Educational (1903) Department.

ORDINARY PRINTED.

G.O., No. 565-6

DATED 19.11.03.

INDEXED.

N. P.

ORIGINAL

[Despatch Abstract.]

Code for European Schools.

Submitting to the Government of India remarks on the draft ——

BACK PAPERS.

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

FURTHER PAPERS.

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

Government {1903} of Madras.

EDUCATIONAL.

Recd. } 1903. *Enclosures*

Regd. *Spare copies*

ORIGINAL

G.O., &c., Nos. 565, 566, 19th November 1903.

N. P.

NOVEMBER.

Code for European schools.

Submitting to the Government of India remarks on the draft —.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following papers :—

From H. H. RISLEY, Esq., C.I.E., Officiating Secretary to the Government of India, Home Department—(Education), to the Secretary to the Government of Madras, Educational Department, dated Simla, the 14th July 1903, No. 429.

The Government of India have had under consideration the replies of local Governments and Administrations to Mr. Hewett's letter of 27th November 1901, and the report of the committee appointed to frame a uniform code for the education of Europeans in India. I am to express the thanks of the Government of India to the members of the committee for the careful manner in which they have performed their work, and to forward, for the consideration of the Governor in Council, a copy of their report and of a draft code which has been based upon their recommendations, subject to some modifications which have been introduced in order to carry out more fully the objects stated in Mr. Hewett's letter. Before prescribing this code for adoption, the Government of India desire to be favoured with the observations of the Governor in Council upon it. I am at the same time to communicate the following remarks upon certain points in the order in which they were treated in Mr. Hewett's letter of 27th November 1901.

2. *Contributions of the State towards the education of Europeans.*—The draft code provides for five grades of scholarships—primary, middle, high, collegiate, and final. The first three of these have been in existence for many years and, in the opinion of the Government of India, they make adequate provision for the education of Europeans and Eurasians up to the stage at which they may be expected to proceed to a university. The draft code meets the case of these more advanced students, and provides for the grant of scholarships tenable at the ordinary arts colleges, or at other special institutions for higher education which, though not teaching up to existing university courses, nevertheless confer an education of a standard comparable to that observed in a university. The proposed regulations will be found in articles 107 to 115, the rates for "high", "collegiate" and "final" scholarships being fixed at Rs. 20, 30 and 40, respectively. The number of such scholarships in each province will be for the local Government to determine.

The committee have also reported in favour of the establishment in each province of a scholarship of £200 per annum tenable for three years in England. The Government of Bombay have expressed themselves in favour of the establishment of such scholarships. I am to invite the opinion of the Government of Madras upon this proposal, and upon the conditions on which they should be awarded.

3. *Establishment by the State of Schools for Europeans.*—The committee favour the introduction of boarding grants, rather than the establishment of schools by Government, for the poorer European population and for children in out-of-the-way places where schools cannot conveniently be established. The draft code provides for such grants at the rate of Rs. 8 per pupil, or, in some cases, up to the total cost of the education given (articles 44—46). While commending these proposals for acceptance, the Government of India leave it open to local Governments to establish Government schools wherever the circumstances of the class to be provided for or the special conditions of the locality are such as to justify the expenditure involved.

4. *Inspection of Schools for Europeans.*—The proposal that the supervision of European education should be placed under a special inspector has received the assent of the local Governments, and is being carried out in every province except Bombay and the Central Provinces, where the question of appointing a single inspector for both provinces is still under consideration. It is found, however, that except in Bengal these schools will not occupy the whole time of one officer, and other inspection duties will consequently be combined with them.

5. *Examinations in Schools for Europeans.*—The committee have recommended that the Primary, Middle and High school examinations should be held, as before, at centres; and that every scholar should be required to pass the Primary examination before promotion to the Middle school stage, and the Middle examination before promotion to the High school stage. But they recommend that no fees should be charged for them; and that the results of the Primary and Middle examinations should not be published, but merely communicated to the managers.

The Government of India still adhere to the views expressed in their letter of 27th November 1901, and according to the draft code as now amended by them the only public examination will be the leaving examination, which may take place either at the Middle or at the High school standard. For this, as in similar cases in native schools, a fee will be charged. The progress of the scholars throughout a school should be tested by inspection *in situ;* and promotion from stage to stage is no longer to be determined by departmental examinations. The Primary examination will be a scholarship examination only, and the Middle and High school examinations will be intended only to serve the purpose of a leaving examination for those who are not proceeding further, or a scholarship examination for those who are.

6. *Scholarships for Europeans.*—In addition to the high, collegiate and final scholarships of Rs. 20, 30 and 40, respectively, which are tenable after leaving school provision is made in the draft code for primary scholarships of Rs. 8 tenable in the middle classes and middle scholarships of Rs. 12 tenable in the high classes of schools. The number of scholarships of each kind will be fixed by the local Government. A syllabus of examination for the primary scholarships is contained in the code (article 98), and the syllabus for the middle and high school scholarships is the same as for the leaving examinations referred to in the last paragraph. The local Governments are left to make such arrangements as they think best for the holding of the Pri[illegible] scholarship examination. The Government of India trust that care will be taken to restrict the examination to its proper purpose, and not to allow it to be used as a general examination. This may be effected by neither publishing nor communicating to the managers any results except the names of those to whom scholarships are awarded.

7. *Method of Examination.*—Mr. Hewett's letter of 27th November 1901 contained no proposal for an alteration in the present practice by which separate examinations, are held in each province. The committee, however, recommend (paragraph 27 of their report) that the Middle and High school examinations should be the same for all provinces in India, the necessary arrangements being made by an annual conference of inspectors. It appears to the Government of India that there are serious objections to this recommendation, which, if carried out, would withdraw the control of the examination and to some extent of the courses of study from the Provincial Education departments; would unduly limit its scope and stereotype its form by reason of the impossibility of arranging for meetings of examiners and the essential oral and practical tests; and would further tend to centralise the administration of the schools and to lead the masters to shape their methods of teaching solely with reference to the prospects of success in the examination. The draft code has accordingly been amended by the omission of any provisions for an examination common to the whole of India; but it will be open to two or more provinces to combine in holding a common examination if they think fit.

8. *Training College for Teachers in European Schools.*—The Government of the United Provinces has agreed to establish a Central Training college at Allahabad, which will accommodate about 25 students; and has submitted proposals which are now under consideration. The Government of India are disposed to think that the

management of such a college should be in the hands of the Government of the United Provinces; and that the other local Governments should not be asked to contribute to it except by sending students there and providing them with stipends sufficient to enable them to pay the fees. The fees proposed are Rs. 300 per annum.

Under the provisions of the draft Code (chapters V and XI), local Governments will also be able to make grants-in-aid of other training institutions, which may be established in accordance with the conditions therein stated.

9. *Grants-in-aid.*—The proposals of the committee under this head are contained in chapter V of the draft Code. They contemplate a large departure from the existing system, the leading feature of which was that the "ordinary" grant representing the bulk of the Government contribution was based upon the attendance of pupils throughout the year. This gave rise to various abuses and the committee propose to substitute an ordinary grant calculated on the difference between income and expenditure. This system has been found to work well in Burma. The draft Code (articles 34—43) further gives effect to the proposal, made in paragraph 7 of Mr. Hewett's letter, for the institution of salary grants, payable in respect of duly qualified teachers; and the conditions of qualification will be found in article 68. The Government of India will be glad to learn whether the suggestions of the committee as regards grants and especially in respect of ordinary grants commend themselves to the Governor in Council or whether His Excellency in Council would prefer to introduce a prescribed scale of maintenance grants, based upon a consideration of the needs of typical schools.

10. *Register of Teachers.*—A register should now be formed by the Education department in each province of all duly qualified teachers in European schools; the register showing each teacher's date of birth, and nationality, with particulars of his education, training, and service as a teacher, the amount of his salary and other remuneration or allowances. Salary grants will only be payable in respect of teachers entered in this register.

11. *Provident Fund for Teachers.*—The committee strongly urge the formation of a Provident fund for teachers in European schools. I am to invite the opinion of the Governor in Council upon this proposal.

12. *Instruction in the Vernacular in Schools for Europeans.*—The committee, while agreeing that a proper knowledge of the vernacular is of great importance to European boys educated in this country, have urged that instruction in the vernacular should not everywhere be made a condition of receiving a grant. The draft Code follows their recommendation and includes the vernacular as an optional subject in the courses of study from standard III upwards. The Government of India hope that the Inspectors will be directed to press for such instruction in all schools where the circumstances allow of it. It is recognised that in Madras and Bombay the diversity of vernacular languages and other difficulties will prevent this recommendation from being so fully carried out there as in other provinces.

The committee also recommend that special rewards should be offered to teachers and pupils in order to encourage study of the vernaculars. The Government of India are doubtful whether the rewards to pupils should go beyond the giving of some school prizes for proficiency in this subject; and they think that rewards for teachers might most appropriately take the form of a special grant to schools where instruction in the vernacular is given from the third standard upwards by a properly qualified European teacher.

13. *The Cambridge Senior Local Examination and Senior London Chamber of Commerce Commercial Examinations.*—The draft Code (article 18) admits of the courses of study being so arranged as to prepare boys for these and other examinations with the sanction of the Inspector. The Government of India hope that in administering the Code local Governments and Administrations will allow a reasonable freedom of choice to the schools in this respect.

14. *Recognition of Examinations.*—The recommendations of the committee in paragraph 9 of their report are partly covered by the orders which were given by the Government of India in the last paragraph of Mr. Hewett's letter of 27th November 1901. The committee further recommend that besides being recognised as equivalent

to the Entrance or School Final examinations in native schools, the High School examination of European schools should, under certain conditions, be placed on the same footing as the F.A. for the purpose of entering Government service. The Government of India find, however, that the cases in which the F.A. is prescribed as a qualification are comparatively rare, and that the examinations which ordinarily qualify for the middle grades of the public service are the Entrance or School Final, and for the higher grades the B.A. or other University degree. It is open to Europeans to proceed to the F.A. stage if they so desire; but it would be impossible to give precedence to the High School examination in the case of those appointments for which the Entrance or School Final is a qualifying test.

15. *Maintenance and revision of the Code.*—The terms of the draft Code will be finally settled by the Government of India after considering the replies of the local Governments and Administrations to this letter. Articles 13 and 14 provide for the requisite adaptation of its provisions to local conditions. In paragraph 27 of their report the committee propose that annual conferences of Inspectors should be held at the head-quarters of each province in succession for the purpose of comparing the working of the Code and bringing forward any modifications which experience may suggest. The advantages of the method suggested are obvious, but the administrative disturbance caused by annual conferences would be considerable, especially in the case of those Inspectors whose time is not wholly occupied with European schools. I am to suggest therefore, for the consideration of the Governor in Council, that the object in view may be sufficiently attained by making the conferences triennial. In the interval between such conferences it is believed that adequate communication between the officers concerned can be maintained through the agency of the Provincial Directors and the Educational bureau attached to the office of the Director-General.

16. The Government of India, considering the Code as revised by the committee to be a great improvement upon that previously existing and recognising that it already includes several far-reaching changes of principle, desire to accept it with as little alteration as possible, and to leave experience of its working to disclose such defects as it may contain. But at the same time they are of opinion that there are certain respects in which it will probably be necessary to amend it in the near future. The grading of the schools into primary, middle and high will require to be supplemented by some further differentiation of the high schools, according to their curriculum, provision being made for distinctively commercial or scientific schools, or departments of schools. At present the middle schools, as contemplated by the Code, are not a distinct type, but only provide an incomplete high school course. It will be desirable to frame a course, complete in itself, and appropriate for those scholars who are unable to remain at school beyond the middle standards. Further experience may also enable the Code to give more guidance to the managers of schools in the composition of the courses of study (which, under the present draft regulations, they are left to frame, subject to the approval of the Inspector) by combining with English and Arithmetic a selection of optional subjects and at the same time to leave to them more freedom in the methods of teaching. The draft Code is also based upon the assumption that all schools will be classified into the same number of classes, corresponding to a year's work. It may probably be expedient to amend the Code at some future date by inserting typical examples of courses of study for schools of various sizes, in which the number of scholars and teachers and the arrangement of the premises do not admit of the formation of separate classes for each year's work.

17. If the Government of Madras approve generally of the proposals contained in the draft Code, I am to request that an estimate may be submitted of the cost of giving effect to them in the Madras Presidency.

18. His Excellency the Governor in Council will doubtless give due consideration to the memorandum by Mr. Marsden which is appended to the report of the committee.

Enclosure.

Report of the Committee appointed under Government of India Resolution No. 237—247 of March 1st, 1902, to revise the Code of Regulations for European Schools in Bengal, with a view to preparing a uniform Code for India and Burma.

We have the honour to submit the revised Code, showing, in parallel columns, the old and the new Code, and the following report.

2. *Number of meetings.*—We held seventeen meetings, beginning our work on March 3rd, and separating on March 20th, two members being left to draw up the necessary forms.

3. *Course of Proceedings.*—We began by considering Government of India letters Nos. 534—539 of November 27th, 1901, from the Secretary to the Government of India, Home Department, Education, to the Governments of Madras, Bombay, Bengal, North-Western Provinces, Punjab, and Burma, respectively. We then considered the replies of some of these Governments to the Government of India, including letter No. 1870 of February 22nd, 1902, from the Second Secretary to the Chief Commissioner, Central Provinces, to the Secretary to the Government of India, Home Department. In the course of our work, we considered several suggestions and recommendations made by the Education Departments of various provinces, and by others interested in the question of European education, conveyed to the committee through their delegates. We then considered the Code in detail.

The result of our deliberations is embodied in the resolutions passed at the first two meetings, and in the draft Code which we submit.

[For Proceedings see Appendix I.]

4. *Need for special treatment of Europeans.*—We are unanimous in respectfully urging that the education of Europeans should be kept quite distinct from that of the natives of the country throughout India and Burma. We recommend that no pains should be spared to make education for Europeans as efficient and thorough as possible, so that European children may be perfectly prepared for the life struggle which lies before them, and be able to compete on equal terms with the natives of the country.

The European community may roughly be divided into two classes—one, a very small one that sooner or later sends its children to England, to fit them for public or private service; the other, a very large one, that looks to India and Burma for the necessary education.

While we agree that due consideration should be shown to the few members of the community who send their children to England, we are strongly of opinion that the chief duty of the Government in regard to European education is to provide for the requirements of the community at large, whose children will never leave this country. We venture to think that full and adequate provision has been made for the education of these children in the rules, curricula and examinations laid down in the Code now submitted.

5. The general questions raised in the Government of India letters referred to in paragraph 3 concerned:—

(*a*) Scholarships. (*Paragraphs* 2 *and* 6 of the Government of India letters.)
(*b*) Establishment of State Schools for Europeans. (*Paragraph* 3.)
(*c*) Inspection of European Schools. (*Paragraph* 4.)
(*d*) Examinations for Scholars in European Schools. (*Paragraphs* 5 *and* 9.)
(*e*) Training Colleges for Teachers in European Schools. (*Paragraph* 7.)
(*f*) Certificates for Teachers. (*Paragraph* 7.)
(*g*) Salary grants. (*Paragraph* 7.)
(*h*) Vernacular Instruction in European Schools. (*Paragraph* 8.)

6. *Scholarships.*—Our suggestions will be found in Resolutions (1) to (4). (*See Appendix I, page* 1.) They are based on the general principles laid down by the Government of India, and the scholarships recommended are, we urge, a fair contribution on the part of the Government. They provide for education from the primary to the highest stage, and allow of European students preparing themselves, when they have passed the High School examination, for degrees and diplomas on the Literary, Technical, or Professional side.

In Resolution (4) we have recommended the founding of scholarships tenable in England. We have, however, suggested no conditions of tenure or preliminary qualifications, because we think that these would best be left to each Local Government to determine. We are unanimous in strongly urging the creation of these scholarships.

7. *Establishment by the State of Schools for Europeans.*—We very carefully considered paragraph 3 of the letter of the Government of India, and we are of opinion that for European children who are left in a state of destitution on the decease of their parents, and for the children of the poorer classes of Europeans located in out-of-the-way places, it would be well to provide for their education in existing recognized European schools, either by boarding grants, and special grants towards the cost of conveyance to such schools; or by meeting the entire cost of board and tuition on lines similar to those adopted by the Bruce Foundation. Such a course

would be more effectual and far less costly than the establishment of special Government schools for the purpose. Rules embodying our proposals have been inserted as articles 44, 45 and 46 of the draft Code.

As regards European education in the Madras Presidency, Mr. Marsden, Inspector of Schools, submitted a Memorandum on the subject. (*See Appendix II.*)

8. *Inspection of Schools for Europeans.*—On this matter we are unanimous. Our resolutions are to be found in the proceedings of the first meeting. We hold that efficient control and inspection of European schools is absolutely necessary, if this branch of education is to justify the special legislation and expenditure provided for it. We are unanimous in strongly urging that separate Inspectors be appointed for this purpose; that they be men of high attainments and educational experience; that they be granted a liberal office establishment, on the correspondence and account sides, to ensure efficient and prompt discharge of work; and that a liberal allotment be made for the appointment of efficient examiners and a good Board of Moderators, and *for the proper supervision of the Middle and High School examinations.*

In provinces where the inspection of European schools is not enough to occupy the full time of an Inspector, other work might be given him, *for the present.* We would point out, however, that close supervision and more frequent inspection will be called for under the new rules, and in the larger provinces, Bengal for example, it will probably be necessary to appoint an Assistant Inspector as well. We believe that the appointment of a separate officer will bring about an increase in the number of schools.

We are of opinion, that combining the work in several provinces under one Inspector will not be satisfactory. If in any province the work is very small it would be better to add it to the work of one of the ordinary Inspectors of that province.

9. *Examinations in Schools for Europeans.*—We have ventured, with all due deference, to submit proposals on this question that are somewhat at variance with the proposals in paragraph 5 of the Government of India letter. We strongly urge the retention of the Primary School examination, with slight modifications, in its present form, on the grounds, (1) that the efficiency of the schools in both the primary and middle sections would be seriously prejudiced by its abolition, and (2) that this form of examination is the best for the award of scholarships. Mr. Crosse would prefer that it should not be used for determining promotion, which he considers should, at this stage of education, be decided by the teachers, subject to the control of the Inspector. Mr. Prior states that in Bombay the examination should be voluntary.

In regard to the Middle School examination, we recommend that it be retained; and, with the exception of Mr. Prior, we hold that passing it should be compulsory for promotion to the high section. The reasons we urge for its retention are, that it is, for the majority of scholars, a final school examination; that it is a great incentive to work on the part of teachers and pupils; that it is necessary for the purpose of awarding scholarships; and that it is useful for the purpose of departmental control. We recommend that it be compulsory, in order to prevent unqualified pupils from being admitted to the high section.

We are unanimous in recommending that fees be abolished for the Primary, Middle, and High School examinations, except for the private candidates. We consider that these examinations are, and should be retained as school tests, and therefore that no charge should be made for admission to them. We are averse to considering them to be public examinations, and to publishing results, except for the High School examination. We trust that these modifications will remove the objections of the Government of India as to continuance of the Primary School examination.

We would like to see the Middle and High School examinations common examinations for all India and Burma, and we have submitted proposals for carrying this out. (*See paragraph* 27.)

We respectfully call attention to Resolution (18) on paragraph 9 of the Government letter, given in the proceedings of the second meeting [*see Appendix I, page* 3] and we cannot too strongly urge that, under the proposed alteration in the standard of the High School examination, the Government of India will obtain recognition for it, (A) as equivalent to the Entrance or Matriculation examination, for admission to the following:—

(*a*) Secretariat Clerical Service.
(*b*) Office of the Comptroller and Auditor-General.
(*c*) Sub-Inspectorships of Police.
(*d*) Four Inns of Court.
(*e*) The General Medical Council in England.
(*f*) Edinburgh School of Medicine.

(B) As the equivalent to the F.A., where all the subjects laid down for F.A. have been passed.

(C) We would further ask, that the exemptions granted to the Cambridge Senior Local Examination be obtained in the following cases, for it:—

(*a*) Previous examination of the University of Cambridge.
(*b*) Portion of the Preliminary examinations in Arts and Science, and in Medicine of the Scottish Universities.
(*c*) Appointment as Assistant Teachers in the Education Department in England.
(*d*) Registration as Medical or Dental students, under the General Medical Council.

(*e*) Exemption from the Preliminary examination under the Incorporated Law Society.
(*f*) Exemption from the Preliminary examination under the Institute of Chartered Accountants.
(*g*) Exemption from the First examination of the Pharmaceutical Society of Great Britain.
(*h*) Preliminary examination under the Royal College of Veterinary Surgeons.

10. We suggest that a more advanced examination might be instituted, which would serve as a common examination for admission to the higher departments of the Government service such as the Financial and Opium Departments, and the Superior Police. The rules for this examination might be inserted in the Code, and the examinations held simultaneously at centres throughout India, in the same way as it is proposed to hold the Middle and High School examinations. The several departments might then further test those successful candidates who had been nominated for them, in such additional subjects as might be thought desirable in each case

11. In regard to the Cambridge Senior Local and the London Chamber of Commerce Senior examinations, we are of opinion that a limited number of schools might be permitted to take up either or both of these examinations, provided that the department is satisfied that a real demand for them exists, and that proper provision is made for the efficient teaching of every subject in the particular course selected. We further recommend that arrangements for the holding of these examinations, including supervision, should be made by the department, but that Government should in no way be responsible for the payment of the fees to the examining boards.

12. *Training Colleges.*—We are in favour of the establishment of a central training college, but recommend that a hill station be selected, if possible, in preference to Allahabad. The Bengal Government has already opened a training college for teachers in European schools at Kurseong.

In Chapter XI of the Draft Code now submitted, we give rules providing for training institutions under the grant-in-aid system, as well as for Government training colleges and schools. These rules are founded upon those given in the revised proposals,—Appendix D to the Report of the Code Revision Committee in 1895.

In some provinces there are normal classes for the training of schoolmasters and schoolmistresses, conducted in connection with institutions registered under the grant-in-aid rules. As Burma has many of these, special provision is made for them; and there should be rules to provide for such schools as exist, or may be opened in other provinces.

13. *Certificates.*—Provision has been made in Chapter VI of the Draft Code, for the issue of certificates to all teachers who prove themselves competent as such. The certificates are of different grades, determined by the educational attainments of the holders, each grade qualifying for work up to a definite stage of instruction.

Exemptions have been provided for in the case of teachers of long and approved service, and in the case of British and Irish graduates, and holders of British and Irish educational certificates.

14. *Salary Grants.*—We are unanimously in favour of the system of salary grants.

The question of the conditions under which salary grants should be given, to which reference is made in the last part of paragraph 7 of the letter of the Government of India, was fully and carefully considered by us, and rules have been entered in the Code, providing for the recognition of degrees of the Universities in Great Britain and Ireland, certificates granted by the Committee of the Council of Education in Great Britain, by the Commissioner of National Education in Ireland, and by Government Training Colleges in India. Special care has also been taken to prevent hardship being inflicted by the new rules on teachers of long standing and approved service.

We very strongly urge the formation of a Provident Fund for teachers, to secure to them that prospect, and that permanency of tenure, the need for which the Government have pointed out. It would attract good teachers, and they would be content to remain.

15. *Vernacular Education in European Schools.*—Paragraph 8 of the letter of the Government of India was the subject of long and careful consideration, and the difficulties put forward by the various Governments were fully discussed. The conclusions arrived at by us are given in resolutions (14) and (15). (*See Appendix I, page* 11). It is hoped that these will meet the views of the Government of India, and the needs of the several provinces.

16. *Changes made in the Code.*—Many of the changes are merely verbal; and to make the Code simpler, and easier for reference, we have rearranged it entirely. We draw attention below only to those changes that involve a change of policy, or of principle, *viz.*—

(*a*) The pupil-teacher system.
(*b*) Maintenance grants.
(*c*) Qualifications required from teachers for receiving salary grants.
(*d*) Salary grants.
(*e*) The curriculum for primary, middle, and high schools.
(*f*) Training institutions.
(*g*) Collegiate department.
(*h*) Cadet grants.

17. *The pupil-teacher system.*—Now that salary grants are provided, we are unanimous in recommending the abolition of this system, which has proved very unsatisfactory. We do not think that it is good for the pupil-teachers themselves, or that it provides efficient teaching for the children taught by them. Salary grants will now enable schools to provide older and fully qualified teachers.

18. *Maintenance grants.*—Grants based upon attendance have not always been found satisfactory, as some schools have resorted to undesirable devices. The attendance registers have not always been reliable; the scale of grants varying in different sections has tempted teachers to promote scholars who were unfit for it. Much time, too, is required in checking the returns.

A simpler system, which has worked satisfactorily in Burma for some years, has been substituted for the existing one. In calculating the *ordinary*, as distinct from *special*, *building*, *orphan*, *poor scholar*, and other grants, the principle that has guided us has been, that all that the Government should be called upon to pay to day schools, is what a school is out of pocket, *i.e.*, the difference between income and expenditure, these being laid down on definite lines. For small schools, for schools in out-of-the-way places, or for schools providing for the education of destitute or orphan pupils, the special, orphan, and poor-scholar grants come to the rescue. Such schools might be given a fixed grant for five years, calculated on the average earnings of the past three years. Grants based on attendance have been retained in the case of night schools, and in boarding grants for orphans and the destitute.

19. *Qualifications for receiving salary-grants.*—These have been very carefully considered, and we believe that the rules we propose will meet the cases of teachers of long standing and approved service, and will ensure a supply in the future of efficient certificated teachers.

20. *Salary-grants.*—The scale laid down discriminates between head-teachers and assistant-teachers; begins on what we believe to be the lowest living-wage for a European teacher; provides a prospect that will induce good teachers to join, and to remain in schools; and offers an inducement to teachers to fit themselves for higher work.

21. *The Curriculum for Primary, Middle, and High Schools.*—These curricula have been thoroughly revised, so as to make each stage full and complete, both in itself, and as a preparation for entry into the stage above. The high school examination is superior to the entrance examination. The requirements in English and Arithmetic are much higher; the course covers a greater variety of subjects; and the conditions upon which a pass may be gained are far more severe.

22. *Training Institutions.*—This chapter has been re-written, and provision has been made for the opening of training institutions, under the grant-in-aid system, where need for them arises, as distinct from the training colleges maintained by Government.

After fully considering the views of the various Governments, as put forward by their delegates, we urge the opening in each Province of Central Training Institutions, with hostels. This, we think, need not interfere with the Central Training College, suggested by the Government of India.

23. *Collegiate Section.*—This section is now included to allow of grants being given for junior college classes, and for classes preparing for professional and technical education, such as that given in Rurki.

24. *Cadet Grants.*—These have been introduced into the Code. In the Bengal Presidency and in Burma these grants have been paid for some years, and we consider that the system should be introduced throughout.

25. *Detailed explanation of changes, paragraph by paragraph.*—The heading has been changed to "Code of Regulations for European schools in India and Burma."

Article 1 has been made 3, to allow of the insertion of a fresh article, No. 2, in which a very necessary classification of schools is given.

Article 7 (*d*) and (*e*).—The percentage has been reduced from 25 to 15, and the number of children in European schools has been raised from 12 to 25.

Article 16.—A fresh grade, *viz.*, Collegiate, has been added.

Article 17 has been re-written. A new provision has been made in the sentence beginning with "No school." We think this a very necessary and salutary addition. Experience shows that much injury is done to the cause of sound education, when schools that are inadequately staffed undertake work they cannot properly perform. A few favoured pupils receive attention, while the majority, whose needs are really much greater, are altogether neglected.

Article 21 is no longer necessary, as Schedule I—A disappears, and *Article* 22 has been modified accordingly.

Article 23 is no longer necessary.

Section II.—*Articles* 24, 25 *and* 26 have been re-written on the recommendations made by us that grants for attendance shall be abolished.

Articles 27 *and* 28 have been re-written.

Article 29 has been omitted, as grants for attendance are to be abolished.

Article 30 is no longer necessary.

Articles 31 *and* 32 have been re-written in Chapter V, Section 5, and an article has been inserted, providing for the education of poor children living in out-of-the-way places.

Article 33 has been remodelled in Chapter V, Section 7.

Article 38 omitted, as it is provided for elsewhere.

Chapter IV.—The Transfer Rules have been modified and improved, to ensure better discipline.

Chapter V.—Sections I and IV have been re-written, and Sections II and III have been omitted.

Chapter VI has been entirely re-written. (*See paragraph* 12.)

Chapter VII has been re-written; but no important alteration has been made.

Chapter VIII and the curricula have been modified and re-written.

In this connection, the Inspector of European schools, Bengal, pointed out that the Bengal Government desire that German and Greek should be included in the list of second languages. German has been introduced, but we consider it unnecessary to make provision for Greek, as we believe there is no demand for it.

Music has been omitted from the curriculum, because we understand that there are admirable arrangements made in India and Burma, by recognized Musical Corporations in England, for holding examinations of all grades; and that these are popular, and largely taken advantage of.

Chapter IX has been re-written to meet the recommendations of the Government of India. We have decided to omit the note to *Article* 109, as not being desirable, inasmuch as candidates who are over age in one Province, may make a practice of going over to another Province, in order to qualify.

Article 110.—We think the first portion, from "For the purposes" to "in that Circle," undesirable.

Article 111.—We think the modification which we have made will tend to secure better attendance and discipline.

Article 113 is amplified by permitting inter-provincial transfers in certain cases.

Chapter X, *Articles* 114 *and* 115.—We respectfully point out that the modifications we have made amply meet the peculiar needs of each Province.

26. *Conclusion*:—

Our aim has been—

(*a*) to make the curricula gradual and continuous from the infant to the high school section;

(*b*) to make the primary, middle and high school examinations thorough and comprehensive, and a fitting introduction to a career in India and Burma;

(*c*) to ensure that thorough work shall be done in each class, and to limit work in every case to the capabilities of the school;

(*d*) to raise the standard where it was considered advisable to do so;

(*e*) to make ample provision for small schools and schools in out-of-the-way places; and for the education of orphans, the destitute, and poor children in out-of-the-way places where there is no school;

(*f*) to provide for the thorough control and supervision of all schools by the Department;

(*g*) to simplify the rules for aiding schools;

(*h*) to insist upon certificated teachers being employed, and to assist schools with salary-grants towards the cost of employing them;

(*i*) to frame a code which will meet the requirements of the whole of India and Burma.

27. We discussed the rules at work in the several Provinces, and considered the peculiar needs of each. Even during the short time that the Bengal Code has been in operation in the Punjab and in the North-Western Provinces, such a striking and often confusing diversity of working has sprung up between Bengal, the Punjab, and the North-West, and so diverse have been the methods of dealing with European pupils in Madras, Bombay, the Central Provinces, and Burma, that some difficulty has been found in framing a Code to meet, even in general principles, the needs of India and Burma. The Code now submitted is applicable to all the Provinces concerned. Certain additional details will be best dealt with by Local Governments to suit their own circumstances, provided they maintain the general principles laid down in the code for India and Burma.

The existing state of affairs above described is so undesirable, and so injurious to the cause of European education, that we are unanimous in recommending that an annual Conference of Inspectors be held, at the head-quarters of each Province, in rotation, for considering and discussing various questions that may arise; for comparing the working of the Code in each Province; for making all arrangements concerning the Middle and High School examinations, which it is proposed should be common tests for all India and Burma; for settling the lines upon which the Primary School examination shall be conducted by the provincial Inspectors; and for considering and recommending for the sanction of Government any further modifications which experience of the practical working of the Code may suggest as necessary or expedient.

28. In this connection we desire to bring to the notice of the Government the very great help this Conference has been to each of its members individually. It has widened their experience, has given them an insight into the methods and work of other Provinces than their own and has helped to prevent much misunderstanding and friction that might otherwise have arisen. *We consider it of the highest importance that the Education Department of each Province should know the details of the educational work in other Provinces.*

29. We also desire to point out that all our proposals, as made in the Code, have been based on the assumption that the Imperial Government is prepared to make such an allotment for European education as will enable every school to receive, in full, the various grants to which it may be entitled under the Code.

JOHN VANSOMEREN POPE, *Director of Public Instruction, Burma.* } *President.*
E. MARSDEN, *Inspector of Schools, Madras.*
R. D. PRIOR, *Inspector of Schools, Bombay.*
H. A. BAMFORD, *Inspector of European Schools, Bengal.*
H. O. BUDDEN, *Inspector of European Schools, North-Western Provinces and Oudh.*
M. CROSSE, *Inspector of European Schools, Punjab* } *Secretary.*

Calcutta,
The 20th March 1902.

APPENDIX I.

Proceedings of the Committee appointed, under Government of India Resolution No. 237—247 of 1st March 1902, to revise the Code of Regulations for European schools in Bengal, with a view to preparing a uniform Code for India and Burma.

First Meeting—March 3rd, 1902.
(*Sitting from* 10-30 *A.M.*—4-30 *P.M.*)

Present:

Mr. J. V. S. Pope, Director of Public Instruction, Burma; Mr. E. Marsden, Inspector of Schools, Madras; Mr. R. D. Prior, Inspector of Schools, Bombay; Mr. H. A. Bamford, Inspector of European Schools, Bengal; Mr. H. O. Budden, Inspector of Schools, North-Western Provinces; Mr. M. Crosse, Inspector of Schools, Punjab.

1. Mr. Pope, Director of Public Instruction, Burma, was voted to the chair, and Mr. Crosse agreed to act as Secretary.

2. Considered Government of India letters Nos. 534—539 of November 27th, 1901, from the Secretary to the Government of India, Home Department, Education, to the Governments of Madras, Bombay, Bengal, North-Western Provinces, Punjab, and Burma, respectively:—

Paragraphs 2 and 6.—*Scholarships.*

Resolved:—

(1) That the following rates for scholarships be recommended:—

Primary	@ Rs.	8	for 3 years,	tenable in	Middle classes.
Middle	@ ,,	12	,, 2 ,,	in	High ,,
High	@ ,,	20	,, 2 ,,	in	F.A. ,,
Collegiate	@ ,,	30	,, 2 ,,	in	B.A. ,,
Final	@ ,,	40	,, 2 ,,	in	M.A. ,,

(2) That as regards the last three sets of scholarships, they be held in recognised Arts, Medical or Technical Colleges; that in the case of the Arts course they be tenable for the periods fixed by the Universities for passing the F.A., B.A., and M.A. examinations, respectively, and that in the case of other courses they be tenable for the time required for a student to take a diploma, and qualify fully.

(3) That the Primary, Middle and High scholarships be restricted to Europeans and Eurasians in recognized European schools, and the higher scholarships to the same classes in recognised institutions.

(4) That a scholarship of £200 a year, tenable for three years, be granted in each Province, to enable Europeans or Eurasians to undergo a further course of study in England.

Paragraph 3.—*Establishment of State Schools.*

Resolved :—

(5) That the Committee are of opinion that it would be better for the Government to provide for the education of poor or destitute children in existing recognised European schools, either by boarding grants, and special grants towards the cost of conveyance to such schools; or by meeting the entire cost of board and tuition, where facilities for education do not exist, rather than establish special Government schools for that purpose.

Paragraph 4.—*Inspection of Schools for Europeans.*

Resolved :—

(6) That the Committee are strongly of opinion that all the European schools in each Province, both for boys and girls, should be under one Inspector, as this would tend to produce greater efficiency and uniformity of standard in the schools, and would be a great gain from an administrative point of view.

(7) That should there be cases in which the inspection of European schools is not enough to occupy the Inspector's full time, he might be given other work in addition, as is at present done in some Provinces.

Paragraph 5.—*Examinations in Schools.*

Resolved :—

(8) That the members of the Committee are unanimously of opinion that the Primary examination should be retained as a Scholarship examination; and that with slight modifications, they prefer its present form.

[The Committee trust that the modifications recommended in Resolution (10) will remove the objections of the Government of India to the continuance of the Primary School examination. Two-thirds of the members are strongly of opinion that the efficiency of all primary schools—and, consequently, of middle schools—will be seriously impaired if the Primary examination be abolished as a compulsory examination, and recommend that it be retained as such. One of the dissentients, Mr. Prior, said that if this examination were held in Bombay as a test for promotion, it should be entirely voluntary.]

(9) That the Middle Examination be retained as compulsory.

[The Committee urge, as reasons for this, that it is for the majority of schools, a final school examination; that such an examination is a great incentive to more thorough work on the part of teachers and of pupils; and that it prevents unqualified pupils from being admitted to the high schools. Mr. Prior said that if this examination were held in Bombay as a test for promotion, it should be entirely voluntary.]

(10) That the following modifications be recommended :—

(*a*) That admission fees be abolished in this as well as in the Middle and High Examinations, inasmuch as these examinations are, and should be retained as, school tests.

(*b*) That in the case of the Primary and Middle School Examinations, an order-of-merit list be prepared, for the use of the Department only, in awarding scholarships; and that the results gained by candidates from each school be communicated to the managers of that school only.

[In this connection the Committee would point out that the names of successful candidates for the Primary and Middle School Examinations under the Bengal Code are not gazetted, as is stated in the paragraph under consideration.]

That a list of the successful candidates at the High School Examination be gazetted, as at present.

Paragraph 7.—*Salary-grants and Training Colleges.*

Resolved :—

(11) That the Committee are unanimous in recommending that salary grants be given for both male and female teachers. In this connection, they would draw attention to the rules for Anglo-Vernacular education in force in Burma, which they consider admirably adapted for the purpose.

(12) That the Committee are unanimous in strongly urging the formation of a Provident Fund for teachers, to secure for them reasonable prospects in life and permanency of tenure, the need for which is pointed out by the Government.

(13) That the Committee are in favour of a Central Training College being established; but recommend that a hill station be selected, if possible, in preference to Allahabad.

[They note that Bengal has already established a European Training College at Kurseong.]

Second Meeting—March 4th, 1902.

(*Sitting from* 10-30 *A.M.*—4-30 *P.M.*)

Present:

All the Members.

1. The proceedings of Monday 3rd were read and approved.

2. Paragraph 8.—*Instruction in the Vernacular in Schools for Europeans.*

Resolved :—

(14) That in consideration of the serious difficulties in this matter represented by the Government of Bombay, viz., the multiplicity of vernaculars, and the constant migration of parents,—difficulties that also exist in Madras, and are felt to some extent in other Provinces—and in consideration of the fact that in a great many small primary schools, especially in out-of-the-way places, it is impossible to arrange for the proper teaching of a vernacular, the Committee strongly urge that the teaching of a vernacular be not everywhere made a condition of grant; but that in those Provinces where it can be made compulsory, it be open to the Local Governments to insist on it.

(15) That the Committee, while fully realising the importance of a knowledge of the vernacular, are of opinion that the efficient teaching of it will be best secured by offering special rewards to teachers and pupils, and that the latter should pass a practical test, consisting of dictation, conversation, written translation, and re-translation, at the close of the primary, middle, and high stages, respectively.

Paragraph 9.—*The Cambridge Senior Local, and Senior London Chamber of Commerce Examinations.*

Resolved :—

(16) That where any demand exists for the Cambridge Senior examination, provision should be made for it, under the control of the Department.

(17) That it shall be in the power of the Department to restrict the number of schools preparing for this examination, and the number of subjects taught, in order to secure efficient teaching.

(18) That as the High School Examination is shortly to become a common examination for Europeans all over India, the Government of India be asked to obtain recognition for it as the equivalent of the preliminary examinations for professions in England, in addition to securing its recognition as the equivalent to Matriculation; and when all the subjects laid down for the F.A. have been passed, as the equivalent of the F.A., by all Indian Universities.

(19) That schools may be allowed to prepare for the Senior London Chamber of Commerce examination, where there is a demand for it, provided that the Department is satisfied that efficient provision has been made for the teaching of the course in those schools that wish to take it up.

3. The Committee then proceeded to the revision of the Code, paragraph by paragraph, ending for the day at Article 14, Chapter II.

Third to Eleventh Meetings—March 5th—14th, 1902.

(*Sitting from* 10-30 *A.M.*—4-30 *P.M. on* 5*th*—7*th*: *from* 10-30 *A.M.*—1-30 *P.M. on the* 8*th, and from* 10-30 *A.M. to* 4-30 *P.M. on the* 9*th to the* 14*th.*)

Present:

All the Members.

The revision of the Code was proceeded with.

Twelfth to Fifteenth Meetings—March 15th, 16th, 17th and 18th, 1902.
(*Sitting from* 10-30 *A.M.*—4-30 *P.M.*)

Mr. Prior, Mr. Budden, Mr. Bamford, and Mr. Crosse met to make a first revision and correction of the proof of the new Code.

Mr. Pope was engaged in writing the report of the Committee.

Sixteenth and Seventeenth Meetings—March 19th and 20th, 1902.

(*Sitting from* 10-30 *A.M.*—4-30 *P.M.*)

Present:

All the Members.

The Code was finally revised, and the report drawn up by the President was considered accepted and signed by all the Members. The Committee then separated.

APPENDIX II.

Memorandum by Mr. Marsden on European Boys' Schools in the Madras Presidency.

The largest and most important schools for Europeans are situated in the towns of Madras and Bangalore. There is no Government school for Europeans and Eurasians in either of these places. There are several aided schools. Exclusive of orphanages and poor schools, the chief high schools, intended exclusively for European boys [Protestant], are—

In Madras :—

(1) Doveton College [Unsectarian].
(2) Bishop Corrie's Grammar School [Church of England].

In Bangalore :—

(1) Bishop Cotton's High School [Church of England].
(2) St. Andrews' High School [Church of Scotland].
(3) Baldwin's High School [Episcopal Methodist].

There are also, in Madras, two Roman Catholic Colleges, and in Bangalore, one Roman Catholic College, which have sections of classes in the high and middle departments intended for Europeans and Eurasians only, the other sections being attended by natives. There is a broad line of distinction between schools for Protestants and those for Roman Catholics. As a general rule, Protestants attend Protestant schools only, and the universal rule for Roman Catholic children is, that they must not attend Protestant schools.

As regards the Protestant denominational schools, the distinction between them is often nominal, that is to say, a boy is often sent to the most convenient school, to whatever denomination his parents may belong.

The high schools attached to the Roman Catholic Colleges have much larger classes than the Protestant schools; they are attended by a lower class of Eurasian boys and charge much lower fees. Some of the masters are natives. The boys associate freely and play with the native boys in the other classes or sections of the same school and as a rule are able to converse in the vernacular. In the Protestant schools there are no natives and the parents of the boys who attend these schools would strongly object to their boys having anything to do with natives as they consider that the morals of the boys and their characters would be seriously injured if they were allowed to associate with natives.

2. All the schools mentioned above, Catholic and Protestant, suffer more or less from the same difficulty, want of funds, and in all the Protestant schools the same defects exist. They are:—

(1) Small, in some cases, very small high school classes.
(2) An insufficient staff of masters, several of whom are unqualified.
(3) Insufficient and defective apparatus and furniture.
(4) Defective arrangements for the boarding of boys.
(5) Defective arrangements for the supervision of boys and in most cases the absence of all arrangements for helping them in study out of school hours.

3. *The Financial difficulty.*—The income of these schools is derived from the following sources:—

(1) Endowment. [The two Madras schools only.]
(2) Government grants.
(3) Fees.
(4) Subscriptions and donations.

