Educational (1899) Department.

ORDINARY MS.

G.O., No. 585

Dated 5—9—99

INDEXED.

39-39

[Despatch Abstract.]

Recording, with remarks, certain papers relating to the enquiry into certain features of the Educational System in the N. W. Provinces & Oudh

PRINTED IN G.O., dated

24-9 1899, No. 389

BACK PAPERS.

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

FURTHER PAPERS.

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195 0/1900

Extract from the Madras Mail. (Tuesday, 2nd May 1899)

Educational Reform in the N.W.P.

A BLOW TO EARLY CRAMMING.

As noted at the time, a Committee, presided over by Mr. D. T. Roberts, was appointed a few weeks ago by Sir Antony MacDonnell to enquire into certain points in the educational system of these Provinces in regard to which representations had been made to the Lieutenant-Governor. The Committee, says the *Pioneer*, held eight consecutive meetings from the 13th to the 21st ultimo, and a final meeting was held last Friday to consider and pass the draft report. As there were three Inspectors of Schools and three Managers of Schools on the Committee, it was not thought necessary to send for or examine many witnesses or to make appeals broadcast for suggestions. But a considerable number of opinions were asked for and obtained from schoolmasters, managers of schools and persons interested in education. Several useful suggestions were sent in unasked for the consideration of the Committee. Among the witnesses examined were also three makers of keys—an occupation which, if not absolutely peculiar to India, is more popular and lucrative here than anywhere else. There was even a time in these Provinces when a Director of Public Instruction wrote text books, and key-makers wrote keys concertedly, with the benign approval of the Department. As to the Committee's Report it will of course not be available to the public for some time; but the members were unanimous that the evils which they were appointed to enquire into had a very real existence—over-examination in the lower classes, cramming, over-pressure, the straining of the memory to the neglect of other faculties, and the like. The system of examinations in the Anglo-Vernacular schools has accordingly been condemned. Of the four examinations the Committee unanimously agreed that the 2nd and 3rd should be omitted, and the majority were in favour of abolishing the 1st and 4th (Upper Middle). All were agreed that as a qualifying test for the public service, the Upper Middle should be done away with. The standard is too low for posts in which a knowledge of English is required, and there are plenty of candidates available who have passed the Entrance or School Final Examination. The School curriculum also came under scrutiny, and various amendments were proposed. In arithmetic, for example, at present only "Revision" in English is done in classes V and VI: that is to say, the boys go over what they have already done, but use English instead of the Vernacular. The Committee propose to postpone "Revision" to the 7th Class, and to spread out what is now done in four classes over six classes—thus lightening the course in each class considerably. Various amendments, too numerous to detail, were suggested in other subjects: their general direction being to lighten the courses in the lower classes. At present too much is attempted in the school year: it can't be done properly, and the result of the rush is cramming and the use of keys which enable the boys to get off by rote all the answers necessary to pass in the text books without assimilating the lessons. The necessary jetsam has been variously performed according to the subject and the class: in some cases the course has been shortened, in others the instruction has been spread over more classes. Some subjects have been struck out altogether, and the number of compulsory subjects has been reduced. There is no reason to suppose that if these recommendations are adopted, a boy will reach the higher classes with less knowledge: all the chances are that he will arrive with more, as he will have been little taught: and accordingly the Entrance and School Final Examination have not been interfered with. As a necessary consequence of curtailing the number of examinations, the discretion of headmasters in making promotions from class to class will, if the Committee's suggestions are accepted, be largely increased; and complaints that class work is not given its due consideration in comparison with examination work will no longer be possible. The Committee have also recommended the use of a variety of text-books in English, so that masters may be allowed greater liberty in selecting the books for study.

PRIVATE SECRETARY TO THE GOVERNOR · MADRAS ·

GOVERNMENT HOUSE.

Ootacamund. 4th May 1887.

My dear Hammick,

Please read the article called "Educational Reform in the North west Provinces" on page 3 of the "Mail" for Thursday. May, if His Excellency thinks that I ought to obtain & apply for a copy of the report referred to, for our own edification & possible guidance? Will you please take Hon. Member's orders on the point?

Yours truly

H. Hammick Esq dc
H.E. Secy to Govt. Educl Dept



[L. & M.]
50—19-12-98.

Educational
~~Local and Municipal~~ Department

Papers to be read in proceedings:—

Again G.O., No. dated 189 .
Again G.O , No. dated 189 .
Current No. of 189 , dated D.O. from from the Private Secretary
" " " 189 , " " , " d. 4. May 99
" " " 189 , " , "

ATT

For ORDERS

ask for one
Ses
8-5-99

Under the N.W.P. Government has passed orders on the report which apparently has only just been passed we are not likely to get a copy I suppose there is no objection to asking for a copy.

JMR
5 V. 99.

Letter

To

The Secretary to the Govt of the N.W. Provinces & Oudh
Educational Departt

Sir,

I am directed to request that

with

Dept
6. 5. 99.

21/7/89

4/9

the permission of His Honour the Lieut. Governor, this Govt. may be supplied with a copy of the report of the Committee appointed to enquire into certain points in the educational system of the N. W. Provinces & presided over by Mr. D. T. Roberts.

Have &c.

(For orders)

[illegible]

9/V. 99

Copied 11/5/99

[Edl / 5]
1,000—[illegible]-98.

Educational (1899) Department.

CURRENT No. 1079

From The Govt. of N. W. Provinces & Oudh.

H. M.

For Orders

H. E. thought that we ought to get this report for our possible ~~information~~ edification & guidance.

It might in the first instance be sent to the D. P. I. for his remarks and a brief report as to how far the criticisms of the Committee apply to our Educational system, & whether the adoption of any of the suggestions is called for in this Presidency.

C. F. C.
26. 7. 99

[initials] 28/7/99

No. $\frac{310}{XV - \frac{148.A}{I}}$ of 1899

Dated 12th July 1899

Received 17—7—99

Registered 18—7—99

Enclosures -3.

Spare copies

SUBJECT.

Forwarding for information certain papers relating to the enquiry recently made into certain features of the Educational System in the N. W. Provinces & Oudh.

Yes

AA 28.7.99

PJJ 2 21/7/99

T 1/9

[illegible]

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

No. $\frac{118}{XV}$ OF 1899.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 3rd April 1899.

READ—

Representations from persons and public bodies interested in education expressing dissatisfaction with certain features of the Educational system in these Provinces.

OBSERVATIONS.—For some time past representations have been made to the Lieutenant-Governor and Chief Commissioner, in some instances by native gentlemen and in others by local boards, that dissatisfaction is felt with certain parts of the existing system of education in schools. The complaints are briefly the following :—

First.—That the courses in arithmetic prescribed for the junior classes are too severe, and are calculated to overstrain the minds of the younger pupils.

Second.—That the teaching of English, as at present carried on, has the effect of strengthening rather the memory than the intelligence, and that insufficient attention is given to English composition and style.

Third.—That examinations are too numerous, and that this encourages the practice of "cramming," to the injury of the development of the pupils' minds.

Fourth.—That sufficient discretion and liberty are not allowed to head masters of schools to promote pupils from class to class.

2. Sir Antony MacDonnell has during his recent tour made it his personal business to trace the course of study in the primary, middle, and high classes of several schools, with a view to ascertaining whether there was *primâ facie* a substantial ground for the complaints above-mentioned; and it appears to His Honor that the existing state of things is such as calls for an enquiry and for the consideration of possible remedies for certain evils.

3. In regard to the first complaint, the Lieutenant-Governor and Chief Commissioner has seen reason to think that, more especially in the primary classes (I to IV), the children are called upon to learn too much, and that the more complex arithmetical rules which they now have to learn might with advantage be postponed till they pass beyond the upper primary stage.

4. The complaint regarding the teaching of English is well grounded. The evil referred to arises in great measure from the general use of "keys" and such unrecognised aids to the study of the language. The use of keys has long been expressly forbidden by the rules of the Education Department, but the prohibition has been quite ineffectual, and His Honor is informed that, so far from observing and enforcing the rule, many schoolmasters actually encourage the use of keys and books designed simply to assist "cramming." In some cases, indeed, they are believed to write such books themselves and to

derive profit from their sale. It may be confidently hoped that a better spirit will grow up with the more extensive employment of teachers supplied by the Training College and Normal Schools. The operation of this remedy, however, is slow. It is the clear duty of the superior officers of the Department to apply themselves to checking the use of keys by enforcing with due penalties the prohibition against them. But as apparently partial success only can be hoped from such action, and as the complaint generally with regard to the teaching of English covers wider ground, the Lieutenant-Governor and Chief Commissioner is of opinion that a careful consideration of the whole subject is required, in view to taking some immediate steps to counteract an undoubted evil.

5. The next complaint refers to the number of examinations. There are at present seven departmental or public examinations that have to be passed during a complete school career: namely, the Lower Primary, the Upper Primary, the Lower Vernacular Middle, the Lower Anglo-Vernacular Middle, the English Middle, the School Final, and the Entrance. The total is six if the two last mentioned are considered to be alternative examinations. In defence of the Lower Primary examination, it may be urged that there must be some way of ascertaining whether children who have completed the lower primary course have acquired sufficient knowledge of the vernacular to enable them to commence English with advantage. At the same time it is open to doubt whether this method should be by departmental examination in all cases, or whether some other means, such as a certificate from the head master, could not properly be added as an alternative or substituted. It would be necessary, if the examination is not maintained, to take precautions against the grant of certificates on insufficient grounds with a view to the premature study of English by the pupils.

The next higher examination at present in force is the Upper Primary examination, the existence of which appears to be justified only on the departmental ground that it is required for ascertaining when children should pass from one educational stage to another. It is, in the Lieutenant-Governor's opinion, desirable to consider whether it is necessary to retain this examination in the educational scheme.

With regard to the Lower Vernacular Middle examination, it may be said that it marks the termination of the course in vernacular schools, and is a qualification for admission to certain branches of the public service; and that consequently there are substantial reasons for retaining this examination. This is an argument whose validity might be considered; *primâ facie* it has force.

The Lower Anglo-Vernacular Middle examination seems to the Lieutenant-Governor to appeal to less weighty considerations for its maintenance, and the question of continuing it should be carefully examined.

The Upper or English Middle examination, which comes at the end of the upper middle course, gives certificates which qualify for the public service, and marks the completion of about half the course between the commencement of learning English and entrance to the University. There appears to the Lieutenant-Governor, as at present advised, to be considerable force in the arguments in favour of retaining this examination.

There can of course be no interference with the Entrance and School Final, as these are in the nature of University Matriculation examinations, while they also qualify for admission to some branches of the public service.

6. Besides these departmental examinations, there are school examinations conducted by the head masters at the end of the alternate or intermediate years. The necessity or advantage of retaining any such examination calls, in His Honor's judgment, for serious enquiry and consideration.

7. The last head of complaint is that clever children are detained too long in classes in which they can derive no advantage. At the present time the rule (it is understood) is that promotion from class to class is given under the orders of the Inspectors. Promotions are sometimes allowed, notwithstanding the pupil's failure to pass at the periodical examination, and the system does not forbid occasional double promotions of clever boys. Sir Antony MacDonnell, however, thinks that more discretion might be given to head masters of schools, who should be allowed to promote within the year from class to class, reporting to the Inspector the boy's name with the special reasons for the promotion. The Inspector could then, at the annual inspection of the school, satisfy himself that the discretion had been properly exercised, and if this were not the case, could cancel the promotion.

8. Other matters of importance have been brought to the notice of the Lieutenant-Governor and Chief Commissioner, such as the objections to the introduction of the preparatory or kindergarten classes numbered XI and XII into these schools; the necessity of giving fuller instruction in the Vernacular languages (Hindi and Urdu) in the fifth and sixth classes, and removing the classical languages from the list of subjects taught in these classes; the abolition of instruction in the Vernaculars in the seventh and eighth classes, and the introduction or commencement of instruction in the classical languages in these classes; and the length of the school day.

On the first point, namely, the retention of children in the preparatory classes for two years, there is considerable adverse feeling, and as children begin the alphabet and read the primer in the tenth class, the necessity for the retention of the preparatory classes calls for justification.

As at present advised, the Lieutenant-Governor is disposed to think that insufficient attention is bestowed on the Vernacular languages in the fifth and sixth classes, while instruction in the classical languages is begun too soon. On the other hand, there are reasons for fearing that the study of the oriental classical languages in the seventh

and eighth classes suffers from the bestowal of attention on an unnecessarily large number of subjects. The question is one which calls for careful consideration.

It is understood that the prescribed length of the school day is five hours, and that in the lower primary classes it is, in most schools, restricted to three hours. These hours do not appear excessive, but it is advisable to enquire whether there is any ground for complaint in connection with this subject.

9. The above are the several matters on which dissatisfaction has been expressed to the Lieutenant-Governor and Chief Commissioner. His Honor thinks that the best way of threshing them out, and considering what modifications, if any, of existing rules are necessary, will be to commit the examination of these complaints and the suggestion of remedies to a Committee which will represent not only the views of the Education Department, but those of the managers of private schools, and also independent opinion of members of the public.

RESOLUTION.—The Lieutenant-Governor and Chief Commissioner accordingly directs that a Committee be appointed to consider the points noticed above, which shall consist of the following gentlemen:—

Mr. D. T. Roberts, Officiating Junior Member, Board of Revenue	*President.*
Mr. F. W. Brownrigg, I.C.S.	*Members.*
Revd. George H. Westcott, M.A.	
„ Cæsar A. R. Janvier, M.A.	
Mr. C. F. De la Fosse, M.A.	
„ Marlborough Crosse, M.A.	
Bábu Gyanendra Nath Chakrabarti, M.A. ...	
Maulvi Mushtak Husain	
Pandit Madan Mohan Malaviya, M.A.	
Bábu Ramananda Chatterji	

Mr. De la Fosse will act as Secretary to the Committee, which is empowered to call for papers from the Educational Department and to invite such witnesses as it may please to give evidence before it.

The Committee will consider the various points noticed in the preceding paragraphs, will pass in review the entire gradation of classes and the subjects and scheme of instruction in Vernacular and English schools, and will report their conclusions to Government. It would be well if these conclusions were cast into the form of amendments to the present rules of the Education Department, should the Committee be of opinion that the existing rules require amendment in any way. The Committee should meet as early as possible at Allahabad, and it is hoped that it will complete its sittings within the current month of April. Separate orders will be issued for defraying the travelling and other expenses of non-official members of the Committee, and of non-official witnesses whose attendance from a distance the Committee may invite.

ORDERED that copy be forwarded to the Director of Public Instruction, and to the Accountant-General, North-Western Provinces and Oudh, and to all members of the Committee, for information.

By order, &c.,

L. M. THORNTON,

Secy. to Govt., N.-W. P. and Oudh.

1899
No. 118 Dept.
Enclos. No. 1
To
O. No. 1079

Report of the Committee appointed under Government Resolution No. 118 XV—148A, Educational Department, dated the 3rd April 1899.

