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Educational (1905) Department.

ORDINARY PRINTED.

G.O., No. 44

DATED 30. 1. 05

ORIGINAL

(G. L. M.)

INDEXED

[Despatch Abstract.]

Indian Educational Policy.

Recording with remarks letter from the Govt of India stating that they would, in addition to the resolution defining their Educational Policy, address a further communication on the subject of the School Grant Ex., Examinations for Govt Service & the Education of Europeans.

FURNITURE			
S.O.	No.	Department.	Date.
656	656	Ed.	9-3-05

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 கொள்ளப்பட்ட நாள்

செப்பணி முடிந்த நாள் 10/10

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 EDUCATIONAL.

Recd.

Enclosures

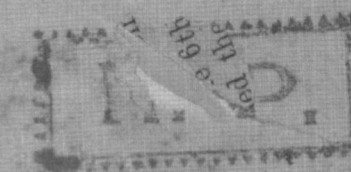
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ORIGINAL

G.O., No. 44, 30th January 1905.



JANUARY.

A4



Indian Educational Policy.

Recording, with remarks, letter from the Government of India stating that they would, in addition to the resolution defining their educational policy, address a further communication on the subjects of the School Final examination, examinations for Government service and the education of Europeans.

(2/2)

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—again the following papers:—

G.O., Nos. 215, 216, Educational, dated 6th April 1904.

ABSTRACT.—Communicating to the Director of Public Instruction, with remarks, resolution of the Government of India declaring their educational policy, and addressing the Government of India on that subject.

G.O., No. 458, Educational, dated 27th July 1904.

ABSTRACT.—Requesting the Director of Public Instruction to submit, as early as possible, definite proposals for giving effect to paragraph 12 of the resolution of the Government of India communicated with G.O., No. 215, Educational, dated 6th April 1904, except as regards the School Final examination.

READ—also the following paper:—

From R. NATHAN, Esq., C.I.E., Deputy Secretary to the Government of India, Home Department (Education), to the Secretary to the Government of Madras, Educational Department, dated 6th June 1904, No. 461.

In reply to your letter No. 216, dated 11th April 1904, I am directed to state that the Government of India have examined the letters referred to by the Government of Madras, and that the only subjects with regard to which they propose to address a further communication to the Government of Madras at present are—

- (a) the School Final examination;
- (b) examinations for Government service;
- (c) education of Europeans.

2. The Government of India understand that with the additions to the inspecting staff, which have now been sanctioned, the Government of Madras will be able to arrange for the substitution of inspection *in situ* for the public examination now held at the conclusion of the primary stage. An allusion is made to this matter in paragraph 2 of Mr. Stuart's letter No. 493, dated the 20th August 1902, but it has not formed the subject of later correspondence.

3. I am to add that the Government of India will look to the annual reports on public instruction for a record of the carrying into effect of such changes as are necessitated by the recent resolution defining the educational policy of Government.

ORDER—No. 44, Educational, dated 30th January 1905.

Recorded.

2. The Director of Public Instruction is requested to submit at a very early date definite proposals for the abolition of the Primary examination as it is now conducted and for its being held *in situ* in future.

3. He should also submit proposals for bringing Supervisors of Primary Schools under his complete control without altering in any way their non-provincial status from a Financial point of view.

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

To the Director of Public Instruction.

Exd. P. Seetharam.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 44, EDUCATIONAL,
DATED 30TH JANUARY 1905.

[SUBJECT.—Resolution of the Government of India on the Indian Educational Policy.]

From the Government of India, Home department, dated 6th June 1904, No. 461.

Submitted that before formal orders are passed the letter from the Government of India may be circulated to His Excellency the Governor and the Honourable Members for perusal only with reference to memorandum No. 671, Public, dated 29th April 1901.

N. LAKCHMANA RAO—13-6-04.

P. T. THARYAN—13-6-04.

H. D. TAYLOR—13-6-04.

Note fully please hereon.

J. T[OMSON]—14-6-04.

Seen. I have raised a question as to the continuance of the Provincial Civil Service examination as a competitive examination or at all.

G. S[TOKES]—15-6-04.

Seen.

G. S. F[ORBES]—15-6-04.

Please note on the three points referred to.