In no case is the total income sufficient to maintain a proper staff, and to equip the school properly with the various requisites that ought to be found in a high school; far less is the income sufficient to maintain a Collegiate department which is now attempted in the Doveton College in Madras, and was for many years attempted in Bishop Cotton's School in Bangalore.

Doveton College is in difficulties and, I believe, in debt. The management had to reduce the pay of the staff all round last year to avoid further difficulties. The headmaster is a graduate of an English University, but his pay is now inadequate and he will probably leave at the earliest opportunity. The under-masters are very badly paid. For the pay available, it is impossible to secure good men.

Bishop Corrie's School is also in difficulties. For thirty or forty years past, the headmaster has always been a graduate of an English University; but quite lately the management has been compelled to cut down the salary of the headmastership very considerably and to employ an East Indian Headmaster, a local man, on small pay. The subordinate staff is very poorly paid, and illqualified. There is no library and no gymnastic apparatus. The furniture is old and worn out. There are no funds from which to remedy these defects.

Bishop Cotton's School (Bangalore).—This school has been in difficulties for years past. Once it had two Oxford graduates on its staff. The Committee was obliged, for want of funds, to dispense with one of the two. There has been a frequent change of headmasters. Quite lately it was found necessary to cut down the salary of the headmaster, and this led to his resignation. The pay of the present incumbent, who is an English graduate, is altogether inadequate. The staff of assistants is quite insufficient. They are very badly paid.

St. Andrews' and Baldwin's High Schools.—These schools, by dint of the most rigid economy, have steered clear of debt. In neither of them is there any graduate of an English University. The staff is very badly paid. Many of the masters have very poor qualifications.

4. *Attendance.*—In all these schools the attendance in the high school classes is very small. In the Doveton College there are three or four *boys* in the two college forms. As *girls* are admitted to these forms the attendance is made up to about a dozen. The middle school classes are a little better off in some schools. If the high school classes of the two schools in Madras and those of the three schools in Bangalore could be amalgamated, there would then be just about enough work for one master in each class. At present in Madras two men, and in Bangalore three men, are in each class, doing what one man in each case ought to do and could do, if the classes were amalgamated.

Fees.—The consequence of these small classes is, that in each school, the income from fees is exceedingly small. If the schools in Madras and those in Bangalore were amalgamated, the income from this source would, obviously, be much better, for the single school that would be formed.

5. *Government grants-in-aid.*—The Government grants, though they are as liberal as present rules allow, are still insufficient to meet the difficulty. If the grants now distributed between so many institutions could be lumped and given to one school only, the income would then be so large that a good staff might be employed and the school properly equipped.

6. Not only are the salaries offered insufficient to attract good men, they are not good enough to keep even indifferent men when employed. There is no pension to look forward to, no provident fund to secure some provision in case of sickness or retirement, and as a rule no funds available to give a man any allowance when absent on leave.

7. The obstacle to amalgamation is partly the religious difficulty, as many Church of England parents would object to their boys attending a Dissenter's school and *vice versâ*, and partly that no existing school would care to be effaced.

8. *Solution of the difficulty.*—As a solution of the question I beg to suggest that Government should itself open and maintain a good high school in Madras and another in Bangalore and that the present aided high schools should,—*not* be abolished,—but turned into hostels.

9. The Government High school should be on the model of an English public school such as that at Clifton or Cheltenham. There should be at least two Masters from English Universities, one a Classical and the other a Mathematical Master. The subordinate staff might be recruited in this country. They should be graduates of the local University. With the good pay that Government could give, the secure tenure of appointment, the prospect of promotion, after a while, to other positions in the Government Educational Service, with the certainty of pension and the great advantage of leave rules, there would be no difficulty in securing a thoroughly good and efficient staff. The teaching in the school ought to be purely secular, so that boys of all denominations, Roman Catholic and Protestant, might attend it.

The expense of maintaining a school of this description would not be so much as might appear probable at first sight. All the grants-in-aid now given to different schools would be saved. There would also be a fairly good income from the fees which would be paid by a good large school. It may be noted that Government maintains a separate high school for Muhammadans at Madras and has lately spent a good deal of money in buying a suitable house and ground for this institution. Government has also provided a hostel, at considerable expense, for Hindus, attached to the Presidency College. No money has been spent by Government so far as I know (other than the ordinary grants-in-aid) specially on the education of the Anglo-Indian and Eurasian Community in the Presidency.

10. The five schools above named would make *excellent hostels*. The endowments of the two schools in Madras are sufficient to pay all the expenses of hostels though they have not proved enough to maintain *high schools* efficient in every respect. The three schools in Bangalore would probably need some aid from Government, though nothing like their present grants-in-aid would be necessary. In every case, the buildings are large enough to make very good hostels. Each hostel would have a warden, with as many assistants as might be found necessary. Good arrangements would be made for supervising the boys, and for giving them any help that might be proper and advisable in study in the hostel out of regular school hours. Games and gymnastics would be well looked after. All the schools but one [Bishop Corrie's] have extensive playgrounds. Religious instruction would be imparted in the hostel as there would be no provision for it in the Government school. The warden might have a class for half an hour every day for this express purpose—or the chaplain, the priest, or the minister might come every day or every week, and instruct the boys belonging to his own sect or denomination. Each hostel would probably represent mainly one denomination. In Bangalore, *e.g*, Church of England boys might all go to Bishop Cotton's hostel, Presbyterians to St. Andrews' hostel, and Methodists to Baldwin's hostel.

11. At present many parents in the mufassil find it very difficult to get proper education for their children, because of the difficulty there is in arranging for their boarding in Madras or Bangalore. In an ordinary boarding house, there is no proper and systematic supervision of boys out of school-hours, nor is there any one to keep them at study or to help them in their studies. This difficulty would be met by the hostel system—such as I have described it. And many boys whose parents live in Madras and Bangalore would be sent to the hostels to live there because of the advantages it would hold out, just as boys in England are sent to a school "house" as boarders though their parents reside in the same town.

12. Many of the Eurasian boys in the Roman Catholic schools are of a class so much lower than the boys in the Protestant schools and their parents are so poor that they would not be likely to attend a Government High school or a hostel. Some of the better class might do so and for them arrangements might be made, as suggested, for religious instruction by a priest. Or hostels might be maintained in the Roman Catholic Colleges themselves, with some aid from Government, and the boys sent to the Government High school. But for the majority it would be necessary to maintain the schools, as they are, with more liberal aid from Government. The Government High schools and hostels are recommended mainly in the interests of the better class of European and Eurasian boys.

13. A third Government High school on the Nilgiris, at Ootacamund, with the present aided school [Breeks'] turned into a hostel, would no doubt be a very great benefit to the community, but the necessity is greater in Bangalore and Madras.

14. It may be thought that there would be opposition from the Committees of Management of the existing schools to the proposed arrangement. The advantages to the European and East Indian community, however, would be so enormous and so evident, providing as the scheme does (1) for a thoroughly efficient high school education, (2) for thoroughly good hostels, that it may be hoped that these parties would agree. *They would not be effaced* nor would the institutions under their management be abolished in favour of a Government High school. They would continue as hostels, the management of which would be vested in the present Committees. Their boys would receive systematic religious instruction in them in any way desired. The financial trouble would disappear.

15. Another objection that might be urged would be that boys might have to go to some distance to get from the hostel to the Government school. It may be replied that the latter would of course be situated in some place as central as possible. A good many day boys would probably find it as near as the school they now attend. For boarders in the hostels there would be no difficulty in arranging for a tram-car in Madras, and in Bangalore for an omnibus. These means of transit are even now largely used in both places. I am informed that in Calcutta a similar difficulty is met in a similar way. In Bangalore moreover the distances are not great, the climate is comparatively cool and a walk to school would do boys good.

16. It might be a question for consideration whether each hostel might not have a small primary school attached to it, for the benefit of very little boys who live close by.

17. Under the Bengal Code as it is being amended by the Committee now sitting, fairly liberal provision is being made for giving scholarships or allowances to children and poor Europeans and Eurasians situated in out-of-the-way places. As far as the Madras Presidency is

concerned, the value of these scholarships would be trebled, if suitable hostels were available for these boys to go to. To open and maintain Government or State schools in out-of-the-way places, as suggested in the letter from the Government of India, would, I need scarcely point out, be a very expensive arrangement, the attendance in each school would be very small, it would fluctuate greatly, the children would not have the various advantages, pointed out above, of residence in a hostel, the teaching would hardly be as good as it would be in a large and well-equipped high school, the standard would necessarily be low, and when the children in the school had got beyond this standard, they would still be obliged to go to a distant town to complete their education.

18. Further, if teachers in boys' schools are to be sent, to be trained, to the Madras Teachers' College, where there is at present no provision for the boarding of students, the hostels suggested at Madras would afford every facility and students might go to the Teachers' College at Saidapet by train every day, as many native students now do. The difficulty of obtaining suitable board and lodging has frequently been brought to my notice by teachers at Bangalore and elsewhere when I have tried to induce them to go to the Teachers' College at Saidapet, Madras.

E. MARSDEN,
Inspector of Schools,
Central Circle, Madras.

Endt. No. 409, Educational, dated 27th July 1903.

Referred to the Director of Public Instruction for remarks and for the estimate called for in paragraph 17. These should reach Government before 31st August.

(By Order)

A. T. PRINGLE,
Asst. Secretary to Government.

Telegram to the Director of Public Instruction, dated Ootacamund, 11th September 1903, No. 25.

Please submit at once your reply to Educational endorsement [No.] 409, [dated] twenty-seventh July.

From the Hon'ble Mr. G. H. STUART, M.A., Director of Public Instruction, to the Secretary to Government, Educational department, dated Madras, 11th September 1903, N. Ref. No. 5499.

I have the honour to return the endorsement No. 409, Educational, dated 27th July last, with the estimate called for in paragraph 17 of the letter of the Government of India of the cost of giving effect to the new Code of Regulations for European schools and to submit the following remarks.

2. The rates of scholarships provided in article 107 are rather high, but they may stand. It is not a point of much importance, but I think that the nomenclature of these scholarships should be fixed with reference to the departments in which they are held and not to the departments which the scholarship-holders leave. The proposed scholarship of £200 *per annum* tenable in England should be for a period of four years instead of three: three years is hardly long enough for some courses of study.

3. I have indicated in an enclosure to this communication the conditions on which I consider the scholarship may be awarded. The "further course of study" to be pursued by the scholarship-holder in England is, I presume, not necessarily a university course. While it might be open to him to join a university, he ought also to be permitted to select with the approval of the Secretary of State any scientific or professional courses outside a university, for which he might have a special aptitude.

4. The number of scholarships may be fixed as follows:—Twenty in the lower secondary department, fifteen in the upper secondary, five in the F.A. classes, two in the B.A. classes and two in the M.A. classes. Each province may have its own examination for the purpose of awarding the scholarships.

5. I believe that most of our European students who may wish to enter the profession of teaching would prefer the Teachers' College, Saidapet, in case a European hostel were added to this institution, to the proposed Training College at Allahabad.

6. It would be difficult to work a provident fund for European teachers as they serve under so many different employers. If, however, Government would consent to work the fund and give additions to the contributions made by teachers, it is probable that such a fund would be popular.

7. The teaching of a vernacular language need not be compulsory in a European school. Either a special grant may be given when a vernacular is taught or special scholarships or prizes may be awarded to pupils who take a vernacular as an optional subject.

8. Schools may be allowed to prepare pupils for the Cambridge Local examination.

9. The conference of the Inspectors of the European schools in the several provinces should be triennial instead of being annual.

10. The following articles of the Code call for a few remarks :—

(1) *Article* 7 (*d*).—If the percentage fixed in this article is adopted for Madras some of the schools hitherto classed as "European" will cease to be so classed. I do not, however, object to the percentage on this ground.

(2) *Article* 16.—The High school examination mentioned in this article is an examination for European schools held in Bengal: whether it is to be introduced here depends on the decision arrived at with regard to school examinations in general. In the meanwhile the definition of "High schools" may be accepted.

(3) *Article* 30 (*d*).—There appears to be no necessity for the audit of the accounts by a person unconnected with the school, because the inspecting officers generally examine the accounts in the course of their annual inspection.

(4) *Article* 33 (*a*)—"*Income*"—*Note* (1).—The fee regulations not being binding on the managers of schools, there can be no scale of fees "that ought to be received." In calculating the fee income, either the fees actually collected should be taken into account, the rates being left to the managers, or the standard rates laid down in the fee regulations should be taken as the basis of calculation, as is now done by this department in checking the annual financial statements of all aided schools in this presidency.

(5) *Article* 33 (*c*)—"*Income.*"—The amount received from private sources should be shown separately with reference to article 31 under which the ordinary grant to a school shall be limited to the total income from private sources. It is not, however, quite clear whether special grants are to be excluded in calculating the difference between the income and expenditure.

(6) *Article* 33—"*Expenditure*"—*Note.*—If teachers receive no fixed salaries, it seems to me either that no salary should be shown under expenditure or that the nominal salaries should be shown under both expenditure and income, the teachers being regarded as contributing the whole of their salaries to the institution. Salary grants may be given on the value of the services of the teachers as appraised by the department, and shown under income. The salaries of part-time teachers, such as drawing-masters and music-teachers should, I think, be included under expenditure and salary grants may be given.

(7) *Article* 33 (*b*).—The percentage fixed in the clause for estimating the contingent expenses is too low. As these expenses include the cost of library books, prizes, furniture, chemicals and apparatus, and also the cost of petty repairs, and as the schools should be encouraged to provide all these things liberally, the percentage may well be raised to 25.

(8) *Article* 37—*Note.*—This note appears to conflict with the scale of minimum salaries, and may be taken to mean that no salary grant shall be given for teachers whose salaries are less than the minimum laid down in the code. I take it, however, that managers may give any salaries they choose which may be higher than the maximum laid down in the code, but that they will only get grants on the scale fixed in the code, the maximum scale being intended to fix the maximum grant that can be claimed. It is not, however, clear why a minimum scale is fixed at all, unless it is intended by the Government of India that no local Government should fix the scale below the minimum scale laid down in the code.

(9) *Article* 39.—The words "at one and the same time" should be inserted.

(10) *Article* 40.—The number of school meetings fixed in this article may be raised to 200 days, two school meetings being counted as one day.

(11) *Article* 44.—The rate of "special" grant fixed in this article Rs. 8 per mensem seems to be too high for Madras. The present rate is only Rs. 4-8-0, Rupees 3-8-0 for boarding and Re. 1 per mensem for clothing. As a child can be boarded and clothed for Rs. 9, the rate may be fixed at two-thirds of this (*i.e.*) Rs. 6.

(12) *Article* 45 (*a*).—A certificate from the District Magistrate as to the destitute condition of a child for whom a special grant may be claimed does not seem to be necessary, nor is an officer in his position likely to know the antecedents of children who are admitted to an orphanage. The manager's declaration seems to be sufficient.

(13) *Article* 55.—This article should be so modified as to require that every application for a building grant should be accompanied by a plan and estimate prepared by a professional man, and that such plan and estimate should be approved by the officers of the Public Works Department. The time allowed for the consideration of these applications by the department is only two months, which is insufficient, especially as the opinion of the Public Works Department authorities on the plan and estimates has to be sought. The latest date for the submission of the application may therefore be fixed at first June.

(14) *Article* 68 (*a*) *and* (*b*).—This article does not specify the form in which the approval of this department should be signified. Service certificates similar to thoe which are now issued by me may be given to the teachers who have approved service and these certificates should specify the grade of the school in which the teacher can be employed.

(15) *Article* 68 (*c*).—The services of candidates who have failed to obtain the certificates at the end of the second period should not be approved under (*a*).

(16) *Articles* 75 *and* 88.—The free supply of registers to European schools is in my opinion unnecessary, and besides other schools will expect the same concession. If the object of the rule is to secure uniformity, this can be attained without making the department responsible for the supply.

(17) *Article* 79.—The fees due under this article should be taken to include fines.

(18) *Article* 85.—The punishment proposed for a pupil who produces a false certificate is quite inadequate. The offence is a serious one and should be punished with expulsion from school.

(19) *Article* 90.—This article does not provide for the safe custody of the log-book during the absence of the principal teacher.

(20) *Article* 91.—This article requires to be amended by the insertion of the words "the entries shall be" after "log-book and." For "them" the words "members of the staff" may be substituted.

(21) *Articles* 100 *to* 103.—In all these articles, the word "Geometry" may be substituted for "Euclid." Euclid's Geometry is now going out of fashion and other systems are being substituted.

(22) *Article* 102.—The curriculum laid down in this article under optional subjects includes Trigonometry though the portion prescribed in Euclid is only books I to IV. It is presumed that pupils who take up Trigonometry will learn the necessary portions of the VIth book of Euclid also, though they are not to be examined in this book. Logarithms may be omitted from the curriculum altogether.

(23) *Article* 112.—This article may be omitted altogether. Article 113 supplies all the control that is necessary.

11. Mr. Marsden's proposals regarding the establishment in Madras of a State school for Europeans and the conversion of existing schools into hostels demand the

co-operation of the managers of these schools, and their views on the proposals should therefore be obtained. I request therefore that I may be furnished with a dozen copies of the memorandum to be sent to the managers.

12. I regret that I have not been able to send in these remarks by the 31st August, the date fixed. The code is very long and entirely new to this province and it therefore required careful examination; the preparation of the estimate of additional cost has also been a matter of difficulty.

Enclosures.

Government Scholarships to England for Europeans and Eurasians.

Draft Rules.

A scholarship of £200 a year tenable for not more than four years will be granted by the Government of Madras to enable Europeans or Eurasians of the Madras Presidency to undergo a course of study in England.

2. The Scholarship shall be open only to Europeans and Eurasians born of parents resident in and domiciled in the Presidency of Madras, and shall be awarded under the following conditions:—

(i) that the candidate is between the ages of 17 and 22 on the 31st day of March in the year in which the selection is made;

(ii) that he has passed the high school examination for Europeans or an examination considered by the Director to be equivalent thereto;

(iii) that he has the consent of his family (*i.e.*, of his father if alive; if deceased, of his guardian) to proceed to England;

(iv) that his conduct has been good; and

(v) that he has the physical capacity to undergo the course of life and study he will have to follow in England.

3. The scholarship will be awarded by the Director on the results of the high school examination for Europeans of the previous year or, if necessary, on those of a competitive examination held under his orders.

4. The candidate selected will be allowed a free second-class passage to England and a free second-class return passage subject to the condition specified in rule (7) below.

5. The application for the scholarship must reach the Director not later than the 15th March.

The rules framed for the guidance of Government scholars in England are as follows:—

(1) Every scholar shall, on reaching England, at once present himself at the India Office and report his arrival in writing.

(2) Every scholar shall, without any unnecessary delay, inform the Secretary of State to which institution or university he intends to proceed, and shall at once take steps to enter himself in it.

(3) Every scholar shall, within four weeks of reaching England, submit for the approval of the Secretary of State a statement showing the general course of study he proposes to follow; and the course approved shall not be changed without the sanction of the Secretary of State.

(4) Every scholar shall, at the end of each term of residence or attendance at the institution in which he is studying, submit to the Secretary of State a certificate from the head of the institution showing that his residence, conduct and progress in study have been satisfactory during the term.

(5) Every scholar shall, at all times, obey such instructions as he may receive from the Secretary of State.

(6) Subject to a due compliance with the above conditions the allowance, at a rate of £200 a year for not more than four years, will be paid quarterly, in advance, by the India Office, commencing from the date of the scholar's reporting his arrival in England.

(7) Every scholar will forfeit his scholarship who, not being disabled by illness or prevented by any other cause which the Secretary of State may consider sufficient, fails to complete a residence of three years in England according to the terms and conditions approved by the Secretary of State under rule (3), or who is guilty of misconduct or disregard of the orders of the Secretary of State. If a scholarship be forfeited the scholar will lose his claim to a free return passage to India and will further become liable to refund the cost of his free passage to England.

(8) The scholars will be under the special supervision and charge of the Political Aid-de-Camp to the Secretary of State through whom the necessary orders will be given and to whom all reports and other communications respecting them should be sent.

Estimate of expenditure called for in endorsement No. 409, dated 27th July 1903, of Government on the letter of the Government of India for giving effect to the new Code for European schools.

	Rs.	Rs.
I. *Scholarships*		* 30,000
II. *Scholarship Examination*		3,000
III. *Training Students*—Hostel attached to the Teachers' College		2,000
IV. † *Grants-in-aid*—		
(1) Ordinary grants	1,40,000	
(2) Salary grants	‡ 3,10,000	
(3) Boarding grants	20,000	
(4) Cadet grants	4,000	
(5) Special grants (furniture, books, etc.)	2,000	
(6) Building grants	5,000	
(7) Grants to night schools	..	
		4,81,000
Total		5,16,000
Deduct—Amount of grants paid in 1901–1902 for European schools		1,03,000
		4,13,000

	Number.	Amount *per mensem.* Rs.	Number of years.	Total for the year. Rs.
* *A. Scholarships*—				
(*a*) Lower Secondary	20	8	3	20 × 8 × 12 × 3 = 5,760
(*b*) Upper Secondary	15	12	3	15 × 12 × 12 × 3 = 6,480
(*c*) Collegiate F.A.	5	20	2	5 × 20 × 12 × 2 = 2,400
(*c*) Collegiate B.A.	2	30	2	2 × 30 × 12 × 2 = 1,440
(*d*) Final	2	40	2	2 × 40 × 12 × 2 = 1,920
				18,000
B. Scholarship tenable in England	1 (£ 200 / (Rs. 3,000 *per annum.*))		4	1 × 3,000 × 4 = 12,000
			Total	30,000

† (1) Roughly based on the deficits shown in the financial statements.
(2) These salary grants are in most cases based on the minimum salaries given in article 37 of the code.
(3) and (4) Based on the actuals of 1902–19 3.
(5) and (6) Based on the actuals of 1901–1902.

	Salary grants. Salary. Rs.	Half grant. Rs.	Rs.
‡ *Colleges*—			
Principal	500	250	
First Assistant	250	125	
Second Assistant	150	75	
		450	
Number of Colleges 3—Total cost			3 × 450 × 12 = 16,200
High Schools—			
Headmaster	300	150	
First Assistant	150	75	
Second Assistant	80	40	
		265	
Number of High Schools 23—Total cost			23 × 265 × 12 = 73,140
Middle Schools—			
Headmaster	100	50	
First Assistant	80	40	
Second Assistant	80	40	
		130	
Number of Middle Schools and Middle School departments 73—Total cost,			73 × 130 × 12 = 1,13,880
Primary Schools—			
Headmaster	60	30	
First Assistant	50	25	
Second Assistant	50	25	
Third Assistant	40	20	
		100	
Number of Primary Schools and Primary departments 89—Total cost			89 × 100 × 12 = 1,06,800
		Total	3,10,020

Order—No. 565, Educational, dated 19th November 1903.

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

(True Extract.)

A. G. CARDEW,
Ag. Secretary to Government.

Letter—No. 566, Educational, dated 19th November 1903, to the Secretary to the Government of India, Home department.

I am directed to reply to your letter No. 429 (Education), dated 14th July 1903, requesting to be favoured with the observations of the Madras Government on the draft code of regulations for European schools in India and on certain specified matters connected with the subject. I am to deal with the latter first, in the order in which they appear in your letter.

2. In paragraph 2 of the letter the Government of India ask for an opinion on the proposed establishment of a scholarship tenable for three years in England. In reply I am to state that the Governor in Council approves of the proposal. The Director of Public Instruction has suggested that the tenure of the scholarship may be extended to four years as he thinks that a period of three years is hardly long enough for some courses of study. The Governor in Council will not object to power being reserved to allow such an extension in special cases. The scholarship should be tenable at any recognized University or other institution approved by the Secretary of State, in the United Kingdom. A set of draft rules embodying the conditions on which it is considered that the scholarship may be awarded is appended to this letter.

3. In paragraph 5 of the letter the Government of India consider that the only public examination in schools for Europeans should be the leaving examination either at the middle or the high school standard and that for this a fee should be charged, that the progress of scholars throughout a school should be tested by inspection *in situ*, promotion from stage to stage being no longer determined by departmental examinations, and that the primary examination should be a scholarship examination only, while the middle and high school examinations should serve the purpose of a leaving examination for those who are not proceeding further and a scholarship examination for others. The Governor in Council accepts these views.

4. In paragraph 6 the Government of India express the hope that the primary scholarship examination may not be allowed to be used as a general examination and they desire that for this purpose managers be informed of only the names of those to whom scholarships are awarded. The Governor in Council agrees with the Government of India in this view and also in the conclusion that each province should be allowed to have its own examinations for the purpose of awarding scholarships of the several grades proposed.

5. In paragraph 8 the Government of India consider that the management of the proposed training college at Allahabad should be in the hands of the Government of the United Provinces, and that other local Governments should not be asked to contribute to it except by sending students there and providing them with stipends sufficient to enable them to pay the fees. The Governor in Council approves of the proposal to establish a central college for training Europeans as teachers. Such an institution would have the advantage of securing for Europeans from this Presidency training in a college reserved for them, exclusively; and it would have the beneficial effect of making them leave their own Presidency and see something of the rest of India. If, however, it were possible to locate the institution in a cooler climate and at a place where the physique of Europeans would improve rather than deteriorate, it would be advantageous, and I am to suggest that the possibility of altering the proposed location of the college may be further considered.

6. In paragraph 9 the Government of India ask whether the suggestions of the committee which drafted the code regarding the system of grants-in-aid commend themselves to the Madras Government or whether the introduction of a prescribed

scale of maintenance grants based upon a consideration of the needs of typical schools would be preferred. In reply I am to say that the Governor in Council is decidedly of opinion that the system prescribed in the draft code is preferable. It will be also more in accord with the system of grants to non-European schools in force in this Presidency.

7. In paragraph 11 of the letter the Government of India desire to have the opinion of this Government on the proposal to establish a provident fund for teachers in European schools. In regard to this matter I am to observe that as the committee which drafted the code has given no details regarding the constitution and working of the proposed fund no definite opinion can be offered on the proposal, but it appears to this Government that such a fund under Government management, even if it did little more than enforce saving, would be useful as the European and Eurasian bred in this country is apt too often, to be improvident.

8. In paragraph 12 the Government of India propose to leave the teaching of a vernacular optional in schools for Europeans. The Governor in Council agrees and considers that either a special grant may be given when a vernacular is taught or special scholarships or prizes may be awarded to pupils who take a vernacular as an optional subject.

9. In paragraph 13 the Government of India desire that in administering the code of regulations for European schools the local Government will allow a reasonable freedom of choice to the schools to prepare boys for the Cambridge senior local examination and the senior London Chamber of Commerce Commercial and other examinations. I am to say that this instruction commends itself to this Government.

10. In paragraph 14 it is observed that it would be impossible to give precedence to the high school examination as a qualifying test for appointments for which the entrance or school final is prescribed. I am, however, to state that there appears to be no objection to accepting the high school examination of European schools as equivalent to the upper secondary examination for entrance to Government service.

11. With reference to paragraph 15, the Madras Government agrees with the Government of India that the conferences of inspectors of European schools for the purpose of comparing the working of the code and of bringing forward any modifications which may be necessary should be triennial. The first meeting might advantageously be held a year after the code has been in operation.

12. Turning next to the code itself I am to make the following remarks on its provisions:—

(1) *Article* 24.—The figure 24 at the end of this article is apparently a misprint for 101.

(2) *Article* 31.—The reference in this article to article 32 should now be altered to article 33.

(3) *Article* 33 (*a*).—As the Government of India are aware there is no compulsory scale of fees in this Presidency and so long as a manager can obtain as ordinary grant the difference between the income and expenditure of his school he will have no inducement to levy proper fees. There should therefore be a provision in the code to the effect that the fees adopted for determining the amount of ordinary grant are to be calculated at the standard rates prescribed in the school fee notification of this Government. This provision may perhaps be made in the form of a subsidiary note or instruction under article 13 of the code. A similar provision exists in the Madras Grant-in-aid Code for ordinary schools.

(4) *Article* 33—*Expenditure—Note.*—If teachers receive no fixed salaries it seems to this Government either that no salary should be shown under expenditure or that the nominal salaries should be shown under both expenditure and income, the teachers being regarded as contributing the whole of their salaries to the institution. Salary grants may be given on the value of the services of the teachers as appraised by the department and shown under income. The salaries of part-time teachers, such as drawing masters and music teachers, may be included under expenditure and salary grants may be given.

(5) *Article* 33—*Expenditure* (*b*).—The percentage fixed in the clause for estimating the contingent expenses appears to His Excellency in Council to be too low. As these expenses include the cost of library books, prizes, furniture, chemicals and apparatus, and also the cost of petty repairs, and as the schools should be encouraged to provide all these things liberally, the percentage may well be raised to 20.

(6) *Article* 37—*Note.*—The Director of Public Instruction has suggested that this note conflicts with the scale of minimum salaries and may be taken to mean that no salary grant shall be given for teachers whose salaries are less than the minimum laid down in the code. He also remarks that it is not clear why a minimum scale of salaries is fixed at all unless it is intended that no local Government should fix the scale for any school under their control below the minimum laid down in the code. It appears to this Government that the effect of the article will be that, if a manager employs a teacher on a salary lower than the minimum fixed, he will receive no salary grant; but that, if he employs a teacher on a salary higher than the maximum, he will receive grant calculated on the maximum salary. In the opinion of this Government, therefore, the article does not require any alteration, but the point may perhaps be further considered by the Government of India.

(7) *Article* 39.—The words "at one and the same time" may be inserted at the end of this article.

(8) *Article* 40.—The number of school meetings fixed in this article may be raised to 200 days, two school meetings being counted as one day.

(9) *Article* 44.—The rate of special grant fixed in this article, namely, Rs. 8 *per mensem* is, in the opinion of this Government higher than is necessary in the circumstances of this Presidency. The present rate is only Rs. 4-8-0 (Rs. 3-8-0 for boarding and Re. 1 *per mensem* for clothing). As a child can be boarded and clothed for Rs. 9 *per mensem*, the rate may be fixed at two-thirds of that sum, namely, Rs. 6. This reduction may be provided for by a supplemental note under article 13, but if this is approved the words and figure "a special grant of Rs. 8" in line 1 of the article may be altered into "a special grant not exceeding Rs. 8."

(10) *Article* 55.—This article may, it is suggested, be so modified as to require that every application for a building grant shall be accompanied by a plan and estimate prepared by professional agency and that such plan and estimate should be approved by the officers of the Public Works department. The time allowed in this article for the consideration of these applications by the educational authorities, *viz.*, two months, will, it is thought, be insufficient, especially as the opinion of the Public Works authorities on the plan and estimate will have to be obtained; and the latest date for the submission of the application may therefore be fixed at 1st June.

(11) *Article* 68 (*a*) *and* (*b*).—This article does not specify the form in which the approval of the Educational department should be notified. Service certificates similar to those which are now issued by the Director may be given to the teachers who have approved service, and these certificates may specify the grade of school for employment in which the teacher is eligible. A subsidiary note to this effect can be issued, and no alteration is necessary in the code.

(12) *Article* 68 (*c*).—His Excellency in Council does not consider it advisable that the services of candidates who have failed to obtain the certificates at the end of the second period should be approved under article 68 (*a*).

(13) *Articles* 75 *and* 88.—In the opinion of this Government the free supply of registers to European schools is unnecessary. If the object of the rule is to secure uniformity, this can be attained without making the Educational department responsible for the supply.

(14) *Article* 79.—The fees due under this article may be taken to include fines.

(15) *Article* 88.—A boy ought not to be punished except on clear proof of intention to deceive. The words "knowing to be false" may therefore be inserted after the words "a false certificate" in this article. If this amendment is made, the punishment prescribed may be enhanced to expulsion from school as the offence would in this view be serious.

(16) *Article* 91.—This article may, it is suggested, be amended by the substitution of the words "members of the staff" for the word "them" in line 4 and by the insertion of the words "the entries shall be" after the words "log-book and" in line 5.

(17) *Articles* 100—103.—In all these articles the word "Geometry" may be substituted for "Euclid" as Euclid's Geometry is less universally used than it was formerly, and other systems are taking its place. The curriculum laid down in article 102 under optional subjects includes Trigonometry though the portion prescribed in Euclid is only books I to IV. It is presumed that pupils who take up Trigonometry will learn the necessary portions of the sixth book of Euclid also, though they are not to be examined in this book.

(18) *Article* 107.—It appears to this Government that the nomenclature of the scholarships should be fixed with reference to the departments in which they are held and not with reference to the departments which the scholarship-holders leave.

The Director of Public Instruction has expressed the opinion that the rates of scholarship provided in this article are rather high, at any rate for this presidency and His Excellency in Council agrees with him. In the opinion of this Government, primary scholarships of Rs. 6 *per mensem*, middle school scholarships of Rs. 10, high school scholarships of Rs. 18, collegiate scholarships of Rs. 25, and final scholarships of Rs. 35 ought to be sufficient. Such a reduction may enable Government to give a larger number of them.

Further, as the article now stands, a middle school scholarship is tenable only for two years, whereas if, under article 18 of the code, any school is allowed to prepare candidates for the University Matriculation examination, the course of study will extend to three years and the scholarship-holders will be without a scholarship during the third year. The provisions of this article may, therefore, be made elastic enough to cover such cases.

13. Subject to the foregoing remarks, the Governor in Council accepts the provisions of the draft code and has no doubt that they will effect a marked and much needed improvement in the education of Europeans in this country. The total cost of giving effect to these provisions is estimated at Rs. 5,10,860 *per annum* as shown in the appended statement.

A. G. CARDEW,
Ag. Secretary to Government.

[Annexures.

ANNEXURE A.

Government Scholarships to the United Kingdom for Europeans and Eurasians.

Draft Rules.

1. A scholarship of £200 a year tenable for not more than three years will be granted by the Government of Madras to enable Europeans or Eurasians of the Madras Presidency to undergo a course of study in the United Kingdom.

2. The scholarship shall be open only to Europeans and Eurasians born of parents resident in and domiciled in the Presidency of Madras, and shall be awarded under the following conditions :—

(i) that the candidate is between the ages of 17 and 22 on the 31st day of March in the year in which the selection is made ;

(ii) that he has passed the High school examination for Europeans or an examination considered by the Director to be equivalent thereto ;

(iii) that he has the consent of his family (*i.e.*, of his father if alive ; if deceased, of his guardian) to proceed to England ;

(iv) that his conduct has been good ; and

(v) that he has the physical capacity to undergo the course of life and study he will have to follow in England.

3. The scholarship will be awarded by the Director on the results of the High school examination for Europeans of the previous year or, if necessary, on those of a competitive examination held under his orders.

4. The candidate selected will be allowed a free second-class passage to England and a free second-class return passage subject to the condition specified in rule 6 (7) below.

5. The application for the scholarship must reach the Director not later than the 15th March.

6. The rules framed for the guidance of Government scholars in the United Kingdom are as follows :—

(1) Every scholar shall, on reaching England, at once present himself at the India Office and report his arrival in writing.

(2) Every scholar shall, without any unnecessary delay, inform the Secretary of State to which institution or University he intends to proceed, and if the Secretary of State approves the selection, the scholar shall at once take steps to enter himself in it.

(3) Every scholar shall, within four weeks of reaching England, submit for the approval of the Secretary of State a statement showing the general course of study he proposes to follow ; and the course approved shall not be changed without the sanction of the Secretary of State.

(4) Every scholar shall, at the end of each term of residence or attendance at the institution in which he is studying, submit to the Secretary of State a certificate from the head of the institution showing that his residence, conduct and progress in study have been satisfactory during the term.

(5) Every scholar shall, at all times, obey such instructions as he may receive from the Secretary of State.

(6) Subject to a due compliance with the above conditions, the allowance at a rate of £200 a year for the term of the scholarship will be paid quarterly in advance by the India Office commencing from the date of the scholar's reporting his arrival in England.

(7) Every scholar will forfeit his scholarship who not being disabled by illness or prevented by any other cause which the Secretary of State may consider sufficient fails to complete a residence in England according to the terms and conditions approved by the Secretary of State under rule (3) or who is guilty of misconduct or disregard of the orders of the Secretary of State. If a scholarship be forfeited the scholar will lose his claim to a free return passage to India and will further become liable to refund the cost of his free passage to England.

(8) The scholars will be under the special supervision and charge of such person or authority and on such condition as the Secretary of State may designate.

ANNEXURE B.

Estimate of cost of giving effect to the provisions of the new code for European schools

		Rs.	Rs.
I.	*Scholarships*		* 24,840
II.	*Scholarship Examination*		3,000
III.	*Training Students*		2,000
IV.	*Grants-in-aid*—		
	(1) Ordinary grants	1,40,000	
	(2) Salary grants	† 3,10,020	
	(3) Boarding grants	20,000	
	(4) Cadet grants	4,000	
	(5) Special grants (furniture, books, etc.)	2,000	
	(6) Building grants	5,000	
	(7) Grants to Night school	..	
			4,81,020
	Total ..		5,10,860

	Number.	Amount *per mensem.* Rs.	Number of years.	Total for the year. Rs.
* *A. Scholarships*—				
(*a*) Lower Secondary	20	8	3	20 × 8 × 12 × 3 = 5,760
(*b*) Upper Secondary	15	12	2	15 × 12 × 12 × 2 = 4,320
(*c*) Collegiate { F.A.	5	20	2	5 × 20 × 12 × 2 = 2,400
(*c*) Collegiate { B.A.	2	30	2	2 × 30 × 12 × 2 = 1,440
(*d*) Final	2	40	2	2 × 40 × 12 × 2 = 1,920
				15,840
B. Scholarship tenable in England	1 { £ 200 (Rs. 3,000) *per annum.*		3	1 × 3,000 × 3 = 9,000
			Total ..	24,840

	Salary grants. Salary. Rs.	Half grant. Rs.	
† *Colleges*—			
Principal	500	250	
First Assistant	250	125	
Second Assistant	150	75	
Total ..		450	
Number of Colleges 3—			
Total cost			3 × 450 × 12 = 16,200
High Schools—			
Headmaster	300	150	
First Assistant	150	75	
Second Assistant	80	40	
Total ..		265	
Number of High schools 23—			
Total cost			23 × 265 × 12 = 73,140
Middle Schools—			
Headmaster	100	50	
First Assistant	80	40	
Second Assistant	80	40	
Total ..		130	
Number of Middle Schools and Middle School departments 73—			
Total cost			73 × 130 × 12 = 1,12,880
Primary Schools—			
Headmaster	60	30	
First Assistant	50	25	
Second Assistant	50	25	
Third Assistant	40	20	
Total ..		100	
Number of Primary Schools and Primary departments 89—			
Total cost			89 × 100 × 12 = 1,06,800
			Total .. 3,10,020

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., Nos. 565, 566, EDUCATIONAL, DATED 19TH NOVEMBER 1903.

[SUBJECT.—*Code for European Schools.*]

From the Government of India, No. 429, *Education, dated* 14*th July* 1903.

The spare copy of the letter from the Government of India placed below may be circulated to the Honourable Members for perusal only, with reference to memorandum No. 671, Public, dated 29th April 1901. It may be submitted to His Excellency after his return from tour.

P. T. THARYAN—22-7-03.

A. G. CARDEW—23-7-03.

Skimmed. I have neither the time, nor the occasion, to digest it.

H. W[INTERBOTHAM]—24-7-03.

The Director had better be asked to submit his opinions urgently.

J. T[HOMSON]—24-7-03.

The draft placed below may issue.

P.T.T.—25-7-03.

A. G. CARDEW—26-7-03.

[Endorsement No. 409, dated 27th July 1903.]

The paper may now be submitted to His Excellency for perusal. Proof copy of the letter has not yet come up from Madras.

P.T.T.—21-8-03.

A.G.C.—22-8-03.

Seen.

A[MPTHILL]—31-8-03.

From the Director of Public Instruction, dated 11*th September* 1903, *No.* 5499.

The Director's remarks on the letter from the Government of India and on the draft code seem to call for the following observations.

The paragraphs quoted are those of the Director's letter.

Paragraph 2.—The Director's suggestion that the nomenclature of the scholarships should be fixed with reference to the departments in which they are held and not to the departments which the scholarship-holders leave may be accepted and recommended to the Government of India. It may also be observed that the proposed middle scholarship is tenable for two years whereas if, under article 18 of the code, any school is allowed to prepare candidates for the University Matriculation examination, the course of study will extend to three years and the scholarship-holders will then have no scholarship during the third year.

No objection.
A. T. PRINGLE—23-9-03.

I agree with the Director.
A. G. CARDEW—22-10-03.

Yes.
G. S. F[ORBES].

The provisions of the code should be made elastic enough to cover such cases.

Yes.
A.T.P.
A.G.C.—22-10-03.
G.S.F.

The Director's recommendation to extend the tenure of the special scholarship of £200 to four years may also be accepted.

Yes.
A.T.P.
A.G.C.—22-10-03.

No harm in recommending this; but three years is a fairly long time to have State aid at £200 a year.

G.S.F.

Paragraph 3.—The conditions suggested by the Director on which the special scholarship may be awarded may be adopted.

Yes.
A.T.P.
A.G.C.—22-10-03.

Except condition (8). The Secretary of State must arrange this.

G.S.F.

Paragraph 4.—It is too soon to decide the number of scholarships which should be awarded. The final issue of the code may be awaited. Meanwhile it may be * stated that each Province may have its own examination for awarding the scholarships.

Much too soon.
A.T.P.

The Director's figure may be adopted tentatively, but need not be reported to India.

A.G.C.—22-10-03.
G.S.F.

* Yes.
A.G.C.—22-10-03.
G.S.F.

Paragraph 5.—It will no doubt be more convenient for the European students in the Madras Presidency to join the Saidapet college, but their number will be very small and the maintenance of a separate hostel for them will be very inconvenient and for the present at least those who wish to go up for training may be sent on to Allahabad.

See note at end.
G.S.F.

There will be very few.
A.T.P.

I agree, and the number ought not to be so very small. More European teachers are urgently needed.

A.G.C.—22-10-03.

Paragraph 6.—If a Provident fund is established it should be under Government management. It will then be popular, the question of contributions from Provincial funds may be considered later on.

I fancy the idea won't work, at all.
A.T.P.

I agree.
A.G.C.—22-10-03.
G.S.F.

Paragraphs 7, 8 *and* 9.—The Director's recommendations may be adopted—

(*a*) to leave teaching of a vernacular optional, paragraph 7;

(*b*) to prepare pupils for the Cambridge local (paragraph 8);

(*c*) to have the Inspector's conference triennial.

Yes.
A.T.P.

I agree as to paragraphs 7 and 8.

A.G.C.—22-10-03.
G.S.F.

We may accept 15 per cent.
A. T. PRINGLE.

What will be the effect of this article on such a school as the Breeks' Memorial school? It will probably debar it from aid under the code. I think more liberty should be allowed to the Local Government and instead of the word "smaller" in line 3 I would read "other".

A. G. CARDEW—22-10-03.

I disagree. See note at end.
G. S. F[ORBES].

Paragraph 10 (1).—The Director considers that the percentage of 15 fixed in article 7 (*d*) of the code is too low, but he does not object to it. Submitted that, if at all, it is too high.

