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

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Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd. } 1906. *Enclosures*
Regd. } *Spare copies*

G.O., &c., Nos. 493, 494, 23rd July 1906.

European schools.

Addressing the Government of India on the subject of the curriculum for —

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

G.O., Nos. 311, 312, Educational, dated 4th May 1906.

Abstract.—Informing the Government of India that the Code of Regulations for European Schools has been introduced in this Presidency with certain modifications with effect from 1st April 1906, applying for a grant of at least Rs. 70,000 so that the rates allowed by the code may be adopted in the Madras Presidency as soon as possible; and stating that a further communication will be sent on the subject of modifying the curriculum as at present defined in the code.

Order—No. 493, Educational, dated 23rd July 1906.

The following letter will be despatched to the Government of India :—

(True Extract.)

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

Letter—from H. D. TAYLOR, Esq., I.C.S., Acting Secretary to the Government of Madras, Educational Department.
To—the Secretary to the Government of India, Home Department.
Dated—Ootacamund, the 23rd July 1906.
No.—494, Educational.

In continuation of paragraph 6 of my letter No. 312, Educational, dated 4th May 1906, I am directed to address the Government of India on the subject of the curriculum for European schools.

2. In paragraph 5 of your letter No. 531 of the 14th August 1905 it was stated that the Government of India were not satisfied with the curriculum as at present defined in the Code for European Schools which they regarded 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 with the Home Department letter No. 540 of the same date. The Government of India desired therefore that the curriculum should be specially examined with the view of consolidating the courses in the various classes of schools on the lines proposed by the Hill Schools Committee, and definite proposals made for altering the curriculum. It was at the same time suggested that the revised curriculum should provide for the inclusion of a vernacular language in the regular course of study in all schools for boys.

3. His Excellency the Governor in Council has accordingly subjected the curriculum to a detailed examination by the Director of Public Instruction, whose remarks thereon will be found in paragraphs 16 to 27 of his letter No. 8449, dated 19th January 1906, printed with G.O., No. 220, Educational, of the 29th March 1906, a copy of which was forwarded with my letter quoted in paragraph 1 *supra*. Dr. Bourne is inclined to think that the Hill Schools Committee were considering only the curriculum for high standards, but on the other hand he finds it difficult to interpret the phrase “consolidation of the courses in the various classes of schools on the lines proposed by the Hill Schools Committee” as used in paragraph 5 of the Home Department letter No. 531 of the 14th August 1905. He thinks that it is possible at first sight to take the phrase to refer to the Committee's remarks in paragraph 59 of their report where the assignment of a single course of study to each school is mentioned as a solution of the problem before them, but he argues that this solution is discarded

by the Committee themselves. He thinks also that the phrase may refer to the proposals summarized in paragraph 68 of the Committee's report, but then, it is argued, the Government of India expressly state that the Committee's curriculum is not intended to apply to schools for Europeans generally. Another difficulty Dr. Bourne finds in following the Committee's remarks on the curriculum is that in the schedules of the Code as finally passed by the Government of India there is no curriculum prescribed for the high standards, the course of studies in these standards being merely described as a preparation for the High School Examination.

4. In Dr. Bourne's opinion what constitutes a grave objection to the curriculum for primary and middle standards as defined in the Code is that it makes no distinction between the courses of studies for children who are almost certain to complete their school education at the end of the seventh standard and those who will in all probability proceed to the high school classes. He thinks that in this Presidency such a distinction is very desirable since “the great majority of the pupils are in the middle “and primary standards and have no intention of proceeding to a high school course. “For such schools and pupils the curriculum in the Code is unsuitable. It is evidently “adapted to the requirements of pupils whose school education is intended to proceed “farther and to lead them to the high school. To mention a single point it makes “algebra and Euclid compulsory in the middle standards. To a boy who leaves school “at the seventh standard the small amount of algebra he will have learned will be of “little practical use and the time spent upon it might have been better employed in “the study of arithmetic which affords quite as good a mental training as algebra to “pupils at that stage. Some elementary notions of geometry might be useful to a boy “in afterlife; but the severely syllogistic methods of Euclid have for some time “been discarded as a means of teaching such notions, being replaced by observational “and experimental methods.”

5. After a careful consideration of the matter Dr. Bourne has arrived at the conclusion that it is unnecessary to prescribe any detailed curriculum in the Code. It was deliberately given up in the English Code of 1902 for day schools, the principle being adopted of prescribing essential subjects of elementary education and leaving managers to plan out courses of instruction comprising these, subject to the Inspector's guidance. He accordingly recommends that “in the place of the curriculum in the “Code it should be prescribed that the education given in the primary and middle “standards of European schools should be based on a graduated course of instruction “suitable to the age and capacity of the pupils in the following subjects :—

“(1) The English language.
“(2) Arithmetic.
“(3) Knowledge of the common phenomena of external things.
“(4) Geography.
“(5) History.
“(6) Drawing with other simple hand-and-eye-training.
“(7) Singing.
“(8) Physical exercises.
“(9) Plain needle-work for girls.
“(10) Hindustani or an Indian vernacular which should ordinarily be that of the locality.

“A great part of the instruction in infant classes should be by means of “appropriate and varied occupations. One or more of the above subjects of instruc-“tion might be omitted where the Department is satisfied that there is good reason “for the omission.

“Instruction might be given in one or more of the following additional “subjects :—

“Mathematics (experimental geometry, mensuration and algebra);
“Latin;
“Modern languages;
“Manual training;

“and for girls—

“Domestic economy;
“Fancy needle-work; and
“Cookery:

"provided always that the conditions of article 25 are fulfilled.

"The head teacher should draw up a detailed course of studies for each class "and each subject taught in the school which should receive the Inspector's approval "before being adopted."

6. With regard to high school classes no detailed curriculum has been prescribed in the Code and Dr. Bourne thinks that none is required. In his opinion "it would "be sufficient to prescribe for these classes, as for the primary and middle classes, "certain subjects which *must* be taught and certain subjects which *may* be taught, "provided that they meet the requirements of the school and that there is adequate "means of teaching them. The head teacher of each school might be left to draw up "a detailed course of studies for each class and each subject which should receive the "Inspector's sanction before adoption. The compulsory subjects might be those "proposed in paragraph 68 of the Hill Schools Committee's report, namely—

"English;
"Latin;
"Mathematics (comprising Arithmetic, experimental and deductive Geometry, Algebra and Mensuration);
"History;
"Geography;
"A vernacular;
"Singing and Music;
"Drawing; and
"Physical exercises.

