boon. They must abandon the attitude of suspicion and hanging back. I am ready to do anything within reason to attract their confidence to these Colleges; and it will not be fair upon me, if they accept all these endeavours, and then continue to sit apart and to look askance. Let them contrast the healthy life of the school with the hot-house atmosphere of indulgence and adulation in which in bygone times too many of the Native aristocracy have been brought up, and from which it has required real strength of character for a man to shake himself free. Let them remember that this education is offered to them to render their sons and relatives better and more useful men; not to stunt their liberties, but to invigorate their freedom. Let them recollect that it is probable the only education that these young men will get in their lives, and that the days are gone for ever when the ignorant and backward can sit in the seat of authority. The passionate cry of the 20th Century which is re-echoing through the Western world is that it will not suffer dunces gladly. The prophets of the day are all inviting us to be strenuous and efficient. What is good for Europe is equally good for Asia; and what is preached in England will not suffer by being practised here. If the Chiefs ask me how they can help, the answer is simple. Where they have means let them support or endow the Colleges. Where they have not means, but have families, let them send the boys. Let them visit the Colleges, attend the functions, take part in the management, show an interest in the entire concern. If this is the spirit in which they will meet me, I venture to think that we can soon make up the lost leeway, and that the Government and the Native aristocracy in combination—for neither can do it apart—will be able to convert the Rajkumar Colleges of India into something more worthy of the name.

QUESTIONS TO BE DISCUSSED AT THE CONFERENCE ON CHIEFS' COLLEGES, JANUARY 27TH, 1902.

Attitude of Chiefs.

To what extent are Native Chiefs, Nobles, or Gentry associated in the management of your College? Do they attend meetings of the Council, or of Committees? Are they present on speech days and at functions? Can you suggest any measures for interesting them more directly in the fortunes of the College?

Raison d' être of College.

(2) Does your College answer its purpose as a Chiefs' College? Is it generally or increasingly patronised by the aristocracy of the Province? How far does it represent them, or how far is it recruited from outside sources? In the latter case does the introduction of an alien element conduce to the success of the College? Do "old boys," as a rule, send their sons or relatives? Is pressure required from Political Officers to secure recruits? To what extent is the College dependent upon Wards of Court?

Numbers.

(3) What numbers have joined your College in each year since its foundation? What is the average number upon which you can rely? What is the number for which you can provide accommodation?

Age.

(4) What is the average age of the boys (*a*) on entry; (*b*) on leaving? What are the minimum and maximum limits of age permitted by your rules? Are they observed? Do you suggest any modification of existing rules or practice?

Subsequent careers.

(5) Generally speaking, what has become of your 'old boys'? How many have —

(*a*) succeeded to Native States?

(*b*) succeeded to landed properties?

(*c*) entered Government service, and in what capacities?

(*d*) entered the Army or Police?

(*e*) obtained other occupations?

(*f*) done nothing?

Revenue.

(6) What is the total annual revenue of your College? From what sources is it derived? Is it a steady, a fluctuating, an increasing, or a diminishing factor? Is it adequate (*a*) to the maintenance of the College on its existing basis; (*b*) to expansion? Can you suggest methods for effecting the latter?

(7) Does your College possess an endowment or a reserve fund? Is either needed?

Fees.

(8) What are the highest, the lowest, and the average fees that you charge? Are higher fees taken from some pupils and lower from others? Are fees directly proportionate to the means of the parent or the state or the estate, or are they left to the discretion of the Principal? To what extent is the income of your College dependent upon fees?

Cost of education.

(9) What is the average cost of board and tuition per pupil per annum?

Scholarships.

(10) Are scholarships maintained in your College? From what fund are they provided? By whom are the nominees appointed? Do they attract the class for whom they were intended? Do they lower the social level of the College? Are you in favour of their maintenance, and, if so, under what conditions?

Establishment and Staff.

(11) Is your College under single, dual, or triple control? What are the functions respectively of the Governor, Principal, Vice-Principal, Head Master, or

whatever be the titles that are locally employed? Do you approve of divided authority? Is it desirable that teaching should be severed from control?

(12) What is the total strength and cost of your establishment?

(13) How many Europeans have you on the staff? Are they public schools men or University graduates? Are Europeans in any case appointed as Assistant Masters? Are they required?

(14) What is the number of your Native Masters or Teachers? Are they Graduates of Indian Universities? Are they Government servants? From what class are they drawn, and by whom are they appointed? Have they a thorough command of English? Do the same men teach English and the Vernaculars? Do the Native Masters secure respect and maintain discipline among the boys?

Pay and Pensions.

(15) What are the emoluments of your staff, whether received in the form of salary, sumptuary allowance, or extra fees (*e.g.*, as tutor or house-master)? Are they adequate? If not, what increase is required? Do any of the masters draw pensions? If not, do you recommend them? How are vacancies filled in cases of temporary absence or leave?

Boarding-houses.

(16) How many are there in your College? Are they organised upon a territorial, a racial, or a religious basis? What is the average number of inmates? By whom are they supervised (*a*) by day, (*b*) by night? Are they exclusively under native or anywhere under European management? Do the Masters reside in them? Are they situated near to, or at a distance from, the College buildings? Are the senior and junior boys kept apart? Are you satisfied with the morality?

Musahibs and Motamids.

(17) To what extent are these employed? Are they an indispensable feature of your system? Do they take any part in teaching? Under whose authority are they? How are they appointed, and how, if necessary, dismissed? Is it possible to combine the functions of house-master and teacher in the same person?

Private Tutors.

(18) Are these employed in your College? How are they appointed, paid, or dismissed? Are they under the control of the Principal? Are they utilised for class-teaching. Are they members of the staff, or are they outsiders? Do you advise their continuance?

Guardians.

(19) Are guardians admitted? If so, under what conditions and at whose expense? In what relation do they stand to the school and the school courses? Are they at all a desirable or a necessary feature?

Servants.

(20) How many servants are allowed to the boys? Is there any limit of numbers? Is the limit observed? What are the facts as regards (*a*) personal attendants, (*b*) cooks, (*c*) syces? Is there any objection to the servants being found by the College?

Horses.

(21) How many horses or ponies are the boys allowed to bring? Is there a limit? Is it observed? Are riding and equestrian sports encouraged? Should riding be made compulsory?

Carriages.

(22) How many carriages are permitted? Do the boys require or make use of them?

Messing.

(23) To what extent, if any, has common messing been introduced, or is it desirable? Is there any social or religious objection in your College (*a*) to the employment of a common cook or cooks; (*b*) to the institution of a mess-room?

Sports.

(24) What part do sports and games play in the College life? Are they optional or compulsory? Do they usurp too large an amount of the time or interest of the boys? To what extent is it possible to introduce the element of competition? Are inter-Collegiate contests to be encouraged?

Morals.

(25) Is the general disciplinary and moral standard of the Colleges satisfactory? Does bullying exist? Are adequate precautions adopted in respect of (*a*) drink, (*b*) women, (*c*) unnatural offences?

Holidays.

(26) When and of what duration are the College holidays? Does the present system work well? Is there any supervision of boys in the holidays? Do their private tutors or guardians remain with them? Are they encouraged to travel, or to pursue their studies, or do they idle at home?

Attendance and absences.

(27) What amount of attendance is required? Is it enforced? Are prolonged absences for a term or more permitted? Are boys ever removed for non-attendance?

Religion.

(28) To what extent is religious teaching permitted? Is it done officially or unofficially? Does the system work well? What is the attitude (*a*) of parents and relations, (*b*) of the boys, on the matter?

Curriculum.

(29) Is your course of studies prescribed by the Provincial Education Department, and co ordinated to the Provincial and University Examinations, or is it an independent course, and, if so, to what extent? How far is the College a preparatory or a finishing institution? What steps are required in the latter direction? After passing the University Entrance Examination how and where does a boy pursue his studies? What is the standard of your highest class, and how long on the average does it take a boy to reach it?

(30) Is there an Entrance Examination or any Entrance test? Are unsuitable applicants refused?

(31) Are there terminal or yearly examinations?

(32) Are the examiners unconnected with the College staff?

(33) Does the College course give a good education in English? Is English the medium of examinations? How are the claims of English, the vernaculars, and the classical languages reconciled.

(34) How many of your boys in each year have passed (*a*) the University Entrance Examination, (*b*) the First Arts Examination, (*c*) the B. A. Examintions? What is the proportion in each of these classes of success to failure?

(35) What means are there of superannuating useless or dismissing unworthy boys?

(36) Do you encourage the delivery of lectures or addresses by other persons than the teaching staff?

Responsibility of Government.

(37) To what extent, other than by occasional visits from Viceroys, Governors, Lieutenant-Governors, and Agents to the Governor-General, or by the grant of annual funds, or by inspections or examinations by the Provincial Educational Department, does the Government of India or the Local Government interest itself in your welfare?

Common examinations.

(38) Is greater co-ordination of system desirable? Would you advise the interchange of teaching or examining staff; or the constitution of a special board of examiners for Chiefs' Colleges alone?

Training for Imperial Cadet Corps.

(39) In view of the constitution of the Imperial Cadet Corps, is it desirable to modify or expand the teaching given in the Chiefs' Colleges? To what extent are drill, musketry, and the use of sword or lance now admitted? Are they mere disciplinary exercises, or do they contain the germs of a military education? Would you advocate the creation of a mounted cadet corps or of a military side to the College, or would this impair the general efficiency of class teaching?

Training for landowners.

(40) In view of the connection of so many of the boys with the future ownership or management of landed estates, what steps, if any, are taken in your College for teaching such subjects as the elementary science of agriculture, Land Revenue law and procedure, village records and accounts, the management

of stock, the principles of Civil Engineering, irrigation, sanitation, manures, a knowledge of trees and plants? Would the institution of a model farm be of use for these purposes? Is it possible, in the physical or financial circumstances of your College? Do the small numbers of the College militate against such a specialisation or bifurcation of pursuits?

Future of Chiefs' Colleges.

(41) Is the multiplication or the concentration of Chiefs' Colleges to be aimed at?

Nobles, Schools.

(42) What is the relation of Nobles' Schools to Chiefs' Colleges? Do they act as feeders to the latter? Are they examined or inspected, either by the Masters of the Colleges, or by the same members of the Education Department as examine the Colleges?

Officers of the Political Department.

(43) Would it be of any advantage to attach junior officers of the Political Department to the Chiefs' Colleges for a short term in the interests (*a*) of the Department; (*b*) of the Colleges? Would they be of any assistance in the educational, social, or disciplinary life of the Colleges?

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CONFERENCE ON CHIEFS' COLLEGES.

PART I.

NOTES TAKEN AT THE CONFERENCE.

The Conference opened at Government House, Calcutta, on the 27th January 1902, HIS EXCELLENCY THE VICEROY PRESIDING.

The following were present:—

Officials.

- The Hon'ble Sir Charles Rivaz, K.C.S.I., Home Member and Lieutenant-Governor designate of the Punjab.
- The Hon'ble Lieutenant-Colonel D. Robertson, C.S.I., Resident in Mysore.
- The Hon'ble Mr. C. S. Bayley, Agent to the Governor-General in Central India.
- Mr. W. R. Lawrence, C.I.E., Private Secretary to the Viceroy.
- Colonel S. B. Beatson, C.B., Inspector-General, Imperial Service Troops.
- Major W. A. Watson, Commandant, Imperial Cadet Corps.

College authorities.

- Lieutenant-Colonel W. Loch, Principal of the Mayo College, Ajmer.
- Mr. H. Sherring, Head Master of the Mayo College, Ajmer.
- Colonel J. Hutchinson, Governor of the Aitchison Chiefs' College, Lahore.
- Mr. J. C. Godley, Principal of the Aitchson Chiefs' College, Lahore.
- Mr. R. H. Gunion, Principal of the Daly College, Indore.
- Mr. C. W. Waddington, Principal of the Rajkumar College, Rajkot.

Non-officials.

- His Highness Maharao Umaid Singh, of Kota, K.C.S.I.
- Khan Bahadur Yar Muhammad Khan, C.S.I., Minister of the Jaora State.
- Mr. J. W. D. Johnston, Inspector-General of Education in the Gwalior State.
- Mr. T. Morison, Principal of the Muhammadan Anglo-Oriental College, Aligarh.

Secretary.

- Major H. Daly, C.I.E., Deputy Secretary in the Foreign Department.

1. In opening the Conference, the Viceroy delivered a speech in which His Excellency explained his reasons for summoning the Conference and what he had in view.

2. On the completion of his speech, His Excellency enquired whether, before proceeding to discuss the printed table of questions, any member of the Conference had suggestions to make as to the general direction which reforms should take.

Colonel Robertson said that, in his opinion, the age for investing young Chiefs with ruling powers ought to be reconsidered. At present the ordinary rule and practice is that, in the absence of reasons to the contrary, a Chief should be entrusted with powers on reaching the age of 18. Colonel Robertson represented that, in view of the great variety of subjects in which it is desirable that a young Chief should receive instruction, and of the fact that he ought not only to be given a liberal education, but also to be trained in the rudiments of administration, the period of instruction—which cannot ordinarily exceed six years under the present system—is far too short. One result is that a young Chief has to be hurried on to the study of his final subjects before he is ripe for them. Moreover, it must be remembered that, for the last year of his training, the Chief is apt to be so full of dreams of the power which is shortly to be entrusted to him that he is often inclined to give very little attention to the instruction which he is actually receiving. Further, in the generality of cases, when once a Chief has been granted powers, the time for instruction has passed away entirely, and it is usually very difficult to do anything more in this direction.

Colonel Loch said that boys frequently come to the College at 12, and often stay beyond 18. The ordinary period of 6 or 8 years is too short to give a Chief the requisite education. He would extend the period for at least a year. At present a young Chief usually begins to get slack at 17.

Mr. Morison : Education rarely begins before 12.

Colonel Loch : Boys have come as early as 6.

Yar Muhammad agreed. He thought it a great mistake that Chiefs should ordinarily leave College at the age of 17 or 18, and observed that, on returning to their States, they were usually so pre-occupied with the question of when they would receive powers that little could be done in the way of giving them further instruction. Questioned by His Excellency as to whether a change in the direction of raising the age for granting powers would be unpopular, Yar Muhammad said the measure would probably not be popular with the young Chiefs, but that it would undoubtedly be for their own good.

Colonel Beatson observed that the late Maharaja of Jodhpur had held strong views against the early grant of full powers to young Chiefs.

Major Daly said that a remark to the same effect had been made to his father by the late Maharaja Sindhia. (What Sindhia said—it was in or about 1868 with reference to the minority of the late Maharaja of Bharatpur—was—"I hear, now that the Chief is of age, that the Political Agent is to be withdrawn and affairs left entirely to the Maharaja. This sudden withdrawal is a puzzle to me. You have done a good work there, I believe. I have no knowledge of the character of the young Chief, nor what the effect of education may be; but I know enough of Hindustani Courts, and those who frequent them, to be sure of the result. His treasure will be dissipated, the vultures will be everywhere, and eventually, to save him, there will ensue the necessity of enquiry and intervention ".)

Colonel Loch thought that extension of the age for grant of powers would create no discontent.

Sir C. Rivaz agreed, and observed that under the Court of Wards Act the age of majority is 21 ; he would postpone grant of powers to 21.

Mr. Bayley : In practice, powers are even now often not given till 20, but discrimination is invidious.

Colonel Loch would extend the age to 20.

Colonel Hutchinson : Wards are kept at College till 21.

In the discussion which followed it was suggested that, although the change might operate for the benefit of the Colleges, a complication might arise through young Chiefs wishing to marry. The general opinion, from which Colonel Loch dissented, was that Chiefs who married would have to leave. Mr. Morison said that marriage made no difference.

Major Watson, questioned by His Excellency, said that, so far as he could tell from limited experience, it would make no difference whether cadets were married or not.

It was, of course, understood that young Chiefs could not have their wives at College, or with the Cadet Corps.

There was a general consensus of opinion that the age of 18 is too young for the grant of powers. His Excellency directed that the point should be considered in the Foreign Department.

No one having anything further to say, at this stage, on general principles, the questions were examined.

QUESTION 1.
ATTITUDE OF CHIEFS.

For individul replies see Part II—

Page	1	... Mayo	College.
"	17	... Aitchison	"
"	33	... Rajkot	"
"	37	... Daly	"
"	43	... Aligarh	"
"	53	... Yar Muhammad.	

Colonel Loch admitted that none of the Chiefs ever pay visits to the College in such a way as to show that they are really interested in its condition and progress. Thinks the Imperial Cadet Corps will prove an attraction.

Colonel Beatson, with whom Mr. Sherring agreed, thought that the display of active interest by Government would suffice to secure the interest of Chiefs.

Mr. Waddington remarked that in 1898 the experiment had been made of placing the management of the Rajkot College largely in the hands of the Chiefs, and that it appeared to have worked well, as the Chiefs had brought forward a number of proposals relating to the administration of the College.

His Excellency observed that, owing to the widely different conditions in Kathiawar, the action taken there hardly gave a line for large provinces.

This was generally admitted.

Mr. Godley thought that Chiefs should be more frequently invited to take a share in the affairs of the Colleges, and that the control was at present too completely official.

Colonel Hutchinson said that Chiefs take no interest in the affairs of the College unless they have near relatives there. The Council meets once a year, but Chiefs never attend ; they send Motamids. If the young Maharaja of Patiala is sent to the College, it will do great good.

The Maharao of Kota, questioned by His Excellency, said that the reasons which keep Chiefs away from the Colleges are—(i) a feeling of distrust ; (ii) the ancient rivalries between Chiefs ; (iii) the old-fashioned prejudice against education on the European model ; (iv) the zenana influence against the idea of having Chiefs educated according to Western ideas ; (v) distance. His Highness thinks a change can only be effected *by force*.

Yar Muhammad, questioned by His Excellency, said that the present system of education in the Colleges does not produce the class of men whom the States require. States would prefer to employ Natives of the State, in all, or in most, of the appointments under the Darbar ; but they find themselves compelled to employ outsiders, because their own men are not fit to take up the duties that are required of them. The feeling of all ranks is that the standard of education at the Colleges is "not sufficiently high". Questioned by His Excellency as to what exactly he meant by saying that the standard of education was not high enough, Yar Muhammad said "the general feeling in Central India was that there is too much play at the Colleges" ; the boys return to their homes expert at games, but without due instruction even in the vernacular. Yar Muhammad had himself known a case in which a young Chief, who had been educated at the Daly College, was unable to understand the official papers of his State when placed before him in his own vernacular. Yar Muhammad also observed that the Chiefs of Central India had not been invited to take part in the administration of the Daly College ; he thought that some of them would do so, if invited.

Mr. Bayley thought that the Malwa Chiefs might take a share in the administration, if invited.

His Excellency asked the Maharao and Yar Muhammad whether the want of confidence in the Colleges is, to any extent, to be ascribed to a belief that the moral character of the boys is likely to be impaired, in respect particularly to the grosser forms of sin. Both replied in the negative ; but Yar Muhammad said that there was a general feeling that the boys should receive some religious education.

Mr. Bayley said that from the general information which reached him, he believed that the moral tone of the Daly College was on the whole good.

Colonel Loch admitted that it was necessary to keep a constant watch against the grosser forms of sin, but believed that there actually was little or none of it.

Mr. Waddington thought that the want of confidence was largely to be ascribed to doubts as to morality, and mentioned that a great deal is made of any case of evil which comes to light. Questioned by His Excellency, he said he could not cite any instance in which the number of pupils had suddenly fallen off in consequence of any such reports or scandals.

Major Watson, questioned by His Excellency, had no special reasons to assign for the prevailing want of confidence. There are now 17 boys from different Colleges with the Cadet Corps ; their general average of knowledge was low in English, but fair in mathematics. Major Watson had not examined them in other subjects. He could say nothing as to want of knowledge of the vernacular. He saw no signs of undue attention having been paid to physical education.

Mr. Johnston agreed generally with Yar Muhammad ; he thought there was a general feeling that the education was not of the proper kind ; the boys do not learn the right things, and the general view is that the courses prescribed at the Colleges resemble too nearly those presented in the Government schools.

Mr. Gunion observed that at the Daly College they have a course of their own which does not follow the course at Government schools.

Colonel Loch said that the course at the Mayo College is always open to change on suggestions which may commend themselves to the controlling authorities. Colonel Loch added that some Chiefs are restrained from manifesting any interest in the Mayo College by their Native Ministers. He alluded especially to the influence of the late Dewan Kanti Chunder on the Maharaja of Jaipur.

Colonel Beatson said he knew for a fact that Kanti Chunder was strongly against the Mayo College.

Mr. Lawrence, questioned by His Excellency, said that the Maharaja of Jaipur, in reply to enquiry as to why the Jaipur House at the Mayo College remained empty, answered that he had fined some of his Thakurs for not sending their boys to the College, but did not think it right to do so, because the boys who went to the College returned "badmashes". By this term the Maharaja, Mr. Lawrence believed, meant that the boys became dissolute.

In summing up the discussion on the question, His Excellenty observed that it was evident that the present system fails to attract the Chiefs ; that the object of Government should be to endeavour to remove the present causes of distrust and the doubts as to the present educational system.

QUESTION 2.

"RAISON D'ETRE" OF COLLEGE.

For individual replies see Part II—

Pages	1-2	...	Mayo College.
Page	17	...	Aitchison "
"	33	...	Rajkot "
"	37	...	Daly "
Pages	43-44	...	Aligarh "
Page	53	...	Yar Muhammad.

Colonel Loch : Pressure by Political Officers is certainly required to obtain recruits. Questioned by His Excellency, Colonel Loch said that he would welcome a suggestion to amalgamate the Daly College with the Mayo College.

Mr. Sherring said that Rajputana alone could supply at least 200 boys to the College. In some cases pressure is not required. The States of Jodhpur, Bikaner, and Kota send boys pretty freely ; elsewhere pressure is necessary.

Colonel Hutchinson said that in the Aitchison College they had received very few Chiefs of the first rank ; of Chiefs of lower grade, there had been a fair sprinkling. Pressure is certainly required.

Mr. Godley thought that the failure to get into touch with the higher Chiefs was largely due to the incongruous elements in the College, which included many boys of no real position. Sir C. Aitchison's aim in establishing the scholarships was to encourage the poorer gentry, but the scholarships often do not fill ; such boys as take them are generally of good birth, but with no real position or future to look forward to. The scholarships are an advantage in that the funded value of them (about Rs. 8,200 a year) is available for the purposes of the College ; but they lower the status of the College, though perhaps not more so than taking wards.

Mr. Waddington considered that the Rajkot College answers its purpose, as only the sons of Chiefs are admitted ; with two exceptions, the aristocracy of Kathiawar and Guzerat have patronised the College.

His Excellency observed that he understood it was the wish of the Bombay Government to make the College the central institution for the Presidency.

Mr. Waddington said that this was the case, and that he himself certainly desired to draw in boys from the other parts of the Presidency ; that the principal difficulty was that of language ; that the College has no means of getting into touch with these outlying boys and must depend on Government in the matter.

His Excellency said that the policy of the Bombay Government was to strengthen the College.

Mr. Waddington said that he was anxious to expand its range.

Mr. Gunion said that the present Maharaja Holkar (then heir-apparent) attended the Daly College for a short time when it was first started, and the Maharaja of Chhattarpur had also attended for a short period ; with these exceptions, none of the leading Chiefs of Central India had entered at the College. Only two boys not belonging to Central India had joined. Mahrattas and Rajputs live and mess together, and no trouble of any sort has arisen. There has not been time for any old boys to send their sons to the College, but Mr. Gunion thinks that most of the Chiefs who have been there would do so. In all other cases, pressure by Political Officers would certainly be required.

His Excellency observed that it must be admitted that the Daly College was not doing a great work or progressing, and that it had failed to attract boys from Bundelkhand when the Nowgong College was broken up.

Mr. Bayley was of opinion that, if the Daly College were closed, boys from the west of Central India might go to the Mayo College, but he anticipated difficulty in regard to the mixing of Mahrattas and Rajputs ; he thought that the Bundela Chiefs would not send their boys anywhere without pressure.

Colonel Robertson thought that the Bundela Chiefs would rather send their boys to Ajmer than to Indore.

Mr. Bayley laid great stress on the difference between Rajputana, which is made up of 18 large Chiefships, and Central India, which includes about 150 States and estates of every size and degree, some of which are very small and very poor ; he thought that the Daly College should at any rate be retained as a training school for the poorer Chiefs and Thakurs, the option of passing on the scions of the more important houses to Ajmer being reserved.

Mr. Gunion thought that it would be quite as difficult to get Chiefs to send their boys to Ajmer as to Indore, and that old boys would, indeed, prefer to send their sons to Indore.

His Excellency observed that the criterion of numbers would come into play, and that parents would be more likely to be encouraged if they found their boys attending a College where there were 60 pupils than one in which there were only 20.

Colonel Robertson saw no special advantage in having the College at Indore. Would certainly concentrate in one College; Colonel Barr thinks the same.

Yar Muhammad said that the site of the College was immaterial; that the desideratum was to have one central institution of a higher standard which would command confidence. He would keep Indore as a feeder school for Ajmer and a place for the education of the sons of the poorer Thakurs.

Mr. Johnston said that Sindhia's attitude towards the Daly College was due to his objection to sending boys to Indore, and was in no way affected by the action which he has recently taken in opening the Sardars' College at Gwalior.

Mr. Lawrence referred to the general objection to Indore on the ground that it was in the territory of another State.

Mr. Bayley observed that, if the Daly College were amalgamated with the Mayo College, the Chiefs of Central India should be given a share in the control of the Mayo College. Yar Muhammad agreed. Colonel Loch accepted this view, which was generally endorsed.

QUESTION 3.
NUMBERS.

For individual replies see Part II—
Pages 2-3 ... Mayo College.
Page 17 ... Aitchison ,,
,, 33 ... Rajkot ,,
Pages 37-8 ... Daly ,,
Page 44 ... Aligarh ,,

Colonel Loch said that at one room per boy the maximum accommodation at the Mayo College was about 100. Boys from Central India could be accommodated in the existing houses.

Colonel Hutchinson: The Lahore College has about 80 separate rooms, which could be increased to 90 if the Musahibs were lodged outside.

Mr. Waddington: At the Rajkot College there are 35 sets of quarters; when brothers live together 45 can be accommodated; the actual number is 43. There is no spare accommodation, but the buildings could always be extended.

Mr. Gunion: At the Daly College there are 29 sets of rooms.

Afternoon 27th.
QUESTION 4.
AGE.

For individual replies see Part II—
Page 3 ... Mayo College.
,, 17 ... Aitchison ,,
,, 33 ... Rajkot ,,
,, 38 ... Daly ,,
,, 44 ... Aligarh ,,
,, 53 ... Yar Muhammad.

College.	Average on entry.	Average on leaving.	Maximum limit.	Minimum limit.
Ajmer	12¼	17¾	None	8 to 16
Lahore	11	18	18	8
Rajkot	10	18	None	No rule; none below 8.
Indore	11	18	None	None

Colonel Hutchinson: The rules are observed: no modifications are required.

Colonel Loch: The rules are not always observed; no alteration in the rules as to age is required so long as the boys come direct from their homes. If they join from a Nobles' School, then the age of entry ought to be from 10 to 12. Boys have stayed on till they were 23. No drawback in boys of extreme ages meeting.

Mr. Waddington: Government have laid down for wards that, except for special reasons, boys should not be withdrawn before 18; boys occasionally, but rarely, remain to 20; would not hesitate to keep boys over 18.

Questioned by His Excellency: If the period for granting powers to Chiefs were extended to over 18, would not this result in boys remaining beyond 18?

Yes; but at 19 or 20 a boy has usually had enough of school.

His Excellency said that this suggested the difficulty of what to do with young Chiefs of over 18 who are not fit to receive powers.

Colonel Beatson thought that there was an opening for youths, not being heirs to Chiefships, in the Imperial Service Troops. [This point is to be considered separately.]

Mr. Bayley, Colonel Robertson: The idea as regards work beyond 18 is that a young Chief should do it in his own State.

Yar Muhammad: Yes: the young Chief should be sent to the State from the age of 18 to 21 to learn its affairs.

Colonel Robertson entirely agreed, on the distinct understanding that the young Chief should be given no powers whatever by Government.

Mr. Gunion would like to keep boys up to 20.

Mr. Morison attached importance to keeping boys up to 20.

Discussion followed as to the proper time for keeping a boy at school, or in other words, what time is required to turn out the finished youth. Mr. Gunion voted for 10 years; Messrs. Waddington, Sherring and Godley, Colonels Loch and Hutchinson, for 8. Mr. Morison thought that the total period was not so important as the keeping of the boy up to the age of 17 at least, "when he begins to think." Colonel Robertson observed that, if there was a general idea that a boy should leave at 18, the parents would shape their boys' course accordingly.

The general conclusion was that the duty of Government is to fix the ideal.

His Excellency, summing up, said that we should probably suggest to the Colleges that they should frame a course to extend over 8 years, and should tell their clients of this; the natural tendency will be to send boys at an age when they can complete the whole course; if boys came in later, the position which they take in the College would depend on the stage of their educational progress at which they entered.

His Excellency was inclined to fix the minimum limit of age at 10. Colonels Loch and Hutchinson agreed; though Colonel Hutchinson would like boys to come before 10. Mr. Waddington did not want to receive boys at a younger age, but said there was the difficulty arising from the absence of preparatory schools. He thought there was a better chance of turning out a satisfactory boy if you took him from the zenana at 8 than if you waited till 10. His Excellency observed that the limit of 10 would operate to encourage Chiefs to create local preparatory schools or to arrange for the training of the boys at home.

Mr. Johnston said that he would not advise taking boys under 10; he would leave the earlier training to their relatives.

Yar Muhammad would fix the limit at 10 or 11 and would encourage the idea of feeder schools.

His Excellency said that the limit of 10 years might be taken as practically agreed upon, especially if the Chiefs could thereby be encouraged to establish feeder schools. Mr. Waddington's objection was based on the view that boys joining, even in the lowest class, must have some elementary education; this would disappear if feeder schools could be established.

Mr. Morison observed that he had reason to believe the parents found great difficulty in getting preliminary education for their boys.

His Excellency said that the realisation of this difficulty would provide the spur that we had in view, namely, some system of preliminary education.

The result was general concurrence in a limit of 10 years as the minimum age of entry, with a curriculum extending over 8 years.

QUESTION 5.

SUBSEQUENT CAREERS.

For individual replies see Part II—

Page	3	...	Mayo College.
Pages	17-18	...	Aitchison ,,
,,	33-34	...	Rajkot ,,
Page	38	...	Daly ,,
Pages	44-45	...	Aligarh ,,

Colonel Loch : The boys who have done nothing are chiefly younger sons of Thakurs who never had any prospects.

Mr. Godley thought that the boys who cannot be traced are probably living at their homes and in no way profiting by their education.

Colonel Beatson suggested attaching young men from the Colleges to the Inspecting Officers of the Imperial Service Troops, in order to provide for those who cannot get into the Imperial Cadet Corps. [This is to be considered separately.]

QUESTIONS 6 to 9.

REVENUE, FEES AND COST OF EDUCATION.

For individual replies see Part II—

Pages	3-5	...	Mayo College.
,,	18-19	...	Aitchison ,,
Page	34	...	Rajkot ,,
,,	39	...	Daly ,,
,,	45	...	Aligarh ,,
,,	53	...	Yar Muhammad.

Colonel Loch : No further appeals can be made to the Chiefs for endowment or increased subscriptions, though Dholpur might be brought in.

His Excellency observed that the charges named by Colonel Loch were really charges for keep, and little, if at all, more than they would be at the boy's home.

Colonel Loch said it was for this reason he suggested a fee of Rs. 30, which for 50 boys throughout the year would produce Rs. 18,000. He thought it could be easily procured and would not keep boys away. Mr. Sherring agreed.

Yar Muhammad considered that a uniform scale of fees should be levied from all boys, without distinction. Education for which nothing is paid is not appreciated. Colonel Robertson agreed.

Colonel Hutchinson did not think the rate of charges keeps boys away.

Mr. Godley did not think the present fees too high or discouraging.

Mr. Waddington, questioned by His Excellency, said that Government has never done anything for the Rajkumar College either by a building grant or otherwise. The interest on the endowment fund is invested with a view to making the College ultimately self-supporting. The larger States are also encouraged to add to the endowment fund. There is a continuous tendency to decrease the cost of education. Boys formerly managed their own affairs without reference to the College authorities. The reduction is the result of deliberate action by the College authorities. The expense does not deter boys from coming, and lowering the fees would probably not attract larger numbers.

Colonel Hutchinson : There are no contributions from Native States. They subscribed towards the building, but have no boarding-houses except Bahawalpur. This last house was built when the young Nawab was at the College. It may now be used for others than Bahawalpuris. The College really lives on the fees derived from rich wards, who are charged a percentage of their incomes. The cost of education does not deter parents from sending their boys.

Mr. Gunion had no objection to fees. Political Officers sometimes objected to them.

There are none at the Mayo, Daly or Rajkot Colleges. Colonel Loch deprecates their introduction.

2nd day (28th morning).

QUESTION 10.

SCHOLARSHIPS.

For individual replies see Part II—

Page	19	...	Aitchison College.
,,	45	...	Aligarh ,,
,,	53	...	Yar Muhammad.

Colonel Hutchinson : The Local Boards practically have no option as regards nominations. The matter rests with the District Committees. Colonel Hutchinson would prefer to modify the system, to halve the number of scholarships and get boys of better birth. If this cannot be arranged, he would refund the scholarship endowments and abolish the scholarships. The question would have to be referred to the District Committees and might prove difficult.

Mr. Godley read his note on the subject (Part II, page 19). He thought that 10 scholarships would be ample ; but there should be a competent system for these.

Sir. C. Rivaz doubted whether a better class of boys would come forward for scholarships, if the latter were improved.