Of the members named in the Resolution Maulvi Mushtak Husain was unable to attend any of the meetings. The Committee assembled on the 13th April and held eight consecutive meetings, and a final meeting on the 28th April, at which five members were present to consider the draft report. Opinions were called for and received from the Principals, School Managers, Head Masters, and others named in Appendix A. Three compilers of keys to text books were examined orally, and the various codes, &c., enumerated in the appendix were consulted, and a number of text books and keys to text books were examined.

2. The Committee from the first was unanimously of opinion that the complaints summarized under four heads in the first paragraph of the Resolution were well founded, and its discussions were mainly directed to the suggestion and formulation of practical remedies.

3. *The course of Arithmetic in Anglo-Vernacular Schools.*—This is the first head of complaint, and was discussed by the Committee not only with regard to the difficulty of the course in itself, but also in its relation to the other subjects of the school course. The Committee agreed that the course of arithmetic should be considerably lightened in the lower classes and more uniformly graduated. At present in classes V and VI no new rule of arithmetic is taught, but the greater part of the previous course is revised in English. The Committee propose to postpone revision in English to classes VII and VIII. The present system is objectionable as being neither a good way of teaching arithmetic nor of teaching English. When the pupils have acquired a good knowledge of English, then the revision of arithmetic in that language will be a comparatively easy matter, but until then the effort to master arithmetic through the medium of a foreign language is a mere retardation of progress and an unnecessary strain on the pupil. By postponing revision in English to a higher class the course in the lower classes can be easily lightened, and the more advanced subjects taught in classes V and VI.

4. These remarks do not apply to the use of English figures, which is commenced in class III, and should quite properly commence there.

5. The Committee's proposal in the main is to postpone practice, simple and compound interest, and discount to classes V and VI, but the exact graduation proposed is shown in the amended curriculum which forms Appendix II of this report. In view of the fact that the Committee proposes to lighten the school courses in other respects as well as in arithmetic, they are of opinion that the course in arithmetic now proposed is not too difficult. One member of the Committee, however, (Pandit Madan Mohan Malaviya) would lighten the course still further in the lower class, and his suggestions are noted on the amended curriculum.

6. Similar modifications have also been proposed in the course for vernacular schools, and the details are given along with the other suggested amendments proposed in the curriculum for vernacular schools, and explained in paragraph 49.

7. The other three heads of complaint are intimately connected with each other. The inefficient teaching of English is, in part at least, ascribable to "cramming" for examinations, and the consequent use, or rather the abuse, of keys; and closely associated with both the above is the complaint that promotions from section to section depend upon the passing of public examinations and not upon the discretion of Head Masters. These complaints therefore concern different aspects of the same thing, and amount to the charge that the present system tends

to encourage inefficient teaching, and the substitution of "cram" for honest work and sound education.

8. The causes of this unsatisfactory state of things may be summed up under the following heads :—

(1) Inefficiency of teachers, especially in the lower classes.

(2) Too many public examinations.

(3) Difficulty and unsuitability in certain respects of the prescribed curriculum.

These defects lead directly to cramming and the use of keys.

9. *The keys.*—Ample evidence of the prevalence of key-making is to be found in the statements of the key-makers themselves, which are attached to the fourth day's proceedings of the Committee. The business of compilation is generally taken up by teachers, and it would seem from the evidence of one witness that key-making has even been adopted as a profession. The fact that no less than six series of keys are known already to have been compiled to Macmillan's primer and new English readers for the North-Western Provinces and Oudh, which have only been in use for a couple of months, speaks for itself. That key-making is a lucrative occupation is evidenced by all three witnesses, and so profitable is key-publishing that there are two firms who make it their sole business. From the quarterly lists of publications of the North-Western Provinces it may be seen that not only are keys numerous, but that they frequently run to larger editions than other publications. In fact, it has been established to the satisfaction of the Committee that both teachers and students generally rely upon keys in the preparation of lessons, and that the evil of key-making has been alarmingly on the increase during the past few years.

10. The Committee, while recognising the distinction between keys and legitimate notes and vocabularies, was unable to lay down any definition of the one as distinct from the other. They therefore thought it advisable, when suggesting a remedy for the abuse of keys, to recommend that the Education Department should be left to judge in each particular case whether a book containing notes or aids to a prescribed text book was suitable for use in schools.

11. The keys in present use were found by the Committee open to the further objection of untrustworthiness and inaccuracy in various respects, so that what is learnt from them is incorrectly learnt. It must be admitted, however, that in general they are quite up to the standard of knowledge of the teachers using them.

12. The standing prohibition of the use of keys in schools is contained in paragraph 82 of the Manual of General Orders of the Department. It might well be more strongly worded and made applicable to aided and recognised as well as Government schools.

13. *Inefficiency of teachers in the lower classes.*—One of the chief causes of cramming is the inefficiency in almost all Anglo-vernacular schools of the lower class teachers. As the salaries paid to these men range on the average from Rs. 10 a month to Rs. 20, and, generally speaking, do not exceed for teachers of the preparatory lower primary, and sometimes the upper primary, section Rs. 15 a month, only men of inferior education are obtainable. Although it is as difficult to teach junior classes as higher, and special qualifications are required for the successful handling of little boys, it is the usual custom in schools to place the lowest classes in the hands of the least efficient teachers. Such men are either inexperienced or have proved themselves unable to teach more advanced classes, and are often of very meagre attainments. They are therefore compelled to resort to the use of keys in teaching their class. Astonishing as it may seem it is admittedly a fact that many of them cannot even teach the English primer without the help of a key.

14. *Too many public examinations.*—The necessity of passing a public examination to qualify for promotion to the next higher standard in the school course

undoubtedly leads to cramming. Instead of preparing their students by a steady and continuous course of study, directed to turning them out, at the end of their school career, young men well grounded in the different subjects of the curriculum, the teachers look rather to preparing them to pass certain standards at fixed intervals, and direct their teaching wholly to that end. For the purposes of examinations keys are believed to answer better than thorough and systematic teaching, and there are sufficient grounds for asserting that for this reason teachers, so far from discouraging the use of keys, actually recommend them to their students; and in no other way can the extensive sale of keys be explained.

15. The evils of frequent public examinations are of course much intensified if the prescribed course is in any degree too hard for the average boy to get through within the year, or is beyond the capacity of the teacher.

16. Promotions to a higher class mainly depend upon the results of the examinations; so also do the prospects of the teachers, and in aided schools the sectional grant. It is therefore no matter for surprise if every effort is made and every means used to pass as many boys as possible without regard to the undue strain put upon the boys, and to the detriment of sound education.

17. The Lower Middle and Upper Middle examinations are written examinations, and a further objection to them is the difficulty of obtaining properly qualified examiners so as to secure a fair and uniform test. As Mr. de la Fosse observes in his note attached to the proceedings of the eighth day: "The examiners are necessarily paid very small fees for looking over papers, and it is a common complaint that the standard of marking adopted by different examiners varies considerably. From the unaccountable variations of the percentages of passes in different districts, I am inclined to think that the results are not always reliable. When the rate of remuneration paid is low, the qualifications of examiners are naturally not the highest. But to correct and mark judiciously in one examination is as difficult as in another."

18. On this point the observations of Mr. Venis may also be quoted: "Quite apart from the general question as to the utility of examinations, it seems to me doubtful whether in these Provinces the class of teachers and other persons from which the selection of the necessarily large staff of examiners could be made would furnish sufficiently good material; and I fear that the remuneration offered would be insufficient to attract examiners qualified in every respect."

19. Further considerations affecting the question of reducing the number of examinations will be dealt with later on in this report when the present system is considered in more detail.

20. *Difficulty and unsuitability in certain respects of the prescribed curriculum.*—The Committee after a review of the curriculum are of opinion that in general too much is attempted in too short a time. Arithmetic has already been referred to, and detailed proposals are given later on in this report with respect to other subjects. The attempt to get through the whole course within the year is fatal to thoroughness and efficiency of teaching. Not only are there in some classes too many subjects, but the course prescribed in some is too difficult or too long. The memoranda submitted by Managers of schools and Head Masters bear out the view that the present course, in consequence of its length and difficulty, encourages teachers and students to resort to keys in the preparation of lessons.

21. The course for class VI may be cited in exemplification of the fact that too many subjects are prescribed for some classes in the curriculum. The boys of class VI will ordinarily be about thirteen years of age; yet they are required to study an English reader, a historical reader, a vernacular reader, geography, arithmetic, and Euclid, and one of the following alternative subjects,—Persian,

Sanskrit, Arabic, drawing, and science,—and to pass a written examination in them all.

22. One of the causes of cramming, and not the least important, is the existence of too many subjects in the school course. Head Masters and Managers are unanimous in their opinion that a reduction in the number of subjects taught is urgently necessary. The school working day of five hours in the cold season and four in the hot is not long enough for the teaching of so many subjects. It is not desirable to lengthen the hours of teaching, and it is therefore their opinion, in which the Committee unanimously concurs, that the number of subjects should be reduced. As some of the subjects seem to the Committee unsuitable, or unsuited to the classes for which they are prescribed, the Committee has the less compunction in recommending their being struck out of the curriculum or put into the courses of higher classes.

23. In the Committee's opinion, if the time at the disposal of teachers and students in class were devoted to a shorter and simpler course of study, one of the chief incentives to cramming would be removed.

24. The Committee does not think it necessary to enlarge further on the defects of the present system and the necessity for reform. Abundant exemplification and proof of these defects will be found in the notes and memoranda attached to the report, which, with much variety of expression and illustration, are practically unanimous in their description of the evils which exist and of the direction which reform should take. This report will therefore proceed to deal with the practical remedies considered and approved by the Committee.

25. *Improvement of the teaching staff.*—With the increase in the number of University graduates who take up teaching as a profession, the standard of knowledge among teachers will gradually be raised. The importance of regular training is noticed in the Resolution, and the Government has in hand measures for effecting great improvements in this respect. There remains the question of salaries, which involves financial considerations with which the Committee are unable to deal, and which they can only bring to the notice of Government.

26. *Examinations.*—The departmental examinations prescribed for Anglo-vernacular schools at present are—

The Lower Primary.

The Upper „

The Lower Anglo-Vernacular Middle.

The Upper „ „

The Entrance or School Final.

27. There is such a general consensus of opinion against the retention of the Upper Primary and Lower Anglo-Vernacular Middle examinations, as being open to all the objections that can be urged against public examinations without any corresponding advantage, that the Committee unanimously recommends their abolition and deems it unnecessary to discuss them at length.

28. With respect to the Lower Primary, the opinions of the Committee were not so unanimous. The object of this examination is to ensure that boys, before commencing the study of English, have received a sufficient grounding in arithmetic and the vernacular.

The majority of the members were in favour of abolishing the examination and allowing full liberty to Head Masters to promote boys into the higher section as soon as they were found fit. They were of opinion that the evils of a public examination for such little boys altogether outweigh any advantages resulting from it. The excitement of the examination and the strain of preparation for it are alike equally injurious to boys of eight years of age, which is the average age

of boys of this class. And they considered that it was an unnecessary interference with the responsibility of Head Masters, who must be supposed duly qualified to test the fitness of boys for entering this class. Three members (Mr. Crosse, Mr. de la Fosse, Bábu Gyanendra Chakrabarti), while agreeing generally with the views expressed by the majority, were doubtful whether the object with which the examination was imposed could be secured in any other way. In their opinion the alternative method proposed, namely, to require Head Masters to certify to a boy's fitness for promotion, would not in all cases secure the desired object.

29. The Upper Middle examination is one of the tests for entrance into the public service. The Committee was unanimously of opinion that the Entrance or School Final examination should be the qualifying tests for Government service, for all posts in which a knowledge of English is required. The reasons for this opinion are twofold. First, there is an abundance of candidates for the public service who have passed the Entrance or School Final, and there is no longer any necessity for accepting a lower qualification; and secondly, the age at which boys pass this examination is too low to admit of their early employment. The examination is therefore not a suitable test in itself, and to the extent to which it is regarded as a final examination and the completion of the educational course it tends to debase the educational standard of the Provinces.

30. On the supposition that this examination would be abolished as a qualification for the public service, the Committee discussed the question of its retention on purely educational grounds. The members were almost equally divided for and against. Notes on the subject drawn up by several members will be found appended to the proceedings of the eighth meeting, and give in detail the arguments on each side. The chief objections urged against it are that it encourages cramming to a greater extent than any other examination, owing to the difficulty which candidates feel in expressing their ideas in intelligible English; that the results of the examination are unreliable owing to the difficulty of obtaining competent examiners; and that its popularity is mainly due to its being an avenue to employment in the public service. In Bengal boys belonging to high schools do not go in for this examination.

31. In favour of it may be urged that, if other examinations are abolished, this should be retained to test the results of the preceding school course, to keep schools up to a common standard, and to prepare boys for the strain of the Entrance examination. It is also pointed out that some schools only teach up to the middle standard, and this examination is necessary as a final test.

32. The members in favour of its abolition were the President, Mr. Brownrigg, Mr. de la Fosse, Pandit Madan Mohan Malaviya, and Bábu Ramanand Chatterji, and for its retention Mr. Crosse, Bábu Gyanendra Nath Chakrabarti, the Revd. Mr. Janvier, and the Revd. Mr. Westcott.

33. The alternative of retaining it as a scholarship examination was discussed, but, owing to the difficulty of meeting in this case the incidental expenses of it, the Committee abandoned the idea as impracticable. The Revd. Mr. Westcott was in favour of substituting a Middle Class examination a year earlier in the course, so as to make a three-year course for preparation for the Entrance or School Final.

34. Since the Committee was unanimously in favour of abolishing the Upper Primary and Lower Middle examinations, and the majority of its members were in favour of abolishing the Lower Primary and Upper Middle examinations also, it passed on from this subject to the means of safeguarding, in the absence of departmental examinations, uniformity of standards in schools.

35. With respect to the lower primary standard, classes I and II, the Committee propose to leave full discretion as to promotion with Head Masters; that is, they may give double promotions or promotion from class to class during the

school year, according as they think fit. Two members of the Committee would extend this privilege up to class IV, but the majority of the Committee did not agree with this, thinking it advisable to restrict the concession to the purely vernacular classes. The Committee was of opinion that the discretion in regard to promotion might be granted up to class II without much risk of its abuse; and thought also that the present system of promotions was too stringent, and that under it clever boys were likely to be unnecessarily kept back in their studies.

36. With respect to class III, if the recommendation of the Committee that the Lower Primary examination be abolished is accepted, then it would suggest in its place that discretion be given to Head Masters to admit or promote boys to this class, and, to guard against improper promotions, that Head Masters should be required to certify to a boy's fitness. Cases in which at the school inspection it is found that this condition of fitness has not been properly observed might fairly be treated as a ground, in aided schools, for withdrawal or diminution of the grant, and in recognised schools for withdrawal of the recognition.

37. With regard to class IV and upwards, supposing the departmental examinations to be abolished, sufficient discretion, in the opinion of the Committee, is already allowed to Head Masters in the promotion of boys, as exceptional promotion can always be given with the sanction of the Inspector, a sanction which is not likely to be withheld except for very good reasons.