"As optionals might be taken up manual instruction and any subject in the "Scholarship examination not included in the compulsory course.

"In girls' schools Latin need not be taught and a modern language and Geometry, "Algebra and Mensuration might be made optional."

7. Dr. Bourne has also prepared two schedules in accordance with his proposals, which are appended to this letter.

8. His Excellency in Council accepts generally Dr. Bourne's views and considers that no hard and fast curriculum is desirable. The exact course would be liable to be affected by climatic conditions, and a curriculum and even school terms suited to the plains of Madras might be quite inappropriate to a hill station such as Ootacamund. Considerable discretion may therefore be left in such cases to the teaching staff which will, presumably, in the case of European schools, be fully qualified.

In His Excellency's opinion, however, it would be an advantage if alternative curricula for high school classes were prescribed as proposed by the Hill Schools Committee in paragraph 68 of their report, one consisting of subjects (1), (2) and (4) to (9) specified in schedule II appended with a less advanced course of mathematics and the other consisting of subjects (3) to (9) with a less advanced course of English and Latin. It seems hardly desirable that a boy who has no particular gift for mathematics should be compelled to go through the more advanced course. Similarly a boy who has special aptitude for mathematics may be permitted to qualify by a less advanced course in English and Latin.

APPENDIX.

SCHEDULES.

I.—Course of studies in primary and middle classes.

The following subjects should be taught in the primary and middle classes of European schools:—

(1) The English language, including correct speaking and pronunciation, reading aloud with intelligence and clear enunciation, writing, oral and written composition, and grammar. At each stage recitation of pieces of literary merit should be practised.

(2) Arithmetic, mental and written. In the earlier stages arithmetical processes should be mainly applied to concrete numbers.

(3) Knowledge of the common phenomena of the external world with special reference to the formation of a habit of intelligent and accurate observation, and the application of that habit to the daily life and surroundings of the pupils.

(4) Geography, advancing from first notions to an outline knowledge of the chief physical features of the earth, and specially of the British Isles, the Indian Empire, and the British Dominions beyond the seas.

(5) History comprising a general knowledge of the great persons and events in English History, and of the growth of the British Empire, and specially of the Empire in India.

(6) Drawing, including other simple hand-and-eye training.

(7) Singing.

(8) Physical exercises.

(9) An Indian vernacular which should be either Hindustani or the vernacular of the locality.

(10) Plain needle-work for girls.

2. The teaching of the above subjects should be based on a course of instruction graduated in accordance with the age and capacity of the pupils and their requirements in after life.

3. In the infant classes the main portion of the instruction should be given by means of appropriate and varied occupations, and to a less extent the same methods should find a place in the teaching of the lower standards.

4. One or more of the above subjects may be partly or wholly omitted in a school in which the department is satisfied that there is a good reason for the omission.

5. Instruction may also be given in one or more of the following optional subjects:—

(1) Latin.

(2) Mathematics, comprising Geometry, Mensuration and Algebra. The instruction in Geometry should proceed mainly by experimental and observational methods, and Algebra should only be taken up in the highest standards.

(3) Modern European languages.

(4) Manual training.

(5) Domestic Economy
(6) Fancy needle-work } for girls.
(7) Cookery

II.—Course of studies in high school classes.

The education given in high school classes should be based on a graduated course of instruction in the following subjects:—

(1) The English language.

(2) Latin.

(3) Mathematics, comprising Arithmetic, experimental and deductive Geometry, Mensuration and Algebra.

(4) The Geography of the world with special reference to the Geography of the British Isles, the Indian Empire, and the British Dominions beyond the seas.

(5) The History of England and of the British rule in India.

(6) Drawing.

(7) Singing and Music.

(8) Physical exercises.

(9) An Indian vernacular which should be either Hindustani or the vernacular of the locality.

2. In schools for girls Latin, and Geometry, Mensuration, and Algebra need not be studied.

3. Instruction may also be given in manual training and in any of the optional subjects of the High School examination course.

III

In every school of whatever grade, there shall be a detailed syllabus which will show the scope of the studies in each subject and in each class for the school year.

The syllabus should show the number of hours per week allotted to each subject in each class and should give the names of the text-books employed.

The approval of the Inspector should be obtained before the syllabus is adopted and the teaching in the school should be in accordance with it. No alteration should be made in the syllabus without the Inspector's previous sanction.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., Nos. 493, 494, EDUCATIONAL, DATED 23RD JULY 1906.

[SUBJECT.—*Modification of the curriculum for European Schools defined in the Code for those schools.*]

In forwarding to this Government the Code for European schools as finally passed by the Government of India, the Government of India * said that they were "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 (14th August 1905)". They desired 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 said "they would be glad to receive definite proposals from Local "Governments." At the same time they suggested "that the revised curriculum "should provide for the inclusion of a vernacular language in the regular course of "study in all schools for boys". The Director of Public Instruction was then asked to submit with his proposals for the introduction of the Code in this Presidency a special report on the subject of the curriculum—G.O., No. 599, Educational, dated 5th September 1905.

2. This report will be found in paragraphs 16 to 27 of his letter read with G.O., No. 220, Educational, dated 26th March 1906. In paragraph 5 of this order it was stated "*Curriculum for European schools.*—The revised schedule submitted by "the Director will be separately considered and submitted to the Government of India. "Pending its final approval the courses of studies prescribed in the Code may be "followed."

The Code was brought into force from the 1st April 1906—paragraph 11 of G.O., No. 220, Educational, dated 26th March 1906, page 13. In the letter to the Government of India, No. 312, Educational, dated 4th May 1906, this fact was reported to that Government (paragraph 1) and it was stated (paragraph 6) that the Government of India would be separately addressed on the subject of the curriculum.

3. The curriculum has thus to be now examined and the Government of India addressed thereon. It will be found on pages 31 to 42 of G.O., No. 220, Educational, dated 26th March 1906.

