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Educational (1905) Department.

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INDEXED.

ORIGINAL

[Despatch-Abstract.]

Code of Regulations for European Schools

Forwarding for the D. C. I the — received fr. the Govt of India & requesting him to submit detailed proposals of its introduction with the Board's Proceedings.

BACK PAPERS.

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FURTHER PAPERS.

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Government of Madras.

EDUCATIONAL DEPARTMENT.

Read.
Regd.
} 1905.
Enclosures
Spare copies

ORIGINAL

G.O., No. 599, 5th September 1905.

N. P.

Code of Regulations for European Schools.

Forwarding to the Director of Public Instruction the — received from the Government of India and requesting him to submit detailed proposals for its introduction in the Madras Presidency.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper:—

Letter—from H. H. Risley, Esq., C.S.I., C.I.E., Secretary to the Government of India, Home Department (Education).
To—the Secretary to the Government of Madras, Educational Department.
Dated—Simla, the 14th August 1905.
No.—531.

I am directed to enclose copies of the Code for European schools as revised by the Government of India, after considering the replies of Local Governments and Administrations to Mr. Risley's letter No. 429-438, dated 14th July 1903, and to request that, with the permission of the Governor in Council, it may now be brought into effect in Madras.

2. *Grants-in-aid.*—The proposals made by the Committee which sat in 1902 for salary grants have been found to be unsuitable in several respects, and the estimates of the cost of putting them into effect were found to be very high. It has therefore been decided to omit them, and to retain the articles in the present Code which provide for ordinary grants based on attendance, the rates of these grants being increased by ten per cent. In addition to these grants, provision is made for supplementary grants to be given where the ordinary grants are insufficient for the efficient maintenance of the schools. In the assessment of supplementary grants it is intended that regard shall be paid to the improvement of the quality and pay of the teaching staff, and that care shall be taken to prevent such grants being applied to the reduction of fees or of voluntary contributions. By these means the Government of India hope that the object with which the system of salary grants was proposed may be obtained, and that a general improvement in the teaching may be secured. These ordinary and supplementary grants may, if the Local Governments think fit, be consolidated into fixed grants, settled for a term of years.

3. The rates of aid at present given in European schools in Madras are considerably below those in force in the rest of India. If the enhanced rates now provided by the Code can be adopted also in that Presidency, the Government of India have no objection; but should such a course be inconvenient, I am to suggest that in adopting the Code the Governor in Council will modify the rates of grant to such an extent as may suit local conditions.

4. It is intended to discuss separately the subjects of the proposed scholarships of £200 per annum for Europeans tenable in England, the training college, and the Provident fund. Upon the other matters to which reference was made in Mr. Risley's letter of 14th July 1903, the Government of India adhere to the views therein expressed.

5. There are two points in regard to the administration of the Code, *viz.*, the curriculum and the fees to which I am to invite the special attention of the Governor in Council. The Government of India are not satisfied with the curriculum as at present defined in the Code which they regard as open to the criticisms indicated by the Hill Schools Committee in paragraphs 56 *et. seq.* of their report of which a copy was forwarded to the Government of Madras with the Home Department letter No. 540 of this date. They desire therefore that the curriculum may be specially examined with a view to the consolidation of the courses in the various classes of schools on the lines proposed by the Hill Schools Committee and to this end they

would be glad to receive definite proposals from Local Governments. I am at the same time to suggest that the revised curriculum should provide for the inclusion of a vernacular language in the regular course of study in all schools for boys.

6. As regards fees an article (number 86) has been inserted in the Code by which it is hoped that the Department may be enabled to exercise some control over the tendency towards illegitimate competition between schools in the matter of fees. The ultimate penalty for unfair or injurious competition is the loss by the schools of the privileges of recognition (article 3). It will now be possible for the Inspectors to do much to check the evil without proceeding to the extreme length of proposing this penalty; and in particular it is recommended that the Inspector should, in his report, show the number of children received at each rate of fee, and take notice of the extent to which reductions in the fees are granted and of the sufficiency of the reasons for them. He should investigate any cases which may be brought before him in which complaint is made of underselling in respect of individual pupils; and he should call meetings of school managers in convenient places and so conduct them as, among several useful purposes, to promote a better understanding upon the question of the limits of legitimate competition between schools.

Enclosure.

REVISED DRAFT CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN INDIA AND BURMA, 1905.

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CHAPTER I.

PRELIMINARY.

1. 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.

2. The term "European" in this Code signifies 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" signifies European scholar.

The term "Director" signifies the Director of Public Instruction.

3. A list of recognized schools is kept by the Department. Any school seeking recognition must satisfy the Department that it is actually wanted; that its financial stability is assured; that its managing body, when there is one, 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 the fees to be paid will not involve such competition with any existing school as will be unfair and injurious to the interests of education.

4. Only those schools which are recognized are eligible to send up pupils to the examinations regulated by this Code, or to receive scholars in enjoyment of Government scholarships, or to share in any other benefits of the Code.

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.

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.