38. The Committee further recommends that Head Masters should be allowed to degrade boys with the sanction of the Inspector.

39. Shortly, then, the Committee recommend the abolition of the departmental examinations, though not unanimously in the case of the Lower Primary and the Upper Middle, and would substitute in their place extended discretionary power of promotion in the lower classes, and in the higher a return to the system in force before departmental examinations were instituted for every standard; *i.e.*, that promotions should be given annually on the result of the examination held at the close of the school year by the Head Master, and that in the case of exceptionally clever or forward boys promotion with the Inspector's sanction may be given at any time during the year. The Committee does not recommend the abolition of the annual school examination, as it considers that the results of teaching in the case of individual boys cannot be ascertained until those results have been tested by examination. No complaints against the system of annual examinations by Head Masters for promotions are known to the Committee, and the objections raised to departmental examinations do not apply.

40. The examinations prescribed for vernacular schools are—

The Lower Middle, and

The annual centre examinations for the preparatory section second year class, and classes I, II, III, IV, and V.

The Committee sees no reason to recommend the abolition of the Lower Middle examination, nor the discontinuance of the centre examinations of classes II and IV, as it is of opinion that, taking into consideration the class from which vernacular school teachers are recruited and the low rate of salaries paid to them, it would not be desirable to allow to them the same discretion in the matter of promotions as to Head Masters of Anglo-vernacular schools.

At the same time it learns with satisfaction that the Director of Public Instruction has under contemplation to abolish the centre examinations of the intervening classes—a reform which seems to the Committee eminently desirable. The present practice of crowding together a large number of boys from different schools,

for examination on a single day, makes it impossible for the inspecting officers to test the knowledge of individual boys thoroughly.

41. *Reform of the school curriculum in Anglo-vernacular schools.* The curriculum prescribed for the session beginning March 1st, 1899, contains—

(1) Preparatory section	2-year course.	
(2) Lower Primary section—		
Class I	1	,,
,, II	1	,,
(3) Upper Primary—		
Class III	1	,,
,, IV	1	,,
(4) Lower Middle section—		
Class V	1	,,
,, VI	1	,,
(5) Upper Middle section—		
Class VII ... ... }	2	,,
,, VIII ... ... }		
(6) High section—		
Classes IX and X	2	,,
Total ...	12	,,

42. It will appear that the full course is twelve years, and that a boy entering school at 6 years of age and advancing a class every year, which many boys would be unable to do, would be 18 years of age before he could enter for the School Final or Entrance examination. So long a course is generally condemned and is unnecessary. The objections to it can be met *(a)* by abridgment of the preparatory section, *(b)* by reduction in the amount of work to be got through in the classes, and *(c)* by a larger discretion in promotions.

43. *Preparatory section.*—The Committee discussed the question of the retention of this section and were unanimously of opinion that it was a necessity if the teaching of boys is to be taken in hand from the very commencement in the school, and if they are not to be compelled to acquire elsewhere the rudimentary instruction qualifying for admission into class I. The reason why the preparatory section was not necessary before 1896 is that until that year alphabets, both English and Urdu, were commenced in class X (which corresponded to class I of the present course), as mentioned in the Government Resolution; but in 1896 the curriculum was changed in order to meet the wishes of the Government that English should not be taught before a boy had passed through the lower primary standard in vernacular. The Committee propose that this should not be called a two-year course. The section should be sub-divided into courses A and B, corresponding to the first and second years of the curriculum. It should be left entirely optional with the Head Master how long a boy should be kept in this section, and if he comes to school sufficiently prepared, he may be entered at once into the lower primary section. The extended discretion that should be allowed to Head Masters in promotions has been already explained under the head "Examinations." With these modifications and with the modifications in the school courses to be now detailed, the Committee is of opinion that a boy of good average capacity, entering school at 6 years, should be able to pass the School Final or Entrance in 10 years, and this they do not consider too long. A more than usually smart boy would get through in less time by getting promotions more than once a year. But in order to discourage a possible abuse by Head Masters of

the extended discretion allowed to them, and to remove the temptation to push on clever boys too fast, the Committee recommends that a minimum age of 15 should be fixed by the University for admission to the School Final and Entrance examinations. Several members of the Committee were in favour of raising the minimum to 16 years, which is the minimum in the London University.

44. *Amendments proposed in the school courses:—*

PREPARATORY SECTION.

The Committee would leave this as it stands.

LOWER PRIMARY SECTION, CLASS I.

Arithmetic should be reduced by omitting weights and measures, and mental arithmetic by teaching fractional tables up to 20 only.

Geography should be omitted altogether from this class. The Committee considers it advisable at this stage to confine the attention of boys to the three "R's."

LOWER PRIMARY SECTION, CLASS II.

Arithmetic should be lightened by the omission of H. C. F. and L. C. M.; fractional tables up to 40 may be introduced.

Geography.—The course prescribed in class I may be introduced here with the addition of "Map of the district."

UPPER PRIMARY SECTION, CLASS III.

From the English course the Committee propose to omit "to read vernacular sentences written in Roman character." This appears to be the relic of a time when it was contemplated that Roman might possibly oust the Persian character. The Committee's resolution on the subject is as follows:—

> "That Roman-Urdu is unsuitable for such little boys as generally read in this class. Owing to the difference in the sounds of vowels and consonants in English and the vernacular, the English pronunciation of boys is apt to suffer from learning this subject, and as Roman-Urdu is not pursued further, its utility does not seem manifest."

It may also be noted that by Resolution No. $\frac{945}{\text{III}-1170}$, dated 27th July 1896, the Government, after considering a report on the subject, definitely declined "to permit the introduction of Roman-Urdu into public offices in these Provinces."

In this class there should be no home lessons to write up in English, as that inevitably means using keys. Construction *in class* of simple English sentences based upon the vocabulary of the lesson, and translation from vernacular into English of sentences based upon the same vocabulary, should be begun in this class.

The Committee (Mr. Crosse dissenting) considered Macmillan's primer (lately prescribed) to be unsuitable, because the English vocabulary is much too extensive (over 900 words), and is compiled on a wrong principle, namely, that the words used have been selected from similarity of sound without regard to association of meaning or of use. This method of selection greatly adds to the difficulty of the learner, who has to acquire separately and remember separately the meaning of every sentence, and receives little aid from association of ideas. The exercises for translation from vernacular into English are frequently of such a character as to involve an effort of composition in a foreign language beyond the average ability of beginners. Keys have been prepared for this primer in which every English and vernacular word and sentence is translated; and that there should be any demand for a key to such an elementary work is evidence that even the teachers find it difficult. In support of the primer it was stated that rhyming and like sounding words were selected in order to give practice in pronunciation. (See lesson 25. There are 35 new words in the vocabulary. There are between 50 and 60 words

used in the English sentence. The last sentence in vernacular is "*Ham wakt par pahunchne chahte hain.*" But almost any lesson may be taken as an example of the Committee's objection.)

In *Arithmetic*, the Committee would omit practice and bring in H. C. F. and L. C. M.

In *Geography*, the Committee propose substituting North-Western Provinces and Oudh in place of the present course.

One member of the Committee (Mr. Brownrigg) objected to beginning English at all in this class, and would postpone the commencement of it to class V.

CLASS IV.

English.—The Committee would omit *Home Lessons from a Manual of Colloquial Phrases*, and substitute composition and translation *in class*. Experience has shown that the teaching of colloquial phrases in this class is of little or no use, partly on account of the inferior nature of the phrase books available, but more especially because it teaches boys to rely upon their memories instead of developing their constructive ability. In practice the phrases are got off by rote.

Arithmetic.—Simple and compound interest are proposed for omission, and recurring decimals for introduction.

Geography.—The course provided in class III is recommended in substitution for that prescribed in this class.

LOWER MIDDLE SECTION, CLASS V.

English.—The manual of colloquial phrases should be omitted as in class IV for the same reasons, and composition and translation exercises *in class* substituted.

Arithmetic.—Omit revision in English for the reasons given in paragraph 3. Introduce practice and simple interest.

Geography.—The Committee would substitute *Outlines of Asia from the Map*, and India as in Hill's *First Book of Geography*.

In this class are introduced as alternative subjects, one of which must be taken up,—

Persian.	Drawing.
Sanskrit.	Science.

The majority of the Committee (the President and Mr. de la Fosse dissenting) were of opinion that the study of the classical languages should be put off to class VI, on the grounds that this would give more time to the study of the vernacular in class V; that boys who will ordinarily not be more than 12 years of age, and may be less, should not be learning three languages at one time; and that the time at the disposal of the teachers is too short to teach a classical language along with the vernacular in this class. The dissentients considered that with respect to Persian the change should not be made without better information as to the views of Muhammadan instructors and the Muhammadan community, and they did not agree that, by combining the study of Persian with the study of Urdu, progress in Urdu would be delayed, but rather the contrary. The written opinions received by the Committee scarcely touch upon this question. The only person who has dealt with it is Mr. Venis, Principal of Queen's College, Benares, and also of the Sanskrit College, to whose remarks on the subject attention is invited.

If the classical languages are struck out of this class, it follows, and was agreed to, that drawing and science should be struck out also.

CLASS VI.

English.—The Committee would lighten the course in this class by striking out Longman's "Ship" historical reader. Regarded in the light of an English

reader, it is too easy for this class, and as history it is an unsuitable subject, as the boys are not required to take up English history until they have passed through the middle standard into the high section.

As in the two previous classes, the Committee would substitute composition and translation in class for home lessons.

Three members of the Committee (Mr. Brownrigg, the Revd. Mr. Westcott, and the Revd. Mr. Janvier) were in favour of striking out the recitation of passages to be committed to memory, as they considered that with the present staff of teachers it only led to a vicious pronunciation.

Arithmetic.—The Committee would omit revision in English and introduce compound interest, present worth, and discount.

Mathematics.—The Committee would strike out the twelve propositions of Euclid prescribed for this class. It is generally admitted that the attempt to teach it in this class is a failure, and the amount of Euclid prescribed for the Middle examination is not too much for a two-year course.

Of the alternative subjects the Committee would omit science on the ground that it is too difficult. Mr. Crosse, conceding that the language of the text book was too difficult, considered that the practical working of the exercise was not so. Other members thought that the conceptions involved were also too advanced for this class.

UPPER MIDDLE SECTION, CLASSES VII AND VIII.

English.—The Committee considered that the amount prescribed in the Literary course for each year should be shortened by one-third. One member (Mr. Crosse) only concurred on the condition that the vernacular was made an optional subject.

Mathematics.—
Arithmetic.—Revision in English should be undertaken in this section. Percentages and proportional parts and square measure should be added.

Algebra.—The Committee would add simple equations not involving fractions and not including problems.

History.—The text book of history was found by the Committee to be unsuitable, and it understands that the substitution of a suitable book is under consideration by the Text Book Committee.

Sanitation.—The Committee proposes that this subject be struck out. There would be more real advantage gained if the substance of the lessons in the primer were incorporated in vernacular readers.

The necessity of shortening the course by the omission of some subject is also a reason for excising this book.

In this place there has to be discussed the important question of bifurcation of studies, so as to divide students into two classes according as they are preparing for the School Final or the Entrance examination, corresponding to the modern and classical sides in English public schools.

The first point for consideration is the reduction of the compulsory subjects from four to three by adding vernacular to the alternative subjects. This will enable teachers to give more time to the teaching of the classical languages. The alternative subjects would then be divided into A and B courses, thus :—

(A) Classical (one of the following) :—

Persian. | Sanskrit.
Arabic.

(B) Modern (one of the following) :—

Vernacular, with Science or Drawing.

On the principle of this bifurcation of studies the Committee were unanimously agreed. But three members of the Committee (the Revd. Mr. Janvier, the Revd. Mr. Westcott, and Pandit Madan Mohan Malaviya) coupled their assent with this condition that boys taking up a classical language should be required to read also a short text book in the vernacular, so that they might acquire increased facility in the use of the vernacular. The Revd. Mr. Westcott further wished that the bifurcation should take place at a later stage in the school course, in order that boys, too young to decide for themselves, should not be tied down to one course when they might later on show special aptitude for the other.

The Committee was also unanimously in favour of striking book-keeping out of the course altogether, as being of little practical use, of no educational value, and in comparison with the other alternative subjects too easy.

45. There remains the high section, which is a preparation for the Entrance and School Final examinations. The Committee regarded the course in this section to be beyond the scope of their enquiry.

46. *Text books.*—The Committee were unanimously agreed that alternative text books should be allowed in all subjects of study. This concession is already allowed to a certain extent to all mission schools. The use of alternative text books would in all probability tend to diminish the inducement to key-making, as the key-maker could not then calculate to what extent his keys would circulate. But this reform may be advocated on the more general grounds of policy referred to in the Resolution of the Government of India appointing the Education Commission of 1882 (*vide* paragraph 10), and in various passages of the report of that Commission, in which it is laid down that the freedom of the managers of private institutions should not be interfered with, and that a rigid routine of study of a particular set of text books should not be imposed on all schools.

It is necessary, however, that the choice should be limited to such text books as have been approved by the Text Book Committee, and that Committee might be directed to recommend suitable alternative courses.

47. *Length of the school day.*—The school day at present is five hours in the cold and four in the hot weather. The Committee was of opinion that the total length of the school day is not too great, but that continuous instruction in school without a break should not extend beyond three hours whenever and wherever possible.

48. *Curriculum for vernacular schools.*—In regard to the curriculum for vernacular schools, the Committee did not feel itself competent to pass in review the text books prescribed for use, as, with the exception of the departmental officers on the Committee, the members, as a whole, were unfamiliar with the conditions and requirements of vernacular schools. Moreover, they are informed that the Text Book Committee is already engaged upon the subject of revision of text books, and the substitution in some cases of more suitable ones for those now prescribed. It, however, reviewed the courses prescribed, and suggested certain modifications and alterations, for reasons similar to those on account of which it recommende amendments in the curriculum prescribed for Anglo-vernacular schools. Th following were the proposed alterations :—

PREPARATORY CLASSES AND LOWER PRIMARY CLASSES.

As the courses prescribed for vernacular and Anglo-vernacular schools in these classes are the same, it was recommended that the modifications proposed for Anglo-vernacular schools should have effect in vernacular schools also (*vide* amended copies of both curriculums attached to the report).

CLASS III.—UPPER PRIMARY.

The courses in arithmetic and geography being the same in this class in both kinds of schools, the Committee recommended the same modifications as in the course for Anglo-vernacular schools.

They further recommended that mensuration be struck out of the course. Their reason for this was that for boys of this class the subject was of no practical utility, whilst it unduly lengthened the course. Though boys in vernacular schools in the upper primary standard can and do work the sums set in mensuration correctly, they do so merely by rule of thumb, without, in most cases, realizing the reason for the process, as they are taught no geometry in this section and never required to make practical application of their knowledge.

Class IV.—Upper Primary.

The course in arithmetic recommended for this class was different from that proposed for the corresponding class in Anglo-vernacular schools. It was—

Simple rule of three, recurring decimals, simple interest, and practice.