Colonel Hutchinson : The entire expenses of many of the present scholars do not now exceed Rs. 30 a month.

Sir. C. Rivaz : They are virtually paupers.

His Excellency said that the question was how to retain the income and to abandon the scholarships without breach of original terms and intentions. (This is to be left over for discussion with the Local Government.)

Mr. Morison's experience was that letting boys in for nothing pauperises them badly. He always insisted on their paying something, even when they came from districts where he specially desires to encourage Muhammadan education.

Mr. Gunion : Some boys, who are relatives of Chiefs, practically get their education for nothing.

Mr. Bayley : This is necessary. Otherwise the smaller Chiefs, on returning to their States, would find themselves without any educated companions.

QUESTION 11.

ESTABLISHMENT AND STAFF.

For individual replies see Part II—

Page	5	...	Mayo College.
Pages	19-21	...	Aitchison ,,
Page	34	...	Rajkot ,,
,,	40	...	Daly ,,
,,	46	...	Aligarh ,,
,,	53	...	Yar Muhammad.

Colonel Robertson.—A separate Principal, as distinct from the Head teaching authority, may have been necessary at the Mayo College to commence with, because the Principal had to travel about and visit the different Chiefs. There is now no object whatever in maintaining two separate heads. In the interests of discipline there should be one Head throughout the whole establishment. The Head, if he took part in the teaching, would obtain greater knowledge of the boys' characters, especially in the case of the senior boys.

Mr. Morison : Authority is better acquired in the class room. Out of it, the relations of the Principal towards the boys are more personal and paternal in character. Is himself not only Principal, but actually Head Master of the *College ;* the officer designated Head Master is the senior teacher of the *school* only.

Mr. Bayley agreed with Colonel Robertson, and thought that the Principal cannot know how the work is done unless the highest classes come to him for instruction. Doubling up the appointments would secure financial savings and render possible the appointment of better men. The plea that an officer of high rank is required on account of the relations of the Principal with Ruling Chiefs would not bear examination, because all negotiations are actually conducted by the Political Officers.

Colonel Loch thought that teaching should be severed from control, as one man has not time for both. Questioned by His Excellency, he said that the prestige of the Head Master was not affected.

Mr. Sherring: If the Principal were also Head Master, he could not give more than four hours a day to class work and would require skilled assistants.

Sir C. Rivaz: The scheme of the Aitchison College was ambitious. There is a strong local Committee of Management, consisting of high officers of Government and some Native gentlemen. The Committee was intended to meet once a fortnight; it is actually available and can actually exercise control. Was strongly in favour of doing away with the present appointment of Governor and amalgamating it with that of Principal.

Colonel Hutchinson: The Governor gets little remuneration. His is rather a post of honour. The Governor's duties are—correspondence with parents, with the Committee of Management, with District officers, and with Government; charge of accounts of all the boys; management of funds and grounds; with general control as regards discipline and, if referred to by the Principal, as regards teaching. Thinks one man could discharge both duties. Amalgamation was proposed before Colonel Hutchinson was appointed, but the present Lieutenant-Governor (Sir M. Young) negatived it.

Mr. Godley: The Principal's position is not clearly defined, and is weak.

Mr. Waddington said that he was both Principal and Head Master, and found no difficulty. Did about 23 hours class work a week. The larger part of his time was taken up by control. Correspondence with the Chiefs was mainly conducted through the Political Officers. Mr. Waddington kept the College accounts and the accounts of Government wards. In Mr. Macnaghten's time there was a Native Vice-Principal; he was struck off by order of the Local Government in order to effect economy.

The Maharao said that the Principal carries more weight in the States than the Head Master. Questioned by His Excellency, he said it was difficult to say which carried more weight in the College; but, on the whole, the balance was probably in favour of the Principal.

Yar Muhammad was strongly of opinion that there should be no division of authority.

Colonel Hutchinson suggested that, if Masters were recruited from England, there would be no one to supply local knowledge, etc.

His Excellency said that this would be met by having stronger staffs, in which the juniors would train on for the higher appointments, and by transfers.

All agreed that the future titles, if there is change, should be Principal and Vice-Principal for the two highest posts.

QUESTION 12.

COST OF ESTABLISHMENT.

For individual replies see Part II—

Page	6	...	Mayo College.
Pages	21-22	...	Aitchison ,,
Page	34	...	Rajkot ,,
,,	40	...	Daly ,,
,,	46	...	Aligarh ,,

There is nothing to add to the statements put in.

QUESTION 13.

EUROPEAN STAFF.

For individual replies see Part II—

Pages	6-8	...	Mayo College.
Page	22	...	Aitchison ,,
,,	34	...	Rajkot ,,
,,	40	...	Daly ,,
,,	46	...	Aligarh ,,
Pages	53-54	...	Yar Muhammad.

Colonel Loch: If the posts of Principal and Head Master are amalgamated, four English Masters would suffice.

Mr. Johnston: Three English Masters should suffice for the purely English portion of the education. If Native teachers are carefully selected, attention being paid to their accent and to their general

knowledge of English, they can do much of the English teaching, and they understand the characters of the boys better. It is easier to get a B. A. than a man with a good English accent.

Major Watson: The boys in the Cadet Corps cannot write English properly. Does not believe they can be taught English by Natives, and this is the general opinion of the Chiefs and of the boys themselves.

Colonel Robertson considered it absolutely impossible that any Chief could get a proper knowledge of English from a Native. The Maharaja of Mysore had been doing three hours English a day with Mr. Fraser for five years, yet he had only just got a sufficient knowledge.

Mr. Johnston explained that his idea was that the Native Masters should teach English *subjects*, not English itself.

Mr. Sherring said it should be remembered that Rajputs are essentially military by tastes and traditions, and that the present is practically the first generation which has received any useful training and education at all. Only the highest classes at the Mayo College can now be given proper education by the English staff.

QUESTION 14.

NATIVE STAFF.

For individual replies see Part II—

Page	7	...	Mayo College.
,,	22	...	Aitchison ,,
Pages	34-35	...	Rajkot ,,
Page	40	...	Daly ,,
,,	46	...	Aligarh ,,
,,	54	...	Yar Muhammad.

Mr. Sherring would like a better type of Native assistant.

The Maharao, questioned by His Excellency, thought that, on the whole, the Native assistants do not command sufficient respect with their pupils and did not see how they could do so. It was a matter of character. At the Mayo College the boys among themselves usually talked the vernacular; he had heard that, after he left, it was ordered that they should speak English among themselves and believed this was obeyed.

Mr. Waddington would like a better class of Native Assistant. On the whole, was *not* satisfied with the English education he gives his boys. Thought that Native teachers, when they can rely on the support of the European staff, did command due respect. Colonel Loch said this also.

Mr. Gunion said that if the Daly College was maintained, he would not want a 2nd European, and would prefer to retain the present 2nd Master, with a new 3rd Master on better pay. The influence at present possessed was sufficient.

Mr. Morison recommended four English Masters, if the average strength of each Chiefs' College was raised to 100. In the Muhammadan Anglo-Oriental College there were three English Masters, and this staff was insufficient. The Native Masters were underpaid and got no pension. They commanded little respect and were, therefore, recruited from a bad class.

Yar Muhammad thought that the Native teachers did not command respect, because they were not of the right class. What was required was Native gentlemen of good family who have had a liberal education. He would prefer men who had completed their education in England.

Colonels Loch and Hutchinson thought that it was not now feasible to attract back as teachers boys who had passed through the College.

Mr. Waddington said that one or two might come. It was a question of pay. He would like to use old boys as Wing Masters. There were two old boys serving at the College as doctor and guardian.

Yar Muhammad thought that boys would not object to return as teachers, if the status of such teachers were raised.

Mr. Bayley said that it would be easier at present to get Muhammadans to do so than to get Hindus.

QUESTION 15.

PAY AND PENSIONS.

For individual replies see Part II—

Page 7 ... Mayo College.
Pages 23-24 ... Aitchison ,,
Page 35 ... Rajkot ,,
Pages 40-41 ... Daly ,,
Page 46 ... Aligarh ,,

Colonel Loch : The Head Master has a free residence. The Native staff do not have free quarters except the house guardians. In the revised scale the highest Native Master might get Rs. 200. All posts should be pensionable.

Colonel Hutchinson : All the Native staff get free accommodation. In answer to His Excellency, the absence of pension now makes it difficult to get rid of old and worn-out men.

Colonel Loch would get rid of some of the present staff, giving them bonus but not pension, if there were reorganisation.

Mr. Waddington would do the same, but gradually. In 1878 his men were made eligible for pension ; the pension fund was subsequently transferred to the Kathiawar fund, and that fund was afterwards abolished. Two of the old staff were, however, allowed to retain pension *rights*. Members of the Native staff are occasionally employed in vacation time, *e.g.*, travelling with boys. The new European Masters should come from the Educational Department and begin in the pay of the lowest grade, Rs. 500, whence they might rise to Rs. 750. It was necessary to raise the pay of the junior Native staff in order to get picked men. If they were Government servants, they would be pensionable and eligible for other posts ; there would then be no stagnation.

Colonel Loch would like to take men from Government service.

Mr. Godley was inclined to agree.

Mr. Gunion recommended that all posts (but not all present incumbents) should be pensionable.

2nd day, afternoon.

QUESTIONS 16 & 17.

BOARDING-HOUSES ; MUSAHIBS AND MUTAMIDS.

For individual replies see Part II—

Pages 8-9 ... Mayo College.
,, 24-26 ... Aitchison ,,
,, 35-36 ... Rajkot ,,
Page 41 ... Daly ,,
Pages 46-47 ... Aligarh ,,
Page 48 ... Mr. Johnston.
,, 54 ... Yar Muhammad.

QUESTIONS 18 & 19.

TUTORS AND GUARDIANS.

For individual replies see Part II—

Page 9 ... Mayo College.
Pages 26-27 ... Aitchison ,,
Page 41 ... Daly ,,
Pages 48-49 ... Mr. Johnston.
Page 54 ... Yar Muhammad.

Colonel Loch : The Motamid in the Jodhpur House was a Master in the Jodhpur School. The Motamids have no influence, they are only policemen. Motamids voluntarily help some boys in preparing their lessons, but this is unauthorised extraneous assistance. States pay the Motamids ; the College funds are in no way affected. States attach importance to having Motamids, but Colonel Loch thinks they would prefer English House Masters. Most of the present Motamids are Brahmins ; but there are also Kayasths and Mahajans. There is only one Rajput. With reference to His Excellency's suggestion to concentrate the boys in a few houses and put them under English House Masters, Colonel Loch said that suitable accommodation for English Masters did not exist, except in the Jaipur and Jhalawar Houses. An English Master in the Jhalawar House could look after the Udaipur and Alwar Houses, and possibly Kota and Bharatpur ; and possibly an English Master in the Bikaner House could look after the Ajmer, Jodhpur and Tonk Houses ; but Motamids would have to be retained. If he were starting again, Colonel Loch would not have houses on a territorial basis. Questioned by His Excellency as to whether it would not be better to put frankly to the Chiefs the question as to supervision, etc., Colonel Loch said he thought that the Chiefs would accept English supervision.

Colonel Robertson : The duties of the Motamid are to look after the bodily wants, etc., of the boy, *e.g.*, his bath, Puja, etc., and to see that he does not neglect the customary observances of his State and family. This cannot be done by an Englishman.

Colonel Beatson supported this and said that the present Maharaja of Alwar quite lost touch at the College with the traditions, customs, vernacular, etc., of his own State.

Mr. Bayley agreed. What was required was a carefully selected superior class of Motamids, preferably Rajputs. At present the Motamids were a miscellaneous lot. Complaints that the boys forget old national customs, etc., were common.

Colonel Loch : Most of the private tutors are men having other employment ; they come and go at fixed hours, simply to assist the boys in preparation ; *i.e.*, they are coaches. If there were house tutors, who were also teaching masters, it would be possible to dispense with the private tutors.

The Maharao : Motamids and tutors are both deputed by the State somewhat as guardians ; the former look after Puja, &c., the latter attend to preparation. He had sent a tutor at the request of the Kota boys.

Yar Muhammad : The management of the boarding-house should be entrusted to an English gentleman, with a Native gentleman of good family and proper qualifications to assist him. The latter would specially attend to matters relating to religion and customs. He thought concentration in boarding-houses would be accepted by the Chiefs. From what he heard, he thought that the Motamids at Ajmer were not persons of the right stamp ; he would have the Motamid selected by the Governing Body, on which the Chiefs should be represented.

Mr. Bayley accepted the latter suggestion, and thought that later on old boys might be obtained to serve as Motamids.

The Maharao : It is difficult to find literate men of good family in some States ; hence the men sent have not always been of the right sort. If the English Masters could do the clerical work (accounts, &c.), or get it done otherwise, then the Native representatives might be of high class and need not be literate.

Colonel Hutchinson : The large boarding-house in the Aitchison College, which can accommodate about 40, is reserved for scholarship-holders. In reply to a question by His Excellencey, he admitted that concentrating the scholars in one house emphasised their lower status. No private tutors, unconnected with the College, were allowed. Considered that the appointment of Native officers as Musahibs was a good arrangement ; they knew discipline and could inculcate it, and had more *savoir faire*. Conditions in the Punjab and Rajputana were widely different. There was accommodation for English House Masters. The houses were built with that idea.

Mr. Godley did not think Native officers were reliable. They are uneducated and inclined, in their own interests, to gloss over defects (Colonel Beatson agrees). The system is too mechanical. There is no sufficient security. The absence of open scandal proves nothing. The Masters dare not set foot in the boarding-houses. The Musahibs cannot understand English and dislike boys speaking it. There is great jealousy between teachers and Musahibs—the latter should be abolished If there were three English Masters, the riding, drill and gymnastic instructors might take over the duties now performed by the Musahibs in connection with the boarding.

His Excellency then spoke regarding morality, and said that there must be foundation for the stories which had reached him from many quarters.

In the discussion which followed, Colonel Hutchinson said that such stories were easily spread and very difficult to check. He had dismissed one boy last year for immorality. Colonel Loch said there had never been a case of expulsion from the Mayo College. There was no jealousy at Ajmer between the Motamids and the College staff. Colonel Hutchison quite agreed that it would be best to entrust the duties of Motamids and Musahibs to Native gentlemen.

Sir C. Rivaz questioned Mr. Godley as to how the religious duties, &c , of the boys could be checked if there were no Motamids. Mr. Godley said that special arrangements would apparently be necessary in each individual case in which they were considered desirable. But such cases were few in the Punjab.

Mr. Waddington : In the Rajkot Houses there is no special division, territorial or otherwise. The Musahibs do not control the boys, but look after their convenience. They are very often quite old men. He was satisfied as to morals, but admitted that there might be opportunities of getting liquor through servants. The College grounds are closed at night. The Chiefs are now beginning to find that uneducated Musahibs are not much good. The status of the Musahibs should be gradually improved. The time has not yet arrived for abolishing Native servants and substituting a College menial staff. In Kathiawar there is constant dread of poisoning through local jealousies of Chiefs. There are no guardians because the Musahib is the guard. As the Musahibs are generally relatives, it is often very difficult to object to them, and many Chiefs would decline to send their boys without them ; but Mr. Waddington had, in several cases, dismissed the Musahib after consultation with the boy's parents, and made the private tutor Musahib.

Mr. Gunion : The boarding-houses in the Daly College are not formed on any special basis. A member of the staff lives in each house, whenever this is possible. There were formerly " Sardars " attached to the boys ; these corresponded to the " Rajputs " in Kathiawar. There are none now, and they are not missed. The boys sleep alone : no servants or attendants are allowed to sleep in their rooms.

Mr. Morison explained the boarding arrangements in the school at Aligarh. They are as follows :—

(i) A small ordinary bungalow, holding 20, with a resident English Master who has two rooms and lives with the boys. This is *much* the best arrangement. English Masters spy less and see more.

(ii) A small quadrangle, holding 40, under a Native Assistant and an old Maulvi, who is a member of the College staff. This is a fairly good arrangement. There are big dormitories, with four or five boys in each. The parents like this plan very much. All these boys leave at 13 or 14.

(iii) A large quadrangle, holding 80, under two Native Masters.

The boys in the school are almost all well-to-do. There are no local customs to be kept up. The difficulty is that the Native Masters do not know what is going on.

A large quadrangle, to hold 40 or so, is being built for rich boys. Mr. Morison thought that the private tutors do a great deal of harm. They take the place of cribs in English schools ; as soon as boys get under a good Master, they drop the private tutors.

His Excellency thought that, if the English staff were improved, the private tutors, &c., would naturally disappear.

3rd day, morning.*

QUESTIONS 20 to 22.

SERVANTS ; HORSES ; CARRIAGES.

For individual replies see Part II—

Pages 9-10 ... Mayo College.
Page 27 ... Aitchison „
„ 49 ... Mr. Johnston.
„ 54 ... Yar Muhammad.

Colonel Loch : The regulations allow 4 servants, exclusive of stable servants ; but Colonel Trevor, when Agent to the Governor-General, suggested that 10, exclusive of syces, were sufficient for a ruling Chief and 3 for other boys. The limits are practically observed. Exceptions are : (i) Raghunath Singh, brother of the ex-Maharaja of Bharatpur, has 13 servants in all : he himself lives with Colonel Loch : he is heir-presumptive. (ii) A leading Thakur of Mewar has nine servants. (iii) and (iv), two other boys have five and six servants respectively. The Kota Maharao came to College with 190 followers, but ended with 19 ; says he could now do with three or four. Colonel Loch thought that such a Chief as the Maharana of Udaipur would send 50 followers with his son ; not because they were wanted, but to mark his rank. Did not think that servants, who are old household servants, have a bad influence. (Colonel Hutchinson agreed, but did not like them.) Riding should be included in the compulsory curriculum.

Mr. Sherring agreed as to riding ; enforcement would be popular and would raise the tone of the College.

* NOTE.—Sir C. Rivaz was not present on the 29th January.

Colonel Robertson agreed about riding. When Political Agent in Bundelkhand, he got up a riding class at the Nowgong College, purchasing casters. Horses should be of uniform size, when possible.

Mr. Bayley said that it could easily be arranged to make riding compulsory.

Colonel Loch : Boys are not compelled to ride on English saddles : all but two or three do. They learn under a riding master (an old Native cavalryman). The two boys who went to the Cadet Corps had had no ponies.

Colonel Beatson was against riding school as at present taught. Imperial Service officers would always be ready to assist by advice or otherwise.

His Excellency suggested that the College should provide horses and saddlery on the club system and make the boys pay fees. Retain a Native riding master, but let him teach free riding, not riding in the school only. Let the Imperial Service officers visit and advise occasionally.

Colonel Robertson thought that this plan might result in economy.

Colonel Loch would provide 20 to 25 horses, 13-3 to 14-1, with College syces. Stables exist.

Colonel Hutchinson knew of no instances of boys coming up with large numbers of servants. The principles are observed, though not without difficulty. About 18 boys have horses, they are taken out riding twice a week in addition to schooling. Conditions in the Punjab do not render riding so necessary as it is in Rajputana. Parents, except the poorest, would probably like the suggested club system.

Mr. Godley : No difficulty as to servants, because of the poverty of most boys. Most of the scholars have only one. It is not possible to make riding compulsory, because many could not afford it ; but would certainly make it play a larger part in the curriculum.

His Excellency would merely lay down, as a general rule, that the education of boys at these Colleges should include riding. Every rule must be flexible. Mentioned that the present Lieutenant-Governor had specially asked him to refer to the importance of riding when His Excellency visited the College at Lahore.

Mr. Waddington : The minimum number of servants is three—Musahib, attendant, and cook. No maximum is laid down. At present no boy has more than four, and most have only three. This is exclusive of syces of whom not more than two are allowed. If Chiefs wanted to send more servants, he would refuse. The Political Officer usually fixes the numbers. The question of all servants being provided by the College has been discussed, but the time is not ripe for it. Boys are allowed two horses, and this limit is observed ; many have only one ; practically all are mounted. Riding is not only popular but is also one of the traditions of the College. There is a Native riding master whom the Principal superintends. There is a College squadron of two troops and, in addition to riding school, they have occasional paperchases and pigsticking, and are also taught tent-pegging, and the elements of cavalry drill. The general standard of riding is good. The boys drill themselves. There are four boy officers and these posts are eagerly sought. The Club system would not be necessary because every boy brings his own pony and saddlery with him. Would welcome visits of Inspecting Officers to assist with advice (Colonels Loch and Hutchinson said the same). Carriages are only allowed by special sanction of the Principal ; at present there are only three, which are kept outside the College. Up to last year there were more, but public opinion is against them, and he had cut them down on the ground of expense. They are not desirable or necessary and should be gradually abolished.

Mr. Gunion : The usual number of servants is three—a cook, a body servant and a syce. In only one case is this number exceeded ; the Rana o Jobat, a very small boy, has four servants. The Raja of Narsingarh and his brother, who live in the Gwalior House, have eight in all, but this includes a farash and two or three chaprassis, who are necessary, as the house is far from the bazar. The private servants have nothing to do with the boys, except to help them dress : they are a bad set, but have little opportunity of doing evil. Saw no objection to a College menial staff, but the parents would not like it. There is no limit to the number of ponies ; there is at present only one

boy who has no pony. Some have as many as four. Boys without ponies are usually mounted by other boys. Riding is compulsory three times a week; there are two riding schools under a retired Duffadar of the Central India Horse; only English saddles are used. Imperial Service Officers have often helped with advice and in buying ponies. There are no carriages except those which are required to bring boys to school who live at a distance.

Mr. Morison often had difficulties through boys bringing several servants. His maximum was one, or rarely two, when the boy had separate food cooked for him. Two servants were now paid by the College, and Mr. Morison wished to get *everything* done by the College staff. He had only four Hindu boarders. The wish of parents to have old servants with their boys was very strong. Had found that the simplest plan was to let the extra servants stay for a week and then turn them out. Private servants were in a great many cases very bad, and were agents of corruption. Thought that compulsory riding would be very popular; endorsed Colonel Beatson's suggestions, but said that it would be difficult to get up sufficient interest or enthusiasm.

His Excellency recommended competitions, riding cups, &c.

Yar Muhammad thought that the Head of the College should have power to expel and replace servants: does not think this would be unpopular.

Colonel Loch and Mr. Waddington had expelled servants.

Mr. Bayley thought that parents do not attach sufficient importance to the character of the servants they send.

Yar Muhammad agreed.

Colonel Hutchinson said that parents think more of sending an old servant than of sending one of high character.

The Maharao thought that parents *do* send the best men they can get: this was his own experience.

Yar Muhammad considered it very desirable to reduce the number of servants. This might be difficult in Rajputana, but it was not so in Central India. The young Nawab of Jaora had only four servants, exclusive of stable servants, and was quite content. Thought that the Rajputana Chiefs would soon realise the advantage of reduction. Quite agreed that riding should be compulsory.

The Maharao thought that it would, at first, be very difficult to get parents to agree to a College staff of servants; but that this might be accepted when the advantages were understood.

QUESTION 23.

MESSING.

For individual replies see Part II—

Page 10 ... Mayo College.
„ 27 ... Aitchison „
„ 49 ... Mr. Johnston.

Colonel Loch: If concentration is carried out, co-operative messing on a small scale would be possible. This would tend to reduce the number of servants and to effect economy. [These points should be included in any suggestions for concentration.]

Mr. Sherring advised common messing, if possible.

Mr. Waddington had nothing of the sort at present. The sole difficulty is the attitude of parents: it must be optional to commence with. Might begin with the Muhammadans, of whom there are usually about 12. (His Excellency suggested that something might be made of the dread of poisoning. A man who cooks for one boy might be got at, but hardly a man who cooks for a mess.) Mr. Waddington would try first with the smaller Talukdars to whom economy is a consideration.

Colonel Loch said that some of his boys already give dinner parties.

The Maharao: There is no objection to different classes of Rajputs dining in the same room; but in many cases they cannot dine off the same food or use the same plates.

Colonel Robertson would not bring common messing into the scheme; thought that it would cause doubts, and that the barriers are already falling fast of their own accord.

His Excellency would include the suggestion in the references to Local Governments, etc., as a possible means of effecting economies to balance other increases, and as a sanitary advance.

Mr. Gunion: At first boys used to take their meals separately in the rooms where the food was cooked; then they took it each in his own room; now they all eat together at the same table, off the same cloth, and sitting on chairs; though different food is prepared for them by their respective servants. Rajputs and Mahrattas eat together. Only the two Bhilalas eat at a separate table. Narsingarh (a Rajput) and Dewas (a Puar Mahratta) eat at the same table, in their own house, but have their own dishes.

The Maharao: It is contrary to caste for Rajputs and Mahrattas to eat together.

Mr. Gunion: There is no pressure whatever.

Yar Muhammad thought common messing very desirable, but several different messes would probably be required. He recommended separate Muhammadan and Rajput messes at the Mayo College as an experiment.

Mr. Johnston thought that, if a Chief let it be known that he approved common messing, the Sardars and others would follow suit. Sindhia gives dinner parties and has had Europeans at them, but sitting on a separate carpet and at a separate table.

Mr. Godley said that the difficulty lies, even with the Muhammadans, in persuading the richer to join the poorer.

QUESTION 24.

SPORTS.

For individual replies see Part II—

Page 10 ... Mayo College.
„ 28 ... Aitchison „
„ 49 ... Mr. Johnston.
Pages 54-55 ... Yar Muhammad.

As regards inter-collegiate games, etc., His Excellency suggested working them into something of the nature of a "Founder's Day" or "Old Boys' Day":—anything to call old boys together and to interest them in the College. Rajkot had an informal "Old Boys' Day" in a separate term to the "Prize Day": the two might be amalgamated. The Aitchison College had a "Speech Day" at which there was a fair attendance, though Chiefs did not come; also a "Sports Day."

Mr. Godley raised the question whether Polo ought to be encouraged at the Chiefs' Colleges. At the Aitchison College there is no Polo ground, and the boys, when they play, have to go outside and play on the station Polo ground. This is not good for them.

Colonel Loch: There is no Polo ground at the Mayo College; but sometimes a few enthusiastic players go to the Mewar Battalion Parade ground. Did not think that Polo is a boys' game.

Colonel Hutchinson was inclined to encourage the boys at the Aitchison College to play because the distance of the station ground was not great.

Mr. Waddington said that the question was one of expense At Rajkot the boys only play to a limited extent; there is no collegiate Polo; but a certain number of the boys go down and take part in the station game.

Colonel Robertson thought it very undesirable to encourage Polo. It meant that the boys must get good and costly ponies, otherwise, with bad ponies, the game would soon break down. Let the few rich boys play in the station game, if desired. But don't bring Polo into the Colleges.

Yar Muhammad felt very strong against Polo. Had no doubt that sports play too large a part in the Rajkumar Colleges, so much so that the idea exists that a Chief must excel in games. Polo had a most pernicious effect. It tempted a Chief to get up Polo teams and matches on his return to his State instead of looking after his administration. Strongly urged moderation in games.

Mr. Morison thought that it rested with the Principal to show that sports are not above work. His Excellency entirely concurred.

There was a general consensus of opinion that Polo, as a collegiate game, should be prohibited.

QUESTION 25.
MORALS.
For individual replies see Part II—
Page 11 ... Mayo College.
" 47 ... Aligarh "

His Excellency read a letter just received from an old pupil of the Mayo College, stating that, in his time, unnatural vice was common; "very few escaped the taint"; drink could easily be brought in and women were also brought.

Colonel Loch had known cases of drink being brought in and one case of a woman, who was intercepted before she reached the house : she pointed out the guilty servant, who was at once dismissed ; the boy was not punished. The most careful precautions are taken against unnatural vice.

Colonel Hutchinson believed the general disciplinary and moral standard to be satisfactory. There was no bullying. Thought the College was safe as regards drink and women owing to its isolation and distance from bazars; unnatural vice did occur everywhere, but did not know of any case in the College. It was difficult to guard against, especially when discipline at home was worse than at school.

Colonel Robertson disagreed on the latter point, as a general statement. The home discipline was often good.

Mr. Waddington heard similar stories when he first went to Rajkot, chiefly of trouble from communications with the bazar. Believed that abuse as to drink and women had been stopped. Thought unnatural vice did exist, but there had been no detected cases.

The Maharao neither knew nor heard of such offences while he was at the Mayo College ; denied the statement that women and drink were introduced.

Yar Muhammad knew nothing against the Mayo College. Had only heard of one case at the Daly College. Existing arrangements were not a sufficient safeguard.

Mr. Gunion knew of no cases of women or drink ; had always had a dreadful suspicion as to unnatural vice. There had been three instances of correspondence in Hindi between boys in the College; he could not understand and did not know what was meant; the intent could only be inferred. The Superintendent told the boys concerned that repetition would involve report to the Principal (who had, however, been informed) : no repetition was detected.

Mr. Bayley thought that the suspicion was one great argument for increased European supervision, and that there should be a system of getting rid of the bigger idle boys by superannuation.

Mr. Godley : The best preventive is to have fully qualified men in charge. He at first received anonymous letters which threw a lurid light on what went in the College. Since his first arrival these letters had ceased.

Colonel Robertson was aware that such rumours existed and thought that they had certainly had a deterrent effect. The Maharaja of Orchha gave this as a reason why he would not send a boy to any of these Colleges. The Motamids, etc., when at the College, were released from the control which exists at the head-quarters of the State.

Major Watson had not heard the matter discussed.

Colonel Beatson, with whom the Maharao agreed, said that the best preventive was to tire the boys physically by healthy exercise.

QUESTION 26. Present pro.
HOLIDAYS. portions.
For individual replies see part II—
Page 11 ... Mayo College.
" 28 ... Aitchison "
Pages 49-50 ... Mr. Johnston.
Page 55 ... Yar Muhammad.

Mayo College—about 104 holidays and 210 working days (excluding Sundays in school time and festivals).

Aitchison College—a little over 200 working days, excluding holidays and festivals and Sundays in school time.

Rajkot—holidays about $3\frac{1}{4}$ months.

Indore— " ten weeks.

Muhammadan Anglo-Oriental College—two months' vacation ; 10 to 14 days at Xmas : the rest depends largely on local circumstances.

Colonel Loch was satisfied with the system.

Colonel Hutchinson was not.

Colonel Loch would not advise a boy travelling before he is 16. There was formerly a holiday task, but it had been dropped because the holidays were not long enough.

Colonel Hutchinson had no special desire for change ; but would recommend three months' holidays in July, August, September, because Lahore is unhealthy then ; there should be no going away at Xmas, and only a week at Easter. But one long vacation, with fewer short vacations, would not be popular with parents. Short holidays were of no use to those wards of Court who had no homes of their own.

Mr. Godley was satisfied with the present system. The worst of long holidays was that they are against the wishes of parents. The difficulty was that there were two classes of boys to be dealt with : the wards and those who have parents.

Mr. Waddington : The holidays suit the conditions of the College ; no special change necessary. In some cases private tutors are sent with the boys for the holidays; in other cases groups of from 10 to 12 boys remain in charge of one or two of the College staff, spending part of the holidays in the College and part in visiting ; they seldom leave Kathiawar.

Mr. Gunion : There is no College supervision in the holidays. Ordinarily the private tutors accompany the boys. Holiday exercises are given out: these are done in the summer vacation, but very little is done at the Dasehra holidays, owing to ceremonies. He thought the summer vacation unnecessary, but the Dasehra vacation absolutely so.

Mr. Bayley was against giving too long holidays.

Colonel Robertson : Holidays must depend on local circumstances.

Mr. Godley attached great importance to supervision in the holidays. Would appoint private tutors from the staff for the holidays. [Mr. Waddington had done this.] The special difficulty was to secure supervision of wards. Their real guardian was the Deputy Commissioner, but he paid little or no attention to them.

His Excellency : Before the vacation, the College authorities should ascertain what each boy is going to do ; if not satisfied, they should take steps to look after him.

QUESTION 27.
ATTENDANCE AND ABSENCES.
For individual replies see Part II—
Page 12 ... Mayo College.
" 27 ... Aitchison "

Colonel Loch : Overstays from holidays are frequent. Boys are punished in extreme cases by forfeiting the next vacation ; the Motamid of the house then has to remain also. Such punishment is rare. Questioned by His Excellency, said the removal of a boy's name after a certain absence would be too severe a measure.

Mr. Johnston had the same difficulty at Indore, though Mr. Gunion said it did not occur now. The only remedy was to address the Political Officers, and it depended largely on the individual Political Officer whether anything resulted.

His Excellency : Government might address Political authorities and tell them Government are interested in seeing the attendance full and regular.

Mr. Bayley agreed, but thought that parents attach little importance to punctual attendance.

Colonel Robertson thought that the defect would remedy itself by degrees as education gained in interest and importance. Mentioned that at Mysore a carriage had to be sent round to fetch the girls to the Maharani's School.

Colonel Hutchinson : There has been no case of dismissal for prolonged absence. Boys have, in four instances, been kept back at Xmas, as punishment for overstay. In case of prolonged absence of wards he addressed the Deputy Commissioner ; in other cases addressed the parents. In one case he sent a Motamid to fetch a boy ; this was a disgrace, and the charge had to be met by the parent ; would not advocate further punishment.

Mr. Godley : The wards are the worst ; there is no one at their homes to send them back.

His Excellency thought this wrong ; there should be closer correspondence with the Deputy Commissioner, who should be warned in advance of dates of commencement and end of holidays. Suggested that in Rajputana, &c., Political Officers should be asked to find out what the boys do in their holidays.

Mr. Morison's difficulty was to empty the school at the holidays. The Deputy Commissioners, when referred to as to wards, generally replied "Oh, you keep them." Now had five at the College.

Mr. Waddington had the same system and method of punishment as the Mayo College. At the beginning of the holidays, he communicated with Political Officers, giving the date on which the holidays end, and asked their help to secure punctual return. Made enquiry when he needed information as to how a boy would spend his holidays ; had now no difficulty in getting boys back.