4. The criticisms of the Hill Schools Committee on the curriculum in the Code were generally expressed in the following words: "The Code prescribes but two "subjects as compulsory (English and "Arithmetic) and leaves all the rest optional, only requiring that for the purpose "of the High School examinations not less "than three and not more than seven "optional subjects shall be taken. Consequently it does not so much lay down the courses of study as offer a variety of "syllabuses of study in different subjects, leaving the composition of the curriculum to

Paragraph 56 of their report.

Articles 93, 95 and 97 of the Code on pages 25, 26 and 27 of G.O., No. 220, dated 26th March 1906.

Article 98 on page 28.

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* Paragraph 5 of letter from Government of India on page 3 of G.O., No. 599, Educational, dated 5th September 1905.

† Pages 31 to 42 of G.O., No. 220, Educational, dated 26th March 1906.

‡ Read with G.O., No. 598, Educational, dated 5th September 1905.

the individual schools. This arrangement, under which the studies of all grades of school are regulated by a comprehensive Code applicable alike to the smallest primary and the largest secondary school is an unusual one. . . . . ."

Paragraph 59 of report.

"The combinations of subjects found in the schools seem to be very much determined by the prospects of catching marks in the different examinations and these being numerous, more alternatives are offered by the schools than can be efficiently taught . . . . The question therefore arises whether the schools could be re-classified according to curriculum, one course being assigned to each school and provision being made for its being well taught. This might be an ideal solution but seeing that the choice of schools is already subject to several other considerations, those of proximity of religion and of expense, it is impossible to classify the hill schools by curriculum . . . ."

Paragraph 68 of report.

"Thus there should be two alternative curricula–one consisting of English, Latin, Mathematics, history and geography and Urdu and the other consisting of Science, Mathematics, history and geography and Urdu with a less advanced course of English and Latin. To both of these curricula would be added, as occasion permits, singing and music, drawing and manual instruction."

Paragraph 17 of his letter.

Letter read with G.O., No. 598, dated 5th September 1905.

Paragraph 17 of his letter.

Page 42 of G.O., No. 220, dated 26th March 1906.

5. As already stated, the Director of Public Instruction's remarks on the subject are contained in paragraphs 16 to 27 of his letter on pages 4 to 7 of G.O., No. 220, dated 26th March 1906. He is inclined to think that the Hill Schools Committee were considering only the curriculum for high standards, but on the other hand he says that "the phrase 'consolidation of the courses in the various classes of schools on the lines proposed by the Hill Schools Committee'—(paragraph 5 of the Government of India letter quoted in paragraph 1 *supra*—is somewhat difficult to interpret. At first sight it might be taken to refer to the Committee's remarks in paragraph 59 of their report quoted in the foregoing paragraph—where the assignment of a single course of study to each school is mentioned as a solution of the problem before them but this solution is discarded by the Committee . . . . It may also refer to the proposals summarized in paragraph 68 of the Committee's report." But the Government of India expressly state that the Committee's curriculum is not intended to apply to schools for Europeans generally. Another difficulty the Director of Public Instruction finds in following the Committee's remarks on the curriculum is that in the schedules of the Code as finally passed by the Government of India, there is no curriculum prescribed for the high standards—the course of studies for these standards being merely described as a preparation for the High School examination.

Paragraph 20 of his letter.

This differentiation may be required in the case of native schools where the supply of qualified teachers with other circumstances necessitates such a differentiation. But in the case of European schools I think we may take it that the teaching staff will be qualified?

G. S. F[ORBES].

Paragraph 22 of his letter.

Paragraph 25 of his letter.

6. In the Director of Public Instruction's opinion what constitutes a grave objection to the curriculum for primary and middle standards as defined in the Code is that it makes no distinction between the courses of studies for children who are almost certain to complete their school education at the end of the seventh standard and those who will in all probability proceed to the high school classes. In this Presidency the Director says that such a distinction seems to be desirable. After a careful consideration of the matter he has arrived at the conclusion that a detailed curriculum is not necessary in the Code and he says that it was deliberately given up in the English Code for day schools of 1902, the principle being adopted of prescribing essential subjects of elementary education and leaving managers to plan out courses of instruction comprising those, subject of course to the Inspector's guidance. The Director accordingly recommends "that in the place of the curriculum in the Code it should be prescribed that

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the education given in the primary and middle standards of European schools should be based on a graduated course of instruction suitable to the age and capacity of the pupils in the following subjects:—

"(1) The English language.
"(2) Arithmetic.
"(3) Knowledge of the common phenomena of external things.
"(4) Geography.
"(5) History.
"(6) Drawing with other simple hand—and eye—training.
"(7) Singing.
"(8) Physical exercises.
"(9) Plain needle-work for girls.
"(10) Hindustani or an Indian vernacular, which should ordinarily be that of the locality.

"A great part of the instruction in infant classes should be given by means of appropriate and varied occupations. One or more of the above subjects of instruction might be omitted where the department is satisfied that there is good reason for the omission.

"Instruction might be given in one or more of the following additional subjects:—Mathematics (Experimental Geometry, Mensuration and Algebra), Latin, modern languages, manual training, and for girls, domestic economy, fancy needle-work, and cookery; provided always that the conditions of article 25 * are fulfilled.

* Page 17 of G.O., No. 220, dated 26th March 1906.

"The head teacher should draw up a detailed course of studies for each class and each subject taught in the school which should receive the Inspector's approval before being adopted.

"With regard to high school classes no detailed curriculum has been prescribed in the Code, and I do not think that any is required. It would be sufficient to prescribe for these classes, as for the primary and middle classes, certain subjects which must be taught and certain subjects which may be taught provided that they meet the requirements of the school and that there is adequate means of teaching them. The head teacher of each school might be left to draw up a detailed course of studies for each class and each subject, which should receive the Inspector's sanction before adoption.

With G.O., No. 598, dated 5th September 1905.

"The compulsory subjects might be those proposed in paragraph 68 of the Hill Schools Committee's report, viz., English, Latin, Mathematics (comprising Arithmetic, Experimental and Deductive Geometry, Algebra and Mensuration), History, Geography, a vernacular, singing and music, drawing, and physical exercises. As optionals might be taken up 'manual instruction' and any subject in the scholarship examination not included in the compulsory course.

"In girls' schools, Latin need not be taught, and a modern language and Geometry, Algebra and Mensuration might be made optional.