H. D. TAYLOR—16-6-04.

In our letter No. 216, Educational, dated 6th April 1904, we requested the Government of India to state whether their resolution Nos. 199-211, dated the 11th March 1904, defining their educational policy was to be taken as a final disposal of all the questions raised by the Simla conference of 1901 or whether further communications dealing in greater detail with such questions as that of the primary examination, the school final examination and European education might be expected. In reply they state that the only subjects with regard to which they propose to address a further communication are—

- (a) the school final examination,
- (b) examinations for Government service, and
- (c) education of Europeans.

2. The first and second of these subjects are dealt with in paragraphs 9—12 and 24 of the Government of India resolution and the third in paragraph 29. The Madras Government dealt with the first of these subjects in their letter No. 145, Educational, dated 30th March 1903, with the second in their letter No. 320, Educational, dated 28th May 1902, and with the third in letter No. 566, Educational, dated 19th November 1903. The question of the continuance of competitive examinations referred to by the Hon'ble Mr. Stokes is involved in the second of the above subjects. It is submitted that all further action in regard to these matters should be postponed till receipt of the further communication promised by the Government of India.

H. D. TAYLOR.

3. Action has now to be taken on such of the remaining matters dealt with in the resolution of the Government of India as require it. The first of them is "School examinations"—paragraph 12 of the resolution. At present there are four public examinations for pupils in schools, namely, the Primary examination, the Lower Secondary examination, the Upper Secondary examination and the Matriculation examination.

Total abolition of the Lower Secondary depends on their answer to our letter about the School Final.

A. GALLETT.

The last one is a University test. The Government of India say that in future there should be only two examinations, one to mark the completion of the lowest stage of instruction—the primary—and the other to mark the close of the secondary stage. They also say that the Primary examination should not in future be a public examination conducted by a Board as at present, but a school examination conducted by inspecting officers *in situ*. It is submitted that the Director may now be requested to formulate proposals for carrying out the wishes of the Government of India in respect of the Primary examination. The present primary examination notification will have to be cancelled.

4. As regards the present Lower Secondary examination it does not appear that

* Paragraph 14 of letter on pages 5 and 6 of G.O., Nos. 144, 145, dated 30th March 1903.

who leave school at the close of the lower secondary stage and the examination under

† Paragraph 4 (7) of Mr. Stuart's letter on page 9 of G.O., Nos. 144, 145, dated 30th March 1903.

† Not till India's letter about the School Final comes.

A.G.
H.D.T.

5. In regard to the Upper Secondary and the Matriculation examinations the communication from the Government of India regarding the School Final examination may be awaited.

6. From paragraph 12 of the resolution of the Government of India it seems clear that the system of assessing grants to aided schools upon the results shown by examination should also be discontinued. In other words schools should in future be aided either on the salary or on the fixed grant system and not on the results grant system. The educational conference which sat in Madras in July 1903 was also of

Resolution XXXV on page 6 of G.O., No. 178, Educational, dated 14th March 1904.

Paragraph 2 (rule 5) of Mr. Stuart's letter on page 2 of G.O., No. 484, Educational, dated 5th October 1903, and Grant-in-aid Code for 1904-1905, rule 5.

system will have to be abolished altogether, and the Director may be asked how this can best be done.

7. The next subject in the Government of India resolution requiring notice is the question of maintaining "a limited number of institutions both as models for private enterprise to follow and in order to uphold a high standard of education"—paragraph 13. With reference to this it is submitted that Government have * three

* The Presidency, Kumbakonam and Rajahmundry colleges.

P. T. THIRUVAN.

Might not another college be established on the West Coast?

H. D. TAYLOR.

† Please see reply to question II at the meeting of the Legislative Council held on the 19th January last.

‡ G.O., No. 541, Educational, dated 5th November 1903.

once made by the late Director to establish eighty model primary schools in different parts of the Presidency, but this was subsequently abandoned (G.O., Nos. 251, 252, Educational, dated 27th May 1903).