His Excellency thought that the Principals should *always* ascertain how each boy was going to spend the holidays.

Yar Muhammad quite agreed with Mr. Bayley that holidays should not be too long.

Mr. Bayley enquired whether a system of fines for non-attendance would be unpopular.

Mr. Waddington and Yar Muhammad both said it would be unpopular and would defeat the object in view.

QUESTION 28.

RELIGION.

For individual replies see Part II—

Pages 11-12 ... Mayo College.
" 28-29 ... Aitchison "
Page 15 ... Mr. Johnston.

Colonel Loch had never been asked to provide religious instruction ; had no reason to suppose that Chiefs expect it, but thought that they would like to have tenets expounded, and would even pay for the teacher. The course of religious teaching should be systematic. In the Tonk boarding-house there was a Maulvi. Would like to have a Pandit and a Maulvi, and would make attendance compulsory.

Colonel Robertson : Native Chiefs know little or nothing about their religion. Thought that religious teaching would be an undesirable innovation and pure waste of time ; probably nothing but ritual would be taught.

The Maharao said there was no time for religious teaching at the Mayo College, and it would be useless to start it. Chiefs cared little about it.

Mr. Bayley said the Raja of Sailana and another Chief had complained to him that there was no religious teaching at the Colleges.

Yar Muhammad said that the want is generally felt and that it is one of the main causes of complaint both by Muhammadan and Hindu parents. Would like to see a Maulvi and a Pandit appointed at each College.

Mr. Gunion : At the Daly College there is a Shastri (reader of sacred books) who reads and expounds sacred books to the boys for an hour a day on Sundays and Hindu holidays. The arrangement is entirely unofficial. The boys make quite voluntary subscriptions of about Rs. 30 a month. It has become a regular instruction, and the room in which the Shastri reads is regarded as a sort of church ; the boys decorate it with flowers, come cleanly dressed and are attentive and interested. The Hindu masters are present by the Principal's orders and go gladly. Had himself listened to the Shastri's expoundings and found them very interesting. Considered the arrangement very satisfactory, and that it has a good effect, in so far as it is a certain recognition of the existence of a Higher Power.

Colonel Robertson said that the point was remembered as regards the young Maharaja of Mysore, who has a guardian to keep him posted in matters of ceremonial observances, caste, etc.; but there was great difficulty in teaching anything about religious precepts.

Mr. Morison : The difficulty is to get the Maulvis to preach anything but ceremonial ; the parents like that.

Yar Muhammad said that, under the present system, a boy on leaving College had no religion, and he had no time afterwards to learn any : suggested that the Colleges should appoint preachers, which would be a most popular measure.

Mr. Waddington had a weekly lecture by a Shastri for the Hindus in a separate room, and instruction for the Muhammadans at the hands of the College Maulvi, who was a member of the staff. Both lectures were given on Sunday, and the attendance in both cases was compulsory. The Maulvi lectured on the ethical, not the ceremonial, aspect of religion. No objections had been raised by parents, and he believed the arrangement was popular. Sunday was a full holiday for all. The lectures might be given more frequently.

Colonel Hutchinson : There is at present no teacher for the Hindus ; believed that they go with the Sikhs, except the Brahmins. The boys subscribe for the teachers, and parents are ready to give money for such objects.

See pages 28-29, Part II.

Mr. Godley : At the start, the attitude of the College authorities was very cautious ; they carefully avoided sanctioning anything except private teaching ; thought that they might go further now and employ regular teachers ; would have fixed hours two or three times a week.

Colonel Loch agreed, but would have the hours more frequent.

Mr. Morison now had ½ hour a day, after breakfast and before school or play begins.

Major Watson had ½ hour twice a week after dinner ; this time was chosen by the cadets themselves.

His Excellency believed that public opinion would welcome assistance by Government in giving the boys instruction in the tenets of their own religion. There was a feeling abroad that the present system of education was too entirely secular and promoted want of faith. A Pandit and Maulvi might be appointed for each College by the College authorities, who would of course consult recognised leaders of the religions concerned.

QUESTIONS 29 TO 32.

CURRICULUM.

See individual replies in Part II—

Pages 12-13 ... Mayo College.
" 29-30 ... Aitchison "
" 41-42 ... Daly "
" 50-51 ... Mr. Johnston.

Colonel Loch: Do not read up to the University Entrance Examination. Have an entirely separate curriculum.

Mr. Waddington: The course is independent and approximates to High School, leading up to the Matriculation standard in the highest class. The first idea was to have a course suited for Chiefs only; this has been gradually assimilated to the Government course. The general opinion of the Committee is that the boys should be qualified to go on to the University, at the end of the College course, if they wish to do so. The reason is that boys and parents like to be able to point to having passed an examination of some recognised standard. Only one boy, however, has recently proceeded to the University.

His Excellency thought that we should try to make the Colleges more of finishing institutions, with special arrangements for completing the education in the last year.

Colonel Robertson: The idea of working up to any school standard is quite wrong: we should carefully choose the curriculum and the text-books; should make the course *thorough*, and have a final examination before they leave the College.

Mr. Gunion: Some years ago two Brahmins from the Daly College passed the Entrance Examination: he had not encouraged this sort of thing, as he thought that it would interfere with the regular course.

Mr. Sherring thought that the Colleges should be independent of the Educational Department, but should have a common standard, so as to create competition. At present there was no competition, and this retarded the enthusiasm of the boys.

Mr. Godley: The difficulty is that the boys want diplomas which will help them to get employment. No patch-work scheme will meet the case. If anything is done, an entirely new course should be devised.

Mr. Waddington would welcome a new standard for these Colleges; his system was due to the desire for some diploma or standard.

Yar Muhammad thought that there should be uniformity and one special curriculum for all the Chiefs' Colleges.

His Excellency observed that there were really four classes of boys to consider: (1) future Chiefs; (2) boys who will join the Imperial Cadet Corps or adopt a military career; (3) boys who will have to do with land; (4) boys who have no special future before them and require a general education.

Mr. Johnston thoroughly agreed with Mr. Godley that we should cut adrift and make a fresh start. The instruction should be more practical, especially in English and Vernacular; the standards now adopted in the Colleges were too theoretical: there was too much book-work and not enough teaching of the colloquial and every-day use of the languages. Other branches, *e.g.*, Algebra, might be left as they are. Only a very moderate amount of English grammar should be taught.

None of the Colleges have Entrance Examinations or tests. Mr. Gunion once refused to take a boy of 16 who had not begun his education. No other instances of refusals were given. Colonels Loch and Hutchinson thought that it would be dangerous to have an entrance test. Mr. Waddington said that the time is not yet come. Neither Mr. Godley nor Mr. Sherring recommended it.

Colonel Loch and *Mr. Sherring* agreed that the present examinations at the Mayo College are sufficient. The classes are rearranged and boys promoted once a year.

Colonel Hutchinson said that he had no system of outside examination; it might be advantageous, but the difficulty was the cost of fees. The Inspector of Schools inspected, but did not examine.

Mr. Waddington had one examination by the College staff in April, and an annual examination in September by an officer of the Educational Department, who was deputed by Government. The object of this was to get uniformity of standard. Two examinations were quite enough.

Mr. Godley, questioned by His Excellency, was rather doubtful whether one examination by the College staff and one by the new Independent Board would suffice for the year.

Mr. Gunion had examinations at the end of each week to test the week's progress, but nothing else. Had never heard of any desire by parents for a special standard or diploma. Would accept the larger scheme, including examinations.

His Excellency, summing up, said—

There must be a new course having at the end of it a general examination, which should perhaps carry something of the nature of a diploma, in order that confidence may be created. The question of prescribing any test examination for Entrance should probably wait.

It was decided that a Sub-Committee should be appointed to draw up suggestions for a new curriculum.

4th day (morning).

QUESTION 33.

PRESENT EDUCATION.

See Part II.

For Mayo College—page 12.

For Yar Muhammad's remarks see Part II, page 55.

Mr. Sherring: The first four classes are taught entirely in English: the lower four learn other subjects in the vernacular. Persian or Sanskrit is compulsory in the first 6 classes. Muhammadans learn Urdu and Persian; most Rajput boys learn Hindi and Sanskrit. Questioned by His Excellency:—The average boy knows more of English than of the Vernacular or Classical language which he is studying. The main failing is that most boys learn their English from natives of India.

Major Watson: Cadets can speak and understand English fairly well, but cannot write an ordinary letter. Their spelling is fair, but style peculiar. He could not teach them military subjects unless the average standard of English knowledge was higher.

Mr. Godley was strongly of opinion that the Aitchison College does not give a good education in English. The College is too much bound by the Educational Code. The only difference between the College boys and boys from Government schools is that the former can speak English more readily. English is the medium of teaching in the two highest classes, so the boys only have two years in which to gain any substantial knowledge of English, since the standard of English which the Code requires for middle school examinations is very low. There is great difficulty about the vernacular, owing to the great variety of dialects in the Punjab: the boys arrive, knowing many hill dialects. They have first to learn Urdu. The only compulsory Classical language, which all learn, is Persian; boys would have to learn Hindi before they could study Sanskrit, and there are not enough who want to study that.

Discussion followed as to the relative values of Persian and Sanskrit. His Excellency said the question should be regarded from the point of view of what they open up. Mr. Gunion, speaking from personal experience after 10 years' study of Sanskrit, thought Sanskrit practically worthless. Persian was much easier. Mr. Sherring thought that Persian might, from Moghul associations, be unpopular in Rajputana generally. Mr. Gunion said, and Colonel Robertson quite agreed, that it is practically impossible for a boy to learn

enough Sanskrit to enable him to study Sanskrit literature. On the other hand, they can learn enough Persian to be able to read standard Persian works. Colonel Robertson thought that most parents regard Persian much as English parents regard French.

Colonel Robertson said that a most important question is what attention is paid to the boy's own vernacuar. Can a young Chief, on completion of his College course, make a speech in his own vernacular or discuss questions in it with his Sardars, etc. ? Stress has been laid on this in the education of the young Maharaja of Mysore.

Colonel Loch answered in the affirmative and said that boys are taught to read petitions and write letters in their own vernacular.

Colonel Robertson thought that boys like Euclid and Algebra.

Mr. Morison said that the reason why boys do better in Euclid and Mathematics is that Native masters can teach these subjects well, while they teach English very badly. Considered that a great deal too much Mathematics was taught and that time was thereby wasted. Four-fifths of the boys at Aligarh disliked them excessively.

Major Watson would like Euclid and Algebra retained.

Colonel Beatson would certainly cut them out. Cadets who advance beyond others could then pick up for themselves such extra knowledge as they might want.

Mr. Waddington found great difficulty in bringing boys up to the High School standard in Mathematics, and considered too much time was given to the subject.

Yar Muhammad did not attach importance to Mathematics, though they might attract some boys. Would exclude Euclid and Algebra.

Mr. Gunion considered the English education given by the Daly College to be good as far as it goes. In the weekly examination English is the medium of examination for the 2 upper classes ; the lower classes are examined in Hindi. There are 6 classes altogether and English is taught in 5 of them. No Sanskrit is taught. The parents of the one Brahmin now in the College have insisted on his learning Persian. The study of the vernaculars does not receive the attention which it deserves. The language used by the Rajputs of Central India appears to be practically Urdu in the Nagri character. The reading books formerly used were from the Central Provinces and were written in a different form of Hindi. There is now only one vernacular text-book, Shiv Prasad's History, which is in the Urdu-Hindi. The boys afterwards learn Urdu and would naturally go on to Persian. The system of teaching English is good.

Mr. Waddington : Guzerati is the local vernacular, and the Muhammadans have to learn it, though the language of their own families is Urdu. Only these two and English are taught. No Sanskrit and no Persian. Sometimes a few Muhammadan boys learn a little Persian and Arabic. Mr. Waddington would not have any Sanskrit ; nor would he make Persian compulsory for every one. Attention is devoted to colloquial English ; the teaching to write English is the great difficulty. Would be content to devote all attention to English and the essential vernaculars. English is the medium of examination in the three highest classes ; there are usually 6 classes, sometimes 7.

The Maharao : A boy should have a thoroughly sound education in his own vernacular. A sentimental value attaches to Sanskrit as the old religious language, and a boy might learn some of it, but His Highness would unhesitatingly place Persian before Sanskrit, because it is more useful.

Yar Muhammad regarded Persian as a necessity and would make it compulsory. For religious instruction a knowledge of Persian, if not of Arabic, was required.

(See Part II, page 55.)

Mr. Johnston : In addition to English, the most useful languages are the boy's own vernacular and Urdu. Correspondence is ordinarily carried on in Urdu and a boy certainly ought to be able to read and write the character. The teaching of Classical languages should depend on whether time can be spared ; they should not be compulsory.

Sir C. Rivaz had no special opinions : Persian was certainly desirable ; the difficulty was to find time for it.

Mr. Bayley : More time must certainly be provided for study of English. The knowledge which young Chiefs now acquire is not sufficient to enable them to discuss ordinary administrative questions. Would drop Sanskrit and Persian ; but would permit boys to take them up, as extra subjects at the end of the course, if their parents wished it. Boys should learn both Urdu and Nagri characters.

Mr. Morison said that the standard which Mr. Bayley suggested was much higher than that to which his College was now prepared to go.

There was general agreement :—

(i) That the English education now furnished by the Colleges, though good as far as it goes, is in every case capable of improvement and this improvement is the point of first importance. At present the boys acquire a fairly good knowledge of the colloquial, but writing correctly on general topics and discussion in English on other than quite simple questions are beyond their powers. It is desirable to bring them up to the higher standard at which they will be able both to write about and to discuss colloquially, in easy terms, any ordinary subjects with which they are likely to have to do on leaving College.

(ii) It is essential that a boy should have a really good knowledge of his own vernacular. His knowledge should be such that, on returning to his own State, he would be able to follow without difficulty everything that goes on in the Courts of the State : to ask intelligent questions as to the evidence, &c., and, if a Chief, to hold free discussion with his Sardars and people generally upon topics connected with the State.

In certain cases it may be desirable that a boy should know more than one vernacular or should at least know the written character of more than one.

(iii) Classical languages are not necessary, and from want of time are not desirable. Persian is on the whole the best and most useful, but no Asiatic Classical language should be compulsory. If parents or guardians express a wish that their boys should learn such a language, the means should, if possible, be provided by the College.

(iv) There is a general consensus of opinion that Euclid and Algebra are not required.

Text-books should be carefully selected with reference to the curriculum. His Excellency advocated simple lives of great men : to teach the lessons of life from such lives.

QUESTION 34.
STANDARD EXAMINATIONS PASSED.
For individual replies see Part II—
Page 30 ... Aitchison College.

Mayo College.—Five have passed the Entrance ; the last was in 1892 : the curriculum has since been changed : none have passed F. A. or B. A.

Aitchison College.—Four or five passed the F.A. in 1892; none in any other year. Up to 1900, 74 went up for the Entrance, and 56 passed. This has actually been the final examination from the College, and boys go up for it not so much to pass, as because it is the final examination of the College. On passing it the boys go elsewhere, if they mean to study for higher examination. Only ten however have passed the F.A. and only two have taken the B. A. degree.

Rajkot.—Only one boy in the last 10 years has gone to an Indian University: he had passed the Entrance at Rajkot. The movement back towards the Code Examination was only due to a desire to secure a better standard.

Daly College.—Since Mr. Gunion joined 11 years ago, two boys have passed the Entrance. This was in about 1893. One went on and passed the B.A.; the other did not go on. One failed for the Entrance at the same time. No others have gone up since.

QUESTION 35.
SUPERANNUATION AND DISMISSALS.

See Part II—
Pages 12-13 ... Mayo College.

Colonel Loch had never dismissed a boy. He reports to the Political Officer. The Political Officers superannuate useless boys and have done so pretty often was satisfied with the position.

Colonel Hutchinson knew of no case of superannuation or of dismissal as useless. One boy was expelled for misconduct by himself; five were expelled together in 1893, and one in 1897. The question of dismissing stupid boys had never come up.

Mr. Godley: The College leads a hand-to-mouth existence, and is glad to keep all the boys it can get; would prefer a smaller school with stricter rules. Questioned by His Excellency, said that the idle loafer does have a bad effect, as in an English school, and Mr. Godley would be glad to sift him out.

Mr. Sherring would like to see a maximum age fixed for each class (if there is a common curriculum) and to dismiss boys who exceed the limits.

Mr. Johnston would fix not the age for the class, but the period, say 2 years, for which a boy might remain in one class. Some rule of this sort was desirable as a stimulus; but it should not be stringent at first. Mr. Sherring accepts this.

Mr. Waddington: Boys are usually sent by the Political Officer, and the College is expected to do the best it can for them. Had received a boy of 17 who was quite ignorant (his father had just died), and made special arrangements to try and knock him into shape. The present system placed a premium on idleness. As an inducement to work, would refuse to let a boy leave the College until he had reached a certain standard. Mr. Sherring supported this.

Mr. Gunion knew of no cases of superannuation; now had one boy of 17 in the 4th class.

His Excellency said that the general conclusion was that greater strictness as regards superannuation and removal is desirable; but this should follow rather than precede the reform of the curriculum, and the larger attendance which, it is hoped, will ensue.

QUESTION 36.
LECTURES.

His Excellency spoke of the desirability of varying the monotony of the curriculum by interesting the boys in outside subjects.

None of the Chiefs' Colleges have had lectures, but discussion revealed a strong general feeling in favour of the suggestion.

Mr. Morison had lectures and encouraged them as much as possible; he got a good many natives to lecture; many lectures were delivered in Urdu.

Yar Muhammad considered the idea excellent.

QUESTION 37.
RESPONSIBILITY OF GOVERNMENT.

Colonel Loch: Government and local officers show little interest: Political Officers do not visit the College sufficiently; they might help by sending more boys and securing punctual return after the holidays.

Colonel Hutchinson: Government do little, but the present Lieutenant-Governor takes a great interest in the College. The Deputy Commissioners only visit the College if they have wards of Court there; they ought to be encouraged to come.

Mr. Gunion: Political Officers, especially those at Indore, rarely visit the College.

Mr. Bayley thought that Agents to the Governor-General in Central India had taken a real interest in the Daly College.

Colonel Robertson thought that very little interest was taken at present, but the example now being set by His Excellency would be followed all down the line. There should be closer correspondence between Principals and Political Officers, etc., regarding pupils, and Political Officers and Deputy Commissioners should be moved to visit the Colleges frequently.

His Excellency said that we should include this point in our general instructions.

QUESTION 38.
COMMON EXAMINATIONS.

For Mayo College, see Part II, pages 13-14.
For Aitchison College, see Part II, page 30.
For Mr. Johnston's remarks, see Part II, page 51.

Mr. Sherring: A common staff with promotion, *inter se*, based on efficiency, would be popular. The Travelling Inspector should spend at least 3 weeks at each College; take the classes and give a general opinion on the condition of each College. He should also hold a simultaneous annual examination of all the Colleges in April. This would be a work of six weeks.

Mr. Waddington: The Native staff must of course be local and non-interchangeable (this was generally accepted). The Native staff might belong to, and be seconded from, the local Educational Department, drawing the same salaries and eligible for the same pensions as their contemporaries.

Colonel Hutchinson: A proposal to place the officers of the Aitchison College on the provincial list is already under consideration.

Mr. Waddington favoured the general idea of an interchangeable British staff, if it could be worked out. An independent Board of Examiners was required to secure the desired standard of uniformity in the College. His Excellency suggested that the Inspecting Officer could examine the lower classes during his annual visit. Mr. Waddington thought that the examination of the lower classes must be local. Other heads of Colleges agreed in this.

Mr. Godley enquired whether appointments of tutors (British) to Native Chiefs could be included in the cadre of any new staff.

His Excellency said this question should be borne in mind.

QUESTION 39.
TRAINING FOR CADET CORPS.

For system at Mayo College, see Part II, page 14.
For system at Aitchison College, see Part II page 31.
For Mr. Johnston's remarks, see Part II, page 51.

Colonel Loch: A local Cadet Corps would be very popular and would not interfere with the ordinary course of the College.

Mr. Sherring supported the idea.

Colonel Hutchinson and *Mr. Godley* agreed. Colonel Hutchinson said that it might lead to boys obtaining more commissions in the Native Cavalry.

Mr. Waddington already had a mounted Cadet Corps which includes the entire College, being compulsory. It consists of 2 squadrons of whom the junior are learning to ride, while the senior are regularly drilled by a Native officer from a local regiment. The boys themselves are officers; the corps has a khaki and

also a full dress uniform. Officers have a separate dress and certain privileges. He supported the idea, but said that the corps should be regarded rather as part of the College discipline and sports, not as a military side to the College.

Major Watson : More and better knowledge of English is the first desideratum. Riding comes next. Drill is good but not essential ; it should not interfere with English and riding. Musketry at Colleges is little or no use ; sword and lance exercises are not required. These things can all be quickly and easily taught later on. In short, English and riding are essential because they require time ; a local Cadet Corps training and riding school are not essential.

His Excellency observed that the local Cadet Corps would be useful as showing which boys would be the most promising recruits for the Imperial Cadet Corps.

The Maharao and Yar Muhammad were both in favour of local mounted Cadet Corps which would be popular and useful. The Maharao practically learnt his riding at the Mayo College, but on the polo-ground, not in the riding school.

Colonel Beatson agreed with Major Watson that boys at the Colleges need not learn military drill. Good English, riding, and a little arithmetic are quite sufficient. But the Colleges might turn the boys' thoughts towards a military career by teaching them the traditions and customs of their States and the gallant deeds of their ancestors. Physical drill is enough ; but powers of observation should be developed. Sword-drill, except with a sharp sword, is of no use. Fire-arms are dangerous and unnecessary. Regiments like the Central India Horse would be delighted to get Native Officers from the Colleges. The European Masters all ought to ride well.

QUESTION 40.
TRAINING FOR LAND-OWNERS.
For Mayo College see Part II, page 14.
For Aitchison College see Part II, page 31.
For Yar Muhammad's remarks, see Part II, page 55.

Colonel Loch, questioned by His Excellency, said the separation of the boys into two groups at the end of their school-time would not interfere with the homogeneity of the College. Agriculture was a compulsory subject in every class. Drawing should be compulsory because it is useful both to soldiers and land-owners. A veterinary course would be similarly useful to both classes. Surveying should be taught to future land-owners and would be a great help to boys of that class.

Mr. Sherring : Veterinary teaching is very easy, because there is a Veterinary College close by. If an agricultural class were started, the larger proportion of the boys would join it, because the large majority will have to do with land.

Colonel Hutchinson : A model farm would be of great use, if started on 100 acres of land already attached to the College. It could give practical teaching in land measurement, irrigation, value of manures, rotation of crops, etc., but would require a trained teacher from Cawnpore at Rs. 50 a month. He would only teach these subjects in the last two years to boys who were going back to their estates.

Mr. Godley : Teaching agricultural subjects in connection with a model farm would be useful, because so many pupils go back to landed estates ; would not make a drudgery of it, but try to interest the boys. The course should be experimental.

Mr. Lawrence said that model farms are generally failures : it would be better to send the boys to the Provincial School of Agriculture which was likely to be started before long. Mensuration could only be learnt by practical teaching on settlement.

Sir C. Rivaz thought that there would not be much advantage in a farm at the College ; but a boy, at the end of his College time, might be placed for three or four months with some officer engaged on settlement work.

Colonel Robertson considered the subject of the greatest importance. No arrangement was now made to teach the boys the work of their after-lives. Any course must be made both practical and interesting. Recognised the difficulties

in the way ; but thought that the system of land revenue and records might be learnt in the field during the boy's last cold weather. Would not separate Chiefs and small land-holders.

Mr. Johnston : The time at the end of the course is too short to admit of any thorough training ; but owners of land should be given some practical knowledge ; they have no time to read big text-books.

Mr. Waddington : Education at Rajkot does not take this form. For the last six months of their College life boys are sometimes specially taught village accounts and political economy. A model farm would be expensive and difficult to manage.

Mr. Lawrence : Personal and practical experience is what is wanted, not a knowledge of text-books.

Colonel Robertson : The young Maharaja of Mysore was given lectures on the outlines of the revenue system, etc., and was then taken out for practical instruction in the field.

Mr. Morison : Boys *do* want to know about land. Boys who have learnt a little political economy often ask intelligent questions about land, and he thought that *something* might be taught. But it could only be a smattering, and solid teaching of English and general education should not be jeopardised for this. Asked when the special training would come in. If it was after 19, he would agree.

His Excellency said that at about 18 a boy's general education would be more or less complete and his future shaped. Those going to land would be ignorant on the subject, and if we could arrange to attach them to district officers, so much the better. They might also be taught the elements of law.

Mr. Morison agreed. He has taught Strachey's "India" with good results.

Colonel Robertson would put off the special training to 18, or at any rate to 17.

Mr. Sherring suggested that, for the last year or two of a boy's College course, he might be given practical field training in the holidays.

The general opinion was against this. The special training should be at the end of the course and should be practical ; the boy should go to it equipped with an elementary knowledge of the principles of the subject, common terms, etc.

His Excellency suggested that a very simple manual might perhaps be drawn up by an expert for the use of the Colleges.

QUESTION 41.
FUTURES OF CHIEFS' COLLEGES.

Colonel Loch was in favour of concentration ; each College should, if possible, have a minimum of 100 boys. Mr Sherring agreed.

Colonel Hutchinson said there was no room for more than one Chiefs' College in the Punjab.

Mr. Johnston considered concentration to be in every way desirable.

Yar Muhammad (see Part II, page 55) strongly deprecated the multiplication of Colleges, owing to the difficulty of maintaining the general high standard. Much better to bring boys from different provinces into contact with each other, which would tend to break down racial pride and jealousies.

QUESTION 42.
NOBLES' SCHOOLS.
For Rajputana, see Part II, pages 14-15.
For Sardars' School, Gwalior, see Part II, page 52.

Colonel Beatson said Sir Pratap Singh's idea in starting the Powlett School at Jodhpur was to get the boys away from the Zenana.

Mr. Sherring: The Bikaner school has about 50 boys and seems to be very good.

The Maharao: At the Kota Nobles' School about 50 boys are educated at the State's expense; parents pay nothing for the education; the boys are sons of Thakurs of good position; examinations are held by the Head Master, a Native, who was formerly His Highness's Private Secretary. His Highness encouraged them to proceed to the Mayo College. The school reads up to the Matriculation standard.

Colonel Loch: Political Officers should be asked to get boys sent on to the Mayo College from the State schools.

Colonel Hutchinson: There are no feeder schools in the Punjab and not likely to be any.

Mr. Waddington: There are no feeder schools in Kathiawar or Guzerat. The Girassia schools are usually filled by boys who are too poor to go to the Rajkot College.

His Excellency observed that the matter was one for the future. If the Colleges grow more popular, more feeder schools will grow up.

QUESTION 43.
OFFICERS OF POLITICAL DEPARTMENT.
See Part II, page 15—Mayo College.

Colonel Loch saw advantage to all concerned in attaching junior officers temporarily to the Chiefs' Colleges.

Colonel Hutchinson, as far as the Punjab is concerned, did not see what such officers could do.

Mr. Bayley thought that it might be good for some junior officers, as likely to foster sympathy; but, as a general rule, would not be very useful.

Colonel Robertson agreed.

Mr. Waddington had two young Political Officers temporarily attached to the College as guardians; they were useful, but on the social and disciplinary side rather than in teaching.

His Excellency: No principle can be laid down. The matter depends largely on individual circumstances.

Colonel Robertson thought the Colleges might be used to train up Native gentlemen as possible Dewans.

There was some general discussion in which it was shown that a very large number of posts in Native States, which are now filled by Natives of British India, might be better filled by men who had been trained at the Chiefs' Colleges, provided the education given at the latter was sufficiently good.

Colonel Hutchinson spoke of the desirability* of making it easier for young men who had been educated at the Colleges to get direct commissions in the Native Army.

* See Part II, page 32.

His Excellency, summing up, said—

The future careers of the boys seemed to fall into the following classes:—

(1) Native Chiefs,
(2) Care of landed estates,
(3) Imperial Cadet Corps and other military employ,
(4) Official appointments in Native States,
(5) Tutors and other educational appointments, and possibly,
(6) Political Service.

His Excellency expressed satisfaction at the interesting and useful nature of the discussion and his firm intention to improve the present state of affairs.

The Conference then closed.

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CONFERENCE ON CHIEFS' COLLEGES.

PART II.

INDIVIDUAL ANSWERS TO QUESTIONS.

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MAYO COLLEGE,

AJMER.

1. ATTITUDE OF CHIEFS.

Colonel Loch.—All the (18) Ruling Chiefs of Rajputana, except one, the Rana of Dholpur, who has not subscribed to the Endowment Fund, are members of the Mayo College Council.

There have only been two meetings of the Council: one at the time of the Delhi assemblage in January 1877, at which the President, His Excellency the Viceroy (Lord Lytton), the Vice-President, the officiating Agent to the Governor General for Rajputana (Major Walter), seven Chiefs, five Political Officers, and the Secretary were present. The second was held in March 1888 at Ajmer, when the Vice-President (Colonel Walter, Agent to the Governor General), seven Political Officers, 14 Representatives of Native Chiefs, and the Secretary attended.

On the occasion of a Viceroy's visit to Ajmer, when His Excellency is pleased to distribute the prizes at the Mayo College, all the Chiefs, Nobles, and Gentry, as well as "Old Boys" are invited to the function: the response is cordial and very many attend.

Lack of interest in the institution may, I think, be said to be confined to those Chiefs who are uneducated. Those who know the value of education, especially the Darbars who have been trained at the College, *do* support it.

The Nobles would unquestionably take a far greater interest if a career were offered to them. I venture to predict that the Imperial Cadet Corps will be a marked attraction: the prospect of obtaining Civil or Subordinate Political appointments under Government would also be a strong inducement. Ruling Chiefs have great power in their own hands by employing boys in their respective States as Members of Council and in many other positions of trust. If the Sardars themselves and their parents could only realize that, after leaving college and having proved themselves competent, their labours would receive recognition, the encouragement thus given would have great and good effect.

2. RAISON D'ETRE OF COLLEGE.

Colonel Loch.—Yes, the College does answer its purpose, as it educates Chiefs and Nobles only.

It is *generally* patronized, as the number in the college fluctuates considerably. The following table shows the number on the 31st March each year:—

1876	23	1890	79
1877	31	1891	73
1878	39	1892	68
1879	37	1893	63
1880	32	1894	57
1881	45	1895	68
1882	62	1896	72
1883	66	1897	74
1884	68	1898	63
1885	74	1899	63
1886	80	1900	59
1887	76	1901	56
1888	71	31st December 1901	52
1889	70		

Mr. Sherring.—At the first meeting of the Council, the rules for the administration of the College were drawn up. At the second meeting the States agreed to pay further contributions amounting to over Rs. 10,000 a year.

The aristocracy of Rajputana may be divided into three classes:—

1. *Ruling Chiefs.*—They would take greater interest in the College, if they felt that by doing so they would gain the expressed approbation of the Government of India, and that failure to show interest would meet with their disapprobation. At present those who are uneducated do not value education, and do not care to have their Nobles better educated than themselves.

2. *Rich Nobles.*—They follow the lead of their Chief; most of them are uneducated and conservative; their interest in the College is proportionate to the encouragement they receive from their Chiefs and Political Officers.

3. *Poor Nobles*—would join the College in large numbers if by doing so they knew that a career would be opened to them, either in the Cadet Corps, or in service under Government, or in service in their own States.

Punjab	3
Bengal	2
Bombay	3
Central India	2
North-Western Provinces	3
Assam	2
	15

Colonel Loch.—Out of 299 boys who have studied or are studying at the College (15 of whom, all nobles, have been received from other Provinces), only 4 have not belonged to the aristocracy.

There is therefore no alien element as regards non-nobles, but the admission of boys of good blood from other parts of India distinctly conduces to the success of the College.

There are some ten instances of "Old Boys" having sent their sons and relatives to the College; and many more cases of younger brothers having joined their elder ones during their period of study. Boys of the second generation have also come after their father's decease.

Yes, pressure is required.

There are only four Wards of Court belonging to the Ajmer District at the Institution.

Mr. Sherring.—The Mayo College is for Chiefs alone. Whether rich or poor, the boys are all more or less related to the Ruling Chiefs.

The number of boys on the rolls in 1886 was 80; on January 1st, 1902, it was 52. This decrease may be partly due to the fact that there have been five famine years in Rajputana from 1890 to 1902, and that most of the boys are landholders.

The first boy of the second generation joined the College in 1893 at the age of 11; his father joined in 1876 at the age of 13. Only 30 boys left the College during the first six years, so that sufficient time has hardly elapsed to allow of old boys having children old enough to send to the College. The two sons of Rao Bijai Singh, of Kunari, are at present studying at the College. The father joined in 1881 at the age of 13, and his younger son is a child of eight. The Rao of Masuda, another old boy, sent his son, and the sons of the Maharaja of Alwar and the Thakur of Koela studied at the College.

Pressure is generally required from the Political Officer, as the fathers are uneducated and do not value education.

Of the ten Boarding Houses, one is under the Court of Wards, who at present send four boys. Of the total number of 299, 27 have been sent from Ajmer.