Paragraph 10 (2).—There appears to be some misunderstanding here on the part of the Director. When the code is put in force the High school examination should be held in the Madras Presidency also as a final examination for European schools—see articles 95, 96 and 97 of the code. Article 7 (*d*) may therefore remain as it is.

Yes.
A.T.P.
A.G.C.
G.S.F.

Paragraph 10 (3).—There is some difference between an examination by inspecting officers and a regular audit. Article 30 (*d*) may therefore be retained.

Yes.
A.T.P.

I agree.
A.G.C.—22-10-03.

Yes.
G.S.F.

Paragraph 10 (4).—There seems to be no objection to the expression "class fees that ought to have been received". A certain rate of fees must be levied: it may or may not be the standard rate, but for the purpose of calculating ordinary grants income shall include fees arrived at by multiplying the average monthly number of scholars by the actual rate levied. The notes to article 30 (*d*) seem to make this clear. The real objection lies, however, in the fact that the system of paying the difference between income and expenditure will take away all inducement on the part of a manager to levy proper fees. A subsidiary note or instruction under article 13 will therefore be necessary for this Presidency, which has a fee notification of its own, to the effect that the fees adopted for calculation of ordinary grant in this Presidency shall be calculated at standard rates.

Yes: So far as remissions of fees go in aided schools such remissions must be approved by the department, article 33 (*a*), note (2).
G.S.F.

This will do.
A.T.P.

This is necessary, and should be pointed out. The provision exists in our Grant-in-Aid Code.

A.G.C.—22-10-03.

Yes.
G.S.F.

Paragraph 10 (5).—There is no necessity to show separately the sums received from public bodies and from private sources. The term "public bodies" does not include Government, since, if it did, salary grants would not have been separately mentioned in article 33, item (*d*). Moreover "private sources" is defined in article 31 as including everything else except Government sources. From a comparison with article 48 (*e*), it seems that special grants from Government should not be included in "income" for the calculation of ordinary grant.

Agreed.
A.T.P.
A.G.C.
G.S.F.

Paragraph 10 (6).—The Director's remarks may be agreed in.

Yes.
A.T.P.
A.G.C.—22-10-03.
G.S.F.

Paragraph 10 (7).—The percentage of 15 fixed in article 33 (*b*) does not seem to be too low. Schools are eligible for special grants, at 50 per cent. of the cost, for most of the objects of expenditure enumerated by the Director. These special grants are outside the ordinary grants and the percentage of 15 for the schools' share seems fair.

We may accept 15 per cent.

A. T. PRINGLE.

This is surely a matter on which the Director ought to know best, and his proposal to raise the percentage to 25 should, I think, be followed.

A. G. CARDEW—22-10-03.

But the Director disregards economy too often: let it be 20 per cent.

G. S. F[ORBES].

Paragraph 10 (8)—*Article* 37, *note*.—The code distinctly says that the graduation of the salaries is based upon the present practice and that the Local Government may fix its own scale. A minimum scale appears to be fixed to prevent schools from going in for cheap teachers and from thus losing in efficiency. The effect of the article as framed will apparently be that if a manager employs a teacher on a salary ower than the minimum fixed he will receive no salary grant. If, however, he employs a teacher on a salary higher than the maximum he will receive grant calculated on the maximum salary. The article does not therefore require any alteration.

No.

A.T.P.

A.G.C.—22-10-03.

G.S.F.

Yes.

A.T.P.

A.G.C.

G.S.F.

Paragraph 10 (9)—*Article* 39.—The verbal alteration suggested may be approved.

Ten days is not a negligible amount, and I would recommend the change to the Government of India.

A.T.P.

A.G.C.—22-10-03.

Yes.

G.S.F.

Paragraph 10 (10)—*Article* 40.—Under article 40 schools must meet on 190 days. The Director's proposal to raise the number of days to 200 will not make much difference, but may perhaps be recommended to the Government of India.

Paragraph 10 (11)—*Article* 44.—The reduction suggested by the Director can be applicable only to Madras where it may be made by a supplemental note or instruction. To enable this to be done the Government of India may be asked to substitute the words "not exceeding" for "of" in line 1 of article 44.

Yes. Then we can make an instruction as said in the office-note.

A.T.P.

A.G.C.—22-10-03.

G.S.F.

Yes.

A.T.P.

A.G.C.—22-10-03.

I should not alter article 45 (*a*) as to the District Magistrate's certificate. A manager may trade on these grants. The District Magistrate may not know personally, but he can find out through the usual agency at his command; and it is an independant guarantee.

The Director's modification of article 55 may be accepted.

G.S.F.

Paragraph 10 (12) *and* (13)—*Articles* 45 (*a*) *and* 55.—The Director's suggestions may be approved.

Paragraph 10 (14)—*Article* 68 (*a*) *and* (*b*)—The Director's suggestion may be adopted and a subsidiary note or instruction may be issued to that effect, but the code requires no alteration in this respect.

G.S.F.

Paragraph 10 (15)—*Article* 68 (*c*).—The Director's remarks may be agreed in.

G.S.F.

Paragraph 10 (16)—*Articles* 75 *and* 88.—It is submitted that it is all the same whether registers are supplied free or not. In the one case Government will pay direct and in the other the school will pay in the first instance and recover the cost from Government. Free supply of registers cannot form a precedent for native schools any more than the proposed ordinary grant system of the code.

I agree; there is no necessity to raise the point.

A. T. PRINGLE.

It is a detail; but I should agree with the Director.

A. G. CARDEW.

G. S. F[ORBES].

Yes.

A.T.P.

Paragraph 10 (18).—"Knowing it to be false" should be added, A boy ought not to be punished, still less expelled, except on clear proof of intention to deceive.

A.G.C.—22-10-03.

I agree.

G.S.F.

Paragraph 10 (17) and (18)—*Articles* 79 *and* 85.—The Director's remarks may be agreed in.

No: the next teacher becomes the "principal teacher," and there is no use in making provision for his taking charge of the book.

A.T.P.

Nothing is needed beyond the code rule.

A.G.C.—22-10-03.

G.S.F.

Paragraph 10 (19)—*Article* 90.—When the principal teacher is absent the next teacher will be in charge of his duties or will act for him and will have custody of the log book: no special provision for the custody of this book seems necessary.

Yes.

A.T.P.

A.G.C.

Yes, except as to exclusion of logarithms—see note at end.

G.S.F.

Paragraph 10 (20), (21) and (22)—*Articles* 91 *and* 100–103.—The Director's remarks may be agreed in.

No harm. Article 112 prescribes a method of calculation.

A.T.P.

I agree.

A.G.C.

G.S.F.

Paragraph 10 (23)—*Article* 112.—There is no harm in the retention of article 112.

Paragraph 11.—There appears to be no necessity for the establishment of Government schools for Europeans in Madras and Bangalore. There are at present enough of schools under private management in both those places and the establishment of Government schools will be strongly * objected to by the managers of these schools. The Director may, however, consult them and the copies of Mr. Marsden's memorandum asked for may be separately struck off and furnished to Mr. Stuart.

* and justly.

I entirely agree.

A.T.P.

Is it worth while for him to ask them whether they desire their schools to be ruined?

A.T.P.

Not worthwhile I think. See note at end.

A.G.C.—22-10-03.

G.S.F.

2. The letter from the Government of India and the code call for the following further remarks:—

Yes.

A.T.P.

It is perhaps not the right time to raise this point. Obviously the introduction of any scheme of the kind will necessitate special grants from the Government of India.

A.T.P.

Paragraph 9 *of that letter*.—The provisions of the code regarding grants may be accepted. It is presumed that the Government of India will give a special assignment in order to enable this Government to give these grants.

Yes.
A. T. PRINGLE.
A. G. CARDEW—22-10-03.
G. S. F[ORBES].

Paragraph 14.—The high school examination of European schools can easily be accepted as equivalent to the upper secondary examination for entrance to Government service.

Paragraph 17.—The Director's total estimate of the cost of giving effect to the provisions of the code is Rs. 5,16,000, but he deducts from this Rs. 1,03,000, the grant now paid to European schools, and gives the net as Rs. 4,13,000. In the reply to the Government of India the higher figure should be adopted. For the purposes of the settlement we have adopted the lower figure. This is correct as the balance comes under the ordinary figure.

Yes. We have named this amount as a maximum to Financial Department in the notes about the new financial settlement, but on what it is based, we have no information.
A.T.P.
A.G.C.—22-10-03.
G.S.F.

Article 24.—The figure 24 at the end of this article is apparently a misprint for article 101.

Yes; it has been repeated from the numbering at the beginning.
A.T.P.
A.G.C.

Article 31.—The reference to article 32 should be altered into article 33.

Yes.
A.T.P.
A.G.C.

Article 33 (*a*).—The note (1) to this article may be interpreted to mean that fees are not to be levied for the vacation periods. This is against the usual practice. For the word "open" therefore at the end of the article the words "in existence" may be substituted.

I think not. The fees will be high, and what is reasonable in the case of native schools would not be so here of necessity.
A.T.P.

P. T. THARYAN—20-9-03.

I have made marginal notes in regard to those points of detail, and will venture to make some comments on Mr. Marsden's memorandum in so far as it has relation to the establishment of a State high school which is (in Mr. Marsden's words) to be "on the model of an English public school such as that at Clifton or Cheltenham."

2. During the last twenty years or so I have read more than once passages much to the same effect in newspapers and could never understand what the persons who wrote or uttered them had in their heads. It may possibly be useful to consider what the suggestion really comes to. Of the great school first named I know little, but the conjunction of the two schools is natural enough. Both are institutions of very modern date: Cheltenham dates from 1841 or 1842, and Clifton is of still more recent foundation. Both (I think) were originally proprietary: were run as a speculation. Subsequently they obtained royal charters. Cheltenham has ranged in the number of boys at it from about 740 * to 600, and Clifton has, I believe, been of recent years of much the same size. Both schools have given much attention to training for Woolwich and Sandhurst and been in that respect conspicuously successful, perhaps with some loss in regard to the quality of the general teaching. They have for many years been divided into two senior departments—the classical and the modern—and have, on the whole, held their own in comparison with other schools even in the matter of University scholarships, although neither school sends many pupils on to Oxford and Cambridge; the parents of the boys are almost exclusively of the upper middle, professional classes.

* In 1867-8.

3. How may a school in Bangalore or Madras be founded on the model of one of these Gloucestershire schools? Consider, first, the quality of the teachers at the latter, and what is proposed by Mr. Marsden. Here he particularizes. This South Indian Clifton or Cheltenham is to have "at least two masters from English Universities—one a classical and the other "a Mathematical master—and the other masters

are to be graduates of the Madras University". There "would be no difficulty in securing a thoroughly good and "efficient staff." The "teaching in the school ought to be purely secular, so that "boys of all denominations, Roman Catholic and Protestant, might attend it."

4. Where, then, does the "model" come in? What similarity at all is there? At either of the English schools named, it is certain that there will be a certain number of masters whose career has been very far above that of most of their fellows at college, and that in addition to these there will be some thirty or forty other graduates of Oxford or Cambridge. Looking back to Cheltenham as I remember it (and the quality of the masters there and at Clifton will always have been, and be, much the same, of course), the Headmaster (styled Principal) had taken what Galton in his work on Hereditary Genius described as the best "double honours" degree at Cambridge within modern times; he was regarded by most as a high authority on education; was a "Bampton" and "Hulsean" lecturer, and subsequently a Bishop; the second (classical) master and his successor, both fellows, had distinguished themselves at Oxford by carrying off some of the great classical scholarships (Ireland and Hertford) —the former is now one of the Regius professors at Oxford; the third master, also a fellow, is now the headmaster of Hanover; the *locum tenens* of the fourth classical master was celebrated as a classic and metaphysician and is now Waguflete Professor of moral and metaphysical philosophy at Oxford. And this was on the side of the school to which less attention was given than to the modern side. Clifton had at its head a master of much repute, who is now on the bench of Bishops, and no doubt the leading men of his staff were on a level for talents and learning with those at Cheltenham. It is become the fashion to belittle public school education, but I venture to think that———————

[Unfinished note left by Mr. Pringle when he was taken ill on the 15th instant.

A. G. CARDEW—22-10-03.]

---

1. The Code is too elaborate to be dealt with in detail. Marginal notes have been made on the foregoing note by the Second Assistant Mr. Tharyan.

2. The Government of India (paragraph 2) ask for an opinion on the proposed establishment of a scholarship tenable in England. The Director of Public Instruction offers no opinion. The proposal of the Government of India may be approved, and the draft rules submitted by the Director of Public Instruction may be recommended, substituting "the United Kingdom" for "England" in rule I. The Director is not much of a Scotchman, or he would have seen to this.

G. S. F[ORBES].

3. No opinion is asked for by the Government of India (paragraphs 3 and 18) on the suggested establishment of State schools for Europeans and Mr. Marsden's memorandum, but there is not likely to be much doubt that the education of Europeans should be advanced by grants-in-aid, rather than by a State school. In these circumstances it does not seem worth while to pursue Mr. Marsden's idea further, or to waste labour in asking the authorities of the Doveton and other colleges whether they are ready to be converted into hostels (paragraph 11 of the Director's letter).

See note at end. I agree on the whole.
G.S.F.

4. Agreement may be expressed with the opinion of the Government of India in paragraph 5 of Mr. Risley's letter. The increase of public examinations for school boys is not a wholesome thing.

G.S.F.

5. The number of scholarships in this country for Europeans need not be reported to India, but the Director was obliged to adopt some number in order to frame a forecast of cost. The Director's proposed number may be accepted tentatively. The examinations for scholarships should certainly be provided for by each Local Government.

G. S. F[ORBES].

6. In regard to the training college for European teachers, I submit that this Government should express readiness to send European pupils to Allahabad, at any rate, for the present, if proper arrangements for instruction and board are made. It is, no doubt, true, as the Director says, that European pupils in this Presidency would usually prefer Saidapet. But it is, I think, ditinctly advantageous to the pupil to get away from his own Presidency, and see something of the rest of India: the tendency to stay at home and stick to the narrowest circle is a well-known defect of the Eurasian and country-bred European, and would be partially met by a course of study in the north of India. At the same time, it would be decidedly cheaper for us to send our European pupils to Allahabad to be trained as teachers than to develop a European side at Saidapet. Lastly in a Central Training College for Europeans, education or training alongside of natives would be avoided, while at Saidapet it would be inevitable.

See note at end. G.S.F.

Yes. G.S.F.

This is important. G.S.F.

7. The Government of India (paragraph 9) ask for an opinion regarding the system of grants-in-aid—a rather technical matter, on which the opinion of the Director of Public Instruction was particularly wanted. Unfortunately he has refrained from offering any remarks on this paragraph of the Government of India's letter, but has, in his forecast of expenditure, adopted the scheme of ordinary and salary grants contemplated by the Code. Perhaps, it may, therefore, be assumed that he prefers this system, and that view may be supported. It will be more in accord with the system of grants to non-European schools than a prescribed scale of maintenance grants would be.

G.S.F.

8. The Committee (paragraph 14 of its report, page 7 of the proof) has given no details regarding the proposed Provident fund; and it is, therefore, not easy to offer an opinion, but I submit that a fund, even if it did little more than enforce saving, would be useful. The Eurasian is notoriously improvident.

G.S.F.

9. The Conferences of Inspectors (paragraph 15 of the Government of India's letter) should, I think, be held at least every other year. The administrative disturbance would be slight, as they could always be held during the schools' recess. If held once in three years, there will be likely to be entirely changed personnel each time.

One can't depend on the same personnel even for one year. Traditions and not persons pass on the knowledge. I would therefore adopt the Director's proposal for a triennial meeting: the first meeting to be held a year after the code is in operation. G.S.F.

10. General approval of the Code may be expressed, with reference to paragraph 17 of the Government of India's letter, subject to the remarks of the Director of Public Instruction as summarized in the office-note.

A. G. Cardew—22-10-03.

The next time a paper of this sort, involving a number of details, comes up it should be dealt with in tabulated form, giving separate space for notes of the Secretary and Honourable Members. As it is now these notes are much cramped, and far from convenient.

A. G. Cardew—22-10-03.

[A better way I suggest is (as in Public Department, etc.) in such cases to write on half-margin with plenty of space between the points. Then Secretary and Honourable Members have room to note in the margin. Those tabulated forms which Madras clerks are so fond of drawing up are too much of the Taluq office type?]

G. S.F [orbes].

It doubtless depends on the paper dealt with. Honourable Member's suggestion will be borne in mind, but there are cases in which half-margin does not give sufficient room, and then we must, I think, adopt the taluq office plan.

A.G.C.

(I hope not. I have never seen it used elsewhere.)

G.S.F.

I have made marginal remarks on the above notes on most of the points raised. I have only a few to add here.

2. As to the Training college at Allahabad, I think it a pity that such an institution should not be established in a cooler climate. It would be a great thing to have these European and Eurasian teachers trained where their physique will improve and not deteriorate. At any rate, I think the suggestion might be made to the Government of India. If any province will start a college so situated we might agree to send our contingent there.

3. The Director refers to the high rates of the scholarships proposed in article 107. I suppose the rates are monthly. If they are, Rs. 6 for the "Primary," Rs. 10 for the "Middle," Rs. 18 for the "High," Rs. 25 for the "Collegiate" and Rs. 35 for the "Final" should be ample. Such reduction would enable us to give more of them.

4. Article 7 (*d*)—(paragraph 10 (1) of Director's letter). The maximum percentage of non-Europeans to entitle a school to be treated under the Code is 15 per cent. Mr. Stuart would not object, but Mr. Cardew thinks it should be raised. I cannot agree in this. If anything I should have fixed a lower percentage, as even so small an admixture of non-European children prevents the whole school from European standards of habits and customs and even of the tone of thought and conscience. Mr. Cardew instances Breek's school; but every child there grows up a native. I am making no reflection on native habits and modes. But a native is a native and a European is a European; and the Government should keep steadily in view the great importance of securing, so far as is possible, for European children in their impressionable years those surroundings which will help to evoke the type of character and conduct which distinguishes the race. As to Ootacamund, I hope that under this Code it may be practicable to establish a pure European school.

As I have said above, I should reduce if anything the proposed maximum. At any rate, I should not diminish by one iota the rigidity of the rule recommended by the Government of India.

5. Article 102 prescribes the High School Scholarship examination. The only remark which Director makes about the syllabus is to suggest the exclusion of logarithms. This mechanical device is of such vast practical use in engineering, survey, actuarial work, and in fact every practical business which depends on even elementary mathematical calculation, that I should not propose to exclude it. It has been included by the large committee of experts who formulated the Code, and I have no doubt they had regard to its practical utility.

6. With regard to the establishment of a State school for Europeans, I agree that there is no need for such an institution in this Presidency in present circumstances. The Government of India ask no opinion on the point, and it is not necessary to refer to the question in the reply.

G. S. F[orbes]—4-11-03.

A draft may now be put up for approval, which His Excellency should see, but please send me first.

G.S.F.

A draft has now to be prepared at once.

A. G. Cardew—5-11-03.

A draft is submitted for approval. It may perhaps be put in type (urgently) after it is passed by the Secretary and Honourable Member and His Excellency may see it in type.

P. T. Tharyan—8-11-03.

As the Government of India has already sent a reminder, the draft may be typed, half-margin, for submission to Honourable Member. Meanwhile send a copy to the press to be printed.

2. In the letter to India, we are not called upon I think to notice points in the Code as to which we do not recommend any change, *e.g.*, article 7 (*d*). We need not rehearse the Director of Public Instruction's views and those of this Government, as the net result is to leave the Code as drafted.

3. But a Government Order will, I think, be wanted, in addition to the letter, conveying to the Director of Public Instruction orders on any points which we have not noted to India, *e.g.*, telling him that he need not consult the European Colleges on Mr. Marsden's scheme. A draft Government Order on these points must be prepared.

Yes, when India approves the Code, not yet. G.S.F.

A.G.C.—8-11-03.

A typed copy of the draft is submitted. Another has been sent to the press.

A draft order is also submitted as directed.

P. T. THARYAN—9-11-03.

A. G. CARDEW—9-11-03.

No Government Order need issue at present giving instructions to the Director of Public Instruction on the working of the Code. The Code is not as yet approved by the Government of India—see paragraph 1 of Mr. Risley's current letter. No further communication to the Director of Public Instruction is necessary at this stage.

2. I have passed the letter to the Government of India with a few trivial modifications.

G. S. F[ORBES]—11-11-03.

A[MPTHILL]—14-11-03.

The letter may issue. If proof has been received from press, correct in accordance with draft passed by the Honourable Member and get fair copy soon for signature.

A.G.C.—15-11-03.

[G.O., Nos. 565, 566, Educational, dated 19th November 1903.]

000—5-12-02.

Educational (1903) Department.

CURRENT No. 1136

21

From

[*Name*] H. H. Risley Esqr. C. I. E.,

[*Designation*] Offg. Secretary to the Govt. of India

[*Station*] Simla

Forwarding letter from Govt. of India (Pol 28/1/3)

No. 429 *Received* 22-7-1903.

Dated 14-7-1903.

Enclosures 2 *Registered* 22-7-1903.

SUBJECT.

Requesting to be favoured with the observations of this Govt on the report of the Committee appointed to frame a uniform code for the Education of Europeans in India and upon the draft code which has been based upon their recommendations

BACK PAPERS.

FURTHER PAPERS.

REPORT

OF

THE COMMITTEE

APPOINTED UNDER GOVERNMENT OF INDIA RESOLUTION No. 237–247
OF MARCH 1ST, 1902,

SECRETARY TO GOVERNMENT,
22 JUL 1903
LOCAL & MUNICIPAL DEPARTMENT

TO REVISE THE

CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN BENGAL,

WITH A VIEW TO PREPARING

A UNIFORM CODE FOR INDIA AND BURMA.

CALCUTTA:
OFFICE OF THE SUPERINTENDENT OF GOVERNMENT PRINTING, INDIA.
1903.

Report of the Committee appointed, under Government of India Resolution No. 237—247 of 1st March 1902, to revise the Code of Regulations for European Schools in Bengal, with a view to preparing a uniform Code for India and Burma.

27

Contents.	Page.	Paragraph.
Introductory paragraph	1	1
Number of Meetings	1	2
Course of Proceedings	1	3
Need for special treatment of Europeans	1	4
Scholarships	2	6
Establishment by the State of Schools for Europeans	2	7
Inspection of Schools for Europeans	2	8
Examinations in Schools for Europeans	2	9 to 11
Training Colleges	4	12
Certificates	4	13
Salary-Grants and Provident Fund	4	14
Vernacular Education in European Schools	4	15
Changes made in the Code	5	16
The Pupil-teacher System	5	17
Maintenance Grants	5	18
Qualifications for receiving Salary-Grants	5	19
Salary-Grants	5	20
The Curriculum for Primary, Middle, and High Schools	5	21
Training Institutions	5	22
Collegiate Section	6	23
Cadet Grants	6	24
Detailed explanation of changes, paragraph by paragraph	6	25
Conclusion	7	26 to 29
Appendix I—Proceedings of the Committee	9	
Appendix II—Note by Mr. E. Marsden, Inspector of Schools, Madras	13	

G. I. C. P. O.—No. 210 H. D.—5-6-1903.—20—R. N. L.

Report of the Committee appointed under Government of India Resolution No. 237—247 of March 1st, 1902, to revise the Code of Regulations for European Schools in Bengal, with a view to preparing a uniform Code for India and Burma.

We have the honour to submit the revised Code, showing, in parallel columns, the old and the new Code, and the following Report.

2. *Number of meetings.*—We held 17 meetings, beginning our work on March 3rd, and separating on March 20th, two members being left to draw up the necessary forms.

3. *Course of Proceedings.*—We began by considering Government of India letters Nos. 534—539 of November 27th, 1901, from the Secretary to the Government of India, Home Department, Education, to the Governments of Madras, Bombay, Bengal, North-Western Provinces, Punjab, and Burma, respectively. We then considered the replies of some of these Governments to the Government of India, including letter No. 1870 of February 22nd, 1902, from the Second Secretary to the Chief Commissioner, Central Provinces, to the Secretary to the Government of India, Home Department. In the course of our work, we considered several suggestions and recommendations made by the Education Departments of various Provinces, and by others interested in the question of European Education, conveyed to the Committee through their delegates. We then considered the Code in detail.

The result of our deliberations is embodied in the resolutions passed at the first two meetings, and in the draft Code which we submit.

[For Proceedings see Appendix I.]

4. *Need for special treatment of Europeans.*—We are unanimous in respectfully urging that the education of Europeans should be kept quite distinct from that of the natives of the country throughout India and Burma. We recommend that no pains should be spared to make education for Europeans as efficient and thorough as possible, so that European children may be perfectly prepared for the life struggle which lies before them, and be able to compete on equal terms with the natives of the country.

The European community may roughly be divided into two classes—one, a very small one, that sooner or later sends its children to England, to fit them for public or private service; the other, a very large one, that looks to India and Burma for the necessary education.

While we agree that due consideration should be shown to the few members of the community who send their children to England, we are strongly of opinion that the chief duty of the Government in regard to European education is to provide for the requirements of the community at large, whose children will never leave this country. We venture to think that full and adequate provision has been made for the education of these children in the rules, curricula, and examinations laid down in the Code now submitted.

5. The general questions raised in the Government of India letters referred to in paragraph 3 concerned:—

(*a*) Scholarships. (*Paragraphs 2 and 6* of the Government of India letters.)

(*b*) Establishment of State Schools for Europeans. (*Paragraph 3.*)

(*c*) Inspection of European Schools. (*Paragraph 4.*)

(*d*) Examinations for Scholars in European Schools. (*Paragraphs 5 and 9.*)

(*e*) Training Colleges for Teachers in European Schools. (*Paragraph 7.*)

(*f*) Certificates for Teachers. (*Paragraph 7.*)

(*g*) Salary Grants. (*Paragraph 7.*)

(*h*) Vernacular Instruction in European Schools. (*Paragraph 8.*)

6. *Scholarships.*—Our suggestions will be found in Resolutions (1) to (4). (*See Appendix I, page 1.*) They are based on the general principles laid down by the Government of India, and the scholarships recommended are, we urge, a fair contribution on the part of the Government. They provide for education from the primary to the highest stage, and allow of European students preparing themselves, when they have passed the High School Examination, for degrees and diplomas on the Literary, Technical, or Professional side.

In Resolution (4) we have recommended the founding of scholarships tenable in England. We have, however, suggested no conditions of tenure or preliminary qualifications, because we think that these would best be left to each Local Government to determine. We are unanimous in strongly urging the creation of these scholarships.

7. *Establishment by the State of Schools for Europeans.*—We very carefully considered paragraph 3 of the letter of the Government of India, and we are of opinion that for European children who are left in a state of destitution on the decease of their parents, and for the children of the poorer classes of Europeans located in out-of-the-way places, it would be well to provide for their education in existing recognized European schools, either by boarding grants, and special grants towards the cost of conveyance to such schools; or by meeting the entire cost of board and tuition on lines similar to those adopted by the Bruce Foundation. Such a course would be more effectual and far less costly than the establishment of special Government schools for the purpose. Rules embodying our proposals have been inserted as Articles 44, 45, and 46 of the draft Code.

As regards European education in the Madras Presidency, Mr. Marsden, Inspector of Schools, submitted a Memorandum on the subject. (*See Appendix II.*)

8. *Inspection of Schools for Europeans.*—On this matter we are unanimous. Our resolutions are to be found in the Proceedings of the first meeting. We hold that efficient control and inspection of European schools is absolutely necessary, if this branch of education is to justify the special legislation and expenditure provided for it. We are unanimous in strongly urging that separate Inspectors be appointed for this purpose; that they be men of high attainments and educational experience; that they be granted a liberal office establishment, on the correspondence and account sides, to ensure efficient and prompt discharge of work; and that a liberal allotment be made for the appointment of efficient Examiners and a good Board of Moderators, and *for the proper supervision of the Middle and High School Examinations.*

In provinces where the inspection of European schools is not enough to occupy the full time of an Inspector, other work might be given him, *for the present.* We would point out, however, that close supervision and more frequent inspection will be called for under the new rules, and in the larger provinces, Bengal for example, it will probably be necessary to appoint an Assistant Inspector as well. We believe that the appointment of a separate officer will bring about an increase in the number of schools.

We are of opinion, that combining the work in several provinces under one Inspector will not be satisfactory. If in any province the work is very small, it would be better to add it to the work of one of the ordinary Inspectors of that province.

9. *Examinations in Schools for Europeans.*—We have ventured, with all due deference, to submit proposals on this question that are somewhat at variance with the proposals in paragraph 5 of the Government of India letter. We strongly urge the retention of the Primary School Examination, with slight modifications, in its present form, on the grounds, (1), that the efficiency of the schools in both the primary and middle sections would be seriously prejudiced by its abolition, and (2), that this form of examination is the best for the award of scholarships. Mr. Crosse would prefer that it should not be used

for determining promotion, which he considers should, at this stage of education, be decided by the teachers, subject to the control of the Inspector. Mr. Prior states that in Bombay the examination should be voluntary.

In regard to the Middle School Examination, we recommend that it be retained; and, with the exception of Mr. Prior, we hold that passing it should be compulsory for promotion to the high section. The reasons we urge for its retention are, that it is, for the majority of scholars, a final school examination; that it is a great incentive to work on the part of teachers and pupils; that it is necessary for the purpose of awarding scholarships; and that it is useful for the purpose of Departmental control. We recommend that it be compulsory, in order to prevent unqualified pupils from being admitted to the high section.

We are unanimous in recommending that fees be abolished for the Primary, Middle, and High School Examinations, except for private candidates. We consider that these examinations are, and should be retained as, school tests, and therefore that no charge should be made for admission to them. We are averse to considering them to be public examinations, and to publishing results, except for the High School Examination. We trust that these modifications will remove the objections of the Government of India as to the continuance of the Primary School Examination.

We would like to see the Middle and High School Examinations common examinations for all India and Burma, and we have submitted proposals for carrying this out. (*See paragraph 27.*)

We respectfully call attention to Resolution (18) on paragraph 9 of the Government letter, given in the Proceedings of the second meeting, [*see Appendix I, page 3*] and we cannot too strongly urge that, under the proposed alteration in the standard of the High School Examination, the Government of India will obtain recognition for it, (A) as equivalent to the Entrance or Matriculation Examination, for admission to the following:—

(*a*) Secretariat Clerical Service.

(*b*) Office of the Comptroller and Auditor General.

(*c*) Sub-Inspectorships of Police.

(*d*) Four Inns of Court.

(*e*) The General Medical Council in England.

(*f*) Edinburgh School of Medicine.

(B) As the equivalent to the F.A., where all the subjects laid down for F.A. have been passed.

(C) We would further ask, that the exemptions granted to the Cambridge Senior Local Examination be obtained in the following cases, for it:—

(*a*) Previous Examination of the University of Cambridge.

(*b*) Portion of the Preliminary Examinations in Arts and Science, and in Medicine of the Scottish Universities.

(*c*) Appointment as Assistant Teachers in the Education Department in England.

(*d*) Registration as Medical or Dental Students, under the General Medical Council.

(*e*) Exemption from the Preliminary Examination under the Incorporated Law Society.

(*f*) Exemption from the Preliminary Examination under the Institute of Chartered Accountants.

(*g*) Exemption from the First Examination of the Pharmaceutical Society of Great Britain.

(*h*) Preliminary Examination under the Royal College of Veterinary Surgeons.

10. We suggest that a more advanced examination might be instituted, which would serve as a common examination for admission to the higher departments of the Government service, such as the Financial and Opium

Departments, and the Superior Police. The rules for this examination might be inserted in the Code, and the examinations held simultaneously at centres throughout India, in the same way as it is proposed to hold the Middle and High School Examinations. The several departments might then further test those successful candidates who had been nominated for them, in such additional subjects as might be thought desirable in each case.

11. In regard to the Cambridge Senior Local and the London Chamber of Commerce Senior Examinations, we are of opinion that a limited number of schools might be permitted to take up either or both of these examinations, provided that the Department is satisfied that a real demand for them exists, and that proper provision is made for the efficient teaching of every subject in the particular course selected. We further recommend that arrangements for the holding of these examinations, including supervision, should be made by the Department, but that Government should in no way be responsible for the payment of the fees to the examining boards.

12. *Training Colleges.*—We are in favour of the establishment of a Central Training College, but recommend that a hill station be selected, if possible, in preference to Allahabad. The Bengal Government has already opened a Training College for teachers in European Schools at Kurseong.

In Chapter XI of the Draft Code now submitted, we give rules providing for Training Institutions under the grant-in-aid system, as well as for Government Training Colleges and Schools. These rules are founded upon those given in the Revised Proposals,—Appendix D to the Report of the Code Revision Committee in 1895.

In some provinces there are normal classes for the training of schoolmasters and schoolmistresses, conducted in connection with institutions registered under the grant-in-aid rules. As Burma has many of these, special provision is made for them; and there should be rules to provide for such schools as exist, or may be opened in other provinces.

13. *Certificates.*—Provision has been made in Chapter VI of the Draft Code, for the issue of certificates to all teachers who prove themselves competent as such. The certificates are of different grades, determined by the educational attainments of the holders, each grade qualifying for work up to a definite stage of instruction.

Exemptions have been provided for in the case of teachers of long and approved service, and in the case of British and Irish graduates, and holders of British and Irish educational certificates.

14. *Salary Grants.*—We are unanimously in favour of the system of salary-grants.

The question of the conditions under which salary-grants should be given, to which reference is made in the last part of paragraph 7 of the letter of the Government of India, was fully and carefully considered by us, and rules have been entered in the Code, providing for the recognition of degrees of the Universities in Great Britain and Ireland, certificates granted by the Committee of the Council of Education in Great Britain, by the Commissioner of National Education in Ireland, and by Government Training Colleges in India. Special care has also been taken to prevent hardship being inflicted by the new rules on teachers of long standing and approved service.

We very strongly urge the formation of a Provident Fund for teachers, to secure to them that prospect, and that permanency of tenure, the need for which the Government have pointed out. It would attract good teachers, and they would be content to remain.

15. *Vernacular Education in European Schools.*—Paragraph 8 of the letter of the Government of India was the subject of long and careful consideration, and the difficulties put forward by the various Governments were fully discussed. The conclusions arrived at by us are given in Resolutions (14) and (15). (*See Appendix I, page 11.*) It is hoped that these will meet the views of the Government of India, and the needs of the several provinces.

16. *Changes made in the Code.*—Many of the changes are merely verbal; and to make the Code simpler, and easier for reference, we have rearranged it entirely. We draw attention below only to those changes that involve a change of policy, or of principle, *viz.*:—

(*a*) The pupil-teacher system.
(*b*) Maintenance grants.
(*c*) Qualifications required from teachers for receiving salary-grants.
(*d*) Salary-grants.
(*e*) The curriculum for Primary, Middle, and High Schools.
(*f*) Training Institutions.
(*g*) Collegiate Department.
(*h*) Cadet grants.

17. *The pupil-teacher system.*—Now that salary-grants are provided, we are unanimous in recommending the abolition of this system, which has proved very unsatisfactory. We do not think that it is good for the pupil-teachers themselves, or that it provides efficient teaching for the children taught by them. Salary-grants will now enable schools to provide older and fully qualified teachers.

18. *Maintenance grants.*—Grants based upon attendance have not always been found satisfactory, as some schools have resorted to undesirable devices. The attendance registers have not always been reliable; the scale of grants varying in different sections has tempted teachers to promote scholars who were unfit for it. Much time, too, is required in checking the returns.

A simpler system, which has worked satisfactorily in Burma for some years, has been substituted for the existing one. In calculating the *Ordinary*, as distinct from *Special*, *Building*, *Orphan*, *Poor-Scholar*, and other grants, the principle that has guided us has been, that all that the Government should be called upon to pay to day schools, is what a school is out of pocket, *i.e.*, the difference between income and expenditure, these being laid down on definite lines. For small schools, for schools in out-of-the-way places, or for schools providing for the education of destitute or orphan pupils, the special, orphan, and poor-scholar grants come to the rescue. Such schools might be given a fixed grant for five years, calculated on the average earnings of the past three years. Grants based on attendance have been retained in the case of night-schools, and in boarding grants for orphans and the destitute.

19. *Qualifications for receiving salary-grants.*—These have been very carefully considered, and we believe that the rules we propose will meet the cases of teachers of long standing and approved service, and will ensure a supply in the future of efficient certificated teachers.

20. *Salary-grants.*—The scale laid down discriminates between head-teachers and assistant-teachers; begins on what we believe to be the lowest living-wage for a European teacher; provides a prospect that will induce good teachers to join, and to remain in schools; and offers an inducement to teachers to fit themselves for higher work.

21. *The Curriculum for Primary, Middle, and High Schools.*—These curricula have been thoroughly revised, so as to make each stage full and complete, both in itself, and as a preparation for entry into the stage above. The High School Examination is superior to the Entrance Examination. The requirements in English and Arithmetic are much higher; the course covers a greater variety of subjects; and the conditions upon which a pass may be gained are far more severe.

22. *Training Institutions.*—This chapter has been re-written, and provision has been made for the opening of training institutions, under the grant-in-aid system, where need for them arises, as distinct from the training colleges maintained by Government.

After fully considering the views of the various Governments, as put forward by their delegates, we urge the opening in each Province of Central Training Institutions, with hostels. This, we think, need not interfere with the Central Training College, suggested by the Government of India.

23. *Collegiate Section.*—This section is now included to allow of grants being given for Junior College Classes, and for classes preparing for Professional and Technical Education, such as that given in Rurki.

24. *Cadet Grants.*—These have been introduced into the Code. In the Bengal Presidency and in Burma these grants have been paid for some years, and we consider that the system should be introduced throughout.

25. *Detailed explanation of changes, paragraph by paragraph.*—The heading has been changed to "Code of Regulations for European Schools in India and Burma."

Article 1 has been made 3, to allow of the insertion of a fresh article, No. 2, in which a very necessary classification of schools is given.

Article 7 (*d*) and (*e*).—The percentage has been reduced from 25 to 15, and the number of children in European schools has been raised from 12 to 25.

Article 16.—A fresh grade, *viz.*, Collegiate, has been added.

Article 17 has been re-written. A new provision has been made in the sentence beginning with "No school." We think this a very necessary and salutary addition. Experience shows that much injury is done to the cause of sound education, when schools that are inadequately staffed undertake work they cannot properly perform. A few favoured pupils receive attention, while the majority, whose needs are really much greater, are altogether neglected.

Article 21 is no longer necessary, as Schedule I—A disappears, and *Article 22* has been modified accordingly.

Article 23 is no longer necessary.

Section II.—Articles 24, 25, and 26 have been re-written on the recommendations made by us that grants for attendance shall be abolished.

Articles 27 and 28 have been re-written.

Article 29 has been omitted, as grants for attendance are to be abolished.

Article 30 is no longer necessary.

Articles 31 and 32 have been re-written in Chapter V, Section 5, and an article has been inserted, providing for the education of poor children living in out-of-the-way places.

Article 33 has been remodelled in Chapter V, Section 7.

Article 38 omitted, as it is provided for elsewhere.

Chapter IV.—The Transfer Rules have been modified and improved, to ensure better discipline.

Chapter V.—Sections I and IV have been re-written, and Sections II and III have been omitted.

Chapter VI has been entirely re-written. (*See paragraph 12.*)

Chapter VII has been re-written; but no important alteration has been made.

Chapter VIII and the curricula have been modified and re-written.

In this connection, the Inspector of European Schools, Bengal, pointed out that the Bengal Government desire that German and Greek should be included in the list of second languages. German has been introduced, but we consider it unnecessary to make provision for Greek, as we believe there is no demand for it.

Music has been omitted from the curriculum, because we understand that there are admirable arrangements made in India and Burma, by recognized Musical Corporations in England, for holding examinations of all grades; and that these are popular, and largely taken advantage of.

Chapter IX has been re-written to meet the recommendations of the Government of India. We have decided to omit the note to *Article 109*, as not being desirable, inasmuch as candidates who are over age in one Province, may make a practice of going over to another Province, in order to qualify.

Article 110.—We think the first portion, from "For the purposes" to "in that Circle," undesirable.

Article 111.—We think the modification which we have made will tend to secure better attendance and discipline.

Article 113 is amplified by permitting inter-provincial transfers in certain cases.

Chapter X, Articles 114 and 115.—We respectfully point out that the modifications we have made amply meet the peculiar needs of each province.

26. *Conclusion:*—

Our aim has been—

(*a*) to make the curricula gradual and continuous from the Infant to the High School Section;

(*b*) to make the Primary, Middle, and High School Examinations thorough and comprehensive, and a fitting introduction to a career in India and Burma;

(*c*) to ensure that thorough work shall be done in each class, and to limit work in every case to the capabilities of the school;

(*d*) to raise the standard where it was considered advisable to do so;

(*e*) to make ample provision for small schools and schools in out-of-the-way places; and for the education of orphans, the destitute, and poor children in out-of-the-way places where there is no school;

(*f*) to provide for the thorough control and supervision of all schools by the Department;

(*g*) to simplify the rules for aiding schools;

(*h*) to insist upon certificated teachers being employed, and to assist schools with salary-grants towards the cost of employing them;

(*i*) to frame a code which will meet the requirements of the whole of India and Burma.

27. We discussed the rules at work in the several Provinces, and considered the peculiar needs of each. Even during the short time that the Bengal Code has been in operation in the Punjab and in the North-Western Provinces, such a striking and often confusing diversity of working has sprung up between Bengal, the Punjab, and the North-West, and so diverse have been the methods of dealing with European pupils in Madras, Bombay, the Central Provinces, and Burma, that some difficulty has been found in framing a Code to meet, even in general principles, the needs of India and Burma. The Code now submitted is applicable to all the Provinces concerned. Certain additional details will be best dealt with by Local Governments to suit their own circumstances, provided they maintain the general principles laid down in the Code for India and Burma.

The existing state of affairs above described is so undesirable, and so injurious to the cause of European education, that we are unanimous in recommending that an annual Conference of Inspectors be held, at the head-quarters of each Province, in rotation, for considering and discussing various questions that may arise; for comparing the working of the Code in each Province; for making all arrangements concerning the Middle and High School Examinations, which it is proposed should be common tests for all India and Burma; for settling the lines upon which the Primary School Examination shall be conducted by the provincial Inspectors; and for considering and recommending for the sanction of Government any further modifications which experience of the practical working of the Code may suggest as necessary or expedient.

28. In this connection we desire to bring to the notice of the Government the very great help this Conference has been to each of its members individually. It has widened their experience, has given them an insight into the methods and work of other Provinces than their own and has helped to prevent much misunderstanding and friction that might otherwise have arisen. *We consider it of the highest importance that the Education Department of each Province should know the details of the educational work in other Provinces.*

29. We also desire to point out that all our proposals, as made in the Code, have been based on the assumption that the Imperial Government is prepared

to make such an allotment for European education as will enable every school to receive, in full, the various grants to which it may be entitled under the Code.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma. } *President.*

E. MARSDEN,
Inspector of Schools, Madras.

R. D. PRIOR,
Inspector of Schools, Bombay.

H. A. BAMFORD,
Inspector of European Schools, Bengal.

H. O. BUDDEN,
Inspector of European Schools, North-Western Provinces and Oudh.

M. CROSSE,
Inspector of European Schools, Punjab. } *Secretary.*

CALCUTTA:
The 20th March 1902.