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;

(*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 the school after seeing it, the Department will inform the managers from what date the school will be regarded as coming under the Code, and the amount of grant temporarily awarded.

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.

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.

Unaided schools which are recognized or desire recognition are subject to such inspection as may be necessary in order to satisfy the Department of the observance of the conditions stated in article 3.

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

13. Local Government will issue this Code and its appendices with such further explanatory notes and instructions as they may consider necessary.

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.

CHAPTER II.

GRADES OF SCHOOLS.

15. All recognized schools 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 recognized 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, 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; 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 23.

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 44 (*d*), for one or more of the subjects included in the schedule.

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 23.

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.

CHAPTER V.

GRANTS-IN-AID.

Section I.—General.

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

(*a*) Ordinary grants, based on attendance.
(*b*) Supplementary grants, where ordinary grants are insufficient.
(*c*) Fixed grants, to take the place of ordinary and supplementary grants.
(*d*) Boarding grants for orphans, the indigent, and for the poor in places where schools are not available.
(*e*) Cadet grants.
(*f*) Special grants.
(*g*) Grants to night schools.
(*h*) Building grants.

27. Special grants and building grants are payable at whatever time and in whatever manner may in each case be determined. All other grants are annual grants for the year beginning on the 1st April, and are payable to the school in one sum on or after the 1st April, unless otherwise ordered by the local Government.

28. Grants may be reduced or withheld for sufficient reason shown in the Inspector's report. 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 such representations as they may desire.

29. If the amount payable under section III 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.

Note.—In calculating the income of the school under this article boarding fees shall not be included.

Section II.—Conditions of aid.

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

31. 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.

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

(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 attendance 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.

(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 important 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 organization 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 31 (*b*), (*c*), (*d*), (*e*), (*f*), (*g*) and (*h*).

32. 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.

33. 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 31 are complied with.

Section III.—Ordinary Grants.

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

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.

35. 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.

36. 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 calendar year" (January to December) last completed 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.

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

37. 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 of the first five scholars in ordinary attendance.
Rupees 90 for each of the second five scholars in ordinary attendance.
Rupees 50 for each of the remaining scholars in ordinary attendance.

To the amounts calculated upon these scales an addition of ten per cent. is made.

Section IV.—Supplementary Grants.

38. In addition to the grants mentioned above, supplementary grants may be made, on the recommendation of the Inspector, to any school for the efficient maintenance of which the ordinary grants are not sufficient. In considering the assignment of supplementary grants the Department shall have regard to the improvement of the quality and pay of the teaching staff; and it shall be a condition of such grants that they shall not be applied to the reduction of fees or of voluntary subscriptions.

Section V.—Fixed Grants.

39. Instead of the grants which may be payable 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.

Section VI.—Boarding Grants for (1) orphans and destitute children, and for (2) children of the poor in places where schools are not available.

40. A special grant of Rs. 8 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.

41. 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.

42. 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 entire 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 VII.—Cadet Grants.

43. A grant may be given at the rate of Rs. 6 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 Rs. 8 for every cadet similarly certified as extra-efficient.

Section VIII.—Special Grants.

44. Special grants may also 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 account, and that the ordinary grant is considered insufficient;

(*f*) for any other reason which the Local Government may consider sufficient.

45. Every application for a special grant will be dealt with on its merits, and according to the funds at the disposal of the Department, and shall be given subject to such conditions as the Department may impose.

46. 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 IX.—Grants to Night Schools.

47. 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.

48. 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.

49. 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.

Section X.—Building Grants.

56. Grants may be given to managers of schools, 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.

51. Except in the cases provided for in Article 50 (*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.

52. 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.

53. 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.

54. 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.

55. In the case of an application for a grant for repairs under article 50 (*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.

56. 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.

57. 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.

58. 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.

59. 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.

(2).—This article does not preclude the managers from using the building for other purposes when not required for the purposes of the school.

60. 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.

61. 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.

62. 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 specification;

(*b*) the trust-deed has been duly executed, registered and forwarded by the managers to the Department for safe custody.

CHAPTER VI.

TEACHERS AND CERTIFICATES.

63. In aided schools every paid teacher should be engaged under a written agreement with the Governing Body, terminable on either side with reasonable notice; (one term's notice may be considered reasonable); and while the agreement may provide that the power of suspending the teacher shall rest with the headmaster, the power of his dismissal should rest with the Governing Body. A teacher who considers himself unjustly dismissed should be permitted to make a representation to the Director, and the Governing Body should in such a case defer final action until they have received from the Director an expression of his view.

64. 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 one year will be allowed.

65. Teacher's certificates can only be gained in the following way :—

(*a*) A candidate for any grade 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 64 (*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.

66. Teachers in possession of one of the lower certificates may gain a higher one, by passing a higher literary examination.

67. Holders of the Primary School Teachers' Certificate may not teach in a section higher than the Primary. Holders of the Middle School Teacher's Certificate may not teach in a section higher than the Middle.

68, 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 VIII.

TRANSFER RULES.

69. No recognised school shall admit a pupil without a transfer certificate from the last school which he attended; and in no case shall a scholar be permitted to attend a class pending formal admission.