It will be seen from a comparison of the curriculum for Anglo-vernacular schools with that for vernacular schools that the above course is harder than the one recommended for Anglo-vernacular schools. The reason of this is that boys in vernacular schools have only one language to study—their own,—and they can therefore devote more time to arithmetic. Moreover, as class IV is ordinarily the highest standard to which village schoolboys can possibly attain, it is advisable that the course should include the practically useful rules of practice and simple interest. Village schoolboys, too, as a rule, in the upper primary standard at any rate, are usually older than the boys in the corresponding classes of Anglo-vernacular schools. It was recommended in this class that mensuration should be struck out of the course, for the same reasons as in the lower class.

The Committee was unanimously of opinion that rent and revenue law should not form part of the course of study. The subject is too technical to be properly understood, and the teachers in vernacular schools, being unable to explain it intelligently to students, content themselves with requiring that the boys shall commit the whole of the text book to memory, as well as they can, for the purposes of the annual centre examination. The subject does not admit of treatment from an educational point of view, and the time devoted to it might be better spent on other subjects. Its practical utility is a very doubtful point.

Middle Section.

The only alteration that the Committee would suggest in the middle course is to make the course in geography the same as that for class VI of the Anglo-vernacular lower middle section.

D. T. ROBERTS, President,

The 17th May 1899. *On behalf of the Members of the Committee.*

CURRICULUM FOR ANGLO-VERNACULAR SCHOOLS FOR THE SESSION BEGINNING MARCH 1st, 1899.

Committee's amendments. *Points of difference.*

PREPARATORY SECTION.

(A two-year course.)

Strike out "A two-year course."

First Year.

Strike out—
"First year."
"Second year."
and substitute—
A.
B.

1. *Reading.*—To read simple and double characters at sight from a primer in one form of the vernacular.

2. *Writing.*—To copy characters and easy monosyllables from the book.

3. *Arithmetic.*—To write and name figures as far as 100 in any order, and to know the multiplication table up to 10 × 10 inclusive.

Second Year.

1. *Reading.*—To read sentences at sight from the text book in one form of the vernacular, and to know the meaning of words.

The text books prescribed are—

Urdu.—Reader No. 1, by Muhammad Ismail, Persian Teacher, Normal School, Agra.

Hindi.—Reader No. 1, by the Literary Institute, Allahabad, published by the Indian Press, Allahabad.

(Note.—Reader No. 1, by Pandit Rama Shankar Misra, published by the Chandra Prabha Press, Benares, may be used as alternative pending the revision of the Allahabad Literary Institute Series.)

2. *Writing.*—To copy, and also to write to dictation, sentences from the text book, in Persian or Nagri characters.

Arithmetic.—*(a) On slate.*—Notation and numeration. To work out easy questions in simple addition and subtraction. In addition not more than five lines to be given, each line to contain not more than six digits.

(b) Mental.—Multiplication table, not to exceed 20 × 10.

LOWER PRIMARY SECTION.

Class I.

Class I.

1. *Reading.*—To read accurately at sight from the text book in one form of the vernacular, and to explain the meanings of words and sentences.

The text books prescribed are—

Urdu.—Reader No. 2, by Muhammad Ismail.

Hindi.—Reader No. 2, by the Literary Institute, Allahabad.

(Note.—Reader No. 2, by Pandit Rama Shankar Misra, may be used as alternative pending the revision of the Allahabad Literary Institute Series.)

	Committee's amendments.	*Points of difference.*
2. *Writing.*—To write sentences to dictation from the text book in Persian or Nagri characters. Copy books to be shown.		
3. *Arithmetic.*—*(a) On slate.*—The four simple rules. Addition and subtraction in Indian money, weights, and measures.	*Arithmetic.*—As at present, omitting weights and measures.	Bábu Ramananda Chatterji and Pandit Madan Mohan Malaviya would omit also addition and subtraction of Indian money, weights, and measures.
(b) Mental.—Fractional tables, not to be learnt above 40.	*Mental.*—Fractional tables up to 20.	
4. *Geography.*—The meaning and use of a map; the points of the compass; explanation of simple geographical terms by reference to a map or diagram. Large scale maps of the school compound, and of the neighbourhood, to be drawn by the teachers and fastened to the wall for use with the class.	*Geography.*—Omit altogether.	
CLASS II.	CLASS II.	
1. *Reading.*—To read accurately at sight from the text books in one form of the vernacular, and to explain the meaning of words and sentences.		
The text books prescribed are—		
Urdu.—Reader No. 3, by Muhammad Ismail.		
Hindi.—Reader No. 3, by the Literary Institute, Allahabad.		
(NOTE.—Reader No. 3, by Pandit Rama Shankar Misra, may be used as alternative pending the revision of the Allahabad Literary Institute Series.)		
2. *Writing.*—To write sentences to dictation from the text book in Persian or Nagri characters. Copy books to be shown.		
3. *Arithmetic.*—*(a) On slate.*—The four compound rules in Indian money and weights and measures in common use, with miscellaneous examples; H. C. F. and L. C. M.	*Arithmetic.*—Omit H. C. F. and L. C. M.	
(b) Mental.—As in Thákur Chandi Singh's or Pandit Gauri Shankar's Mental Arithmetic, Part III.	*Mental.*—Fractional tables up to 40.	
(NOTE.—Scholars should not purchase either of these books, but they may be used by the teacher.)		
4. *Geography.*—Of the district and province to be taught from the map with the help of notes on historical events, places, &c. Map of the district.	*Geography.*—Substitute the course prescribed in the curriculum for class I, with the addition of the map of the district.	
(NOTE.—A pupil passing the Lower Primary examination in Reading, Writing, and Arithmetic is qualified for promotion to class III.)		
UPPER PRIMARY SECTION.		
CLASS III.	CLASS III.	
1. *English.*—To read from a primer, with correct pronunciation, easy words and sentences, and to give their meaning in the vernacular; to spell words of not more than four letters; to read vernacular sentences written in Roman characters; copy writing in large hand.	*English.*—The primer (Macmillan's) is unsuitable. Omit Roman-Urdu. Add—Construction in class of simple English sentences based upon the vocabulary of the lesson, and translation from vernacular into English of sentences based upon the same vocabulary.	Mr. Crosse dissented.
2. *Vernacular.*—To read at sight from the text books, and to explain the words and sentences.		
Urdu.—Reader No. 4, by Muhammad Ismail.		
Hindi.—Reader No. 4, by the Literary Institute, Allahabad.		
(NOTE.—Reader No. 4, by Pandit Rama Shankar Misra, may be used as alternative pending the revision of the Allahabad Literary Institute Series.)		

	Committee's amendments.	*Points of difference.*
To write passages to dictation from the text books, or from books of equal difficulty, in Persian or Nagri characters. Copy books to be shown.		
3. *Arithmetic.*—Vulgar fractions; decimal fractions (non-recurring); practice. English figures to be taught and gradually introduced in practice, but the text book should not be in English.	*Arithmetic.*—Put in H. C. F. and L. C. M. Omit practice.	Pandit Madan Mohan Malaviya would omit decimals.
4. *Geography.*—Of India, to be taught from the map with the help of notes on historical events and places; the position of the principal towns, and the chief physical features to be shown; also revision of geography learnt in lower classes.	*Geography.*—North-Western Provinces and Oudh to be taught in place of the present course.	
CLASS IV.	CLASS IV.	
1. *English.*—To read with correct pronunciation and to translate passages from a first English reader; to point out nouns, pronouns, and verbs; more advanced spelling; copy writing in round hand. For home lessons three times a week, lessons from a manual of colloquial phrases. Copy books to be shown.	*English.*—Reader No. I approved. Omit colloquial phrases from a manual, and substitute composition and translation as in class III.	Mr. Brownrigg dissented from the course teaching English before class V.
2. *Vernacular.*—*(a)* To read at sight from the text books in one form of the vernacular, and to explain words, allusions, and sentences.		
Urdu.—Reader No. 5, by Muhammad Ismail.		
Hindi.—Reader No. 5, by the Literary Institute, Allahabad.		
(NOTE.—Reader No. 5, by Pandit Rama Shankar Misra, may be used as alternative pending the revision of the Allahabad Literary Institute Series.)		
(b) Grammar, with parts of speech and etymology of words.		
In Hindi the book on grammar approved for use is *Bhasha Chandrika*, by Pandit Narayan Shastri Patvardhan, Queen's College, Benares.		
In Urdu the following text books on grammar are approved :—		
MacMillan's *Tashil-ul-Qawaid*, Part I, or *Qawaid-i-Urdu*, Part III, by Mirza Nisar Ali Beg, revised by Sheikh Ahmad Ashraf; or *Qawaid-i-Urdu*, Part IV, by Munshi Muhammad Ahsan, revised by Sheikh Ahmad Ashraf, and published by Bábu Ram Narain Lal, Katra, Allahabad.		
Writing.—To write passages to dictation from a book of equal difficulty with the text book, or an original letter on some ordinary topic, in Persian or Nagri characters.		
3. *Arithmetic.*—Rule of three; simple and compound interest; discount. English figures to be used.	*Arithmetic.*—Put in simple and double rule of three and recurring decimals. Omit simple and compound interest and discount.	Pandit Madan Mohan Malaviya would have decimals and simple rule of three only.

	Committee's amendments.	*Points of difference.*
4. *Geography.*—Map of the world, with special reference to Asia and Europe; the physical features, countries, and chief towns to be pointed out on a blank map. To be taught by means of notes on historical events, places, &c. Revision. The outline maps (coast line only) of Philips' series of half-penny coloured maps may be used.	*Geography.*—Of India, as prescribed in class III, in place of the course prescribed for class IV in the curriculum.	

(NOTE.—A pupil passing the Upper Primary examination in English, Vernacular, and Arithmetic is qualified for promotion to class V.)

LOWER MIDDLE SECTION.

CLASS V.

Compulsory Subjects.

1. *English.*—To read with correct pronunciation, and to translate passages from the English reader; to point out the parts of speech, and to know the etymology of nouns; to write to dictation passages set from the reader; copy writing in small hand. For home lessons translation exercises on alternate evenings; the sentences to be translated should be dictated by the teacher from one of the prescribed books, and the words should be occasionally slightly varied; and on alternate evenings the fair copies should be written out at home, and prescribed sentences from a manual of colloquial phrases should be committed to memory.	CLASS V. *English.*—Reader No. II approved. Omit colloquial phrases from a manual and home lessons in translation. Substitute composition and translation exercises every day in class.	
2. *Vernacular.*—The first half of the Hindi course, *i.e., Naya Gutka,* by Rája Siva Prasad; or of the 2nd Middle course of the Panjáb series of Urdu readers, published by the Mufid-i-Ám Press, Lahore, pages 1—82 of prose, and 169—196 of poetry. Composition of letters in current idiomatic style, with the proper forms of courtesy. *Hindi Grammar.*—The text book prescribed for class IV. *Urdu Grammar.*—As in Macmillan's *Tashil-ul-Qawaid,* Part II; or *Qawaid-i-Urdu,* Part IV, by Munshi Muhammad Ahsan, revised by Sheikh Ahmad Ashraf, and published by Bábu Ram Narain Lal, Katra, Allahabad. *Script Reading.*—As in *Maktub-i-Ahmadi* or *Majmua-i-Kaghzat-i-Karrawai,* by Rai Durga Prasad, in the Persian character; or *Beohar Patra Sangraha,* by the same author, in the Nagri character or Kaithi script.		
3. *Arithmetic.*—To be revised in English to the end of vulgar fractions.	*Arithmetic.*—Omit revision in English. Add practice and simple interest.	Pandit Madan Mohan Malaviya would have double rule of three and practice.
4. *Geography.*—Hill's First Book of Geography in Urdu or Hindi, revised by Bábu Gyanendra Nath Chakrabarti. Maps of the continents to be drawn. Names to be written in English.	*Geography.*—Outlines of Asia from the map, and India as in Hill's First Book of Geography.	

	Committee's amendments.	*Points of difference.*
5. One of the following alternative subjects:— (1) *Persian.*—Reader No. I, by Maulvi Abdul Jalil, Professor, Queen's College, Benares. The grammar course includes verbal roots; nouns derived from roots; the present, past, and future tenses of verbs; the present and past participles. (To be taught in Urdu.) (2) *Sanskrit.—Riju Vyakaran,* Part I, by Pandit Aditya Ram Bhattacharya.	*Persian and Sanskrit.*—To be struck out.	The President and Mr. de la Fosse dissented, especially with regard to Persian.
(3) *Drawing.*—Freehand, 14 sheets, Panjáb series, No. 1.	*Drawing.*—Omit.	
(4) *Science.*—Manual of Practical Physics, Part I (Practical Geometry), by Professor J. Murray (first half).	*Science.*—Omit Manual of Practical Physics.	

N.B.—Instead of one of the above alternative subjects, girls may read Mrs. Handyside's History of India to the close of the Muhammadan period, in English or vernacular.

CLASS VI.

Compulsory Subjects.

1. *English.*—To read with correct pronunciation and to translate passages from the English reader. A book of historical or biographical stories, English or Indian, in very simple English: the book prescribed is Part I of Longman's "Ship" Historical Readers. To know the etymology of the adjectives, pronouns, and verbs; to write to dictation passages set from the reader; copy writing in small hand. For home lessons translation exercises from the prescribed text books as in class V four times a week; on the remaining evenings the fair copies to be written out, and selected passages from the reader to be committed to memory.	CLASS VI. *English.*—Reader No. III approved. Strike out Longman's "Ship" Historical Reader. Composition and translation in class, instead of home lessons as in class V.	Three members of the Committee were in favour of striking out the recitation of passages to be committed to memory.
2. *Vernacular.*—The remainder of the Hindi or Urdu Middle course prescribed for the Lower Middle examination; composition. Grammar and script as in class V.		
3. *Arithmetic.*—Revision in English up to simple interest.	*Arithmetic.*—Omit revision in English. Add compound interest, discount, and present worth.	Pandit Madan Mohan Malaviya suggests simple interest, present worth, and discount.
4. *Geography.*—Hill's Second Book of Geography in Urdu or Hindi. Maps of the continents, of the countries of Asia, and of Great Britain to be drawn; names to be written in English.		
5. *Mathematics.*—Introduction to Euclid; the definitions and the first twelve propositions of book I to be taught by means of the blackboard, with deductions as in the *First Step in Euclid,* by J. G. Bradshaw, published by Messrs. Macmillan & Co.	*Euclid.*—To be struck out of the course.	

(NOTE.—Scholars should not be required to purchase the above-named book. After the scholars thoroughly understand the work, they should be practised in writing out the propositions in the vernacular, using English letters in the diagrams.)

6. One of the following alternative subjects:—

(1) *Persian.*—Persian Reader No. II, by Maulvi Abdul Jalil, Professor, Queen's College, Benares.