3. NUMBERS.

Colonel Loch.—The following table shows the yearly admissions:—

					Average number present.
1875-76	23	1889-90	16		1880-81 . 32
1876-77	12	1890-91	8		1881-82 . 49
1877-78	14	1891-92	13		1882-83 . 54
1878-79	9	1892-93	11	—1 re-admitted=10	1883-84 . 58
1879-80	3	1893-94	5		1884-85 . 59
1880-81	16	1894-95	23		1885-86 . 64
1881-82	25	1895-96	12		1886-87 . 63
1882-83	7	1896-97	9		1887-88 . 57
1883-84	11	1897-98	4	—1 re-admitted=3	1888-89 . 56
1884-85	13	1898-99	13		1889-90 . 61
1885-86	18	1899-1900	4		1890-91 . 64
1886-87	9	1900-1901	9		1891-92 . 58
1887-88	4	1st April to 31st Dec. 1901	3		1892-93 . 49
1888-89	7	TOTAL	299		1893-94 . 53
					1894-95 . 53

Referring back to my answer to question 2, one should rely upon 50 as the average number, bearing in mind the yearly draft which I trust we shall furnish to the Imperial Cadet Corps.

I could provide accommodation for 150, but this would necessitate placing two boys together in many of the rooms, which I am very averse to doing.

Mr. Sherring.—The ten Boarding Houses contain 17 sitting and dining rooms, and 112 rooms which can be used as bedrooms. Counting a Motamid for each house, there is accommodation for 10 Motamids and 102 boys. If two boys were put into some of the larger rooms, not an advisable course, there would be accommodation for 140 to 150 boys.

4. AGE.

Colonel Loch.—The average age of the boys has been:—

(*a*) On entry 12¼ years, (*b*) On leaving 17¾ years.

The rule is between 8 and 15 years for admission. There is no maximum age for a boy to leave College. The rule for admission is not always observed. I recommend no alteration as regards the admission age, so long as the boys join the College direct from their homes. If they are drafted from a Nobles' School, I would suggest their joining from 10 to 12 years of age. I should place no limit of age for quitting the College, as at present.

Mr. Sherring.—The boys enter the College at an average age of 12 years, remain 5 years, and leave at an average age of 17 years. Rule X of the Rules for the administration of the Mayo College states: "Nominees will be admissible between the ages of 8 and 15 only. For the present there will be no prescribed age for quitting the College." This rule is not observed; but very few boys, especially in recent years, have joined the College over 15 years of age.

I would suggest that each Chief be advised to start a Nobles' School in his State. [There are already four such Schools in Jodhpur, Bikaner, Kota, and Jaipur.] That boys up to the age of 10, or at the most 12, be educated at these Schools, and then be sent on to the College to finish their education.

5. SUBSEQUENT CAREERS.

Colonel Loch—

(*a*) Mangal Singh, Jai Singh	Alwar.
Zalim Singh, Bhawani Singh	Jhalawar.
Chura Chand Singh	Manipur.
Bhandar Pal	Karauli.
Ganga Singh	Bikaner.
Kirti Shah	Tehri.
Umaid Singh	Kota.

(*a*) Succeeded to Native States	9
(*b*) Succeeded to landed properties	109
(*c*) Entered Government service	2
1 Attaché to the Agent to the Governor General for Rajputana.	
1 Adjutant, Imperial Cadet Corps.	
(*d*) Entered the Army or Police	1 (army)
(*e*) Obtained other occupations	35
(*f*) Done nothing	42
	198
Died at their homes	45
Died whilst students	4
On College Roll on 31st December 1901.	52
	299

Mr. Sherring.—Most of the boys are landed proprietors and can find work, if they wish, in managing their estates.

6. REVENUE.

Colonel Loch.—The Revenue of the College according to the Budget Estimate for the current year, 1901-1902, is:—

	Rs.	Rs.
(*a*) Interest on Endowment and Accumulated Funds (Rs. 7,34,200)		25,488
(*b*) Government Contribution		12,000
(*c*) Contributions from Native States and private persons—		
(i) Native States	4,728	
(ii) Book, Play and Medical Fund Subscriptions	2,750	
(iii) Drawing Class Fees	1,560	
		9,038
(*d*) Conservancy and garden produce		1,200
(*e*) Other receipts		100
TOTAL		47,826

The Revenue is practically steady ; (*d*) and (*e*) fluctuate slightly.

[The withdrawal of Rs. 350 a month by the Government of India from the 1st April 1888 (previous to which date the annual grant to the College was Rs. 16,200) ; the loss caused by the conversion of Government Promissory Notes of the Endowment and Accumulated Funds from the 4 to the 3½ per cent. loan : and still more lately the subsequent conversion of the 3½ into the 3 per cent. loan have fallen very heavily on the College.]

As this year's Budget Estimate shows the very small surplus of Rs. 371, I cannot say that the present revenue is adequate (*a*) to the maintenance of the College even on its existing basis, and it certainly could not meet (*b*) any expansion.

The Revenue could be increased, and, I think, I may add without any hardship—

(*a*) by levying fees according to the boys' incomes ;
(*b*) by levying fees in equal proportions.

The latter would be the most preferable and equitable, and I would suggest the sum of Rs. 30 monthly, say—

	Rs.
Education	15
Games	5
Books, Play things and Medical Stores	5
Drawing class fee, assuming it to be made a compulsory subject	5
	30

Boys from any outside province might, with justice, be charged a higher fee, say Rs. 50 a month.

Mr. Sherring.—Government also pays for the pension of the Principal, and for the maintenance and repairs of the roads, the College, the Principal's house, and the Head Master's house. The only compulsory fees amount to Rs. 50 per year per boy, or about Rs. 4 a month. The revenue could be increased by introducing a system of fees, as is done in other Chiefs' Colleges.

I would recommend a maximum fee of Rs. 30, as suggested by Colonel Loch. Boys from other provinces, *e.g.*, the Rajas of Manipur and Faridkot, and the heir of Lunawada, whose States have not subscribed to the endowment fund, might be required to pay Rs. 50.

The Mayo College boy practically gets his education free.

7. ENDOWMENT OR RESERVE FUND.

Colonel Loch.—There is an endowment fund, amounting to Rs. 7,34,200, yielding a yearly income of Rs. 25,488 ; there is no reserve fund. The endowment fund is absolutely essential, its interest being over 50 per cent. of the College Revenue.

8. FEES.

Colonel Loch.—There are no tuition fees charged except Rs. 10 monthly for drawing, which is an optional subject. The class averages 12 boys, and is taught by the Head Master. There is a Book, Play and Medical Fund subscription of Rs. 50 *per annum* levied from each boy. This was fixed by the College Regulations in 1877. This fund defrays the following charges :—

(*a*) The pay of the Hospital Establishment.
(*b*) The price of all medicines.
(*c*) The cost of all school books and class stationery.
(*d*) The paraphernalia requisite for indoor and outdoor games.

In 1901-02, this subscription was estimated on 55 boys = Rs. 2,750. The boys pay themselves a purely voluntary subscription to the College Temple, and for cricket, as well as the price of the ammunition used at Target Practice. The subscription varies from 8 annas to Rs. 7 ; the ammunition charge is on the actual number of rounds expended individually.

The Head Master receives Rs. 100 a month for teaching drawing ; the class generally numbers 12 boys. Receipts on account of the Book, Play and Medical Fund are expended on the items for which the money is collected.

9. COST OF EDUCATION.

Colonel Loch.—Taking four cases :—

(*a*) For a Ruling Chief or heir-apparent Rs. 385 per mensem—

	Rs.	
(i) Food, clothing, pocket-money, etc.	120	
(ii) Private tutor and servants	145	1 tutor Rs. 60. 1 Rajput. 9 servants.
(iii) Stables	105	1 carriage. 4 horses. 1 coachman. 4 syces.
(iv) Subscriptions	15	Drawing class fee. Temple, etc.

(*b*) For a rich Thakur Rs. 245 per mensem—

	Rs.	
(i)	100	
(ii)	80	—1 tutor Rs. 20, 1 Rajput and 9 servants.
(iii)	50	—2 horses.
(iv)	15	

(*c*) For an ordinary boy, with a horse, Rs. 65 per mensem—

(i)	30
(ii)	10
(iii)	20
(iv)	5

(*d*) For an ordinary boy, without a horse, Rs. 45 per mensem—

(i)	30
(ii)	10
(iii)	*Nil*
(iv)	5

10. SCHOLARSHIPS.

Colonel Loch.—There are none, and I should regret to see their introduction, as the social level of the College might, I fear, be lowered.

11. ESTABLISHMENT AND STAFF.

Colonel Loch.—I find this rather a difficult question to answer. From the fact of my having held the Principalship for over 23 years, the control of the College has become single : being a soldier, however, and not an educationalist, it would ill become me to lay down definitely what scholastic studies would be most beneficial to the boys committed to my charge. I should like therefore to view this institution as being under dual control,—the actual school-room work being determined according to the wishes and experience of my Head Master, and myself as exercising general direction and holding all responsibility over everything ; discipline and power of punishment (except for offences committed in the class-room) being absolutely in my own hands. The Head Masters have always looked to me also as being the main spirit in the play-ground, and it would be difficult to exaggerate how loyally I have been served in this respect. There should be no divided *authority ;* and I consider it desirable that teaching should be severed from control, as the greatest good is then secured in both branches.

Mr. Sherring.—The College is under the control of the Principal and of the Agent to the Governor General. The Principal exercises general supervision and takes all responsibility. The Head Master inspects the classes and teaches English to the first five classes for five hours a day ; he also teaches drawing, painting and elocution, and takes part in the games with the boys. All this under the direction of the Principal. In my opinion, divided authority would be a mistake in a Chiefs' College, as it would be in any Public School at home.

12. STRENGTH AND COST OF ESTABLISHMENT.

		Per mensem. Rs.	A.	P.
1	Principal— Pay Rs 1,250. Pension Contribution on Rs. 250=Rs. 41-10-8. Exchange Compensation Allowance Rs. 78-2-8 . .	1,369	12	8
1	Head Master— Pay Rs. 500. Allowance for teaching drawing Rs. 100. Exchange Compensation Allowance Rs. 31-4-0 . .	631	4	0
9	Native Masters and Teachers	760	4	0
3	Drill Masters	80	0	0
2	Clerks and Rs. 5 allowance to Local Funds Clerk . .	105	0	0
14	Servants	96	0	0
32	Conservancy and Garden Establishment	201	0	0
6	Book, Play and Medical establishment	123	0	0
	(Librarian Rs. 30, Billiard Marker Rs. 8, Racket Marker Rs. 7, Lawn Tennis Cooly Rs. 5, Hospital Assistant Rs. 67, Dresser Rs. 6.)			
	Allowance to Medical Officer	50	0	0
	Police Guard	37	14	0
	TOTAL .	3,453	14	8
	Extra—1 Cowherd Rs. 5 and Moochi Re. 1 . . .	6	0	0
	Temporary—5 coolies	24	0	0
	TOTAL .	3,483	14	8

13. EUROPEAN STAFF.

Colonel Loch.—Two: Principal and Head Master,—neither Public Schools men nor University graduates. There has never been an opportunity of appointing Europeans as Assistant Masters.

Twenty-three years ago I was appointed to the Mayo College as Principal, succeeding to a soldier, Major (subsequently Sir Oliver) St. John, since deceased, with, I fear, no other qualifications than a love of discipline and an affection for natives engendered from a service of 13 years in my old regiment, the 19th Bengal Lancers. I found on joining the Institution that my only help was a single Englishman, my head master, and the weight of my responsible position became only too manifest. I trusted that, if in no other way, I should have received the help that I solicited to place my head master and native staff on the satisfactory and encouraging footing of pensionable servants to Government. That request was never met.

I then saw that nothing was left but to do all in one's power to carry out one's duty, and I hope I may conscientiously affirm tendering my sincere thanks to the cordial and ever-ready assistance given me by two of my head masters here present—Mr. Johnston and Mr. Sherring—that we have done our best. I am vain enough to believe that that best has borne good fruit in Rajputana, and I am bold enough to think it will bear close scrutiny.

May I represent that even ordinary provincial education is not undertaken without the future of the staff being duly considered. I have been asked to undertake a much more important, delicate, and stupendous task with a minimum staff, and that staff poorly paid and practically uncared for.

To the query,—Are Europeans required as Assistant Masters, I reply that their entertainment always has been essential to carry out the satisfactory education of those whose career and bringing-up Your Excellency has invited us to discuss.

For the Mayo College I would therefore ask that the English staff should now consist of—

1 Principal, 1 Vice-Principal (substituting this title for Head Master), and *at least* three assistant English masters.

Mr. Sherring.—The assistant masters are all natives. I would strongly advise the appointment of three assistant English masters, so that the teaching in the first six classes might be almost entirely carried on by Englishmen. They should be well educated gentlemen, experienced in teaching, fond of boys and athletics, and should give up at least three evenings a week to playing games with the boys. Native masters instruct, but confer little education. They cannot lift the boys to a level higher than what they occupy themselves. In my opinion, the *raison d'être* of a Chiefs' College is to teach the boys English

manners, morals, and ways of thought; to make them understand and appreciate the English; to lift them to the higher civilisation of the Englishman and to turn them out loyal and well educated subjects of His Majesty. This can only be satisfactorily performed by employing an educational staff composed of as many Englishmen as possible.

Native masters, moreover, are not athletic, and do not care to play with the boys.

14. NATIVE STAFF.

Colonel Loch.—There are nine native masters, of whom four are graduates and three under-graduates. Two are Government servants: The Head Pandit and the Head Moulvi. They are drawn from respectable families; are appointed by the Principal subject to confirmation by the local administration. Their castes are—two Brahmins, two Khatris, two Mahajans, two Kayasths, and one Mussalman. Seven have a good working knowledge of English. Five teach English subjects. Two teach English and Vernacular and two teach Vernacular only.

They do command respect and maintain discipline, the boys being fully aware how they are always supported by the English staff.

15. PAY AND PENSIONS.

		Pay from Government.	Pay from College.	Exchange compensation allowance.	Special allowances.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Principal (Colonel Loch)		1,000	*250	78	250†	1,578
Head Master (Mr. Sherring)		...	500	31	100‡	631
Native Masters	L. Sangam Lal	...	150	...	...	150
	P. Gauri Sankar	...	100	...	...	100
	L. Har Bux	...	80	...	...	80
	L. Bhawni Sahai	...	60	...	70§	130
	B. Anantaram	...	50	...	30‖	80
	P. Sheonarain	...	*80	140	20¶	240
	L. Bansidar	...	50	...	...	50
	M. Habibullahman	...	*80	...	20¶	100
	M. Gopinath	...	50	...	...	50

* Omitting the amounts paid on account of pension contributions.
† As guardian.
‡ For drawing class.
§ As boarding house guardian.
‖ Private tutor.
¶ Personal allowance.

Colonel Loch.—The emoluments are adequate as regards the native masters *now* on the establishment. I recommend the following scale with improved English staff:—

		Rs.
1	Principal	1,250—50—1,500
1	Vice-Principal	800—40—1,000
1st	English Master	700—20— 800
2nd	„ „	600—20— 700
3rd	„ „	500—20— 600
6	Native Masters aggregating Rs. 825 instead of the present scale of 9 aggregating Rs. 740.	

Three of the staff are entitled to pension, *viz.*, the Principal, the Head Pandit, and the Head Moulvi. I cannot recommend too strongly that the whole staff should be made pensionable appointments.

Native Masters practically never take leave. When the Head Master does so, which has been twice during his tenure of office, the greatest difficulty is experienced in securing a substitute, the College being able to offer only Rs. 250 per mensem.

Mr. Sherring.—The emoluments are adequate as regards the native masters who draw salaries and emoluments varying from Rs. 50 to Rs. 250; but they are quite inadequate with reference to the English staff. With regard to the Head Master, I would beg to point out that his pay for 14 years has remained at Rs. 500; that hitherto he has had no prospects and no assured pension; that when he goes on furlough, he receives Rs. 250 a month; from which, when his payment for insurance is subtracted, he has Rs. 140 on which to support himself and his wife in England, and from which to pay the steamer fare.

I would advise the following staff:—

	Rs.
One Principal	1,500 a month.
One Vice-Principal	1,000 „
First English Assistant	800 „
Second „ „	600 „
Six Native Masters at an average of Rs. 100 each	600 „
Total	4,500

This staff would be sufficient to teach a College of 150 boys with 8 classes, teaching a curriculum lasting for 8 years. All the above staff should be pensionable. The English masters for obvious reasons; without pensions it would be difficult to superannuate the native masters. At present the Government or College pays for the pensions of the Principal, the two vernacular masters, and the native doctor.

As regards taking leave, the native masters, living in their own country with their families close at hand, practically never take leave. The Head Master is the only one of the staff, who has taken long leave. This he has done twice, and each time it was difficult to fill the appointment, as the College had only Rs. 250 to offer and the post was unpensionable. If it were made pensionable, the Educational Department of Government could be asked to supply a man to officiate.

16. BOARDING HOUSES.

Colonel Loch.—There are ten boarding houses: Ajmer, Jodhpur, Bikaner, Tonk, Bharatpur, Alwar, Jhalawar, Kota, Udaipur, and Jaipur. They are organised on a territorial basis. The Ajmer house accommodates, in addition to the Ajmer boys, boys of States who have no houses of their own.

The present inmates are:—

Ajmer House 14	Ajmer	4
	Banswara	1
	Gwalior	1
	Jaisalmer	4
	Pratapgarh	3
	Sirohi	1
Alwar House 5	Alwar	4
	Dungarpur	1
Bharatpur		2
Bikaner		4
Jaipur		1
Kota		11
Marwar 12	Marwar	11
	Jaipur	1
Mewar		1
Tonk		2
		52

They are supervised by the Principal and the Motamid: the latter resides in the house day and night. They are under the management of the Principal, assisted by the Motamids. Two of the College Masters, being Motamids, reside in them. The Motamids always reside. The houses are near the College, the furthest being about half a mile distant. The senior and junior boys are not kept apart. I *am* satisfied with the morality.

Mr. Sherring.—It is difficult to say the average number in each house; but from 1875 to 1896 the following States had sent the following number of boys:—

Ajmer	22	Jodhpur	46
Alwar	19	Karauli	2
Banswara	3	Kishangarh	2
Bharatpur	3	Kota	22
Bikaner	26	Pratapgarh	3
Bundi	...	Shahpura	4
Dholpur	3	Sirohi	1
Dungarpur	...	Tonk	23
Jaipur	24	Udaipur	25
Jaisalmer	4	Other States	15
Jhalawar	11		258

I believe that the morality of the boys during their residence at the College is excellent.

17. MUSAHIBS AND MOTAMIDS.

Colonel Loch.—There is a Motamid in each house who is ever present at all times. Owing to there being ten boarding houses, the Motamids are a *compulsory* feature of the Mayo College system. Two of them take part in teaching under the Principal's authority. They are appointed by the Darbars and approved of by the Political Officer; they can be dismissed by the Principal. The two offices of house master and teacher can be combined.

Mr. Sherring.—It is quite possible to combine the functions of house master and teacher, and if the combined duties were given to an English master, as is done in the Public Schools of England, the gain to the boys would undoubtedly be great.

18. PRIVATE TUTORS.

Colonel Loch.—There are 12 private tutors and 1 house tutor. They are appointed by the boys' natural guardian and approved of by the Principal. They are under the Principal's control. One is utilised for class teaching, being the sixth English master. Two are members of the staff—the sixth English master and the head clerk. I advocate their abolition in favour of a house-tutor: but some fathers would object.

Mr. Sherring.—About thirteen boys have private tutors. They are appointed by the boys' guardians or by the Political Officers, and they are paid for by the boy out of his allowance. They are under the control of the Principal, and can be dismissed by him. Two of the tutors are members of the staff, and the rest are outsiders. One is also a master at the College. A tutor for each boy is not at all necessary while he resides at the College. One tutor for each Boarding House, to be present when the boys prepare their lessons in the evening, is quite sufficient. A permanent private tutor can work only one hour a day, as for the rest of the time his charge is at the College, or at drill or playing games. During the vacations a good private tutor would be of great use. He could see that the boy kept up his studies and did not get into mischief, and could instruct the boy in the management of his estate. If a backward boy or a boy who was working up for any particular examination wanted a tutor after College hours, he should take a College master rather than an outsider.

19. GUARDIANS.

Colonel Loch.—English guardians are allowed and appointed by the Local Administration. Native guardians are appointed by Political Officers. They are paid for by the State or the boy concerned. They have no connection with the school course except as private tutors to the boy. Native guardians are unnecessary at College: when it is considered desirable that a boy should have an English guardian, I would suggest his living with one of the English staff.

Mr. Sherring.—Only Ruling Chiefs or heirs-apparent have guardians. If the guardian is a native, he is wholly under the control of the Principal. If he is an Englishman, the boy is under the control of the Principal during his studies at games and drill and generally when inside the precincts of the College estate. Otherwise he is in the charge of his English guardian. Since 1875 there have been three English guardians at the College.

While the boy resides at College, a guardian is quite unnecessary, even more so than a private tutor. But during the vacations a guardian could be made most useful, in taking his charge travelling, or in teaching him State work and how to look after and improve his property.

20. SERVANTS.

Colonel Loch.—The regulations allow 4 servants exclusive of stable servants; but the Agent to the Governor General (Colonel Trevor) suggested that 3, exclusive of syces, were sufficient for an ordinary boy, and 10 for a Ruling Chief.

The limits are practically observed; only 4 boys exceed their numbers.

The 52 boys have:—

Guardians	15	169
Companions		
Private tutors		
Rajputs*	23	
Personal attendants	94	
Cooks	37	
Coachman	4	
Syces	40	
	213	

* These are practically the same as Mr. Waddington's Musahibs, but are presumably only fewer in number.

To direct that the servants should be found by the College would, I am afraid, be an unpopular measure. Now, the parents, having implicit trust in their own household servants, are free from anxiety. Remove these trustworthy followers, and the parents would not unnaturally feel nervous about their children's health and welfare. In the event of sickness, especially an illness of a serious nature, anxiety would necessarily increase.

Mr. Sherring.—It would, of course, be possible to appoint College servants, but it would be a very unpopular measure with the boys, and a cause of great inconvenience in the event of sickness, or when the boy was travelling to and from his home.

21. HORSES. *Colonel Loch.*—There is no limit to the number of horses or ponies.

Riding and equestrian sports are always encouraged: riding school (twice a week), tent pegging, lime-cutting and jumping are all done. Riding should be made compulsory: but it is a pure matter of expense.

22. CARRIAGES. There is no rule, but the boys are not encouraged to bring them. There is accommodation for five only. The boys do not really require them: and they make little use of them.

23. MESSING. *Colonel Loch.*—There is one voluntary mess in the Marwar Boarding House established by Maharaj Sir Pratap Singh, from which one boy stands aloof. Its introduction into the several other boarding houses is feasible, but I do not think would be favourably received by the boys themselves or their parents. A general mess for the entire College would be unpopular, and is hardly practicable, as there is no room suitable for such a large gathering.

There are certain traditions regarding Chiefs dining with Thakurs which would require careful handling: the different religions—Rajputs, Jats, and Mussalmans—and the ritual to be observed by those boys who have been invested with the "Janas" (the Brahminical cord) would require individual attention. Colonel Robertson's remarks confirm my words, I think. The change would have to be approached with great care and considerable tact.

Mr. Sherring.—Only the boys in the Jodhpur house mess together. Common messing is quite feasible for the boys of each Boarding House, but as some of the houses are 1,000 yards apart, it would hardly be feasible and certainly not desirable for the whole College to mess together.

There is no social or religious objection to the employment of common cooks, or the institution of a mess room in each Boarding House; but the innovation would not be popular, as native food, unless served directly it is cooked, soon becomes unpalatable. Rajputs, Jats, and Mussulmans would require separate cooks.

Only eight houses have dining rooms, so that, if common messing were introduced, the two remaining houses would require additional rooms to be built on.

24 SPORTS. *Colonel Loch.*—Every boy attends gymnastics twice or three times a week: and cricket or hockey practically every day. Games are compulsory—not that compulsion has been found necessary.

Boys have 6 hours' College work a day: and preparation, say, for another hour. Outside exercises and games occupy only 2 hours: and on half-holidays boys are in the field 3 hours' against 4½ hours' work. Cricket and hockey matches are constantly played, and inter-house games also. Inter-collegiate matches are much to be encouraged, and Mr. Waddington's College and my own have had some very exciting and enjoyable contests, both in cricket and mounted competitions.

Mr. Sherring.—For four days in the week the boys work at the College six hours a day, and spend another hour preparing their lessons in their houses; on two days they work 4½ and prepare one hour. That is, they work 35 hours a week, and play 12. The time spent in games is by no means excessive, especially as sports play a larger part than book work in developing the moral and social side of the character. Competition can be introduced by getting up matches with outside local teams; and especially with other Chiefs' Colleges. This, besides increasing, to a very great degree, the zeal of the boys in their games, would enlarge their minds by giving them the only opportunity which most of them will ever have of making the acquaintance of Chiefs from other provinces. Teams from the Chiefs' Colleges should meet once a year, either always at Ajmer as being the most central place or at each College in turn, and compete for challenge cups and shields in cricket, football, hockey, athletics, shooting, etc. Riding competitions and polo matches would be difficult to get up—even if desirable, as the teams would have to take about their ponies.

25. MORALS. *Colonel Loch.*—The discipline and moral standard are satisfactory, the several reports having always touched on the former. There is no bullying. I may safely say every precaution is adopted in respect to drink, women and unnatural offences.

Colonel Curzon Wyllie, when Agent for the province, spoke to me about drink, telling me how strong the impression was that the boys drank. Instances of wine reaching the boys have unquestionably occurred: I know of three specific cases, as I have broken the bottles of liquor with my own hands. This information was given me by house motamids, and the officers' servants were instantly dismissed.

I know the case of one woman, who was intercepted by the police.

The precaution against the gravest crime is that the boys are watched at all times: I personally observe all growing intimacies and, if suspicious, check them immediately. I have a system of exeats which are tabulated every afternoon, and inspected and initialled by me every morning: this record shows when and for how long boys quit the College building during class hours. Lights are burning in all the rooms at night, and motamids go their rounds. I often visit the boarding houses myself at night. Each boy has a servant sleeping in the verandah: Ruling Chiefs and heir-apparents have a man awake at the door of their rooms. I weigh every boy periodically, and if there is any decrease, the cause is sifted. I think I may say that every attention is paid to health of mind and body.

Mr. Sherring.—The moral standard, on the whole, is decidedly good. I have heard nothing to the contrary, nor do I believe the contrary is the case. The discipline is excellent. This is corroborated by every examiner who has been to the College. There is no bullying. The boys are watched too carefully day and night to allow of their becoming addicted to vice. Very occasional cases of depravity may occur as in English schools. I have nothing to do with the boys at night, and hence know nothing of their having women or taking to unnatural vice. I see a great deal of them during the day, and during 14 years have never seen a boy with the least suspicion of drink upon him.

26. HOLIDAYS. *Colonel Loch.*—The holidays are:—

(*a*) May and June in the summer.
(*b*) Fourteen days at the time of the Dasehra festival.
(*c*) Twenty-nine days in December.

The system works very well, as the working terms are practically of equal length, which is helpful to study. There is no supervision of boys in the holidays from the College side. A few private tutors and all the guardians remain with them: it is at this time that these men can be of much use. The College has no power over the boys at their homes. I know of no travelling by the boys. All boys are urged to pursue their studies; and from the position some of them keep in their classes on their immediate return, one may assume these do work. Others are doubtless idle, but practically within a few days after rejoining all have recouped much of what they may have forgotten.

Mr. Sherring.—Boys who have not seen their homes for months wish to live with their families, and do not care to travel. The College urges them to pursue their studies and undoubtedly some do, but the College has no power to make them study. Holiday tasks are unpopular, and, where there are private tutors, would be done by them. As a fact, the great majority of boys idle, that is to say, play about at home. Their learning State or other work depends a good deal upon the Political Officer, the Ruling Chief, or boy's guardian.

27. ATTENDANCES AND ABSENCES. *Colonel Loch.*—There is no rule. Prolonged absences are only permitted with the Political Officer's permission. Any boy overstaying his leave or joining late after vacation is reported to the Political Agent; and this report is, if necessary, repeated constantly. His name is removed by the Political Agent if desired. On a boy rejoining after prolonged absence without leave, I punish him severely.

28. RELIGION. *Colonel Loch.*—There is no religious teaching, but boys have permission to attend the College Temple.

Mr. Sherring.—The boys can attend the temple whenever they please during their leisure time. There is an attendant priest who can, if he likes, instruct the

boys in religion. When the idea of building the temple was mooted to the Second College Council by the Principal, it was decided that the temple must be built outside and not inside the College grounds.

The boys might attend some short form of religious ceremony, say, a brief sermon on morality as inculcated in the Shastras, every day or two or three times a week.

Some of the Rajputana Chiefs are very much under the influence of the priesthood, and this influence is seldom exerted for good. In Udaipur, one-third of the State revenue, about 25 lakhs, goes to the priests. If religion, apart from morality, were taught, it might tend to strengthen the hold of the priests over the boys.

29 TO 32. CURRICULUM.

Colonel Loch.—We have an independent course framed on the advice of our outside examiners. The College career of a boy is practically his entire education. There should be preparatory Nobles' Schools—there are such in some of our Rajput States—as feeders to the College educating boys up to 10 and 12 years of age. At 12 years they should be drafted to the College, where their training could be continued for 8 year , the curriculum being so arranged as to meet the different walks of life which the boys will lead.

No boy who has passed the Entrance Examination has continued his studies.

The standard of the highest class is practically on a level with the Matriculation Standard.

Mr. Sherring.—The course is independent. The institution is a finishing one in so far that the boy does not learn anything more after leaving the College. The course is an eight-year one. A boy takes seven years to reach the highest class, the standard of which is practically on a level with that of an ordinary Entrance class.

There is no Entrance Test. The number of applicants being strictly limited, the College is not willing to turn any away. The Head Master inspects the classes every day, and subjects the whole College to a minute and exhaustive examination entirely by himself, once a year, beginning on February 1st. The College is examined in the middle of April by an outside examiner, unconnected with the College staff.

Colonel Loch.—The outside examiners have been quite unconnected with the College, and amongst them have been :—

Mr. Chester Macnaghten.
Mr. Giles, Director General of Public Instruction, Bombay.
Mr. Thomson, Principal of the Agra College, and
Mr. Olivier, Inspector of Schools, Northern Division, Bombay Presidency.

33 AND 34. CHARACTER OF EDUCATION.

Mr. Sherring.—The College gives a fair education in English. Special stress is laid upon composition, translation from vernacular into English, and speaking fluently and with a good accent. The boys read from the *Pioneer*, and from standard authors such as Stevenson. The first two classes are exercised in original composition every day.

The examinations are carried on entirely in English in the first four classes.

English and kindred subjects, such as History, Geography, Science, and Mathematics, are taught for five hours a day. Vernacular is taught for one hour a day. The first six classes learn Persian or Sanskrit. The last two learn Urdu or Hindi. Sanskrit is a useless and difficult language, but the substitution of Persian in its stead would, I think, be viewed with disfavour in the more Conservative Rajput States.

Five boys have passed the Entrance Examination, the last in 1892. Since then our curriculum has not worked up to that standard.

35. SUPERANNUATION AND DISMISSAL.

Colonel Loch.—The Principal has the power to dismiss any pupil to his home should his conduct render such an example necessary. Under ordinary circumstances, no pupil should be removed without the order of the Vice-President of the Council, the Agent to the Governor General.

Mr. Sherring.—If the College was full and applicants were being turned away for want of room, a maximum age might be fixed for each class, and a boy dismissed if he could not get promotion before attaining this maximum. If this rule were introduced now, it would tend to empty the College. Boys now work

hard, as they cannot get away from the College till they have passed through the first class.

36. LECTURES.

Mr. Sherring.—Such lectures have never been given. They would be popular with the boys, especially if given by Europeans unconnected with India.

37. RESPONSIBILITY OF GOVERNMENT.

Colonel Loch.—Your Excellency and Her Excellency Lady Curzon, kindly give, each of you, a gold medal every year.

38. COMMON EXAMINATIONS.

Colonel Loch.—I would suggest amalgamating all the Chiefs' Colleges into one group having unity of curriculu n and similarity in sports. Interchange of the teaching staff would, I fear, mar *esprit d'école*.

I would suggest a special Board of Examiners who would prepare annually sets of examination papers: and examinations would be held simultaneously everywhere. The results of these papers would appear *on one* roll, which would encourage competition and emulation. One outside and permanent examiner could go the round of all the Colleges and examine every boy orally as well.

If an Inspecting Officer could be deputed to visit all the Colleges frequently and at all seasons, and submit reports in detail on all points of interior economy, the system of work, of play, of military and agricultural training, in fact the whole institutions in their entirety, the effect would, I think, be good.

Special attention should be paid (i) in English to all subjects, including History and Geography; (ii) in Hindustani, to the boys' own vernacular in which his official papers and accounts are kept being selected. I consider it of much importance that all Chiefs especially should be able to read petitions readily so that they could deal with them themselves without requiring any assistance. All should also be masters of letter-writing, which is somewhat complicated, and on which, I think, I am right in stating natives are punctilious.

One classical language should be taught.

Many useful subjects such as agriculture, sanitation, etc., might perhaps be taught through the medium of vernacular, if books are available. History of India could be read in vernacular also. Agriculture now is in the University curriculum.

Drawing should be compulsory for all, as its use to soldiers and land-owners is equally manifest.

A Veterinary course embracing (as suggested by Colonel Hutchinson) management of cattle and horses, stables, etc., common diseases and their remedies, etc., etc., would be useful to all classes.

Surveying should be a part of the land-owner's education, whilst field sketching should be a part of the soldier's.

Mathematics. Arithmetic and Mensuration.
Riding, for all.
Gymnastics, for all.
Target practice, for all.
Drill, for all.

Instruction in Law and Revenue in the last year for all, except cadet corps boys, would, no doubt, be viewed as essential.

Mr. Sherring.—I advise the formation of a separate department for Chiefs' Colleges.