70. The form of certificate is given in Appendix V.

71. 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.

72. All the fee rules of the school shall be printed on the back of the bill form.

73. 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.

74. 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.

75. No transfer certificate is valid unless it is in the authorised form.

Application for a duplicate certificate must be made to the Inspector. Should he authorise the issue of the certificate, a fee of Re. 1 shall be paid to the school for it.

76. If a scholar has been expelled from a school for misconduct, and a transfer certificate be called for and given, the certificate shall bear the words "Expelled for misconduct."

77. 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.

78. 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.

79. 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.

80. 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.

81. The rules in this chapter are Inter-Provincial in their application. Each province shall therefore annually supply the rest with a list of recognised schools.

CHAPTER VII.

RECORDS.

82. In every recognised school the following records in prescribed form must be maintained :—

(*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.

83. 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, 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.

84. 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 visitor's book may be kept for the remarks of other persons visiting the school.

85. 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 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.

86. The books of every school should be kept so as to show month by month the fee actually paid for each scholar; these entries should be verified by the auditor; and a nominal list should be prepared annually by each school and submitted to the Inspector showing the cases in which reductions have been made in the fees exacted; with a brief statement of the reasons, and showing what school (if any) the scholar has previously attended and what was the rate of fee paid for him there.

87. The Inspector is entitled to examine all school records at any time.

CHAPTER XI.

EXAMINATIONS.

88. 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.

89. These examinations will be open only to scholars from recognized schools and to *bonâ fide* private candidates who are Europeans. In order to be admitted as a private candidate a boy or girl must have studied privately under conditions approved by the Inspector. No scholar from an unrecognized school, and no one who has been a scholar at any school within one year of the examination, can be admitted as a private candidate.

90. 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*.

91. 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.

92. The fees charged for admission to these examinations will be at the following rates.—

	Rs.
High	15
Middle	10

93. 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, on account of some wellknown 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	

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	

94. 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.

95. 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

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.) (*b*) 2nd paper— Translation from English. (40 marks.) Translation of unseen passages. (20 marks.)	150
2. French		
3. German		
4. Vernacular		
5. Geography	The course prescribed for Standard VII ..	75
6. History	Do. do. ..	75
7. Algebra	Do. do. ..	75
8. Euclid	Do. do. ..	75
9. Mensuration	Do. do. ..	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

96. 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 marks 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.

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.

97. The course for the High School and Scholarship Examination shall comprise the following :—

Compulsory Subjects.

Subjects.	Course.	Full marks.
1. English	(*a*) Grammar	50
	(*b*) Composition	100
	(*c*) Text-Books in prose and poetry, prescribed each year.	150
2. Arithmetic	The whole	200

Optional Subjects.

Subjects.	Course.	Full marks.
1. Latin	1st paper—	
2. French	Text-book, with questions on accidence, syntax, and allusions.	
3. German	(120 marks, of which only 55 will be allotted to mere translation).	
4. Vernacular	2nd paper—	200
	Translation of sentences from English. (55 marks.)	
	Unseen passages for translation into English. (25 marks.)	
5. Geography	Outlines of the general Geography of the World, with fuller knowledge of the British Empire. (80 marks)	100
	Physical Geography. (20 marks.)	
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 Pierpoints'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.* 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.	100
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.*	100
	As defined in extent by Hooper and Graham's Introduction to Modern Business Methods.*	
19. Any other subject approved by the Department.	....	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.

98. 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.

99. Ordinarily, no candidate may appear for the High School Examination until he has received two years' instruction in the High School standards.

100. Successful candidates at the Middle and High School Examinations will 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 3rd class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall gain distinction in that subject.

101. 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.

102. 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	@ Rs. 8 for 3 years,	tenable in Middle classes.
Middle	@ „ 12 „ 2 years,	tenable in High classes.
High	@ „ 20 „ 2 years.	
Collegiate	@ „ 30 „ 2 „	
Final	@ „ 40 „ 2 „	

103. 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.

104. 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.

105. 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.

106. Scholarships shall be allotted to boys and girls, respectively, before each examination in such proportion as the Local Government may decide.

107. Proportionate deductions will be made in the amount of a scholarship for every day's avoidable absence from school.

108. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence or of insufficient progress in studies.

109. 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.

110. Any additional rules regarding scholarships may be made in each province.

CHAPTER XI.

TRAINING INSTITUTIONS.

Section I.—Preliminary.

111. 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.

112. 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 31 (*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 116 and sufficient in number for that purpose.

(*d*) That the school satisfies the conditions of Article 31.

(*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.

113. 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.]

114. 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.

115. The course of studies will occupy not less than two years.

116. 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. All male students will be required to undergo a course of instruction in a vernacular language. 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.

117. 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 college course, and also whether he has passed the written examination on school management and the art of teaching. [See Article 65 (*a*).]

Section IV.—Hostels and Boarding Arrangements.

118. All students under training must reside in the Boarding house, unless specially exempted by the Inspector on the recommendation of the Principal.

119. 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.