G. I. C. P. O.—No. 210 H. D.—5-6-1903.—20.—W. S. D'R.

APPENDIX I.

Proceedings of the Committee appointed, under Government of India Resolution No. 237—247 of 1st March 1902, to revise the Code of Regulations for European Schools in Bengal, with a view to preparing a uniform Code for India and Burma.

1ST MEETING—MARCH 3RD, 1902.

(*Sitting from 10-30 A.M.—4-30 P.M.*)

PRESENT:

Mr. J. V. S. Pope, Director of Public Instruction, Burma; Mr. E. Marsden, Inspector of Schools, Madras; Mr. R. D. Prior, Inspector of Schools, Bombay; Mr. H. A. Bamford, Inspector of European Schools, Bengal; Mr. H. O. Budden, Inspector of Schools, North-Western Provinces; Mr. M. Crosse, Inspector of Schools, Punjab.

1. Mr. Pope, Director of Public Instruction, Burma, was voted to the chair, and Mr. Crosse agreed to act as Secretary.
2. Considered Government of India letters Nos. 534—539 of November 27th, 1901, from the Secretary to the Government of India, Home Department, Education, to the Governments of Madras, Bombay, Bengal, North-Western Provinces, Punjab, and Burma respectively:—
Paragraphs 2 and 6.—*Scholarships.*

Resolved:—

(1) That the following rates for scholarships be recommended:—

Primary	@R 8	for	3	years,	tenable	in Middle	classes.
Middle	@R12	„	2	„	„	„ High	„
High	@R20	„	2	„	„	„ F.A.	„
Collegiate	@R30	„	2	„	„	„ B.A.	„
Final	@R40	„	2	„	„	„ M.A.	„

(2) That as regards the last three sets of scholarships, they be held in recognised Arts, Medical or Technical Colleges; that in the case of the Arts Course they be tenable for the periods fixed by the Universities for passing the F.A., B.A., and M.A. examinations respectively, and that in the case of other courses they be tenable for the time required for a student to take a diploma, and qualify fully.

(3) That the Primary, Middle, and High Scholarships be restricted to Europeans and Eurasians in recognised European schools, and the higher scholarships to the same classes in recognised institutions.

(4) That a scholarship of £200 a year, tenable for three years, be granted in each Province, to enable Europeans or Eurasians to undergo a further course of study in England.

Paragraph 3.—*Establishment of State Schools.*

Resolved:—

(5) That the Committee are of opinion that it would be better for the Government to provide for the education of poor or destitute children in existing recognised European schools, either by boarding grants, and special grants towards the cost of conveyance to such schools; or by meeting the entire cost of board and tuition, where facilities for education do not exist, rather than establish special Government schools for that purpose.

Paragraph 4.—*Inspection of Schools for Europeans.*

Resolved :—

(6) That the Committee are strongly of opinion that all the European schools in each Province, both for boys and girls, should be under one Inspector, as this would tend to produce greater efficiency and uniformity of standard in the schools, and would be a great gain from an administrative point of view.

(7) That should there be cases in which the inspection of European schools is not enough to occupy the Inspector's full time, he might be given other work in addition, as is at present done in some provinces.

Paragraph 5.—*Examinations in Schools.*

Resolved :—

(8) That the Members of the Committee are unanimously of opinion that the Primary Examination should be retained as a Scholarship Examination; and that with slight modifications, they prefer its present form.

[The Committee trust that the modifications recommended in Resolution (10) will remove the objections of the Government of India to the continuance of the Primary School examination. Two-thirds of the Members are strongly of opinion that the efficiency of all Primary Schools—and, consequently, of Middle Schools—will be seriously impaired if the Primary Examination be abolished as a compulsory examination, and recommend that it be retained as such. One of the dissentients, Mr. Prior, said that if this examination were held in Bombay as a test for promotion, it should be entirely voluntary.]

(9) That the Middle Examination be retained as compulsory.

[The Committee urge, as reasons for this, that it is for the majority of schools, a final school examination; that such an examination is a great incentive to more thorough work on the part of teachers and of pupils; and that it prevents unqualified pupils from being admitted to the High Schools. Mr. Prior said that if this examination were held in Bombay as a test for promotion, it should be entirely voluntary.]

(10) That the following modifications be recommended :—

(*a*) That admission fees be abolished in this as well as in the Middle and High Examinations, inasmuch as these examinations are, and should be retained as, school tests.

(*b*) That in the case of the Primary and Middle School Examinations, an order-of-merit list be prepared, for the use of the Department only, in awarding scholarships; and that the results gained by candidates from each school be communicated to the Managers of that school only.

[In this connection the Committee would point out that the names of successful candidates for the Primary and Middle School Examinations under the Bengal Code are not gazetted, as is stated in the paragraph under consideration.]

That a list of the successful candidates at the High School Examination be gazetted, as at present.

Paragraph 7.—*Salary-grants and Training Colleges.*

Resolved :—

(11) That the Committee are unanimous in recommending that salary-grants be given for both male and female teachers. In this connection, they would draw attention to the rules for Anglo-Vernacular Education in force in Burma, which they consider admirably adapted for the purpose.

(12) That the Committee are unanimous in strongly urging the formation of a Provident Fund for teachers, to secure for them reasonable prospects in life and permanency of tenure, the need for which is pointed out by the Government.

(13) That the Committee are in favour of a Central Training College being established; but recommend that a Hill station be selected, if possible, in preference to Allahabad.

[They note that Bengal has already established a European Training College at Kurseong.]

2ND MEETING—MARCH 4TH, 1902.

(*Sitting from 10-30 A.M.—4-30 P.M.*)

PRESENT:

All the Members.

1. The proceedings of Monday 3rd were read and approved.
2. Paragraph 8.—*Instruction in the Vernacular in schools for Europeans.*

Resolved :—

(14) That in consideration of the serious difficulties in this matter represented by the Government of Bombay, *viz.*, the multiplicity of vernaculars, and the constant migration of parents,—difficulties that also exist in Madras, and are felt to some extent in other provinces—and in consideration of the fact that in a great many small primary schools, especially in out-of-the-way places, it is impossible to arrange for the proper teaching of a vernacular, the Committee strongly urge that the teaching of a vernacular be not everywhere made a condition of grant; but that in those Provinces where it can be made compulsory, it be open to the Local Governments to insist on it.

(15) That the Committee, while fully realising the importance of a knowledge of the vernacular, are of opinion that the efficient teaching of it will be best secured by offering special rewards to teachers and pupils, and that the latter should pass a practical test, consisting of dictation, conversation, written translation, and re-translation, at the close of the Primary, Middle, and High Stages, respectively.

Paragraph 9.—*The Cambridge Senior Local, and Senior London Chamber of Commerce Examinations.*

Resolved :—

(16) That where any demand exists for the Cambridge Senior Examination, provision should be made for it, under the control of the Department.

(17) That it shall be in the power of the Department to restrict the number of schools preparing for this examination, and the number of subjects taught, in order to secure efficient teaching.

(18) That as the High School Examination is shortly to become a common examination for Europeans all over India, the Government of India be asked to obtain recognition for it as the equivalent of the preliminary examinations for professions in England, in addition to securing its recognition as the equivalent to Matriculation; and when all the subjects laid down for the F.A. have been passed, as the equivalent of the F. A., by all Indian Universities.

(19) That schools may be allowed to prepare for the Senior London Chamber of Commerce Examination, where there is a demand for it, provided that the Department is satisfied that efficient provision has been made for the teaching of the course in those schools that wish to take it up.

3. The Committee then proceeded to the revision of the Code, paragraph by paragraph, ending for the day at Article 14, Chapter II.

3RD TO 11TH MEETINGS—MARCH 5TH—14TH, 1902.

(Sitting from 10-30 A.M.—4-30 P.M. on 5th—7th: from 10-30 A.M.—1-30 P.M. on the 8th, and from 10-30 A.M. to 4-30 P.M. on the 9th to the 14th.)

PRESENT:

All the Members.

The revision of the Code was proceeded with.

12TH TO 15TH MEETINGS—MARCH 15TH, 16TH, 17TH, AND 18TH, 1902.

(Sitting from 10-30 A.M.—4-30 P.M.)

Mr. Prior, Mr. Budden, Mr. Bamford, and Mr. Crosse met to make a first revision and correction of the proof of the new Code.
Mr. Pope was engaged in writing the report of the Committee.

16TH AND 17TH MEETINGS—MARCH 19TH AND 20TH, 1902.

(Sitting from 10-30 A.M.—4-30 P.M.)

PRESENT:

All the Members.

The Code was finally revised, and the report drawn up by the President was considered, accepted, and signed by all the Members. The Committee then separated.

I. I. C. P. O.—No. 210 H. D.—6-6-1903.—5.—W. S. D'R.

118P

APPENDIX II.

Memorandum by Mr. Marsden on European Boys' Schools in the Madras Presidency.

The largest and most important schools for Europeans are situated in the towns of Madras and Bangalore. There is no Government school for Europeans and Eurasians in either of these places. There are several aided schools. Exclusive of orphanages and poor schools, the chief High Schools, intended exclusively for European boys [Protestant], are—

In Madras :—

1. Doveton College [Unsectarian].
2. Bishop Corrie's Grammar School [Church of England].

In Bangalore :—

1. Bishop Cotton's High School [Church of England].
2. St. Andrews' High School [Church of Scotland].
3. Baldwin's High School [Episcopal Methodist].

There are also, in Madras, two Roman Catholic Colleges, and in Bangalore, one Roman Catholic College, which have sections of classes in the High and Middle Departments intended for Europeans and Eurasians only, the other sections being attended by Natives. There is a broad line of distinction between schools for Protestants and those for Roman Catholics. As a general rule, Protestants attend Protestant schools only, and the universal rule for Roman Catholic children is, that they must not attend Protestant schools.

As regards the Protestant denominational schools, the distinction between them is often nominal, that is to say, a boy is often sent to the most convenient school, to whatever denomination his parents may belong.

The High Schools attached to the Roman Catholic Colleges have much larger classes than the Protestant schools ; they are attended by a lower class of Eurasian boys and charge much lower fees. Some of the masters are natives. The boys associate freely and play with the native boys in the other classes or sections of the same school and as a rule are able to converse in the vernacular. In the Protestant schools there are no natives and the parents of the boys who attend these schools would strongly object to their boys having anything to do with natives as they consider that the morals of the boys and their characters would be seriously injured if they were allowed to associate with natives.

2. All the schools mentioned above, Catholic and Protestant, suffer more or less from the same difficulty, want of funds, and in all the Protestant schools the same defects exist. They are :—

(1) Small, in some cases, very small High School classes.
(2) An insufficient staff of masters, several of whom are unqualified.
(3) Insufficient and defective apparatus and furniture.
(4) Defective arrangements for the boarding of boys.
(5) Defective arrangements for the supervision of boys and in most cases the absence of all arrangements for helping them in study out of school hours.

3. *The Financial difficulty.*—The income of these schools is derived from the following sources :—

(1) Endowment. [The two Madras schools only.]
(2) Government grants.
(3) Fees.
(4) Subscriptions and donations.

In no case is the total income sufficient to maintain a proper staff, and to equip the school properly with the various requisites that ought to be found in a High School ; far less is the income sufficient to maintain a Collegiate Department which is now attempted in the Doveton College in Madras, and was for many years attempted in Bishop Cotton's School in Bangalore.

Doveton College is in difficulties and, I believe, in debt. The Management had to reduce the pay of the staff all round last year to avoid further difficulties. The Head Master is a graduate of an English University, but his pay is now inadequate and he will probably leave at the earliest opportunity. The under-masters are very badly paid. For the pay available, it is impossible to secure good men.

Bishop Corrie's School is also in difficulties. For thirty or forty years past, the Head Master has always been a graduate of an English University, but quite lately the Management has been compelled to cut down the salary of the Head Mastership very considerably and to employ an East Indian Head Master, a local man, on small pay. The subordinate staff is very poorly paid, and ill-qualified. There is no library and no gymnastic apparatus. The furniture is old and worn out. There are no funds from which to remedy these defects.

Bishop Cotton's School (Bangalore).—This school has been in difficulties for years past. Once it had two Oxford graduates on its staff. The Committee was obliged, for want of funds, to dispense with one of the two. There has been a frequent change of Head Masters. Quite lately it was found necessary to cut down the salary of the Head Master, and this led to his resignation. The pay of the present incumbent, who is an English graduate, is altogether inadequate. The staff of assistants is quite insufficient. They are very badly paid.

St. Andrews' and Baldwin's High Schools.—These schools, by dint of the most rigid economy, have steered clear of debt. In neither of them is there any graduate of an English University. The staff is very badly paid. Many of the masters have very poor qualifications.

4. *Attendance.*—In all these schools the attendance in the High School classes is very small. In the Doveton College there are 3 or 4 *boys* in the two college forms. As *girls* are admitted to these forms the attendance is made up to about a dozen. The Middle School classes are a little better off, in some schools. If the High School classes of the two schools in Madras, and those of the three schools in Bangalore could be amalgamated, there would then be just about enough work for one master in each class. At present in Madras two men, and in Bangalore three men, are in each class, doing what one man in each case ought to do and could do, if the classes were amalgamated.

Fees.—The consequence of these small classes is, that in each school, the income from fees is exceedingly small. If the schools in Madras and those in Bangalore were amalgamated, the income from this source would, obviously, be much better, for the single school that would be formed.

5. *Government grants-in-aid.*—The Government grants, though they are as liberal as present rules allow, are still insufficient to meet the difficulty. If the grants now distributed between so many institutions could be lumped and given to one school only, the income would then be so large that a good staff might be employed and the school properly equipped.

6. Not only are the salaries offered insufficient to attract good men, they are not good enough to keep even indifferent men when employed. There is no pension to look forward to, no provident fund to secure some provision in case of sickness or retirement, and as a rule no funds available to give a man any allowance when absent on leave.

7. The obstacle to amalgamation is partly the religious difficulty, as many Church of England parents would object to their boys attending a Dissenter's school and *vice versâ*, and partly that no existing school would care to be effaced.

8. *Solution of the difficulty.*—As a solution of the question I beg to suggest that Government should itself open and maintain a good High School in Madras and another in Bangalore and that the present aided High Schools should, — *not* be abolished,—but turned into Hostels.

9. The Government High School should be on the model of an English Public School such as that at Clifton or Cheltenham. There should be at least two Masters from English Universities, one a Classical and the other a Mathematical Master. The subordinate staff might be recruited in this country. They should be graduates of the local University. With the good pay that Government

1282

could give, the secure tenure of appointment, the prospect of promotion, after a while, to other positions in the Government Educational Service, with the certainty of pension and the great advantage of leave rules, there would be no difficulty in securing a thoroughly good and efficient staff. The teaching in the school ought to be purely secular, so that boys of all denominations, Roman Catholic and Protestant, might attend it.

The expense of maintaining a school of this description would not be so much as might appear probable at first sight. All the grants-in-aid now given to different schools would be saved. There would also be a fairly good income from the fees which would be paid by a good large school. It may be noted that Government maintains a separate High School for Muhammadans at Madras and has lately spent a good deal of money in buying a suitable house and ground for this institution. Government has also provided a hostel, at considerable expense, for Hindus, attached to the Presidency College. No money has been spent by Government so far as I know (other than the ordinary grants-in-aid) specially on the education of the Anglo-Indian and Eurasian Community in the Presidency.

10. The five schools above named would make *excellent hostels.* The endowments of the two schools in Madras are sufficient to pay all the expenses of hostels though they have not proved enough to maintain *High Schools* efficient in every respect. The three schools in Bangalore would probably need some aid from Government, though nothing like their present grants-in-aid would be necessary. In every case, the buildings are large enough to make very good hostels. Each hostel would have a warden, with as many assistants as might be found necessary. Good arrangements would be made for supervising the boys, and for giving them any help that might be proper and advisable in study in the hostel out of regular school hours. Games and gymnastics would be well looked after. All the schools but one [Bishop Corrie's] have extensive play-grounds. Religious instruction would be imparted in the hostel as there would be no provision for it in the Government school. The warden might have a class for half an hour every day for this express purpose—or the chaplain, the priest, or the minister might come every day or every week, and instruct the boys belonging to his own sect or denomination. Each hostel would probably represent mainly one denomination. In Bangalore, *e.g.*, Church of England boys might all go to Bishop Cotton's hostel, Presbyterians to St. Andrews' hostel, and Methodists to Baldwin's hostel.

11. At present many parents in the mufassil find it very difficult to get proper education for their children, because of the difficulty there is in arranging for their boarding in Madras or Bangalore. In an ordinary boarding house, there is no proper and systematic supervision of boys out of school-hours, nor is there any one to keep them at study or to help them in their studies. This difficulty would be met by the hostel system—such as I have described it. And many boys whose parents live in Madras and Bangalore would be sent to the hostels to live there because of the advantages it would hold out, just as boys in England are sent to a school "house" as boarders though their parents reside in the same town.

12. (Many of the Eurasian boys in the Roman Catholic Schools are of a class so much lower than the boys in the Protestant Schools and their parents are so poor that they would not be likely to attend a Government High School or a Hostel. Some of the better class might do so and for them arrangements might be made, as suggested, for religious instruction by a priest. Or hostels might be maintained in the Roman Catholic Colleges themselves, with some aid from Government, and the boys sent to the Government High School. But for the majority it would be necessary to maintain the schools, as they are, with more liberal aid from Government. The Government High Schools and Hostels are recommended mainly in the interests of the better class of European and Eurasian boys.)

13. A third Government High School on the Nilgiris, at Ootacamund, with the present aided school [Breeks'] turned into a hostel, would no doubt be a very great benefit to the community, but the necessity is greater in Bangalore and Madras.

14. It may be thought that there would be opposition from the Committees of Management of the existing schools to the proposed arrangement. The advantages to the European and East Indian community, however, would be so enormous and so evident, providing as the scheme does (1) for a thoroughly efficient high school education, (2) for thoroughly good hostels, that it may be hoped that these parties would agree. *They would not be effaced* nor would the institutions under their management be abolished in favour of a Government High School. They would continue as hostels, the management of which would be vested in the present committees. Their boys would receive systematic religious instruction in them in any way desired. The financial trouble would disappear.

15. Another objection that might be urged would be that boys might have to go to some distance to get from the hostel to the Government School. It may be replied that the latter would of course be situated in some place as central as possible. A good many day boys would probably find it as near as the school they now attend. For boarders in the hostels there would be no difficulty in arranging for a Tram-car in Madras, and in Bangalore for an omnibus. These means of transit are even now largely used in both places. I am informed that in Calcutta a similar difficulty is met in a similar way. In Bangalore moreover the distances are not great, the climate is comparatively cool and a walk to school would do boys good.

16. It might be a question for consideration whether each hostel might not have a small Primary School attached to it, for the benefit of very little boys who live close by.

17. Under the Bengal Code as it is being amended by the Committee now sitting, fairly liberal provision is being made for giving scholarships or allowances to children and poor Europeans and Eurasians situated in out-of-the-way places. As far as the Madras Presidency is concerned, the value of these scholarships would be trebled, if suitable hostels were available for these boys to go to. To open and maintain Government or State schools in out-of-the-way places, as suggested in the letter from the Government of India, would, I need scarcely point out, be a very expensive arrangement, the attendance in each school would be very small, it would fluctuate greatly, the children would not have the various advantages, pointed out above, of residence in a hostel, the teaching would hardly be as good as it would be in a large and well-equipped High School, the standard would necessarily be low, and when the children in the school had got beyond this standard, they would still be obliged to go to a distant town to complete their education.

18. Further, if teachers in boys' schools are to be sent, to be trained, to the Madras Teachers' College, where there is at present no provision for the boarding of students, the hostels suggested at Madras would afford every facility and students might go to the Teachers' College at Saidapet by train every day, as many native students now do. The difficulty of obtaining suitable board and lodging has frequently been brought to my notice by teachers at Bangalore and elsewhere when I have tried to induce them to go to the Teachers' College at Saidapet, Madras.

E. MARSDEN,
Inspector of Schools,
Central Circle, Madras.

G. I. C. P. O.—No. 971 S. D.—6-6-1903.—20.—W. S. D'R.

CODE OF REGULATIONS

FOR

EUROPEAN SCHOOLS IN BENGAL, 1895.

CONTENTS.

	Articles.	Page.
CHAPTER I.—Preliminary	1 to 13	1
„ II.—Maintenance grants	14 to 40	4
„ III.—Registers	41 to 44	18
„ IV.—Transfer Rules	45 to 50	19
„ V.—Teachers	51 to 68	20
„ VI.—Training Colleges	(*Omitted.*)	
„ VII.—Building Grants	83 to 97	25
„ VIII.—Examinations	98 to 106	27
„ IX.—Scholarships	107 to 113	34
„ X.—Revision of the Code	114 to 115	37

CHAPTER I.

PRELIMINARY.

[*See Art 3.*]

[*New Art.*]

1. A sum of money is annually granted by Local Governments and Administrations for European education in India. This grant is administered by the Education Department of each Local Government or Administration, hereinafter called the Department.

2. The object of the grant is to aid local exertion in maintaining efficient schools for European children, and training colleges for teachers in such schools.

3. The term "European" is used in this Code to signify any person of European descent, pure or mixed, who retains European habits and modes of life; but the Local Governments shall in all cases of doubt decide the proper application of the term. The term "scholar" is used to signify European scholar.

DRAFT CODE OF REGULATIONS

FOR

EUROPEAN SCHOOLS IN INDIA AND BURMA, 1902.

CONTENTS.

	Articles.	Page.
CHAPTER I.—Preliminary	1 to 13	1
„ II.—Grades of Schools	14 to 19	6
„ III.—Promotion of Scholars	20 to 22	7
„ IV.—Courses of Study	23 to 26	7
„ V.—Grants (all kinds)	27 to 67	9
„ VI.—Teachers and Certificates	68 to 72	20
„ VII.—Transfer Rules	73 to 87	24
„ VIII.—Records	88 to 92	27
„ IX.—Examinations	93 to 106	27
„ X.—Scholarships	107 to 115	34
„ XI.—Training Institutions	116 to 127	35
Schedules (*old*)		38
Do. (*new*)		60
Appendices		74

CHAPTER I.

PRELIMINARY.

1. The term "European" is used in this Code to signify any person of European descent, pure or mixed, who retains European habits and modes of life; but the Local Governments shall in all cases of doubt decide the proper application of the term. The term "scholar" is used to signify European scholar.

2. For the purposes of this Code European Schools are divided into three classes:—

(*a*) *Government.*—Those maintained entirely by Government funds.

(*b*) *Aided.*—Those supported by various public bodies and assisted under the rules of this Code by Government.

(*c*) *Recognized Unaided.*—Those that are wholly maintained by private funds and are, in the opinion of the Department, efficient.

The first two classes are wholly governed by the rules of this Code; the recognition of Unaided Schools will depend upon inspection and report. They will be expected to conform to the rules contained in Chapter VII, and to furnish statistics when required.

3. A sum of money is annually granted by Local Governments and Administrations for European education in India.

The object of the grant is to aid local exertion in maintaining efficient schools for European children, and institutions for training teachers for such schools. This grant is administered by the Education Department of each Local Government or Administration, hereinafter called the Department.

[*See Art 1.*]

Code of Regulations for European Schools in Bengal, 1895.

[*See Art. 1.*]

4. Every school to which aid is given shall be under the management of a governing body, hereinafter called the managers, who shall be responsible for the maintenance and control of the school, and for the fulfilment of all the conditions upon which the grant is made.

[*See Art. 12.*]

5. Aid is given in the form of (*a*) maintenance grants, under the provisions of Chapters II and VI, or (*b*) building grants, under the provisions of Chapter VII.

6. Every school aided by Government under the provisions of this Code shall be conducted in accordance with the following regulations:—

(*a*) It shall not be required, as a condition of any child being admitted into or continuing in the school as a day-scholar, that he shall attend or abstain from attending any Sunday school or any place of religious worship; or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent; or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

(*b*) The time or times during which any religious observance is practised or instruction in religious subjects is given, at any meeting of the school, shall be either at the beginning or at the end, or at the beginning and the end of such meeting, and shall be inserted in a time-table to be kept permanently and conspicuously affixed in every school-room; and any day-scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

(*c*) The school shall be open at all times and in all its departments to the inspection of the departmental Inspector, so, however, that it shall be no part of the duties of such Inspector to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

Draft Code of Regulations for European Schools in India and Burma, 1902.

4. The Director of Public Instruction is at the head of the Education Department in each province and the grant is administered by him through the Inspector of European Schools.

5. Every school to which aid is given shall be under the management of a governing body, hereinafter called the managers, who shall be responsible for the maintenance and control of the school, and for the fulfilment of all the conditions upon which the grant is made.

The managers of a school must appoint a correspondent with the Department, who must in every case be approved by the Department.

In communicating with the Department, the correspondent should invariably address the Inspector.

[*See Art. 27.*]

6. Every school aided by Government in any form whatever under the provisions of this Code, shall be conducted in accordance with the following regulations:—

(*a*) It shall not be required, as a condition of any child being admitted into or continuing in the school as a day-scholar, that he shall attend or abstain from attending any Sunday school or any place of religious worship; or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere, from which observance or instruction he may be withdrawn by his parent; or that he shall, if withdrawn by his parent, attend the school on any day exclusively set apart for religious observance by the religious body to which his parent belongs.

(*b*) The time or times during which any religious observance is practised or instruction in religious subjects is given, at any meeting of the school, shall be either at the beginning or at the end or at the beginning and the end of such meeting, and shall be inserted in a time-table to be kept permanently and conspicuously hung up in every school room: and any day-scholar may be withdrawn by his parent from such observance or instruction without forfeiting any of the other benefits of the school.

(*c*) The school shall be open at all times and in all its departments to the Inspector, but it shall be no part of his duties to enquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

Code of Regulations for European Schools in Bengal, 1895.

7. No grant is made:—

(*a*) on account of instruction in religious subjects;

(*b*) to any school which is not subject to the inspection of the Department;

(*c*) on account of non-European scholars or of scholars under three years of age;

(*d*) to any school in which the number of non-Europeans exceeds 25 per cent. of the total number of scholars, or such smaller percentage as the Local Government may, by special order, prescribe for any particular school or place;

(*e*) to any school with an average daily attendance of less than 12 European scholars, unless, in the opinion of the Department, the circumstances of the school are such that it is likely to be maintained in efficiency;

(*f*) to any school or department of a school which the Local Government declares to be unnecessary, or unsuited to the requirements of the locality;

(*g*) to any school the income of which from all sources is sufficient, in the opinion of the Local Government, to maintain it in efficiency;

(*h*) to any school which is conducted for private profit, or which is farmed out by the managers to the teachers.

NOTE.—To any school now receiving a grant under the Code, which would be debarred from such grant by the operation of clause (*h*), this clause shall not apply so long as the school remains in the possession of its present proprietors.

8. No school shall be placed on the list of those to which maintenance grants may be made until an application is sent to the Department. The application shall contain the following particulars, according to a form supplied by the Department:—

(*a*) Class of school.

(*b*) Names and qualifications of the teachers.

(*c*) Number of scholars in each standard (Schedule I.)

(*d*) Scale of fees.

(*e*) Probable annual income from all sources other than the grant.

(*f*) Proposed annual expenditure, under the following heads:—rent and taxes, teachers, servants, furniture and apparatus, books and stationery, repairs, miscellaneous.

The Inspector shall thereupon visit and report on the school.

9. If the application is approved, the Department will inform the managers from what date

Draft Code of Regulations for European Schools in India and Burma, 1902.

7. No grant is made:—

(*a*) on account of instruction in religious subjects;

(*b*) to any school which is not subject to the inspection of the Department;

(*c*) on account of non-European scholars or of scholars under three years of age;

(*d*) to any school in which the number of non-Europeans exceeds 15 per cent. of the total number of scholars, or such smaller percentage as the Local Government may, by special order, prescribe for any particular school or place;

(*e*) to any school with an average daily attendance of less than 25 European scholars except in places where there is only a small European population, or where in the opinion of the Department such a school is necessary;

(*f*) to any school or section of a school which the Department declares to be unnecessary, or unsuited to the requirements of the locality;

(*g*) to any school the income of which from all sources is sufficient, in the opinion of the Department, to maintain it in efficiency;

(*h*) to any school which is conducted for private profit.

NOTE.—To any school now receiving a grant under the Code, which would be debarred from such grant by the operation of clause (*h*), this clause shall not apply so long as the school remains in the possession of its present proprietors.

(*i*) to any school which is farmed out by the managers to a teacher or teachers.

NOTE.—A school is "farmed out" to a teacher if the fees are handed over to him to make what profit he can out of them. This applies to boarding as well as to day-schools.

8. When a school desires a grant-in-aid, an application shall be made to the Department on the prescribed form, giving the following particulars:—

(*a*) Class of school.

(*b*) Names, salaries, and qualifications of the teachers.

(*c*) Number of scholars in each standard.

(*d*) Scale of fees class by class.

(*e*) Probable annual income from all sources other than the grant.

(*f*) Proposed annual expenditure.

(*g*) Names of the managers and the correspondent.

9. Should the Inspector report favourably on t[h]e school after seeing it, the Department will inf[orm]

Code of Regulations for European Schools in Bengal, 1895.

the school will be regarded as coming under the Code, and the amount of grant temporarily awarded.

If the application is rejected, the grounds of rejection shall be notified by the Department to the managers.

10. The amount of the temporary grant referred to in the preceding article shall be fixed at 75 per cent. of the amount which, in the judgment of the Inspector after visiting the school, it would be likely to earn. As soon as the permanent character of the school is established, it shall be made subject to the provisions of Section II of Chapter II.

11. The Inspector may visit an aided school at any time with or without notice.

12. The managers of a school must appoint a correspondent with the Department, and must at once give notice to the Department of any change of correspondent.

The correspondent must in every case be approved by the Department.

13. The interpretation of any article in this Code shall rest with the Department.

[*See Art. 115.*]

CHAPTER II.

Grants for the Maintenance of Schools.

Section I.—*Preliminary Conditions.*

(*Cancelled.*)

14. Grants are continued to such schools only as satisfy the following conditions:—

(*a*) That the school is conducted in accordance with Article 6.

(*b*) That the school premises are properly drained, and healthy in other respects; that the buildings are well constructed and safe; that the rooms are properly lighted, ventilated, and (if need be) warmed, and that they are, as far as possible, well arranged for teaching; that in the case of boarding schools, proper arrangements are made for boarders; that the school is provided with all necessary offices, and that these and the premises generally are kept clean; that it contains sufficient accommodation for the scholars attending the school; and that it is properly supplied with furniture, books, maps, and other apparatus.

Note (1).—The Inspector may call upon the Civil Surgeon to furnish him with a report upon the sanitary arrangements of the school.

Note (2).—Rooms used for teaching purposes should provide 12 square feet per scholar where only one class is taught, and 16 square

Draft Code of Regulations for European Schools in India and Burma, 1902.

the managers from what date the school will be regarded as coming under the Code, and the amount of grant temporarily awarded.

If the application is rejected, the grounds of rejection shall be notified by the Department to the managers.

10. The amount of the temporary grant referred to in the preceding article shall be the amount which, in the judgment of the Inspector after visiting the school, it would be likely to receive under the ordinary rules and shall be paid monthly. As soon as the permanent character of the school is established, it shall be made subject to the provisions of Chapter V.

11. The Inspector may visit an aided school at any time with or without notice.

[*See Arts. 5 and 31 (a).*]

12. The interpretation of any article in this Code shall rest with the Department.

13. Local Governments will issue this Code and its appendices with such further explanatory notes and instructions as they may consider necessary: [and such notes and instructions will, in each province, have the same effect as the articles of the Code.]

14. Local Governments may, with the previous approval of the Governor General in Council, cancel or modify any articles or schedules of this Code, or may introduce new articles.

[*See Art. 29.*]

Code of Regulations for European Schools in Bengal, 1895.

feet per scholar where more classes than one are taught in the same room; the calculation being made for each room on the average daily attendance of scholars taught in that room. The average daily attendance for any period is found by adding together the attendances of all scholars for that period, and dividing the sum by the number of full meetings within the same period; the quotient being the average daily attendance.

Note (3).—The sleeping space allotted to each boarder must be declared by competent medical authority to be sufficient for the purposes of health. In administering this article, the Department will endeavour to secure a provision, for each child under 12, of not less than 40 superficial feet and 400 cubic feet; and for each child above 12, of not less than 48 superficial feet and 480 cubic feet. When a boarding school is hereafter erected with the aid of a building grant (Chapter VII), the internal space provided for each boarder must be in accordance with the measurements stated in this article.

(*c*) That the staff of teachers is sufficient and competent, and that each teacher has received from the Inspector the Letter of Recognition specified in Article 53, as a teacher for that section of the school in which he is to work.

(*d*) That the studies are conducted in accordance with a time-table, of which a copy shall be submitted to and approved by the Department; such approval to apply to the subjects of study as well as to their arrangement. Any subsequent change in the time-table must be communicated to and approved by the Department.

(*e*) That the scholars are satisfactorily taught in accordance with the provisions of Article 19.

Note (1).—Any aided school which shall be proved to have violated the condition laid down in (*a*) above shall receive no further aid from the Department.

Note (2).—Schools shall only be considered efficient when they satisfy the conditions laid down in (*b*), (*c*), (*d*), and (*e*) above.

Note (3).—Should an aided school cease to be efficient, the managers shall be warned of the fact, and the grounds on which it is considered to be inefficient fully stated. A reasonable time, to be determined by the Department, shall then be allowed for improvement, after the lapse of which, further Government aid will be withheld should the school be still inefficient.

15. Every school receiving a grant shall comply with the following requirements:—

[*See Art. 31.*

(*a*) Any change in the constitution of the governing body, or any addition to or reduction in the school staff, shall be at once reported to the Department.

(*b*) All returns called for by the Department shall be duly made.

(*c*) The admission, daily attendance, and withdrawal of the scholars shall be registered by, or under the supervision of, the principal teacher.

(*d*) Accounts of income and expenditure shall be kept by the managers, regularly audited by a competent person not

Draft Code of Regulations for European Schools in India and Burma, 1902.

34

Code of Regulations for European Schools in Bengal, 1895.

in any way connected with the school, and submitted to the Department annually.

NOTE.—The condition as to audit by an independent person need not be insisted on in the case of small schools, or schools in out-of-the-way places.

(*e*) The school shall be open to inspection throughout all its departments, in order that the Inspector may satisfy himself that the conditions specified in Article 14 are complied with.

16. Schools aided under this chapter shall be graded by the Department as Primary, Middle, or High, after enquiry by the Inspector as to :—

(*a*) the standard [Primary, Middle, or High as determined by the requirements of the Primary School, Middle School, and High School Examination respectively] up to which there is a real, and likely to be a permanent, demand for instruction in the school ;

(*b*) the competence of the school staff to teach up to that standard, and its sufficiency for the number of classes in the school.

17. Scholars shall be arranged in sections or divisions as follows :—

In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV shall form the Primary Section. Scholars studying in Standards V to VII shall form the Middle Section. Scholars studying beyond Standard VII for the High School Examination, or such other examinations as may be specially recognised for this purpose by the Local Government,* shall form the High Section. Except with the previous consent of the Inspector, no scholar shall be promoted or admitted to the Middle Section of a school unless he has passed the Primary School Examination, nor to the High Section unless he has passed the Middle School Examination.

TE.—The following examinations have been recog- this purpose by the Local Government :—

Schools graded as Primary shall, ordinarily, entitled to teach scholars in the Infant and Sections. Schools graded as Middle shall, only be entitled to teach scholars in

Draft Code of Regulations for European Schools in India and Burma, 1902.

CHAPTER II.

GRADES OF SCHOOLS.

15. All classes of schools referred to in Article shall be graded by the Department as Primary, Middle, or High.

16. A Primary School is one which teaches up to Standard IV inclusive.

A Middle School is one which teaches up to Standard VII inclusive.

A High School is one which teaches up to the standard of the High School Examination.

17. In grading a school the Department will take into consideration :—

(*a*) the standard up to which there is a real, and likely to be a permanent, demand for instruction in the school ;

(*b*) the competence of the school staff to teach up to that standard, and its sufficiency for the number of classes in the school. As a general rule, the staff will be regarded as insufficient if any teacher is required to instruct more than 30 scholars or more than two classes, at one and the same time.

18. Scholars shall be arranged in sections or divisions as follows :—

In any school the scholars below Standard I shall form the Infant Section of that school. Scholars studying in Standards I to IV or any equivalent standards specially recognized by the Local Government for this purpose shall form the Primary Section. Scholars studying in Standards V to VII or any equivalent standards specially recognized by the Local Government for this purpose shall form the Middle Section. Scholars studying beyond Standard VII for the High School Examination, or such other examinations as may be specially recognised for this purpose by the Local Government, shall form the High Section. *No school shall be allowed to prepare pupils for any other than the High School Examination without the express sanction of the Inspector, who must be satisfied that proper provision for efficient instruction has been made.*

19. Schools graded as Primary shall only be entitled to teach scholars in the Infant and Primary sections. Schools graded as Middle shall only be entitled to teach scholars in the Infant,

Code of Regulations for European Schools in Bengal, 1895.

the Infant, Primary, and Middle Sections. Schools graded as High shall be entitled to teach scholars in the Infant, Primary, Middle, and High Sections.

In special circumstances, a Primary or Middle School may be permitted by the Inspector to teach one or more scholars belonging to a higher section than the grade of the school would otherwise warrant.

If the circumstances of a school change it may be raised or lowered in grade.

[*See Art. 17.*]

19. The subjects of instruction in aided schools shall be in accordance with either Course A or Course B of Schedule I, as may be determined by the Department ; but scholars in the High Section may be prepared for any of the examinations specified in the note to Article 17, instead of the High School Examination, and the course in the Middle and Primary Sections may, if necessary, be modified by the provisions of Article 20.

The courses prescribed in Schedule I may be modified by the Local Government.

20. Schools for the poor may, with the previous sanction of the Department, substitute a course of training in various kinds of useful practical work, such as those specified in Article 33 (*c*), for one or more of the subjects included in Schedule I, without reduction of grant.

21. In schools working up to the standards of examination prescribed in Schedule I-A., the Elementary subjects, Reading, Writing, and

Draft Code of Regulations for European Schools in India and Burma, 1902.

Primary, and Middle Sections. Schools graded as High shall be entitled to teach scholars in the Infant, Primary, Middle, and High Sections.

20. If the circumstances of a school change, its grading may be altered by the Department.

CHAPTER III.

PROMOTION OF SCHOLARS.

21. Promotions will no longer be dependent upon passing public Examinations. The promotion of a scholar from the Primary to the Middle Section and from the Middle to the High Section will be determined by the teacher and managers subject to the general approval of the Inspector.

CHAPTER IV.

COURSES OF STUDY.

22. The subjects of instruction in aided schools shall be in accordance with the Schedule laid down ; but scholars in the High Section may be prepared for any of the alternative examinations referred to in Article 18 instead of the High School Examination, and the course in the Middle and Primary Sections may, if necessary, be modified by the provisions of Article 24.

23. Schools for the poor may, with the previous sanction of the Department, substitute a course of training in various kinds of useful practical work, such as those specified in Article 48(*d*), for one or more of the subjects included in the Schedule.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

Arithmetic, are compulsory. Among the Class subjects, Needlework is compulsory for girls; the rest are optional, but such of them as are selected to be taught in any class should generally be taught to all the scholars in that class. The Special subjects are all optional, and may be taught either to selected scholars, or to whole classes.

22. In schools working in accordance with the course prescribed in Schedule I-B., the Compulsory subjects therein specified must be taught to every scholar, as one of the conditions necessary for the recognition of the school as "efficient," except in schools for the poor where a variation from the ordinary course of instruction has been sanctioned, as provided for in Article 20. Optional subjects are not allowed to be taught without the sanction of the Inspector, who will require to be satisfied, in the case of each such subject, that the teacher or teachers concerned are competent to teach it properly, and that its introduction into the curriculum of the school will not prejudicially affect the teaching of the Compulsory subjects. Optional subjects thus sanctioned may be taught either to selected scholars, or to whole classes.

24. In all schools the Compulsory subjects specified in the Schedule must be taught to every scholar, as one of the conditions necessary for the recognition of the school as "efficient," except in schools for the poor where a variation from the ordinary course of instruction has been sanctioned, as provided for in Article 24.

25. Optional subjects are not allowed to be taught without the sanction of the Inspector, who will require in the case of each subject, that the teacher or teachers concerned are competent to teach it properly, and that its introduction into the curriculum of the school will not prejudicially affect the teaching of the Compulsory subjects. Optional subjects thus sanctioned may be taught either to selected scholars, or to whole classes.

23. Subject to the control of the Inspector, the principal teacher of a school shall ordinarily be at liberty to place a scholar in different standards for different subjects. It shall, however, be in the power of any Local Government to impose such restrictions upon the classification of scholars as it may think expedient.

NOTE.—In schools where the principal teacher is permitted to freely classify his scholars in the manner described in this article, every scholar's name shall appear in the attendance register of the lowest of those standards in which he may be placed for Reading, Arithmetic, and English Grammar and Analysis.

SECTION II.—*Calculation of Maintenance Grants.*

A.—Day Schools.

24. By a "full school meeting" is meant a period of two hours of secular instruction on the same day; or, if two school meetings are held on the same day, neither of them being for a period of less than one hour of secular instruction, they shall be reckoned as two "full school meetings" if they include together not less than four hours of secular instruction. In no case may more than two school meetings be counted on the same day.

[*See Art. 41.*]

In the Infant Section of a school, a period of one hour and a half of secular instruction shall be considered as a full school meeting.

25. To be entitled to the full grants under this section, a school shall have held not less than 380 full school meetings during the year.

If a school has held less than 380 full school meetings during the year, a proportionate reduction shall be made in the grants payable under this section.

[*See Art. 40.*]

NOTE (1).—The school year shall ordinarily correspond with the calendar year; but if an annual examination on a fixed date be retained, the school year may be reckoned as ending with the last day (inclusive) of the month preceding that fixed for the Inspector's annual visit.

NOTE (2).—This article shall not be binding in the case where a full year has not elapsed since the school was placed under the Code (Article 9.)

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

26. By the term "ordinary attendance" in the following articles shall be understood "the average attendance at 350 of the best attended school meetings during the year," unless the Local Government declares that it shall mean "the average daily attendance during the school year."

NOTE (1).—Attendances may not be reckoned either for non-Europeans, or for scholars under three years of age.

NOTE (2).—Scholars who are necessarily absent from a school meeting for attendance at any public examination, at class firing, or at battalion drill, may be credited with attendances at such school meeting.

27. Maintenance grants may be of three kinds:—

(*a*) Ordinary grants.
(*b*) Free-scholar grants.
(*c*) Special grants.

28. The Ordinary and Free-scholar grants are annual grants for the year beginning on the 1st April; they are to be calculated, according to the scales given below, upon attendances made during the calendar year (January to December) last completed; and are payable to the school in one sum on or after the 1st April, unless otherwise ordered by the Local Government.