Pages 9 and 10 of G.O., No. 220, dated 26th March 1906.

"The above proposals have been embodied in the accompanying schedules which are based upon those in the English Code and which, if Government approves, may replace those at present in the Code.

Page 25 of G.O., No. 220, dated 26th March 1906.

H. D. TAYLOR.

7. It is for consideration whether the schedules submitted by the Director and printed on pages 9 and 10 of G.O., No. 220, Educational, dated 26th March 1906, may be approved and recommended to the Government of India. Under article 91 of the Code it seems that the middle and high school examinations for European schools will be common examinations for the whole of India and Burma, at least that † appears to be the intention. If so it seems doubtful whether the Director's plan of prescribing essential subjects of

† Please see paragraph 9 of the report of the Committee appointed to draft the Code for European schools on page 7 of G.O., Nos. 565, 566, dated 19th November 1903.

They have got the examinations in front of them?

G. S. F[orbes].

Page 25 of G.O., No. 220, dated 26th March 1906.

H. D. Taylor.

The school year is also different.

H. D. Taylor.

H. D. Taylor.

I do not think that social position should count for much. The master should be required to give equal attention to *all* pupils whatever their social condition. The selection of pupils for special branches of study should be according to aptitude.

H. D. Taylor—15-6-06.

Yes. The schools are *aided* schools and therefore the class of pupil will be much on a par. The *higher* classes will naturally go to private schools!

G. S. F[orbes].

elementary education, leaving managers to plan out courses of instruction comprising those, will work well in practice; but the Inspector's guidance may perhaps be sufficient. Under article 90 each Local Government makes its own arrangements for the Primary Scholarship examination.

P. T. Tharyan—13-6-06.

I submit that the Director of Public Instruction's views may be endorsed by this Government. It seems to me obviously unsuitable to go into great detail in a curriculum. While physical training for instance would be necessary in schools both in Madras and Ooty, it would be inadvisable for the same sets of exercises to be taught all the year round in both places. The different climates would not allow it. Similarly the prescription of details leaves out of account the varying status of different schools. In the teaching of subjects some regard must be had to the social position of the scholar, and it is mainly in the details that this matter is important. Also one scholar may show a special aptitude for a certain prescribed subject and it would be harmful to confine him to a course suited only to the common herd. The master ought to have some scope in order to meet the special requirements of such a case.

2. Then as regards the subjects chosen by the Director, they seem to include all that is essential. "Knowledge of the common phenomena of external things" would include natural history, I suppose, and such elementary facts in physics and everyday phenomena as might induce a pupil to go in for a scientific training. But the Inspector may be trusted to see that science is not neglected.

3. Then as to the office objection on the score of examinations, I do not think that great weight need be attached to it. The 'leaving certificate' is a general examination for high schools in Scotland (*e.g.* also the Oxford and Cambridge examinations in England), and these high schools do not all teach by the same detail, nor is it necessary that they should do so, so long as each school maintains a general standard of excellence. Teachers very soon get to know what they must teach if they wish their pupils to be successful in examinations.

C. A Souter—14-6-06.

The Director's views may be accepted. No hard and fast curriculum seems desirable; this may, subject to the prescription of general subjects, and the advice and guidance of Inspecting officers be left to managers to settle in accordance with local circumstances.

For primary and middle standards, the subjects may be as prescribed in paragraph 25 of Director of Public Instruction's letter embodied on page 6 of G.O., No. 220, Educational, dated 26th March 1906, and for High School classes as in paragraph 27 thereof.

Euclid, algebra, and mensuration would thus be omitted from the compulsory subjects for primary and middle school classes (*vide* page 36 of G.O., No. 220, dated 26th March 1906).

2. As to compulsory subjects in the High school classes, the Director of Public Instruction in paragraph 27 of his letter referred to does not quote quite correctly the proposals of the Hill Schools Committee in paragraph 68 of their report. The Committee propose two alternative courses, science being substituted for the more advanced course in English and Latin in the second alternative standard, but I would modify it by substituting a less advanced course in mathematics in the first alternative.

It seems hardly desirable that a boy who has no particular gift for mathematics should be compelled to go through the more advanced course, which he might never pass. He might stop at the 7th standard in the same way that a pupil who shows special aptitude for science and mathematics is permitted to qualify by a less advanced course in English and Latin.

For Urdu, in this Presidency, the local vernacular may be substituted.

H. D. Taylor—15-6-06.

I agree generally. Please draft for approval.

G. S. F[orbes]—6-7-06.

The draft placed below is submitted for approval.

2. With reference to the Honourable Member's note on the margin of page 2 *supra* it is respectfully submitted that the differentiation proposed by the Director is not based on the supply or otherwise of qualified teachers but on the aims of boys in school. Subject to approval, the point has been made clear in paragraph 4 of the draft.

I have made an addition to paragraph 8 of the draft which will cover the question of discretion to be left to the teaching staff.

H. D. Taylor.

P. T. Tharyan—9-7-06.

H. D. Taylor—10-7-06.

Draft approved.

G. S. F[orbes]—10-7-06.

I am afraid I cannot help much in this matter, but I think Dr. Bourne's views are generally sound. I have approved the draft.

G. S[tokes]—11-7-06.

A. L[awley]—14-7-06.

Issue.

H. D. Taylor—16-7-06.

[G.O., Nos. 493, 494, Educational, dated 23rd July 1906.]

493-494 Edn
23-[illegible]-06

[F.]
500—

EDUCATIONAL DEPARTMENT.

C. No. ...... From the ...... No. ......, dated 190

SUBJECT.

Modification of the Curriculum for European Schools
defined in the Code for those Schools.

* Para. 5 of letter from G of I on page 3 of G.O. No 599 Edl dt 5th September 1905. B.

† Pages 31 to 42 of G.O. No 220 Edl dt 26th March 1906. D.

ⓧ Read with G.O. No 598 Edl dt 5th September 1905. C.