120. Aid will be given to training institutions in the form of fixed grants (article 39).

Section VI.—Stipends.

121. Each student shall be given a stipend by Government, the amount being fixed by each Local Government.

122. Government may, in special cases, pay the boarding fees of students who have been educated in orphanages or free schools.

SCHEDULES.

I.—COURSE OF STUDIES IN INFANT CLASSES.

Lower Divisions.

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 subject," 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 Reader or Science Reader; or in the case of Girls' Schools, a Domestic		
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 alteration 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.	Aswering 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.
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.*

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS—*cont.*		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
Approved reading books of suitable progressive difficulty. a literary Reader and the other may be either an Historical, Geographical, Economy Reader.	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.
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 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.
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.
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.

II.—Course of Studies for the Primary Standards—*cont.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
		COMPULSORY SUBJECTS—*cont.*		
		"Compulsory subjects," as used in this Schedule means those subjects which must be taught,		
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, adjective, and adverbs. *Peculiar difficulties should be avoided in the exercise.*	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 practise 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.
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 practise 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.

III.—Course of Studies for the Middle Standards—*cont.*

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS—*cont.*		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
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.
Regular practice in all the work of the previous standards, *particularly in the four simples 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.
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.

II.—Course of Studies for the Primary Standards—*cont.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
COMPULSORY SUBJECTS—*cont.*				
"Compulsory subjects," as used in this Schedule, means those subjects which must be taught,				
Algebra .. .. (*Compulsory for boys only.*)	....	....	....	....
Euclid .. .. (*Compulsory for boys only.*)	....	....	....	....
Mensuration .. (*Compulsory for boys only.*)	....	....	....	....
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 dertermined 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.	Revision of the work of previous standards. The British Isles treated as India in Standard III.
	Some such book as Longman's "Geographical Object Lessons" will be of great help to teachers.			

III.—Course of Studies for the Middle Standards—*cont.*

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS—*cont.*		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
Algebrical notation	Revision of the work done in Standard V.	Revision of the work done in the Standards V and VI. More difficult fractions and fractional equations.
Substitution of numerical values ..	More difficult division	Simultaneous equations of two unknown quantities, and easy problems therein.
	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.	
Addition and Subtraction	Resolution into factors	Square Root.
The use of brackets. Regular practice in removing brackets, and in placing expressions within brackets.	Easy simple equations involving one unknown quantity, and easy problems therein.	
Multiplication	Highest common factor and least common multiple.	
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 fractions.	
Easy division		
To learn the factors of $a^2 \pm 2ab^2 + b^2$ 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 algebrical symbols.		
The study of Book I, Propositions 1 to 8, with the definitions, axioms, and postulates required in doing so.	Revision of the work done in Standard V.	Book I and exercises thereon.
Easy exercises on these propositions ..	Book I—Propositions 9—32 with the rest of the definitions, etc.	
	Easy exercises on the above propositions.	
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.
Revision of the work of previous standards. A fuller knowledge of India.	Revision of the work of previous standards.	Revision of the work of previous standards.
The general Geography of Asia treated in the same manner as India in Standard III.	The general Geography of Europe, Africa, and Australia on the same lines as Europe in Standard VI.	The general Geography of America and Oceania.
Elementary ideas upon the cause of wind.	Seasons, climate, phases of the moon, tides.	Fuller treatment of the Physical Geography taught in previous classes.
The monsoons		
Water, ice, steam, fog, mist, cloud, dew, rain, hail, snow.		

II.—Course of Studies for the Primary Standards—*cont.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
COMPULSORY SUBJECTS—*cont.*				
"Compulsory subjects" as used in this Schedule means those subjects which must be taught,				
History ..	....	....	....	....
Domestic Economy (*for girls only*).	....	....	....	....
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 teachers should make the cultivation of the perceptive powers 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 course 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 kettleholder.	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. 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.	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.				

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III—Course of Studies for the Middle Standards—*cont.*

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS—*cont.*		
and not, as in the list of subject for the examination, subjects in which scholars must pass.		
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.		
....	....	....
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 in 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.* Cutting out ought to be taught to the class of a whole. As a guide to teachers, "Practical Dress-making" by Mrs. J. Broughton* (*Macmillon & Co.*) is recommended, for the latter, and Elizabeth Rosevear's "Manual," (*Macmillan & Co.*), for the former.	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.
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 Courses," 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.

* 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—*cont.*

Subjects.	Standard I.	Standard II.	Standard III.	Standard IV.
		OPTIONAL SUBJECTS—*cont.*		
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.* Lessons 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	
Vernacular ..	....	....	A course to be fixed on the lines of the	
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.				

* 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—*cont.*

Standard V.	Standard VI.	Standard VII.
	OPTIONAL SUBJECTS—*cont.*	
As defined in extent in Longman's 2nd Reading-book, by Bidgood and Campbell.* Lessons 20 to end, appendices I and II, and Grammar as before.	As defined in extent in Longman's "Illustrated First Conversational French Reader," * (by Bertenshaw). Grammar as defined in extent in 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. Longman's "French Grammar," * by
of the French course.		
French and Latin courses including dictation, conversation, written translation, and re-translation.		
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 Mr. Barnett.*		
Chapters 1—29.	Revision of the work of Standard V, Chapters 30—46.	Revision of the work of standards 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.