The Colleges to teach the same curriculum—except in vernacular—have the same length of course, be under an Inspector or Director who will visit each for two to three weeks once a year and subject each class to an exhaustive oral examination and also conduct with the aid of a Board of Examiners a simultaneous annual examination by means of written papers, of the first two or three classes of each College. The results of this examination to be tabulated and published, and copies sent to the various Ruling Chiefs, Nobles and Political Officers concerned.

The Inspector could also visit the various Nobles' Schools, subject them to a cursory oral examination, and report what boys he thought should be passed on to the Colleges.

Half-yearly or terminal examinations might be conducted by the staff of the nearest Chiefs' College. But none of the Colleges' staff should be on the Board of Examiners for the yearly examination.

If there could be inter-collegiate promotion of the staff, it would be a welcome measure, as it would increase the area and the chances of promotion.

If the Inspector had any further time on his hands, he might visit the Ruling Chiefs with the object of interesting them in the Colleges and beating up recruits.

39. Training for Imperial Cadet Corps.

Colonel Loch.—We give a general education now and could conform to what may be expected of the boys on joining the cadet corps. Gymnastics are taught according to the present military system. The senior Athletic Divisions attend target practice twice a week. Sword and lance exercise are not taught, but boys use the latter at tent pegging: and a single stick is used for lime-cutting. These exercises now are disciplinary. I would advocate a mounted cadet corps if the College number increases. Should the curriculum be made to assist the boys when they join the cadet corps, a military side to the College would not appear necessary. The general efficiency of class teaching would not be impaired if a limited time, say an hour, was given daily to military training, embracing, riding, gymnastics, drill, and target practice.

Mr. Sherring.—A school cadet corps would be very popular with the boys and excellent for their discipline. It would also show what boys had a special bent for a military career. It should not be treated too seriously, and the requisite drill, riding, shooting, gymnastics, etc., should not exceed one hour a day, and should not interfere with the games or with class work.

40. Training for Landowners.

The College teaches agriculture in vernacular in all the classes. The principles of sanitation are taught in the head class. Knowledge of trees and plants are also read. The institution of a model farm would be of great use in the education of those boys whose inclinations do not tend towards soldiering; but I regret to say both the physical and financial circumstances of my College are prohibitory.

Before bifurcating, an increase in the staff is really what is more essential than an increase in the number of students.

Mr. Sherring.—Some boys may eventually go to the cadet corps, and others take service in the States or under Government, but the greater number from 50 to 75 per cent. will do as their fathers have done and return to live on their estates.

How to manage and improve these estates is knowledge that can be best acquired on the property itself. When the boy leaves College, his Ruling Chief or Political Officer might arrange to depute some one to instruct him in these matters. While at the College, he might learn the principles of agriculture out of books, also about sanitation, trees and plants. These subjects are already taught at the College, If a good text-book anent land revenue, law and procedure, village records and accounts, was forthcoming, it could also be taught. A great deal of veterinary science could be taught out of books, and this could be supplemented by practical lessons on horses and cattle by the Principal of the local Veterinary College. In France are made all kinds of models in *papier maché* which would greatly facilitate the acquirement of this particular branch of knowledge, *e.g.*, the model of a horse—half life size—every part of which can be separated, showing the internal economy and the position and shape of the internal organs. A collection of these models would be of great use to the College.

In Rajputana generally, the problem of improvement of agriculture is one entirely of water.

41. Future of Chiefs' College.

Colonel Loch.—Concentration by all means: and, if possible, 100 boys should be the minimum number on the roll of each College.

Mr. Sherring.—No College should have less than 100 boys. The greater the number the greater the *esprit de corps* and the greater economy of skilled labour in teaching and supervising.

42. Nobles' Schools.

Colonel Loch.—They are tacitly understood to act as feeders: and the Mayo College has received the following assistance:—

From the Powlett School at			Jodhpur	18
„	Nobles'	„	Kota	8
„	„	„	Alwar	7
„	„	„	Bikaner	8

I am under the impression no examinations are held.

Mr. Sherring.—There is a need for these schools—

(1) to teach boys of good birth too poor to go to the College,
(2) to act as preparatory schools for boys who will afterwards go to the College. The age for passing on should not be later than 12.

To insure that they fulfil this latter purpose, an Inspecting Officer should visit and examine them once a year, and on his report, boys should be forwarded to the College. Every State should be encouraged to start a Nobles' School.

43. Officers of the Political Department.

Colonel Loch.—I think it would be advantageous to everybody that young officers would get to know many of the influential and leading families in the province. The College would also benefit if his services could be utilised in the class room as well as in the play-ground, and he would doubtless assist in maintaining discipline.

Mr. Sherring.—The attachment of a Political Officer would be an advantage to the College, as he would be evidence to the boys of the fact that Government took an interest in the College, and also it would almost certainly lead to the officer retaining and continuing his own interest on the College when he became a Political Agent.

It would also be of value to the officer so attached, as it would give him an opportunity of learning to know and make friends of the Chiefs with whom he might in later life be called upon to work. To ensure this, he should teach in the College and play games with the boys and generally be under the orders of the Principal.

Conclusion.—History teaches that no race of men can be lifted very far above the civilisation of their women. In the case of our Chiefs, the influence of their women folk is entirely opposed to the education of the men and boys. This opposition will continue until steps are taken to educate the women in at least the elements of Western civilisation. To disarm the suspicion that might otherwise be aroused, these steps must be taken by the Maharanis of the Ruling Chief, and if they could be induced to interest themselves in the matter, the education of our boys' sisters would, I believe, in a comparatively short time come to be very popular.

At present, a Chief dislikes the idea of an English lady visiting his women folk because he is conscious of their gross ignorance. A great proportion of the Rajput women of high birth are barren owing to the sedentary life of the zenana. If, before they were married, *i.e.*, before the age of 14, they could be given a simple, useful and attractive education by an English lady or an educated native lady, in English, Arithmetic, Drawing, Painting, Music, Sewing, Nursing, and the care of children, combined with games, like tennis and badminton, that would at any rate give them some sort of physical training and exercise; the benefits resulting would be simply incalculable.

Some sort of local Nobles' Schools for girls of high birth is the most that could at present be attempted. And, if not entirely under the management of an English lady, there would generally be some English lady in the neighbourhood who would gladly encourage the institution by visiting it and giving advice. Any movement in this direction would be better than none.

AITCHISON COLLEGE,

LAHORE.

Ten Ruling Chiefs of the Punjab States are, under the statutes, visitors of the College and Members of the Council. Their Motamids attend meetings of the Council, but the Chiefs themselves show no sign of interest in the College. Nine of the leading native gentry are Members of the Managing Committee, and a few of these are generally present at the meetings of the Council and Committee, and at prize day. 1. ATTITUDE OF CHIEFS.

Ruling Chiefs are not likely to interest themselves in the fortunes of the College until they take to sending their relations there to be educated. If the reason for their holding aloof from the College is that they are not satisfied with its organisation and management, an attempt might be made to meet their wishes in any reasonable way.

The fact that the young Maharaja of Patiala has not been sent to the College by the Punjab Government, although he is of school-going age, tends to depreciate the College in the eyes of the lesser Chiefs.

An exact analysis of the classes who have attended the College in the past is given in the College "Record," page 18. Three boys from Hill States near Simla have since joined. It will be seen that the list is fairly representative of the lesser nobility, though most of the leading Chiefs have not sent sons to the College. The number of sons of Ruling Chiefs, however, has on the whole tended to increase, *vide* Record, page 27. A few boys have joined from Sind and the Frontier: * the introduction of such boys is an advantage. The College has perhaps not been long enough in existence for "old boys" to send their sons or relatives. Pressure is required from Political and District officers to secure recruits. The College is at present dependent on Wards of Court for $\frac{1}{3}$ of its numbers (exclusive of wards who hold scholarships) and $\frac{3}{5}$ of its fee income. Boys sent from Native States by the influence or authority of Political Officers are not included in this estimate. The proportion of wards attending the College in the past is given in the Record, page 11. 2. RAISON D'ÊTRE OF COLLEGE.

* Khairpur	3	Las Bela	2
Hyderabad	2	Punch	1

Number of boys who joined each year:— 3. NUMBERS.

Up to end of 1889	55	1895-1896	6
January 1890 to April 1891	33	1896-1897	15
1891-1892	20	1897-1898	14
1892-1893	14	1898-1899	16
1893-1894	9	1899-1900	15
1894-1895	11	1900-1901	17
		1901 up to date	7

The average number of boys which can be relied on is about 60, made up as follows: scholarship-holders 30, wards (say) 20, other fee-payers (say) 10. The present number of boys is 64. Accommodation is available for about 80, might arrange for 90. The number of boys in the College has varied from 54 to 93 during the past decade.

Boys join the College at various ages from 8 to 18. Most are aged from 11 to 14 when they join, and 11 may be taken as the average age on entry. Those who complete their school education are usually 18 to 20 years old when they leave. The age for joining is specified in the Statutes as 8 to 18. Joining at a late age is to be deprecated, but no change in the wording of the rule is suggested. 4. AGE.

Most of the boys who have left are living on their estates or *jagirs*. 5. SUBSEQUENT CAREERS.

An attempt at classifying the occupations of "old boys" is made in the Record, pages 43 and 44. As far as has been hitherto ascertained, the numbers are as follows:—

Succeeded to Native States	2
Succeeded to landed properties	60 or more.

Entered Government service	Extra Assistant Commissioners	3
	Tahsildars and Munsiffs	3
Entered Army or Police		10
Obtained other occupations		3
Studying in Universities		4
In training for Government service		3 or 4

This classification leaves a large number unaccounted for. Probably they are living at their homes. Twenty-one are known to have died.

6. REVENUE.

The following figures show the gross income of the Aitchison College from 1895-96 to 1900-1901 :—

Total Income of College.

No.	Names of heads.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1	Government Grant-in-Aid	9,000 0 0	9,000 0 0	9,000 0 0	9,000 0 0	9,000 0 0	9,000 0 0
2	College fees	20,226 15 4	20,532 13 0	21,679 6 0	25,190 10 0	30,597 10 8	36,629 2 5
3	Interest on Government Promissory Notes	8,400 2 8	8,256 0 0	8,203 4 0	8,306 10 4	8,256 0 0	8,256 0 0
4	Games Club and Recreation Room	923 8 0	1,011 10 0	1,936 5 0	1,936 8 0	2,627 6 0	2,232 0 7* 528 14 6*
5	Farm account	609 13 6	984 5 10	746 0 5	744 7 10	893 11 3	1,177 11 0
6	Garden and grounds	485 4 9	826 5 6	991 0 8	1,203 1 6	966 2 2	781 13 10
7	Lighting account	65 10 6	39 1 0	31 0 0	12 12 0	4 0 0	.....
8	Miscellaneous	0 9 0	36 11 0	.....	.....	2 0 0	133 8 6
9	Sale of Books	66 3 8	138 1 7	62 0 0	6 12 3	1 9 0	.....
10	Stationery and Lighting	794 0 0	696 0 0	648 15 8	675 0 0	733 8 0	781 8 0
11	Gold Medal	100 0 0	100 0 0	100 0 0	.....	.....	.....
12	Religious Fund	39 12 9	55 15 6	.....	.....	3 0 0	.....
13	University Fees	110 0 0	160 0 0	170 0 0	170 0 0	200 0 0	90 0 0
14	Memorial for General S. Block	186 8 0	.....	.....	.....	.....	.....
15	Photos	408 11 0	.....	.....	.....	.....	.....
16	Sale of furniture by auction	43 14 0	.....	.....	1 8 0	107 14 6	.....
17	Medical	3 5 0	.....	.....	.....	0 11 6	.....
18	Educational staff	40 0 0	.....	.....	.....	.....	.....
19	Additions and alterations of building	4 5 0	.....	.....	.....	.....	.....
20	Other staff	.....	.....	130 0 0	111 0 0	136 4 0	136 0 0
	TOTAL	41,499 11 2	41,836 15 5	43,697 15 9	47,418 5 11	53,529 13 1	59,746 10 4

* Club Recreation Room.

Deducting heads of income which are more or less balanced by expenditure, the income may be said to consist of—

		Rs.
(*a*)	Government grant-in-aid	9,000
(*b*)	Interest on scholarship endowments and building fund	8,000
(*c*)	Fees, varying from Rs. 20,000 to	30,000
	TOTAL from	37,000 to 47,000

The income from fees fluctuates according to the number of rich wards sent to the College.

The cost of establishment in 1900-1901 was, in round numbers, Rs. 33,000. In addition to the establishment charges, the College has to find money for the upkeep of roads, buildings, and grounds, the purchase of books and school apparatus, and contingencies generally. This leaves little or no margin for savings or future improvements.

The Punjab Government makes a grant-in-aid of Rs. 9,000 per annum to the College. The College receives interest to the amount of about Rs. 8,000 in scholarship endowments, in return for which it has to provide tuition and accommodation for thirty scholarship-holders.

7. ENDOWMENT.

An endowment and a reserve fund are both needed, in order to place the College finances on a sound basis.

8. FEES.

The highest fee which can be charged in the case of a ward of Court is Rs. 3,000 per annum. One ward pays this at present. Wards pay a percentage on the income of their estates, and in past years the fees paid by poorer wards have been as low as about Rs. 125 per annum. The fee for ordinary fee payers is Rs. 600: this may be reduced to Rs. 300 by special orders of the Committee.

The income of the College derived from fees averages from Rs. 20,000 to Rs. 30,000. It fell to Rs. 20,226 in 1895-96, and rose to Rs. 36,629 in 1900-1901. At present it is about Rs. 30,000. Fees, therefore, constitute about two-third of the College income.

9. COST OF EDUCATION.

The cost of board varies according to the mode of living, especially in the case of Hindus, who eat separately.

The cost of board for Muhammadans eating at the mess comes to about Rs. 15 per month. Adding this to the ordinary College fee of Rs. 50, and deducting for the vacation, we get a total of Rs. 740 per annum. The cost of board for Hindus would be higher, as it would include the pay of a cook.

Average cost per Muhammadan boy—

	Rs.
Fee Rs. 50	=600
Food Rs. 15 Pocket money Rs. 5 College subscriptions Rs. 5 Servants Rs. 14 Pony Rs. 20 — for nine months Rs. 59 per mensem	=531
Clothing	100
Travelling	20
	1,251
For Hindu	1,300

[*Note.*—The foregoing are joint replies by Colonel Hutchinson and Mr. Godley.]

10. SCHOLARSHIPS.

Colonel Hutchinson.—Information regarding scholarships is given in the statutes of the College. Deputy Commissioners are asked to recommend boys for vacancies, and if they put forward boys who conform to the conditions specified in the statutes they are appointed. (See P. S. at pages 31-32.)

The conditions are :—

(1) Good birth.
(2) Too poor to pay the ordinary fee.
(3) Of good character and possessing fair intelligence.

The line drawn as regards (1) is that the father is entitled to a seat in Darbar.

The admission of these scholarship-holders does, I consider, lower the social status of the College.

Mr. Godley.—I think that in the award of scholarships, as in all matters affecting the school teaching, the head of the teaching staff should at least be consulted, which is not done at present.

(2) I think that they do not, on the whole, attract the class for whom they were intended. Most of the boys holding scholarships are of comparatively low status, and would be educated more suitably to their rank at the ordinary board schools. There have been and are, on the other hand, scholarship-holders whose parents could well afford to pay the usual school fee. In order to obtain candidates, circulars have to be sent round to the District Officers, and, far from their being any competition, it is not always easy to fill the vacancies. Scholarships are, in short, not in demand, for the reasons given on pages 3 and 4 of the record, and the holders do not particularly value their privileges. They are often idle and irregular in their attendance; education which they have nothing to pay for they think cannot be worth much.

(3) The disproportionate number of scholarship-holders and wards of low social status, in my opinion, lowers the social level of the College, and militates against its popularity with the Ruling Chiefs, who do not wish their sons to sit side by side at school with the sons of obscure Government employés, native military officers and others whose rank is far below their own.

(4) I am in favour of a large reduction in the number of scholarships. In a note written in 1896, I suggested a reduction to fifteen, half their present number: but even ten would be ample. If the College could afford to sacrifice the money, I should like to see them made more valuable, an allowance of (say) Rs. 20 being given to the holders to cover the cost of board. In that case a scholarship would be regarded as a prize to be competed for, and it might be possible to institute a competitive examination for scholarships on the English system. But I would confine the award of scholarships to boys of really high birth and not let in the rank and file. The present system is, in my opinion, a failure, as it serves no particular purpose.

11. ESTABLISHMENT AND STAFF.

Colonel Hutchinson.—Subject to the control of the Committee of Management, the Governor has full authority over the students both in and out of the College. The whole control lies in his hands. (Statute VII.)

The Principal is required to take a due part in the tuitional work of the College, to superintend the instruction and physical training of the boys, to take

a personal interest in their games and outdoor occupations, and to aid the Governor in the general management of the College. (Rule 2.)

The Head Master (now called Vice-Principal) assists in the teaching and also assists the Principal in his supervisional duties both in and out of the College.

The Assistant Masters are directly subordinate to the Principal, subject to the control of the Governor. The Vice-Principal is, under the rules, Superintendent of the Boading Houses under the control of the Governor. In this respect there is dual control—as between the Principal and Vice-Principal—as under the rules the Principal has no control in the boarding houses. I do not approve of this arrangement. In his duties as Superintendent of the Boarding Houses, the Vice-Principal should be subordinate to the Principal.

I am of opinion that, under the control of the Governor, the Principal should be responsible for the management and discipline of the boys both in the College and boarding houses.

Mr. Godley.—This question which concerns only the Ajmer and Lahore Colleges is a delicate one for me to discuss, as it is connected with certain personal claims and grievances which I do not feel at liberty to exploit here.

Speaking generally, I think that no school is likely to thrive which is not under a single head who knows his work and makes it his profession. All theory and all experience are against confiding school management to amateurs.

There must be some sort of dual headship if a school is placed under a head who has had no practical experience of schools or teaching, and therefore must rely on the teaching head for guidance in professional matters. This splitting up of authority is weakening to the discipline and harmonious working of the institution.

I have always thought the organisation of the Aitchison College (which evolved itself under special circumstances no longer existing) to be radically unsound. This opinion was not confined to myself. In 1899-1900, when an opportunity arose for bringing the question forward, the three educational members of the College Committee wrote at length advocating, on various grounds, the amalgamation of the posts of Governor and Principal. The proposal was explained to a special meeting of the native members by the late Governor, Sir B. Bromhead, who himself favoured reorganisation, and they approved of it. The responsibility for the continuance of the old system (or want of system) rests solely with the present Lieutenant-Governor of the Punjab, who, without giving any reasons, refused to let the question be further discussed.

In a statement which I drew up in 1900, I explained the anomalous and undignified position now allotted to the Principal. The post is one which, in my opinion, no qualified person should be contented to hold if he has any respect for himself or his profession.

The only reasons which I can think of for employing a non-teaching head are perhaps the following:—

(*a*) Teaching cannot be combined with adequate control of boarding houses, etc.

If this is the case, why have I been expected to carry on the Governor's work as well as my own during the last six consecutive hot weathers (June and July), without any diminution of my teaching duties?

(*b*) The local influence of a military officer or a member of the Punjab Commission is necessary in order to attract boys to the College.

But the heads themselves admit that they are dependent on the District and Political Officers for recruits.

(*c*) The status of a Civil or Military Officer is, in the eyes of the native public, superior to that of a school-master, and therefore gives a prestige to the College.

To this I would reply that natives in such matters take their cue from Government, and that, if they see that the teaching head of the College is not allowed to be present at meetings of the Committee or consulted in matters relating to his work, that his existence is ignored by the Local Government in introducing educational changes into the College, that he is not allowed to sit on the platform at school "Darbars," and that he is given none of the usual privileges of European employés as regards leave, pension, or promotion, they may be

excused for inferring that any one who takes up work of this kind must belong to a despised caste. To give any countenance to such an opinion, if it exists, is not the best way to make education honoured by the Chiefs.

12. STRENGTH AND PAY OF ESTABLISHMENT.

		Pay per mensem. Rs.	Pay per annum. Rs.
	* Governor	400	4,800
	* Principal 500 rising to Rs. 1,000 by Rs. 50 annually, at present 650	...	7,800
	Vice-Principal	400	4,800
	2nd Master	100	1,200
	† 3rd Master and Librarian	88	1,056
	Science Master	70	840
	4th Master	60	720
	5th Master	50	600
	† 1st Oriental Teacher	60	720
	2nd ditto ,,	40	480
	3rd ditto ,,	30	360
	Drawing Master	25	300
TOTAL	12	TOTAL	23,676

* *Plus* exchange compensation allowance.
† *Plus* pension contribution, having been lent by the Educational Department.

Supervising Staff.

		Pay per mensem. Rs.	Pay per annum. Rs.
	2 Musahibs at	40 each	960
	Assistant Musahib and Riding Master	35	420
	Assistant Musahib	25	300
	Gymnastic Master	25	300
	Drill Master	25	300
TOTAL	7	TOTAL	2,280

Office.

	Head Clerk	65	780
	Assistant	40	480
	Duftri	8	96
TOTAL	3	TOTAL	1,356

Menial Establishment.

	4 Chuprassis	7 each	336
	4 Bearers	8 ,,	384
	8 Chokidars	6 ,,	576
	1 Mate chokidar	7 ,,	84
	2 Sweepers	6 ,,	144
	7 ,,	5 ,,	420
	7 Bhistis	6 ,,	504
	2 Kahars	6 ,,	144
TOTAL	35	TOTAL	2,592

Hospital.

	1 Hospital Assistant	75	900
	1 Compounder	20	240
TOTAL	2	TOTAL	1,140

Garden and Farm.

		Monthly cost. Rs.	Annual. Rs.
	Gardener, Coolies, Manager	16 100	1,200
	TOTAL ESTABLISHMENT 75	TOTAL COST	32,244

In addition, there is the cost of exchange compensation allowance to the Governor and Principal and pension contribution for two masters. This raises the cost of establishment to about Rs. 33,000.

13. EUROPEAN STAFF.

Colonel Hutchinson.—There are three Europeans in the staff—

1 Governor, an Army Officer.
1 Principal.
1 Vice-Principal.

The last two are University graduates. There are not any Europeans working as Assistant Masters.

If funds would allow, I should like to have two House Masters Europeans. These would teach in the College and take charge under the Principal of the Boarding Houses. The two House Masters would take the place of the Vice-Principal.

Mr. Godley.—There is only one European University graduate on the staff at present; but the late Vice-Principal was also an Oxford graduate. His predecessors were not University men. The Vice-Principal is really an Assistant Master as regards his teaching duties.

Europeans are more required in the boarding house than in the class-room. But there are distinct advantages in employing three or four on the teaching staff, for (1) English can then be taught by Englishmen at an earlier stage than at present, (2) European masters have liberal ideas of education not to be found in the average Native Teacher, who looks chiefly to the Code and the Course, stands in awe of the Inspector, and lacks initiative, (3) Europeans have more influence with the boys than most native assistants have. The examination results would not necessarily improve, but the education of the boys would gain in other ways. But the Europeans would have to be very carefully chosen. They need not be men of brilliant attainments, but they should bring with them public school traditions of the best sort, and a zeal for their work. And their chief business at first should be to learn the vernacular, and become intimate with the boys.

14. NATIVE STAFF.

Colonel Hutchinson.—There are nine Native Masters on the teaching staff. Two of these are graduates of Indian Universities. Two are Government servants of the Educational Department lent to the College.

The native masters are drawn from the same class as all Masters for board schools are drawn from. They are appointed by the Committee of Management. They have *not* a thorough command of English. The same Masters teach English and the Vernaculars.

They do not, as a rule, secure the respect of the boys, and they cannot maintain a very high state of discipline, without reference to the Principal or Vice-Principal.

In making this statement I would note that it is a general statement. Exceptions do occur. I consider a higher class of Masters (Native) all round is required. But that means a much higher rate of pay.

Mr. Godley.—The native masters are of low status and attainments. Two are graduates (B.A.), one has passed the F.A. Examination, and the remaining five have only passed the Entrance Examination. They are appointed by the Managing Committee. Three of them are "Oriental teachers," teaching only Persian and Urdu.

The boys have no great respect for the majority of the native staff, though outwardly discipline is maintained. This is only natural: the native teacher has not the qualifications of an English public school master: he is low in the social scale, unathletic, ill-paid, and undistinguished in every way. Further, his duties are almost entirely confined to the class-room: he has no influence or authority outside. It must not be supposed, however, that the College gets the pick of the native teachers available: the terms offered, which are not high in themselves, include no leave, promotion, or reward for long service; and the tenure of the post is insecure. The Director of Education in the Punjab has often told me that he considers the College teachers are a poor lot, compared with the staff in some of the Missions and Board schools which he has visited.

The following note on this subject was submitted in 1896 :—

* * * * *

C.—Salaries and Position of the Teaching Staff.

One of the many points of contrast between the Aitchison College and an English public school is in the pay and position of the staff. In English public

schools it is recognised that the masters must be gentlemen as well as teachers, and that their work is to be judged not so much by the barren test of "results" as by their influence over the character of their pupils.

Men of the right stamp would not join the staff of public schools without such inducements as are offered in other professions, or in branches of the public service. To Oxford and Cambridge graduates the public schools offer a career, in which head masterships and house masterships are valuable prizes.

* * * * *

The following remarks on the constitution of the Aitchison College are submitted to the consideration of the Committee:—

A.—Scholarship.

The Aitchison College has followed a different policy. Its masters have been engaged at the lowest market rates, and are subject to dismissal at the shortest notice.

The aggregate monthly pay of the eight assistant masters is at present Rs. 455* (Rs. 55 less than when the school was started), a sum about equal to the pay of a single junior assistant master in an English school. Even in the Mayo College, Ajmer, where the masters appear to have no duties outside their work in the class-rooms, the corresponding amount is as high as Rs. 740.

*Now Rs. 510.

The average pay of a master here is Rs. 57.† The head mathematical teacher, a graduate, receives only Rs. 50.‡ No pension or promotion is offered.

†Rs. 60 } now.
‡Rs. 100 }

Such terms can hardly be expected to induce the best class of educated native gentlemen—the class to whom a career in Government service is open—to remain permanently on the school staff.

In an educational centre like Lahore it is always possible to engage graduates on starvation wages, men who are willing to teach as a makeshift while preparing for other professions or waiting for better openings. Similarly in English schools, if economy were the only object, a great saving could be effected by engaging cheaper masters: the present staff at Eton, for instance, might be replaced by trained teachers on salaries of a hundred a year.

But the authorities in the best English schools think that economy is not so important as efficiency, and that no school staff is efficient so long as it is ill-paid, and therefore discontented and fluctuating.

The Aitchison College staff has undergone frequent changes. Out of a total strength of ten (Principal, Head Master, and eight assistants) appointed in the first year, only three remain, no less than fifteen having come and gone.

Contrast the changes in an English public school during a similar period. At Winchester in 1885 the staff numbered twenty-six, of whom in 1896 twenty-one were still serving in the school, and of the five resignations two were on account of age.

The result might be the same here under similar conditions. But in addition to the lowness of their pay the position of the masters here has been weakened in another respect: they have been virtually deprived of the control of the boys outside school hours by the creation of a separate staff of Musahibs other than teachers, for the purpose of boarding house supervision.

Whatever advantages may result from the separation of the teaching and superintending staff, neither master nor Musahib, under this system, has as strong a hold over the boys as the English House Master, who combines both functions. In this, as in many other respects, the Aitchison College has discarded the experience of English schools, and struck out an original line with doubtful success.

I think that the selection of the native staff does not reflect credit on the Managing Committee: the head of the teaching staff ought to have some voice in the matter.

15. PAY AND PENSIONS.

Colonel Hutchinson.—The salary of the staff has been given in my reply under question 12.

The Native Masters get private tuition fees extra which average about Rs. 20 per mensem. This is for coaching boys in particular subjects in which they are weak. The private tuition fees for the work done is, I consider, sufficient. But the salary is not sufficient. Only two of the Native Masters will receive pensions. This is because they were lent by the Educational Department.

I consider that all the staff, European as well as Native, should draw pensions.

In the case of temporary vacancies the Principal makes arrangements subject to the consent of the Governor, who reports to the Committee for confirmation at the next meeting.

The salaries I would recommend would be—

	Rs.	Rs.	Rs.
Principal	750	—50—	1,000
Vice-Principal	600	—30—	750
or if House Masters are appointed in lieu of the Vice-Principal I would say—2 House Masters on Rs. 500 each rising by	Rs.	20 to	600

For Native Masters I would say an average of Rs. 100; some more, some less. As regards the Governor, I make no suggestion. He is by the statutes an Army Officer drawing pension or unemployed pay.

Mr. Godley.—The exact emoluments of the European staff are as follows:—

	Rs		Rs.	
Governor	400	*plus*	50	"garden allowance."
Principal	650	„	10	„ „
Vice-Principal	400			

The Vice-Principal also held a guardianship worth Rs. 300: this was taken over by the Principal in October last, pending new arrangements. It is questionable whether such guardianships should be held by the College staff for various reasons.

The statement that the Principal's salary is now Rs. 650 rising by instalments of Rs. 50 to Rs. 1,000 gives perhaps an incorrect idea of the financial position of the College. All that the Committee offered was a yearly increment of Rs. 50, *provided funds permit*. Since that promise was made, the fees have fallen from Rs. 36,000 to Rs. 30,000, and the chance of the promise being fulfilled is extremely problematical.

The salaries of the native staff, which range from Rs. 30 to Rs. 100—150, are supplemented by about Rs. 25, which can be earned by private tuition. These salaries are not inadequate, considering the low qualifications of the present staff. The junior Maulvi, for instance, who gets only Rs. 30, is not underpaid, as he is quite unfit for his work. I am strongly against employing ill-qualified teachers in the lower posts, which are quite as important in their way as the higher. I think no one is worth employing in a Chiefs' College who is not worth a salary of Rs. 100. All should have some form of reward for long service to look to: otherwise it is difficult to superannuate them.

16. Boarding Houses.

Colonel Hutchinson.—There are three Boarding Houses in the College. They are organised on a religious basis. In the first boarding house there are only Muhammadans, average number we could put up 18. The second boarding house is for Hindus only, average number of inmates 15. The third boarding house is in exactly the same plan as the other two, only the interior is divided into cubicles instead of into rooms. In this boarding house all the scholarship-holders are located. One-half is kept for Hindus, the other half for Muhammadans.

Under the rules, the Vice-Principal is Superintendent of all the boarding houses. Under him there is a Muhammadan Musahib for the first boarding house. A Hindu Musahib for the second boarding house and two Assistant Musahibs (one Muhammadan and one Hindu) for the third boarding house. The supervision by day and night is the same. The Governor goes round each boarding house frequently. The Musahibs are supposed to go round three times every night. They report the fact in writing every morning to the Governor. A light is kept burning in each room every night. No boy is allowed to go into any other boy's room without special sanction. The Musahibs occupy rooms in the boarding houses. The Musahibs are retired Native Cavalry Officers and draw pensions from Government in addition to their pay. The Vice-Principal has hitherto lived in one of the boarding houses; a house has been lately built for him, quite close to the boarding houses. All the boarding houses are inside the College premises, and are quite close to the College; only the play-ground intervenes. Each boy, except in the case of some brothers, occupy separate rooms or cubicles. I am satisfied with the morality of the boys. I believe it is as good as is possible in any public school. And I am quite certain that the boys

are far better looked after in this respect while they are at college than when they are at their own homes in the holidays.

17. Musahibs.

Colonel Hutchinson.—The following are the rules for Musahibs:—

(1) In the statutes of the college, the duties of Musahibs are thus laid down:—

(*a*) to assist in the supervision of the students out of school,
(*b*) to see that the students conduct themselves properly, and
(*c*) to inculcate habits of diligence, self-control and good manners.

(2) Musahibs will be required to be constantly vigilant, and to keep themselves informed of all that occurs in the boarding houses.

Every incident or occurrence should be reported, and it is necessary that students should understand this, and recognise the necessity of attending to all orders which may be given by Musahibs to them.

(3) Musahibs will be required to visit the rooms of students very frequently and at irregular times.

(4) Musahibs will muster their students every morning for school. They will see that they are clean and neatly dressed, and report to the Principal all cases of non-attendance.

(5) If students have any complaints or requests to make to the Governor, they should first communicate with their Musahibs, who will refer to the Governor for orders.

(6) The relatives of students will not be allowed to remain in the College buildings, without special permission.

(7) The servants of students will not be permitted, excepting in special cases, to sleep in, or inhabit, any of the rooms allotted to students.

(8) No students, resident in the college, will be allowed to visit the city or the bazaars, unless by permission of the Governor, and then only when accompanied by one of the Musahibs. The elder students who possess ponies will be allowed to ride in the mornings and evenings, *provided* they keep within certain prescribed limits which will be explained to them by the Musahibs, and also provided they consent to join the other students, in games, at least *twice* a week.

(9) A *Bania* has been allowed to establish a shop on the college premises on the condition that he sells at current bazaar rates. But students may use their own discretion in making their purchases in the bazaar through their own servants.

(10) Fruit sellers, boxwalas, etc., will not be allowed on the school premises.

(11) It is not desirable that the boys should enter the class rooms earlier than the time fixed for commencement of school work.

(12) Without the permission of the Musahibs in charge of boarding houses, students will not be permitted to visit each other or congregate in any one room.

I consider the above rules to be an absolute necessity for the working of the College. They take no part in the teaching. They are immediately subordinate to the Vice-Principal, and under the control of the Governor. They are appointed by the Governor and, if necessary, dismissed by him.

If House Masters are introduced as proposed above, I am of opinion that they should also be teachers in the College. In any case the retention of the Musahibs would be I consider necessary.