	Committee's amendments.	*Points of difference.*
Grammar.—An outline of the *Saraf* portion of Persian Grammar, *viz.*, the inflections of nouns and pronouns; the moods and tenses of verbs; the rules for forming tenses and nouns: illustrated by translation exercises for each rule. (To be taught in Urdu.)		
(2) *Sanskrit.*—As in class V.		
(3) *Arabic.*—The first half of the first chapter of *Intikhab-ul-Jadid*. Elements of Arabic Grammar, as in *Mizan Munshaib*.		
(4) *Drawing.*—Freehand drawing up to sheet No. 9, in Panjáb series, No. II.		
(5) *Science.*—Manual of Practical Physics, Part I (Practical Geometry), by Professor J. Murray (to be completed).	*Science.*—To be struck out of the course.	

N.B.—Euclid is not compulsory in girls' schools; girls, however, have the option of taking it up. Instead of one of the above alternative subjects, girls may read Mrs. Handyside's History of India, the whole, in English or vernacular, and the Hindi or Urdu version of Dr. Cunningham's Sanitary Primer.

UPPER MIDDLE SECTION.

Classes VII and VIII.—Two-year Course.

The two classes of the Middle section are in direct preparation for the Middle English examination; the first half of the course should ordinarily be completed in the annual session of class VII and the second in the annual session of class VIII. The Middle English examination is held by the Educational Department, and the rules and courses are fixed by the Director of Public Instruction.

	Classes VII and VIII.	
I.—English.		
(a) Literary course.—The reader prescribed for the Middle English examination. One part should be read and revised in class VII, and the other in class VIII.	*Literary course.*—Amount prescribed for each year to be shortened by one-third.	Mr. Crosse thought the course should not be shortened if vernacular is made an alternative subject.
(b) Grammar course.—Etymology and the chief rules of syntax; conversion of active into passive sentences and of affirmative into interrogative ones, and *vice versâ*.		
(c) Composition.—Translations from prescribed books of exercises, or from a vernacular newspaper, into English four times a week; letter writing in English on some ordinary topics (to be done at home as in class VI).		
(d) Repetition—Twice a week, of passages from the reader committed to memory as in class VI.		
(e) Copy books.—Should still be used, and should be shown to the Inspector.		

	Committee's amendments.	*Points of difference.*
II.—Mathematics.	Mathematics.	
(a) Arithmetic.—Revision of the part already learnt; percentages and proportional parts; compound interest, with discount and present worth; extraction of square roots; weights and measures, such as are required for the Entrance examination of the Allahabad University.	Revise in English, extraction of square root, square measure, percentages, and proportional parts.	Pandit Madan Mohan Malaviya suggests— Class VII.—Revise in English, compound interest extraction of square root, and square measure. Class VIII.—Revise in English.
(b) Geometry.—Euclid, Book I, with easy deductions.		
(c) Algebra.—The four simple rules.	*Algebra.*—Add simple equations not involving fractions and not including problems.	
III.—History, Geography, and Sanitation.		
(a) History.—Outlines of Indian History, as in Gordon's *History of India* (published by the Indian Press, Allahabad).	*History.*—The present text book is unsuitable.	
(b) Geography.—Outline of the General Geography of the World, as in the revised edition of Hill's First and Second Books of Geography for Indian Schools. To draw maps of India and Asia, showing the principal mountain ranges, rivers, cities, and internal and external boundaries.		
(c) Sanitation.—The general rules of health, as in the *Way to Health*, English version.	*Sanitation.*—Recommended to be struck out of the course.	
IV.—Vernacular, Urdu or Hindi.	Vernacular, Urdu or Hindi.	
Three hours a week.	To be an alternative subject, and to be taken along with Science and Drawing.	Revd. C. A. R. Janvier, Revd. G. H. Westcott, and Pandit Madan Mohan Malaviya suggest some vernacular to be also taught along with classics.
Urdu.—*(a) Tuzuki Urdu*, by M. Muhammad Ismail.		
(b) Original letter writing from any standard model, such as *Maktub-i-Ahmadi*, by Munshi Ahmad Husain, and *Khat Shikasta*, by Ram Sahai Tamanna.		
(c) Transliteration from to *Shikasta Nastaliq* as from *Maktub-i-Ahmadi* or *Khat Shikasta*.		
Hindi.—*(a) Sangraha Shiromani*, revised edition, published by the Indian Press, Allahabad, 150 pages.		
(b) Original letter writing from any standard model, such as *Beohar Patra Sangraha*, by Munshi Durga Prasad, Rai Bahádur.		
V.—Alternative Subjects, either A, B, C, or D.		
Three hours a week.		
A.—Classical Languages.—One of the following:—		
(1) *Persian*—		
(a) Literary course.—Persian Middle Reader, by Maulvi Abdul Jalil Khan, Professor, Queen's College, Benares.		

Committee's amendments. *Points of difference.*

(b) *Grammar course.*—All the main rules of *Saraf* (etymology) and *Naho* (syntax).

(2) *Sanskrit*—

(a) *Literary course.*—The first thirty pages of the Middle Sanskrit Reader, by Pandit Aditya Ram Bhattacharya.

(b) *Grammar.*—*Riju Vyakaran*, Part II, by Pandit Aditya Ram Bhattacharya.

(3) *Arabic*—

(a) *Literary course.*—*Intikhab-ul-Jadid*, chapters III, IV, and V.

(b) *Grammar.*—*Panj Ganj* [from the beginning of the book as it stands to the end of *Khasiyate Abwab*, and *Naho Mir* (syntax)].

B.—Drawing.—In each of the branches named below :—

In class VII—

(a) *Freehand Drawing* up to sheet No. 5, North-Western Provinces series, No. III.

(b) *Geometrical Drawing.*—Gill's School of Art Geometry, to the end of page 31.

In class VIII—

(a) *Freehand Drawing* to end of North-Western Provinces series, No. III.

(b) *Geometrical Drawing.*—Gill's School of Art Geometry, to page 65.

C.—Book-keeping.—As in Thornton's Primer on Book-keeping, published by Messrs. Macmillan & Co. *Book-keeping.*—To be struck out of the course.

D.—Elementary Physical Science.—Manual of Practical Physics, Part I (Practical Geometry), by Professor J. Murray, published by the Indian Press, Allahabad, and the Primer of Physical Geography, by Geikie.

N.B.—These four subjects are alternatives for the Middle examination. Not more than two may be taken up and one must be taken up.

HIGH SECTION.

Classes IX and X.—Two-year Course.

The two classes of the High Section are in direct preparation either for the Entrance examination or for the School Final examination.

Both examinations are held, and the courses of study are prescribed, by the Allahabad University.

The Drawing and Science courses prescribed in classes V, VI, VII, and VIII lead up to the School Final examination.

Information regarding the courses of the Entrance and School Final examinations can be procured from the Registrar of the Allahabad University.

Text Books.

The English Reader prescribed for the Middle English examination of December 1899 is the Middle Reader, Anglo-Oriental series, Parts III and I ; and for the examination of December 1900, Parts I and II. In classes III to VI the Primer (English-Urdu *or* English-Hindi) and the First, Second, and Third Readers of *Macmillan's English Readers for the North-Western Provinces and Oudh* are prescribed, except in Mission schools, which are allowed the option of using the corresponding Readers of the Christian Vernacular Education Society. The English copy books to be used are Jackson's New Code (one anna) or Macmillan's Official Series.

Distribution of Macmillan's Official Series of copy books among the various classes :—

Class III	... ...	... Nos. 1 and 2.
„ IV	... ...	... „ 3 „ 4.
„ V	... ...	... „ 5 „ 6.
„ VI	... ...	... „ 7, 8, and 9.
Classes VII and VIII	...	... „ 10, 11, and 12.
Class IX	... ...	... No. 13.

The books approved for translation exercises are those by—

(1) Gordon; (2) Stapley; (3) M. Dwarka Prasad, Teacher, District School, Allahabad; (4) the series prescribed by the Director of Public Instruction, Panjáb.

The colloquial manuals will for the present be prescribed by the Inspectors.

Macmillan's Atlas for Indian Schools, Re. 1, is approved for school use.

The vernacular copy books approved for use are—

Urdu.

(1) By Pandit Bishambhar Nath, Head Master, District School, Cawnpore.

(2) By Munshi Muhi-ud-din, Assistant Professor, Muir Central College, Allahabad.

(3) By Bábu Ram Narain Lal, bookseller, Allahabad.

(4) „ the Newal Kishore Press, Lucknow.

(5) „ the Indian Press, Allahabad.

Hindi.

(1) By the Medical Hall Press, Benares.

(2) „ Bábu Ram Narain Lal, bookseller, Allahabad.

(3) „ the Newal Kishore Press, Lucknow.

The alternative text books prescribed in Arithmetic from class V upwards are those compiled by—

(1) Lock and Lewis.

(2) W. N. Boutflower.

(3) Jadav Chandra Chakrawarti.

(4) P. Ghosh.

For classes below V (in Urdu or Hindi) :—

(1) Lock and Lewis.

(2) Lakshmi Shankar Misra.

(3) Jadav Chandra Chakrawarti.

(4) Atma Ram.

In Algebra.

(1) Hall and Knight ; (2) C. Smith ; (3) Todhunter ; (4) P. Ghosh ; (5) Basu ; (6) M. Suraj Sahai.

In Geometry.

(1) Hall and Stevens ; (2) Deighton ; (3) P. Ghosh ; (4) Atma Ram ; (5) Marshall's School and College Euclid ; (6) Harpur Euclid.

ALLAHABAD :
The 24th December 1898.

T. C. LEWIS, M.A.,
Director of Public Instruction, N.-W. P. and Oudh.

CURRICULUM FOR VERNACULAR SCHOOLS.

LOWER PRIMARY SECTION.

	Committee's amendments.	*Points of difference.*
SECTION I OF THE PREPARATORY CLASS.		
1. *Reading.*—To read single and double characters at sight.	Strike out "A two-year course." Omit— "First year." "Second year." and substitute— A. B.	
2. *Writing.*—To copy characters and easy monosyllables from the book.		
3. *Arithmetic.*—To write and name figures as far as 100 in any order, and to know the multiplication table up to 10 × 10 inclusive.	No change recommended by the Committee in the curriculum for the Preparatory Section.	
SECTION II OF THE PREPARATORY CLASS.		
1. *Reading.*—To read sentences at sight from the text book and know the meaning of words.		
2. *Writing.*—To copy and also to write to dictation sentences from the text book in Persian or Nagri characters.		
3. *Arithmetic.—(a) On slate.*—Notation and numeration. To work out easy questions in simple addition and subtraction. In addition not more than five lines to be given, each line to contain not more than six digits.		
(b) Mental.—Multiplication table, not to exceed 20 × 10.		
CLASS I.	CLASS I.	
1. *Reading.*—To read accurately at sight from the text book and to explain the meanings of words and sentences.		
2. *Writing.*—To write sentences to dictation from the text book in Persian or Nagri characters. Copy slips to be shown.		
3. *Arithmetic.—(a) On slate.*—The four simple rules ; addition and subtraction in Indian money, weights and measures.	*Arithmetic.*—As at present, omitting weights and measures.	Bábu Ramananda Chatterji and Pandit Madan Mohan Malaviya would omit also addition and subtraction of Indian money, weights and measures.
(b) Mental.—Fractional tables not to be learnt above 40.	*Mental.*—Fractional tables up to 20.	
4. *Geography.*—The meaning and use of a map ; the points of the compass ; explanation of simple geographical terms by reference to a map or diagram. Teachers should be required to draw large scale maps of the village, to be fastened to the wall, and used with this class.	*Geography.*—Omit altogether.	
CLASS II.	CLASS II.	
1. *Reading.*—To read accurately at sight from the text book and to explain the meaning of words and sentences.		
2. *Writing.*—To write sentences to dictation from the text book in Persian or Nagri characters. Copy slips to be shown.		

APPENDIX A.

Passages in the Memoranda of Managers and Head Masters of Schools, &c., to which special attention is invited.

Secretary, Bengali Tola High School, Benares.	Remarks on the abolition of the Middle examination as a test for Government service.
Bábu Murlidhar, Head Master, Victoria High School, Agra.	Remarks on the neglect of English composition.
	Remarks on the prospects of aided school teachers.
Pandit Hari Ram Pande, *Vakíl*, Almora.	Remarks on the study of vernaculars.
	Remarks on the use of keys in school lessons.
	Remarks on the subject of entrusting the discretion of promotions to Head Masters.
	Remarks on the subject of entrusting examinations.
Mr. A. Venis, Principal, Queen's College, Benares.	Remarks on the teaching of classics.
	Remarks on the appointment of examiners.
Mr. F. G. Housden, Head Master, District School, Allahabad.	Remarks on the way to prevent cramming.
M. Muhammad Ali, Head Master, District School, Jaunpur.	Remarks on the advantages of acquiring early a knowledge of the classics.
Revd. C. L. Bare, Manager, Christian Collegiate School, Lucknow.	Remarks on the unsuitability of colloquial phrase books for teaching English.
Revd. W. Cutting, Manager, London Mission School, Benares.	Remarks on the course in arithmetic prescribed in the curriculum.
	Remarks on annotated text books as a substitute for keys.
	Remarks on the excessive length of the English courses prescribed.
Pandit Bishambhar Nath, Head Master, District School, Cawnpore.	Remarks on the length of the school day.
	Remarks on the study of classical languages.
	Remarks on the departmental examinations.
Bábu Jadunath Chaudhri, late Secretary, MacDonnell High School, Jhánsi.	Remarks on the Lower Primary examination as conducted by Deputy Inspectors.
	Remarks on the vernacular course for clauses V and VI.
	Remarks on the too great length of courses prescribed in English.
Bábu Brahmanand Sinha, M.A., Head Master, Rámpur State School.	Remarks on the historical reader prescribed for class VI.

APPENDIX B.

1. Eight days' proceedings.

2. Evidence of three witnesses on keys, *viz.*, Munshi Kampta Prasad, Bábu Jotendro Nath Sen, and Munshi Rameshwar Prasad.

3. Notes by members (with proceedings) :—

Bábu G. N. Chakrabarti	8th day.
Mr. C. F. de la Fosse	,,
Revd. C. A. R. Janvier	,,
Mr. M. Crosse (2)	,,
Revd. G. H. Westcott	,,
Pandit Madan Mohan Malaviya	,,
Bábu G. N. Chakrabarti	4th day.
Revd. G. H. Westcott	,,
Bábu Ramananda Chatterji	,,

4. Memoranda by School Managers and Head Masters, &c. :—

(1) Mr. A. Venis, Principal, Queen's College, Benares.
(2) Revd. W. Cutting, Manager, London Mission School, Benares.
(3) ,, T. F. Robathan, Manager, Church Mission School, Gorakhpur.
(4) ,, C. L. Bare, Manager, Christian Collegiate School, Lucknow.
(5) Pandit Bishambhar Nath, Head Master, District School, Cawnpore.
(6) Mr. J. W. Bacon, Head Master, Queen's Collegiate School, Benares.
(7) ,, F. G. Housden, Head Master, District School, Allahabad.
(8) Munshi Muhammad Ali, Head Master, District School, Jaunpur.
(9) Mr. J. Simeon, Pleader, High Court, Allahabad.
(10) Bábu Murlidhar, Head Master, Victoria High School, Agra.
(11) Pandit Hari Ram Pande, Pleader, Almora.
(12) Secretary, Bengali Tola High School, Benares.
(13) Bábu Jadu Nath Chaudhri, late Secretary, MacDonnell High School, Jhánsi.
(14) Bábu Brahmanand Sinha, Head Master, Rámpur State School.