8. The next subject requiring notice is that of primary education—paragraphs 14—21 of the resolution. The Government of India say—

(1) that primary education should be made a leading charge upon Provincial revenues—paragraph 18;

(2) that in so far as District or Municipal Boards are required to devote their funds to education, primary education should have a predominant claim upon their expenditure, and that in order to see whether the claims of primary education receive due attention so much of the budget estimates of District or Municipal Boards as relates to educational charges should be submitted through the Inspector to the Director—paragraph 19;

(3) that the course of instruction in primary schools should give prominence to kindergarten teaching and physical exercises—paragraph 20; and

(4) that a simple, suitable and useful type of school should be provided for the agriculturist. The reading books prescribed for these schools should be written in simple language dealing with topics associated with rural life; the grammar taught in these should be elementary; and the arithmetic taught should be only according to the native system. Instruction should also be given in the village map and the village accounts—paragraph 21.

9. In regard to points (1) and (2) it is submitted that out of a direct expenditure on education of Rs. 16,39,126 from Provincial funds in 1902-1903, Rs. 4,37,221 was devoted to primary schools. Out of the expenditure of Rs. 4,40,201 on secondary schools and Rs. 1,51,694 on training schools, the major portion must be held to have been spent on account of primary education. Out of the indirect expenditure of Rs. 3,76,631 on direction and inspection, at least half can be debited to primary education. Provincial is thus doing all it can to advance the cause of primary education. Local and Municipal funds devoted Rs. 6,97,031 and Rs. 1,81,814 respectively to primary schools out of a total direct expenditure of Rs. 7,42,601 and Rs. 2,22,451 respectively. The educational portion of Local Fund and Municipal budgets are submitted through Educational officers.

Page 62 of vol. II of Public Instruction report for 1902-1903.

As regards point (3) the course of instruction in primary schools is now being revised—vide paragraph 2 (v) of the Public Instruction report for 1902-1903, vol. I—and as to point (4) instructions in regard to the primary education of agriculturists have already been issued in G.O., No. 259, Educational, dated 2nd May 1902. Please see also letter to India, No. 173, Educational, dated 26th March 1902.

It does not appear therefore that any special action has now to be taken in this matter, but the Director may be asked to hurry up the revision of the curricula for primary schools.

10. Next come the Government of India's remarks on secondary education—paragraphs 22 and 23. The Government of India desire that Local Governments should see that the education provided in secondary schools is sound. For this purpose Local Governments, they say, should satisfy themselves in the case of each secondary school that it is wanted, that its financial stability is assured, that its managing body, if any, is properly constituted, that it teaches the proper subjects up to a proper standard, that due provision has been made for the instruction, health, recreation and discipline of the pupils, that the teachers are suitable as regards character, number and qualifications and that proper fees are levied. Schools complying with these conditions should be ranked as recognized schools and should alone be eligible for grants and to present pupils for University Examinations. It is submitted that our Grant-in-aid Code and Educational Rules provide for all these things—*vide* rules 53 and 74 of the Grant-in-aid Code and Chapter II, paragraph 20 *seq.* of the Educational Rules. No special action is therefore now necessary.

Please see also G.O., No. 387, dated 5th July 1902.

11. The Government of India also desire that the "modern side" of these schools should be developed, paragraph 23. This should, it is submitted, await the communication about the school final examination.

12. Paragraph 25 of the resolution speaks of the necessity for inter-school rules. We have these here already—*vide* rule 18 of the Grant-in-aid Code and Chapter II, section IV of the Educational Rules.

13. In paragraph 26 it is urged that no child in a school should be allowed to learn English as a language until he has made some progress in the primary stages and has received a thorough grounding in his mother tongue and even then it should not be prematurely employed as the medium of instruction in other subjects. Submitted that this is provided for in Chapter V of the Educational Rules, page 25.

14. In paragraph 27 it is stated that the extension of female education should receive attention and that girls' schools and Zenana teaching conducted by missionary agencies should be encouraged by grants-in-aid. Nothing special has now to be done here also. The Government girls' schools have been or are being reorganized and placed on a better footing, and three Assistant Inspectresses have been entertained. The late Director said that no increase in the staff of Inspectresses was necessary—*vide* paragraph 2-B (iv) of his letter in G.O., Nos. 87 and 88, dated 18th February 1902. Please see also paragraph 2 of letter No. 433, dated 25th July 1902.

15. Paragraph 28 of the resolution deals with University Education. The promulgation of the new Indian Universities Act may be awaited.