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APPENDIX I.

Form of Application for a Grant-in-aid (Article 8 of the Code).

Name of School_____

Class of School (Article 15 of the Code)_____

Names of Teachers.	Monthly salaries.	Certificated or not (Chapter VI)	Examinations passed.

Number of Scholars in each Section (Article 18 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).	Rs.	A.	P.	Probable Annual Expenditure.	Rs.	A.	P.
Fees (excluding boarding charges) ..				Rent and Taxes			
Subscription				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 50 to 62 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.

This Indenture made the day of 19 , between

Full names, addresses and descriptions of the Trustees or Managers of the school.

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 Rs. 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 is 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 Rs. 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 there out 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 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 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

APPENDIX IV.

[No scholar shall be permitted to join any class until his name appears in this Register and when a scholar has previously attended a Recognised School, his name shall not be entered until the Transfer Certificate has been received.]

Admission																										
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.	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.					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.					
	Day.	Month.	Year.	Christian.	Surname.	Day.	Month.	Year.		Father.	Mother.			School last attended.	Date when that school was last attended. Day.	Month.	Year.	Standard in which then studying.	Date of withdrawal. Day.	Month.	Year.	Standard in which then studying.	If withdrawn at the end of the year, to what standard promotion (if any) was intended.	Character.

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_____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 (article 76 of the Code).
‡ *Promised* or *Refused*.

Order—No. 599, Educational, dated 5th September 1905.

The Code of Regulations for European schools received with the letter from the Government of India read above is forwarded to the Director of Public Instruction with the request that he will submit detailed proposals for its introduction in this Presidency as early as possible. He should submit—

(1) a special report with reference to paragraphs 3 and 5 of the letter from the Government of India, and

(2) a draft of such further explanatory notes and instructions as he may consider necessary with reference to article 13 of the Code,

and draw the attention of Government to any points requiring, in his opinion, special notice or action.

2. A copy of the report of the Hill Schools Committee referred to in paragraph 5 of the letter is being separately forwarded with G.O., No. 598, Educational, of this date.

(True Extract.)

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

To the Director of Public Instruction.
,, Financial Department.

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Educational Department.

NOTES CONNECTED WITH G.O., No. 599, EDUCATIONAL, DATED 5th SEPTEMBER 1905.

[Subject.—*Revised Code of Regulations for European Schools in India and Burma.*]

From the Government of India, Home Department, No. 531, *dated* 14*th August* 1905.

Circulated for the perusal of His Excellency the Governor and the Honourable Members.

R.N.—25-8-05.
P. T. Tharyan—25-8-05.
H. D. Taylor—25-8-05.
A[mpthill]—29-8-05.

To the Director for guidance. He should report specially with reference to paragraphs 3 and 5 of the letter. Send him a copy of the Hill Schools Committee's report.

2. And he may be requested to draw Government's attention to any points of the Revised Code which require special notice or action at the present time.

J. T[homson]—31-8-05.
G. S[tokes]—31-8-05.

Draft.

H. D. Taylor—1-9-05.

The draft placed below is submitted for approval.

P. T. Tharyan—1-9-05.
A. Galletti—4-9-05.
H. D. Taylor—5-9-05.

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REVISED DRAFT CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN INDIA AND BURMA, 1905.

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CHAPTER I.

PRELIMINARY.

1. 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.

2. The term "European" in this Code signifies 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" signifies European scholar.

The term "Director" signifies the Director of Public Instruction.

3. A list of recognized schools is kept by the Department. Any school seeking recognition must satisfy the Department that it is actually wanted; that its financial stability is assured; that its managing body, when there is one, 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 the fees to be paid will not involve such competition with any existing school as will be unfair and injurious to the interests of education.

4. Only those schools which are recognized are eligible to send up pupils to the examinations regulated by this code, or to receive scholars in enjoyment of Government scholarships, or to share in any other benefits of the Code.

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.

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.

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;

(*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 the school after seeing it, the Department will inform 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.

Unaided schools which are recognized or desire recognition are subject to such inspection as may be necessary in order to satisfy the Department of the observance of the conditions stated in article 3.

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

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.

13. Local Governments will issue this Code and its appendices with such further explanatory notes and instructions as they may consider necessary.

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.

CHAPTER II.

Grades of Schools.

15. All recognized schools 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 recognized 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, 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; 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 23.

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 44 (*d*), for one or more of the subjects included in the Schedule.

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 23.

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.

CHAPTER V.

Grants-in-Aid.

Section I.—General.

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

(*a*) Ordinary grants, based on attendance.

(*b*) Supplementary grants, where ordinary grants are insufficient.

(*c*) Fixed grants, to take the place of ordinary and supplementary grants.

(*d*) Boarding grants for orphans, the indigent, and for the poor in places where schools are not available.