In forwarding to this Govt. the Code for European Schools
as finally passed by the Govt. of India, the Govt. of India* said that
they were "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 paras. 56 et seq.
" of their report of which a copy was forwarded to the Govt. of
" Madras with the Home Deptt.ⓧ letter No 540 of this date (14th
" August 1905)". They desired 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, said" they
" would be glad to receive definite proposals from Local
" Govts". At the same time they suggested "that the revised
" curriculum should provide for the inclusion of a vernacular
" language in the regular course of study in all Schools for boys."
The D.P.I. was then asked to submit with his proposals for the
introduction of the Code in this Presidency a special report
on the subject of the curriculum. G.O. No 599 Edl dt 5th
September 1905. B.

2. This report will be found in paras. 16 to 29 of his letter read with G.O. No 220 Edl dt 26th March 1906. In para. 5 of this order it was stated " ~~the course~~ Curriculum for European Schools— " The revised schedule submitted by the Director will be separately

pages 4.5.6.7 D.

Page 12.

" Considered and submitted to the Govt. of India. Pending
" its final approval the Courses of Studies prescribed in the
" Code may be followed". // The Code was brought into force
D. from the 1st April 1906 – para. 11 of G.O. no 220 Edl dt 26th
March 1906 – page 13. In letter to the Govt. of India no 312
E. Edl dt 4th May 1906 this fact was reported to that Govt. – para. 1 –
and it was stated – para. 6 – that the Govt. of India would be
separately addressed on the subject of the Curriculum.

3. The curriculum has then to be now examined and the
D. Govt. of India addressed thereon. It will be found on pages 31 to 42
of G.O. no 220 Edl dt 26th March 1906.

4. The criticisms of the Hill Schools Committee on the
Para. 56 of their report. C. curriculum in the Code were generally expressed in the following words – "The Code
" ~~It~~ prescribes but two subjects as compulsory (English and
Articles 93, 95 & 97 of the Code on pages 25, 26 & 27 of G.O. no 220 dt 26-3-06. D " arithmetic) and leaves all the rest optional, only requiring
" that for the purpose of the High School examinations not less than
Article 98 on page 28. " three and not more than seven optional subjects shall be taken.
D " Consequently it does not so much lay down the Courses of Study
" as offer a variety of syllabuses of Study in different subjects,
" leaving the composition of the Curriculum to the individual Schools.
" This arrangement, under which the studies of all grades of School
" are regulated by a Comprehensive Code applicable alike to the
" smallest primary and the largest Secondary School is an unusual
" one........."

Para. 59 of report. C. " The combinations of subjects found in the Schools seem to be very
" much determined by the prospects of catching marks in the different
" examinations and these being numerous, more alternatives are
" offered by the Schools than can be efficiently taught..... The
" question therefore arises whether the Schools could be re-classified

" according to curriculum, one course being assigned to each
" school and provision being made for its being well taught.
" This might be an ideal solution but seeing that the choice of
" schools is already subject to several other considerations, those
" of proximity, of religion and of expense, it is impossible to
" classify the hill schools by curriculum". . . . .

Para. 68 of report. C. " Thus there should be two alternative curricula, one
" consisting of English, Latin, mathematics, history & geography
" & Urdu: and the other consisting of Science, mathematics,
" history & geography & Urdu with a less advanced course of
" English & Latin. To both of these curricula would be added, as
" occasion permits, singing & music, drawing and manual
" instruction".

5. As already stated the D.P.I.'s remarks on the subject are contained in paras. 16 to 27 of his letter on pages 4 to 7 of G.O. D

Para. 17 of his letter. no 220 d/ 26th March 1906. He is inclined to think~~s~~ that the Hill Schools Committee were considering only the curriculum for high standards, but ~~that~~ on the other hand he says that the ~~[illegible]~~ phrase " Consolidation of the
" courses in the various classes of schools on the lines proposed by
" the Hill Schools Committee" – para 5 of the Govt. of India letter quoted
" in para. 1 supra – is somewhat difficult to interpret". at
" first sight it might be taken ~~[illegible]~~ to refer to the Committee's remarks
" in para. 59 of their report – ~~already~~ quoted in the foregoing para. –
" ~~but this solution~~ where the assignment of a single course of
" study to each school is mentioned as a solution of the problem
" before them but this solution is discarded by the Committee". ~~and~~
" It may also refer to the proposals summarized in para. 68 of the
Committee's report" – but the Govt. of India expressly state that

11

4P

Letter recd with G.O. no 598 dt 5-9-05 C.

Para. 17 of his letter.

the Committee's curriculum is not intended to apply to schools for Europeans generally. Another difficulty the D.P.I. finds in following the Committee's remarks on the curriculum is that in the schedules of the Code as finally passed by the Govt. of India there is no curriculum prescribed for the high standards – the course of studies for these standards being merely described as a preparation for the High school examination.

Page 4 2 of G.O. no 220 dt 26-3-06. D.

Para. 20 of his letter.

6. In the D.P.I.'s opinion what constitutes a grave objection to the curriculum for primary & middle standards as defined in the Code is that it makes no distinction between the courses of studies for children who are almost certain to complete their school education at the end of the seventh standard and those who will in all probability proceed to the high school classes. In this Presidency the Director says that such a distinction seems to be desirable. After a careful consideration of the matter he has arrived at the conclusion that a detailed curriculum is not necessary in the Code & he says that it was deliberately given up in the English Code for day schools of 1902, the principle being adopted of prescribing essential subjects of Elementary Education and leaving managers to plan out courses of instruction comprising these, subject of course to the Inspector's guidance. The Director accordingly recommends "that in the place of the curriculum in the Code it should be prescribed that the education given in the primary and middle standards of European schools should be based on a graduated course of instruction suitable to the age and capacity of the pupils in the following subjects :—

"(1) The English language.

"(2) Arithmetic.

"(3) Knowledge of the common phenomena of external things.

"(4) Geography.

"(5) History.

"(6) Drawing with other simple hand—and—eye training.

"(7) Singing.

This differentiation may be required in the case of native schools where the supply of qualified teachers, with other cases, necessitates such a diffn. But in the case of European Schools I think we may take it that the teaching staff will be qualified.
8/7

Para. 22 of his letter.

Para. 25 of -do-.

" (8) Physical exercises.

" (9) Plain needle-work for girls.

" (10) Hindustani or an Indian vernacular, which should ordinarily be that of the locality.

" A great part of the instruction in infant classes should be given by means of appropriate and varied occupations. One or more of the above subjects of instruction might be omitted where the department is satisfied that there is good reason for the omission.