5. Publications, reports, &c., dealing with the subject matter of the Government Resolution appointing the Committee :—

(1) Letter, dated 16th December 1898, from Revd. G. H. Westcott, Honorary Secretary, Missionary Educational Union, Cawnpore, with enclosures.
(2) Minutes of the 8th General Meeting of the Missionary Educational Union held on the 24th March 1899.
(3) Article by Revd. A. J. Birkett on Anglo-Vernacular Schools (*Pioneer*, dated 13th April 1899).
(4) *Agra College Magazine* for April and May 1899.
(5) Letter, dated 25th April 1899, from the Assistant Secretary, Kurmi Pathshala, Lucknow, with enclosure.
(6) Report of the 2nd Annual General Meeting of the North-Western Provinces and Oudh Graduates' Association.
(7) Copy of the resolutions passed by the North-Western Provinces and Oudh Graduates' Association at their General Meeting held on 10th March 1899.

APPENDIX C.

Papers called for by the Committee.

Curriculum for Anglo-vernacular schools, Bengal, Panjáb, Central Provinces, Madras, and Bombay.

Orders regarding public and departmental examinations in Bengal, Panjáb, Central Provinces, Madras, and Bombay.

Allahabad University Calendar.

Allahabad University Prospectus of Studies.

Rules and Regulations for Schools in Bengal, Panjáb, and the Central Provinces.

Code for European Schools, North-Western Provinces and Oudh.

English Boards' School course of studies.

Manual of General Orders of the Education Department, North-Western Provinces and Oudh.

Circulars and Curriculum of the Educational Department, North-Western Provinces and Oudh.

Report of Education Commission of 1882.

1894
Dept.
Enclos. No. 2
To
O. No. 1679

No. $\frac{262}{\text{XV—148A-8}}$ OF 1899.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 27th June 1899.

READ—

Resolution of this Government, in the Educational Department, No. $\frac{118}{\text{XV}}$, dated 3rd April 1899, appointing a Committee to consider certain questions connected with education in the North-Western Provinces and Oudh.

Report of the Committee, dated 17th May 1899.

OBSERVATIONS.—As representations had been received from persons and public bodies interested in education, expressing dissatisfaction with certain features of the educational system in these Provinces, the Lieutenant-Governor and Chief Commissioner, by the Resolution of 3rd April last, appointed a Committee to consider the questions thus raised. The Committee consisted of the following members :—

MR. D. T. ROBERTS, I.C.S., *Officiating Junior Member, Board of Revenue*	PRESIDENT.
MR. F. W. BROWNRIGG, I.C.S.	MEMBERS.
REVD. GEORGE H. WESTCOTT, M.A.	
„ CÆSAR A. R. JANVIER, M.A.	
MR. C. F. DE LA FOSSE, M.A....	
„ MARLBOROUGH CROSSE, M.A.	
BÁBU GYANENDRA NATH CHAKRABARTI, M.A. ...	
MAULVI MUSHTAK HUSAIN	
PANDIT MADAN MOHAN MALAVIYA, M.A.... ...	
BÁBU RAMANANDA CHATTERJI	

The Committee held meetings at Allahabad during the month of April, and have now submitted their report on the questions referred for their consideration. The Lieutenant-Governor, having considered the report, and the views of the Director of Public Instruction on each point raised by it, has come to the conclusions stated in the following paragraphs.

2. The first of the questions referred to the Committee was whether the courses in arithmetic prescribed for the junior classes are too severe. The Lieutenant-Governor had seen some reason to think that, more especially in the primary classes (I to IV), the children were called upon to learn too much in this branch of study. The Committee agree in this view, and they have proposed to relieve the four lowest classes in Anglo-vernacular schools, and the three lowest in vernacular schools, of learning practice, simple and compound interest, and discount, and to effect a slight re-arrangement, subsidiary to this, of arithmetical subjects still to be studied in classes I to IV. They propose that in vernacular schools class IV should learn simple interest and practice. The Committee's proposals on this head are sanctioned by the Government, except as regards the subject simple interest, which should be retained in the curriculum for class IV, both in Anglo-vernacular and in vernacular

schools. The Committee's proposals for reducing the amount of mental arithmetic studied in the primary section are also approved.

3. The arithmetical subjects, of which the lowest classes are thus relieved, will, according to the Committee's intention, be studied in the lower middle section (classes V and VI), and these classes will be relieved of the "revision" *(i.e.*, going over in English work already learnt in vernacular), which is all the arithmetic that they at present do. The Lieutenant-Governor entirely concurs in the opinion that this "revision," at so early a stage in learning the English language, involves a waste of labour, and he approves the proposal to abolish it. In class V, His Honor considers, there should be revision in vernacular, and "practice" should be studied; and he agrees with the Committee as to the items of the curriculum for class VI. His Honor also approves the arithmetical curriculum proposed by the Committee for the upper middle section, which will include "revision" in English.

4. With a view to shortening the whole school course, and to diminishing the amount to be learned, which they consider excessive, the Committee have proposed alterations in other subjects of study, besides arithmetic. They would omit the subject "Geography" from class I, and would put the present geographical subject of each class in the next higher class up to class VI, in and above which no change is proposed. The Government approves the recommendations of the Committee on this matter.

5. Passing to the study of English, the Government accepts the advice of the Committee that "reading vernacular sentences written in Roman character" should be omitted from the curriculum for class III. The majority of the members considered Macmillan's Primer (lately prescribed) to be unsuitable, as the vocabulary is too extensive and difficult. It is understood that this opinion is agreed in by the departmental authorities. The Lieutenant-Governor in these circumstances directs that either a new primer shall be introduced by the Director of Public Instruction in place of Macmillan's, or a revised edition of the latter—which will be accepted by this Government only if it is considered suitable—shall be obtained within six months. In the curriculum of class VI the Committee would strike out Longman's "Ship" historical reader, which, they observe, is too easy regarded as a reader. It is believed, however, that it was deliberately intended to have, besides the class reader, an easier book in use; and the Government will leave it to the Director of Public Instruction to find a more suitable book to replace the "Ship" reader. The Committee recommend that the "home lessons," included in the present course of classes V and VI, should be struck out on the ground that they result in the use of keys. This recommendation is approved, as is also the addition* which the Committee desire to make to the curriculum in classes III and IV. In the upper middle section (classes VII and VIII) the majority of the Committee would shorten by one-third the literary course prescribed

* "Construction in class of simple English sentences based upon the vocabulary of the lesson, and translation from vernacular into English of sentences based upon the same vocabulary."

for each of the two years. The Lieutenant-Governor and Chief Commissioner is not certain how far the proficiency in English of boys proceeding to higher studies would be affected by this proposal, and His Honor considers it best to defer passing orders until the Director of Public Instruction reports on the matter after consulting Inspectors of circles.

6. Under the present rules regarding class V, boys are required to take up one of the following alternative subjects, *viz.*, Persian, Sanskrit, drawing, or science. A fifth alternative in class VI is Arabic. The majority of the Committee would strike out the alternative subjects in class V, in order to allow of more careful study of the vernacular at this stage; and in class VI they would omit the subject science as too difficult. Mr. Roberts and Mr. de la Fosse dissented from the proposal about class V. The Lieutenant-Governor has decided to accept the Committee's view regarding class V. The study of one of the classical languages, as an alternative subject, will henceforth commence in class VI; and the Director is authorized to carry out any modification which this fact may render necessary in the alternative course in class VI. That officer is opposed to the omission of science as an alternative subject for class VI; but as the alternative subjects will be wholly removed from class V, it will be necessary to make the subject science in class VI easy enough for a beginner.

7. The first twelve propositions in Euclid are prescribed to be studied in class VI. The Committee's recommendation that this subject should be relegated entirely to the higher classes is sanctioned by Government.

8. Vernacular (Urdu or Hindi) is at present a compulsory subject of study in the upper middle section (classes VII and VIII). The majority of the Committee recommend that it should be an alternative subject and should be ranked with science and drawing, one of these subjects being taken up by boys who read for the School Final examination (those reading for the Entrance examination would take up Persian, Sanskrit, or Arabic). While agreed as to the principle of bifurcation of studies, the Revd. Mr. Janvier, the Revd. Mr. Westcott, and Pandit Madan Mohan Malaviya thought that boys taking up a classical language should still read a short text book in vernacular. In view of the fact that the vernacular will, under the arrangements above sanctioned, be thoroughly learned in class V, the Government approves the recommendation of the majority of the Committee. In this (upper middle) section the Committee would also strike out sanitation and book-keeping. The Lieutenant-Governor accepts the proposal as to book-keeping, but thinks it desirable to retain the small amount of sanitation at present required to be learnt.

9. The second matter which the Government referred to the Committee for consideration was the complaint that the teaching of English, as at present carried on, has the effect of strengthening rather the memory than the intelligence, and that insufficient attention is given to English composition and style. In reference to this subject,

the Government, in the Resolution of 3rd April last, insisted upon the duty of the superior Educational officers to enforce the standing prohibition against the use of "keys" and such unauthorized aids to the study of the language. The Committee's recommendations, so far as they relate to changes in the curriculum of English study, have been above dealt with. In regard to "keys" the Committee advise that the existing prohibition should be applied to aided and recognised as well as Government schools. The Director of Public Instruction is requested to submit definite proposals for carrying out this suggestion. The Committee also advert to the low scale of pay of the teachers of the lower classes in Anglo-vernacular schools. This question, however, is outside the scope of the present enquiry, though it comes within the scope of another enquiry which is being separately prosecuted.

10. The third complaint which was referred to the Committee relates to the excessive number of existing examinations. The Lieutenant-Governor and Chief Commissioner accepts the Committee's opinion that there is no sufficient reason for interfering with the non-public or school examinations held by Head Masters at the end of the alternate or intermediate years. In regard to public examinations, the recommendation of the majority of the Committee is that all those within the scope of their enquiry, *viz.*, the lower primary, the upper primary, the lower Anglo-vernacular middle, and the upper Anglo-vernacular middle, in Anglo-vernacular schools should be abolished. In reference to the Lower Primary examination, however, a minority, consisting of Mr. Crosse, Mr. de la Fosse, and Bábu Gyanendra Nath Chakrabarti, held that no other means will secure boys being sufficiently grounded in vernacular before they begin learning English. The Director of Public Instruction, it is understood, would retain both this examination and also the Upper Primary examination, which he regards as the necessary close to the work in the upper primary grades. The Lieutenant-Governor has no doubt that one of these two examinations should be abolished, and he has carefully considered the question whether it should be the examination following the completion of the lower primary course (classes I and II) or that following the completion of the upper primary course (classes III and IV). If the only question in issue were the fitness of the children to begin English, the proper time to hold the examination would be at the end of the lower primary course. But this is not the only consideration, nor does it apply at all to the case of vernacular schools. It is believed that an examination corresponding to the Upper Primary examination is held in all Provinces; and having regard to the fact that the age of the children is more suitable for a public examination after passing through the upper primary than the lower primary stage, and also to the allotment of State scholarships, the Lieutenant-Governor and Chief Commissioner has decided that the Lower Primary examination shall be abolished and the Upper Primary examination shall be retained.

11. The Committee were unanimously of opinion that the Lower Anglo-Vernacular Middle examination should be abolished. The chief

reason against abolishing it is that the result may be that no vernacular will be read at all in the lower middle section. With regard to the Upper Anglo-Vernacular Middle examination, the Committee would discard it as a test for public employment in favour of the Entrance or School Final examination, as they say that there are plenty of candidates who have passed one of these examinations, and that their age is more suitable for employment. As to retaining this examination on other grounds, the Committee were almost equally divided: those against it maintaining that it causes "cram," and that competent examiners can hardly be obtained; and those for it urging that some schools only teach up to this standard, and that if the lower examinations are abolished, it is necessary to have this one as a test of progress. In reference to vernacular schools, the Committee were agreed that the Lower (*i.e.*, Vernacular) Middle examination, and the centre examinations held yearly for classes II and IV, should be retained, and that the centre examinations for the other classes (I, III, and V) should be discontinued.

12. These proposals regarding vernacular schools are approved by the Government. The Lieutenant-Governor feels no doubt that the Vernacular Middle examination should be retained. It is necessary as a qualification for some classes of public employment and as marking the conclusion of the course in vernacular schools.

13. The Lieutenant-Governor also has no doubt that the Upper or Anglo-Vernacular Middle examination should be retained. It marks the halfway point between the beginning of English and the entrance to the University; and its retention is necessary not only for school purposes, but for administrative reasons. The Lower Anglo-Vernacular Middle examination should be abolished.

14. There will, under the orders above conveyed, henceforward be only two public examinations during the ten years of a school course leading up to the Entrance or School Final examination, namely, the Primary (present Upper Primary) examination and the Anglo-Vernacular Middle (present Upper Anglo-Vernacular Middle) examination. The duty of seeing that in the primary section children unfit to begin English are not passed from the lower to the upper primary course will devolve upon Head Masters and Inspectors, and special measures will be taken to make the responsibility a real one.

15. The fourth complaint was that sufficient discretion and liberty are not allowed to Head Masters of schools to promote pupils from class to class, and that consequently clever children are detained too long in classes in which they can derive no advantage. Dealing with this matter, the Committee recommend that in classes I and II the Head Masters should have full discretion; that is, they should be empowered to make double promotions or to give promotion to these classes during the school year. The Committee would also give the Head Master a similar discretion in regard to promotions to class III, provided he certifies the boy's fitness in each case. The certificates would remain on record,

and if they were found to be seriously incorrect, the necessary action in regard to the school would be taken by the department. Above class III the Committee would leave things as they are at present. Head Masters would be able to give promotions during the year, with the sanction of the Inspector; promotions would, for sufficient reason, be allowed, notwithstanding the pupil's failure to pass at the periodical examination; and also occasional double promotions of clever boys would be permissible. The Committee would also give to the Head Masters the power of degrading boys with the Inspector's sanction. The Government, after full consideration, accepts all the Committee's proposals on the subject of promotions, and they will be carried into effect.

16. The Government also approves the Committee's recommendation on the subject of the length of time that children should spend in the preparatory classes. In the present printed curriculum the preparatory section is described as a two-year course. The Government is informed, however, that, although the course takes two years for an ordinary boy, there is nothing to prevent a clever boy from being promoted by the teachers in a shorter time, and that such a boy might even get through the whole preparatory section *and* class I in a single year. The Committee, while considering it necessary to retain the preparatory classes, recommend that they should no longer be regarded as extending over two years, but that simply there should be consecutive preparatory courses known as the A and B courses, and the Head Master should decide with regard to each boy whether it was necessary for him to go through the preparatory course, and also as to his promotion in and from it. These changes will be carried out.