(*e*) Cadet grants.

(*f*) Special grants.

(*g*) Grants to night schools.

(*h*) Building grants.

27. Special grants and building grants are payable at whatever time and in whatever manner may in each case be determined. All other grants are annual grants for the year beginning on the 1st April, and are payable to the school in one sum on or after the 1st April, unless otherwise ordered by the local Government.

28. Grants may be reduced or withheld for sufficient reason shown in the Inspector's report. 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 such representations as they may desire.

29. If the amount payable under Section III 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.

NOTE.—In calculating the income of the school under this Article boarding fees shall not be included.

SECTION II.—*Conditions of aid.*

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

31. 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.

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 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 attendance 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 important 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 31 (*b*), (*a*), (*d*), (*e*), (*f*), (*g*) and (*h*).

32. 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.

33. 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.

(*l*) 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 31 are complied with.

SECTION III.

Ordinary Grants.

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

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.

35. 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.

36. 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 calendar year" (January to December) last completed 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, a class firing, or at battalion drill, may be credited with attendances at such school meeting.

37. The following are the scales for the circulation 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.

Rupees 90 for each of the second five scholars in ordinary attendance.

Rupees 50 for each of the remaining scholars in ordinary attendance.

To the amounts calculated upon these scales an addition of ten per cent. is made.

Section IV.—*Supplementary Grants.*

38. In addition to the grants mentioned above, supplementary grants may be made, on the recommendation of the Inspector, to any school for the efficient maintenance of which the ordinary grants are not sufficient. In considering the assignment of supplementary grants the department shall have regard to the improvement of the quality and pay of the teaching staff; and it shall be a condition of such grants that they shall not be applied to the reduction of fees or of voluntary subscriptions.

Section V.—*Fixed Grants.*

39. Instead of the grants which may be payable 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.

Section VI.—*Boarding grants for (1) orphans and destitute children, and for (2) children of the poor in places where schools are not available.*

40. A special grant of Rs. 8 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.

41. 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.

42. 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 entire 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 VII.—*Cadet Grants.*

43. A grant may be given at the rate of Rs. 6 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 Rs. 8 for every cadet similarly certified as extra-efficient

SECTION VIII.—*Special Grants.*

44. Special grants may also 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 account, and that the ordinary grant is considered insufficient;

(*f*) for any other reason which the Local Government may consider sufficient.

45. Every application for a special grant will be dealt with on its merits, and according to the funds at the disposal of the Department, and shall be given subject to such conditions as the Department may impose.

46. 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 IX.—*Grants to Night Schools.*

47. 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.

48. 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.

49. 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.

SECTION X.—*Building Grants.*

50. Grants may be given to managers of schools, 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.

51. Except in the cases provided for in Article 50 (*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.

52. 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.

53. 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.

54. 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.

55. In the case of an application for a grant for repairs under Article 50 (*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.

56. 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.

57. 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.

58. 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.

59. 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.

60. 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.

61. 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.

62. 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.

CHAPTER VI.

TEACHERS AND CERTIFICATES.

63. In aided schools every paid teacher should be engaged under a written agreement with the Governing Body, terminable on either side with reasonable notice; (one term's notice may be considered reasonable) ; and while the agreement may provide that the power of suspending the teacher shall rest with the headmaster, the power of his dismissal should rest with the Governing Body. A teacher who considers himself unjustly dismissed should be permitted to make a representation to the Director, and the Governing Body should in such a case defer final action until they have received from the Director an expression of his view.

64. 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 one year will be allowed.

65. 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 64 (*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.

66. Teachers in possession of one of the lower certificates may gain a higher one, by passing a higher literary examination.

67. 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.

68. 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.

69. No recognised school shall admit a pupil without a transfer certificate from the last school which he attended; and in no case shall a scholar be permitted to attend a class pending formal admission.

70. The form of certificate is given in Appendix V.

71. 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.

72. All the fee rules of the school shall be printed on the back of the bill form.

73. 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.

74. 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.

75. No transfer certificate is valid unless it is in the authorised form.

Application for a duplicate certificate must be made to the Inspector. Should he authorise the issue of the certificate, a fee of Re. 1 shall be paid to the school for it.

76. If a scholar has been expelled from a school for misconduct, and a transfer certificate be called for and given, the certificate shall bear the words "Expelled for misconduct."

77. 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.

78. 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.

79. 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.

80. 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.

81. The rules in this chapter are Inter-Provincial in their application. Each province shall therefore annually supply the rest with a list of recognised schools.

CHAPTER VIII.

Records.

82. In every recognised school the following records in prescribed form must be maintained:—

(*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.

83. 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, 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.

84. 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 visitor's book may be kept for the remarks of other persons visiting the school.

85. 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 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.

86. The books of every school should be kept so as to show month by month the fee actually paid for each scholar; these entries should be verified by the auditor; and a nominal list should be prepared annually by each school and submitted to the Inspector showing the cases in which reductions have been made in the fees exacted; with a brief statement of the reasons, and showing what school (if any) the scholar has previously attended and what was the rate of fee paid for him there.