Special grants to be of whatever amount, and payable at whatever time and in whatever manner, may appear to the Local Government to best meet the circumstances of each particular case.

[*See Art. 14.*]

CHAPTER V.

GRANTS-IN-AID.

SECTION I.—*Kinds of grants.*

26. Grants-in-aid are of the following kinds:—

(*a*) Ordinary grants.
(*b*) Salary grants.
(*c*) Boarding grants for orphans, the indigent, and for the poor in places where schools are not available.
(*d*) Cadet grants.
(*e*) Special grants.
(*f*) Building grants.
(*g*) Grants to Night Schools.

NOTE.—Ordinary grants and grants to night-schools are annual grants for the year beginning the 1st of April, and are payable to the school in one sum, on or after the 1st of April, unless otherwise ordered by the Local Government.

Salary grants are monthly grants.

The grants specified under (*c*) are monthly or annual grants, as the Local Government may determine.

Cadet grants shall be paid at such time as the Department may determine.

Special grants will be paid at such time and in such manner as may appear to the Local Government best to meet the circumstances of each particular case.

SECTION II.—*General Conditions.*

27. No grant will be given to any school that does not conform to the rules of the Code.

28. Grants are continued to such schools only as satisfy the following conditions:—

(*a*) That the school is conducted in accordance with Article 6.

(*b*) That the school premises are properly drained, and healthy in other respects; that the buildings are well constructed and safe; that the rooms are properly lighted, ventilated, and (if need be) warmed, and that they are, as far as possible, well arranged for teaching; that in the case of boarding schools, proper arrangements are made for boarder; that the school is provided with all necessary offices, and that these and the premises generally are kept clean; that it contains sufficient accommodation for the scholars attending the school.

NOTE (1).—The Inspector may call upon the Civil Surgeon to furnish him with a report upon the sanitary arrangements of the school.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

NOTE (2).—Rooms used for teaching purposes should provide 12 square feet per scholar where only one class is taught, and 16 square feet per scholar where more classes than one are taught in the same room; the calculation being made for each room on the average daily attendance of scholars taught in that room. The average daily attendance for any period is found by adding together the attendances of all scholars for that period, and dividing the sum by the number of full meetings within the same period; the quotient being the average daily attendance.

NOTE (3).—The sleeping space allotted to each boarder must be declared by competent medical authority to be sufficient for the purposes of health. In administering this article, the Department will endeavour to secure a provision, for each child under 12, of not less than 40 superficial feet and 400 cubic feet; and for each child above 12, of not less than 48 superficial feet and 480 cubic feet. When a boarding school is hereafter erected with the aid of a building grant, the internal space provided for each boarder must be in accordance with the measurements stated in this article.

(*c*) That the school is properly equipped with furniture, books, maps, and other apparatus, including a complete set of class books for each teacher supplied from school funds.

(*d*) That efficient provision is made for physical training, which shall, in boys' schools, fit pupils to join a cadet corps.

(*e*) That the staff of teachers is sufficient and competent, and qualified under the rules.

(*f*) That the studies are conducted in accordance with a time-table, of which a copy shall be submitted to the Department for approval as to the subjects of study and to their arrangement. Any subsequent change in the time-table must be communicated to and approved by the Department.

NOTE.—The time-table must show fully the work of the school, the times at which each subject is taught in the different standards, and the distribution of work among the teachers. A time-table for each class must be hung up in the class-room in a conspicuous place.

(*g*) That the scholars are satisfactorily taught in accordance with the provisions of Chapter IV.

(*h*) That the organisation and discipline of the school are approved by the Inspector.

(*i*) That fees are levied from the scholars except in the case of recognized orphanages and free schools.

NOTE.—Schools shall only be considered efficient when they satisfy the conditions laid down in Article 28 (*b*), (*c*), (*d*), (*e*), (*f*), (*g*), and (*h*).

[*See Art. 39.*]

29. Should an aided school cease to be efficient, the managers shall be warned of the fact, and the grounds on which it is considered to be inefficient fully stated. A reasonable time, to be determined by the Department, shall then be allowed for improvement, after the lapse of which, further Government aid will be withheld should the school be still inefficient.

Code of Regulations for European Schools in Bengal, 1895.

[*See Art. 15.*]

Draft Code of Regulations for European Schools in India and Burma, 1902.

30. Every school receiving a grant shall comply with the following requirements:—

(*a*) Any change in the constitution of the governing body, or any addition to or reduction in the school staff, shall be at once reported to the Department. In the case of a change of correspondent the out-going correspondent must at once inform the Department of the name of his successor.

(*b*) All returns called for by the Department shall be duly made.

(*c*) The admission, daily attendance, and withdrawal of the scholars shall be entered by, or under the supervision of, the principal teacher.

(*d*) Accounts of income and expenditure shall be kept by the managers in a form prescribed by the Department, regularly audited by a competent person not in any way connected with the school, and submitted to the Department annually.

NOTE.—The condition as to audit by an independent person need not be insisted on in the case of small schools, or schools in out-of-the-way places.

(*e*) The school shall be open to inspection throughout all its departments, in order that the Inspector may satisfy himself that the conditions specified in Article 29 are complied with.

SECTION III.—*Ordinary grants.*

31. The ordinary grant to a school is the difference between the income and the expenditure as defined in Article 32, subject to the limitation that it shall not exceed the total income received from private as distinguished from Government sources.

32. Grants for orphans, the indigent, and other poor scholars (see Section V of this chapter) are given in addition to the ordinary grant and are in no way connected with it.

33. For the purpose of calculating Ordinary grants, "Income" shall be held to include:—

(*a*) Class fees that ought to have been received during the year.

NOTE (1).—The rate of fee in each class must be multiplied by the average monthly number of scholars on the roll, and by the number of months during which the school has been open.

NOTE (2).—Managers of aided schools other than recognized orphanages and free schools shall be at liberty to remit or reduce fees in the case of orphans, or children of poor parents, to such extent as the Department may approve. The number and amount of such remissions must be shown in the annual returns submitted to the Department.

(*b*) Special fees paid for the teaching of such subjects as music, drawing, etc., by any member of the staff.

(*c*) All other sums received from public bodies or private sources.

(*d*) Salary-grants.

"Expenditure" shall be held to include:—

(*a*) Salaries of certificated teachers, specially exempted teachers, and teachers on probation only. [See Article 68(*c*).]

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

NOTE.—In the case of teachers such as members of religious orders, who receive no fixed salary, the value of their services shall be appraised by the Department, and shall be included as expenditure under the head of "Salaries."

In the case of teachers who do not give their whole time to the work of the school, their salaries shall not be so included, and no salary-grant shall be paid on their account.

(*b*) An amount equal to 15 per cent. of the expenditure under (*a*), to represent contingent expenses.

SECTION IV.—*Salary-Grants.*

34. The salary-grant should in ordinary cases be equal to half, and in schools for the poor to two-thirds of the teacher's salary. *The salaries on which these grants are estimated must be cash payments; board and lodging must not be taken into account.*

35. Every teacher for whom a salary-grant is claimed must be approved by the Department.

36. Salary-grants will only be paid to fully certificated teachers, or to those specially and individually exempted, on account of long standing and of approved service, by the Department.

37. The scale of pay on which these grants will be calculated may be fixed by each Local Government. The following scale of pay is suggested as suitable :—

For Head Teachers.

Class of School.	Maximum.	Minimum.
	₹	₹
High	500	300
Middle	250	100
Primary	100	60
Infant	100	50

For Assistant Teachers.

Section of School.	Maximum.	Minimum.
	₹	₹
High	250	150
Middle	150	80
Primary	100	50
Infant	100	40

NOTE.—Managers may give any salaries they please, but the salary-grants will only be paid upon the salaries, or such portions of them, as fall within the scale fixed by the Local Government.

The graduation of the salaries upon the basis of the lowest salaries being paid to the teachers in the lowest classes is based upon the present practice of the schools. But managers are at liberty to submit for approval any other system of graduation.

38. No grant will be paid on any subsequent increase of salary without the sanction of the Department.

39. A salary-grant will not be given for any teacher who has to teach more than 80 children, or ordinarily more than two classes.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

40. To be entitled to the full ordinary and salary-grants, a school shall have held not less than 380 full school meetings during the school year, which shall be the calendar year.

[*See Art. 25.*]

If a school has held less than 380 full school meetings, a proportionate reduction shall be made in the grants except in the case where a full year has not elapsed since the school was placed under the Code.

[*See Art. 24.*]

41. By a "full school meeting" is meant a period of two hours of continuous secular instruction. In the Infant Section of a school, a period of one hour and a half of secular instruction shall be considered as a full school meeting. In no case may more than two school meetings be counted on the same day.

[*See Art. 39.*]

42. The grants under Sections III and IV of this chapter may be reduced or withheld if, on the Inspector's report, there appears to be any sufficient reason for so doing. A copy of the Inspector's report shall, in such cases, be communicated to the managers, who shall have an opportunity of making to the Department any representation that they may think fit on such report.

[*See Art. 34.*]

43. In substitution of the grants which may be earned under Sections III and IV of this chapter, grants fixed in amount for a term of years may be given to schools, under conditions which shall be determined by the Local Government.

29. The following are the scales for the calculation of Ordinary grants :—

A. For the Ordinary grant to the Infant Section in Day Schools.

Rupees 20 for each of the first ten scholars in ordinary attendance.

Rupees 15 for each of the second ten scholars in ordinary attendance.

Rupees 10 for each of the remaining scholars in ordinary attendance.

B. For the Ordinary grant to the Primary Section in Day Schools.

Rupees 25 for each of the first twenty scholars in ordinary attendance.

Rupees 20 for each of the second twenty scholars in ordinary attendance.

Rupees 15 for each of the remaining scholars in ordinary attendance.

C. For the Ordinary grant to the Middle Section in Day Schools.

Rupees 40 for each of the first twenty scholars in ordinary attendance.

Rupees 30 for each of the second twenty scholars in ordinary attendance.

Rupees 20 for each of the remaining scholars in ordinary attendance.

D. For the Ordinary grant to the High Section in Day Schools.

Rupees 120 for each or the first five scholars in ordinary attendance.

Code of Regulations for European Schools in Bengal, 1895.

Rupees 90 for each of the second five scholars in ordinary attendance.

Rupees 50 for each of the remaining scholars in ordinary attendance.

30. The following are the scales for the calculation of Free-scholar grants:—

Rupees 2 for each free day-scholar in average attendance.

Rupees 8 for each free boarder in average attendance.

NOTE.—The scales given in this and in the preceding article may be modified as thought necessary by the Local Government.

31. In lieu of the grant for each free boarder specified in Article 30, a special grant may be made to orphanages and other schools in which free-scholars are maintained, in aid of the boarding charges of scholars educated therein, provided that the amount of such grant does not exceed (*a*) one-half of the total cost of their maintenance, (*b*) the rate of R6 a month for each boarder.

32. A special grant, to be fixed by the Department, may be made to boarding schools in aid of the boarding charges of children residing in places in the province where there is no school of a standard suited to their requirements, provided that the Magistrate of the district certifies, after enquiry, that the parents or guardians of such children are too poor to pay the full boarding charges. The amount of this grant shall not exceed R6 a month on account of each such boarder.

NOTE.—No grant shall be made under this Article on account of scholars reading beyond Standard VII.

Draft Code of Regulations for European Schools in India and Burma, 1902.

[*See Arts. 44 and 45.*]

SECTION V.—*Boarding grants for (1) orphans and destitute children, and for (2) children of the poor in places where schools are not available.*

44. A special grant of R8 per mensem for each child in addition to ordinary grants of all descriptions, is made in aid of boarding charges to orphanages and schools which, in the opinion of the Department, provide an education suitable for children of these classes. The place of birth and residence shall not be taken into consideration in awarding such grants.

45. The following conditions govern the bestowal of this grant in the case of orphans and destitute children:—

(*a*) For every scholar on whose account a grant is claimed, a certificate must be obtained from the Magistrate of the district to which the child belongs certifying to its destitution.
These certificates must be filed in the school for reference.

(*b*) No boy over the age of 16 or girl over the age of 18 years shall be eligible.

(*c*) No scholar reading beyond Standard VII shall be eligible for this grant unless in very exceptional cases sanctioned by the Department.

(*d*) Schools cannot claim this grant for military orphans for whom special military allowances are given (such children must unless specially exempted, read in military asylums), or for children paid for from any other public or private funds.

46. In the case of children of the poorer classes of Europeans in out-of-the-way places where no suitable education is available, arrangements will be made by the Inspector for the education of such children at the nearest suitable school, the charge cost of such education or such part thereof as may be deemed necessary, and of conveyance to and from the school being met by Government, provided that the necessity of this is certified by some responsible person to the satisfaction of the Department.

SECTION VI.—*Cadet Grants.*

47. A grant at the rate of R6 per annum, for every cadet in the school who is certified by the Commanding Officer of the Corps as efficient; and at the rate of R8 for every cadet similarly certified as extra-efficient.

Code of Regulations for European Schools in Bengal, 1895.

33. Special grants, to be determined by the Local Government, may, on the recommendation of the Inspector, be made:—

(*a*) to schools in places where there is a small or poor European population;

(*b*) to schools newly established or newly brought under the Code;

(*c*) to schools for the education of the poor, to provide materials for and instruction in drill, gymnastics and athletics, drawing, object-lessons leading up to elementary physics, household duties (in girls' schools only), and in such other subjects, including short-hand and type-writing, modelling in clay, carpentry, and smith's work, as the Local Government may for this purpose approve, and for the apparatus required for instruction in these subjects; provided that additional expenditure is incurred on account of such instruction, and that the ordinary grant is considered insufficient;

(*d*) to orphanages and other schools in which free-scholars are admitted, (1) by way of compensation for any reduction of their grants under the operation of Article 38; and (2) on account of fees for the admission of poor scholars to the examinations specified in Chapter VIII;

(*e*) to practising schools attached to training colleges, for the payment of their teachers;

(*f*) for any other reason which the Local Government may consider sufficient.

NOTE.—These grants shall not be taken into account in making reductions under Section III of this chapter.

34. In substitution of the grants which may be earned under these rules, grants, either determined by the results of examination, or fixed in amount for a term of years, may be given to schools which for any reason it is thought undesirable to bring under the preceding articles. The conditions under which these grants will be given shall be determined by the Local Government.

[*See Art. 97.*]

Draft Code of Regulations for European Schools in India and Burma, 1902.

SECTION VII.—*Special Grants.*

48. Special grants may be made, on the recommendation of the Inspector:—

(*a*) to schools in places where there is a small or poor European population;

(*b*) to schools newly established, or newly brought under the Code;

(*c*) towards the purchase of school furniture and apparatus, books for school libraries, etc.;

(*d*) towards the purchase of appliances and materials for the teaching of carpentry, smith's work, cookery, household duties, short-hand and type-writing, drill, gymnastics, and such other subjects as the Local Government may approve;

(*e*) towards the cost of instruction in any of the subjects specified in (*d*) provided additional expenditure is incurred on that acccount, and that the ordinary grant is considered insufficient;

(*f*) for any other reason which the Local Government may consider sufficient.

[*See Art. 43.*]

49. Every application for a special grant will be dealt with on its merits, and according to the funds at the disposal of the Department.

50. Special grants will in no case exceed one-half of the total expenditure, and shall be given subject to such conditions as the Department may impose.

51. The managers must undertake to refund the amount of any grant made for furniture, apparatus or appliances, if the school ceases to exist within three years from the date of payment.

SECTION VIII.—*Building Grants.*

52. Grants may be given under this chapter to managers of schools, other than those excluded under Article 6, in aid—

(*a*) of erecting or enlarging school buildings;

NOTE.—Expenditure on the purchase of buildings may be treated as expenditure on the erection of buildings.

(*b*) of executing extensive repairs;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings;

(*d*) of acquiring land for school purposes.

53. Except in the case provided for in Article 52 (*c*), no grant shall be given for a building regarding the erection or purchase of which the Department has not been consulted, or for which aid in full has not been promised previous to its erection, enlargement, or purchase.

54. The sum to be allotted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified by the Local Government to the Department. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.

55. Every application for a grant must be submitted to the Department not later than the 1st of August, if the grant is to be admissible for payment in whole or part during the following financial year. It must contain a certificate from the managers that the funds at their disposal will, when added to the grant applied for, be sufficient to meet the full cost of the work. If the grant be sanctioned, the managers will be informed by the 1st of October of the amount of aid they will receive. If not so sanctioned, the reasons shall be notified to the managers.

56. When a grant is sanctioned, the managers shall be informed whether it will be payable in full from the allotment for the next year, or if not, in what years and by what instalments.

57. In the case of an application for a repair grant under Article 52 (*b*), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.

58. In making an application for a building grant, the managers shall undertake to execute a trust-deed in the standard form given in Appendix III to the Code, or in such other form as may be sanctioned by the Local Government.

59. Grants under this chapter shall not ordinarily exceed one-half of the total cost. In places where there is a small or poor European population, the maximum grant shall not exceed two-thirds of the total cost.

60. Before a grant is sanctioned under the preceding articles, the Department must be satisfied—

(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence;

(*b*) that the school is suited to the requirements of the locality;

(*c*) that the school is likely to be maintained in efficiency;

(*d*) that the school will be conducted in accordance with the rules and regulations of the Code for European schools.

(*e*) that the site and plans are suited to the school, and the title to the property is clear;

(*f*) that the plans, estimates, and specification have been approved by the Public Works Department.

61. The trust-deed must provide for the legal ownership of the premises, for the proper maintenance of the building, and for the inspection and management of the school, and must declare the building or the land, on account of which a grant is to be made, to be held in trust for school purposes only.

NOTE (1).—The execution of trust-deeds need only be insisted upon in the case of the erection or purchase of buildings, or in other cases, where the Local Government considers such a document necessary.

NOTE (2).—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.

62. If any building, towards the erection, purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall be made in the trust-deed.

63. Advances may be made from time to time out of the sanctioned building grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

64. The building grant is not paid in full until—

(*a*) a report has been received from the Public Works Department certifying that the building has been satisfactorily completed, in accordance with the approved plans and specifications;

(*b*) the trust-deed has been duly executed, registered, and forwarded by the managers to the Department for safe custody.

B.—Night Schools.

35. Grants may be given to night schools for boys, provided that the scholars admitted to the school are certified by the managers to be beneficially and necessarily employed during the day.

36. The grants are given under the following conditions:—

(*a*) By a "full school meeting" is meant a period of not less than one hour of secular instruction.

(*b*) The number of full school meetings in the year must be not less than 80.

(*c*) A night school may adopt any graduated course of studies suitable to its requirements subject to the previous approval of the Inspector.

37. Grants to night schools are calculated on the following scale:—

Rupees 12 for each of the first twenty scholars in average attendance.

Rupees 8 for each of the remaining scholars in average attendance.

SECTION IX.—*Grants to Night Schools.*

65. Grants may be given to night schools for boys, provided that the scholars admitted to the school are certified by the managers to be engaged during the day in some occupation which prevents them from attending a school.

66. The grants are given under the following conditions:—

(*a*) By a "full school meeting" is meant a period of not less than one hour of secular instruction.

(*b*) The number of full school meetings in the year must be not less than 80.

(*c*) A night school may adopt any graduated course of studies suitable to its requirements subject to the previous approval of the Inspector.

67. Grants to night schools are calculated on the following scale:—

Rupees 15 for each of the first twenty scholars in average attendance.

Rupees 10 for each of the remaining scholars in average attendance.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

SECTION III.—*Reduction of Grants.*

38. If the amount earned under Section II of this chapter exceeds the income of the school from all sources other than Government grants, it shall be reduced by the amount of that excess.

[*See Art. 33.*]

NOTE 1.—In calculating the income of the school under this Article boarding fees shall not be included.

NOTE 2.—In the accounts of any school in which members of a religious order are employed as teachers and receive no fixed salaries, the managers shall be entitled, for the purpose of this article, to add on each side of the account, but below the balanced statement of actual income and expenditure, an amount equivalent to the difference between the salaries of such teachers actually paid and their salaries calculated at the current market rate; these amounts to be styled respectively "contributions not actually received," and "salaries not actually paid." The final decision as to the current market rate of such salaries shall rest with the Department.

[*See Art. 32. Expenditure (a). Note.*]

39. Any grant may be withheld or reduced if the conditions of Articles 14 and 15 are not observed, or if, on the Inspector's report, there appears to be any sufficient reason for so doing. A copy of the Inspector's report shall, in such case, be communicated to the managers, who shall have an opportunity of making to the Department any representation that they may think fit on such report.

[*See Arts. 30 and 42.*]

40. If the income of any school from all sources, is large enough, in the opinion of the Department, to render the full grant claimable under Section II of this chapter unnecessary for the efficient maintenance of the school, a reduction shall be made in its amount.

[*See Art. 7 (g).*]

CHAPTER III.

REGISTERS.

[*See Arts. 88 to 92.*]

41. In every school receiving grants, the managers must provide out of the school funds:—

(*a*) the latest edition of the Code;

(*b*) an admission register;

(*c*) attendance registers;

(*d*) a log-book, stoutly bound;

(*e*) a portfolio to contain official letters and documents.

42. The principal teachers must from time to time make entries in the log-book, showing the visits of managers, the progress of the various classes and other facts concerning the school or its teachers, such as commencement of duty, cautions, illness, etc., which are likely to be required for future reference. Such communications from the Inspector as he may direct to be inserted in the log-book must be copied *verbatim* therein.

The only persons authorised to make entries in the log-book are the principal teacher and the Inspector. The log book shall be kept in the custody of the principal teacher, but shall be open at all times to the inspection of the managers. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry.

NOTE.—A visitors' book may be kept for the remarks of other persons visiting the school.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

43. At the commencement of each school year the name of every teacher and pupil-teacher who is to form part of the school staff for the year, and the distribution of the work among them, shall be entered in the log-book and signed by the principal teacher. Any subsequent change in the staff or in the distribution of the work shall be recorded in the log-book.

44. The Inspector is authorised to examine the log-book and portfolio at any time.

CHAPTER IV.

TRANSFER RULES.

[*See Arts. 73 to 87.*]

45. No school shall admit a scholar from another school without a transfer certificate signed by the principal teacher of the school in which the scholar has last been reading. Application for the certificate shall be made by the parent or guardian of the scholar, and it must be issued or refused without any avoidable delay. The only ground on which it may be refused is non-payment of fees. If the certificate is refused, the grounds of refusal shall be stated in writing. A duplicate certificate may be demanded, and shall be issued on payment of a fee of one rupee.

46. If a scholar has been expelled from a school for gross misconduct, the transfer certificate shall bear the words "Expelled for misconduct."

47. A principal teacher may provisionally admit a scholar into the school under his charge when the certificate has been refused, if he considers the grounds of refusal to be insufficient, on condition that he at once informs the Inspector of the circumstances; and the Inspector's decision shall be final.

48. The certificate shall be in the following form:—

"Certified that_____ was in_____ School,_____, to_____, on which date_____ left with a_____ character. All sums due* to the school on_____ account have been (*a*)_____. ____ was reading in the_____ Standard, and has been (*b*)_____ promotion to the _____ Standard. The date of_____ birth, according to the Admission Register, is_____

Principal Teacher.

*Dated*_____

* NOTE.—Sums due to the school shall include all payments for which provision is made in the rules of the school, provided such rules have been communicated to the parents or guardians of the scholars.

The following explanatory notes will not appear on the certificate:—

(*a*) *Paid in full*, or *Remitted*, or *Satisfactorily arranged for.*

(*b*) *Promised* or, *Refused.* (This, and the next blank space, to be filled up only if the transfer certificate is given at the end of the school year.)

49. No child admitted to a school under the foregoing certificate shall be placed in any class higher than that for which the certificate shows him to be qualified, except with the previous sanction of the Inspector.

50. All transfer certificates received by a school must be filed and submitted to the Inspector at his visits. Each certificate shall bear a serial number, which shall be entered against the scholar's name in the Admission Register.

CHAPTER V.

Teachers.

Section I.—*Preliminary.*

51. Teachers in aided schools must be either Recognised Teachers or Pupil-teachers. Recognised Teachers may or may not hold the Proficiency Certificate.

52. When vacancies occur in the office of teacher, persons who do not fulfil the conditions laid down in this chapter may, with the consent of the Inspector, be temporarily employed in place of the teachers causing the vacancies.

Section II.—*Recognised Teachers.*

53. Recognised Teachers are teachers who have received from the Inspector an official letter, in the form prescribed in Schedule III, recognising them as teachers in a certain capacity.

54. Any person engaged as a teacher in an aided school at the time when this revised edition of the Code was published, and who had at that time received official recognition as a teacher in some particular capacity, will continue to be recognised as a teacher in that capacity.

55. No teacher shall be permanently employed in any higher section of a school than that for which he has received official recognition.

56. Persons without experience in teaching may, with the consent of the Inspector, be temporarily employed, until an opportunity has been afforded for judging of their fitness for official recognition.

57. The Department will cease to recognise any person as a teacher in any particular capacity if, while acting in that capacity, distinct incompetence is displayed.

Section III.—*Pupil-teachers.*

58. Pupil-teachers are boys or girls recognised by the Department as having been engaged by the managers of an aided school for the purpose of

CHAPTER VI.

Teachers and Certificates.

68. Teachers in Government and aided schools must be certificated by the Department, except in the case of the following :—

(*a*) Teachers of five years' service and over, and of approved service. Such approval will be given by the Department upon the Report of the Inspector, and may be qualified in respect of the subjects, or the grade of the school, for which the teacher is to be employed.

(*b*) Graduates of a British or Irish University, and teachers who have received certificates from the Board of Education in Great Britain or the Commissioner of National Education in Ireland so long as the Department is satisfied with their work.

(*c*) Candidates for the certificate, who must, ordinarily, obtain it in two years. In the case of those who fail to gain the certificate in two years, but who show promise, a further period of three years will be allowed to teachers who are employed in the school at the time when these rules come into force, and a further period of two years to teachers engaged after that time.

Note.—Teachers coming under heads (*a*) and (*b*) above will, for the purpose of salary-grants, be regarded as certificated. The salaries of teachers who come under head (*c*) may be included under expenditure in calculating the ordinary grant (Article 32.)

[*Cancelled.*]

teaching, and of being taught and trained, in accordance with the regulations given in this section.

59. Before recognising boys and girls as pupil-teachers, the Department will require to be satisfied on the following points :—

(*a*) That the school in which it is proposed to engage them is suited for the purpose ; and that proper arrangements can and will be made for their efficient instruction in their own studies, for the thorough supervision of their work while teaching, and for their training in the art of teaching.

[*Cancelled.*]

(*b*) That the boys and girls who are proposed for pupil-teacherships :—

(1) are not less than 15 years of age at the time of their engagement ;

(2) have passed the Middle School Examination in the first or the second class, and further satisfy the Inspector of their proficiency in reading, handwriting, and dictation, and in the case of girls, in needlework also ;

(3) produce a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and one of good character and conduct from some responsible person.

(*c*) That the managers enter into an agreement in the terms of the memorandum given in Schedule II.

Note (1).—The engagement of a pupil-teacher shal begin on the 1st of January. If on that date it is not yet known whether a candidate for a pupil-teachership has passed the Middle School Examination, he may be admitted provisionally as a pupil-teacher.

Note (2).—It shall be in the power of the Local Government to alter the conditions as to age and preliminary qualifications specified in clauses (*b*) (1) and (2) of this article.

60. The Department is not a party to the engagement ; but confines itself to requiring, as a condition of continued recognition, that the pupil-teacher shall teach, be taught, produce the prescribed certificates, and be presented for examination, in accordance with the terms of Articles 61 and 62.

61. Every pupil-teacher shall :—

(*a*) be engaged for three years ;

(*b*) teach a class daily (except on holidays) for not less than two, and not more than four hours, under competent guidance and supervision ;

(*c*) give a specially prepared lesson once a week before the principal teacher (or some other competent teacher), who shall criticise the lesson. The pupil-teacher's notes and the principal teacher's remarks on the lesson to be preserved for the Inspector's perusal, in books specially kept for the purpose ;

(*d*) study for at least two hours daily (except on holidays) under the personal supervision and guidance of a duly qualified teacher.

Code of Regulations for European Schools in Bengal, 1895.

62. In order that a year's service may be approved by the Department, every pupil-teacher will be required :—

(*a*) to produce, before beginning the work of the year, a satisfactory certificate of health and physical fitness for the work from a Civil Surgeon or other approved medical practitioner, and also one of good character and conduct. The latter certificate must, in the case of pupil-teachers who have already worked as such for one or more years, be signed both by the principal teacher of the school in which they have served and by the correspondent on behalf of the managers;

(*b*) to teach throughout the year to the satisfaction of the Inspector;

(*c*) to give, to the Inspector's satisfaction, a lesson selected by him out of three previously prepared by the pupil-teacher. The lesson to be given near the close of the year, but before the date fixed for the High School Examination.

The foregoing conditions having been satisfied—

(*d*) to pass in the following subjects at the High School Examination :—

(1) at the close of the first year—in Arithmetic, History, and Geography;

(2) at the close of the second year—in English, Algebra, and Euclid;

(3) at the close of the third year—in a second language, and in School Management and the Art of Teaching.

NOTE.—In cases in which the Local Government exercises the power given under Note (2) of Article 59, it may also modify the standards of examination above prescribed.

63. Any pupil-teacher who fails to produce a satisfactory certificate of health and physical fitness, and also of good character and conduct, as required in Article 62 (*a*), shall not continue to be recognised as a pupil-teacher.

64. Any pupil-teacher who fails to satisfy the conditions required in Article 62 (*b*), (*c*), or (*d*) will, on the first occasion of such failure, be permitted to continue working as a pupil-teacher, but will in the following year take up the same studies, and be presented for examination in the same subjects, as in the year in which the failure occurred, that year not being reckoned as part of the three years' engagement. Any pupil-teacher who fails to satisfy the conditions required in Article 62 (*b*), (*c*), or (*d*) a second time in the same stage, will cease to be recognised as a pupil-teacher.

65. For each pupil-teacher who satisfies the whole of the conditions required in Article 61 and in Article 62 (*a*), (*b*), and (*c*), the managers of the school shall receive a grant as follows :—

	R
At the end of the first year's course . .	50
At the end of the second year's course . .	75
At the end of the third year's course . .	100

If the conditions specified in Article 62 (*d*) be also satisfied, an equal amount shall be paid to the pupil-teacher.

Draft Code of Regulations for European Schools in India and Burma, 1902.

[*Cancelled.*]

Code of Regulation for European Schools in Bengal, 1895.

The grants payable to managers on account of pupil-teachers shall be paid even if the latter fail to pass the examination specified in Article 62 (*d.*)

66. The number of pupil-teachers to be employed in any school shall not, except with the special permission of the Department, exceed one for every 35 scholars in average daily attendance; nor shall it exceed three for the principal teacher, and one for each qualified assistant teacher.

67. A pupil-teacher is perfectly free in the choice of employment after the completion of his apprenticeship. If he wishes to remain a teacher he will receive recognition either as the principal teacher of a Primary School, or as an assistant teacher in the Middle or the Primary Section of a school.

SECTION IV.—*Proficiency Certificates.*

68. A certificate of skill and ability as a teacher (hereinafter styled "Proficiency Certificate") will be issued by the Department, in the form prescribed in Schedule IV, to any recognized teacher who, having passed either the Middle School Examination, or any other examination which, in the opinion of the Department, is not inferior to it in point of difficulty, shall further :—

(*a*) have taught a class (or classes) for two years to the satisfaction of the Inspector;

NOTE.—Neither the class-teaching of a training college student nor that of a pupil-teacher can be accepted for the purpose of this test, as such teaching is done under constant guidance and supervision.

(*b*) have given before the Inspector, and to his satisfaction, two lessons selected by him from a list of five previously prepared by the candidate;

(*c*) have gained 50 per cent. of the possible marks in the paper on "School Management and the Art of Teaching" at the High School Examination.

NOTE.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

CHAPTER VI.

The Chapter on Training Colleges is omitted, as it will be the subject of a supplementary report afterwards.

Draft Code of Regulations for European Schools in India and Burma, 1902.

69. Teachers' certificates can only be gained in the following way :—

(*a*) A candidate for any grade of certificate will be required to teach for two years under the special observation of the Inspector. At the end of this period, if the Inspector is satisfied with his methods, and his skill in teaching and class-management, the candidate will be required to pass a written examination in School Management and the Art of Teaching. Training-college students who pass the written examination at the end of their training course, will only be required to satisfy the Inspector of their competence during two years' observation of their work, before they receive certificates. A candidate who fails to reach the required standard in two years, either in his practical work or in the written examination, but shows promise, will be allowed further time to qualify, up to the limit specified in Article 68 (*c.*)

(*b*) Every successful candidate shall be awarded a certificate provided he has the requisite educational attainments. Those who have passed the Middle School Examination in the 1st or 2nd division shall receive Primary School Teachers' Certificates. Those who have passed the High School Examination, or any other examination which, in the opinion of the Department, may rank with it in point of difficulty, shall receive Middle School Teachers' Certificates. Those who have passed recognized higher examinations shall be awarded High School Teachers' Certificates.

[*See Arts. 116 to 124.*]

70. Teachers in possession of one of the lower certificates may gain a higher one, by passing a higher literary examination.

71. Holders of the Primary School Teachers' Certificate may not teach in a section higher than

the Primary. Holders of the Middle School Teachers' Certificate may not teach in a section higher than the Middle.

[*See Art. 65.*]

72. No grant will be paid on account of pupil-teachers; but they may be employed if the staff of the school is complete without them.

CHAPTER VII.

Transfer Rules.

[*See Arts. 45 to 50.*]

73. No registered or recognised school shall admit a pupil without a transfer certificate from the last school in which he read; and *in no case shall a scholar be permitted to attend a class pending formal admission.*

74. The form of certificate is given in Appendix V.

75. Schools will be supplied, on application to the Inspector, with a blank transfer certificate book in cheque and counterfoil, the rules being printed on the back of each certificate.

76. Before any scholar is admitted, the parent or guardian shall be supplied with a copy of the school rules, clearly stating the fees which he will be called upon to pay, while the scholar remains in the school, and in case he leaves without notice.

The copy thus supplied shall be signed by the Head of the school on behalf of the managers. A similar copy, signed by the parent or guardian, should be preserved in the school.

77. All the fee rules of the school shall be printed on the back of the bill form.

78. Application for a transfer certificate must be made to the Head Teacher by the parent or guardian of the pupil. Whenever possible, he should apply in person; if he cannot do this, he should apply by letter.

79. The certificate must be either granted or refused on the day on which the application is received. The only ground on which it may be refused is non-payment of fees due. Refusals must be given in writing, and must state the amount and nature of fees due, and must be signed by the Head Teacher.

80. *No transfer certificate is valid unless it is on the authorised printed form issued by the Department.*

Application for a duplicate certificate must be made to the Inspector. Should he authorise the issue of the certificate a fee of Rl shall be paid to the school for it.

81. If a scholar has been expelled from a school for gross misconduct, and a transfer certificate be called for and given, the certificate shall bear the words "Expelled for misconduct."

82. When a scholar is admitted on a transfer certificate, he shall not be placed in any class higher than that for which the certificate shows him to be qualified, nor shall he be promoted before the end of the school year, without the previous sanction of the Inspector.

83. All transfer certificates must be filed, and submitted to the Inspector at his visits. Each certificate shall bear a serial number, which shall be entered against the scholar's name in the Admission Register.

84. All questions arising between one school and another respecting the enforcement of these rules shall be referred to the Inspector, whose decision shall be final.

85. If a pupil be found to produce a false certificate, or make a false statement as to his attendance at any school, he shall forfeit promotion for one year.

86. Wilful transgression of any of the foregoing rules will render an aided school liable to suspension, reduction, or withdrawal of grant; to forfeiture of the right to send up pupils to the public examinations, and the right to hold scholarships; and in the case of a recognised unaided school to the loss of recognition and attendant privileges.

87. The rules in this chapter are Inter-Provincial in their application. Each province shall therefore annually supply the rest with a list of registered and recognised schools.

CHAPTER VII.

Building Grants.

[*See Arts. 52 to 64.*]

83. Grants may be given under this chapter to managers of schools, other than those excluded under Article 7, in aid—

(*a*) of erecting, enlarging, or furnishing school buildings;

(*b*) of executing extensive repairs;

(*c*) in special cases of paying off debts incurred in erecting or enlarging school buildings;

Note.—Expenditure in the purchase of buildings may be treated as expenditure on the erection of buildings.

(*d*) Of acquiring land for school purposes.

84. Except in the case provided for in Article 83 (*c*), no grant shall be made in consideration of former expenditure on school buildings.

85. The sum to be allotted annually for building grants to schools will be fixed provisionally for a term of years. The amount will be notified by the Local Government to the Department. It will not in ordinary circumstances be reduced, though it may be increased, for any year during that term.

86. Every application for a grant must be submitted to the Department not later than the 31st December, if the grant is to be admissible for sanction during the following financial year. It must contain a certificate from the managers that the funds at their disposal will, when added to the grant applied for, be sufficient to meet the full cost of the work. If the application is in accordance with the rules, and is found to be in other respects deserving of support, it will be included in the list of "approved applications." If not so included, the reasons shall be notified to the managers.

87. After consideration of all the "approved applications," the Department will submit to the Local Government, by the 31st March following, its recommendations for the distribution of the allotment among the applicant schools.

88. When a grant is sanctioned, the managers shall be informed whether it will be payable in

full from the allotment for the year, or if not, in what years and by what instalments.

89. In the case of an application for a repair grant under Article 83 (*b*), the managers will be required to show that the necessity for such a grant has not arisen from the neglect of current repairs in previous years.

90. Grants under this chapter shall not ordinarily exceed one-half of the total cost. In places where there is a small or poor European population, the maximum grant shall not exceed two-thirds of the total cost.

91. Before a grant is sanctioned under the preceding articles, the Department must be satisfied—

(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence;

(*b*) that the school is suited to the requirements of the locality;

(*c*) that the school is likely to be maintained in efficiency;

(*d*) that the school will be open to inspection;

NOTE.—In the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good repair; that the sanitary arrangements are satisfactory; and that the school is properly conducted.

(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title to the property is clear.

92. In making an application for a building grant the managers shall undertake to execute a trust-deed in the standard form given in the appendix to the Code, or such other form as may be sanctioned by the Local Government.

93. The trust-deed must provide for the legal ownership of the premises for the proper maintenance of the building, and for the inspection and management of the school, and must declare the building or the land, on account of which a grant is to be made, to be held in trust for school purposes only.

NOTE (1).—The execution of trust-deeds need only be insisted upon in the case of the erection or purchase of buildings, or in other cases, where the Local Government considers such a document necessary.

NOTE (2).—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.

94. If any building, towards the erection purchase, or repair of which a grant has been made by the Government, is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall be made in the trust-deed.

95. Advances may be made from time to time out of the sanctioned grant on receipt of a report from the Public Works Department that the work is proceeding satisfactorily.

96. The grant is not paid in full until—

(*a*) a report is received from the Public Works Department certifying that the building has been satisfactorily completed; but exceptions may be made to this rule by the Local Government;

(*b*) the trust-deed is duly executed, registered, and forwarded by the managers to the Department for safe custody.

97. The managers must undertake to refund the amount of any grant made for furniture if the school ceases to exist within three years from the date of payment.

NOTE.—The provisions of this chapter shall apply to training colleges, and to hostels attached to them.

[*See Arts. 41 to 44.*]

CHAPTER VIII.

PRIMARY, MIDDLE, AND HIGH SCHOOL EXAMINATIONS.

98. The Primary, Middle, and High School Examinations are held for the purpose of enabling the

[*See Art. 51.*]

CHAPTER VIII.

RECORDS.

88. In every Registered or Recognised School the following records in prescribed form must be maintained, which will be supplied free of cost on application to the Department:—

(*a*) the latest edition of the Code;

(*b*) an admission register;

(*c*) attendance registers;

(*d*) salary and scholarship acquittance rolls;

(*e*) a log-book, stoutly bound;

(*f*) a portfolio to contain official letters and documents.

89. The principal teacher must from time to time make entries in the log-book, showing the visits of managers, the progress of the various classes, and other facts concerning the school or its teachers, such as commencement of duty, cautions, illnesses, etc., which are likely to be required for future reference. Such communications from the Inspector as he may direct to be inserted in the log-book, must be copied *verbatim* therein.

90. The only persons authorised to make entries in the log-book are the principal teacher and the Inspector. The log-book shall be kept in the custody of the principal teacher, but shall be open at all times to the inspection of the managers. No entry once made in the log-book may be removed, nor may it be altered otherwise than by a subsequent entry.

NOTE.—A visitors' book may be kept for the remarks of other persons visiting the school.

91. At the commencement of each calendar year, the name of every teacher who is to form part of the school staff for the year, and the distribution of the work among them, shall be entered in the log-book and signed by the principal teacher. Any subsequent change in the staff, or in the distribution of the work, shall be recorded in the log-book.

92. The Inspector is entitled to examine all school records at any time.

CHAPTER IX.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

progress of scholars to be thoroughly tested at certain definite stages of their school career, namely, on completing the course of instruction for Primary standards, for Middle standards, and for High School classes, respectively. In the Primary School Examination, questions will, in each subject, be set upon the work done in that subject in all standards up to and including Standard IV. In the Middle School Examination, the questions will be upon the work of all standards up to and including Standard VII. The scope of the High School examination is clearly defined, for Schedule I-A in that schedule, and for Schedule I-B in Article 104.

NOTE.—Under the terms of Article 17, passing the Primary and the Middle School Examinations is the condition upon which promotions may ordinarily be made from the corresponding sections to those above.

99. These examinations shall be held annually, near the close of the calendar year, upon such dates and at such centres as may be appointed by the Department.

NOTE.—Certificates shall be given to all who pass these examinations.

100. A fee shall be charged for admission to the examinations, the amount of which shall be determined by the Department.

NOTE.—Provision is made in Article 33 (*d*) for the award of special grants for the payment of such fees in the case of poor scholars.

101. In provinces where the schools work up to the standards of examination prescribed in Schedule I-A, the examinations shall comprise the following subjects:—

A.—PRIMARY SCHOOL EXAMINATION.

(*For scholars who have done the work of Standards I to IV prescribed in Schedule I-A.*)

English	Language and Grammar	150	200
	Dictation	50	
Arithmetic			175
Geography			125
	TOTAL		500

B.—MIDDLE SCHOOL EXAMINATION.

(*For scholars who have done the work of Standards V to VII prescribed in Schedule I-A.*)

English	275
Second Language	150
History and Geography	175
Arithmetic	175
Geometry and Algebra, or (for girls only) Domestic Economy	150
Elementary Science	75
TOTAL	1,000

Code of Regulations for European Schools in Bengal, 1895.

C.—HIGH SCHOOL EXAMINATION.

(As prescribed in Schedule I-A.)

102. To pass the Primary School and Middle School Examinations, candidates must gain 25 per cent. of the possible marks in English and Arithmetic, and 30 per cent. of the possible aggregate

To pass the High School Examination, candidates must gain 33 per cent. of the possible marks in each of the Compulsory subjects, and 40 per cent. of the possible aggregate.