Mr. Godley.—16 and 17.—I think the management of the boarding houses leaves much to be desired. The Vice-Principal, who is the Superintendent, cannot adequately supervise some sixty boarders of varying creeds, and in case of his absence, there is no provision for a substitute. The pensioned Native officers who are boarding house Musahibs are uneducated men of low social status, who are quite outside the educational life of the school. Though tenacious of caste and sensitive about their dignity, they have lax ideas about certain other matters, *e.g.*, the cleanliness and neatness of their charges, and beyond the performance of routine duties, they take no initiative. I discovered, for instance, the other day that the Musahibs had allowed indecent writing about masters and boys to remain on the walls of the latrines for years, though they had been ordered by the late Vice-Principal to have it erased. The Musahibs did not seem to think the matter of any consequence. They perform routine duties with great regularity, but avoid discovering misconduct or reporting it: this would affect the "izzat" of their management, and give the masters, of whose interference in the boarding house they are jealous, a handle for impugning it. I do not think that the Chiefs wish to entrust their sons to the influence of men of this stamp.

We have nothing at present intermediate between the Vice-Principal, in charge of sixty boarders, and the private guardians, in charge of individual boys. I am in favour of putting a European in charge of each of the three boarding houses, with a Native Musahib to assist him, *e.g.*, during school hours. Masters also should be encouraged to visit the boarding houses.

18 & 19. PRIVATE TUTORS AND GUARDIANS.

Colonel Hutchinson.—The rules relating to "private tutors" and "guardians" are as follows:—

1. The appointment of private tutors, except when made by Government or the Court of Wards, and of 'personal attendants or companions' requires the sanction of the Governor.

2. If 'personal attendants or companions' are provided with accommodation in any of the college buildings, they shall be charged a fee to be fixed by the Governor, and proportionate to the accommodation provided.

3. 'Personal attendants or companions,' whether living on the college premises or elsewhere, are responsible to the Governor for the conduct of the boys, and must not absent themselves from duty without obtaining the Governor's permission.

4. 'Personal attendants and companions' are responsible that the boys strictly observe all the college rules, when there is no Master or Musahib present; and in all that concerns the boys they are subordinate to the college authorities.

They must be present at games and other school occupations when required.

5. When no private tutor has been appointed by Government or the Court of Wards, the following rules shall apply:—

(1) Private tuition will be permitted by the Governor only on the recommendation of the Principal, and in the cases of—

(*a*) Specially backward boys.
(*b*) Boys preparing for examinations.

(2) Private tuition will ordinarily be given by members of the teaching staff; the fee, time and other conditions of such tuition being fixed by the Principal, subject to the Governor's approval. When the time of the college staff is fully taken up, the Governor may sanction the appointment of an outside tutor.

Nothing in these rules shall interfere with tuition arranged outside the college for boys reading beyond the Entrance Standard.

Private tutors are required only for boys who are backward in any special subject. In such cases the Principal reports to the Governor and suggests the arrangement that should be made. This is always made with one of the staff. Outside private tutors are not allowed. The pay is arranged for by the Governor in correspondence with the parents, the private tuition is only continued as long as may be necessary. Private tuition in this way is, I consider, necessary. Most of the boys are backward in one or two of the subjects of the class in which they are, and assistance is required out of school hours to bring them up to the standard.

I object to outsiders as private tutors.

Guardians, or as they are called "personal attendants or companions" in the rules attached are admitted. Only such men as the Governor approves of are admitted; he may send away at once any guardian he disapproves of. They are nominated by the boys' parents and are paid for by them. They are in all cases subject to the control of the Governor and must obey all the college rules and are responsible that their boys do so too. They have nothing to do with the school courses. They are, I consider, a necessary evil. There are some parents who would never consent to send their sons to the college without their own man to go with them.

The above remarks do not refer to European private tutors or guardians appointed by Government to look after boys of specially high rank. There are at present two Europeans in charge of boys. These do not as such assist in teaching in the college.* I am of opinion that in the terms of their engagements there should always be a clause that they must be prepared to assist in teaching, and in the games, if called upon to do so by the Governor.

* One is at present assisting in the teaching because the Vice-Principalship is vacant. But he is being paid separately by the college for his room.

Mr. Godley.—Tuition is carried on by masters entirely, with the exception of one case in which a boy is allowed to keep his own tutor. Masters are assigned

Note.—The expression "personal attendants or companions" in these rules refers to the 'Musahibs' or so-called 'guardians' who are frequently sent by parents with their sons to look after them.

as tutors to backward boys by the Principal with the Governor's sanction, the fee being suggested by the Principal with reference to the boy's circumstances, and the master's qualifications. Each master usually has two private pupils, paying Rs. 10 to Rs. 20 each, whom he coaches for two hours, usually in the evening.

Now that parents are beginning to understand this system, they do not object; but bringing it into force has been up-hill work, and has taken years. Even as yet it is an experiment which may have to be modified.

The annexed statement* submitted by me in 1897 illustrates the kind of difficulty which had to be overcome. A parent had complained, and the Committee hastily annulled the arrangement I had made without referring to me, and ruled that outside tutors might be admitted. The marked passage deals with the risk of employing outside tutors.

* Not printed.

Guardians and private Musahibs.

Of the latter there are only two or three in the college. I should like to see them eliminated altogether, but they are not easy to dispense with in the case of Hindu boys of high rank, whose fathers are anxious about caste observances.

European guardians should not be necessary if the boy lives in the college, supposing the boarding house staff to be strengthened. I am against the appointment of such guardians in general: the post is a sinecure if the boy is subject to school discipline, and the guardian is liable to become a mere idler, which is bad for himself. At the boy's home the guardian has very little control over his ward if the latter is allowed to live with his relations, and for such vacation tutorships (members of the proposed new European staff) should be available.

20. SERVANTS.

Colonel Hutchinson.—The usual number of servants allowed to each boy by the rules is two. This does not include syces. Under the rules the Governor may specially sanction extra servants for boys of high rank.

The rules are observed, and no boy has extra servants without the governor's sanction; and generally speaking the boys only have two servants each. Extra servants have been allowed for the two Jubal State boys. They have three each. The son of the Raja of Mandi has four. The son of the Raja of Poonch also has extra servants. Hindus require more servants than Muhammadans. Some Muhammadan boys only have one servant. The parents of the boys would not as a rule like the College authorities to appoint the private servants; they prefer to send their own men.

21 AND 22. HORSES AND CARRIAGES.

Colonel Hutchinson.—There is no rule limiting the number of horses or ponies. Riding is encouraged and those who have ponies are regularly taught in the riding school and also over jumps and are also trained for tent pegging. If they wish to do so they are allowed to join the Lahore Polo Club. I would be in favour of riding being made compulsory if some such arrangement is made as has been proposed that the College should keep horses and charge fees for riding so as to cover expense.

There is no rule forbidding carriages, but they are not required.

Mr. Godley.—At present some eighteen boys have ponies: three or four of them have two each. Others could afford to keep ponies, but about half the boys in the college have no money to spare for such extra expenses: and if there were a fee for learning to ride, I do not think their parents or guardians would willingly pay it. Most of the boys are accustomed to riding at their homes: it is not considered an accomplishment worth paying for. Riding, therefore, could hardly be made compulsory at present, and to do away with the private ownership of ponies would be an unpopular measure. The college might keep a few horses, if funds permitted, as an experiment: I do not support a wholesale change of the present system.

23. MESSING.

Colonel Hutchinson.—The Muhammadans have a common mess, but the boys are not *compelled* to join it. By special permission a Muhammadan boy may arrange for separate food. A few, three or four, feed separately. A mess was introduced for the Sikhs but it fell through. The parents objected; possibly some day it may be introduced again. It would be impossible to introduce the messing system for the Hindus as they vary so greatly in castes.

I do not advocate any change in this direction. The change may come gradually.

24. SPORTS.

Colonel Hutchinson.—In the cold weather months hockey, foot-ball and cricket are played. The rule is two days a week for each game. The play hour is in the afternoon; two hours every day except Wednesdays and Saturdays when there are half-holidays, and on these days cricket is played. Sides being picked up.

If there is a match going on with outside teams the boys who are not playing are generally allowed to look on at the match. Games are compulsory. They do not take up too much time of the boys. They have six hours work a day except on half-holidays. We take advantage of every opportunity of playing matches. The College often plays against a Lahore European team at hockey. They also play against other Colleges and Native Regimental teams. Sometimes they play against European Regimental teams. They have played against an Aligarh team.

25. MORALS.

Colonel Hutchinson.—I believe that the general disciplinary and moral standard of the College is satisfactory. I have seen no cases of bullying.

Every precaution that is possible is taken to prevent drink, and the introduction of women; as regards unnatural offences I do not know of any case.

26. HOLIDAYS.

Colonel Hutchinson.—Summer holidays 1st August to 15th October, 10 days at X'mas and about 8 days at Easter. Hill boys are generally allowed to leave earlier than 1st August. They cannot stand the hot weather. The difficulty is to get some of the boys back after the holidays. I cannot tell what supervision there is over most of the boys in the holidays. A few boys have guardians such as the Khairpur boys and son of the Raja of Mandi. Their European private tutors go with the boys. But in the case of the Khairpur boys I know that he does not have proper supervision over them at Khairpur. In the case of the son of the Raja of Mandi I know that he has. I believe that the influence at home for a great many of the boys is not good.

One boy hardly ever goes home. Arrangements are made to take him away somewhere under charge of one of the masters. Those who can afford it are encouraged to travel in the hills under a master. But the majority I believe lead an absolutely idle life at home.

Mr. Godley.—The only authorised *vacation* lasts from the 1st August to the 15th October. This is the most feverish season in Lahore. But the college gets the usual Government holidays as well, among these being the X'mas holidays, from the 24th or 25th December to the 1st or 2nd January; and a short intermission of work has been introduced in April, after the March examinations and prize-day, usually coinciding with other public holidays. On these occasions the boys are allowed to go to their homes if sent for by parents or guardians, the object being that these authorized and regular "exeats" should replace the casual leave home during the term which is frequently asked for. The system works fairly well, except in the case of Wards of Court, who frequently overstay their leave. In the other cases, at any rate, it would be impossible to refuse short leave occasionally, to enable boys to see something of their relations. It has been proposed to lengthen the vacation by making it begin from the 15th July, July in Lahore being a trying month, during which work grows slack. This could be done if the boys attended more regularly during the school session, but it might be questioned whether a three-month vacation is advisable for school boys.

27. ATTENDANCE AND ABSENCES.

Colonel Hutchinson.—The attendance of the boys is required steadily during the terms and as far as possible it is enforced; but absences are frequently demanded for betrothal, marriage and death ceremonies. Absences for a term seldom occur, though they have occurred from illness. I know of no case in which a boy has been dismissed for non-attendance.

28. RELIGION.

Colonel Hutchinson.—There is a mosque for the Muhammadan boys and a room is set apart for Hindus and Sikhs. Endeavours are being made to raise funds for the erection of a Dharmsala for Sikhs and Hindus. A Sheikh is appointed for the teaching of the Muhamadans and fixed times are set apart for prayers. Similar arrangements are made for Hindus and Sikhs. The Sikhs have a Granthi and prayers are regularly read. Some of the Hindus have their own arrangements, for example the son of the Raja of Mandi has his own private Pandit. It is all done unofficially. Every encouragement is given by the officials, and the Sikhs at any rate are very regular in their worship. I would not change the system which is voluntary, but I would always advocate that the boys be urged to study their own religion and attend their own religious observances.

The parents and relatives, at any rate of the Sikhs and Hindus, desire that the boys should be educated in their religion, and they are showing their desire by subscribing for a Dharmsala and temple. As regards the Muhammadans, the Masjid was built by the present Nawab of Bahawalpur when he was a pupil at the College. I cannot say that I have seen any particular desire on the part of Muhammadan parents. As for the boys, I cannot say what the majority think or wish; but some, at any rate, like the observances, especially Sikhs and some Hindus.

29 TO 36. CURRICULUM.

Colonel Hutchinson.—The present course of studies is prescribed by the Provincial Educational Code, and is co-ordinated to the Provincial and University Examinations.

A revised course has been proposed that has not yet been brought into force —see attached list of subjects.

The College is practically the whole education the boys get. Very few at present go on to the College classes. To make it a finishing institution, courses suitable for boys who wish to go into the army, or to work their own estates, should be introduced, and the boys would stay longer at the College, the staff of which should be altered; as there is no arrangement anywhere for the further education of a boy after he has passed the Entrance Examination except the Government College. The highest class is at present up to the Entrance Examination, and it takes a boy about 8 or 10 years to get through that from the time he enters as a boy of 10 or 12.

30. ENTRANCE AND SUPERANNUATION.

There is no Entrance Examination or Entrance test. I do not know of any refusals to admit boys on the score of ignorance.

31 AND 32. EXAMINATION.

There are two Terminal Examinations and one yearly inspection by the Inspector of Schools.

The Terminal Examinations are conducted by the staff of the College.

The present instruction in English in the College is far better than in Board Schools, because the boys begin English directly they join in the Lower Primary classes. English is not taught in those classes in Board schools.

A better staff would improve the teaching in English.

COURSE OF STUDIES.

All boys to work up as before to the Middle School Examination. After passing the Middle School Examination, those boys for whom it is considered advisable will go on in the Junior and Senior High Classes as before.

For those boys who look forward to a Military life, and for those who have estates to manage when they leave College, a Science Course will be provided as follows:—

1.—Veterinary Course in the Veterinary College—
- (*a*) Management of Cattle and Horses, Stable, Feeding, Grooming, etc.
- (*b*) Common Diseases of Animals: Symptoms and Remedies.
- (*c*) Causes of Contagious Diseases: means by which they are spread.
- (*d*) Principles of Horse-breeding.

The course will be of 3 periods a week during term time for 2 years.

2.—(*a*) Land Records.
- (*b*) Land Measurement.*
- (*c*) First Principles of Agriculture.

3.—English: all subjects including History, Geography.
4.—Mathematics, up to the same standard as for Arts, Entrance.
5.—Drawing.
6.—Science.

Boys who wish to go into the army will not take up subject 2 (*c*), but will do plan-drawing or some other subject instead.

All boys in the School will be taught Drill and Gymnastics. The Drill will be something more than what is done now. It will include Company Drill, Extension Motions and Physical Drill.

* This will be carried out in the field in the winter term only.

Those boys who have horses will learn riding. If possible, arrangements will be made that all the bigger boys should be put through a course of musketry.

I am not aware that any boys have been dismissed as unworthy.

I am not aware of any addresses or lectures having been offered by any one.

CURRICULUM.

Mr. Godley.—There are three school examinations, in December, March, and July. These examinations conclude three divisions of the school year which may be called terms, as after each examination there is a break of work. In addition two of the school classes go in for University examinations; in their case the usual school examination is sometimes relaxed. The more important of the two public examinations, the University Entrance, is held in March, at the close of the school year. The other examination is an interruption to work.

The school examinations are always *partly* conducted by outside examiners, *e.g.*, guardians, who do not take part in the teaching work. Sometimes teachers from other Lahore Colleges have helped.

The standard of the University examinations, which is a low one, depresses the standard of English in the College. This would be the case even if the teachers were Englishmen throughout the school: nor does beginning English at an earlier stage than in other schools make much difference.

As the College does not teach for the F. A. and B. A. examinations, and the boys, as a rule, have no taste for University study, the F. A. and B. A. "results" are hardly worth recording. Altogether two students are believed to have taken the B. A. degree while resident in the College, but both of these came to live at the College after passing the Entrance Examination from other schools: they were simply lodgers so far as the Aitchison College was concerned. The Entrance results have always been high: thus in 1889-90, when the whole class of eleven passed, the percentage was the best in the Province, *vide* table below.

YEAR.	MIDDLE SCHOOL EXAMINATION.		ENTRANCE EXAMINATION.		F. A. EXAMINATION.		B. A. EXAMINATION.	
	Went up.	Passed.	Went up.	Passed.	Went up.	Passed.	Went up.	Passed.
1888-89	7	2	1	...	...	...	...	...
1889-90	11	11	3	2	...	...	...	...
1890-91	9	5	8	5	...	...	1	...
1891-92	10	7	7	6	5	4	...	...
1892-93	11	7	5	3	...	...	...	...
1893-94	7	7	7	7	...	...	...	...
1894-95	4	3	4	1	...	...	...	...
1895-96	8	8	9	7	...	...	...	...
1896-97	8	8	6	3	...	...	...	...
1897-98	6	5	3	3	...	...	...	...
1898-99	7	5	11	11	...	...	...	...
1899-00	5	2	5	4	...	...	...	...
1900-01	8	7	5	4	...	...	...	...

37. RESPONSIBILITY OF GOVERNMENT.

Colonel Hutchinson.—His Honour the Lieutenant-Governor has taken an interest in the College by frequently asking me about the welfare of the College and giving me advice when asked.

38. COMMON EXAMINATIONS.

Colonel Hutchinson.—I would advise a special course for all the Chiefs' Colleges and examinations by *outside* Examiners setting written papers; and an annual inspection by some officer who might be an officer of the Educational Department or some other Private Educational Institution.

Mr. Godley.—The interchange of the higher teaching staff seems a good thing on the whole; but if it meant the succession of subordinates by seniority to higher places in other Colleges as they fell vacant, it would probably be harmful. A strong point in the English public schools, and in institutions like the Aligarh College, is that the head is responsible for the choice of subordinates, and is able to pick his own man. Herein they contrast favourably with Indian Government Colleges, where the head is obliged to take the subordinate given him, whether he suits the place or not.

39. TRAINING FOR IMPERIAL CADET CORPS.

Colonel Hutchinson.—In view of the institution of the Imperial Cadet Corps, I would advocate a considerable change in the present course of studies. Drill should be systematically introduced (this is done now in the Aitchison College). Musketry should be taught. I have already advocated this. Sword and lance exercise might follow. I would certainly advocate the creation of a mounted Cadet Corps in each College. I do not see why this should impair the general efficiency of the class teaching.

40. TRAINING FOR LAND-OWNERS.

Colonel Hutchinson.—I have already advocated the introduction of Elementary Science of Agriculture—Land Revenue, law records, etc., and management of stock for those boys who will succeed to large estates. A model farm would be of use for these purposes. The College has a large area of land attached to it, and the farm would itself pay a large proportion if not the whole of the cost. The land is irrigated. At present the numbers at the College are few for these purposes, and bifurcation of pursuits would be difficult, but by no means insurpassable.

Veterinary course is suggested in proposed new course of studies.

The boys must have a good grounding before taking up Veterinary Courses on Land Revenue Records.

Mr. Godley.—I have often advocated the institution of a special class at the Aitchison College above and outside the ordinary course, comprising some more technical and practical training, especially for wards of Court. Such a course might include, for instance—

(1) higher English study, with a view to the *use* of the language in correspondence, précis writing, etc.,
(2) the elementary truths of political economy, with some knowledge of Government, land tenures, etc.,
(3) some theoretical agriculture, with object lessons, if possible, on the College land,
(4) a course of veterinary lectures at the Lahore Veterinary College.

The course might occupy a year, and be obligatory on wards of Court.

The expression "model farm" is misleading in this connection. All that has been proposed in the case of the Aitchison College is to engage a trained agriculturist from Cawnpore for managing the farm and garden and to spend a trifling sum on experimental seed-plots, new varieties of fruit-trees, etc. A manager would be particularly useful in the annual vacation, when no one is left continuously in charge of the grounds and buildings, even if he were not made use of, during term-time, in connection with agricultural teaching.

41. FUTURE OF CHIEFS' COLLEGES.

Colonel Hutchinson.—There is no room for more Chief's Colleges in the Punjab, and the Aitchison College could not be doubled up with any other existing College.

42. NOBLES' SCHOOLS.

Colonel Hutchinson.—There are no Nobles' Schools in the Punjab.

43. OFFICERS OF THE POLITICAL DEPARTMENT.

Colonel Hutchinson.—I do not think that there would be any advantage in the attachment of junior Political Officers to the Aitchison College either to the Department or to the College. We want more European element in the staff, but as far as the Punjab goes, I do not quite see what such young officers, as such, could do.

Colonel Hutchinson—

P.S.—With reference to certain points discussed yesterday, I should like to be allowed to make my answer a little more clear.

Answer 1.—I admitted that the introduction of scholarship holders, and also several of the wards, tended to lower the social status of the College.

By this I meant that the social position of the College would certainly be higher if such boys were not admitted.

I did *not* mean that the social position of the College was reduced from what was originally the intention of the founder, and of Government, when the Institution was started. I am of opinion that the present social position of the College in this respect is exactly what it was intended to be.

The speech made by Sir Charles Aitchison at the time of the laying of the foundation stone shows what his intentions were.

Some of the present fee-payers are of no higher social status than the scholarship holders.

Answer 2.—I do not think that the removal of the scholarship-holders would increase the popularity of the Institution with the Highest Ruling Chiefs to the

extent of inducing them to send their sons there *of their own accord*. If pressure is brought upon them, they will send their sons, but not otherwise. Passing from the Highest Ruling Chiefs, I am of opinion that the list of boys who have been, and are, at the College shows that it has been very fairly successful.

Answer 3.—During the last year all the scholarships have been regularly filled up. It only happens that at the present moment two are vacant owing to the past holders having only lately left.

With reference to the question as to "how to secure recruits," it was urged that the most effective way was to give openings for the future careers of boys educated at the Chiefs' Colleges.

Something has been said about the Imperial Service Troops, but Commissions in those troops can only be given to the youth of the States concerned.

The Imperial Cadet Corps is of necessity a very close ring. I would urge that greater facilities should be given to the boys to get Direct Commissions in the Native Cavalry.

In the Aitchison College we get a large number of boys who would gladly accept such Commissions, and every year we turn out some who are in every way suitable.

If a certain number of Direct Commissions could be given every year to the College, I should certainly obtain more recruits. Or if Government could only order that all Direct Commissions should be first offered to the Colleges, and outsiders should only be appointed if no suitable boy educated at the Colleges were available, not only would the Colleges be more resorted to, but in the end the Native Army would benefit by obtaining men of good families as Native Officers. As a general rule, up to the present the Native Commissioned ranks have been filled up by promotions from the rank and file.

RAJKUMAR COLLEGE,

RAJKOT.

REPLIES BY Mr. C. W. WADDINGTON.

1. ATTITUDE OF CHIEFS.

Since 1898 the administration of the college, subject only to the general control of Government, has been vested in a Council of Governors, consisting of a Chairman and thirteen members, the Chairman being the Agent in Kathiawar save when His Excellency the Governor of Bombay can preside. Of the twelve remaining, eight are elected by the Chiefs, and four are nominated by Government from officers of Government in Kathiawar. The Principal is a member of the Council *ex-officio*. The Governing Council is appointed from a Board of Visitors, consisting of fifty members in addition to the President (His Excellency the Governor of Bombay). Of these, five are members *ex-officio*, thirty-five are elected by the Chiefs, and the remainder nominated by Government.

The Chiefs elected readily attend meetings of the Council and have shown an active interest by bringing forward proposals.

A number of Chiefs attend speech days and functions. An "old boys' gathering" has been instituted for some years, at which past and present students compete in various athletic contests. This gathering has been well attended hitherto and has helped to maintain the interest of the younger generation of Chiefs in the college.

2. RAISON D'ÊTRE OF THE COLLEGE.

I think it may be said that the college answers its purpose as a Chiefs' College. With a few exceptions the aristocracy of Kathiawar have patronised it, and about one-third of the students are recruited from Chiefs' families in other parts of the Bombay Presidency. There is no alien element.

"Old boys" in a large proportion of cases send their sons or relatives. Out of a list of forty-six boys on the rolls in December 1901, eighteen have parents who were educated at the college, eight are sent by parents who were not educated at the college, and twenty are wards of Government, eleven of whom had parents educated at the college.

Probably some pressure is required in most cases to induce Ruling Chiefs to send their sons to a place of education away from their own homes. But the numbers in the college have of late years been maintained without difficulty. The Chiefs of Morvi and Gondal some years ago sent their sons to be educated in England, but this example has not been followed by others.

3. NUMBERS.

About two hundred have joined the college since its foundation in 1871.

The average number upon which we can rely is forty. There are thirty-five sets of quarters, but as brothers, and sometimes near relatives, share quarters, accommodation can usually be provided for forty-five.

4. AGE.

The average age on entry is ten, on leaving eighteen. There is no minimum or maximum limit of age fixed by rule, but boys below eight have not hitherto been accepted, and it has been laid down by Government for their wards that except for special reasons a boy should remain at college until he is at least eighteen. Parents do not usually remove their sons before that age. I do not suggest any modification of the existing practice.

5. SUBSEQUENT CAREERS.

I regret that, not having received the list of questions until after my arrival in Calcutta, I am unable to give exact figures here. But I may say that a large proportion have succeeded to States or to considerable landed properties. Those who have continued their studies at a University or have entered a profession are few. Of five who have been to an English University, one has been Dewan of Bharatpur and held other posts under Government: one is a barrister practising in Bombay: one has stayed in England to play cricket: two returned to their estates. None have entered the British Army or the Police, but three have got commissions in the Imperial Service Cavalry in Kathiawar. Others would have done so, if commissions had been available. Lately one has qualified in England

as a Veterinary Surgeon, and is a candidate for Government service. One has passed the First B. A. examination of the Bombay University, and has joined the cadet corps. One has been attached as Special Famine Assistant to a Political Officer, and was awarded the silver Kaisar-i-Hind medal.

Apart from these, among the younger sons and bhayats educated at the college, endowed with sufficient landed property to relieve them of the necessity for work, and to afford an excuse for living on their estates, there are undoubtedly a number who have relapsed into idleness or dissipation.

6. Revenue. The total revenue at its maximum is about Rs. 53,000, exclusive of any grant-in-aid from the States. This is derived from (1) fees and miscellaneous receipts, Rs. 44,000, (2) interest on the endowment fund, about Rs. 9,000: the grant-in-aid from the States varies from Rs. 3,000 to Rs. 5,000. (1) is a fluctuating factor, (2) increasing. The income is adequate to the maintenance of the college on its present basis, but not to expansion. In order to effect the latter the States now set aside the interest on the endowment and add this to the fund, in the meantime making up any deficit by a grant-in-aid. The endowment fund might be further increased by inviting donations from wealthy pupils after leaving the college. This was formerly in vogue, but the incidence of famine in Kathiawar and Gujarat has latterly caused its discontinuance.

7. Endowment, etc. The endowment fund amounts to nearly 3 lakhs. A substantial increase to this is desirable in order to make the college permanently self-supporting.

8. Fees. The fees vary from Rs. 2,400 per annum to Rs. 600 per annum. The average fee amounts to nearly Rs. 1,000 per annum. The fees are proportionate to the means of the parent or estate and are fixed in each case by the Political Agent in Kathiawar. The college is dependent upon fees for about four-fifths of its income.

9. Cost of Education. In the case of wards of Government, the cost of board and tuition, including all charges for the holidays as well as term, varies from Rs. 2,200 to Rs. 5,000 per annum. Wealthy parents may spend more upon clothes, pocket-money or amusements, but in private expenditure there is a continuous tendency to reduction.

10. Scholarships. There are no scholarships.

11. Establishment and Staff. Subject to the control of the Governing Council, the management of the college is vested solely in the Principal, who is responsible for the teaching as well as for all details of internal economy. I should not advocate divided authority or that teaching should be severed from control.

12. Cost of Establishment. The establishment includes a Principal, nine assistant masters (two of whom do duty as wing-masters in charge of the two blocks of residences), a cricket teacher, shastri, hospital assistant, and farrier. The subordinate staff consists of 1 jamadar, 1 mucadam, 8 peons, 9 hamals, and 5 pagis. The duties of clerk and librarian are performed by two of the assistant masters. The Agency Surgeon receives an allowance for medical attendance, and a native officer for supervising mounted drill. A special law lecturer receives an allowance, but the Council propose to discontinue this. The total cost of the above establishment is Rs. 33,822 per annum + Rs. 4,355 paid as pension contribution.

The above does not include the garden establishment, which comes to Rs. 930 per annum, and the conservancy establishment, Rs. 672 per annum.

The Principal is the only European on the staff. The post of Vice-Principal has not been filled, except for a few months, since 1892.

13. European Staff. I am of opinion that an English Vice-Principal would materially increase the efficiency of the college. Europeans have never been appointed as assistant masters, but an English private tutor has for a short time assisted in the college teaching.

14. Native Staff. There are nine native masters, two of whom do duty as wing masters. Only one is a graduate, the remainder having passed one or more of the lower examinations of the Bombay University. The head assistant is a Government servant who has been in charge of a High School, the rest hold permanent posts on the college staff, or are lent by schools in Kathiawar. The head assistant is a Parsi, the Urdu teacher a Muhammadan, the remainder Hindus. They are appointed by the Principal, with special consideration of family and character. I consider that their command of English is generally adequate. Urdu and Persian are taught by a special teacher, who does not teach

English. Gujarati is taught by masters who also teach English in the lower classes: in the higher classes the English is taken by the Principal and the head assistant, who do not teach the vernacular.

Without comparing native masters with European, I consider that the former, if supported by the authority of the Principal, do secure respect and maintain discipline as a rule among the boys.

15. Pay and Pensions. The salaries of the teaching staff are as under:—

		Rs.	
Extra	Assistant	250	per mensem.
1st	,,	100	,, ,,
2nd	,,	90	,, ,,
3rd	,,	80	,, ,,
4th	,,	70	,, ,,
5th	,,	60	,, ,,
6th	,,	50	,, ,,
7th	,,	50	,, ,,
8th	,,	50	,, ,,
9		820	

The two wing masters receive a sumptuary allowance during team time of Rs. 25 per mensem (Rs. 225 per annum). The 1st assistant receives Rs. 45 per mensem for doing the work of clerk and accountant. This includes the accounts of Government wards. The fifth assistant gets Rs. 10 as librarian.

From time to time the masters are employed in the vacations, for extra tuition or travelling, or permanently as accountants in special cases. The emoluments for such services vary from Rs. 30 to Rs. 50 per mensem.

I think that the pay of the senior masters is adequate, but that of the junior masters should be increased, preferably by small annual increments, to Rs. 75 at least. The aim for the future should be to secure that the assistant masters be specially selected and as a rule graduates. If lent by Government, they would have pension rights, would be eligible for promotion elsewhere, and stagnation would be obviated.

At present only four of the masters have pension rights, one subscribes to a Provincial Provident Fund, but this is not generally popular. I strongly recommend pensions.

In cases of short absence a master's work is divided among the other members of the staff: in such cases two classes have occasionally to be joined. If a master goes on furlough, half his pay is available for a substitute, the required balance being met by a grant from college funds.

As the Principal belongs to the Bombay Educational Department, his leave allowances are paid by Government.

16. Boarding Houses. There are two Boarding Houses, or sets of quarters, in two wings or blocks of building projecting from either end of the main college building which consists of a central hall and class-rooms. The three classes of students, Rajputs, Kathis, and Muhammadans, occupy sets of quarters without any separate grouping, rooms being allotted as they become vacant, and those on the upper floor being preferred. The average number in the north wing is 20, in the south wing 25. A resident wing master, who has a set of quarters in the centre of the wing, is responsible for their supervision both by day and night. For two hours in the day the wing master is relieved by another assistant master, who performs this duty for a week. In subordination to the wing master, the Musahib of each boy is responsible for the boy's conduct, the tidiness of his rooms and the behaviour of his servants. While in the wings no boy is allowed to enter another's room without the master's permission. The wing master constantly visits the rooms, and the Principal pays frequent visits also, including visits from time to time at night. The Musahib and sometimes a servant sleep in the same room with the boy. In the wings each boy is practically confined to his own quarters. In the play-ground the senior and junior boys are kept apart, but in the classes this division is not always possible; and I doubt whether mere separation of senior and junior boys will secure the desired results.

The aim of the existing arrangements for work and play has been to keep the boys fully occupied from 6 A.M., when they rise, till 9 P.M., when they go to bed, and to keep them under continuous supervision. The buildings are in a

ring-fence, through which I believe that unauthorised ingress or egress is practically impossible. My conclusion is that the origin of evil, where it exists, is to be found in the society and connivance of darbari retainers and servants.

17 TO 19. MUSAHIBS, PRIVATE TUTORS, AND GUARDIANS.

The two wing masters, who are distinct from the Musahibs, are members of the teaching staff and take classes for a limited number of hours. They are under the authority of the Principal, who has the power of appointment and dismissal.

A Musahib accompanies each boy to the college. He is selected in the first instance by the parent or the Political Officer, but in the college is under the control of the Principal and may be dismissed by him. He is often a relative (usually the boy's maternal uncle) or retainer of the Darbar and generally illiterate. He is required to be present in the boy's room at all times when the boy is not in the class or in the play-ground, and is responsible for the economy of his establishment. Private tutors are not allowed except with the special sanction of the Council on the recommendation of the Principal. At present there are none, but in some cases a former tutor has replaced the Musahib. These are educated and responsible men. Two sons of Chiefs are now Musahibs, one of whom I propose to appoint to act for a wing master, who is going on furlough.

After some experience I do not advocate the system of private tutors at the college. In the vacations it is often necessary to make special arrangements for supervision, but the college teaching should be conducted by the regular staff.

DALY COLLEGE,

INDORE.

ANSWERS BY MR. R. H. GUNION.

1. ATTITUDE OF CHIEFS.

No Native Chiefs, etc., are associated in the management of the Daly College.

No Council.
No Committees.
No Speech days.

The only "functions" in the last ten years have been Viceroys' visits, only two of them, both informal. No speeches. When Lord Lansdowne came, only the boys were present. When Lord Elgin came there were several "old boys:" the Rajas of Dewas, Junior Branch, and Sailana, the Thakur of Piploda, Nawab Bahadur of Banda, Yasin Muhammad of Bhopal, and several petty Malwa Thakurs.

2. RAISON D'ÊTRE OF COLLEGE.

I think it might be said that the Daly College answers its purpose. But it is not made use of by the bigger Chiefs: Gwalior, Bhopal, and Rewa have never sent boys to the college, and it appears to be assumed that they never will. Holkar was a student, but his son's education has been otherwise arranged for.