17. With the modifications which they have suggested, the Committee think that the whole school course could be got through in ten years in the ordinary course, while by pupils specially gifted the term might be shorter; and they would fix 15 as the minimum age for admission to the School Final and Entrance examinations. Some of the members thought this age too low, and would fix the minimum at 16 years. The Lieutenant-Governor's own preference is for the higher limit, but the question is one on which the Senate of the University must be consulted, and a reference and recommendation will accordingly be made to it.

18. In the Resolution of 3rd April last the Government observed that it would be as well to take into consideration the length of the school day, as complaints had been heard on the subject, though if, as Government understood, the prescribed length was five hours, and three hours only in the lower primary classes in most schools, the hours of work did not appear excessive. The Committee report that the length of the school day should remain as it is at present *(viz.*, five hours in the cold and four in the hot weather). At the same time they recommend that *continuous* instruction in school should never extend beyond three hours. This rule is obviously salutary, and if it is not already in force, the Government desires that it be observed in future by the Education Department. It also appears expedient that

8 Sep

the rule restricting the working day to three hours in the preparatory and lower primary sections should be enforced in all Government schools.

19. The Lieutenant-Governor and Chief Commissioner entirely approves the Committee's recommendation, regarding text books, that alternative text books—provided they have been approved by the Text Book Committee—should be allowed in all subjects of study, and the Director of Public Instruction is requested to take any necessary steps for this purpose. Thereby the existing inducements to key makers will be diminished, and a reasonable discretion as to the means of instruction will be given to the managers of private institutions.

20. The Committee have also proposed some changes (besides those involved in their proposals relating to Anglo-vernacular schools) in the curriculum of study in vernacular schools. In the course for classes III and IV (the upper primary section) they would strike out mensuration, as the subject is not practically useful and no geometry is taught. The Committee would give in class IV a somewhat more difficult arithmetic course (including practice and simple interest) than in the corresponding class in Anglo-vernacular schools, on the ground that the boys in the vernacular school have not so much to do, and that this is the highest class to which most of them proceed. The Committee were also unanimously of opinion that rent and revenue law should be omitted from the course for this section. The Lieutenant-Governor accepts the above proposals, but he thinks that, in lieu of the subjects removed, the Department should introduce in the Upper Primary section an agricultural primer, in accordance with the wish which has been expressed by the Government of India. The sixth of the Resolutions laying down the agricultural policy of the Government of India, which were published on the 20th March 1897, points to the introduction of an agricultural primer in vernacular schools; several such works have been published in India. The same primer might at the commencement suffice for Anglo-vernacular schools also, but eventually it is intended that a more advanced agricultural reader or manual should be used in them. The introduction of the primer would supersede, in the classes where it is used, the necessity for the agricultural lessons which are at present included in the class readers.

21. The Government of India have laid stress on the importance of introducing the teaching of drawing into all schools, and the Lieutenant-Governor and Chief Commissioner accordingly requests the Director of Public Instruction to arrange to introduce drawing as a compulsory subject at least in the primary courses of Anglo-vernacular schools. Hereafter a similar step will be taken with regard to vernacular schools. The Government understands that sufficient teachers of drawing are available, as for the last four years men have been trained in the Normal Schools to teach drawing and to give object lessons. It will probably hereafter be advisable to make drawing a compulsory subject in the Upper Primary examination, but this can be ordered, if necessary, after instruction in the subject has been introduced.

22. In conclusion, the Lieutenant-Governor and Chief Commissioner offers his best thanks to the official and non-official members of the Committee for the full attention which they have given to the important educational questions referred for their consideration.

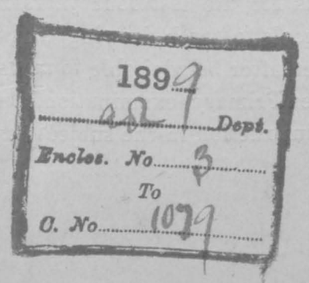
ORDER.—Ordered that a copy of this Resolution, with a copy of the Committee's Report, be sent to the Government of India for information; to the Director of Public Instruction, North-Western Provinces and Oudh, for information and guidance; and to each member of the Committee for information.

Also that the Resolution, with the Report, be published in the *North-Western Provinces and Oudh Government Gazette.*

By order, &c.,

L. M. THORNTON,

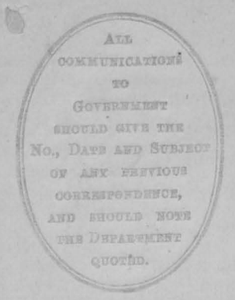
Secy. to Govt., N.-W. P. and Oudh.



CURRENT NO. 1079

No. 310 of 189 9
XV-148A.
I.

10



FROM

THE UNDER SECRETARY to GOVERNMENT,
N.-W. PROVINCES AND OUDH.

To

The Secretary to the Government of Madras,
Educational Department.

Dated Naini Tal 12 July 189 9.

SIR,

Educational DEPARTMENT,

In compliance with the request contained in your letter No. 258, dated the 16th May 1899, I am directed to forward for the information of the Government of Madras the marginally noted papers relating to the enquiry recently made into certain features of the Educational system in the North-Western Provinces and Oudh.

Resolution No. 118-XV, dated 3rd April 1899, by the Government of the N.W.P. and Oudh.

Report, dated 17th May 1899, of the Committee appointed under the above Resolution.

Resolution No. 262-XV-148A-8, dated 27th June 1899, by the Government of the N.W.P. and Oudh.

I have the honor to be,

Sir,

Your most obedient servant,

h O Marris

Under Secy. to Govt. N.W.P. and Oudh.

Copies

P. No. 030—1-4-99. 8,000—P.D.

[L. & M.]
250—19-12-98.

Educational
~~Local and Municipal~~ Department.

Papers to be read in proceedings:—

Again G.O., No. dated 189 .
Again G.O , No. dated 189 .
Current No. 1079 of 1899 , dated 12th July , from the Govt of the N.W. Provinces
" " " 189 , " , "
" " " 189 , " , "

Desp

9 0 ~~ORDER~~. Reference :— No. 380, dt 4th August

Forwarded to the D.P.I for his remarks and a brief report as to how far the criticisms of the Committee appointed by the Govt of the N. W. Provinces and Oudh to enquire into certain features of the Educational System of those Provinces apply to Madras and whether the adoption of any of the suggestions made by Committee is called for in this Presidency

/ from orders /

ade
31/7/99

WH
1. VIII. 99

DPI
29/7/99

To
the DPI xd. 3/8/99

[—]
500—12-1-99

EDUCATIONAL DEPARTMENT.

GOVERNMENT OF MADRAS.

Memorandum No. 380

PUBLIC INSTRUCTION 5 DEC 1899 MADRAS

READ the following paper:—

From the Government of the North Western Provinces and Oudh, No. 310/XV-148A/I, dated 12th July 1899.

Forwarded to the Director of Public Instruction for remarks and a brief report as to how far the criticisms of the Committee appointed by the Government of the North Western Provinces and Oudh to enquire into certain features of the Educational system of those Provinces apply to Madras and whether the adoption of any of the suggestions made by the Committee is called for in this Presidency.

Ootacamund,
4th August 1899.

for Secretary to Govt.

To the Director of Public Instruction, Madras.

8/8/99

8/8/99

Educational (1899) Department.

CURRENT No. 1286

Cross 1079 & 1286.

From
The Director of Public Instruction,
Madras.

No. 9317

Dated 18th August 1899

Received 19 AUG 1899

Registered

Enclosures Bundle of papers in original.

Spare copies

SUBJECT.

Returning to Government with remarks memorandum no 380, Educational, dated 4th August on the recommendations of the Committee appointed by the Government of the North Western Provinces and Oudh to report on certain Educational questions.

For Orders

as to whether, in view of the Director's remarks, the papers may be recorded.

Submitted that to this proposals as regards Mr Sewell's interesting letter, much the case. Things must more slowly in the matter and the defects noted by Father Leveille are precisely those dealt with by the N.W.P. Committee. This mode of dealing with the matter seems to propose me. The Govt might say that it awaits definite proposals on the matters referred to in para ii of the Dirs letter with intent of [illegible] 25 Nov 99

DESPATCHED
18 AUG 1899

The result of the D.P.I's reference to his subordinate officers, mention of which is to be found in para 1 of his proceedings No. 9054 of 1899.

A.G.H
2.9.99

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

Proceedings of the Director of Public Instruction.

No. 9054, 12th August 1899.

12 Sp

Despatched	1899.	Enclosures
Received		Spare copies

Subject:

Inviting opinions on certain points in the curriculum of primary and lower secondary schools.

1899
Dept.
Packet No.
To

No. 9054.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, dated 12th August 1899.

Lower Secondary and Primary Education.

Read the following letter from the Reverend J. D. W. SEWELL, S.J., Manager, St. Joseph's College, Trichinopoly, to the Director of Public Instruction, Madras, No. 1894, dated 9th September 1898 :—

In reference to some remarks of mine at a personal interview in the fall of last year on the subject of lower secondary and primary education viewed as preparatory to upper secondary education, and your request that I should reduce these views to paper and submit them to you for consideration, I have the honour, in giving effect to your suggestion, to explain first that the pressure of ordinary business has hitherto prevented my attempting it.

2. To plunge without further periphrasis into my subject, I will premise that the very poor knowledge of English which a native lad of ordinary intelligence possesses, even when he has been fortunate enough to pass the University Matriculation Examination, is too well known to require any demonstration. It is enough to notice the very damaging admission of the Appendix to Chapters II, III and V of the Madras Educational Rules, article (iv) (1) that "the practical command of English which pupils possess is much more limited than it ought to be." This defect is a constant matter of comment, and many suggestions have been offered and proposals made for remedying it more or less admirable in their way, nor can it be doubted that in every decent school where English is taught efforts have been applied to obviate it but not as yet with any very marked success.

3. As manager of this College, I have now for over sixteen years been actively engaged in educational work in this Presidency. I have watched its progress and have from time to time discussed, with those interested in the subject, the educational system at present in force. The result of my observations—a result, I may add, arrived at by others whom I have consulted—has been the persuasion that, if the present curriculum of studies which the Madras Educational Rules imposes on all lower secondary and primary schools in this Presidency is not wholly to blame for the defective English of the native students the rules complain of and its framers found and sought to obviate, it has nevertheless not merely done nothing to remedy the deficiency, but has, if I may make bold to assert it, mainly contributed to aggravate the evil it was designed to obviate. The general defect of English so universally complained of is to the best of my judgment attributable to the unavoidably superficial study of that language in the junior school classes which this curriculum not merely encourages but imposes and necessitates, and this superficiality of study, the effects of which happen in the case of English to be more frequently and prominently brought under the notice of English eyes and ears, is unhappily not confined to the study of English alone but is general. If then the verdict I have now set forth be just and founded as I believe it to be, the studies of the rising generation must continue superficial so long as the existing curriculum itself continues in force. I have the less hesitation in making this charge against the curriculum, inasmuch as I am so far responsible for it that I had myself the honour to serve on the Educational Committee which drew it up and am conscious that I have honestly done my best to make it succeed. The experience of its compilers gave me confidence in its provisions, but this confidence has been shaken, and I cannot hide from myself the conviction that it has been tried and found wanting. So far as my experience goes, I regret to say that the

ordinary passed Matriculate of the day is too often found to be a lad cram-full of undigested and unassimilated odds and ends of information of various kinds, his memory fagged with the strain it has undergone, and his understanding not merely undeveloped but with much of its elasticity destroyed. Whence comes this?

4. As regards the prostration of mind, it used to be attributed to want of physical exercise, and at one time no doubt this want was not unaccountable for some of the mischief; but this want has now been supplied—yet the physical evil is but little diminished. The cause therefore is not to be found in want of physical exercise, at any rate, alone. It must be looked for elsewhere.

5. Now I cannot but think—and there are not wanting those to whom I have spoken on the subject who agree with me—that the unhappy result which I have tried to depict is due chiefly to three causes:—(1) The increasing multiplicity of subjects a student has to take up as he advances along the path of his primary and secondary studies. (2) The very superficial character of his primary studies in arithmetic and English, resulting in the wholly inadequate knowledge of the English language which is to form the medium of his instruction and with which he is to begin and proceed through the secondary stage. (3) The consequent inability of the student on arrival at IV form either to understand or reproduce the instruction then received and which is increasingly felt in proportion as time goes on.

6. This multiplicity of subjects, of which each is as important as the other for the student's final success in the several examinations of the primary and secondary stages and which he is required to master simultaneously, makes an intelligent study of any one of them very difficult if not impossible. The result is that a merely superficial knowledge is all that he can be expected in the vast majority of cases to reach, while his mind is blunted and often brutified in the process. How else are we to account for the crowd of lads that are stopped year after year in the successive high school classes and seem incapable of understanding anything or of making any progress? They may rise to the VI form, but never get beyond.

7. Allow me to recapitulate briefly the subjects a student is expected to get up in the course of his education from the infant to the conclusion of the lower secondary course:—

(*a*) In the primary department, although only the three R's are compulsory, these are split up into independent sub-subjects each carrying a quota of marks, and children are encouraged by the temptation of grants held out to managers to take up at least two optional subjects, and we find among others a second language (English), geography, history and elementary Science suggested.

(*b*) In the lower secondary, English being now the first language, to these are added a second language (really a third), geometry, algebra and the history of Great Britain and Ireland.

8. Now I do not object to any or all of the extra subjects for persons who purpose to stop their education at the primary or lower secondary stage, and of this I shall speak later on; but for children intended for Matriculation I contend not only that the present system necessitates very superficial primary studies—whether in the vernacular or arithmetic which are compulsory, or in English when it is taken up as is usual in results grants schools as an optional subject—but that the character and variety of these subjects in primary schools render it impossible for children at that stage of their education to grasp them and that the effort to do so strains the young mind and is detrimental to its healthy development: and I would say the same of the subjects in the lower secondary stage.

9. Taking the case of primary results schools where the majority commence their education and without entering into details of proof which it would be easy to give from the requirements of the curriculum itself—*e.g.*, tests A and C, Third and Fourth standards, Chapter V, pages 34–35, Madras Educational Rules, where a knowledge of the meaning is not required—it will suffice I think to point out that at the end of the fourth standard year, when a child is expected to appear for and pass the Primary Examination, the majority of children who have undergone this course and have even passed this examination are unable, at the end, be it remembered, of the fourth year of their English studies, to understand such simple questions as "Where do you live?" "What are you learning?" &c., and their knowledge of the other

subjects they have taken up will be found to be on a par with their knowledge of English. Surely there is something very faulty in a system of instruction which produces such results as this.