Instruction might be given in one or more of the following additional subjects:—Mathematics (Experimental Geometry, Mensuration and Algebra), Latin, modern languages, manual training, and for girls, domestic economy, fancy needle-work, and cookery; provided always that the conditions of article 25 are fulfilled.

Page 17 of G.O. 220/26-3-06 D

" The head teacher should draw up a detailed course of studies for each class and each subject taught in the school which should receive the Inspector's approval before being adopted.

~~26~~. With regard to high school classes no detailed curriculum has been prescribed in the Code, and I do not think that any is required. It would be sufficient to prescribe for these classes, as for the primary and middle classes, certain subjects which must be taught and certain subjects which may be taught provided that they meet the requirements of the school and that there is adequate means of teaching them. The head teacher of each school might be left to draw up a detailed course of studies for each class and each subject, which should receive the Inspector's sanction before adoption.

~~27~~. The compulsory subjects might be those proposed in paragraph 68 of the Hill Schools Committee's report, viz., English, Latin, Mathematics (comprising Arithmetic, Experimental and Deductive Geometry, Algebra and Mensuration), History, Geography, a vernacular, singing and music, drawing, and physical exercises. As optionals might be taken up 'manual instruction' and any subject in the scholarship examination not included in the compulsory course.

Lett. G.O. no 598/5-4-05 C.

In girls' schools, Latin need not be taught, and a modern language and Geometry, Algebra and Mensuration might be made optional.

~~28~~. The above proposals have been embodied in the accompanying schedules which are based upon those in the English Code and which, if Government approves, may replace those at present in the Code.

Pages 9 & 10 of G.O. 220/26-3-06 D

D

7. It is for consideration whether the Schedules submitted by the Director printed on pages 9 & 10 of G.O. no 220 Edl dt 26th March 1906 may be approved and recommended to the Govt of India. Under Article ~~[illegible]~~ 91 of the Code it ~~[illegible]~~ seems that ~~[illegible]~~ the middle & high school examinations for European Schools will ~~not~~ be common examinations for the whole of India & Burma. Earlier that * appears to be the intention. If so it seems doubtful whether the Director's plan of prescribing essential subjects of Elementary Education, leaving managers to plan out courses of instruction comprising these, will work well in practice. but the Inspector's guidance may perhaps be sufficient. Under article 90 each Local Govt makes ~~its~~ own arrangements for the Primary Scholarship Examination.

Page 25 — do —.

D.J.

* Please see para. 9 of the report of the Committee appointed to draft the Code for European Schools on page 7 of G.O. nos 565-566 dt 19th November 1903. C.

They have got the exam. in front of them!

[illegible]

Page 25 — do —.

B.J. 13/6/06

6

13

~~6P~~

Sec.

I submit that the D.P.I.'s view may be endorsed by this Govt. It seems to me obviously undesirable to go into great detail in a Curriculum. While physical training for instance would be necessary in schools both in Madras & Ooty, it would be inadvisable for the same sets of exercises to be taught all the year round in both places. The ~~different~~ climates would not allow it. Similarly the prescription of details leaves out of account the varying ~~[illegible]~~ states of different schools. In the teaching of subjects some regard must be had to the social position of the scholars, & it is mainly in the details that this matter is important. Also one scholar may show a special aptitude for a certain prescribed subject, & it would be harmful to confine him to a course suited only to the common herd. The masters ought to have some scope in order to meet the special requirements of such a case.

2. Then as regards the subjects chosen

The school year is also different.

I do not think that social position need count for much. The Masters should be required to give equal attention to all pupils whatever their social condition. The selection of pupils for special branches of study should be according to aptitude.

11.5.06

Yes. These schools are *aided* schools & therefore the class of pupil will be much on a par. The higher classes will naturally go to private schools?

[others].

by the Director, they seem to include all that is essential. "Knowledge of the common phenomena of external things" would include natural history, I suppose, & such elementary facts in physics & every day phenomena as might induce a pupil to go in for a scientific training. But the Inspector may be trusted to see that science is not neglected.

3. Then as to the Office Direction on the score of Examinations, I do not think that great weight need be attached to it. The 'Leaving Certificate' is a general examination for High Schools in Scotland (cf. also the Oxford & Cambridge examinations in England), & these High Schools do not all teach by the same details, nor is it necessary that they should do so, so long as each school maintains a general standard of excellence. Teachers very soon get to know what they must teach if they wish their pupils to be successful in Examinations.

C A Souter
14.6.06.

The Director's views may be accepted. No hard-and-fast curriculum seems desirable — this may, subject to the prescription of general subjects, and the advice and guidance of Inspecting Officers be left to Managers to settle in accordance with local circumstances.

D

For primary and middle standards the subjects may be as prescribed in paragraph 25 of D.P.I.'s letter embodied on page 6 of G.O. 220 Edl. Dt 26/3/06, and for High School classes as in para 27 thereof.

Euclid, Algebra and mensuration would thus be omitted from the compulsory subjects for primary and middle school classes (vide page 36 of G.O. 220/26.3.06).

2. As to compulsory subjects in the High School classes, the D.P.I. in para 27 of his letter referred to does not quote quite correctly the proposals of the High Schools Committee in para 68 of their report. The Committee propose two alternative courses, science being substituted for the more advanced course in English and Latin in the second *alternative* standard — but I would modify it by substituting a less advanced course in *mathematics* in the first alternative!

High p19.

It seems hardly desirable that a boy

who has ~~[illegible]~~ no particular gift for mathematics sho. be compelled to go through the more advanced course, which he might never pass. He might stop at the 7th. standard in the same way that a pupil who shews special aptitude for science & mathematics is permitted to qualify by a less advanced course in English & Latin.

For Urdu, in the Presidency, the Local Vernacular may be substituted

H D Taylor
15.6.16

H.M.

I agree generally. Place draft for approval

H. F. [Forbes]
17/6

The draft placed below is submitted for approval.

2. With reference to the Hon's note on the margin of page 4 supra it is respectfully submitted that the differentiation proposed by the Director is not based on the supply or otherwise of qualified teachers but on the aims of boys in school. Subject to approval, the point has been made clear in para. 4 of the draft.

H D Taylor
10.7.16.

I have made an addition to para 8 of the draft which will cover the question of discretion to be left to the teaching staff H.F.