The number of *Chiefs* attending the college has increased in the last ten years. But this is more due to death of Chiefs than to any other reason. We very seldom have a Thakur's sons till the father is dead—and then it is the Political Agents that send them. Since he left the college the Raja of Ratlam has been the means of sending two sons of the Thakur of Panchair, and the Thakur of Kod has sent two sons at the instance of his eldest son, adopted Thakur of Bidwal. Nawab Bahadur of Banda sent two sons for a time, but I think that was more for convenience of locality than anything else. The other "old boys" have not had the chance of sending their sons — have died before the time came. The Raja of Sailana has said he will send his son when he is old enough. So has the Thakur of Piploda.

I should say that in ordinary circumstances a Thakur would be very unlikely to send a son here without pressure from the Political Agent.

We have no aliens in the college at present, of such we have had in my time only the Raja of Mandhata (C. P.) and a brother of the Nawab of Rampur. I do not think their presence made a difference either way.

So far, as I know there are no Wards of Court in Central India.

3. NUMBERS.

A. Numbers who have joined the Daly College since 1884.

YEAR.	Number of new boys joined.	YEAR.	Number of new boys joined.
1884	2	1893	6
1885	9	1894	1
1886	5	1895	2
1887	4	1896	4
1888	10	1897	1
1889	8	1898	10
1890	5	1899	8
1891	3	1900	9
1892	8	1901	3

Number of students on roll on 1st of January—

1884	10	1893	25
1885	7	1894	28
1886	13	1895	18
1887	13	1896	12
1888	15	1897	15
1889	26	1898	22
1890	23	1899	13
1891	22	1900	14
1892	17	1901	21
	1902		23

The average number of the last 12 years is 20. The figure is not likely again to be so low as it was in 1895, 1896 and 1897.

Twenty-three on the roll now. We could provide accommodation for 29:—

In the old Boarding House	7
In the recently purchased bungalow	3
*In the Holkar House	5
In the Gwalior House	14
TOTAL	29

we have 7 boys living out.

4. AGE.

Of the boys now in the College the average age of entry is twelve. But *eleven* would be a true average: we have four boys who joined exceptionally late—Malhar Rao, Bharat Singh, and the Thakur of Panchair's two sons. In the last four years we have had boys joining younger than they used to do—fourteen used to be the usual joining age, accident of father's dying.

The average age of leaving is *eighteen*.

There are no rules fixing age of joining. We objected the other day to take in a Thakur's son on ground of age—16 and education hardly begun.

5. SUBSEQUENT CAREERS.

Of those who have passed through the college since its foundation, there have succeeded to Native States:—

Holkar.	Chhatarpur (was here only a few months).
Ratlam.	Mandhata (hardly a Chief).
Dewas, Junior Branch.	Dewas, Junior Branch, again.
Sailana.	Ratlam again.
Jobat.	Ali-Rajpur again.
Ali-Rajpur.	Sitamau.
Jaora.	

and succeeded to Thakurates:—

Bagli.		Jakhnauda.
Bakhtgarh.		Khawana.
Matwar.		Namli.
Jamni.	Bhumias.	Piploda.
Kalibaori.	Bhumias.	Naulana.
Nimkhera.	Bhumias.	Lalgarh.
Amleta.		Dy. Dahi.
Kachi-Baroda.		Bori.
Semlia.		Kalianpura.
Girwana.		Bidwal.
Sondwa.		Bagli again.
Banda's sons.		

None are known to have entered Government service except one, a dependent of the Thakur of Naulana, who some years ago enlisted in the Central India Horse.

Nothing is on record of earlier years, but of the boys who have attended the college in my own time I can name the following as having taken up some kind of occupation:—

Ganpatrao of Pant Piploda, in Gwalior service.
Jagat Singh, a revenue officer in Rajgarh State.
Two sons of Nawab Bahadur of Banda.
Sher Ali of Jaora.
Baji Rao of Dewas Senior Branch, hereditary Dewan.
Raghunath Singh, Amar Singh } Both employed in the Thakurate of Piploda.
Sarfarar of Jaora, employed at Rampur.
Ashrag of Jaora, employed at Rampur.
Shanhar Rao of Dewas Junior Branch, hereditary Dewan's son.
Kibe Saheb, employed under Indore Darbar.

(12 since 1890.)

Three in the Imperial Cadet Corps.

The total number of students from 1876 to now, including those now at the College, is 131. Many of those were younger brothers and dependents, and doubtless many of them are now employed in States and Thakurates, the nature of whose employment is not known; and many of course have succeeded to petty jagirs under Thakurs.

* Holkar House at present rented to Indore Darbar for Resident's office.

6. REVENUE.

The annual revenue of the college (actual now) is Rs. 1,73,111.

Rs.	
13,941	fees.
1,200	rent paid by boys in Gwalior House.
600	rent paid for Holkar House.
720	rent paid by Principal.
850	interest on Government paper.
17,311	

The income from fees is increasing. It is adequate to the maintenance of the college on its existing basis. Not adequate to expansion. Possibly Gwalior and Bhopal might attach their Sardars' Schools to the college.

7. RESERVE AND ENDOWMENT.

The college has a reserve fund of Rs. 24,400 invested in Government paper. It is not needed.

8. FEES.

For fees see Rules (not printed). Highest Rs. 150 a month; lowest Rs. 5. The average fee paid by boys now at the College is Rs. 50 a month; list of fees now paid is below. The fees are fixed by rule according to the income of the state or estate—they may be, and frequently are, modified by the Agent to the Governor-General.

The income of the college is almost entirely dependent on fees.

NAMES	Amount of fees paid per month. Rs.	A.	P.
Dotria	40	0	0
Barwani	150	0	0
Narsingarh	150	0	0
Ram Singh (Narsingarh)	50	0	0
Dhar	150	0	0
Ramchandra Rao (Dewas)	5	0	0
Ganpat Rao Kibe	5	0	0
Bhatkhari	50	0	0
Mealhar Rao (Dhar)	25	0	0
Jobat	90	0	0
Dewas	150	0	0
Bharat Singh (Barwani)	8	0	0
Seturam (Dhar)	50	0	0
Jaso	5	0	0
Ram Rao (Dewas)	5	0	0
Lachman Rao (Dewas)	5	0	0
Nimkhara	52	8	0
Sadashive Rao (Khase Saheb)	40	0	0
Raghunath Singh (Panchair)	50	0	0
Chain Singh („)	25	0	0
Daulat Singh (Nimkhera)	26	4	0
Parbat Singh (Kod)	20	0	0
Govardhan Singh (Kod)	10	0	0
TOTAL	1,161	12	0

9. COST OF EDUCATION.

Of boys living *in* the College, the average cost of board and tuition is Rs. 2,244 a year. Take last September—

	Rs.	
Dotria	133	
Narsingarh	869	(Raja and brother, carriage).
Rameband Rao	152	
Bhatkheri	124	
Jobat	180	
Dewas	842	(Raja and two companions (carriage).
Jaso	61	(no pony).
Nimkhera	254	(Chief and brother).
Panchair	216	(two brothers).
Kod	160	(two brothers).
Average	187 × 12 = 2,244 per mensem.	

Dhar and two companions, Barwani and a companion } Nothing known of the cost of this establishment.

Khare Saheb lives with his mother and Kibe Saheb with his family.

10. SCHOLARSHIPS.

There are no scholarships.

11. ESTABLISHMENT AND STAFF. The Daly College is under the Principal, who is regarded as an official of the Agency. Under the Principal is the Superintendent. The latter assists both in controlling and teaching. Thakur L. S. may be said to *control* the five boys in his charge, with the aid of another man to do the work of teaching (*i.e.*, preparation).

12. COST OF STAFF. The cost of the teaching establishment is (according to the new budget) Rs. 5,760.

The staff consists of—

	Rs.
The Superintendent on	180
An Assistant master ,,	100
Ditto ,,	50
Ditto ,,	40
Ditto ,,	30
Clerk on	35
Riding Master on	35
Drill Instructor ,,	10
	480 × 12 = 5,760

Servants cost Rs. 2,640 a year.

13. EUROPEAN STAFF. There are no Europeans on the staff except myself.

14. NATIVE STAFF. There are five Native Masters in the Daly College. The Superintendent is not a graduate. The first assistant master generally is. The place is vacant at present. The College masters are not Government servants, one serves under a local fund.

They are drawn, I should say, from the same class as other native school masters. They are appointed by the Principal. I should say that the three higher masters have the command of English that one would expect to find in headmaster of a high school. Of the two lowest, one would properly be called the Hindi teacher and the other the Urdu. The former teaches elementary English as well as Hindi. The latter, who has as thorough a knowledge of English as the three highest masters, is not a full-time teacher, and teaches nothing but Persian and Urdu.

The present Superintendent secures the respect of the boys as well as any European could, and their confidence very much better.

It is not easy to get the right sort of man for a master in a Chiefs' School. There is now in the College only one man that has most of the required qualifications. The man we call the Superintendent. He is a Brahman of the Panjab, between 40 and 50 years of age. Of good manners and fine physique, an adept at all English games, able to ride and drive, and a fair scholar. In his youth he was assistant tutor to the late Nawab of Bahawalpur. Afterwards he was Musahib in the Chiefs' College at Lahore. He is very much trusted by the boys. His name is Dotria Dhai Bidwal.

The Superintendent's work is very heavy. He is in the playground morning and evening, and does a full schoolmaster's day in the school. Is almost always, so to speak, on duty. His work of supervision would be easier were it not for the detached Boarding House.

For the second place we try to get a man of more purely academical qualifications. This place is vacant at present, and is being kept so pending possible changes in the curriculum.

15. PAY AND PENSIONS. The Principal receives Rs. 1,000 a month paid by Government.

	Rs.	
Superintendent	180	a month.
Assistant	100	
Ditto	50	
Ditto	40	
Ditto	30	

The Superintendent and the first two assistants are resident or house masters, but they receive no extra allowance for acting as such. Occasionally one of them has been made tutor to a Chief in addition to his College work, but never with my approval. In the absence of a tutor, one of them is sometimes temporarily employed in his place, receiving a small acting allowance. The resident masters have to be in the playground morning and evening and in the school from eleven to half past three: they cannot do tutor's work properly in addition to their own.

I think the salaries are all lower than they ought to be. The Superintendent's is inadequate to his deserts. I should like to see him drawing Rs. 300 a

a month. The place next to him ought to carry 200 at least, and the next Rs. 100. The two lower places I would not change: higher pay would not get men that would do better work they have to do.

No masters draw pensions. I think they all ought to.

Vacancies in the staff in cases of temporary absence are as a rule filled by taking men from the Residency School. This is not quite satisfactory, the men being of the ordinary school master type lacking the qualfications that the Residency College masters are expected to possess or acquire. But they are men I know.

16. BOARDING HOUSES. There are four boarding houses attached to the Daly College. One of them, the Holkar House, is at present rented to the Indore Darbar for the Resident's Office. [It would be a good thing for the College if the Darbar would *buy* the house: we could build a more suitable house in the College compound.]

Marathas and Rajputs live together in the boarding houses. The average number of boys in each house is five. The old boarding house, in the College compound, is supervised day and night by the Superintendent, who lives in one of the rooms. The smaller house in the same compound is supervised day and night by one of the Assistant Masters, under the eye of the Superintendent. (The boys living in this smaller house, take their meals and do their preparation in the old boarding house. The Gwalior House is supervised day and night by the Dewas and Narsingarh tutors, and a College master as well lives there when it is possible to provide one. The Dewas tutor is a former college master.

The Gwalior House is about half a mile from the main College building—which is a great inconvenience.

Senior and junior boys are not kept apart.

I am satisfied with the morality. The rules marked are observed.

17. MUSAHIBS AND MOTAMIDS. Musahibs and Motamids. None such in the Daly College.

18 & 19. PRIVATE TUTORS AND GUARDIANS. The boys who live in the old boarding house have tutors, non-resident, who come to them morning and evening to help them to prepare their lessons. These tutors are young men who have passed at least the Entrance Examination. As a rule they are looking out for service. They get Rs. 15 to 10 a month. They have nothing to do with the College work or with the boys' establishments.

Chiefs have resident tutors, who not only help them in their studies, but also, under the superintendent, look after their establishments. They are with their charges in vacation also. The usual pay of these tutors is Rs. 80 a month. They are generally appointed by the States.

The Raja of Dhar and the Rana of Barwani live in a hired bungalow in charge of a Rajputana Thakur who is called their guardian. The guardian has nothing to do with the boys' tuiton, another man being engaged for that.

This arrangement is open to criticism.

Quite recently a similar arrangement was suggested for the Raja of Narsingarh.

29 TO 36. CURRICULUM. There are five English classes. No "readers" are used in the higher classes. In the second and third classes Gardiner's "Outline of English History" (which is written in a very simple and yet very idiomatic style) is used both as a reader and an English History Text-Book. The second class read Lamb's Tales. The three upper classes read Indian History in Roper Lethbridge's "Introduction to the History of India." In this subject it is possible sometimes to have the three classes together. Shib Prasad's History is used for translation into English. It is a very suitable book, being written in the Urdu-Hindi that is the Rajput's language in this part of India.

The highest class (which at present consists of three boys) read Palgrave's Golden Treasury for literature and Buckley's "History of England for Beginners" for English History.

The two upper classes have been through Lee-Warner's Citizen of India, and the boys of the first class have a very fair knowledge of the greater part of it.

For the higher boys every now and then arrangements are made for a course of instruction in elementary science. Occasionally a land-surveying class is formed. Occasionally an elementary law class is formed. We have a younger set of boys here at present than we usually have, and law and surveying are in abeyance.

At present I am going through Mr. Ilbert's "Government of India" with the highest class.

Indore.

Up to this time no very high standard of literary education has been aimed at. The present set of boys have, most of them, joined younger, but heretofore boys have not as a rule joined under the age of fourteen; and most of them at the time of joining have been very ignorant, some of them knowing nothing even of their own vernacular language. There was in all cases the prospect of their being taken from school at the age of nineteen at latest, and what the college had to do was to utilise, as well as might be, for the boys' future interests, the few years of schooling that they could have.

The course of studies in the Daly College is an independent course.

The standard of the highest class now is about up to that of the Entrance Class in a High School.

If a boy began his education here, it would take him about nine years to reach that standard.

The highest class does twelve hours' English a week. So do the second and the third. The lower classes do six hours' English.

The highest class does Euclid and Algebra. Elementary science is taught to the three higher classes. This is done for an hour in the morning of half-holidays.

MUHAMMADAN ANGLO-ORIENTAL COLLEGE, ALIGARH.

ANSWERS BY MR. J. MORISON.

1. ATTITUDE OF CHIEFS AND GOVERNING BODY.

(*a*) Out of 70 Trustees, who form the governing body, 17 are large landed proprietors; of these the Nawab of Loharu (Sir Amirud-din Khan), Raja Jehandad Khan, Nawab Faiyaz Ali Khan of Pahasu are the best known. All power is theoretically vested in the Trustees, but in practice their influence is principally felt when the year's Budget has to be sanctioned; the Trustees as a rule are very averse (i) to any increase of salary; (ii) to the creation of new posts.

(*b*) Almost all the Trustees vote, but not more than 30 attend in person even at the Annual Meeting; the Committees are mostly formed from among the Trustees resident in Aligarh or neighbouring cities, and of these the majority attend.

(*c*) Only resident Trustees attend College functions.

(*d*) Almost all English-educated Natives take an extraordinary interest in education; and so it is to be expected that, with the spread of English education among Chiefs and Nobles, their interest in the management of Schools and Colleges will increase. For the present we must rely mainly upon other motives. I suggest the appointment of a Committee of Chiefs or Noblemen, with limited powers of control, to advise the Principal. This Committee would receive the Viceroy, Lieutenant-Governor or Agent to the Governor-General when he visited the College and occupy the chief seats at functions; appointments on the Committee tenable for two years, and the members not eligible for re-election unless they had taken part in a certain number of Committee meetings.

2. RAISON D'ÊTRE OF COLLEGE.

The Aligarh College was not intended to be a Chiefs' College, but it is increasingly patronised by the Muhammadan aristocracy not only of the North-Western Provinces but of other provinces too. The great majority of our boys, however, are recruited from the middle class, *viz.*, Government servants, lawyers, merchants, and small land-owners. Nothing would induce me to sever our connection with this class, for every one of our best boys comes from it; these boys come from clean, wholesome homes, have more 'go' in them than any others and are not ashamed of having to work for their livelihood; it is they who have made the traditions or tone of the Aligarh College, and on the only occasion I can remember that this tone seemed in danger of being seriously tainted the corruption came from two Nawabzadas, Wards of Court, who were too old to be reformed when they joined. On the other hand, we have had a few boys who come from a social stratum below the middle class; these are not a desirable element, but they are not generally vicious, and hitherto they have had no appreciable effect upon the tone of the place. The tendency in Aligarh is and has always been towards extravagance, especially in the matter of dress; and this is by far the most general complaint against the College in Muhammadan circles. "Send your son to Aligarh if you want to make him a Nawab or 'gentleman,'" they say, "but not if you want him to live as his fathers have done before him." But here again it is the boys of the middle class who exact a certain standard of smartness and "decency."

"Old boys" not only send their sons and relations, often at a ridiculously early age, but every "old boy" is a sort of recruiting agent for the College; our connection with some provinces, notably the Central Provinces, has been established entirely by students.

Political officers send us a few boys and we have some Wards of Court; the following are at present in the School:—

Baluchistan . .	Mir Allah Dina .	(Sent by the Political Agent, Kalat;)
Hunza Nagar . .	Inayat Ullah Beg . / Rahmat Ullah Beg .	(Sent by the Political Agent, Gilgit;)
Murshedabad, Bengal .	Mohi-ud-din . / Moin-ud din .	(Sent by the Lieutenant-Governor of Bengal;)

and nine Wards of Court sent by the Collectors of Fatehgarh, Meerut, Bareilly, Muzaffarnagar, and Aligarh.

3. NUMBERS. I cannot now find out exactly how many new boys joined in each year, but the following table gives the numbers in School and College for each year:—

Table showing the number of scholar and boarder in M. A. O. College since 1875.

YEAR.	Total number of scholars.	Boarders only.	Increase in Boarders.	Decrease in Boarders.
1875	66	...	...	...
1876	71	...	...	...
1877	150	50	...	...
1878	253	85	35	...
1879	186	27	...	58
1880	244	147	120	...
1881	273	172	25	...
1882	275	182	10	...
1883	272	168	...	14
1884-85	260	115	...	43
1885-86	277	147	32	...
1886-87	249	118	...	29
1887-88	218	114	...	4
1888-89	259	151	37	...
1889-90	269	163	12	...
1890-91	310	194	31	...
1891-92	316	215	21	...
1892-93	359	231	16	...
1893-94	449	270	39	...
1894-95	566	329	59	...
1895-96	506	333	4	...
1896-97	376	264	...	69
1897-98	323	229	...	35
1898-99	429	311	82	...
1899-1900	488	369	58	...
1900-1901	560	415	47	...

From this table it will be seen that our numbers have been increasing regularly with only one serious set back due to (i) an increase of fees; (ii) to the famine. I think it very unlikely that any combination of untoward circumstances would now send the number of boarders down below 300; and, on the other hand, we could immensely increase our numbers if we could satisfy certain demands.

Our present boarding house will accommodate 375 comfortably.

4. AGE. (*a*) Boys enter the school at any age from 10 to 17; (*b*) they leave the College between 20 and 23.

The minimum limit of age is 10; there is no maximum limit, but a boy is sent away who goes on failing, or is unfit for promotion.

The rule against admitting a boy under 10 is relaxed under certain circumstances, *e.g.*, a parent ordered abroad sends all his sons to the school because he does not know how to arrange for them, and the youngest may be 8 or 9. Such cases are rare, and as a rule I refuse to have such small boys, but I have been asked to take a child of 3.

5. SUBSEQUENT CAREERS. In Appendix A I have given a detailed account of what the graduates are doing at present who took their degrees in 1899, 1900 and 1901 respectively.

From this list it will be seen that the majority go either (*a*) into Government service or (*b*) into the legal profession; the rest take service in Native States or under private persons, become school masters or join technical colleges.

The numbers that appear in these tables as preparing for Law is greater than the number that actually follow the legal profession, because (1) a great many prepare for the LL.B. as a precaution in case they fail to get any other work to do, and (2) extraordinary efforts have been made in Aligarh during the last two years to encourage young Muhammadans to take up this extremely lucrative profession from which they have allowed themselves to be ousted; there is a great demand for Muhammadan pleaders and they do very well at the bar.

Many of our boys are the sons of Native officers but very few enter the Army, because direct commissions are given so sparingly.

The Police is a service which only necessity will persuade them to adopt.

On the whole remarkably few of our boys fail to get work.

6. REVENUE. The total annual income of the College from all sources is Rs. 87,384 for the year 1900-1901, derived from the following sources:—

	Rs.
Grants-in-aid	48,504
Fees	27,800
Income from stock investments	4,500
House property and miscellaneous	6,580
TOTAL	87,384

(for full details *vide* College Budget, Appendix B).

The precarious element in this income is the fee income of Rs. 27,800. The other items are liable to contraction but not to expansion. In my opinion the income is absolutely inadequate for a Resident College of four hundred boys; many things could be (and should be) much better done in the College if the available income were larger, at present we are in great danger of impairing the quality of the education given here by allowing the numbers to increase. There is a greater demand for admission to the College than we can satisfy at present, and I could increase the numbers at once did our means permit.

The only way in which our funds can be increased is by persistently asking for subscriptions to our endowment fund; but it is an incredibly slow way of adding to our income as it is an arduous task to collect Rs. 10,000 and when realised only adds Rs. 30 to the monthly income.

7. ENDOWMENT. We possess an endowment of Rs. 1,20,585 and Trust funds for scholarships of Rs. 33,066. We have a cash reserve of Rs. 21,000 which is very necessary considering how unpunctually some payments are made to us.

8. FEES. The highest fee charged is Rs. 30 a month. The lowest fee charged is Rs. 11 a month. These fees include board, lodging and tuition. The fee of Rs. 11 a month is a special reduction for poor students in the College classes and is of the nature of a small sizarship (*vide* Appendix C, Prospectus). The average fee charged in Aligarh is Rs. 17 a month. It is a common saying that it costs Rs. 25 a month all told to keep a boy in Aligarh.

All boys in the same accommodation and same class pay the same fees.

Scholarships and the sizarships referred to above are given at the discretion of the Principal.

The fee income is Rs. 27,800 out of a total income of Rs. 87,384, *i.e.*, about 31 per cent.

9. COST OF EDUCATION. The average cost of board, lodging and tuition is Rs. 186 per annum.

10. SCHOLARSHIPS. One or two prize scholarships are given in the school, and a considerable number in the College. These scholarships are paid from the interest on Trust funds given for the purpose (Rs. 33,066), and from sums subscribed from year to year collected now-a-days by Nawab Mohsin-ul-Mulk.

The Principal assigns the scholarships.

The scholarship holders are generally of quite as good social standing as the rest, and only in the cases in which scholarships have been given to boys drawn from below the middle class have they lowered the social level. In the Aligarh College I am not in favour of any change with regard to scholarships.

11. ESTABLISHMENT AND STAFF.

The Principal of the Aligarh College carries out the policy laid down by the governing body; he alone is solely responsible to them and his authority is undivided in the College. Different members of the staff have different duties, but they all act under the directions of the Principal; and I should be strongly opposed to the division of authority. I am equally strongly convinced that the teaching should not be severed from control.

12. COST OF ESTABLISHMENT.

The teaching staff of the College=12. The teaching staff of the School=19. The cost of the College staff=Rs. 35,946 a year. The cost of the School staff=Rs. 16,014 a year.

In addition to this the expense upon the supervision, etc., of the Boarding House may be summarised under the following heads :—

	Rs.	a.	p.	
Medical	1,920	0	0	a year.
Religious	3,108	0	0	„
Accounts	4,359	8	4	„
Servants	2,040	0	0	„

13. ENGLISH STAFF.

Five Englishmen in the College and School, four from Cambridge, and one from Oxford, all Honours men.

The Englishmen in the school are a Head Master and an Assistant Master, whose presence we owe to a fortunate accident; I think he is of the very greatest use.

14. NATIVE STAFF.

In the school we have 17 native masters, of whom 9 are graduates, appointed by the Principal from the Training College whenever possible.

15. PAY AND PENSIONS.

For details regarding salaries *vide* pages 4 and 5 of the College Budget (Appendix B).

The only masters who get allowances not shown in the tables of salaries are the Proctor and the Sub-Proctors (*vide* page 6 of the Budget). The Proctor gets Rs. 50 a month in addition to a salary of Rs. 100 and the Sub-Proctors Rs. 10 a month in addition to their salaries as teachers.

Native masters throughout the educational department are underpaid, and consequently it is a profession which good men avoid; it would be quite possible to attract good men if fair prospects were offered them in Chiefs' Colleges, but of course they should be pensioned. Of course particularly good pay and prospects are needed in a Chiefs' College to prevent the native masters from scheming for employment in the future under their present pupils.

16. BOARDING HOUSES.

1st Quadrangle will hold	100	students.
2nd „ „ „	130	„
3rd (Denton) „ „	80	„
Zahur Hosain Ward	40	„
English House „	20	„
TOTAL	370	

We have only four Hindus in our Boarding House; they live in small separate bungalows.

The Muhammadan students are supervised by the Sub-Proctors who live in rooms similar to the boys in the same quadrangle. The Sub-Proctors are responsible for them both by day and by night, but the work in the day is very light because (*a*) the boys are in school for five hours and (*b*) from 3-30 to 6 P.M. they are in the recreation fields. Their heaviest duties are from after Maghrib (sunset) prayers till the boys are all in bed.

We have one ward with a resident English Master; it is an ordinary bungalow of which the master occupies two rooms; the other wards are under the Native Sub-Proctors and the Proctor, but each Englishman in the staff is responsible for a certain quadrangle or ward, and our work takes us every day round and through the quadrangles.

The houses occupied by the English staff are all within the College compound; none of them are further than the length of the compound from one Boarding House or other.

Except in one quadrangle College and School students are kept strictly apart; when a new quadrangle, for which the money has been sanctioned by the Provincial Government, is built the School and College students will be kept absolutely apart. The School students are further divided into senior and

junior; the Denton Court is reserved for the senior school boys; the Zahur Hosain Ward and English House are exclusively for small boys. A boy is turned out of the Zahur Hosain Ward on reaching the age of 14.

25. MORALS.

The morality of the Boarding House is, I suppose, the great question which must always exercise the Principal; he can never be absolutely satisfied with his success because he never can be certain that he knows the whole truth. There is no doubt that up to the year 1887 the Aligarh Boarding House had a very bad reputation; those who have been through it all unite in declaring that it has steadily and wonderfully improved since that time. People who are in the best position to judge tell me that it has never been so good as at present and that very few Boarding Houses in India can now compare with it. It would be better no doubt if the supervising agency were more efficient. My experience is that a good Englishman actually resident in the quadrangle is much the best House-Master; he finds out more and spies less. But it should always be borne in mind that direct repression is not the best way to check school boy immorality. The most successful way is to divert the boys' minds to other things, to interest them in games, etc., to make the life of the place as keen and brisk as possible. To Mr. Theodore Beek is due the credit of having first improved the tone of Aligarh, and his success was entirely due to the bright and active life which he infused into the Boarding House. For this reason, too, I welcome any distractions which highten the legitimate amusingness of life in the College and I have consistently weeded out bad boys.

No plan that I know of for the direct prevention of vice is of any good unless assisted by the counter-attraction of other interests.

The mere separation of senior from junior boys is of very little use. As a matter of fact the very big and very small boys can be left together with absolute safety; it is with the boys who are more or less of an age that the greatest danger lies. Fourteen to 18 is supposed to be the critical age here as in England; but boys, who come from vicious places like Hyderabad, will sometimes go wrong at an incredibly young age, but in these cases the danger lies in their corrupting their companions of an equally tender age, and not from their association with much older boys. In Aligarh we believe that the middle and Entrance classes are the danger spots, together with the overgrown louts who stick in the lower forms.

NOTES BY MR. J. W. D. JOHNSTON, Head Master of the Mayo College, 1881-85; Principal of the Presidency College, Indore, 1885-90; Tutor to the Maharaja Sindhia, 1890-94; Inspector-General of Education in the Gwalior State, 1894 to date.

GENERAL REMARKS.

There is no Chiefs' College in the Gwalior State, and therefore I pass over a number of questions dealing with statistics regarding number of boys and expenditure, as well as other matters of fact. I had some consultation with His Highness the Maharaja Sindhia and Colonel Crofts, His Highness's Medical Officer, on some of the subjects to be discussed, and the notes which I have drawn up embody the suggestions it was decided to lay before the Conference, though in some cases they are not strictly speaking direct answers to the questions.

16. BOARDING HOUSES.

Every Boarding House should have a comfortable and well furnished common room, suitable both for study and amusement. The walls might be hung with maps and similar useful and instructive articles, and there should be a book-case of entertaining literature including popular history, travels and adventures, and fiction. In-door games might also be provided in this room.

Care should be taken that boys have good bathing arrangements. Tubs should be provided, if not already done.

17. MUSAHIBS AND MOTAMIDS.

These are presumably necessary for the supervision of Boarding Houses. They should be entirely under the control of the Principal or other head of the College, whether appointed by States or otherwise. No one should be retained in this capacity if the Principal thinks him in any way unsuitable and desires his removal. As a rule, they ought not to belong to the teaching staff, as one set of duties might interfere with the other.

18. PRIVATE TUTORS.

If the right man is appointed, I consider that a private tutor would be of immense advantage to a young Chief, but great care should be taken in his selection. He must have sympathy with, and be able to gain the sympathy and confidence of, his ward, and for this end he must take the trouble to study and understand the boy's character. If he cannot do this, the private tutor is useless. In my opinion, it would be best for the private tutor not to be a member of the teaching staff of the College, as in that case he might not be able to accompany the boy on all occasions when he happens to be absent from College.

I would not insist that the Principal should in all cases have the appointing of private tutors, but I think it essential that they should be under the control of the Principal, and should not be retained if not approved by him. This should apply to all private tutors, whether European or Native, for if the tutor does not work in harmony with the Principal, whose authority should be paramount in the College, the boy's future is seriously endangered; and if outside interference is allowed the Principal's *prestige* is impaired. At present the Principal, at least in some Colleges, appears to have little or nothing to say in this matter.

19. GUARDIANS.

By a guardian I understand a person appointed by a boy's parents or family to look after him during his absence from home. He may be a relation or a member of the household. The desirability or otherwise of such an officer turns wholly on the character of the individual selected. If he has the courage and honesty to restrain the youth when he does wrong and to point out to him what is right, and if he gains a good influence over the boy, he may be of great value; but the danger is that the guardian, believing his interests to depend on pleasing his ward, may fail in his duty through fear of future consequences. It may be presumed that parents in making such an appointment would be actuated by a desire for the boy's welfare, and would select a reliable man, but expectations may be disappointed. Hence it is most necessary that a guardian should hold office only so long as he was approved of by the Principal. Under these conditions I think a guardian would serve a useful purpose, and if desired by the parents, they might be allowed to appoint one.

The guardian might with advantage be required to keep a diary of the boy's life.

It is doubtful whether both a guardian and a private tutor would ever be necessary, but I should be inclined to let parents decide the point subject to the conditions stated above.

20. SERVANTS.

Servants should be as few as possible. The following is proposed by His Highness the Maharaja Sindhia as the maximum scale:—

1 Cook.
1 Masalchi for cleaning dishes, or
2 Khalasis for looking after and cleaning rooms.
2 Bhois for bringing water.
4 Servants, including a religious instructor, a bearer, and a khidmatgar.
2 Chaprasis.

Special cases may be considered by the Principal.

All servants must be subject to the rules of discipline laid down by the Principal and removeable by him.

Objections might be entertained to servants being found by the College on the part of the boys and their people. If under strict control, I see no objection to boys bringing their own attendants.

21. HORSES.

As a maximum, three riding horses should be allowed with the necessary complement of servants. If a boy can afford to play polo, he may be permitted, at the discretion of the Principal, to keep ponies in addition; but my experience is that polo tends to become a passion and leads to neglect of duty when a boy obtains powers of administration in his State or estate. It is perhaps not wise to interfere with anything that makes for manliness, but the good of the boy's subjects and his own real duties should be kept in view.

Riding, however, being in itself a most desirable accomplishment for the class of boys attending a Chiefs' College, should be made compulsory. A thorough course of riding school is an excellent training.

22. CARRIAGES.

These are not necessary, but there seems to be no objection to allowing a boy to keep a carriage and pair.

23. MESSING.

So far as caste rules allow, messing is undoubtedly advisable as a means of encouraging *camaraderie* and sociability. It might also serve to reduce the number of servants and followers.

As to the manner of eating, His Highness the Maharaja Sindhia makes the following recommendation. It should depend primarily on the ideas of the boys and their parents whether food is taken in English fashion or in Indian fashion, but whichever it may be, it should be thoroughly one or the other. For instance, it does not look well for boys to eat with their fingers off native dishes, seated on chairs at a table, when the custom is to take meals sitting on the floor. If meals are eaten at tables, knives and forks should be used, as by English people.

This point has, of course, no moral bearing, but is purely a question of manners.

24. SPORTS.

It is very important to encourage all kinds of manly sports, and this can be done without detriment to studies.

Intercollegiate contests should certainly be encouraged; they promote healthy emulation, tend to establish a high standard of excellence, form *esprit de corps*, and bring boys of different localities and classes into contact with each other.

26. HOLIDAYS.

A total of two months' vacation is recommended during the year. This might be given in two parts according to the convenience of different Colleges, say in midsummer and at Christmas.