103. The names of those who pass the Primary School and Middle School Examinations shall be arranged in three classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent. but less than 60 per cent., in the second class; those who gain 30 per cent. but less than 45 per cent., in the third class.

The names of those who pass the High School Examination shall be arranged in two classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible marks in Compulsory subjects shall be placed in the first class; those who gain 40 per cent. but less than 60 per cent. in the second class.

104. In provinces where the schools work in accordance with the course laid down in Schedule I-B, the examinations shall comprise the following subjects:—

A.—PRIMARY SCHOOL EXAMINATION.

(*For scholars who have done the work of Standards I to IV prescribed in Schedule I-B.*)

Compulsory Subjects.

Subjects.	Course.	Full marks.	Notes.
1 Analysis and Grammar.	The course prescribed for Standard IV.	80	
2. Dictation	About 12 lines of printed matter moderately difficult, for Standard IV.	50	30 marks for Spelling. 20 marks for Handwriting.
3. Composition and Explanation of passages.	Exercises in Composition, such as writing out the substance of a story read out by the Superintendent of the Examination, the description of some familiar place or object, an account of some well-known event, a letter on a given subject, etc.	100	50 marks for Composition. 50 marks for explanation and Paraphrasing.
	The explanation of words and phrases from a prescribed text-book, and paraphrasing from the same.		
4. Arithmetic .	The course prescribed for Standard IV.	200	

Draft Code of Regulations for European Schools in India and Burma, 1902.

CHAPTER IX.

EXAMINATIONS.

93. Examinations will be held for the purposes (1) of awarding scholarships at the conclusion of the Primary, Middle and High School standards respectively, (2) of testing the attainments of the scholars at the conclusion of their school career on completing the Middle or High School course. These examinations are called the Primary Scholarship, the Middle School and Scholarship, and the High School and Scholarship Examinations.

94. Local Governments will make such arrangements as they think best for holding the Primary Scholarship Examination. There will be no examinations of Primary Schools, except such as the Inspector may consider necessary for the purpose of his inspection, which will be conducted *in situ*.

95. The Middle and High School Examinations shall be held annually at such centres as may be appointed by the Department, and shall begin on the last Monday in November.

96. The fees charged for admission to these examinations will be at the following rates:—

	₹
High	15
Middle	10

97. No one may appear at these examinations as a private candidate who is not a European (Article 1.)

98. The course for the Primary Scholarship Examination shall comprise the following:—

PRIMARY SCHOLARSHIP EXAMINATION.

Compulsory Subjects.

Subjects.	Course.	Full marks.	Notes.
1. Analysis and Grammar.	The course prescribed for Standard IV.	50	
2. Dictation .	About 12 lines of printed matter, moderately difficult, for Standard IV.	50	Marks will be deducted for bad writing.
3. Composition and Explanation of passages.	Exercises in Composition, such as writing out the substance of a story read out by the Superintendent of the Examination, the description of some familiar place or object, an account of some well-known event, a letter on a given subject, etc.	100	50 marks for Composition. 50 marks for Explanation.
	The explanation of words, phrases and sentences of a degree of difficulty suitable for Standard IV.		
4. Arithmetic .	The course prescribed for Standard IV.	200	

Code of Regulations for European Schools in Bengal, 1895.

Optional Subjects.

Subjects.	Course.	Full marks.
1. Geography .	The course prescribed for Standards III and IV.	100
2. Latin or French.	The course prescribed for Standard IV. A full vocabulary to be given in the question paper.	70

Candidates may take up one or both of the Optional subjects. In order to pass the examination, 30 per cent. of the possible marks must be gained in each of the four papers in the Compulsory subjects; and 30 per cent. of the possible marks in Compulsory and Optional subjects taken together must be gained in the aggregate. Marks for an Optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

Draft Code of Regulations for European Schools in India and Burma, 1902.

Optional Subjects.

Subjects.	Course.	Full marks.	Notes.
1. Geography and Map-drawing.	The course prescribed for Standard IV.	100	
2. Vernacular .	The course prescribed for Standard IV.	100	
3. Needlework (For girls only.)	The course prescribed for Standard IV.	100	
4. Drawing .	To make a copy of a simple design, enlarging or diminishing it.	100	

99. Candidates may take up only three of the Optional subjects of which boys must take Geography and girls must take Needlework. In order to qualify for a place in the scholarship list, 30 per cent. of the possible marks must be gained in each of the four papers in the Compulsory subjects; and 280 marks in the aggregate. Marks for an Optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness, and mistakes in spelling will entail loss of marks.

B.—Middle School Examination.

(For scholars who have done the work of Standards V to VII prescribed in Schedule I-B.)

Compulsory Subjects.

Subjects.	Course.	Full marks.
1. English—		
(*a*) Analysis and Grammar.	The course prescribed for Standard VII.	50
(*b*) Certain prescribed Text-Books.	Explanation and paraphrasing of passages.	100
(*c*) Composition.	Letter.	150
	Essay.	
	Paraphrasing of unseen passages.	
	Explanation of idiomatic phrases of common occurrence.	
	Correction of "Indian-English."	
2. Arithmetic .	The course prescribed for Standard VII.	200

100. The course for the Middle School and Scholarship Examination shall comprise the following:—

Compulsory Subjects.

Subjects.	Course.	Full marks.
1. English—		
(*a*) Analysis and Grammar.	The course prescribed for Standard VII.	50
(*b*) Certain prescribed Text-Books.	Explanation and paraphrasing of passages.	100
(*c*) Composition	Letter	150
	Essay	
	Paraphrasing of unseen passages.	
	Explanation of idiomatic phrases of common occurrence.	
2. Arithmetic .	The course prescribed for Standard VII.	200

Code of Regulations for European Schools in Bengal, 1895.

Optional Subjects.

Subjects.	Course.	Full marks.
1. Latin or French.	(*a*) The prescribed Text-Book and questions arising therefrom.	100
	(*b*) Unseen passages.	
	(*c*) Grammar .	100
	(*d*) Composition .	
2. Geography .	The course prescribed for Standard VII.	100
3. History .	The course prescribed for Standard VII.	100
4. Algebra .	The course prescribed for Standard VII.	100
5. Euclid .	The course prescribed for Standard VII.	100
6. Science .	One of the courses prescribed for Standard VII.	100
7. Domestic Economy (for girls only.)	The course prescribed for Standard VII.	100

Candidates may take any number of Optional subjects up to five; but if five are taken one of these must be a second language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the Compulsory and Optional subjects taken together (*i.e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an Optional subject will not be counted if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

Draft Code of Regulations for European Schools in India and Burma, 1902.

Optional Subjects.

Subjects.	Course.	Full marks.
1. Latin .	(*a*) 1st paper— The prescribed Text-Book with questions on accidence and syntax. (90 marks, of which only 40 will be given for mere translation.)	150
2. French .		
3. German .		
4. Vernacular .	(*b*) 2nd paper— Translation from English. (40 marks.) Translation of unseen passages. (20 marks.)	
5. Geography .	The course prescribed for Standard VII.	75
6. History . .	The course prescribed for Standard VII.	75
7. Algebra . .	The course prescribed for Standard VII.	75
8. Euclid . .	The course prescribed for Standard VII.	75
9. Mensuration .	The course prescribed for Standard VII.	75
10. Science . .	One of the courses prescribed for Standard VII.	75
11. Domestic Economy (for girls only.)	The course prescribed for Standard VII.	75
12. Drawing:— Freehand and Geometrical	The course prescribed for Standard VII.	75

101. Candidates may not take more than six Optional subjects. In all cases, boys shall take Euclid, Algebra, and a Second Language, and girls shall take Domestic Economy. In order to pass the examination, 30 per cent. of the possible mark must be gained in each division of the subject English (or failing this, 50 per cent. of the aggregate marks for the whole subject); 30 per cent. in Arithmetic, 30 per cent. of the possible marks in each of two Optional subjects, and 400 marks of the total aggregate. Marks for an Optional subject will not be included in the aggregate if they fall below 30 per cent. of the possible marks in that subject.

In every paper, 10 per cent. of the possible marks may be deducted for want of neatness.

The schools referred to in Article 24 may send candidates to the Middle School Examination under modified conditions, namely:—

(*a*) Not more than two Optional subjects shall be taken.

(*b*) The number of Optional subjects in which they must gain 30 per cent. of the marks in order to pass shall be one instead of two, and this may be any one of the Optional subjects.

(*c*) The number of marks to be gained in the aggregate shall be 300 instead of 400.

Code of Regulations for European Schools in Bengal, 1895.

Draft Code of Regulations for European Schools in India and Burma, 1902.

The certificate for passing the modified course shall be styled Middle School Examination Certificate, Grade B, and it shall contain a statement of the modified conditions under which it is gained.

102. The course for the High School and Scholarship Examination shall comprise the following :—

C.—High School Examination.

Compulsory Subjects.

Subjects.	Course.	Full marks.
1. English	(*a*) Grammar (*b*) Composition (*c*) Text-Books in prose and poetry, prescribed each year.	50 100 150
2. Arithmetic	The whole	200

Optional Subjects.

1. Second Language—Latin,	(*a*) Text-book, with questions on accidence, syntax, and allusions 100 (*b*) Translation of sentences from English into Latin 70 (*c*) Unseen passages for translation into English 30	200
French.	(*a*) Text-Book, with questions on accidence, syntax, and allusions 100 (*b*) Composition of simple continuous prose and original letters. 70 (*c*) Unseen passages for translation into English 30	200
2. Geography	As defined by its treatment in Chisholm's Geography for India and Ceylon, excluding the appendix	100
3. The History of England, and The History of India.	As defined by its treatment in Ransome's "Short History of England." From Baber, as defined by its treatment in Hunter's "Brief History of the Indian People."	100
4. Algebra	The course prescribed for Standard VII. Quadratics of one unknown quantity and problems therein; easy indices and surds.	100
5. Euclid	Books I to IV, and deductions thereon.	100
6. Science	(*a*) Physics, as defined in Loewy's graduated course of Natural Science, Part I, and pages 1—166 of Part II, or, (*b*) Physiology, as defined in Huxley's "Elementary Physiology."	100
7. Logic	Deductive, as defined in Jevons's "Elementry Lessons in Logic."	100

Compulsory Subjects.

Subjects.	Course.	Full marks.
1. English	(*a*) Grammar (*b*) Composition (*c*) Text-Books in prose and poetry, prescribed each year.	50 100 150
2. Arithmetic	The whole	200

Optional Subjects.

1. Latin 2. French 3. German 4. Vernacular	1st paper— Text-book, with questions on accidence, syntax, and allusions. (120 marks, of which only 55 will be allotted to mere translation.) 2nd paper— Translation of sentences from English. (55 marks.) Unseen passages for translation into English. (25 marks.)	200
5. Geography	Outlines of the general Geography of the World, with fuller knowledge of the British Empire. (80 marks.) Physical Geography (20 marks.)	100
6. The History of England, and The History of India.	As defined by its treatment in Ransome's Short History of England.* Leading facts of Indian History from Baber.	100
7. Algebra	The course prescribed for Standard VII. Quadratics of one unknown quantity and problems therein, easy indices and surds, ratio, proportion, arithmetical and geometrical progression.	100
8. Euclid	Books I to IV, and deductions.	100
9. Mensuration	As defined by its treatment in Pierpoint's "Elementary Mensuration for Indian Schools." Part I.*	100
10. Trigonometry and Logarithms	Up to the solution of plane triangles. Their properties, and the use of tables.	100
11. Physics	As defined in Loewy's Graduated Course of Natural Science, Parts I and II.*	100

Note.—No school will be permitted to take up the teaching of physics unless it is provided with sufficient and suitable apparatus for the practical demonstration of the subject.

Code of Regulations for European Schools in Bengal, 1895.

Optional Subjects—contd.

Subjects.	Course.	Full marks.
8. Political Economy.	As defined in Mrs. Fawcett's "Political Economy for Beginners."	100
9. Domestic Economy (for girls only.)	Dr. Mann's "Domestic Economy and Household Science."	100

Note (1).—The text-books are named in order to define the extent of the subjects, and not as indicating that they are better than other works of the same class.

Note (2).—The marks may be altered, or omitted, at the discretion of the Local Government.

Additional Subject for Teachers.

School Management and the Art of Teaching.	School Organisation (time-table, etc.), discipline, registers, returns. Methods of teaching the subjects ordinarily found in the curriculum of schools. The arrangement of courses of lessons in these subjects. Notes of lessons. The art of questioning and of dealing with answers. Periodical examinations and the use to be made of the results.	200

Candidates may take any number of Optional subjects up to five; but if five are taken, one of these must be a second language. In order to pass the examination, 30 per cent. of the possible marks must be gained in each division of the subject English, and in Arithmetic; and 30 per cent. of the possible marks in the Compulsory and Optional subjects taken together (*i.e.*, 30 per cent. of 1,100 marks) must be gained in the aggregate. Marks for an Optional subject will not be counted, if they fall below 30 per cent. of the possible marks in that subject.

105. The additional subject forms no part of the High School Examination, this paper being intended for teachers only. Passes in this subject will be published along with the results of the High School Examination.

106. The names of those who pass the Primary, Middle, and High School Examinations shall be arranged in three classes in order of merit, and gazetted. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent. but less than 60 per cent. in the second class; and those who

Draft Code of Regulations for European Schools in India and Burma, 1902.

Optional Subjects—contd.

Subjects.	Course.	Full marks.
12. Physiology	As defined in Foster and Shore's Physiology for Beginners.*	100
13. Logic	Deductive, as defined in Jevons's Elementary Lessons in Logic.*	100
14. Political Economy.	As defined in Symes's Political Economy for Beginners.*	100
15. Domestic Economy (for girls only.)	As defined by its treatment in Paul's Text-book of Domestic Economy.	100
16. Model Drawing and Perspective	Groups of models of common objects. The delineation of parallel and angular perspective of regular solids. No exercise to involve the use of accidental vanishing points.	100
17. Freehand Drawing and Geometrical Drawing.	More advanced than in Standard VII. As in Gill's Geometrical Drawing, excluding solids.*	100
18. Book-keeping, and Commercial Forms, and Commercial correspondence.	As defined in extent by Thornton's First Lessons in Book-keeping and his Manual of Book-keeping.* As defined in extent by Hooper and Graham's Introduction to Modern Business Methods.*	100

* The text-books are named in order to define the extent of the subjects, and not as indicating that they are better than other works of the same class.

103. Candidates may not take more than seven Optional subjects. Boys must take Euclid, Algebra, and a second language, and girls must take Domestic Economy. In order to pass the examination, 40 per cent. of the possible marks must be gained in each division of the subject English (or, failing this, 60 per cent. of the aggregate marks in that subject), 40 per cent. of the possible marks in Arithmetic, 30 per cent. of the possible marks in each of three Optional subjects, and 400 marks in the aggregate. The marks gained in any Optional subject will not be included in the aggregate if they fall below 30 per cent. of the possible marks in that subject.

104. Ordinarily, no candidate shall be allowed to appear for the High School Examination until he has received two years' instruction in the High School standards.

105. Successful candidates at the Middle and High School Examinations shall be arranged in three classes. Those who gain 60 per cent. of the possible aggregate shall be placed in the first class; those who gain 45 per cent. but less than 60 per cent. in the second class; and the remainder in the third class. Candidates who

Code of Regulations for European Schools in Bengal, 1895.

gain 30 per cent. but less than 45 per cent. in the third class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall be gazetted as having gained honours in that subject.

CHAPTER IX.

Scholarships.

107. Scholarships are of three grades—Primary, Middle, and High. The number of each grade, and their value, will be determined by the Local Government. Scholarships will be awarded on the results of the examinations detailed in the preceding chapter, and will be tenable only in institutions which are recognised by the Department as efficient, which observe the transfer rules (Chapter IV), which are open to inspection,* and which are not excluded by the terms of Article 7 (*d*.)

* In the case of schools receiving no maintenance grants, it will be sufficient to inspect the attendance registers, the admission register, and the transfer certificates.

Note 1.—All boys and girls who are Europeans as defined in Article 3 are eligible for scholarships, if not excluded by age.

Note 2.—The nomenclature of the scholarship may be altered by the Local Government.

108. Primary scholarships are tenable for three years in a school of a higher grade than Primary. Middle scholarships are tenable for two years in a High School, for three years during apprenticeship as a pupil-teacher, or for five years in a technical school. High scholarships are tenable for two years by students pursuing a recognised course of study in any institution within the province approved for this purpose by the Local Government.

109. Candidates for Primary scholarships must be under 12 years of age, for Middle scholarships under 15 years of age, and for High scholarships under 17 years of age, on the 31st December in the year of examination.

Note.—The limits of age may be changed by the Local Government.

110. For the purposes of this chapter, each province may, if necessary, be divided into circles, and a certain number of scholarships allotted to each circle, to be competed for by candidates from schools situated in that circle. It shall be open to the Local Government to allot a certain number of scholarships, before the examination, to boys and to girls respectively.

111. A scholarship-holder must be present at 75 per cent. of the school meetings held in each month in order to earn the full amount of his scholarship. If the attendances fall below 75 per cent. of the possible, a proportionate reduction will be made in the amount of the scholarship.

Draft Code of Regulations for European Schools in India and Burma, 1902.

gain not less than 75 per cent. of the possible marks in any subject shall gain distinction in that subject.

106. The names of candidates who gain Primary scholarships or pass the Middle School Examination will be communicated to the managers of the schools concerned. In the case of the High School Examination the results for boys and girls will be shown separately, and will be gazetted. Certificates will be given to those who pass the Middle and High School Examinations, showing the subjects in which they pass.

CHAPTER X.

Scholarships.

107. Scholarships are of five grades—Primary, Middle, High, Collegiate, and Final. The number of each grade, and their value, will be determined by the Local Government, but the following rates are recommended:—

Primary	@ R8	for 3 years, tenable in Middle classes.
Middle	@ R12	„ 2 years, tenable in High classes.
High	@ R20	„ 2 years.
Collegiate	@ R30	„ 2 „
Final	@ R40	„ 2 „

108. Primary, Middle, and High School scholarships will be awarded on the results of the examinations detailed in the preceding chapter.

The last two sets of scholarships will be awarded by the Department after considering the results of such existing higher examinations as the Local Government shall specify.

109. Primary scholarships are tenable for three years in a school of a higher grade than Primary. Middle School scholarships are tenable for two years in a High School or for a recognised course of study not exceeding five years in a technical or professional institution. High School scholarships are tenable for two years by students pursuing a recognised course of study in any institution approved for this purpose by the Local Government.

110. Candidates for Primary scholarships must be under 12 years of age, for Middle scholarships under 15 years of age, and for High scholarships under 17 years of age, on the 31st of December in the year of examination.

111. Scholarships shall be allotted to boys and girls, respectively, before each examination in such proportion as the Local Government may decide.

112. Proportionate deductions will be made in the amount of a scholarship for every day's absence from school.

Code of Regulations for European Schools in Bengal, 1895.

112. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence, or of insufficient progress in studies.

113. A scholarship may be transferred from one school to another with the sanction of the Department.

[*See Appendix D to the Report of the Code Revision Committee, 1895.*]

Draft Code of Regulations for European Schools in India and Burma, 1902.

113. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence, or of insufficient progress in studies.

114. A scholarship may be transferred from one school to another with the sanction of the Department; or from one province to another, provided that the Department is satisfied that the circumstances justify the transfer. In the latter case the amount shall be transmitted by means of a transfer receipt, less the cost of transmission.

115. Any additional rules regarding scholarships may be made in each province.

CHAPTER XI.

Training Institutions.

Section I.—*Preliminary.*

116. A training institution must include a practising school working under the Code, having a staff of teachers sufficient in number and fully competent to carry on both the ordinary work of the school and the training of students according to the following rules, and having also the requisite accommodation for doing so.

117. No grant will be given to a training college until the Department is satisfied on the following points:—

(*a*) That the building is well suited for the purpose: namely, that it satisfies the conditions of Article 29(*b*); that a sufficient number of the rooms in which classes are taught are large enough for the students to be present and to watch the teaching of a class, and are in other ways adapted to that purpose; and that there are sufficient and suitable additional rooms in which the students can receive further instruction and training.

(*b*) That the institution is satisfactorily furnished and equipped with all necessary school appliances, with scientific and other apparatus, and with a good educational and reference library for the use of the students.

(*c*) That the institution is staffed with good teachers fully competent to conduct the work of the school and to train and teach the students in the manner explained in Article 121, and sufficient in number for that purpose.

(*d*) That the school satisfies the conditions of Article 29.

(*e*) That the school classes are sufficiently large to serve the students for practising purposes.

(*f*) That approved arrangements are made for the boarding and the home supervision of the students, in hostels or otherwise.

Section II.—*Admission to Training Colleges.*

118. A candidate for admission to a training college must produce a satisfactory certificate of

moral character, and must also satisfy the following conditions :—

(*a*) That he is at least 18 years of age. [In the case of training schools, shall be of such an age as the Department shall fix.]

(*b*) That the state of his health is satisfactory and that he is free from any infirmity or bodily defect likely to interfere with the profession of a teacher.

(*c*) That he has passed the High School Examination or is considered by the Inspector to be educated up to that standard ; or that he is certified by the Inspector as likely to benefit by the training. [In the case of training schools, such initial literary qualifications as the Department may prescribe.]

119. Selected candidates will be on probation for two months, at the end of which time the Principal shall state whether the student is likely to profit by further instruction.

SECTION III.—*Course of Studies.*

120. The course of studies will occupy not less than two years.

121. The daily routine of the students will ordinarily be as follows :—During one school meeting the students will occupy their time in the practising school. During the time of the other meeting, the students shall be occupied, in their own class-room, in work connected with their training in the art of teaching and school management, in the class study of other subjects, or in private study under the superintendence and with the help of the masters. The subjects of class study will include : - Class instruction and practice in reading aloud, recitation, English composition, singing by note, drill, and the reading and study of a short selected course in English literature intended to create a love of literature in the minds of the students and not to prepare them for any examination. Opportunities will always be afforded to the students to obtain help from the masters in subjects such as drawing, science, or a second language, or in subjects of ordinary instruction in which they may be backward.

122. At the termination of his college career, each student shall receive a letter from the Department, certifying that he has received the complete training college course of instruction in the science and art of teaching. The letter shall also state whether the student has satisfied the Inspector in his practical test at the close of his coll[illegible] course, and also whether he has passed the writt[illegible] examination on school management and the art of teaching. [See Article 69(*a*).]

SECTION IV.—*Hostels and Boarding Arrangements.*

123. All students under training must reside in the boarding house, unless specially exempted by the Inspector on the recommendation of the Principal.

124. The hostel must satisfy the conditions :—

(*a*) That the building is healthy, and sufficiently commodious to allow of quiet, uninterrupted home-work.

(*b*) That the rules of the hostel, and the arrangements for the general supervision of the students, including their moral training, comfort, and recreation, are approved by the Department.

(*c*) That it has a reading and recreation room, properly supplied with papers and magazines, especially periodicals bearing on educational subjects.

SECTION V.—*Grants.*

125. These institutions come under the general grant-in-aid rules laid down in Chapter V.

SECTION VI.—STIPENDS.

126. Each student shall be given a stipend by Government, the amount being fixed by each Local Government.

127. Government may, in special cases, pay the boarding fees of students who have been educated in orphanages or free schools.

CHAPTER X.

REVISION OF THE CODE.

114. The Local Government may, with the previous approval of the Governor-General in Council, cancel or modify any articles or schedules of this Code, or may introduce new articles.

115. In accordance with the foregoing article, Local Governments will issue their own Provincial Codes, with such further notes, instructions, and appendices as they may consider necessary ; and such notes, instructions, and appendices will, in each [illegible]ovince, have the same effect as the articles of the [illegible]de.

[*See Article 13.*]

CANCELLED.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE 1.—A.

1. STANDARDS OF EXAMINATION (PRIMARY.)

Subjects.	Lower Division.		Upper Division.	
	Standard I.	Standard II.	Standard III.	Standard IV.
			Elementary Subjects.	
(1) Reading* .	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading-book.	To read a passage from a more advanced reading-book, or stories from English or Indian history.	To read a short passage of prose or poetry from a more advanced reading-book.
	To recite 20 lines of easy poetry and to know their meaning. *Accuracy of pronunciation to be considered.*	To recite 30 lines of poetry, and to know their meaning.	To recite with intelligence and expression 40 lines of poetry, and to know their meaning. *Spelling to be tested.*	To recite 50 lines of poetry, and to know their meaning.
(2) Writing .	To copy in manuscript characters a line of print; to write to dictation a few common words.	To write a passage of not more than three lines from the same book, slowly read over once and then dictated word by word. *Before examination, the passage shall be read over again.* Copy-books to be shown.	To write six lines from one of the reading-books of the standard, slowly read over once, and then dictated a few words at a time. Copy-books to be shown, with improved writing.	To write eight lines from a reading-book, slowly read over once and then dictated in sections. Copy-books to be shown, with improved writing.
(3) Arithmetic† .	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given. Multiplication table to 6×12.	Notation and numeration up to 100,000. The four simple rules. Multiplication table to 12×12 and the 16 times table.	The compound rules in English and Indian money.	A.—For boys—Reduction and the compound rules in all weights and measures of common use; G. C. M. and L. C. M.; addition and subtraction and vulgar fractions. B.—For girls—Reduction and the compound rules in all weights and measures of common use; bills of parcels.
			Class Subjects.‡	
(4) English .	.....	To point out nouns and verbs in the passages read or written.	To point out the parts of speech in the passages read or written.	Easy parsing; to show by examples the use of the parts of speech.
(5) Needlework § (for girls only.)	Threading needles; hemming.	Seaming; plain knitting with two needles.	Stitching and sewing on strings; knitting with two needles, plain and purled rows alternately.	Plain darning; herringboning; knitting with four needles, plain and purl.
(6) Geography .	.....	To know the points of the compass and the meaning and use of a map. Explanation of simple geographical terms by reference to a map or diagram.	The outlines of the geography of India with special reference to the province. To draw a ground-plan of the school-room, showing the position of the furniture. Shape and size of the earth.	The outlines of the geography of Asia and of the British Isles. To draw a ground plan of the school compound and the principal objects in it, with its approaches. Diurnal motion of the earth; day and night.
(7) Drawing .	A course approved by the Inspector.			
	Object Lessons.			
	A progressive course of lessons on common objects, such as familiar animals, plants, and substances used in ordinary life, or a progressive course of lessons leading up to the teaching of physical science.			

N.B.—The clauses in italics apply to all succeeding standards.

* Reading with intelligence will be required in all the standards, and increased fluency and expression in successive years. In Standard III and upwards, two sets of reading-books should be provided, of which one should be historical or biographical. The Inspector may examine in any of these books, and may test the intelligence of the reading by questions on the meaning of what is read.

† (*a*) The Inspector may examine scholars in arithmetic in any standard lower than that in which they are presented, and in mental arithmetic suited to their respective standards. The object of the exercise in mental arithmetic is to encourage dexterity and correctness in computation, and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have to be worked out in writing. Such exercises should from the first deal with concrete as well as with abstract numbers.

(*b*) In those schools in which arithmetic is taught up to the fourth standard in a different order from that here defined, the subjects in the first three standards may, with the previous sanction of the Inspector, be re-arranged accordingly.

‡ No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

§ In each standard a simple garment must be shown containing the stitches required in that and lower standards.

CANCELLED.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I—A (*contd.*)

2—STANDARDS OF EXAMINATION (MIDDLE).

Subjects.	Standard V.	Standard VI.	Standard VII.
		Elementary Subjects.	
(1) Reading .	To read a passage from a more advanced book. Allusions to be explained in the case of passages previously read.	To read a passage from a more advanced reading-book. Allusions to be explained in the case of passages previously read.	To read a passage from a modern English poet, and another from a modern English prose writer.
	To recite 60 lines of poetry or 30 lines of prose, and to know their meaning. *Reading may be tested by passages from a newspaper, or from a book not comprised in the school course.*	To recite 80 lines of poetry or 40 lines of prose from a standard writer, and to know their meaning.	To recite 100 lines from a modern poet or 50 lines from a modern prose writer, and to know their meaning.
(2) Writing .	To write to dictation a passage of ten lines not previously read in the class. Copy-books to be shown.	To write a short narrative or letter. Copy-books and exercise-books to be shown. *Spelling, hand-writing and composition to be considered.*	To write a letter or narrative, or a short essay on some subject comprised in the school course for the year. Exercise-books to be shown.
(3) Arithmetic. A.—For boys	Vulgar fractions; simple proportion; practice; decimal fractions. *Progressive exercises in mental arithmetic.*	Proportion; interest; square and cubic measures.	Discount; stocks; profit and loss; exchange; square root.
B.—For girls .	G. C. M. and L. C. M.; vulgar fractions (simple); proportion (simple). *Progressive exercise in mental arithmetic.*	Vulgar fractions; proportion; practice; decimal fractions.	Interest; square measure.
		Class Subjects.*	
(4) English .	To parse and analyse a simple sentence.	To parse and analyse a short complex sentence, and to know the method of forming English nouns, adjectives and verbs from each other.	Grammar and analysis of sentences; prefixes and terminations; easy derivations.
(5) Needle work (for girls only).	Gathering; stroking; setting-in; marking on coarse material; knitting socks or stockings; plain darning and mending stockings; patching old garments.	Pleating; frilling; setting on frills; sewing on buttons and button-holing; knitting a full-sized stocking; improved darning and mending; cutting out plain under-garments.	Running tucks; marking on finer materials; knitting a stocking with thickened heels; Swiss darning; cutting out any garment which can be made by children at this standard.
(6) Geography (including physical geography).	The outlines of the geography of Europe; special knowledge of the geography of India. To draw outline maps of Europe and India. Latitude and longitude; annual motion of the earth; the seasons.	The outlines of the geography of Africa, America and Australasia; special knowledge of the geography of the British Isles. To draw outline maps of Africa and America, and with greater detail, maps of the British Isles. Phases of the moon; tides.	The outlines of the geography of the world; special knowledge of the geography of the British colonies and dependencies. To draw maps of the great Continents. General circumstances which determine climate; wind; rain; dew.
(7) History .	The outlines of the history of England from the Norman conquest to Richard III.	The outlines of the history of England from Henry VII to Anne.	The outlines of the history of England from George I to Victoria, and of India (British period).
(8) Mathematics†	(1) Algebra; notation, and the first four rules.	(1) Algebra; the first four rules, resolution into factors, G. C. M. and L. C. M. easy fractions. (2) Geometry; Euclid to I-26, with easy deductions.	(1) Algebra, to simple equations involving two unknown quantities. (2) Geometry, Euclid; Book I with easy deductions.

* No grant will be given for a class subject in any standard in girls' schools unless needlework is taken up.

† In girls' schools mathematics may be taken up as a special subject. In order to earn a grant for mathematics in Standards VI and VII, scholars must satisfy the Inspector in both algebra and geometry.

CANCELLED.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-A—(*contd.*)

STANDARDS OF EXAMINATION (MIDDLE)—*contd.*

Subjects.	Standard V.	Standard VI.	Standard VII.
(9) Elementary Science.*	(*a*) The build of the human body; the names and positions of the organs of alimentation, circulation, and respiration.	(*a*) The same, together with the processes of alimentation, circulation, and respiration.	(*a*) The same, together with the study of the eye, ear, and nose.
	(*b*) Gravitation, weight, and specific gravity.	(*b*) The common pump barometer and thermometer; pulleys and levers.	(*b*) Elementary properties of light and heat.
(10) Domestic Economy (for girls only.)	A course to be prescribed hereafter.		
(11) Drawing .	A course approved by the Inspector.		
	Special Subjects.		
(12) An Indian vernacular †	(1) To read and translate into English a passage from the book or portion of the book read during the year.	(1) Improved reading and translation into English. Translation into the vernacular of short and easy sentences.	(1) To read and translate a passage from a book comprised in the school course. To translate, in writing, a short passage from an easy English reader.
	(2) To write the letters of the alphabet, and words of one or two syllables.	(2) To write, from the dictation of the teacher, an easy passage from the book or portion of the book read during the year.	(2) To write, from the dictation of the Inspector or teacher, a passage from a book comprised in the school course.
	(3) Inflections of nouns and pronouns.	(3) Inflections; easy syntax.	(3) Easy grammar.
(13) European language.	*A.—Latin.*	*A.—Latin.*	*A.—Latin.*
	Grammar to the end of regular verbs. Translation of easy sentences into English.	Irregular verbs and leading rules of syntax. Knowledge of a first reading-book; translation of simple English sentences.	Grammar; Cæsar's De Bello Gallico, Book I, or some other book approved by the Inspector. Somewhat longer sentences to be translated from English.
	B.—French or German.	*B.—French and German.*	*B.—French or German.*
	Grammar to the end of regular verbs. Ten passages of an easy reader. To write from dictation a few common words.	Inflections and easy syntax. Improved reading and translation. Dictation.	Grammar: reading and translation of a text-book approved by the Inspector. Translation of easy sentences from English.
(14) Botany‡ .	Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants. The phenomena of the movements of plants by twining, climbing, and catching hold of objects by tendrils or other contrivances.	The phenomena of the ripening of the flower into fruit. The various forms of fruits and the structure of seeds. *e.g.*, a bean and grain of wheat or rice. The various contrivances to effect distribution. The phenomena of germination. The comparison of a fern and a moss with a flowering plant.	Structure of wood, bark, pith: cells, vessels, and tissues. Function of the stem, root, and leaves. The food of plants, and the manner in which a plant grows. The elements of classification according to natural characters, illustrated by familiar plants.

(*For "Drawing" see class subjects above.*)

N.B.—The clauses in italics apply to all succeeding standards.

* Instruction in the Science subjects should be given mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description only, such instruction will not be accepted as qualifying for a grant.

† An Indian vernacular may be taken as a class subject, the decision resting with the Department, and in boys' schools may be made compulsory at the option of the Local Government.

‡ The instruction in Botany shall be given, as far as possible, with the object of cultivating the scholar's powers of observation.

Cancelled.

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-A—*contd.*

3—STANDARD OF EXAMINATION (HIGH.)

For Boys only.	For Girls only.
Compulsory Subjects.	
1. English.—A play of Shakespeare and a work of a standard prose writer.* A manual of English literature.†	1. The same.
2. Latin, French, German, or an Indian vernacular:—Translation of passages from a prescribed text-book;* translation of easy passages in prose from a book not previously read in the class; translation of sentences from English Grammar.	2. The same.
3. Arithmetic—the whole	3. The same.
4. Mathematics:—Algebra to quadratic equations, Euclid, Books I—IV with easy deductions; Mensuration of plane surfaces, including the theory of surveying with the chain.	4. Domestic Economy.†
5. The History of England and of India and General and Physical Geography.	5. The same.
Optional Subjects.	
6. Drawing†	6. Drawing.†
7. Elementary Physics†	7. Music.†
8. Elementary Chemistry†	8. Botany.†
9. Latin or French or German or an Indian vernacular. { if not taken up as a Compulsory subject.	9. The same.
10. Political Economy†	
11. Book-keeping†	
12. Plane Trigonometry, as far as the solution of triangles	
Additional Subject (for Teachers only.)	
School Method†	School Method.†

* The text-books in English and in the second language shall be published not less than one year in advance.

† The extent of the work in these subjects will be defined by the Local Government.

[See page 60.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I—*contd.*

B.

I.—COURSE OF STUDIES IN INFANT CLASSES.

LOWER DIVISION.

The children should be taught to recognise the letters of the alphabet and to read easy words of two letters at sight. Printing the easy letters is very good practice.

The children should be practised in counting various objects, in order to form ideas of number. Small numbers such as three and four should be used at first, and the children should gradually learn to count up to ten.

Simple lessons on form, position, colour, and easily recognised qualities should be regularly given, followed after a time by simple object lessons with the special purpose of training the children to notice these qualities, etc., for themselves.

(11) Drawing . . by

Singing (by ear), exercising, and mar...ng, should be practised betwe..n other lessons as a relief from them, and should occupy a large part of the children's time.

Girls should be taught how to thread a needle, and how to use a thimble.

UPPER DIVISION.

Reading . .	Should be practised from a very simple reader until the children can recognise easy words of three or four letters at sight.
Poetry . .	Simple poetry, such as nursery rhymes, should be learnt by repeating them after the teacher. Care should be taken to make the children understand what they learn.
Spelling . .	The spelling of easy familiar words to be learnt, and the children should be exercised in writing these words as well as spelling them orally.
Handwriting .	Great attention must be given to the proper formation of the letters, capital and small, and the figures 1 to 9.
Transcription .	Easy passages from the simple reader in use.
Dictation .	Easy words which the children have previously learnt to spell.
Counting .	The children should be gradually trained to count higher numbers, at least up to twenty.
Arithmetic .	The addition of two concrete numbers each less than ten should be practised, beginning with the smallest, and gradually introducing the higher ones. Addition tables should be gradually introduced.
Object Lesson .	As in the Lower Division.
Singing . .	As in the Lower Division.
Needlework .	The children should be taught to hem on coarse material, *e.g.*, a duster.

[See pages 61 and 63.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

53

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS.		
Reading . .	Easy reading-books not confined to works of one syllable, approved by the Inspector.	Approved reading-books of suitable progressive difficulty.	Approved reading-books of suitable progressive difficulty.	Approved reading-books of suitable progressive difficulty.
Poetry . .	At least four lines to be learnt weekly, by repetition after the teacher. *In this, as in all the higher standards, the scholars should be made to thoroughly understand the poetry before it is learnt; and revision should frequently take the place of learning new verses.*	At least four lines to be learnt weekly, by repetition after the teacher.	The class to learn by themselves at least eight lines weekly which have been previously repeated after the teacher.	The class to learn by themselves at least twelve lines weekly which have been previously repeated after the teacher.
Handwriting .	May be practised either on slates or on paper. In either case, double lines should be used, from about a quarter to five-sixteenths of an inch apart. *Neatness and cleanliness should be insisted upon in this and all higher standards.*	Copy books to be used. Other writing may be either on slates or on paper. Writing in this standard also should be between double lines, say from three-sixteenths to a quarter of an inch apart.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable, in each individual case.	Both copy and exercise books to be used. The writing to be between double lines or otherwise as found desirable, in each individual case.
Transcription .	Prose from the readers in use in alternation with dictation.	Poetry and prose.	Poetry and prose.	Poetry and prose.
Dictation . .	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.	Passages from chapters in the readers previously studied.	Passages from chapters in the renders previously studied.
Composition .	As introductory training, the children should be encouraged to make their answers to questions usually take the form of a complete statement, and *the teacher should on all occasions carefully and persistently correct errors and defects in their speech, particularly faulty idioms peculiar to India, not only in this but in all the following standards.*	Answering questions about familiar scenes and objects in whole sentences. Nouns or verbs being given, the children to form sentences containing them; sometimes orally, sometimes in writing.	A simple letter on a given subject. A written exercise at least once a week, *e.g.*, the reproduction by the children, in their own words, of the substance of a short story which has been read or told to them, or an account of some familiar incident. A special lesson at least once a week for the discussion between class and teacher of the faults found in the above exercise.	In Standard IV, the children should be frequently exercised in writing out the sense of a simple piece of poetry, *well within their comprehension*, in their own words.
Spelling . .	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*

[SEE PAGES 63 AND 65,]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR PRIMARY STANDARDS—*contd.*

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
		COMPULSORY SUBJECTS—*contd.*		
Tables . .	Addition tables . . Multiplication tables up to at least 6 × 12, with a thorough understanding of their meaning. The above must be regularly practised, *even after they are well known.*	Regular practice in the addition and multiplication tables (including "16 times.") Tables of English and Indian money to be learnt and understood.	Regular practice in the addition and multiplication tables. The tables of English and Indian weights and measures given in the notes below to be learnt.	Regular practice, at least once a week in addition tables, multiplication tables, and the tables of weights and measures.
Notation and Numeration.	Numbers up to four figures.	Numbers of six figures .	Millions . . .	Millions.
Arithmetic .	Simple addition, simple substraction, and simple multiplication by the numbers which correspond with the multiplication tables learnt.	All back work to be regularly practised. The remaining work connected with the four simple rules. Reduction of English and Indian money from one denomination to the one above or below; and other very easy problems requiring the application of the four simple rules, either separately or combined, to concrete numbers. To clearly understand the meaning of such expressions as *one*-fourth, *one*-seventh, *one*-half, etc., and know how to find such a part of a given number.	Regular practice in the four simple rules. Reduction and the compound rules in English and Indian money. Reduction from one denomination to be next above or below in any of the prescribed tables of weights and measures. Easy bills of parcels. Easy problems in the "unitary method," and in all the rules which have been studied.	Regular practice in all the work of the lower standards, *particularly in the four simple rules.* G. C. M. and L. C. M. with their application. Reduction to lowest terms, to a common denominator, easy addition, subtraction, multiplication, and division of vulgar fractions. Simple proportion by the unitary method. Problems requiring the application of the rules already studied.
Mental Arithmetic.	Very easy problems requiring the application to concrete numbers of the rules which have been mastered.	Problems involving the application to concrete numbers of the rules which have been studied.	Problems involving the application of the rules which have been studie	Problems involving the application of the rules which have been studied.
Analysis and Grammar.	.....	Practice in the division of short and easy sentences into Subject and Predicate; *after a time* making use of these terms to distinguish the two parts. The recognition of nouns, adjectives, personal pronouns, verbs (not including parts of the verb 'to be') and adverbs; preceded in each case by the reason for classifying them as one or the other. *Only easy exercises involving no peculiar difficulties should be given.*	The division into Subject and Predicate of longer sentences containing enlargements of the subject and extensions of the predicate, the scholars in all such cases to be required to point out the principal word in the subject, and the verb in the predicate. The recognition of the verb 'to be,' pronouns other than personal, conjunctions, and propositions; and the full parsing of nouns, pronouns, adjectives, and adverbs. *Peculiar difficulties should be avoided in the exercises.*	The complete analysis of an easy, assertive, simple sentence. Parsing of verbs in the active voice, indicative mood, and in the simple tenses only. Full parsing of all the other parts of speach *in assertive sentences containing no peculiar difficulties.*

[SEE PAGES 67 AND 69.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*contd.*

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
		COMPULSORY SUBJECTS—*concld.*		
Geography .	.....	The shape of the earth . Division of its surface into land and water, and the subdivisions of each, as well as mountains, tablelands, plains, etc., rivers, and lakes. *A fixed form of definition should never be given until a clear idea of the thing to be defined has been formed for some time.* The eight principal points of the compass. Rough plans of the school compound and immediate neighbourhood, etc., should be drawn on the black board by the teacher, and on slates or paper by the children, with the object of teaching the latter to understand a map.	Revision of work in Standard II. *India*—Its boundaries, a general knowledge of its surface, *e.g.*, to know what portions are mountains, tablelands, or plains: the chief river basins, and the course of the main stream in each; the character of the various parts classified as cultivated land, jungle, or desert; the occupations of the people as determined by the productions in different districts, treated in a general way (no lists of names only.) A few of the chief towns in each of the large districts, and any interesting facts connected with them. *In this and in all the higher standards, sketch maps of the countries studied should be constantly practised.* The earth's rotation on its axis, and its revolution round the sun. In this standard no mention should be made of the inclination of the earth's axis to the plane of its orbit.	Revision of the work of previous standards. *England and Wales.*—The study of "About England" (published by George Bell & Son.) Latitude and Longitude.
Object Lessons .	To be given in each class at least once a week. A list of the lessons, in the order in which they are given, must be preserved for submission to the Inspector. The following is intended as a guide to the work under this head. The teacher should give oral lessons, amply illustrated, on the animals, plants, and the things in general by which we are surrounded: on common properties, such as hardness, softness, brittleness tenacity, porosity, etc., met with in familiar substances: on the use of various substances as determined by their qualities: on the various states or forms in which substances are found, solid, liquid, and gaseous, and instances of familiar changes in certain substances from one state to another: elementary notions of physical science connected with such subjects as heat, gravity, atmospheric pressure, etc.,: very elementary ideas of human anatomy and physiology, etc. The lessons must be adapted in point of difficulty to the successive stages of mental growth of the scholars, and the teacher should first aim at the cultivation of the perceptive powers and the communication of useful knowledge. As the children become more advanced, attention should gradually be more and more devoted to the training and exercise of their reasoning faculties. On all occasions, but particularly when giving Object Lessons, the teacher should endeavour to do as little as is expedient himself, and to make the children do as much as possible themselves: he should lead his pupils, but should let *them* discover.			
Needlework (*for girls only.*)	Hemming on coarse materials, *e.g.*, a holland apron; the hem to be turned down by the teacher. The children to be taught to secure the thread both at the beginning and at the "ending off" of the work. Plain knitting with two needles, *e.g.*, a pair of garters. Cross stitch on coarse canvas in straight lines.	To practise all work previously learnt. Hemming on finer material, *e.g.*, a handkerchief. The children to learn to turn down the hem. Knitting in and purl, *e.g.*, a comforter. Cross stitch on canvass forming a simple design up and down, *e.g.*, the border of a mat, or a kettle-holder.	To practise all work previously learnt. To learn to make a simple petticoat or some other garment of similar difficulty, in which hemming, running, and felling are shown. To learn to knit a pair of ribbed cuffs. To learn to mark the simple letters of the alphabet on canvas.	To practise all work previously learnt. To learn to make a flannel banian or a flannel petticoat, introducing herring-bone stitch. To learn to knit a pair of baby's socks. To learn to mark all the letters of the alphabet on canvas. *In this and in the higher standards the girls should be taught to mend their own clothes, and to darn their own stockings.*

[See page 69.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*contd.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
OPTIONAL SUBJECTS.				
Latin . .				(*a*) Regular nouns of the five declensions. (*b*) Regular adjectives. (*c*) Declension of nouns and adjectives singly and in combination. (*d*) Regular comparison of adjectives. (*e*) Personal pronouns. (*f*) General rules for gender. (*g*) Exercises consisting of easy simple sentences for translation from Latin into English and from English into Latin, introducing a few common verbs of which the translation should be given by the teacher. (*h*) Conjugation of the verb "*sum*." In this standard *invariably* (and in the higher standards also, if necessary) the teacher should require the boys to give the English for each word in repeating the declensions. He should also continually exercise the boys in giving the English for individual cases of Latin nouns and adjectives, taking care that every possible translation is given in doing so; and in like manner require the Latin to be given for the English equivalents.
French . .				(*a*) Use of the indefinite and definite article singly and compounded with *de* and *à*, demonstrative and possessive pronouns. (*b*) Formation of the gender and plural of nouns and adjectives, avoiding difficult exceptions. (*c*) Chief rules for the position of adjectives and for the agreement of nouns and adjectives. (*d*) Simple comparison of adjectives. (*e*) Cardinal and ordinal adjectives up to 100 (simply.) (*f*) Chief uses of *de*, *à* *dans*, *en*, and adverb of quantity, of voice and *voilà*, *c'est*, *ainsi* *ce sont*, *monsieur*, *madame*, etc.