87. The Inspector is entitled to examine all school records at any time.

CHAPTER IX.

Examinations.

88. 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.

89. These examinations will be open only to scholars from recognized schools and to *bonâ fide* private candidates who are Europeans. In order to be admitted as a private candidate a boy or girl must have studied privately under conditions approved by the Inspector. No scholar from an unrecognized school, and no one who has been a scholar at any school within one year of the examination, can be admitted as a private candidate.

90. 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*.

91. 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.

92. The fees charged for admission to these examinations will be at the following rates:—

	Rs.
High	15
Middle	10

93. 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	

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	

94. 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.

95. 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

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

96. 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 marks 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.

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.

97. The course for the High School and Scholarship Examination shall comprise the following :—

Compulsory Subjects.

Subjects.	Course.	Full marks.
1. English ...	(*a*) Grammar	50
	(*b*) Composition ...	100
	(*c*) Text-Books in prose and poetry, prescribed each year.	150
2. Arithmetic ...	The whole	200

Optional subjects.

Subjects.	Course.	Full marks.
1. Latin ...	1st paper—	
2. French ...	Text-book, with questions on accidence, syntax, and allusions. (120 marks, of which only 55 will be allotted to mere translation).	
3. German ...	2nd paper—	200
4. Vernacular ...	Translation of sentences from English. (55 marks.)	
	Unseen passages for translation into English. (25 marks.)	
5. Geography ...	Outlines of the general Geography of the World, with fuller knowledge of the British Empire. (80 marks.)	100
	Physical Geography ... (20 marks.)	
6. The History of England. and The History of India.	As defined by its treatment in Ransome's Short History of England.*	100
	Leading facts of Indian History from Baber.	
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 Pierpoints'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.	

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.	100
	As in Gill's Geometrical Drawing, excluding solids.*	
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
19. Any other subject approved by the Department.	.....	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.

98. 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.

99. Ordinarily, no candidate may appear for the High School Examination until he has received two years' instruction in the High School standards.

100. Successful candidates at the Middle and High School Examinations will 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 3rd class. Candidates who gain not less than 75 per cent. of the possible marks in any subject shall gain distinction in that subject.

101. 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.

102. 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	... @ Rs. 8 for 3 years,	tenable in Middle classes.
Middle	... @ „ 12 „ 2 years,	tenable in High classes.
High	... @ „ 20 „ 2 years.	
Collegiate	... @ „ 30 „ 2 „	
Final	... @ „ 40 „ 2 „	

103. 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.

104. 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.

105. 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.

106. Scholarships shall be allotted to boys and girls, respectively, before each examination in such proportion as the Local Government may decide.

107. Proportionate deductions will be made in the amount of a scholarship for every day's avoidable absence from school.

108. A scholarship may be reduced or withdrawn in cases of misconduct, of continued absence or of insufficient progress in studies.

109. 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.

110. Any additionalrules regarding scholarships may be made in each province.

CHAPTER XI.

Training Institutions.

Section I.—*Preliminary.*

111. 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.

112. 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 31 (*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 116 and sufficient in number for that purpose.

(*d*) That the school satisfies the conditions of Article 31.

(*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.*

113. 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 Inspecto as likely to benefit by the training. [In the case of training schools, such initial literary qualifications as the Department may prescribe.]

114. 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.*

115. The course of studies will occupy not less that two years.

116. 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 suprintendence 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. All male students will be required to undergo a course of instruction in a vernacular language. 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.

117. 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 college course, and also whether he has passed the written examination on school management and the art of teaching. [See Article 65 (*a*).]

SECTION IV.—*Hostels and Boarding arrangements.*

118. All students under training must reside in the boarding house, unless specially exempted by the Inspector on the recommendation of the Principal.

119. 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.*

120. Aid will be given to training institutions in the form of fixed grants (article 39).

SECTION VI.—*Stipends.*

121. Each student shall be given a stipend by Government, the amount being fixed by each Local Government.

122. Government may, in special cases, pay the boarding fees of students who have been educated in orphanages or free schools.

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Code of Regulations for European Schools in India and Burma, 1905.

1.—COURSE OF STUDIES IN INFANT CLASSES.

LOWER DIVISIONS.

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 necessary 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 subject," 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			or Science Reader; or in the case of Girls' Schools, a Domestic Economy
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 alteration 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. 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 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.
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.	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.	Letter-writing. The reproduction in the scholar's 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 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.	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. The 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,' pernouns other than personal, conjunctions, and prepositions; and the full parsing of nouns, pronouns, adjective, and adverbs. *Peculiar difficulties should be avoided in the exercise.*	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 conta ining 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 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.*	Regular practice in all the work of the previous standards.	Regular practice in all the work of the previous standards.
Vulgar fractions; Decimal fractions; Easy Compound Proportion (on the Unitary method).	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.	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.
Algebrical notation	Revision of the work done in Standard V.	Revision of the work done in the Standards V and VI. More difficult fractions and fractional equations.
Substitution of numerical values ...	More difficult division	Simultaneous Equations of two unknown quantities, and easy problems therein.
	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.	
Addition and Subtraction. ...	Resolution into factors	Square Root.
The use of brackets. Regular practice in removing brackets, and in placing expressions within brackets.	Easy simple equations involving one unknown quantity, and easy problems therein.	
Multiplication	Highest common factor and least common multiple.	
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 fractions.	
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 algebrical symbols.		
The study of Book I, Propositions 1 to 8, with the definitions, axioms, and postulates required in doing so.	Revision of the work done in Standard V.	Book I and exercises thereon.
	Book I—Propositions 9—32 with the rest of the definitions, etc.	
Easy exercises on these propositions ...	Easy exercises on the above propositions.	
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 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.			