Except in so far as the Madras Government can help the Chiefs' Colleges by inducing Chiefs under them to send sons and relatives to them. This was suggested at the last Chiefs' College conference, and India have written to this Government on the subject. But the Educational Department is not called upon to do anything in the matter.

A. GALLETT.

17. Paragraphs 31—34 of the resolution deal with Technical Education, School of Arts and Industrial Schools. A separate resolution of the Government of India on Industrial Education is now under reference to the Director. The subjects above referred to will have to be considered along with the Director's remarks on that resolution. The question of reorganizing the Madras School of Arts which has been pending since 1895 will also be disposed of at the same time.

16. Paragraph 30—Chiefs' Colleges—has no application to this Presidency where there are no such Colleges.

18. In paragraph 35 of the resolution the Government of India desire that increased attention should be paid to commercial education. There is at present a Government School of Commerce at Calicut. There is also a private Commercial school attached to Pachaiyappa's College in Madras. The Director may perhaps be asked to state whether any extension of commercial education by Government Agency is necessary at present and, if so, how it can best be effected. The senior Commercial Examination of the London Chamber of Commerce has been recognized as equivalent to the Madras Upper Secondary or Matriculation examination—*vide* G.O., Nos. 500, 501, Educational, dated 22nd August 1902.

19. Paragraphs 36 and 37 deal with Agricultural education but they contain only statements of facts. A remark has been made that in the Saidapet College the training given is somewhat defective on the practical side. To remove this defect however a revised course of instruction has been prescribed in G.O., No. 429, Educational, dated 24th July 1902. Further steps to improve the college will be taken on receipt of Mr. Morrison's report on the matter.

20. Paragraphs 38—41 deal with Training College, and Schools. The Government of India think that an adequate staff of well-trained members of the Indian Educational Service is required for Training Colleges, that the period of training for under-graduates—Second-grade Collegiate—should be two years and for graduates one year, that for graduates the course of instruction should be chiefly directed towards imparting to them a knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art, that for the others the course should embrace the extension, consolidation and revision of their general studies, that the practising school should be fully equipped with well-trained teachers, that the students should see examples of the best teaching and should teach under capable supervision and that the institution should be furnished with a good library and museum. In the case of Training schools all that is asked for is an extension of the course to not less than two years. It is submitted that on the staff of the Saidapet Teachers' College there are two members of the Indian Educational Service and that the college is believed to be conducted on the plan laid down by the Government of India. The improvement of training schools is however now under the consideration of the Director and he may be requested to report when submitting his proposals how far the principles laid down by the Government of India are now carried out and whether any, and if so, what further measures, other than those contained in his proposals, are necessary (for the college as well as for the schools).

21. Paragraph 42 of the resolution deals with the extension of the hostel system. The Director may perhaps be asked whether there are any Government institutions to which hostels have, in his opinion, yet to be attached. All the three first-grade Government colleges have been or are being provided with hostels. The Engineering College utilizes the Victoria hostel near the Presidency College. The Teachers' College, the Medical school at Rayapuram, the Madrasa-i-Azam have all been provided with hostels. It is doubtful whether the Agricultural College or the Medical College or the Mangalore College requires any. Some of the training schools, if not all, will apparently acquire hostels.

22. Paragraph 43 of the resolution deals with the inspecting staff. The Government of India desire that the Inspectors should be much more than mere examiners and that they should not only judge the results of teaching but also guide and advise as to its methods. The Director will no doubt issue the necessary instructions in this matter. The inspecting agency in this Presidency has been strengthened by the addition of one * Inspector of European and Training schools, three † Assistant Inspectors, three ‡ Assistant Inspectresses and 62 + Sub-Assistant Inspectors.

23. The remaining paragraphs of the resolution call for no remarks.

P. T. THARYAN—21-6-04.

* G.O., No. 113, dated 11th March 1903.

† G.O., No. 207, dated 31st March 1904.

‡ G.O., No. 273, Financial, dated 9th July 1902.

Action required—

This will depend on whether financial considerations will admit—as proposed by the Director of Public Instruction—of the immediate entertainment of the full revised scale of sub-assistant inspectors, the introduction of which it was originally intended to spread over three years. Full provision has not been made in the budget for the immediate introduction of this scale.