Holiday tasks of a compulsory nature are not recommended. Voluntary tasks might be set and rewards offered for them, but the omission to do them should not be in any way penal. Nor should the tasks consist of ordinary school work. Boys might be asked to keep a diary and to give an account of their life and occupations during the vacation; those sufficiently advanced, in English, and others in their vernacular.

Private tutors and guardians should certainly remain with boys during vacation. They are more necessary, then, than at any other time. But all appearance of espionage should be avoided. It tends to make boys suspicious and secretive, and destroys confidence between tutor and pupil. It may be taken for granted that no amount of espionage will prevent certain kinds of vice, more especially indulgence in women. The great safeguard against such excesses is plenty of exercise for mind and body, and it is best to recognise the fact that, if a boy is determined to indulge in them, he will either find means to do so or have recourse to what is worse. The most that can be done in such cases is to minimise the evil as much as possible.

In addition to vacation, boys will probably have to visit their homes on the occasion of certain important religious festivals, but only leave absolutely necessary should be allowed on each occasion, *i.e.*, time for going and returning and the day or days during which the festival lasts. His Highness the Maharaja Sindhia considers the following festivals important enough for the grant of such extra leave—(*there was a blank here*).

28. RELIGION. On religious subjects I prefer to take the opinion of a follower of the religion concerned. His Highness the Maharaja Sindhia, who is a thorough Hindu, though not in any way bigoted, lays great stress on the importance of boys keeping up their religious observances, and considers that guardians should be responsible for the religious instruction of the boys and the performance of religious ceremonies by them. They need guidance in this, and may require to have a priest among their attendants. Though this instruction need not be carried out officially by the College, the Principal might well make inquiries from time to time, so as to see that this important matter is not neglected.

I should not be surprised to hear that parents are sometimes deterred from sending boys to College by a doubt whether their religion is properly observed, and perhaps we are apt to underestimate the importance attached to the subject by parents, partly because the religion is not ours and partly because parents and others are reluctant to speak about it on their own initiative.

29 *et seq.* CURRICULUM. In seeking to arrange a curriculum for the Chiefs' Colleges, we must divest ourselves of all preconceived notions connected with the courses prescribed by the Educational Department and the Universities. We should first come to a distinct understanding as to what kind of article we want to produce and then set about finding the best means of manufacturing it. The expression one hears most frequently in connection with the training of Chiefs and Thakurs is that we should turn out "gentlemen." Nobody could value more highly the importance of this object than I do, but it seems to me that the reiteration of this phrase tends to obscure other aims of great moment. Given a boy of good birth and breeding, and a good example set before him at college, I do not see why it should be difficult to turn out a gentleman. It is, in my opinion, far more difficult to make him thoroughly fit for the duties (I am referring more especially to the land-owning class) to which he will be called, and above all to impress upon him the obligation he is under to perform those duties.

With this end in view, we have to consider the matter and manner of the instruction most suitable for the class of youths attending the colleges, and the time within which the object has to be achieved. It has been agreed at the present conference that a period of eight years and seldom more is available for the purpose. If the age of 21 comes to be accepted as that for conferring ruling powers, full eight years can generally be utilised and in some cases more. I do not propose here to enter into details regarding the earlier stages of education, for young Chiefs must learn the elements of knowledge in much the same way as boys of humbler birth, but even at the early period a more practical turn may be given to the teaching than is usually done, and the greatest attention should be paid to the vernacular and to English. Let us assume that at the end of six years the boy has acquired a fair knowledge of ordinary school subjects. It will not be, perhaps, a high knowledge from a scholastic point of view, which it seems to me unreasonable to expect in the limited time at our disposal, but it might be a useful working knowledge. Serious attention must then be given to the special subjects mentioned in question 40. Civil Engineering, I submit, is somewhat too technical a subject when so many others have to be taught; but all those enumerated are of the highest use to the young Chief. Considering the short time available, I fear that he will not be able to master any comprehensive or elaborate text-books. It would, no doubt, be possible to have text-books prepared of moderate dimensions, and in some of the subjects these already exist, but they would be of little use unless supplemented by actual experience on the spot. I do not think that a model farm would be the best way to meet this requirement, but I beg to lay before Your Excellency the following suggestion. Let one or two specially selected junior Political Officers be attached to each college (question 43 actually proposes such an arrangement), not, however, newly joined assistants, but officers of some experience. Young assistants are now sent for training in the Punjab Commission. I think that a

suitable time for attaching them to Chiefs' Colleges would be when their Punjab course is over and they return to the ranks of the Political Department. They should be placed under the orders of the Principal, and it should be their duty to make tours with the most advanced boys in their own States, going from a Tahsil in one State to a Tahsil in another inspecting the offices, pointing out mistakes and showing how they should be rectified. It might be expected that a boy seeing the defects of another's State would determine that they would not be permitted in his, and thus a wholesome rivalry might spring up. Advantage could be taken of these tours to impart much of the information referred to in question 40, such as the different kinds of soils, suitable sites for irrigation works, the method of keeping village records and accounts, etc.

It seems to me that, if such a plan were adopted, the result would be eminently beneficial both to the Political Officers and to the boys. This gives an answer to question 43 as well as 29 and following questions and 40.

I am aware that the above is a very bald statement of the scheme suggested, but time did not allow of a more detailed description.

It remains to consider the smaller classes of pupils who (*a*) will join the Imperial Cadet Corps, and (*b*) may desire to follow a scholastic career and adopt some profession.

The first class (*a*) is dealt with separately under question 39. As to (*b*), a few scions of noble houses, who have no expectations of inheriting property, will very probably elect for a profession. I think the administration of a college is bound to provide for such cases by the maintenance of a special department, until youths of the aristocratic classes get over their prejudice against attending Government Colleges, which, I think, in course of time they will do.

38. COMMON EXAMINATIONS. Greater co-ordination of system in the Rajkumar Colleges is very desirable. If possible, I should recommend one course of studies for all, and a common examination. I doubt whether a special Board of Examiners for Chiefs' Colleges alone would have enough work to occupy its time, but the Board should preferably be composed of persons unconnected with the Colleges. If a special Board be looked upon as unnecessary, the Examiners might be selected from the Universities, the Educational Department, and from the Civil and Political Services.

39. TRAINING FOR IMPERIAL CADET CORPS. It is desirable to make the course of instruction in Chiefs' Colleges lead up to the requirements of the Imperial Cadet Corps, which is probably destined to form one of the finest openings for the nobility of this country. If the following plan were deemed feasible, a double purpose, it seems to me, would be served. Let the entire Colleges, pupils and staff, move to Dehra Dun, the summer quarters of the Imperial Cadet Corps, for a portion of the hot weather. Here let them all undergo a training in riding and drill, while carrying on their studies as usual. By this means a comparatively large force could be trained together instead of the small squadrons of the individual Colleges. In the course of the training, certain boys would show a special aptitude for the military profession, and they could be marked out, if otherwise eligible, as candidates for the Cadet Corps. The remainder, though not destined for the career of arms, would receive an invaluable training in the equestrian art and in discipline.

41. FUTURE OF CHIEFS' COLLEGES. The concentration of Chiefs' Colleges is for every reason desirable. The increase of numbers at each, economy of management, and many other reasons are apparent. Complete concentration into one institution will probably never be possible on account of the great area of India, the varying conditions of different provinces, and the capital sunk in buildings.

42. NOBLES' SCHOOLS. I append some statistics of the Gwalior Sardars' School. It is as yet an infant institution and not fully fledged, but promises to be a success.

SARDARS' SCHOOL, GWALIOR.

1. This school was started on the 9th September 1898 by His Highness the Maharaja with twelve boys on the rolls. Now it has 41 on the register. The number of admissions during the last year was 12. Out of these 41 boys, 24 are Marathas, 7 Pandits, 6 Muhammadans and 4 Thakurs. The ages range from 7 to 18. The boys live at their own homes at present.

2. There is no fixed curriculum for this school, as it has not been affiliated to any University, but the Royal Reader Series is generally taught in the lower classes. When the students are sufficiently advanced, easy and interesting books, such as Evenings at Home, Sandford and Merton, Easy Selections, etc., are introduced. Besides this, they are also practised in colloquial, letter-writing, drafting, recitation, etc. The advanced students are also required to speak a few sentences *ex tempore* on a subject introduced by the teacher. Arithmetic, Geography, *Jamakharch* (accounts) and Marathi office work is also taught to them. Urdu, Hindi, Marathi, Persian and Arabic are the second languages of this school.

3. The attendance is from sunrise to sunset. They are taken in riding early in morning, for which 20 ponies are supplied from the Transport Corps of His Highness the Maharaja. The rest of the boys do drill or sword-exercise. After drill, they get rest for half an hour, in which tea, or some other light refreshment, is given to them. Then they take lessons in Marathi, Arithmetic, etc., up to 10-30, when they sit to dinner. For this, a kitchen on a royal scale is attached to the school. They take their meals under the supervision of superintendents, appointed to look after the comforts of the boys. They are given one hour's rest after dinner and then learn English, translation, etc., up to 4 P.M. They then go out for games, such as tennis, hockey, cricket, football, etc., after taking their tiffin.

The boarding expenses amount to Rs. 25,000 yearly, besides the allotment in the Education Budget.

It has not so far been intended to make this school a feeder to the Chiefs' Colleges.

Text-books read in English.

1. Evenings at home.
2. Sandford and Merton.
3. Easy Selections.
4. Geography of Gwalior.
5. History of India.
6. Royal Readers, III, IV, and V.
7. Guide Book for Officers.

Staff of Teachers and Superintendents.

No.	Names.	Rank.	Salary.	Remarks.
			Rs. a. p.	
1	S. G. Parchase	Head Master	175 0 0	
2	Gangadhur Banerji	2nd Master	43 12 0	
3	Hari Krishna Phadk	3rd Master	13 8 0	
4	Balwant Rao Ranade	Marathi Teacher	35 0 0	
5	Muhammed Hanif	Persian Teacher	13 8 0	
6	Raghunath Ladoba	Marathi Assistant	15 0 0	
7	Moulvi Abdul Gaffar	Arabic Teacher	60 0 0	Not paid from the Education Budget.
8	Aba Sahib Mahadik	Superintendent	70 0 0	Ditto.
9	Gulab Rao Sindhia	Ditto	200 0 0	Ditto.
10	Martand R. Hazarnavus	Ditto	100 0 0	Ditto.
11	Anna Sahib Guruji	Ditto	100 0 0	Ditto
12	Duffadar Muhammed Hussein	Drill Master	55 0 0	Ditto.

Time-Table.

From	To	Subject.
6 A. M.	8 A. M.	Riding, Drill, Sword-exercise, target-shooting and Lance-exercise.
8 ,,	8-30 ,,	Tea, or some other light refreshments and rest.
8-30 ,,	10-30 ,,	Marathi, Hindi, Urdu, Arithmetic, Geography, Precis-writing and *Jamakharch*.
10-30 ,,	11 ,,	Dinner.
11 ,,	12 ,,	Recess.
12 ,,	1 P. M.	Urdu, Hindi and Marathi.
1 P. M.	4 ,,	English text-book, Translation, Letter-writing, Drafting, Docketing and Practice in Colloquial.
4 ,,	6 ,,	Tiffin and Out-door games, such as Hockey, Tennis, Cricket, Football, etc., also Running and Jumping.

VIEWS OF KHAN BAHADUR YAR MUHAMMAD KHAN, C.S.I., MINISTER OF THE JAORA STATE.

Before proceeding to record my views regarding the questions raised, I would point out that my remarks apply to the Chiefs' College situated in Central India called the Daly College, the affairs of which have come under my observation.

I have not taken notice of the questions relating to facts which the authorities of the Colleges are competent to describe.

1. Attitude of Chiefs.

No Chiefs, Nobles, or Gentry of Central India are associated in the management of the Daly College. In fact there is no governing body as far as I am aware. I think it would be advantageous to invite the Chiefs and Nobles of enlightened views in the province to take part in the work of general management and to have a voice in it. This course would tend to enlist their sympathies for, and to excite their interest in, the institution. It would, however, be essential to proceed judiciously in making the nominations and to select those whose counsels would be of value.

2. Raison d'être of College.

I am constrained to say that the Daly College has failed to answer the purpose for which it was instituted, as the education which the Chiefs of Central India and other scions of nobility have received in it has been far from satisfactory. The consequence is that whatever patronage of the aristocracy it claimed in the beginning has been gradually lost. It does not, I am sorry to say, command or enjoy the confidence of the Chiefs and the Nobles of the province who are averse to sending to it their sons or other male members of their families. The general idea prevails, and it is evidently based on good grounds, that the students in the College have more of play and less of the study of books, and that their intellectual culture is not sufficiently attended to. The result is that for securing recruits the College authorities solely depend on the help of the Political Officers who have to bring pressure to bear on the reluctant parents or to look for the chance offered by the minority of a Chief or a Thakur.

4. Age.

The minimum limit of the age for entry in the College should be 10 years and the boy should not leave the College before he is 20. Boys of younger age than 10 years should receive primary education in preparatory schools to be established in each province or in well and properly constituted Nobles' Schools, if such exist in Native States. Such institutions should serve as feeders to the Central College for Chiefs maintained at a high standard.

7. Endowment.

When a Central College for Chiefs is established, it should be adequately and richly endowed and should possess means sufficient to maintain its high efficiency. With respect to the Daly College a cry of insufficiency of funds is frequently heard and especially at the moment when any improvements are suggested.

8. Fees.

Fees should be levied from all students without exception. Education without cost is not appreciated. The cost should be uniform in cases of all, whether a Chief or a Thakur or a land-holder. The difference in the position of the students should not be taken into consideration, as those with ample means such as Native Chiefs and rich land-holders should be called upon to contribute to the general fund of the College.

10. Scholarships.

In the case of a Chiefs' College the award of scholarships is unnecessary, and the system, if existing, should be discontinued. Scholarships are given to support promising but impecunious students with the view of enabling them to prosecute their studies. Such pecuniary help will not be required by the student of a Rajkumar College.

11. Control.

I hold that the division of authority in the College would be most objectionable and would lead to friction. The supreme authority should be vested in the Principal who should control the institution in all its branches.

12. Establishment and Staff.

The staff of teachers in the Daly College is very poor. Irrespective of the Principal there is not a single teacher who may be deemed to be a man of worth or who has obtained liberal education. Most of them can be taught manners by

the pupils. It is found that the native teachers in the Chiefs' Colleges do not command respect from the students. The plain reason is that men of the right stamp are not appointed. In such appointments an University degree should not be the sole recommendation. What is wanted is liberal education; and not only that, but respectable lineage and good status in society. I lay great stress on the two latter points. It would be preferable if the services of native gentlemen of good families who have completed their education in England were secured.

16, 17. BOARDING HOUSES AND MOTAMIDS. The question of the organization and management of the Boarding houses is of great importance. The morals and manners of a boy are moulded according to the training he receives out of the school room. To give such training, only those persons are fitted who have themselves received it. It is therefore necessary that the Boarding houses should be placed under the superintendence of a person of high accomplishments and full experience who should possess full control over the boarders. I would prefer an English gentleman to fill the post. The Superintendent of the Boarding houses should have a sufficient staff of Assistants, both Europeans and Natives. The latter should be gentlemen of good families and social standing; well mannered, and able to advise the Superintendent in all matters connected with religion and racial customs. When this arrangement is given effect to, there will remain no need of Musahibs or Motamids who are, as I understand, at present appointed by the Native States. The appointments are generally made without giving due consideration of the fitness of the persons appointed. The result is that these officials are mostly found to be incompetent to discharge the duties entrusted to them.

18. PRIVATE TUTORS. I do not see any advantage in engaging private tutors for the boys, who should be left to prepare the lessons themselves and should not lean on the help of a tutor at other time than the school hour.

19. GUARDIANS. After the reorganization of the Boarding houses and the introduction of the required change in the system, there will remain no need of allowing special guardians to the boys and such appointments may with advantage be dispensed with.

20. SERVANTS. The servants play a great part in spoiling a boy. Great care should, therefore, be taken in employing the attendants of the boys. This fact should be impressed upon the minds of the parents or the guardians to whom it would be advisable to leave the selection of the attendants in the first instance. But after the appointment and while in attendance on the boys, the servants should remain entirely under the control of the College authorities who, in case of misconduct, should have power of replacing them by their own selections.

21. HORSES. I would recommend that riding should be made compulsory.

23. MESSING. Common messing is an excellent and commendable arrangement and it should be given effect to to the extent to which the caste rules would permit.

24. SPORTS. There is no questioning the fact that sports usurp too large an amount of the interest of the boys in a Rajkumar College; so much so as to give rise to the very erroneous idea in their minds that their chief merit lies in their excelling in games. They have been seen to exert themselves to the utmost degree and to strain every nerve in the cricket field or in a round of polo: but their mood changes at the work table in the school room where they glide over their lessons with indifference and manifest a marked want of application. Of the games polo, I must say, has the most pernicious effect upon them, and especially upon the young Ruling Chiefs. It becomes the chief aim and ambition of the latter, on leaving College and obtaining control over the finances of their States, to get up polo teams of their own, a luxury too expensive for most of them. Such sporting Chiefs, whose sole qualifications and attainments consist of their great skill in games of all sorts, no sooner assume the reins of government than, instead of taking an interest in questions relating to the administration of their States, which in most cases lie beyond their comprehension, they devote their whole attention to the horse, the dog, and the gun; three costly things which they strive to have without consideration of expense. The result is that the money coming from the coffers of the State, which should be applied to the improvement of the State and the amelioration of the condition of its subjects, is spent on pleasures, which though innocent in themselves become from the manner in which they are pursued objectionable. I do not wish it to be understood that I view the games with disfavour or assume an attitude of antagonism towards them. On the contrary I fully realize and appreciate the advantages that result from their pursuit. What I want is strict moderation. Let the games by all means occupy their proper place in physical training, but let them not transgress the proper bounds and let not the boys in any case entertain an exaggerated idea of their importance.

25. MORALS. I have not yet heard much against the morals of the Rajkumar students. I know of one case which happened in the Daly College some years ago and in which a woman was concerned. The charge could not be brought home to the boy. However, I admit that the existing arrangements cannot be deemed to be a sufficient safeguard against the occurrence of moral offences.

26. HOLIDAYS. The periods and duration of holidays differ in the several Colleges. Uniformity of system is not perhaps possible owing to local circumstances.

As far as I am aware no supervision is kept by the College authorities over the boys in the holidays, if the case of a Native Ruling Chief, who generally has a separate guardian, be excepted. The boys disperse to their homes where they are entirely under the control of their parents or natural guardians. The home influences in many cases have a bad effect upon them and tend to undo the good which is being done in the College. How this can be prevented is a difficult problem to solve.

28. RELIGION. No religious instruction is at present given in the Colleges. The want of it is generally felt and is one of the chief causes of complaint on the part of the parents. It is essential that religious education should be given to the boys without which they are apt to become either bigots or unscrupulous beings.

33. ENGLISH EDUCATION. The education in English which the boys receive in the Colleges is extremely limited and defective. I can cite the case of a Native Chief who had studied in the Daly College for five years. He had to write on an occasion a small note of invitation to dinner. He made several attempts to compose it, but his labours which lasted for about half an hour only resulted in a production which he was ashamed to show. At last he had to seek the help of another and to write a note by dictation. The boys should obtain a thorough knowledge of English and should be able to talk and write the language with ease.

More attention should also be paid to the teaching of the vernacular, and instruction should also be given in Persian, Arabic and Sanscrit. The classics should be the medium of giving religious instruction.

38. COMMON EXAMINATION. I answer this question in the affirmative.

40. TRAINING FOR LAND-OWNERS. A special curriculum should be prescribed for a Chiefs' College and it should be uniform in all such Colleges. Among the subjects it would be most advantageous to introduce the following:—

Jurisprudence, International law, Political economy, Revenue law and procedure, and the system of keeping accounts.

41 FUTURE OF CHIEFS' COLLEGES. I deprecate the multiplicity of the Chiefs' Colleges. It would I think be difficult to maintain several Colleges scattered in different parts of India at the high standard which it is necessary that a Chiefs' College should be brought to. I do not consider it desirable that the Chiefs and scions of nobility of one province should be kept in a separate groove of their own. They should, on the contrary, be brought in contact with the members of the aristocratic families of other parts of India. Such association would break down the racial pride, remove the old established antipathies and enlarge the ideas. I would, therefore, recommend the establishment of one Central College for the whole of India with preparatory schools in each province.

43. OFFICERS OF THE POLITICAL DEPARTMENT. To attach junior Political Officers to the Chiefs' Colleges would do no good to the Colleges, but it might be advantageous to the officers as affording means of acquiring experience of the manners, customs, and habits of the people with whom they will come in contact in their future careers.

G. I. C. P. O.—No. 931 F. D.—18-2-1902—120.—J. Some.

CONFERENCE ON CHIEFS' COLLEGES.

PART III.

Sub-Committee on Curriculum.

PRESENT:

Messrs. Godley, Gunion, Morison, Sherring, Waddington, and Major Daly.

(31*st January* 1902; 10 *A.M. to* 2 *P.M. and* 3½ *to* 5¾ *P.M.*)

Major Daly read extracts from notes taken at the general meetings, indicating the opinions formed as to the existing system and what the Sub-Committee should aim at.

2. The following preliminary points were recorded:—

(i) Religious instruction, Games, and Physical exercises should not be provided for in the curriculum; but the curriculum should be so framed as to leave time for them.

(ii) Religious instruction, if arranged, should be given in the school-room; it should be in addition to the course, but should be recognised as part of it.

(iii) The lowest age at entry is taken at ten years and the course at eight years. Anything to follow on the eight-year course should be taken as outside the curriculum, the principle being that at the age of 18 the boy's general education should be somewhat complete and his future, as far as possible, shaped.

(iv) The curriculum should provide for eight classes with annual promotion. The classes would fall into two groups, *viz.*,—

(*a*) The classes for which there would be a special examination by an Independent Examiner, unconnected with any individual College.

(*b*) The lower classes for which the examination must be locally arranged.

In the lower classes boys might be eligible to receive double promotion in a year. In the higher classes promotion, in the absence of very special circumstances, should not be more rapid than one class a year.

(v) In the three highest classes the medium of teaching and of examination should be English. The annual examination, other than oral, in the three highest classes should be conducted simultaneously in all Colleges under direction of the Independent Examiner or Examining Board.

3. *Curriculum.*—The heads of teaching common to the whole school should be:—

I. English.
II. Vernacular, chiefly in the lower classes.
III. Arithmetic.
IV. History and Geography.

For the three highest classes the Independent Examiner should prescribe the text-books annually in advance.

DALY COLLEGE.

Mathematics would be reduced and extra time given to English.

Note.—Science is at present taught at the Daly College, but this is out of class hours and on half-holidays. The vernacular now taught in the 1st class is the second vernacular in common use in Central India.

AITCHISON COLLEGE.

The number of classes would be reduced from 10 to 8; but there are at present only two higher classes; the standard of the 3rd class would be raised and the new course would be gradual and continuous, being a great improvement in this respect on the present system. Science and Classical languages* would disappear and Mathematics would be reduced.

* Persian should perhaps be retained in the Aitchison College.

6. For the lower classes, Nos. V to VIII, the curriculum proposed is :—

English.—A graduated scale of Readers.

Vernacular.—Local series of Readers, which should contain useful general information. At the Aitchison College, the Agricultural and the Sanitary Primer are used in the vernacular.

Mathematics.—Simple progressive classes, teaching arithmetic up to what is required in class III.

The proposed allotment of hours is :—

	Classes IV to VI.	Classes VII and VIII.
English	... 9	6
Vernacular	... 9	12
Geography	... 2	2
Arithmetic	... 6	6

7. It was assumed that Science was to be ruled out of the curriculum; but the masters desired that the question should be definitely placed before His Excellency. Individual opinions were as under :—

Mr. Waddington would retain it, if time could be found.

Mr. Gunion would retain it, but as outside the course.

Mr. Sherring would retain it.

Mr. Godley would retain it, if time could be found.

Mr. Morison would discard it.

The general view was that, if Science is retained, the minimum time to be allotted to it must be two hours a week.

It was subsequently suggested, and the idea found general favour, that Science, Freehand Drawing and Music should be regarded as extras in which the College should be able to give instruction to any boys who wished to take them up; and that boys who studied Science and Freehand Drawing might be permitted to present them as optional† subjects at the final examination of boys in the first class, and might count towards their aggregate in that examination any marks which they obtained in these extras over the figure fixed therefor as "pass marks".

† Mr. Godley desires to record his opinion that Drawing should be compulsory.

8. It was suggested that, with a view to providing a complete and fairly uniform system of lectures, out of class hours, on general topics, &c., attempt should be made to frame a scheme well in advance and to seek the assistance of Government in getting gentlemen to lecture.

9. The Sub-Committee considered that the question of giving instruction in systems of taxation, hygiene, sanitation, and the like, should be reserved to form part of any separate proposals that may hereafter have to be made in connection with any other course beyond and at the end of the ordinary curriculum.

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Note by Mr. H. W. Orange, Director-General of Education in India, dated the 1st August 1902.

1. The proposed curriculum of the colleges is to be referred to the Local Governments for their remarks, and no doubt the matter will be further considered on receipt of their replies; but in the meantime the curriculum has so important a bearing upon the questions here referred to the Home Department as to the kind of staff required, and the source from which they should be recruited, that it is necessary to say a little under this head before dealing with the rest of the subject. The curriculum proposed in the report of the sub-committee seems to me to be still too literary, and too much like a course framed for an entrance examination at one of the Universities, to be likely to find final acceptance. It contains nothing but book-work, and falls far short of the requirement that it should be practical. Given that these Chiefs are not going to be University students, and cannot reasonably be expected to find their main interest in after life in English literature, their education seems to me to offer scope for the construction of a special curriculum, of the most unscholastic and unpedantic kind, in which the energies of a very good but somewhat special class of English teacher should be directed by means of special training.

2. Riding, as the report of the proceedings of the conference seems to show, should be part of the course.

3. Physical exercises should also be taught as part of the course. There has been a great improvement latterly in English schools in this respect, and Dr. Warre himself is an advocate of the view that they are required as a supplement to school games. With the assistance of Colonel Fox, the Director-General of Army Gymnasia, the army scheme of physical training for soldiers has been adapted for the use of schools. It is much used in England, is very popular with the boys, and it does not require very much time, say, three half hours a week. Instructors are trained at Umballa on similar lines. I should think that such exercises for the Chiefs would be one of the most valuable parts of their school course. Such teaching requires at least one member of the staff specially trained for the purpose; a few weeks at Aldershot would suffice, but it would be a great mistake to suppose that the ordinary army drill sergeant is as yet qualified to give this instruction. A trained instructor could be seconded from the army for about Rs. 70 a month, or the ordinary staff could be made to learn the method.

4. Drawing is excluded from the proposed curriculum. It should most certainly be given a place. Here too the improvements of the last few years in English teaching should be given admission to the Chiefs' Colleges; drawing no longer means shutting up boys for two hours in a class-room to make copies of other peoples' work, or to trace curves and geometrical figures with rigid accuracy, but it means training them to see and to observe, and to use drawing spontaneously as an instrument in their other studies. A more important and lasting effect will be produced by teaching these boys to observe truly, and to love form and colour, than by plays of Shakespeare; and no other aesthetic training is proposed in this curriculum. Here again, a trained staff will be necessary.

5. Object lessons and nature study should find a place in the curriculum. This requirement is not sufficiently met by the inclusion of science as an optional subject. It would be inconsistent for the Government of India to be pressing for object lessons in the primary schools, and not themselves to provide such teaching for the Chiefs. There is a good collection of apparatus for object lessons at the Lahore College, and there is a collection of birds there which was presented by an old pupil, made by himself.

6. There are difficulties about giving manual instruction to Chiefs, as most courses have an industrial tinge about them; but some simple handwork for the younger boys is as desirable and as likely to be popular as it is in the English preparatory schools.

7. Geography is given only one hour in the proposed course, and the plan of study is open to criticism, as it begins with the map of Africa. Geography may be made a most interesting and "practical" study, and may be carried on largely out of doors; it may be so contrived as to provide a training in a variety of subjects, to quicken observation and to enrich the boys with ideas which would be useful to them all their lives as landholders; and some knowledge of local maps will be necessary to them as rulers. Special courses of training for teachers of geography are now given in England.

8. The use of the mother-tongue is properly provided for in the curriculum; the teaching of this is a branch of education on which a great deal has been written, which might be adapted to these schools, and which goes a good deal beyond the writing of translation papers. It is very doubtful whether the little boys should be taught any other language than their own for the first two years of their school life, and it is most desirable that the English staff should be able to teach them in the vernacular.

9. English is given ten hours a week, and examination in set books is recommended. The teaching of foreign languages in the best schools in other countries does not now proceed these lines, and, in spite of the long hours devoted to the teaching of English in Indian schools, it is one of the weakest points in them. In my opinion, we should adopt new methods, and should send teachers to Germany to see how English can be taught as a foreign language. The teachers would probably use some books, and the books suggested seem promising; but they should not be prescribed, and least of all should there be an examination in them. The teaching should be oral, and should be in the first place devoted to interesting the boys in England and English life, English public schools, the doings of the Indian Chiefs who visit England, and any other points on which the treatment can be made to appeal to their sympathies.

10. History, some teaching of law and administration and occasional lantern lectures are rightly included in the curriculum, and I think this with Arithmetic completes the course.

11. Numbers, qualifications, status and pay of staff.

For such a curriculum, the proposals as to staff appear to me to be liberal without being excessive. The riding masters could presumably be provided by the Indian army; the physical training either from that source, or by a trained member of the ordinary staff; the latter plan is considered preferable in England. For the rest, the kind of man required is the best type of English public school and University man, not necessarily with a very high degree, who has had some experience in the good preparatory schools, or in the lower forms of public schools. But, as in other classes of educational officer, we should require the men to be trained; and it would be most desirable to pick them with very great care, and to train them specially with a view to the curriculum of the Chiefs' colleges. It would be fully worth while to give them a year's training after appointment, and they might then be qualified as all-round teachers of the curriculum proposed. The Europeans should be members of the Indian Education Service, and borne on the lists of the Punjab and Bombay staff, being seconded therefrom for service in the Chiefs' colleges. The rates of pay proposed correspond to those of the Indian Education Service. The Principalship of the Mayo College would rank equally with the highest salary and allowance attached to a Presidency College, and the other two Principalships with the lower special salaries attached to certain posts in the service; and the other masters would be on the same scales as the ordinary members of the service. Thus there would be no reason for the staff desiring to be transferred to other duties, except that of Director of Public Instruction, for which presumably they would be eligible; and in the ordinary course it might be hoped that they would remain in the colleges throughout their career, having the same prospects in it that they would have outside; while the fact that they were seconded would enable them to be removed to other duties if they were found unsuitable; for it would be a service from which unsuitable men should be unsparingly removed. For similar reasons, and for educational reasons, I think the staff should be interchangeable, in spite of the difficulty of difference in the vernacular, which would tend to make interchange rare. Otherwise, we might have a case of a man in one college succeeding direct from, say, Rs. 750 to Rs. 1,500, while in another there might be a better man of longer service staying at his maximum of Rs. 1,000 with only a distant prospect of succeeding to Rs. 1,250.

12. As to the lower staff, there is no reason why they should not similarly be seconded from the Provincial and the Subordinate services, those under the salary of Rs. 200 being, as is the usual but not invariable rule, classified in the Subordinate, and those of a higher salary being classified in the Provincial service. It is true that there are some differences in the various provinces in the conditions of pay of these two lower services, and that the Provincial service contains some men drawing Rs. 700; but these differences have been settled to suit the special circumstances of the Provinces, and there seems to be no reason why, if cause for exceptional treatment of individual cases arose in the Chiefs' colleges, such exceptional treatment should not be accorded. Local Governments will presumably be consulted as to dealing with existing incumbents. Those who are thought fit can, with the sanction of the Secretary of State, be appointed to the Indian Education Service; and in the lower grades to the Provincial and Subordinate Services with the authority of the Local Governments. Otherwise, special arrangements might be made for them.

13. The question of the Inspecting Officer is not altogether an easy one. Assuming that it is intended to leave the constitutions of the colleges without material alteration, I suppose that the Inspecting Officer would inspect on behalf of the Government of India, and that his reports would be by them communicated to the Governing Bodies and Local Governments. I do not think that the inspection would take, or ought to take, half his time; that would almost amount to taking the management out of the hands of the Head Masters. If he spent a week at each college twice a year, that ought to suffice for the purposes of inspection, and he could also be at the call of the Local Governments to advise them if required on special occasions. What should he do for the rest of his time? It would not be well to employ the Head Master of one college in inspecting the rest; such an arrangement is to be recommended where one of a group of institutions is conducted as a model, with a staff of superior qualifications, as, for instance, a Training College conducted by an Englishman who may rightly

employed in inspecting others conducted by Natives; but such an arrangement in the Chiefs' colleges would have a tendency to belittle the status of the other colleges and their staff. Moreover, it is advisable, if possible, that the inspecting officer should be in contact with some outside influences, and should see something of other forms of education. Such a man should, I think, be an educational officer, and it would not be advisable that the whole of the rest of his time should be taken up with political work, even if it could be provided for him; although he should frequently confer with the Foreign Department, and might often be found useful by them in dealing with the Chiefs in matters relating to their sons' education. The post could be combined with that of Inspector of European Schools in one Province, either the Punjab or the United Provinces, both of which are proposing to have a separate Inspector, as they do not like to join.

14. As to the Independent Board of Examiners, I think the Inspecting Officer would easily arrange for all the examination that would be necessary. The report of the sub-committee, in my opinion, proposes to overdo examination. But the Inspecting Officer might want a small allowance for outside help—say, Rs. 500 per annum.

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