[See pages 69 and 71.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS—*concld.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
OPTIONAL SUBJECTS—*contd.*				
French—*contd.*				(*g*) Personal pronouns (used in the nominative only) and simple interrogative pronouns. (*h*) Conjugation of *avoir* and *être* simply, interrogatively, and negatively. (*i*) Simple exercises in the above grammar, French into English and English into French (vocabulary given.) *N. B.*—The kind of exercises and their scope should be such as are found in Chardenal's First French Course, pages 1-55, exercises 1-114.
Drawing . .	A graduated course in *Freehand* approved by the Inspector.			
Singing by note .	A course in *Tonic Sol-fa* approved by the Inspector.			
Drill . .	A course approved by the Inspector.			

[See Pages 62, 64, and 66.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Subjects.	Standard V.	Standard VI.	Standard VII.
	COMPULSORY SUBJECTS.		
Reading . .	Approved reading-books of suitable progressive difficulty.	Approved reading-books of s itable progressive difficulty.	In this standard it will probably be unnecessary to use any books for reading in addition to the text-books required for the Middle Scholarship Examination.
Poetry . .	The practice of studying and committing to memory suitable poetry at least once a week must be provided for in the time-table.	The practice of studying and committing to memory suitable poetry at least once a week must be provided for in the time-table.	The study of the poetry prescribed for the Middle Scholarship Examination. A considerable portion of this, if not the whole, should be committed to memory.
Handwriting .	Both copy and exercise books to be used. Proper formation of the letters to be still insisted upon and great attention to be paid to neatness.	Both copy and exercise books to be used. Good writers to be allowed to form a running hand. Great attention to be paid to neatness.	Legibility and neatness to be insisted upon. Copy books not to be used unless absolutely necessary.
Dictation . .	Passages from chapters in the Readers previously studied.	Unseen passages to be frequently given for dictation in addition to those previously studied.	Should be occasionally practised if the class is found to be weak in spelling.
Composition .	Letter-writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson.	Letter-writing. The reproduction in the scholars' own words of a description or story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience.	Letter-writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience. Paraphrasing and easy essay-writing.
Spelling . .	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	The subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	The subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.
Tables . .	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.
Notation and Numeration.	Exercise should be occasionally given.	Exercise should be occasionally given.	Exercises should be occasionally given.
Arithmetic .	Regular practice in all the work of the previous standards, *particularly in the four simple rules.* Vulgar Fractions; Decimal Fractions; easy Compound Proportion on the Unitary method.)	Regular practice in all the work of the previous standards. Practice; more difficult Compound Proportion; Square Root; Interest, Simple and Compound; Calculations connected with rectangular areas, and with the capacities of rectangular solids or rectangular spaces of three dimensions.	Regular practice in all the work of the previous standards. Percentages; Profit and Loss; Discount; Exchange; Stocks.

[See Pages 66, 68, and 70.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

Subjects.	Standard V.	Standard VI.	Standard VII.
	COMPULSORY SUBJECTS—*contd.*		
Mental Arithmetic.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Analysis and Grammar.	The analysis of more difficult forms of the simple sentence, and of easy compound and complex sentences, special attention being paid to the relation of the subordinate to the principal sentence. The parsing of an easy complex sentence.	More difficult analysis and parsing.	More difficult analysis and parsing. Prefixes and Affixes.
Geography .	Revision of the work of previous standards. The general geography of Europe, Asia, Africa, America, Australia, and Oceania, as treated in those chapters of Longman's Junior School Geography which treat of continents. Elementary ideas upon the cause of wind. The monsoons. Water, ice, steam, fog, mist, cloud, dew, rain, hail, snow.	Revision of the work in previous standards. The remaining countries of Europe and Asia as treated in Longman's Junior School Geography. Seasons, climate, phases of the moon, tides.	Revision of the work of all previous standards. A fuller knowledge of India, *viz.*, the physical features in detail; the political divisions with the more important subdivisions; British territory, protected Native States, independent States, foreign territories; aboriginal tribes and their distribution. The chief productions and where found; the chief manufactures and where carried on: the most important towns: distribution of the population: the means of communication: trade with foreign countries treated on broad lines.
History . .	From the earliest times to the accession of James I, defined in point of detail by the treatment of this period in "Gardiner's Outlines of English History." Pages 1—194. Note.—The teachers may in this and in the higher standards, use any other suitable text-book. Gardiner's is only mentioned in order to define the extent in point of detail to which this subject should be studied. A similar remark applies to all text-books mentioned.	English History from the accession of James I to the accession of George III, similarly defined in extent by the treatment of this period in "Gardiner's Outlines," pages 195—326.	Revision from the accession of Henry VII. English History from the accession of George III to the present time, as defined in extent by the treatment of this period in "Gardiner's Outlines," page 326 to the end.
Needlework (*for girls only.*)	To practise all work previously learnt. To learn to cut out and to make a child's chemise requiring gathering, stroking, and the making of button-holes. To practise marking the letters of the alphabet on coarse calico. To knit larger socks. *In this and in the higher standards the girls should be taught to mend their own clothes, and to darn their own stockings.*	To practise all work previously learnt. To learn pleating and frilling. To cut out and make a pinafore with a pleated frill at the bottom and a gathered frill at the neck. To knit a pair of stockings for a child of 10 or 12 years old. To mark ordinary articles of dress.	To practise all work previously learnt. To learn "whipping." To cut out and make a little frock with a whipped frill at the neck, and having two tucks at the bottom, with feather or coral stitch worked thereon. To knit a full-sized pair of stockings. To darn a long slit in cotton or linen.
Object Lessons .	To be given at least once a week. A list of the lessons given must be preserved for submission to the Inspector. Experiments and illustrations should be very freely introduced; and the teachers should distinctly understand that the object of the lessons is not so much to impart knowledge, as to encourage the scholars to observe for themselves, and to cultivate, as far as possible, their reasoning powers. In furthering this object, the teachers should refrain from telling more than is expedient, and, as far as possible, lead the scholars to discover for themselves. As a guide to the teacher in selecting subjects for these lessons, the following may be mentioned as examples:— lessons connected with the Physical Geography studied by the class; lessons connected with one of the Science Courses; lessons connected with any industry carried on in the district. The teachers should give lessons which deal with portions of such subjects as physical science, physiology, etc., in connected series, arranged in logical sequence.		

[See pages 66, 68, and 70.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*contd.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*contd.*

Subjects.	Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS—*contd.*		
French . .	(*a*) Revision of work done in Standard IV. (*b*) Regular conjugation of verbs; also interrogatively and negatively; peculiarities demanded by pronunciation. (*c*) Plural and gender of commonly used nouns and adjectives. (*d*) Chief rules for gender . . (*e*) Chief uses of personal pronouns as direct and indirect objects. (*f*) The remainder of the pronouns (*g*) Translation of simple sentences from English into French, illustrating the above grammar; less common words being given. (*h*) About 400 lines of a very easy French prose reader with questions on accidence and easy syntax.	(*a*) Revision of work done in Standards IV and V. (*b*) The conjugation of the chief irregular verbs. (*c*) About 800 lines of easy French prose. (*d*) Easy sentences illustrating such constructions as are met with in the reader.	(*a*) Revision of work done in Standards IV, V, and VI. (*b*) Middle School Examination text-book. (*c*) Rules of syntax met with in the text-book to be illustrated by similar exercises of English into French; easy continuous English prose into French; simple letter-writing and simple idioms.
Science . .	Science should be taught chiefly by oral lessons; experiments and illustrations being as freely used as possible. A text-book is of little value in the absence of such teaching. The text-books named below indicate the extent of the work, but others may be used in their stead. *Course A.—Loewy's "Graduated Course of Natural Science," Part I.* Pages 1 to 44	Revision of the work of Standard V, and pages 45 to 98.	Revision of the work of Standards V and VI, and pages 99 to the end.
	Course B.—Foster's "Primer of Physiology." Pages 1 to 50	Revision of the work of Standard V, and pages 51 to 103.	Revision of the work of Standards V and VI, and pages 103 to the end.
Drawing . .	*Freehand.*—The copying of more difficult figures should be practised, and greater attention should be paid to the finish (*lining in*) of the drawings—clean lines and an entire absence of "smudge" being insisted upon. *Perspective.*—At least sufficient instruction should be given in perspective to enable the scholars to understand the broad principles connected with the vanishing of receding parallel straight lines, and the fore-shortening of circles in planes at an angle with the picture plane, to enable the scholars to draw with intelligence the outlines of simple geometrical solids and other easy objects from the actual objects themselves. If possible, a little geometrical perspective should be taught. *Model Drawing.*—Regular practice should be given in carefully graduated exercises, introducing at first easy rectilineal figures, such as a cube, or a parallelopiped; next, figures containing circular outlines such as a cylinder, or a cone; next, figures containing octagons, triangles, and more difficult rectilineal combinations; next, objects with irregular curves in their outlines, such as a water-jug, a hat; and lastly, combinations of the foregoing.		
Singing by note .	A course in *Tonic Sol-fa* approved by the Inspector.		
Drill . .	A course approved by the Inspector.		

[See pages 70 and 72.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE I-B—*concld.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS—*concld.*

Subjects.	Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS.		
Algebra . .	Algebrical notation. Substitution of numerical values. Addition and substraction. The use of brackets. Regular practice in removing brackets, and in placing expressions within brackets. Multiplication. To learn the following results:— $(a \pm b)^2 = a^2 \pm 2ab + b^2$. $(a+b)(a-b) = a^2 - b^2$. and to practise the application of this knowldge to similar expressions. Easy Division. To learn the factors of $a^2 \pm 2ab + b^2$ and $a^2 - b^2$; and to practise the application of this knowledge to similar expressions. Practice in the expression of arithmetical operations by the use of algebraical symbols.	Revision of the work done in Standard V. More difficult division. Resolution into factors. Easy simple equations involving one unknown quantity, and easy problems therein. Highest common factor and least common multiple. Easy fractions.	Revision of the work done in Standards V and VI. Simultaneous equations of two unknown quantities, and easy problems therein. Square root.
Euclid . .	The study of Book I, Propositions 1 to 8, with the definitions, axioms and postulates required in doing so. Easy exercises on these propositions.	Revision of the work done in Standard V. Book I—Propositions 9—32 with the rest of the definitions, etc. Easy exercises on the above propositions.	Book I and exercises thereon.
Domestic Economy.	The study of "Domestic Economy and Household Science" by Robert James Mann, M.D., pages 1—64, *taught as far as possible by oral lessons.*	Revision of the work done in Standard V. The study of Dr. Mann's "Domestic Economy," pages 64—129, *taught as far as possible by oral lessons.*	Revision of the work done in Standards V and VI. The study of Dr. Mann's "Domestic Economy," pages 130—231, *taught as far as possible by oral lessons.*
Latin . .	(*a*) Revision of the work done in Standard IV. (*b*) Declension of ordinary irregular, defective, and variable nouns and adjectives. (*c*) Rules for gender in detail. (*d*) Comparison of adjectives and adverbs. (*e*) Cardinal and ordinal numeral adjectives. (*f*) The regular verbs in the active and passive voices, the deponent verbs, the compounds of the verb *sum* with *possum*. (*g*) Principal parts of verbs in common use. (*h*) The syntax of the concords, and of the common uses of the nominative, vocative, accusative, and dative cases. (*i*) Translation of simple sentences from Latin into English, and from English into Latin, bearing on the above grammar. The English (or the Latin, as the case may be) of all new words should be given.	(*a*) Revision of the work done in Standards IV and V. (*b*) The conjugation of the irregular verbs *fero, eo, volo, fio,* and their compounds. (*c*) A reading-book of simple prose, such as Bennett's First Latin Reader or *Epitome Historiæ Sacræ* (about 15 pages of either). (*d*) Translation of easy sentences from English into Latin, illustrating the rules of syntax met with in the prescribed portion of the text-book. The Latin of all new words in these exercises should be given.	(*a*) Revision of the work done in Standards IV, V, and VI. (*b*) The remainder of the accidence not done in the previous standards. (*c*) The Middle School Examination text-books. (*d*) The remaining rules for syntax required for the study of the text-book, and illustrative exercises on these rules, not taken from the text-book. The Latin of the less obvious words should be given. Continuous prose should be avoided in setting these exercises. (*e*) Easy unseen passages.

[Cancelled.]

Code of Regulations for European Schools in Bengal, 1895.

(*Cancelled.—See Section III of Chapter V.*)

(*Cancelled.—See Sections III and IV of Chapter VI.*)

(*Cancelled.*)

SCHEDULE II.

I.—FORM OF MEMORANDUM OF AGREEMENT.

(ARTICLE 59c.)

MEMORANDUM OF AGEEMENT between[1]_____ 1 Names, etc., in full of a quorum of the Managers.

_____

_____

hereinafter called *the managers*, on behalf of the managers of the_____ School,[2] _____ hereinafter called *the pupil-teacher*, and[3] _____hereinafter called *the surety*, the[4]_____of the pupil-teacher. 2 Name in full of the pupil-teacher. 3 Name, etc., in full of father or other surety of the pupil-teacher. 4 Father, or as the case may be.

The managers, for themselves, their executors, administrators, and assigns, covenant with the pupil-teacher, and with the surety, h_____[5] executors, administrators, and assigns, covenant with the managers, their executors, administrators, and assigns, as follows :— 5 His or Her.

1. The pupil-teacher is engaged to teach a class daily, except on holidays, for not less than two and not more than four hours, under the regular guidance and constant supervision of a competent teacher, approved for that purpose by the Inspector.

2. The pupil-teacher shall study for at least two hours daily, except on holidays, those subjects of secular instruction in which h_____[6]is to be examined during this engagement pursuant to Article 62 of the Code ; such study to be personally directed and supervised by a competent teacher approved by the Inspector, who shall also give to the pupil-teacher, without charge, whatever instruction is necessary for the proper study of the said subjects. 6 He or she.

3. The managers shall pay to the pupil-teacher as wages[7]_____per[8]_____in the first year, and this sum shall be increased by[7] _____ per [8]_____in each subsequent year of the engagement ; but if the pupil-teacher should fail to satisfy the conditions specified in Article 62 (*b*) (*c*) and (*d*) of the Code the annual increment may be stopped for the year following such failure, at the discretion of the managers. 7 The sum to be inserted for the first year and the amount of the annual increment must be fixed at the discretion of the parties, having in view the local rate of wages and the advantages of the school as a place wherein to learn the business of a teacher.

4. The wages paid to the pupil-teacher under paragraph 3 of this agreement shall be over and above any Government grant which may be received by the pupil-teacher under the provisions of Article 65 of the Code. 8 Month, or as the parties may agree.

5. This engagement shall begin on the 1st of January 18 , and shall end on the 31st of December 18[9]_____ ; provided always that if the pupil-teacher fails to satisfy the conditions required in Article 62 (*b*) (*c*) and (*d*) of the Code, and is permitted to continue working as a pupil-teacher under the terms of Article 64, this engagement shall be extended one year each time such permission is granted. When this engagement is so extended, the year in which the failure which was the cause of the extension took place shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement. 9 Three full years.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, for disobedience, or for immoral conduct of a gross kind ; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice by the payment on either side of a sum equal to half the wages payable to the pupil-teacher under paragraph 3 for the year in which the engagement is terminated ; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h—[10] own part, and with the privity and consent of the surety. 10 His or her.

8.[11] The surety agrees with the said managers, their executors, administrators and assigns to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a manner befitting the same. 11 This paragraph may be modified if the pupil-teacher is a boarder in the school.

Signed the[12]_____day of_____18_____. 12 All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

_____in presence of_____

_____in presence of_____

_____in presence of_____

N.B.—1. This memorandum must be executed by *all the parties named in it*, viz. :—

Managers.

Surety.

Pupil-teacher.

[Cancelled.]

Code of Regulations for European Schools in Bengal, 1895.

2. If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

3. The memorandum when executed should be deposited with the school papers [Article 41 (*e*).] The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers or otherwise*), a new agreement in the following form should be executed :—

II.—Form of New Agreement on change of Managers.

(*To be endorsed on the Memorandum of Agreement.* Form I.)

Memorandum of Agreement between[1] _____

_____

the persons described in the within-written agreement as *the managers*;[2] _____

_____

hereinafter called *the managers*,[3] _____

hereinafter called the *the pupil-teacher*, and[4] _____

_____

hereinafter called *the surety*.

1. The said[1] _____ the pupil-teacher and the surety hereby rescind the within-written agreement, and mutually agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The managers, the pupil-teacher, and the surety hereby mutually agree to adopt and enter into an agreement, in the same words and to the same effect as the within-written agreement, for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner and to all intents and purposes as if the name of the said[5] _____

had been inserted therein and signed thereto, instead of the name of the said[6] _____

Signed[7] this _____ day of _____, 18 ;

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

_____

[1]The managers in the original memorandum and the executors of any of them who are deceased.

[2]The present managers, including the new manager or managers.

[3]The pupil-teacher.

[4]The surety in the existing memorandum.

[5]The new manager or managers.

[6]Deceased or outgoing manager or managers.

[7]All the parties named must sign but need not do so together. Each signature should be written in a separate line and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N.B.—This memorandum must be executed *by all the parties named in it*, viz. :—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp.

III.—FORM FOR CANCELLING ENGAGEMENT OF PUPIL-TEACHERS.

To be endorsed on the Memorandum of Agreement.

The within-written Memorandum of Agreement is cancelled by the undersigned parties, being the same parties by whom it was executed.

Witness our hands, this _____ day of _____ 18_____

_____

_____

[Cancelled.]

ode of Regulations for European Schools in Bengal, 1895.

59

SCHEDULE III.

FORM OF

LETTER OF RECOGNITION FOR TEACHERS.

_____

is permitted by the Education Department to work as (*a*) _____

_____

This permission may at any time be cancelled, suspended, or altered at the discretion of the Inspector.

Dated _____

_____

Inspector of European Schools.

_____

(*a*) Principal Teacher of a Primary, Middle, or High School ; or Assistant Teacher in the Primary, Middle, or High Section of a school.

(This foot-note to be printed in the Code, but not on the Certificate.)

[See page 82.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE IV.

FORM OF

CERTIFICATE OF PROFICIENCY IN THE ART OF TEACHING.

_____

having passed the _____ Examination

in the _____,* having taught for fully two years

_____

_____ †

to the satisfaction of _____

Inspector of European Schools, and having obtained _____ per cent.

of the possible marks in the paper on "School Management and the Art of Teaching," set at the High School Examination for European Schools held in the year _____, is therefore awarded this certificate in testimony of _____ skill and ability as a teacher.

The _____ *189* .

_____

Director of Public Instruction.

* Fill in Class or Division.

† Fill in the particular class or classes taught, the average number of pupils in such class or classes, and if the teacher has changed from one class to another during the two years, the period during which each class was taught.

(The foregoing foot-notes to be printed in the Code, but not on the Certificate.)

Note.—The possession of this certificate does not entitle the holder to teach in any higher section than that specified in his Letter of Recognition.

[Cancelled.]

Code of Regulations for European Schools in Bengal, 1895.

SCHEDULE IV—*contd.*

[On reverse.]

Record of examinations passed subsequent to the issue of this certificate. Each entry must be vouched for by the Inspector of European Schools of the Province.

1.* _____ in the† _____

Attested by _____

Dated _____. *Inspector of European Schools,*‡ _____

2.* _____ in the† _____

Attested by _____

Dated _____. *Inspector of European Schools,*‡ _____

3.* _____ in the† _____

Attested by _____

Dated _____. *Inspector of European Schools,*‡ _____

4.* _____ in the† _____

Attested by _____

Dated _____. *Inspector of European Schools,*‡ _____

5.* _____ in the† _____

Attested by _____

Dated _____. *Inspector of European Schools,*‡ _____

* Name of the examination.

† Class or Division.

‡ Province.

[SEE PAGE 76.]

APPENDIX.

FORM OF TRUST DEED.

Full names, addresses, and descriptions of the Trustees or Managers of the school.

THIS INDENTURE made the 189 day of , between

hereinafter called the said Trustees, of the one part, and THE SECRETARY OF STATE FOR INDIA IN COUNCIL, hereinafter called the said Secretary of State, of the other part. WHEREAS the piece or parcel of land hereinafter described and expressed to be hereby assured is now vested in the said Trustees as Managers and Trustees of the

Name of school.

School, AND WHEREAS by the present Code of Regulations for European Schools issued by the Government of India it is *inter alia* declared under the head of "Building Grants" (Chapter VII, Articles 83 to 97) as follows:—

"Grants may be given to managers of schools other than those excluded under Article 7 in aid:—

(*a*) of erecting, enlarging, or furnishing school buildings;

(*b*) of executing extensive repairs;

(*c*) in special cases, of paying off debts incurred in erecting or enlarging school buildings;

"NOTE.—Expenditure in the purchase of buildings may be treated as expenditure in the erection of buildings.

(*d*) of acquiring land for school purposes.

Before a grant is sanctioned under the preceding articles, the Department must be satisfied:—

(*a*) that the European population of the locality is sufficiently large to render the existence of the school necessary, and to give a reasonable probability of its permanence;

(*b*) that the school is suited to the requirements of the locality;

(*c*) that the school is likely to be maintained in efficiency;

(*d*) that the school will be open to inspection;

"NOTE.—In the case of a school not receiving a maintenance grant, the inspection shall be limited to ascertaining that the buildings are maintained in good repair, that the sanitary arrangements are satisfactory, and that the school is properly conducted.

(*e*) that the site, plans, estimates, and specifications are suited to the school, and the title to the property is clear.

"If any building towards the erection, purchase, or repair of which a grant has been made by the Government is subsequently diverted to other than educational purposes, the Government shall have a prior lien upon the building for the recovery of the grant, and a provision to this effect shall invariably be made in the trust deed."

Here state the purpose for which the money is required.

AND WHEREAS the said Trustees have applied to the said Secretary of State for a grant-in-aid of AND WHEREAS the Director of Public Instruction, Bengal, acting for and on behalf of the said Secretary of State, has satisfied himself that the site plans, estimates, and specifications of the said buildings are suited to the school, and that the title to the said land forming the site is in order, and has accordingly sanctioned a grant of ₹ to be paid to the said Trustees on their completing the said buildings to his satisfaction and in accordance with the plan and specifications aforesaid, in consideration of their executing in favour of the said Secretary of State such conveyance or assurance as in hereinafter contained, NOW THIS INDENTURE WITNESSETH that in pursuance of the said agreement in this behalf, and in consideration of the said grant-in-aid or sum of ₹ to be hereafter paid as aforesaid by the said Secretary of State to the said Trustees, they the said Trustees do, and each of them doth, hereby grant, convey, and assign unto the said Secretary of State, his successors and assigns, all that piece or parcel of land situate in the registration district of , sub-district of , and thannah of , containing by estimation an area of , and bounded on the north by , on the south by , on the east by , on the west by , together with all and singular the buidings and erections now being, or which may hereafter be thereon, expressly including the said buildings to be erected as aforesaid, and all rights, easements, and appurtenances whatsoever usually held or occupied herewith, or reputed to belong or be appurtenant thereto, and also all furniture, fixtures, fitttings, maps, and other school apparatus, school-books, and chattels, for the time being in and belonging to, or used or to be used for the said school, and all the estates, right, title, interest, claim, and demand of the said Trustees into and upon the said hereditaments and premises, TO HAVE AND TO HOLD the said piece or parcel of land, hereditaments, chattels, and effects, and all other the premises expressed, to be hereby assured unto and to the use of the said Secretary of State, his successors in office, and assigns, acording to the nature and tenure thereof respectively, upon the trusts nevertheless and to and for the intents and purposes following, that is to say upon trust to permit the same hereditaments and premises to be used as a school for the education of European children, the said school to be managed and conducted in all respects in accordance with the rules and regulations for the time being in force of the Education Department in Bengal, and to be always open at all times to the inspection of the Director of Public Instruction in Bengal for the time being, or of any officers of Government appointed for that purpose, and upon further trust in case the said Trustees or their successors in that office shall at any time fail to maintain and keep in good and substantial order and repair and condition the buildings to be erected in the said hereditaments and premises, to the end that the same may be always efficient for use for the purposes of the said school, or if the said school shall at any time cease to exist, or cease to be conducted in accordance with the foregoing rules, then and in any of such cases to forthwith make sale and absolutely

[SEE PAGE 76.]

dispose of the said hereditaments and premises, and apply the proceeds of such sale, after payment, thereout of all costs and expenses attending the same, in or towards recouping or re-imbursing to the said Secretary of State, his successors, or assigns, the said grant-in-aid or sum of Rs. and pay the surplus, if any, to the said Trustees parties hereto, or other the Trustees or Trustee for the time being of the said school. In witness whereof the said parties to these presents have hereunto set, their respective hands and seals, the day and year first above written.

Signed, sealed, and delivered, by the above-named , in the presence of }

Signed, sealed, and delivered, by the above-named , in the presence of }

Signed, sealed, and delivered, by Secretary to the Government of Bengal in the Revenue and General Departments, for and on behalf of His Honour the Lieutenant-Governor of Bengal, acting in the premises for and on behalf of the Secretary of State for India in Council, in the presence of }

Code of Regulations for European Schools in India and Burma, 1902.

I.—COURSE OF STUDIES IN INFANT CLASSES.

LOWER DIVISION.

The children should be taught to recognise the letters of the alphabet and to read easy words of two letters at sight. Printing the easy letters is very good practice.

The children should be practised in counting various objects, in order to form ideas of number. Small numbers such as three and four should be used at first, and the children should gradually learn to count up to ten.

Simple Kindergarten lessons on form, position, colour, and easily recognised qualities should be regularly given, followed after a time by simple Object Lessons, with the special purpose of training the children to notice these qualities for themselves. Singing (by ear), exercising, and marching, should be practised between other lessons, as a relief from them, and should occupy a large part of the children's time.

Girls should be taught how to thread a needle, and how to use a thimble.

UPPER DIVISION.

READING .	Should be practised from a very simple Reader until the children can recognise easy words of three or four letters at sight.
POETRY . .	Simple poetry, such as nursery rhymes, should be learnt by repeating them after the teacher. Care should be taken to make the children understand what they learn.
SPELLING .	The spelling of easy familiar words to be learnt, and the children should be exercised in writing these words as well as in spelling them orally.
HANDWRITING .	Great attention must be given to the proper formation of the letters, capital and small, and the figures 1 to 9; to the position of the children, and to the method of holding the pencil. When they have learnt how to write properly, transcription of easy passages from the simple Readers in use may be practised and dictation of very easy words which they have previously learnt to spell.
COUNTING .	The children should be gradually trained to count higher numbers, at least up to twenty.
ARITHMETIC .	The addition of two concrete numbers, each less than ten, should be practised, beginning with low numbers, and gradually introducing the higher ones. Addition tables should be gradually introduced.
KINDERGARTEN AND OBJECT LESSONS.	As in the Lower Division.
NEEDLEWORK .	The children should be taught to hem on coarse material.

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
COMPULSORY SUBJECTS.				
	"Compulsory subjects," as used in this Schedule, means those subjects which must be taught,			
Reading . .	Easy reading-books not confined to words of one syllable, approved by the Inspector.	Approved reading-books of suitable progressive difficulty.	Approved reading-books of suitable progressive difficulty.	Approved reading-books of suitable progressive difficulty.
	At least two Readers shall be read in each class, of which one shall be			
Poetry . .	At least four lines to be *learnt weekly*, by repetition after the teacher. *In this, as in all the higher standards, the scholars should be made to thoroughly understand the poetry before it is learnt; and revision should frequently take the place of learning new verses.*	At least four lines to be *learnt weekly*, by repetition after the teacher.	The class to learn by themselves at least eight lines *weekly*, which have been previously repeated after the teacher.	The class to learn by themselves at least twelve lines *weekly*, which have been previously repeated after the teacher.
Handwriting .	May be practised either on slates or on paper. In either case, double lines should be used, from about a quarter to five-sixteenths of an inch apart. *Neatness and cleanliness should be insisted upon in this and all higher standards.*	Copy books to be used. Other writing may be either on slates or on paper. Writing in this standard also should be between double lines, say from three-sixteenths to a quarter of an inch apart.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable, in each individual case.	Both copy and exercise books to be used. The writing to be between double lines or otherwise, as found desirable in each individual case.
Transcription .	Prose from the Readers in use, in alternation with dictation.	Poetry and Prose.	Poetry and Prose.	Poetry and prose.
Dictation . .	Passages from chapters in the Readers previously studied.	Passages from chapters in the Readers previously studied.	Passages from chapters in the Readers previously studied.	Passages from chapters in the Readers previously studied.
Composition .	Answering questions on familiar scenes and objects, in whole sentences.	Answering questions on familiar scenes and objects, in whole sentences. Nouns or verbs being given, the children to form sentences containing them, sometimes orally, sometimes in writing.	A simple letter on a given easy subject. A written exercise at least once a week, *e.g.*, the reproduction by the children, in their own words, of the substance of a short story which has been read or told to them, or an account of some familiar incident. A special lesson at least once a week for the discussion between class and teacher of the faults found in the above exercise.	In Standard IV, the children should be frequently exercised in writing out the sense of a simple piece of poetry, *well within their comprehension*, in their own words.

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS.		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
Approved reading books of suitable progressive difficulty.	Approved reading books of suitable progressive difficulty.	In this standard it will probably be unnecessary to use any books for reading in addition to the text-books required for the Middle Scholarship Examination, but schools are not precluded from doing so.
a Literary Reader and the other may be either an Historical, Geographical, Reader.		
The practice of studying and committing to memory suitable poetry *at least once a week* must be provided for in the time-table.	The practice of studying and committing to memory suitable poetry *at least once a week* must be provided for in the time-table.	The study of the poetry prescribed for the Middle Scholarship Examination. A considerable portion of this, if not the whole, should be committed to memory.
Both copy and exercise books to be used. Proper formation of the letters to be still insisted upon, and great attention to be paid to neatness.	Both copy and exercise books to be used. Good writers to be allowed to form a running hand. Great attention to be paid to neatness.	Legibility and neatness to be insisted upon. Copy books not to be used unless absolutely necessary.
Passages from chapters in the Readers previously studied.	Unseen passeges to be frequently given for dictation in addition to those previously studied.	Should be occasionally practised if the class is found to be weak in spelling.
Letter-writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson.	Letter-writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience.	Letter-writing. The reproduction in the scholars' own words of a description or a story either read by themselves, or read or related to them by the teacher. The description of something which has shortly before been the subject of a lesson. The description of some scene or incident which has come within the range of their experience. Easy essay-writing.

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS.		
		"Compulsory subjects," as used in this Schedule, means those subjects which must be taught,		
Spelling . .	Words met with in the Readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the Readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the Readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*	Words met with in the Readers: words commonly used by the children: and all words used in connection with the work of the class. This subject should be taught incidentally in connection with every lesson (more particularly reading and those involving writing) as well as by special lessons. *All new words should be repeatedly written.*
Analysis and Grammar.	.....	Practice in the division of short and easy sentences into Subject and Predicate; *after a time* making use of these terms to distinguish the two parts. The recognition of nouns, adjectives, personal pronouns, verbs (not including parts of the verb 'to be') and adverbs; preceded in each case by the reason for classifying them as one or the other. *Only easy exercises involving no peculiar difficulties should be given.*	The division into Subject and Predicate of longer sentences containing enlargements of the Subject and extensions of the Predicate, the scholars in all such cases to be required to point out the principal word in the Subject, and the verb in the Predicate. The recognition of the verb 'to be,' pronouns other than personal, conjunctions, and prepositions; and the full parsing of nouns, pronouns, adjectives, and adverbs. *Peculiar difficulties should be avoided in the exercises.*	The complete analysis of an easy assertive simple sentence. Parsing of verbs in the active voice, indicative mood, and in the simple tenses only. Full parsing of all the other parts of speech *in assertive sentences containing no peculiar difficulties.*
Tables . .	Addition tables . Multiplication tables up to at least 6 × 12, with a thorough understanding of their meaning as illustrated by means of concrete examples. The above must be regularly practised, *even after they are well known.*	Regular practice in the addition tables and in multiplication tables up to 12 × 12, and also 16 times for the sake of Indian money tables. Tables of English and Indian money to be learnt and understood.	Regular practice in the addition and multiplication tables. The tables of English and Indian weights and measures and time to be learnt.	Regular practice, at least once a week, in addition tables, multiplication tables, and the tables of weights and measures.
Notation and Numeration.	Numbers up to four figures.	Numbers of six figures	Millions . . .	Exercises should occasionally be given.

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS.		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.	This subject should be taught incidentally along with all the work of the class, and, if necessary, by special lessons for the purpose. The importance of *repeatedly writing* new words must not be overlooked.
The analysis of more difficult forms of the simple sentence, and of easy compound and complex sentences, special attention being paid to the relation of the subordinate to the principal sentence. The parsing of an easy complex sentence.	More difficult analysis and parsing .	More difficult analysis and parsing. Prefixes and Affixes.
The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.	The tables of weights and measures should be frequently revised.
Exercises should be occasionally given.	Exercises should be occasionally given.	Exercises should be occasionally given.

II.—COURSE OF STUDIES FOR PRIMARY STANDARDS.

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
COMPULSORY SUBJECTS.				
	"Compulsory subjects," as used in this Schedule, means those subjects which must be taught			
Arithmetic .	Simple Addition, simple Subtraction, and simple Multiplication by the numbers which correspond with the multiplication tables learnt.	All back work to be regularly practised. The remaining work connected with the four simple rules. Reduction of English and Indian money from one denomination to the one above or below; and other very easy problems requiring the application of the four simple rules, either separately or combined, to concrete numbers. To clearly understand the meaning of such expressions as *one*-fourth, *one*-seventh, *one*-half, etc., and know how to find such a part of a given number.	Regular practice in the four simple rules. Reduction and the compound rules in English and Indian money. Reduction from one denomination to the next above or below in any of the prescribed tables of weights and measures. Easy bills of parcels. Easy problems in the "unitary method," and in all the rules which have been studied.	Regular practice in all the work of the lower standards, *particularly in the four simple rules.* G. C. M. and L. C. M. with their application. Reduction to lowest terms, to a common denominator, easy Addition, Subtraction, Multiplication, and, Division of Vulgar Fractions. Simple Proportion by unitary method. Problems requiring the application of the rules already studied.
Mental Arithmetic.	Very easy problems requiring the application to concrete numbers of the rules which have been mastered.	Problems involving the application to concrete numbers of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Algebra . . (*Compulsory for boys only.*)	.....	.....	.....	.....
Euclid . . (*Compulsory for boys only.*)	.....	.....	.....	.....
Mensuration . (*Compulsory for boys only.*)	.....	.....	.....	.....

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS.		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
Regular practice in all the work of the previous standards, *particularly in the four simple rules.* Vulgar fractions; Decimal fractions; Easy Compound Proportion (on the Unitary method).	Regular practice in all the work of the previous standards. Practice; more difficult Compound Proportion; Square Root; Interest, Simple and Compound; Calculations connected with rectangular areas, and with the capacities of rectangular solids or rectangular spaces of three dimensions.	Regular practice in all the work of the the previous standards. Percentages; Profit and Loss; Discount; Exchange; Stocks.
Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.	Problems involving the application of the rules which have been studied.
Algebraical notation . . . Substitution of numerical values . Addition and Subtraction . . The use of brackets. Regular practice in removing brackets, and in placing expressions within brackets. Multiplication . . . . To learn the following results:— $(a \pm b)^2 = a^2 \pm 2ab + b^2$. $(a+b)\ (a-b) = a^2 - b^2$ and to practise the application of this knowledge to similar expressions. Easy division. To learn the factors of $a^2 \pm 2ab + b^2$ and $a^2 - b^2$; and to practise the application of this knowledge to similar expressions. Practice in the expression of arithmetical operations by the use of algebraical symbols.	Revision of the work done in Standard V. More difficult division . . To know thoroughly the results of $\frac{x^n \pm y^n}{x \pm y}$ in all cases where division is possible, and the application of the knowledge to similar expressions. Resolution into factors . . Easy simple equations involving one unknown quantity, and easy problems therein. Highest common factor and least common multiple. Easy fractions.	Revision of the work done in the Standards V and VI. More difficult fractions and fractional equations. Simultaneous Equations of two unknown quantities, and easy problems therein. Square Root.
The study of Book I, Propositions 1 to 8, with the definitions, axioms, and postulates required in doing so. Easy exercises on these propositions .	Revision of the work done in Standard V. Book I—Propositions 9—32 with the rest of the definitions, etc. Easy exercises on the above propositions.	Book I and exercises thereon.
As laid down in Pierpoint's "Middle School Mensuration," one-third of the book.	As laid down in Pierpoint's "Middle School, Mensuration," two-thirds of the book.	As laid down in Pierpoint's "Middle School, Mensuration," the whole.

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
COMPULSORY SUBJECTS.				
	"Compulsory subjects" as used in this Schedule means those subjects which must be taught,			
Geography	.....	Division of the earth's surface into land and water, and the subdivisions of each, as well as mountains, tablelands, plains, etc., rivers, and lakes. *A fixed form of definition should never be given until a clear idea of the thing to be defined has been formed for some time.* These lessons should be taught orally, and models and pictures largely used. The children should use no books. The eight principal points of the compass. Rough plans of the school compound and immediate neighbourhood, etc., should be drawn on the black board by the teacher, and on slates or paper by the children, with the object of teaching the latter to understand a map.	Revision of work in Standard II. *India.*—Its boundaries, a general knowledge of its surface, *i.e.*, to know what portions are mountains, tablelands, or plains: the chief river basins, and the course of the main stream in each: the character of the various parts classified as cultivated land, jungle, or desert: the occupations of the people as determined by the productions in different districts, treated in a general way (no lists of names only.) A few of the chief towns in each of the large districts, and any interesting facts connected with them. *In this and in all the higher standards, sketch maps of the countries studied should be constantly practised.* The shape of the earth. The earth's rotation on its axis, and its revolution round the sun. In these standards no mention should be made of the inclination of the earth's axis to the plane of its orbit. Some such book as Longmans' "Geographical Object Lessons" will be of great help to teachers.	Revision of the work of previous standards. The British Isles treated as India in Standard III.
History . .	.....	.....	.....	.....
Domestic Economy (*for girls only.*)	.....	.....	.....	.....
Object lessons .	To be give in each class at least once a week. A list of the lessons, in the order in which they are given, must be preserved for submission to the Inspector. The following is intended as a guide to the work under this head. The teacher should give oral lessons, amply illustrated, on the animals, plants, and the things in general by which we are surrounded: on common properties, such as hardness, softness, brittleness, tenacity, porosity, etc., met with in familiar substances: on the use of various substances as determined by their qualities: on the various states or forms in which substances are found, solid, liquid, and gaseous, and instances of familiar changes in certain substances from one state to another: elementary notions of physical science connected with such subjects as heat, gravity, atmospheric pressure, etc.: very elementary ideas of human anatomy and physiology, etc.			