H. D. TAYLOR.

The whole of this subject the Director of Public Instruction is dealing with separately: and we can't do anything till we get his proposals.

G. S. F[ORRES]—4-9-04.

vide section 62 of the Grant-in-Aid Code. The actual financial effect could for the present be gauged with reference to the actual results grants for the past three years, so far as the minimum is concerned; but there might be an increase over that minimum.

H.D.T.

III. *Commercial Education*.—Submitted that Educational has no money to spare for the establishment of new commercial schools. At the most, commercial departments could be added to existing schools. The Madras Chamber of Commerce might perhaps be asked to suggest a curriculum.

H.D.T.

It is not quite clear what class of men the Government of India expect commercial schools to turn out. If it is clerks, do most merchants require any more of their clerks than a general education and perhaps type-writing? If it is merchants, have commercial colleges ever turned out merchants? I am acquainted with one or two commercial schools on the Continent: they only turn out consuls and employés at the Ministry of Commerce.

A. GALLETTI—22-6-04.

The above note is full and seems to cover the entire ground. I have nothing to add.

H. D. TAYLOR—26-6-04.

This note is sent to the Director whose remarks thereon are invited.

J. T[OMSON]—18-12-04.

To the Director of Public Instruction.

School examinations.—(a) *School Final examination* must wait for the further letter from the Government of India.

(b) *Matriculation* must be discussed by the University Senate after receipt of that letter or orders of the Madras Government thereon.

(c) *Lower Secondary examination*.—Its abolition is more or less bound up with the solution of the School Final problem—there can be no harm in deferring action for the present.

(d) *Primary examination*.—My budget proposals include provision for the full additional inspecting staff and if they are accepted there will, as far as I can see at present, be no necessity for another primary examination upon the old lines. I have for some time been trying to formulate proposals and hope to submit them

I. *Primary examination in situ*.—This was always meant to follow the reorganisation of the inspecting staff, which has just been sanctioned. The Director may be asked to say whether he can arrange for it this year; if not, when.

II. *Abolition of results grants*.—This was proposed for girls' schools at the reorganisation. Is so sweeping a reform to be carried out at once in all boys' schools? Submitted that it is impossible to say what the financial effect would be, that the financial effect will have to be studied in Local and Municipal as well as by the Director, and that the change could scarcely be provided for in the 1905-1906 budget, but that it will be better to put it off till 1906-1907. Meanwhile the Director and Local and Municipal may be asked (if Government have no opinion on the subject) to what extent the salary-grant system and to what extent the fixed grant system should replace the results grant system, and to estimate the financial effect.

shortly. In the meantime a certain number of the new sub-assistant inspectors will be at work next month and I have already issued such instructions to inspecting officers with regard to their work for the next year as to put us into a position to do without the old primary examination next December if orders have been by that time issued to that effect.

2. *Grants-in-aid*.—The Code determines such complicated relations between Provincial revenues and Local and Municipal funds that I suspended work at the results grant question in order to formulate proposals for simplifying these relations. These proposals will be submitted to Government shortly. They provide for the entire maintenance of Board and Municipal schools from Local and Municipal funds, the payment of all grants-in-aid from Provincial revenues and the consequent abolition of the subsidy. When orders have been passed upon these I shall be in a position to submit proposals for a change in the system of distributing the amount available for aided schools without much delay. The Grant-in-aid Code provides in reality for such a distribution but the present Code tends to give the idea that unlimited funds are available—it seems to say comply with certain conditions and you shall have so much. The reference at the end of article I to "the funds at the disposal of Government or of the Local Board" is almost lost sight of in the rest of the Code. These aided have always had so much to say in the framing of the Code.

If, however, the amount available is taken as the starting point there need be no financial disturbance whatever alteration is made in the system and conditions of aid.

3. *Model Institutions*.—I fail to see how further action can be taken with the funds available at present. I must, however, protest against the statement that any of the Government institutions are models—the Presidency College is the nearest approach to a model, but I cannot say much for the rest. Mr. Stone and I are now making an endeavour to begin at the lowest rung with the practising schools of the training schools; most of these which I have seen are about the worst schools in the locality.