[illegible]
9/7/16

H.M.

10

10P

Draft approved

SF [Stokes] 10/7

I Hon Mr Stokes

II His Excellency the Governor

H W Taylor

11.7.06

I am afraid I can not help much in this matter but I think Dr. [illegible] views are generally sound. I have approved the draft.

[Stokes] 11/7/06.

[illegible] 14.7.06

Letter Sent to the Press. 16/7/6

Issue

H W Taylor

16.7.06

(go. Lett. 493-454 d/ 23.7.06)

[E./12]
1,000—21-9-04.

Edl Genl

11

18

EDUCATIONAL DEPARTMENT.

READ AGAIN G.O., Nos 311-312, dated 4-5-1906.

" " " " " 190 .

READ ALSO:—

C. No. , From the , No. , dated 190 .

" " " " " 190 .

" " " " " 190 .

Desp. in fair & rep^t. to first [illegible] may be printed here.
[illegible] 7/7/6

Orig. Sent 24/7/6

14.7.06

Despd 25/7/6

ORDER No. 493, dated 23-7-1906.

P.S.

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

P.S. 7/7/6

18-7-06

Letter 494 dt 23-7-06

To the Secretary to the Govt. of India
Home Department

Sir,

~~I am directed~~ In continuation of para. 6 of your letter No 312 Educational d/ 4th May 1906 I am directed to address the Govt. of India on the subject of the Curriculum for European Schools.

E.

Printed on Pages 3 & 4 of G.O. no 599 Edl dt 5th Septr 1905. B.

2. In para. 5 of your letter no 531 of the 14th August 1905 it was stated that the Govt. of India were not satisfied with the curriculum as at present defined in the Code for European Schools which they regarded as open to the criticisms indicated by the Hill Schools Committee in paras. 56 & 222 of their report of which a copy was forwarded with the Home Departt letter no 5140 of the same date. The Govt of India desired

Printed with G.O. no 598 Edl dt 5th September 1905. C.

therefore that the curriculum should be specially examined with the view of the consolidating ~~of~~ the courses in the various classes of Schools on the lines proposed by the Hill Schools Committee, and definite proposals made for altering the curriculum. It was at the same time suggested that the revised curriculum should provide for the inclusion of a vernacular language in the regular course of study in all Schools for boys.

3. His Excellency the Governor in Council had accordingly subjected the curriculum ~~examined~~ to a detailed examination by the Director of Public Instruction, ~~Madras~~, whose remarks thereon will be found in paras. 16 to 27 of his letter no 8449 dt 19th January

D

1906 printed with G.O. no 220 Edl of the 29th March 1906, a copy of which was forwarded

E.

with my letter quoted in para. 1 supra. Dr

Para. 17 of his letter.

Bourne is inclined to think that the Hill Schools Committee were considering only the

G.O. No 5949 Edl d/ 6th September 1905 - B.

Letter read with G.O. No 5989 Edl d/5th Septr 1905 - C.

the curriculum for high standards, but on the other hand he finds it difficult to interpret the phrase "consolidation of the Courses in the " various classes of schools on the lines proposed " by the Hill Schools Committee" as used in para. 5 of the Home Departt letter No 531 of the 14th August 1905. He ~~[illegible]~~ thinks that it is possible at first sight to take the phrase to refer to the Committee's remarks in para. 59 of their report where the assignment of a single course of study to each school is mentioned as a solution of the problem before them, but he argues ~~that~~ this solution is discarded by the Committee themselves. He ~~[illegible]~~ thinks also ~~that~~ the phrase may refer to the proposals summarized in para. 68 of the Committee's report, but then, it is argued, the Govt. of India expressly state ~~that the~~ Committee's curriculum is not intended to apply to schools for Europeans generally. Another difficulty Dr. Bourne finds in following the Committee's remarks on the Curriculum is that in the schedules of the Code as finally passed by the Govt. of India there is no curriculum prescribed for the high standards, the course of studies ~~for~~ in these standards being merely described as a preparation for the High School examination.

4. In Dr. Bourne's opinion what constitutes

Para. 2 of Dr. Bourne's letter with No. 10220 E.H. dt 26th March 1906. D

a grave objection to the curriculum for primary
and Middle standards as defined in the Code
is that it makes no distinction between the
courses of studies for children who are almost
certain to complete their school education at
the end of the seventh standard and those who
will in all probability proceed to the high school
classes. We cannot think that in this
Presidency such a distinction is very desirable
since " the great majority of the pupils are
" in the middle and primary standards and
" have no intention of proceeding to a high school
" course. For such schools and pupils the
" curriculum in the Code is unsuitable. It is
" evidently adapted to the requirements of pupils
" whose school education is intended to proceed
" farther and to lead them to the high school.
" To mention a single point' it makes Algebra
" and Euclid compulsory in the middle standards.
" To a boy who leaves school at the seventh standard
" the small amount of Algebra he will have learned
" will be of little practical use and the time spent
" upon it might have been better employed in
" the study of Arithmetic which affords quite as
" good a mental training as Algebra to pupils at
" that stage. Some elementary notions of Geometry
" might be useful to a boy in afterlife; but the severely
" syllogistic methods of Euclid have for some time

" been discarded as a means of teaching such
" notions, being replaced by observational and
" experimental methods".

5. After a careful consideration of the matter Dr. Bourne has arrived at the conclusion that it is unnecessary to prescribe any ~~a~~ detailed curriculum ~~is not necessary~~ in the Code. It was deliberately given up in the English Code for day schools of 1904, the principle being adopted of prescribing essential subjects of elementary Education and leaving managers to plan out courses of instruction comprising these, subject ~~of course~~ to the Inspector's guidance. He accordingly recommends ~~that~~ "in the place of the curriculum

Para. 22 of his letter. D.

Para. 25 of letter. D.

" in the Code it should be prescribed ~~that~~ the
" Education given in the primary & middle
" standards of European Schools should be
" based on a graduated course of instruction
" suitable to the age & capacity of the pupils
" in the following subjects —
" (1) The English language
" (2) Arithmetic
" (3) Knowledge of the common phenomena of external things
" (4) Geography
" (5) History
" (6) Drawing with other simple hand- and eye-training
" (7) Singing

" (8) Physical exercises
" (9) Plain needle-work for girls
" (10) Hindustani or an Indian Vernacular
which should ordinarily be ~~that~~ of the locality.