III.—COURSE OF STUDIES FOR THE MIDDLE STANDARDS.

Standard V.	Standard VI.	Standard VII.
COMPULSORY SUBJECTS.		
and not, as in the list of subject for the 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,"* page, 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,			
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 powers 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 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. 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.	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.			
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.* Lessons 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	
Vernacular ...	.....	.....	A course to be fixed on the lines of the	

* 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.		
and not, as in the list of subjects for examination, subjects in which scholars must pass.		
.....	.....	.....
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 in 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 kint 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 Longman's 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.
of the French course.		
French and Latin courses, and including Dictation, Conversation, written Translation, and re-translation.		

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 Mr. Barnett.*	
Chapters 1—29.	Revision of the work of Standard V, Chapters 30—46.	Revision of the work of Standards 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.

APPENDIX I.

Form of Application for a Grant-in-aid (Article 8 of the Code).

Name of School_____

Class of School (Article 15 of the Code)_____

Names of Teachers.	Monthly salaries.	Certificated or not (Chapter VI).	Examinations passed.

Number of Scholars in each Section. (Article 18 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).	Rs.	A	P	Probable Annual Expenditure.	Rs.	A	P.
Fees (excluding boarding charges) ...				Rent and Taxes			
Subscription				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 50 to 62 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.

AND WHEREAS the said Trustees have applied to the said Secretary of State for a grant-in-aid of

Here state the purpose for which the money is required.

construction, 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 Rs. 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 is 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 Rs. 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 purposes, 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 there out 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 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 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

[824HD]

APPEN

No scholar shall be permitted to join any class until his name appears in this Register and when a shall not be entered until the Transfer

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.	

APPENDIX IV.

scholar has previously attend a Recognised School, his name Certificate has been received.

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.					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.					
Father.	Mother.			School last attended.	Date when that school was last attended. Day.	Month.	Year.	Standard in which then studying.	Date of withdrawal. Day.	Month.	Year.	Standard in which then studying.	If withdrawn at the end of the year, to what standard promotion (if any) was intended.	Character.

Code of Regulations for European Schools in India and Burma, 1905.

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 _____ 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).

‡ *Promoted* or *Refused*.

TELEPHONIC MESSAGE.

Date, _____ 190 . 44

_____ *Hours* _____ *Minutes.*

From	*To*
The Supdt Govt Press	The Col. Supdt of Govt Presses Sipa

Please let me know whether you may require any more copies of No. 599 Col. dt. 5-4-05. 20 copies of a certain portion of the revised draft Code of Regulations of European School in India and Burma 1905 have to be supplied to the D.P.I. which will cause disarrangement of the type. Supdt of Book Depot wants type.

In D.R.

There are 20 copies.
May the press be asked to
do as it pleases

CMW
26/4/05

Please send 20 copies for the present. The Code has to be printed in book form subsequently with such additions and alterations as may be necessary on receipt of the Director's remarks.

PJJ
27/4/05

File with Cos 29
5-9-05.

Telephoned
Sent to
28/4/05

CMW
28/4/05

[E. 14]

1000—24-9-05.

EDUCATIONAL DEPARTMENT.

READ AGAIN G.O., No. ..... dated 190 .

" " " " 190 .

READ ALSO:—

C. No. 1504, From the Govt. of India, Home Department, No 531, dated 14-8- 1905.

" " " " 190

" " " " 190

ORDER No. 599 dated 5-9- 1905

The Code of Regulations for European schools received with the letter from the Govt. of India read above is forwarded to the Director of Public Instruction with the request that he will submit detailed proposals for its introduction in this Presidency as early as possible. ~~The points for attention of Govt. to any points in the Code which require should also be noted~~ Special notice or action at present. He should also submit (1) a special report with reference to para 3 of the letter from the Govt. of India and (2) a draft of such further explanatory notes and instructions as he may deem necessary with reference to any of the Codes

Rec'd

3 2 46 3.8

2. A copy of the report of the Hill schools Committee referred to in para: 5 of the letter is being separately forwarded with Ref. No 578 Edl: of this date.

PH 11/9/15 11/9/15 11/9/15

linked & filed

S. copies desp 18/10/5

To the D.P.O. with copy of code. } Desp 11/9/15
" Trial depart.

NUMBER OF COPIES REQUIRED. { Order complete. / Letter only. / Order complete with Letter.

DATED

SIGNATURE