4. *Primary education*.—The Government of India say that primary education should be made a leading charge upon Provincial revenues. The note deals merely with the proportion borne by the amount spent on primary education to the total amount allotted for education; but the amount is sufficient for the immediate present. Teachers and pupils must be forthcoming as well as funds.

5. *Curricula*.—As to the curricula I am not sure that there is anything very much the matter with the present curricula. The three Rs. must form part of every course, outside these there is plenty of choice but the results grant system leads teachers who have the ability to choose subjects most likely to repay them for the cramming. I have the matter constantly in mind but I do not think there is any great hurry about it until results grants are abolished and teachers are better trained. All this refers to primary schools. The curricula in secondary schools may be considered in connection with the School Final examination and Matriculation.

6. *Commercial education*.—As to commercial education I have little to say. I do not advise fresh Government commercial schools. Perhaps our school at Calicut might soon be moved to another centre. This has only occurred to me since visiting Calicut and I shall raise the question later.

I have consulted various merchants and they have not much to say good about the products of these commercial schools. They complain bitterly about the hand-writing of those who apply for clerkships and this is a matter to which I am urging inspecting officers to pay more attention.

7. *Training Institutions*.—With regard to training colleges and schools I doubt whether we can do more just at present.

The proposals now before Government provide, by setting the teachers free for that purpose (this is done by appointing separate teachers for the model schools), for the "extension, consolidation and revision" of the general studies of teachers or would-be teachers of the primary grade. This will be a beginning. Later on the same policy must be adopted in regard to those of higher grades.

The course for the diploma of licentiate in teaching will be considered by the new Senate and I hope considerably improved.

8. *Hostels*.—We have made a good beginning in the matter of hostels. I hope to see them established eventually in connection with all the Training schools, but they may be taken up one by one.

9. *Inspecting staff*.—I held a conference of the Inspectors, lasting several days last May, and we drew up revised instructions to the subordinate officers.

My chief object while touring is to attach myself to the various Assistant and Sub-Assistant Inspectors by turns and in spending a few days with each, while going round upon their ordinary work, endeavour to offer them such advice and guidance as I can. I should like to have more Inspectors of the stamp of Mr. Mayhew; he is effecting wonderful improvements in his circle. It is perhaps within the range of practical politics to exchange the two Provincial Inspectorates with two of the present Indian Educational Service appointments. Rajahmundry and Kumbakonam might be made models of colleges manned entirely with a native staff.

A. G. BOURNE—30-12-04.

I should like to add with regard to Inspecting staff that it is the opinion which I have expressed upon all sides by our Inspecting officers of all grades that the greatest blot in our system is the non-provincial status of Supervisors of Schools. We have little or no control over them and complaints against them are said to be—as often as not—entirely disregarded.

A. G. BOURNE—30-12-04.

Print urgent.

A. GALLETTI—5-1-05.

Submitted in print. As regards Supervisors of schools—the last paragraph of the Director's note—please see the notes and orders in G.O., No. 673, Educational, dated 19th November 1901.

P. T. THARYAN—10-1-05.

India require no answer. Honourable Member will say whether he is satisfied with what the Director of Public Instruction is doing?

A. GALLETTI—10-1-05.

Submitted to the Honourable Member.

H. D. TAYLOR—12-1-05.

It is not obvious that we can do more at present. As to these Supervisors, if the Director will only make a representation such as I can put before Presidents of District Boards I shall be glad to do so. It should not be so very difficult as it appears to be, to keep the men in order.

J. T[OMSON]—14-1-05.

Draft please.

H. D. TAYLOR—16-1-05.

The draft placed below is submitted for approval.

P. T. THARYAN—25-1-05.

A. GALLETTI—26-1-05.

Issue.

H. D. TAYLOR—27-1-05.

[G.O., No. 44, Educational, dated 30th January 1905.]

READ AGAIN G.O. No. 215-216 dated 6-4-1904

READ ALSO

C. No. From the Govt. of India, Home Dept. No. 461, dated 6-6-1904

ORDER No. 44, dated 30-1-1905

Recorded.

2. The Director of Public Instruction is requested to call upon the Government for the abolition of the primary examine as it is now conducted and its being held in cities in future.
3. He should also submit for consideration for bringing Superintendents of schools under his control without altering their status as far as possible on account of their

S. C. P. 11/2/05

Is the S. C. P. 11/2/05