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS.		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
Revision of the work of previous standards. A fuller knowledge of India. The general Geography of Asia treated in the same manner as India in Standard III. Elementary ideas upon the cause of wind. The monsoons. Water, ice, steam, fog, mist, cloud, dew, rain, hail, snow.	Revision of the work of previous standards. The general Geography of Europe, Africa, and Australia on the same lines as Europe in Standard VI. Seasons, climate, phases of the moon, tides.	Revision of the work of previous standards. The general Geography of America and Oceania. Fuller treatment of the Physical Geography taught in previous classes.
From the earliest time to the accession of James I, defined in point of detail by the treatment of this period in Gardiner's "Outlines of English History,"* pages 1—194.	English History from the accession of James I to the accession of George III, similarly defined in extent by the treatment of this period in Gardiner's "Outlines,"* pages 195—326.	Revision from the accession of Henry VII. English History from the accession of George III to the present time, as defined in extent by the treatment of this period in Gardiner's "Outlines,"* to the end.
As in Longmans' "Domestic Economy Reader" for Standard IV.*	As in Longmans' "Domestic Economy Reader" for Standard V.*	As in Longmans' "Domestic Economy Reader" for Standards VI—VII.*
Taught as far as possible by oral lessons and demonstration.		
To be given at least once a week. A list of the lessons given must be preserved for submission to the Inspector. Experiments and illustrations should be very freely introduced; and the teachers should distinctly understand that the object of the lessons is not so much to impart knowledge, as to encourage the scholars to observe for themselves and to cultivate, as far as possible, their reasoning powers. In furthering this object, the teachers should refrain from telling more than is expedient, and, as far as possible, lead the scholars to discover for themselves. As a guide to the teacher in selecting subjects for these lessons, the following may be mentioned as examples:— Lessons connected with the Physical Geography studied by the class; Lessons connected with one of the Science Courses; Lessons connected with any industry carried on in the district. The teachers should give lessons which deal with portions of such subjects as physical science, physiology, etc., in connected series, arranged in logical sequence.		

* The text-books named are merely given to define the extent of the subjects, and not as indicating that they are better than other books of the same class.

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
COMPULSORY SUBJECTS.				
	"Compulsory subjects" as used in this Schedule, means those subjects which must be taught, and not, as in the list of subjects for examination, subjects in which scholars must pass.			
OBJECT LESSONS —*contd.*	The lessons must be adapted in point of difficulty to the successive stages of mental growth of the scholars, and the teachers should make the cultivation of the perceptive power and the communication of useful knowledge their first aim. As the children become more advanced, attention should gradually be more and more devoted to the training and exercise of their reasoning faculties. On all occasions, but particularly when giving Object Lessons, the teacher should endeavour to do as little as is expedient himself, and to make the children do as much as possible themselves; he should lead his pupils, but should let *them* discover.			
KINDERGARTEN .	More advanced .	.....	.....	.....
NEEDLEWORK (*for girls only.*)	Hemming on coarse material, *e.g.*, a holland apron; the hem to be turned down by the teacher. The children to be taught to secure the thread both at the beginning and at the "ending off" of the work. Plain knitting with two needles, *e.g.*, a pair of garters. Cross stitch on coarse canvas in straight lines.	To practise all work previously learnt. Hemming on finer material, *e.g.*, a handkerchief. The children to learn to turn down the hem. Knitting plain and purl, *e.g.*, a comforter. Cross stitch on canvas forming a simple design up and down, *e.g.*, the border of a mat, or a kettle-holder.	To practise all work previously learnt. To learn to make a simple petticoat or some other garment of similar difficulty, in which hemming, running, and felling are shown. To learn to knit a pair of ribbed cuffs. To learn to mark the simple letters of the alphabet on canvas.	To practise all work previously learnt. To learn to make a flannel banian or a flannel petticoat, introducing herring-bone stitch. To learn to knit a pair of baby's socks. To learn to mark all the letters of the alphabet on canvas. *In this and in the higher standards, the girls should be taught to mend their own clothes, and to darn their own stockings.*
DRILL . .	Physical exercises—A course approved by the Inspector.			
OPTIONAL SUBJECTS.				
LATIN . .	.....	.....	Macmillan's "Shorter Latin Course," Part I, Sections 1-17.	Macmillan's "Shorter Latin Course," Part I, Sections 18-39.
	N.B.—A second language is optional for girls only; boys must take up at least one second language.		In this standard *invariably* (and in the higher standards also, if necessary) the teacher should require the boys to give the English for each word in repeating the declensions. He should also continually exercise the boys in giving the English for individual cases of Latin nouns and adjectives, taking care that every possible translation is given in doing so; and in like manner require the Latin to be given for the English equivalents.	
FRENCH . .	.....	.....	As defined in extent in Longmans' "Illustrated Reading-book and Grammar," by Bidgood and Harbottle.* Introductory Lessons 1—20, with Grammar corresponding to the Lessons in the Reader.	As defined in extent in Longmans' "Illustrated Reading-book and Grammar," by Bidgood and Campbell.* Leasons 21 to end, and lessons 1—19. Longmans' 2nd Reading Book, by Bidgood and Campbell, Lessons I—XIX. Grammar as before, and Appendix I.
GERMAN . .	.....	.....	A course to be fixed on the lines of the French course.	
VERNACULAR .	.....	.....	A course to be fixed on the lines of the French and Latin courses, and including Dictation, Conversation, written Translation, and re-translation.	

* The text-books named are merely given to define the extent of the subjects, and not as indicating that they are better than other books. Macmillan's Latin Course is an exception to this rule, and is prescribed for Standards III to VII.

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

STANDARD V.	STANDARD VI.	STANDARD VII.
COMPULSORY SUBJECTS.		
.....	.....	.....
To practise all work previously learnt. To learn to cut out and to make a child's chemise requiring gathering, stroking, and the making of button-holes. To practise marking the letters of the alphabet on coarse calico. To knit larger socks. *In this and in the higher standards the girls should be taught to mend their own clothes, and to darn their own stockings.*	To practise all work previously learnt. To learn pleating and frilling. To cut out and make a pinafore with a pleated frill at the bottom, and a gathered frill at the neck. To knit a pair of stockings for a child of 10 or 12 years old. To mark ordinary articles of dress.	To practise all work previously learnt. To learn "whipping." To cut out and make a little frock with a whipped frill at the neck, and having two tucks at the bottom, with feather or coral stitch worked thereon. To knit a full-sized pair of stockings. To darn a long slit in cotton or linen.
Cutting out ought to be taught to the class as a whole. As a guide to teachers, "Practical Dress-making" by Mrs. J. Broughton* (*Macmillan & Co.*) is recommended, for the latter, and Elizabeth Rosevear's "Manual," (*Macmillan & Co.*), for the former.		
Physical exercises.—A course approved by the Inspector.		
OPTIONAL SUBJECTS.		
(*a*) Macmillan's "Shorter Latin Course," Part I, Sections 40 to end. (*b*) An easy reading-book of very simple prose.	(*a*) Macmillan's "Shorter Latin Course," Part II, Sections 1-39. (*b*) A reading-book of simple prose.	(*a*) Macmillan's "Shorter Latin Course," Part II, Section 40, to the end with revision of the work taught in Standard VI (*b*) The Middle School and Scholarship Examination text-book. (*c*) The remaining rules of syntax required for the study of the text-book, and illustrative exercises on these rules, not taken from the text-book. The Latin of the less obvious words should be given. Continuous prose should be avoided in setting these exercises. (*d*) Easy unseen passages.
As defined in extent in Longmans' 2nd Reading-book, by Bidgood and Campbell.* Lessons 20 to end, Appendices I and II, and Grammar as before.	As defined in extent in Longmans' "Illustrated First Conversational French Reader,"* (by Bertenshaw.) Grammar as defined in extent in Longmans' "French Grammar,"* by Bertenshaw, Parts I and II.	(*a*) Middle School and Scholarship Examination text-book. (*b*) Rules of syntax met with in the text-book, to be illustrated by similar exercises of English into French; easy continuous English prose into French; simple letter-writing, and simple idioms.

II.—COURSE OF STUDIES FOR THE PRIMARY STANDARDS.

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
		OPTIONAL SUBJECTS.		
Physics . .	.....	.....	.....	.....
Physiology .	.....	.....	.....	.....
Drawing . .	*Freehand.*—A course approved by the Inspector.			
Singing by note .	A course in *Tonic Sol-fa* or staff notation approved by the Inspector.			
Manual Instruction.				

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS.	
Science should be taught chiefly by oral lessons; experiments and illustrations being as freely used as possible. A text-book is of little value in the absence of such teaching. The text-books named below indicate the extent of the work, but others may be used in their stead.		
	Loewy's "Graduated Course of Natural Science," Part I.*	
Pages 1 to 44.	Revision of the work of Standard V, and pages 45 to 98. The book is to be used by the teacher only.	Revision of the work of Standards V and VI, and pages 99 to the end.
Note.—No school will be permitted to take up the teaching of Physics, unless it is provided with sufficient and suitable apparatus for the *practical* demonstration of the subject.		
	"The Making of the Body" (new edition) by Mrs. Barnett.*	
Chapters 1—29.	Revision of the work of Standard V, Chapters 30—46.	Revision of the work of Standard V and VI, and Chapter 47 to the end.
Freehand.—The copying of more difficult figures should be practised, and greater attention should be paid to the finish (*lining in*) of the drawings—clean lines and an entire absence of "smudge" being insisted upon. Geometrical.—Gill's "Practical Geometry."		
Problems 1—65	Problems 66—117 with revision.	Problems 118—187 with revision.
A course in *Tonic Sol-fa* or staff notation approved by the Inspector.		
A course approved by the Inspector.		

* The text-books named are merely given to define the extent of the subjects, and not as indicating that they are better than other books. Gill's Practical Geometry is an exception to this rule, and is prescribed for Standards V to VII.

IV.—COURSE OF STUDIES IN HIGH SCHOOL CLASSES.

Preparation for the High School Examination or for such other examinations as have been recognised by the Local Government for this purpose (see the Art. 102.)

APPENDIX I.

69

Form of Application for a Grant-in-aid (Article 8 of the Code.)

Name of School _____

Class of School (Article 14 of the Code) _____

Names of Teachers.	Monthly salaries.	Certificated or not (Chapter VI.)	Examinations passed.

Number of Scholars in each Section (Article 17 of the Code); and Scale of Fees.

	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	High Section.
Boys . . .									
Girls . . .									
TOTAL .									
Fees . . .									

Probable Annual Income (excluding Government grant).	₹	a.	p.	Probable Annual Expenditure.	₹	a.	p.
Fees (excluding boarding charges) .				Rent and Taxes			
Subscriptions				Teachers			
Grants from Municipalities * . .				Servants			
Grants from Railway Companies * .				Furniture and Apparatus (Renewals and Repairs.)			
Grants from other sources * . .				Books and Stationery . . .			
				Repairs to the Building . .			
				Miscellaneous			
TOTAL .				TOTAL .			

* [NOTE.—In the case of these grants full particulars should be given in the letter from the correspondent.]

Names of Managers (Article 5 of the Code).

_____

_____

_____

_____

_____

_____

_____ Correspondent.

APPENDIX II.

Form of Application for a Building Grant (Articles 52 to 64 of the Code.)

Name of the School_____

Object of the Grant*_____

Sources and Amount of the Proposed or Actual Expenditure.

Source.	Amount.	
(1) Endowments	...	If a building grant has already been received, specify the amount and the date.
(2) Subscriptions	...	
(3) Other Private Sources (to be specified) .	...	
(4) Grant applied for (this should not exceed the limits prescribed in Article 59.)	...	
TOTAL .	...	

CERTIFIED—

1. That there is a reasonable certainty of the school being permanently maintained in efficiency.
2. That the school will be conducted in accordance with the rules and regulations of the Code for European Schools.
3. That there is a reasonable certainty of the funds necessary to complete the work being forthcoming.
4. That plans, estimates, and specifications for the work are sent herewith.

(Signed)†

* Here enter (*a*), (*b*), or (*c*) in accordance with the following :—

(*a*) The purchase, erection, or enlargement of school buildings, or the purchase of land for school purposes.

(*b*) The execution of extensive repairs to school buildings.

(*c*) The paying off debts incurred in purchasing, erecting, or enlarging school buildings.

† To be signed by all the Managers.

APPENDIX III.

FORM OF TRUST DEED.

Full names, addresses and descriptions of the Trustees or Managers of the school.

THIS INDENTURE made the day of 19 , between

hereinafter called the said Trustees, of the one part, and THE SECRETARY OF STATE FOR INDIA IN COUNCIL, hereinafter called the said Secretary of State, of the other part. WHEREAS the piece or parcel of land hereinafter described and expressed to be hereby assured is now vested in the said Trustees as Managers and Trustees of the School.

Name of school.

Here state the purpose for which the money is required.

AND WHEREAS the said Trustees have applied to the said Secretary of State for a grant-in-aid of AND WHEREAS the Director of Public Instruction, acting for and on behalf of the said Secretary of State, has satisfied himself that the site plans, estimates, and specifications of the said buildings are suited to the school; and that the title to the said land forming the site is in order, and has accordingly sanctioned a grant of ₹ to be paid to the said Trustees on their completing the said buildings to his satisfaction and in accordance with the plan and specification aforesaid, in consideration of their executing in favour of the said Secretary of State such conveyance or assurance as in hereinafter contained, NOW THIS INDENTURE WITNESSETH that in pursuance of the said agreement in this behalf, and in consideration of the said grant-in-aid or sum of ₹ to be hereafter paid as aforesaid by the said Secretary of State to the said Trustees, they the said Trustees do, and each of them doth, hereby grant, convey, and assign unto the said Secretary of State, his successors and assigns, all that piece or parcel of land situate in the registration district of , sub-district of , and thannah of , containing by estimation an area of , and bounded on the north by , on the south by , on the east by , on the west by , together with all and singular the buildings and erections now being, or which may hereafter be thereon, expressly including the said buildings to be erected as aforesaid, and all rights, easements, and appurtenances whatsoever usually held or occupied herewith, or reputed to belong or be appurtenant thereto, and also all furniture, fixtures, fittings, maps, and other school apparatus, school-books, and chattels for the time being in and belonging to, or used or to be used for the said school, and all the estate, right, title, interest, claim, and demand of the said Trustees into and upon the said hereditaments and premises, TO HAVE AND TO HOLD the said piece or parcel of land, hereditaments, chattels, and effects, and all other the premises expressed, to be hereby assured unto and to the use of the said Secretary of State, his successors in office, and assigns, according to the nature and tenure thereof respectively, upon the trusts nevertheless and to and for the intents and purposes following, that is to say upon trust to permit the same hereditaments and premises to be used as a school for the education of European children, the said school to be managed and conducted in all respects in accordance with the rules and regulations for the time being in force of the Education Department in , and to be always open at all times to the inspection of the Director of Public Instruction in for the time being, or of any officers of Government appointed for that purpose, and upon further trust in case the said Trustees or their successors in that office shall at any time fail to maintain and keep in good and substantial order and repair and condition the buildings to be erected in the said hereditaments and premises, to the end that the same may be always efficient for use for the purposes of the said school, or if the said school shall at any time cease to exist, or cease to be conducted in accordance with the foregoing rules, then and in any of such cases to forthwith make sale and absolutely dispose of the said hereditaments and premises, and apply the proceeds of such sale, after payment thereout of all costs and expenses attending the same, in or towards recouping or reimbursing to the said Secretary of State, his successors, or assigns, the said grant-in-aid or sum of ₹ , and pay the surplus, if any, to the said Trustees parties hereto, or other the Trustees or Trustee for the time being of the said school. In witness whereof the said parties to these presents have hereunto set their respective hands and seals, the day and year first above written.

Signed, sealed, and delivered, by the above-named , in the presence of

Signed, sealed, and delivered, by the above-named , in the presence of

Signed, sealed, and delivered, by Secretary to the Government of in the Revenue and General Departments, for and on behalf of His Governor of acting in the premises for and on behalf of the Secretary of State for India in Council in the presence of

APPEN

No scholar shall be permitted to join any class until his name appears in this Register and when a scholar has previously attended a Government, an Aided, or a Recognised Unaided School, his name shall not be entered until the Transfer Certificate has been received.

ADMIS

Admission number.	Date of Admission.			Scholar's Name. (Give the first Christian name in full, and initials only for the others.)		Date of Birth. (This should be ascertained independently of the Transfer Certificate by way of check.)			Name and address of parent or guardian.
	Day.	Month.	Year.	Christian.	Surname.	Day.	Month.	Year.	

DIX IV.

SION.

Nationality of Parents.		Exemption from Religious Instruction. Enter "Claimed" or "Not Claimed."	Number of Transfer Certificate on the School File.	These columns must be filled up from the Transfer Certificates received.				
Father.	Mother.			School last attended.	Date when that school was last attended.			Standard in which then studying.
					Day.	Month.	Year.	

WITHDRAWAL.

These columns must be filled up immediately it becomes known that a scholar has been withdrawn. The corresponding entries in the Transfer Certificates issued must be copied from these.

Date of withdrawal.			Standard in which then studying.	If withdrawn at the end of the year, to what standard promotion (if any) was intended.	Character.
Day.	Month.	Year.			

APPENDIX V.

Form of Transfer Certificate.

This is to certify that

_____

was admitted into this school, _____

on the _____, on a transfer certificate from _____ School,

and left on the _____ with a _____ character. H_____ was then

reading in the * _____ Standard.

All sums due † to this school on h_____ account have been paid, remitted, or satisfactorily arranged for.

H_____ date of birth, according to the Admission Register, is _____.

[The following additional information must be supplied if the scholar left at the end of the school year.]

Promotion has been ‡ _____.

Sd. _____, Head Teacher

_____ School.

Dated _____.

---

* To be given in words.

† Sums due to the school shall include all payments for which provision is made in the rules supplied to the parent or guardian when the scholar was admitted into the school (Art. 76 of the Code.)

‡ *Promised* or *Refused*.

12

APPENDIX VI.

Form for calculating the Ordinary Grant (Article 32 of the Code.)

INCOME.

A. Tuition Fees. Classes.	Average number on the Rolls.	Rate of Fee.	Full Fees.
Infants .			
Standard I .			
Ditto II .			
Ditto III .			
Ditto IV .			
Ditto V .			
Ditto VI .			
Ditto VII .			
Ditto VIII .			
High . .			
Collegiate .			
TOTAL .			

	Remitted fees.
Infants . .	
Standard I .	
Ditto II .	
Ditto III .	
Ditto IV .	
Ditto V .	
Ditto VI .	
Ditto VII .	
Ditto VIII .	
High . . .	
Collegiate .	
TOTAL .	

Full fees *less* Remitted fees.

B. Special fees [Article 32 (*b*)] . .

C. Salary-grants . . . .

D. Subscriptions . . . .

E. Endowments . . . .

F. Miscellaneous from private sources .

EXPENDITURE.

A. Salaries of—

(*a*) Certificated Teachers . .

(*b*) Specially Exempted Teachers .

(*c*) Teachers on Probation . .

[See Article 32, "Expenditure" (*a*).]

B. 15 per cent. of the above sum, for "Sundry Charges" [See Art. 32, "Expenditure" (*b*).]

Ordinary grant payable (See Article 33) . | R | As. | P.

APPENDIX VII.

TEACHER'S CERTIFICATE.

This is to certify that

_____

has qualified for a Teacher's Certificate of the _____ grade.

[See Article 69 of the Code of Regulations for European Schools.]

The 19 .

Director of Public Instructio

G. I. C. P. O.—No. 1847 H. D.—4-8-1903.—320.—Theilman.

[E. 2]

1,000—5-12-02.

DIRECTOR OF PUBLIC INSTRUCTION RECEIVED 29 JUL 1903 O. No. 5499 MADRAS.

EDUCATIONAL DEPARTMENT.

C. No. 1136 From the Government of India, Home No. 429 dated 14-7-1903.
Department.

SUBJECT.

Code of Regulations for European Schools.

Endorsement no 409 dated 27-7-1903.

Referred to the Director of Public Instruction for remarks and for the estimate called for in paragraph 17. These should reach Government before 31st August.

(By order)

Assistant Secretary to Govt

To

The Director of Public Instruction

2

14

[E. / 2]

1,000—5-12-02.

EDUCATIONAL DEPARTMENT.

5P

C. No. 1176 From the Govt. of India, Home Dept. No. 429 dated 14-7- 1903.

SUBJECT.

Code of Regulations for European Schools.

Endorsement. No. 409 & 27-7-03

Referred to the D.P.I. for remarks and for the Estimate called for in paragraph 17. These should reach Govt. before ~~the 15th of~~ 31st August.

26.7.03

D.P.I. 25/7/3

Despd 27/7/03

[E. / 2]

1,000—5-12-02.

EDUCATIONAL DEPARTMENT.

3 15

C. No. 1136 From the Govt of India, Home Deptt No. 429 dated 14-7- 1903.

SUBJECT.

Code for European schools.

K.

The spare copy of the letter from the Govt of India, ~~may~~ placed below, may be circulated to the Hon'ble members, for perusal only, with reference to memorandum No 671 Public dt 29th April 1901. ~~It~~ It may be submitted to His Excellency after his return from tour.

Pty 22/7/3

AGG 23.7.03.

Skimmed — I have neither the time, nor the occasion, to digest it —

HS — 24-7-03.

The Director had better be asked to submit his opinion urgently

H 24/7

The paper may now be submitted to His Excellency for perusal. Proof copy of the letter has not yet come up from Madras.

Pty 21/8/3

AGG 22.8.03

Seen

H 31-8-03

File

AGG 1.9.03

Stock Form No. 127
2,000—12-2-03.

4 4

Educational (1903) Department.

SECRETARY TO GOVERNMENT
12 SEP 1903
LOCAL & MUNICIPAL DEPARTMENT

CURRENT No. 1455 76

From

[Name] The Hon'ble Mr. G. H. Stuart, M.A.,

[Designation] Director of Public Instruction,

[Station] Madras.

No. N.Dis. No 5499 of 03

Dated 11th september 1903.

Enclosures 3 (Draft Code for Europeans sent in despatch Cover.

Received 190 .

Registered 12—9— 1903.

SUBJECT.

Returning with remarks the Endorsement of Government on the letter of the Government of India regarding the new Code for European schools.

BACK PAPERS.

FURTHER PAPERS.

To

The Secretary to Government,

Educational Department.

Sir,

I have the honour to return the endorsement No. 409, Educational, dated 27th July last with the estimate called for in paragraph 17 of the letter of the Government of India of the cost of giving effect to the new Code of Regulations for European Schools and to submit the following remarks.

2. The rates of scholarships provided in Article 107 are rather high, but they may stand. It is not a point of much importance, but I think that the nomenclature of these scholarships should be fixed with reference to the departments in which they are held and not to the departments which the scholarship holders leave. The proposed scholarship of £ 200 per annum tenable in England should be for a period of four years instead of three: three years is hardly long enough for some courses of study.

3. I have indicated in an enclosure to this communication the conditions on which I consider the scholarship may be awarded. The "further course of study" to be pursued by the scholarship-holder in England is I presume not necessarily a University course. While it might be open to him to join a University, he ought also to be permitted to select with the approval of the Secretary of State any Scientific or professional courses outside a University, for which he might have a special aptitude.

according to the terms and conditions approved by the Secretary of State under rule (3) or who is guilty of misconduct or disregard of the orders of the Secretary of State. If a scholarship be forfeited the scholar will lose his claim to a free return passage to India and will further become liable to refund the cost of his free passage to England.

(8) The scholars will be under the special supervision and charge of the Political Aide-de-Camp to the Secretary of State through whom the necessary orders will be given and to whom all reports and other communications respecting them should be sent.

[E. / 12]

1,000—7-5-02.

EDUCATIONAL DEPARTMENT.

7

78

READ AGAIN G.O., No. ..... dated 190

" " " " ....., " 190

READ ALSO:—

C. No. 1136, From the Govt of India - Home dept, No. 429, dated 14th July 1903.

" " 1455, " " D.P.I. , " 5499, " 11th Sept 1903.

" " ....., " " ....., " ....., " ..... 190.

ORDER No. ....., dated ..... 190.

Pj.

The following letter will be despatched to the Govt of I.

S.T.

11/11/

14-11-03

Received abstract on 14th.

The number of scholarships proposed in para: 4 of the Director's letter read above is accepted tentatively, but with reference to para: 5 the Govt considers that it would be an advantage for these European students in this Presidency who are desirous of entering the teaching profession to be trained in a central college such as the one which is proposed to establish at Allahabad.

2. The following remarks are also made on the Director's observations on the provisions of the Code:-

(1) Article 7(d). The Governor in Council considers

Considers that the percentage fixed in this article should not be raised.

(3) Article 16. The Director seems to have misunderstood the intention of the Govt. of India. When the Code is ~~when~~ brought into force the high school examination mentioned in this article will be held in Madras also as a final examination for European schools.

(3) Article 30(d). The Govt. do not agree with the Director. There is some difference between an examination by inspecting officers and a regular audit.

(4) Article 33(c) income. There is no necessity to show separately the sums received from public bodies & the income derived from private sources. The term "public bodies" does not include Government.

~~(5)~~ Special grants should not be included in income for the calculation of ordinary grants.

(5) Article 33 - Expenditure (b). The percentage should not in the opinion of Govt. be higher than 20.

(6) Article 37 - note. The effect of this article seems to be that if a manager employs a teacher on a salary lower than the minimum fixed he will receive no salary grant but if he employs a teacher on a salary higher than the maximum

maximum he will receive grant calculated on the maximum salary. The point ~~is not free from doubt~~ will however be referred to the Govt. of India.

(7) Article 45(a). The Govt. do not agree with the Director.

(8) Article 90. It appears to Govt. that when the principal teacher is absent the next teacher should have the custody of the log-book and that no special provision is necessary to enable this to be done.

(9) Article 102. In the opinion of Govt. Logarithms should not be omitted from the curriculum.

(10) Article 112. There is no necessity to omit this article.

3. With reference to para: 11 of the Director's letter the Govt. in Council considers that no action is necessary on Mr. Marsden's proposal to establish a state school for Europeans in Madras.

4. The following letter will be despatched.

Dft.
9/11/3

9.11.03

[E. / 3]
1,000—5-12-02.

EDUCATIONAL DEPARTMENT.

10

READ AGAIN G.C., No. ....., dated 190

" " " " ....., " 190

READ ALSO:—

C. No. 1136, From the Govt. of D. No. 429, dated 14-7- 1903.

" " 1455 " " " D.P. D. " " 5499 " " 11th Sept 1903.

" " ....., " " ....., " ....., " 190

ORDER
P.S.

No. 565, dated 19-11- 190 4

The following letter will be despatched to the Govt of D.

[D.O. letter]

A.J. Cardew
Ag Secy to Govt.

[E. 12]
1,200—7-1906

5 11 81

EDUCATIONAL DEPARTMENT

READ AGAIN G.O., No ..... , dated 190

" " " " ..... " 190

READ ALSO:—

C. No. 1136, From the Govt. of India, Home deptt. No. 429 , dated 14 - 7 - 1903

" " 1455 " " " D.P.I. " 5499 " " 11 - 9 - 1903

" " ..... " " " ..... " ..... " 190

Letter

ORDER No. 566, dated 19 — 11 — 1907.

To

The Secretary to the Govt of

India, Home deptt.

I am directed to reply to your letter No. 429 (Education) d/ 14th July 1903 requesting to be favoured with the observations of the Madras Govt. on the draft code of regulations for European schools in India and on certain specified matters connected with the subject. I am to deal with the latter first in the order in which they appear in your letter.

2. In paragraph 2 of the letter the Govt. of India ask for an opinion on the proposed establishment of a scholarship

scholarship tenable for three years in England. In reply I am to state that the Governor in Council approves of the proposal, ~~The Dir. of P.I. has suggested~~ that the tenure of the scholarship may be extended to four years, ~~and that~~ the scholarship should be tenable at any recognized University or other institution approved by the Secretary of State in the United Kingdom. A set of draft rules embodying the conditions on which it is considered that the scholarship may be awarded is appended to this letter.

3. In paragraph 5 of the letter the Govt. of India consider that the only public examination in schools for Europeans should be the leaving examination either at the middle or at the high school standard and that for this a fee should be charged, that the progress of scholars throughout a school should be tested by inspection in situ, promotion from stage to stage being no longer determined by departmental examinations, and that the primary examination should be a scholarship examination only, while the middle and high school examinations should serve the purpose of a leaving examination for those who are not proceeding further and a scholarship examination for others. The Governor in Council accepts these views.

4. In paragraph 6 the Govt. of India express the hope - that the primary scholarship examination may not be allowed to be used as a general examination & they desire that for this purpose managers be informed

12

as he thinks that three years a period of three years is hardly long enough for some courses of study. The Govt will not object to power being reserved to allow such an extension in special cases.

(I have made a few slight alterations in the draft)

informed of only the names of those to whom scholarships are awarded. The Govt

~~instructions will be carried~~

~~agree~~ with the Govt. of India that each province should be allowed to have its own examinations for the purpose of awarding the several grades of scholarships proposed.

5. In paragraph 8 the Govt. of India consider that the management of the proposed training college at Allahabad should be in the hands of the Govt. of the United Provinces and that other Local Govts. should not be asked to contribute to it except by sending students there and providing them with stipends sufficient to enable them to pay the fees. The Governor in Council approves of the proposal to establish a central college for training Europeans as teachers. Such an institution would have the advantage of ~~securing for~~ Europeans ~~from the~~ training in a college reserved for them exclusively ~~instead of~~ s, & it would have the beneficial effect of making them leave their own presidency and see something of the rest of India. If, however, it were possible to locate the institution in a cooler climate & at a place where the physique of Europeans would improve rather than deteriorate it would be advantageous, & I am to suggest that the possibility of altering the proposed location of the college may be further considered.

agree with the Govt. of India in this view & also in the conclusion

No doubt benefit U.P. loses in this way.

chool. In paragraph 9 the Govt. of India ask ~~me~~ Eng[l]ether the suggestions of the committee ov[w]hich drafted the code regarding the system po[s]of grants in aid commend themselves to th[is] the Madras Govt. or whether the introduction of a prescribed scale of maintenance y[ear] grants based upon a consideration of the needs t[o] of typical schools. In reply I am to say that o[f] the Governor in Council is decidedly of opinion that the system prescribed in the code is preferable. It will be also more in accord with the system of grants to non-European schools in force in this presidency.

7. In paragraph 11 of the letter the Govt of India desire to have the opinion of this govt. on the proposal to establish a provident fund for teachers in European schools. In regard to this matter I am to observe that as the committee which drafted the code has given no details regarding the constitution & working of the proposed fund no definite opinion can be offered on the proposal but it appears to this Govt. that such a fund under Govt. management, even if it did little more than enforce saving would be useful as the Eurasian is too often improvident.

8. In paragraph 12. the Govt. of India propose to leave the teaching of a vernacular optional in schools for Europeans. The Governor in Council agrees and considers that either a special grant may be given when a vernacular is taught or special scholarships or prizes may be awarded to pupils who take a vernacular as an optional subject.

9. In paragraph 13 the Govt of India

desire

desire that in administering the code of regulations for European schools the Local Govt. will allow a reasonable freedom of choice to the schools to prepare boys for the Cambridge Senior local examination and the Senior London Chamber of Commerce Commercial and other examinations. I am to say that this instruction will be carried out.

10. In paragraph 14 it is observed that it would be impossible to give precedence to the high school examination as a qualifying test for appointments for which the entrance or school final is prescribed. I am however to state that there appears to be no objection to accepting the high school examination of European schools as equivalent to the upper secondary examination for entrance to Govt. service.

11. With reference to paragraph 15, the Madras Govt. agrees with the Govt. of India that the conferences of inspectors of European schools for the purpose of comparing the working of the code and of bringing forward any modifications which may be necessary should be triennial. The first meeting be held a year after the code has been in operation.

12. Turning next to the code itself I am to make the following remarks on its provisions:.

(1) Article 24. The figure 24 at the ~~end of~~ this article is apparently a misprint for 101.

(2) Article 31. The reference in this article to article 32 should now be altered to article 33.

(3) Article 33(a). As the Govt. of India are aware there is no compulsory scale of fees in this presidency so long as a manager can obtain as ordinary grant the difference between the income and expenditure of his school he will have no inducement to levy proper fees. There should therefore be a provision in the code to the effect that the fees adopted for determining the amount of ordinary grant ~~shall~~ be calculated at the standard rates prescribed in the school fee notification of this Govt. This provision may perhaps be made in the form of a subsidiary note or instruction under article 13 of the code. A similar provision exists in the Madras Grant in aid code for ordinary schools.

(4) Article 33-Expenditure-Note. If teachers receive no fixed salaries it seems to this Govt. either that no salary should be shown under expenditure or that the nominal salaries should be shown under both expenditure and income, the teachers being regarded as contributing the whole of their salaries to the institution. Salary grants may be given on the value of the services of the teachers as appraised by the deptt. and shown under income. The salaries of part-time teachers such as drawing masters and music teachers may be included under expenditure and salary grants may be given.

(5) Article 33-Expenditure (b). The percentage fixed in the clause for estimating the contingent expenses appears to H.E. in Council to be too low. As these expenses include the cost of library books, prizes, furniture, chemicals and apparatus and also the cost of petty repairs, and as the schools should be encouraged to provide all these things liberally, the percentage may well be raised to 20.

(6) Article 37-note. The Director of Public Instruction has suggested that this note conflicts with the scale of minimum salaries and may be taken to mean that no salary grant shall be given for teachers whose salaries are less than the minimum laid down in the code. He also remarks that it is not clear why a minimum scale of salaries is fixed at all unless it is intended that no Local Govt. should fix the scale for any school under their control below the minimum laid down in the code. It appears to this Govt. that the effect of the article will be that if a manager employs a teacher on a salary lower than the minimum fixed he will receive no salary grant but that if he employs a teacher on a salary higher than the maximum he will receive grant calculated on the minimum salary. In the opinion of this Govt. therefore the article does not require any alteration, but the point may perhaps be further considered

by

by the Govt. of India.

(7) Article 39. The words ~~at~~ "at one and the same time" may be inserted at the end of this article.

(8) Article 40. The number of school meetings fixed in this article may be raised to 200 days, two school meetings being counted as one day.

(9) Article 44. The rate of special grant fixed in this article, namely ₹8 per mensem is, in the opinion of this Govt., higher than is necessary in the circs of this presidency. The present rate is only ₹4-8-0 (₹3-8-0 for boarding & Re.1 per mensem for clothing). As a child can be boarded & clothed for ₹9 per mensem the rate may be fixed at two-thirds of that sum namely, ₹6. This reduction may be provided for by a supplemental note under article 13 but if this is affirmed ~~to enable such a note to be issued~~ the words and figure "a special grant of ₹8" in line 1 of the article may be altered into "a special grant not exceeding ₹8".

(10) Article 55. This article may it is suggested be so modified as to require that every application for a building grant shall be accompanied by a plan & estimate prepared by a professional agency and that such plan & estimate should be approved by the officers of the P.W.D. The time allowed in this article for the consideration of these apllications by the ~~dept.~~ Educational authorities viz. two months will, it is thought, be insufficient especially as the opinion of the P.W.D. authorities on the plan & estimate will have to be obtained & the latest date for the submission of the apllication may therefore be fixed at 1st June.

(11) Article 68(a)&(b). This article does not specify the form in which the approval of the Educational deptt. should be notified. Service certificates similar to those which are now issued by the Director may be given to the teachers who have approved service and these certificates may specify the grade of ~~the~~ school for employment in which the teacher is eligible. A subsidiary note to this effect can be issued & no alteration is necessary in the code.

(12) Article 68(c). H.E. in Council does not consider it advisable that the services of candidates who have failed to obtain the certificates at the end of the second period should be approved under article 68(a).

(13) Articles 75 & 88. In the opinion of this Govt. the free supply of registers to European schools is unnecessary. If the object of the rule is to secure uniformity this can be attained without making the Educational deptt. responsible for the supply.

(14) Article 79. The fees due under this article may be taken to include ~~fi~~ fines.

(15) Article 88. A boy ought not to be punished except on clear proof of intention to deceive. The words "knowing it to be false" may therefore be inserted after the words "a false certificate" in this article. If this amendment is made

made the punishment prescribed may be enhanced to expulsion from school as the offence would this now be serious.

(16) Article 91. This article may, it is suggested, be amended by the substitution of the words "members of the staff" for the word them in line 4 and by the insertion of the words "the entries shall be" after the words "log-book and" in line 5.

(17) Articles 100-103. In all these articles the word "Geometry" may be substituted for "Euclid" as Euclid's Geometry is less universally used than it was formerly and other systems are taking its place. The curriculum laid down inn article 102 under optional subjects includes Trignometry though the portion prescribed in Euclid is only Books I to IV. It is presumed that pupils who take up Trigonometry will learn the necessary portions of the VI Book of Euclid also, though they are not to be examined in this book.

(18) Article 107. It appears to this Govt. that the nomenclature of the scholarships should be fixed with reference to the departments in which they are held not rather than with reference to the departments which the scholarship-holders leave.

The Director of Public Instruction has expressed the opinion that the rates of scholarship provided in this article are rather high at any rate for this Prs, and H.E. in Council agrees with him. In the opinion of this Govt. primary scholarships of Rs6 per mensem, middle school scholarships of Rs10, high school scholarships of Rs18, collegiate scholarships of Rs25 & final scholarships of Rs35 ought to be sufficient.

H.E. See notes 87 p.20. I agree

Such

Such a reduction may enable Govt. to give a larger number of them.

Further, as the article now stands a middle school scholarship is tenable only for two years, whereas if, under article 18 of the code any school is allowed to prepare candidates for the University Matriculation examination the course of study will extend to three years & the Scholarship holders will be without a scholarship during the third year. The provisions of this article may therefore be made elastic enough to cover such cases.

13. Subject to the foregoing remarks the Governor in Council accepts the provisions of the draft code and H.E. he has no doubt that they will effect a marked improvement in the education of Europeans in this country. The total cost of giving effect to these provisions is estimated at Rs5,14,000 per annum as shown in the appended statement.

P.T.T
8-11-03

A.G.C
8-11-03

14-11-03

Annexure

47 22

ANNEXURE A. 87

GOVERNMENT SCHOLARSHIPS TO THE UNITED KINGDOM FOR EUROPEANS AND EURASIANS.

Draft Rules.

1. A scholarship of £200 a year tenable for not more than three years will be granted by the Government of Madras to enable Europeans or Eurasians of the Madras Presidency to undergo a course of study in the United Kingdom.

2. The scholarship shall be open only to Europeans and Eurasians born of parents resident in and domiciled in the Presidency of Madras, and shall be awarded under the following conditions:

(i) that the candidate is between the ages of 17 and 22 on the 31st day of March in the year in which the selection is made;
(ii) that he has passed the High School examination for Europeans or an examination considered by the Director to be equivalent thereto;
(iii) that he has the consent of his family (i.e., of his father if alive; if deceased, of his guardian) to proceed to England;
(iv) that his conduct has been good; and
(v) that he has the physical capacity to undergo the course of life and study he will have to follow in England.

3. The scholarship will be awarded by the Director on the results of the High School examination for Europeans of the previous year or if necessary on those of a competitive examination held under his orders.

4-23 68

4. The candidate selected will be allowed a free second class passage to England and a free second class return passage subject to the condition specified in rule (7) below.

5. The applicationfor the scholarship must reach the Director not later than the 15th March.

6. The rules framed for the guidance of Government scholars in the United Kingdom are as follows :-

(1) Every scholar shall, on reaching England, at once present himself at the India Office, and report his arrival in writing.

(2) Every scholar shall, without any unnecessary delay inform the Secretary of State to which institution or University he intends to proceed, and shall at once take steps to enter himself in it.

if the S. of State approves the selection, the scholar

(3) Every scholar shall within four weeks of reaching England submit for the approval of the Secretary of State a statement showing the general course of study he proposes to follow; and the course approved shall not be changed without the sanction of the Secretary of State.

(4) Every scholar shall at the end of each term of residence or attendance at the institution in which he is studying submit to the Secretary of State a certificate from the head of

the

20

8

RT 2489

the institution showing that his resid dence, conduct and progress in study have been satisfactory during the term.

(5) Every scholar shall, at all times, obey such instructions as he may receive from the Secretary of State,.

(6) Subject to a due compliance with the above conditions the allowance at a rate of £200 a year for ~~the~~ the term ~~of~~ the scholarship will be paid quarterly in advance by the India Office commencing from the date of the scholar's reporting his arrival in England.

(7) Every scholar will forfeit his scholarship who not being disabled by illness or prevented by any other cause which the Secretary of State may consider sufficient fails to complete a residence [redacted] in England according to the terms and conditions approved by the Secretary of State under rule (3) or who is guilty of misconduct or disregard of the orders of the Secretary of State. If a scholarship be forfeited the scholar will lose his claim to a free return passage to India and will further become liable to refund the cost of his free passage to England.

(8) The scholars will be under the special supervision and charge of such person or authority and on such condition as the Secretary of State may designate.

14-11-03

Annexure

90

Annexure B.

25

Estimate of cost of giving Effect to the provisions of the new code for European schools.

I. Scholarships		Rs. 27,640
II Scholarship Examination		3000
III Training students		
~~Undistributed~~ Teachers' Training College		2000
IV Grants in aid		
(1) ordinary grants	140.000	
(2) Salary grants	310.000	
(3) Boarding grants	20.000	
(4) Cadet grants	4.000	
(5) Special grants (furniture, books etc)	2000	
(6) Building grants	5.000	
(7) grants to Night schools	"	481.000
Total		513.640

Primary schools

	no.	amount p.m Rs.	no. of years.	Total for the year.
A. Scholarships.				
(a) Lower Secondary.	20.	8	3	20×8×12×3 = 5760.
(b) upper Secondary.	15	12	2	15×12×12×2 = 4320
(c) Collegiate { FA	5	20.	2	5×20×12×2 = 2400
{ BA	2	30	2	2×30×12×2 = 1440
(d) Tmail	2	40	2	2×40×12×2 = 1920
				15640
B. Scholarship tenable in England	1	£200 (Rs. 3000.4 p.a		1×3000×4 = 12000
				Total 27.640

Salary grants

Colleges.	Salary Rs.	Half Grant Rs.
Principal	500	250
1st: Asst:	250	125
2nd " Do.	150	75
		450.

no. of colleges 3. Total Cost 3×450×12 = Rs 16.200

High School

Headmaster	300	150
1st: Asst.	150	75
2nd " Do.	80	40
		265

no. of High schools 23 Total cost 23×265×12 = 73.140

Middle Schools

Headmaster	100	50
1st: Asst.	80	40
2nd " Do	80	60
		130

no. of Middle schools & middle school depts. 73.

Total cost = 73×130×12 = 111.880

Primary Schools

27

Primary schools Salary half grant

Headmaster	60	30
1st Asstt.	50	25
2nd Do	50	25
3rd Do	40	20
		100

No. of Primary schools and primary departments 89

Total Cost. 89 x 100 x 12 = 106800

Total. 310020

copy sent to Press.

rned for signature.

patched in print.

NUMBER OF COPIES REQUIRED. { Order complete. / Letter only. / Order complete with Letter.

G.O., No. DATED
190 .

No.

ERS TO C. No.

GOVERNMENT.

GOVERNMENT.

ING WITH DITTO.

NOT FIT FOR BEING MEANT FOR DESPATCH

A = Print in full.
B = Not to be printed.
= Print abstract only.
= Print heading only.