" A great part of the instruction in infant
" classes should be by means of appropriate and
" varied occupations. One or more of the above
" subjects of instruction might be omitted where
" the department is satisfied that there is good reason
" for the omission.

" Instruction might be given in one or more
" of the following additional subjects —
" Mathematics (Experimental Geometry,
mensuration and Algebra);
" Latin;
" Modern Languages;
" Manual training;
" And for girls —
" Domestic economy;
" Fancy needle work; and
" Cookery:
" provided always ~~that~~ the conditions of article 25 are fulfilled.

" The head teacher should draw up a
" detailed course of studies for each class and
" each subject taught in the school which should
" receive the Inspector's approval before being adopted.

6. With regard to high school classes no detailed
curriculum has been prescribed in the Code and

Dr. Bourne thinks that none is required. In
Para. 26 of his letter. D his opinion "it would be sufficient to prescribe
" for these classes, as for the primary and middle
" classes, certain subjects which must be
" taught and certain subjects which may be
" taught provided that they meet the requirements
" of the school and that there is adequate means
" of teaching them. The head teacher of each school
" might be left to draw up a detailed course of
" studies for each class and each subject which
" should receive the Inspector's sanction before
Para. 27 of his letter. " adoption". The compulsory subjects might be
" those proposed in para. 68 of the Hill Schools
" Committee's report, namely, ~~English, Latin~~
" English;
" Latin;
" Mathematics (comprising Arithmetic,
experimental and deductive Geometry,
algebra and mensuration);
" History;
" Geography;
" A vernacular;
" Singing & music;
" Drawing; and
" Physical exercises.
" As optionals might be taken up manual
" instruction and any subject in the Scholarship
" examination not included in the compulsory course.

" In Girls Schools Latin need not be taught
" and a modern language and Geometry, Algebra
" and mensuration might be made optional."

7. Dr Bourne has also prepared two Schedules in accordance with his proposals, which are appended to this letter.

8. His Excellency in Council accepts generally Dr Bourne's views and considers that no hard and fast curriculum is desirable. N.L. In His Excellency's opinion, however, it would be an advantage if there ~~are~~ alternative curricula were prescribed for high school classes, as proposed by the Hill Schools Committee in para. 68 of their report, one consisting of subjects (1), (2) & (4) to (9) specified in Schedule II appended ~~and~~ with a less advanced course of mathematics and the other consisting of subjects (3) to (9) with a less advanced course of English and Latin. It seems hardly desirable that a boy who has no particular gift for mathematics should be compelled to go through the more advanced course. ~~[illegible]~~ Similarly a boy who has special aptitude for mathematics may be permitted to qualify by a less advanced course in English & Latin.

The exact course ~~might~~ wd be liable to be affected by climatic conditions, and a curriculum ~~that might be~~ for a school suited to the plains of Madras might be quite inappropriate to a hill station such as Ootacamund. Considerable discretion may therefore be left in such cases to the teaching staff which will, presumably, in the case of European Schools be fully qualified.

N.L.

PH
9/7/16

H.S.D.
10-7-16

817 1017

SCHEDULES.

I.--Course of studies in primary and middle classes.

The following subjects should be taught in the primary and middle classes of European schools:--

(1) The English language, including correct speaking and pronunciation, reading aloud with intelligence and clear enunciation, writing, oral and written composition, and grammar. At each stage recitation of pieces of literary merit should be practised.

(2) Arithmetic, mental and written. In the earlier stages arithmetical processes should be mainly applied to concrete numbers.

(3) Knowledge of the common phenomena of the external world with special reference to the formation of a habit of intelligent and accurate observation, and the application of that habit to the daily life and surroundings of the pupils.

(4) Geography, advancing from first notions to an outline knowledge of the chief physical features of the earth, and specially of the British Isles, the Indian Empire, and the British Dominions beyond the seas.

(5) History comprising a general knowledge of the great persons and events in English History, and of the growth of the British Empire, and specially of the Empire in India.

(6) Drawing, including other simple hand-and eye training.

(7) Singing.

(8) Physical exercises.

(9) An Indian vernacular which should be either Hindustani or the vernacular of the locality.

(10) Plain needle-work for girls.

2. The teaching of the above subjects should be based on a course of instruction graduated in accordance with the age and capacity of the pupils and their requirements in after life.

3. In the infant classes the main portion of the instruction should be given by means of appropriate and varied occupations, and to a less extent the same methods should find a place in the teaching of the lower standards.

4. One or more of the above subjects may be partly or wholly omitted in a school in which the department is satisfied that there is a good reason for the omission.

5. Instruction may also be given in one or more of the following optional subjects:--

(1) Latin.

(2) Mathematics, comprising Geometry, Mensuration, and Algebra. The instruction in Geometry should proceed mainly by experimental and observational methods, and Algebra should only be taken up in the highest standards.

(3) Modern European Languages.
(4) Manual Training.
(5) Domestic Economy
(6) Fancy needle work } for girls.
(7) Cookery

II.--Course of studies in high school classes.

The education given in High School classes should be based on a graduated course of instruction in the following subjects:--

(1) The English Language.
(2) Latin.
(3) Mathematics comprising Arithmetic, experimental and deductive Geometry, Mensuration and Algebra.
(4) The Geography of the world with special reference to the Geography of the British Isles, the Indian Empire, and the British Dominions beyond the seas.
(5) The History of England and of the British rule in India.
(6) Drawing.
(7) Singing and Music.
(8) Physical Exercises.
(9) An Indian-vernacular which should be either Hindustani or the vernacular of the locality.

2. In schools for girls Latin, and Geometry, Mensuration, and Algebra need not be studied.

3. Instruction may also be given in manual

manual training and in any of the optional subjects of the High School examination course.

III. In every school of whatever grade, there shall be a detailed syllabus which will show the scope of the studies in each subject and in each class for the school year.

The syllabus should show the number of hours per week allotted to each subject in each class and should give the names of the text-books employed.

The approval of the Inspector should be obtained before the syllabus is adopted and the teaching in the school should be in accordance with it. No alteration should be made in the syllabus without the Inspector's previous sanction.