10. But it will be said: "The Primary Examination requires more than this, and these children are in the hypothesis supposed to have passed the Primary Examination." Granted; but if what I have stated be even generally, as I contend, true, it only proves that the Primary Examination is not a genuine test. The candidates have succeeded by dint of cram which the system of instruction I think fosters, and the effects of this system of cram, as may be implied from what I have said, will be found to run through all the subjects they bring up. The fact is a teacher in one of these schools has not time to ground his pupils thoroughly in anything and he finds himself in this dilemma. If sufficient time be given, say, to English, the time for other subjects will fall short. If he gives other subjects their due time, English will suffer. But what is worse, it would be to him time thrown away for he knows thoroughness is not required. He knows if his pupils fail, he will be blamed and that he will either directly or indirectly suffer a pecuniary loss. He has to look to the grants. He knows the lay of the questions that will come. There is only one hope of success, one hope for merit grants "Memoria technica" and cram and he applies them; but the knowledge the students possess is essentially superficial. Even in the primary departments of salary-grant schools, the same curriculum is enjoined, the same method is practised for the Inspector's visit is before them, the tests are the same and the character of the schools depends on the annual report.

11. It is with information of this stamp that the pupil passes to the I form, and here English so superficially acquired becomes more and more as time progresses the medium for imbibing knowledge. Here in the I form he is introduced to the study of Indian history and of geography from such very elementary English texts as Duncan's little Geographies and Sinclair's shorter History of India, but he cannot understand them. What chance, I would ask, has a child who cannot comprehend very simple English sentences carefully and slowly articulated to him of understanding either of these little works? Let any one compare the sentences in these little books with the short simple sentences of a First Form Reader and then say: "Surely if a First Form Reader is to be taken to represent the level of a child's power of comprehension at this stage, it is obvious that he will be unable to guess even at the meaning of the unavoidably long sentences in Duncan and Sinclair," and my own unvarying experience tells me this is so. What hope, I have often asked myself, is there of a boy obtaining any intelligent knowledge of either history or geography under these circumstances? I see none. Nevertheless, day after day, he perseveres in these studies. If he is unable to understand these books, it may be asked once more, how does he manage to learn? Well, my answer is that he does not learn in any true sense of the word. The process adopted for teaching him these subjects is this. The teacher for an hour or so daily first reads and then translates into Tamil sentence by sentence a paragraph or two of either Sinclair or Duncan, or else relates the substance in his own words in Tamil and bids his pupils learn them. Next day the more intelligent will repeat the two paragraphs by heart, may be leaving out a word or two which somewhat annihilates the sense, but no matter, they have satisfied their obligation. Ask any of them now the meaning of any sentence he has repeated and you will find he does not know. He has in fact repeated it parrot-like as he has been taught to recite all his lessons in the primary department and without any use of his understanding. What ideas of the subject can it be supposed he has gathered from such a study? The more intelligent will retain a few names and dates, but very little of any relation between them; very little of any consecutive knowledge of history; very little beyond a mere local memory of a few geographical names. Having no interest in a jumble of ideas he does not understand, he employs the first holidays in forgetting what little he had filled his memory with, and the work of the year in history and geography is thus really *nil*. The time devoted to it has been time lost.

12. The same process with the same results is continued in the II form, where the boy now learns by rote the mysteries of a point having no parts or magnitude and that a line is length without breadth.

13. In the III form he is again puzzled by a+b+c added to the other unintelligent studies he has hitherto made, and he arrives at the IV form with—

(*a*) a very imperfect knowledge of English which does not enable him to comprehend so simple a sentence as, *e.g.*, "I like a boy who is encouraged by commendation";

(*b*) a very defective and merely mechanical knowledge of arithmetic, a smattering of geometrical definitions and of a few propositions and a puzzled notion of the meaning of elementary algebra;

(*c*) a few dates and names in history and geography of the meaning or importance or use of which he has never been taught to think and is therefore ignorant.

14. The great evil of all this is that the boy now finds himself confronted by requirements for which he is wholly unprepared and which he is incompetent to meet, viz., the ability to reduce to writing in English his observations of scientific phenomena, or the power to render into intelligible English the thoughts expressed in another tongue or of turning into prose easy English poetry, the meaning of which his undeveloped and unreflecting mind often fails to comprehend even when it has been explained. The various subjects he has now to study are enough to occupy the whole time of a student who has been well grounded in English and can read and understand the language with comparative ease, but a boy brought up as I have described is terribly handicapped. He has now no time to make up deficiencies. He finds himself rushed from class to class, subject to subject, and he picks up what he can—odds and ends of semi-digested facts, half notions of many items of knowledge and a true notion of none. I have said he has now no time to make up deficiencies. It is worse than that. I should have said he has now so many subjects to get up and so imperfect a foundation that even if he were aware of his deficiencies, it would scarcely be possible for him to make them up, but the fact is he is so ignorant that he is not aware of his deficiencies. He has been deliberately taught from the primary stage to pay no attention to the meaning of what he reads and to learn by heart without understanding until he has got into the habit of paying no attention to the [illegible] no intend to stay [illegible] of the words his eye runs over or his tongue repeats. The result is that he writes also without paying attention to the sense of his words and misuses words he does not understand. He is astonished and incredulous at being told his sentences are unintelligible or that, as happens at times, they express the reverse of what he intended to say, and it is found almost impossible to persuade him of the urgent necessity of using correct words and forms of expression or of trying to get at the meaning of what he reads. Not unnaturally after such training he cannot grasp the necessity for it, and this even in Matriculation, after ten years of study of English. Let us take as a test the piece of paraphrase a candidate for Matriculation is expected to deal with. It would be interesting to know the average annual number of candidates who have even understood what they have attempted to paraphrase. I believe it would be found to be lamentably small.

15. What I have said of English may be said also of arithmetic and of mathematics in general. The student has been taught to work like a machine, and he does it marvellously; but the average scholar does not work intelligently. Problems the average scholar regards as beyond him and they are so; and his defective knowledge of English often misleads him as to the meaning of the words in which a sum is stated. It is needless to go into the proof of this. It is too well known and admitted. The same of science, history and geography. I believe most of the failures in these subjects must be laid at the door of a defective English education.

16. I presume that if my statements can be proved—and I should have no difficulty in doing so—we are in possession of pretty clear evidence that with the majority of our Matriculates, foundation is wanting, that the system of education in its early stages is responsible for it, and that in great measure to it must in justice be attributed that "the practical command of English which pupils possess is much more limited than it ought to be." From first to last they have been taught to use their memory and their senses, but the understanding has been left out of reckoning. This is not true education. It is not reasonable. If I be asked why this should not be remedied in well-organized schools, I reply that the reason is the same. The curriculum is obligatory on all schools and is the guide and rule for the Inspector as well as the manager, and as before stated the multiplicity of subjects leaves no time for thorough teaching of anything.

17. Now the remedy for all this it seems to me is to confine the studies of students who intend to appear for Matriculation to the three R's with some very elementary notions of history and geography, up to and inclusive of the III form or up to the completion of the lower secondary course, and I would even shorten the period in the primary department to three years instead of four.

18. In the primary department the chief subject of study in the infant and first standards should be the vernacular and very elementary arithmetic, English being added in the second and third standards with kindergarten for an hour daily in the infant and first standards and for two hours a week in the second and the third as an interesting variety.

19. The study of English, however, when begun should always be accompanied by an insistance that no word or phrase or sentence be committed to memory till it has been thoroughly understood and can be readily translated into the vernacular. Answers to questions in English should also always be exacted in short, but correct English sentences, and care should be taken that the child understands the words it uses.

20. In the lower secondary or what would be then the IV, V and VI standards or I, II and III forms, English would become the first language and instructions would be always given in English, but it should be taught thoroughly side by side with the vernacular, special attention being paid to handwriting, spelling, and neatness of execution. A second language might be taken up in the first form and arithmetic should be taught not mechanically, but so that the student may be able not merely to copy a model sum but to understand and explain the reason of each step as he proceeds. If this were done thoroughly—and I fear the difficulty at first would be to find teachers capable of it—we should hear no more of the inability of students when they come to Matriculation to work problems. In addition to the three R's I would in the lower secondary introduce object-lessons once or twice a week up to and inclusive of the III form so as to develop the faculty of enquiry in the young mind with the view of arousing observation in the class and impressed by blackboard notes History should be taught in and questioning, while geography should be similarly taught from globes and maps. Above all, it must be insisted upon, whatever the subject of instruction be, that the teaching must be directed to the understanding of the child, and this above all in languages and arithmetic, so as to develop the reasoning faculties rather than exercise the memory though I do not by any means wish to deprecate the necessity of the due and legitimate exercise of the memory. I would only stipulate that nothing be learnt by heart which is not understood.

21. Drawing too should be taught once a week in the lower secondary classes which would serve as a recreation and take the place of the kindergarten they were accustomed to in the primary classes.

22. I cannot but think that if this system, which in substance for so many centuries was accepted as the legitimate and undisputed mode of educating a child's mind, were once adopted in this country, a student would be able when he reached the IV form to understand what he reads in history and geography, be capable of understanding the initial elements of geometry as well as of making intelligible notes for himself on the lessons in elementary science which he receives, and be therefore in a position successfully to prosecute the study of these sciences. His progress would then be steady and on a sure base, his knowledge of English and arithmetic would be practical and solid, and the time and labour now lost at the beginning of every year in revising and bringing boys up again to the point at which they left off before the holidays would be gained.

23. In the V form the study of algebra might be advantageously commenced and would be followed with an intelligent interest instead of a dull and slavish imitation of model sums which are not understood. The student of science would be able to read and understand his texts in the light of the experiments he sees and explanation he receives, and he would be able to re-state the result of his reflection in intelligible language, while such faults as the omission of a subject or predicate now so common from his English sentences would at once strike the early eye and render their occurrence impossible.

24. Such are the views of primary and lower secondary education for students preparing for Matriculation that I desire to advocate. They are doubtless very contrary to the notions of the committee who drew up the curriculum of the Madras Educational Rules—educational men whose judgment and views in every way entitled them to the respect and attention they received. Their system, however, has had a fair trial, and the result has been eminently unsatisfactory. The curriculum has proved itself both shallow and overcharged, and there seems to be therefore no reason why its wisdom should not now be questioned. On the other hand, the views I have put forward will, I doubt not, meet with much adverse criticism as old world exploded notions, and yet I think I may claim for them a hearing as based on a method that for centuries found favour as calculated and satisfactorily proved by the experience of the past to be suited to develop the youthful mind by the gradual exercise of its reflective powers to receive later on more advanced instruction; to give the child as he grows a facility in reading, writing, and summing intelligently; and to prepare the mind for an intellectual interest in the study and cultivation of the fine arts when he arrives at early manhood and his mind is prepared to receive them.

25. There is, however, one difficulty I have left undisposed of and on which I must now say a word. A boy educated on the system I have been advocating would not be able to pass the Primary or Lower Secondary Examination as they stand at the end of his primary and lower secondary career; but then I do not think it desirable that he should. I believe these examinations in the midst of his advance towards Matriculation can only have the effect of dissipating his mind by an unhealthy excitement caused by the cramming process necessary to pass; while the anxiety of preparing for the test can only hinder the true development of his reasoning powers and stunt their growth.

26. Some sort of Primary and Lower Secondary Examinations are, however, necessary for those who do not seek to go on to the collegiate or even high school career. The question is therefore how are parents to be induced not to allow their children who are intended for these higher studies to appear for these examinations? Well, it seems to me that as these examinations are chiefly intended to provide certificates for those who intend to stay their studies at these stages and have no intention of proceeding further, whose ambition does not extend beyond the position of peons and muchies, &c., an age bar for candidates appearing for these examinations might be imposed. For the class of students I have spoken of there is no need to pass these examinations before the age of 16 or 17 as they cannot expect employment before that age, and intending Matriculates would have passed the lower secondary stage before they reached that age. Under such an arrangement those intending to go up for these examinations would follow the ordinary course up to within a year or two of the examination and then receive special instruction for the special subjects they would take up as extra or optional in order to qualify for a certificate.

27. This difficulty being disposed of, I may go on to say that I do not of course look forward with much hope to the early adoption of the views I have here propounded, but what I would ask, as a practical conclusion to my argument, would be that permission may be granted to this college to make an experiment of the scheme now propounded, either by leaving us entirely free to prepare for the various examinations according to our own methods and a curriculum of our own, or else, seeing we have a large school with several sections in each class, I would ask permission to set apart one or two sections in each class for an experiment and see the effect of it when the two sets of students arrive at the IV form. My contention is that before the end of the first year in the high school class the boys well grounded in English and arithmetic will have beaten the others and that a far larger proportion of them will pass Matriculation when they come to it with success than of the boys brought up in accordance with the existing curriculum. If you can see your way to allowing me to make this experiment, or if necessary recommend it for the favourable consideration of Government, I will submit to you a detailed curriculum of the studies I would propose to adopt for the purpose.

Read also the following extract from the resolutions passed at the last Educational Conference of the Teachers Guild:—

* * * * *

5. That the Director of Public Instruction be requested to alter the curriculum for the Lower Secondary Examination in such a way as to remove the evils caused (1) by a too wide and hard course of studies, (2) by the want of prescribed text-books in English and the second language, and (3) by the recognition of partial passes.

Proceedings, No. 9054 of 1899.

As a preliminary step towards the full consideration of the questions raised in the papers read above, the Director requests Inspectors, Inspectresses, Assistant Inspectors and heads of colleges and secondary schools to be good enough to favour him with their views on the Reverend Father Sewell's criticisms on the curricula in primary and lower secondary schools, stating whether they consider the defects to be as widespread and as serious as he makes out and how far in their opinion such defects as exist are due to the overcrowding of the curriculum. They are also requested to favour the Director with their views on the following points, namely :—

(1) Whether any reduction should be made in the number of optional subjects required to be taught in the lower secondary forms and in the primary classes. Article 9, Chapter III, and Article 13, Chapter IV, of the Grant-in-Aid Code require that, in addition to the three R's, four subjects should be brought up in lower secondary forms and two subjects in primary classes.

(2) Whether they would recommend the exclusion of Euclid from the curriculum for the sixth standard or second form and of Euclid and algebra from that for the seventh standard or third form. The Director is of opinion that Euclid and algebra should be removed from the Lower Secondary Examination. This would probably do more than anything else to check the tendency to appear for the Lower Secondary Examination on the part of third form pupils who intend to proceed to the high school course.

2. As regards the want of prescribed text-books referred to in the second of the papers read above, the Director does not consider that a case was made out at the Conference in favour of *prescribing* text-books in the language portions of the curricula. A list of approved text-books is published by the Director from which managers may choose, unrestrained liberty being given them in their choice.

3. The Director agrees with the Conference in considering the recognition of partial passes as inexpedient. He has recently recommended to Government the removal from the Primary Examination notification of the concession of passing the examination piecemeal; and a similar change in the Lower Secondary Examination is under contemplation.

4. In regard to the scheme proposed by the manager, St. Joseph's College, Trichinopoly, the Director sees no objection to his experimenting on the scheme propounded by him in the manner he suggests.

5. The Director would also be glad to have the opinion of those consulted on the expediency of allowing English to be studied by pupils in native schools only as a second language or optional subject up to and including the seventh standard (or such standard lower than the seventh as may seem best), the teaching and the examining in all the other subjects of the curriculum being in the vernacular language of the pupils. It is thought that by following such a course the intelligence of the pupils would be more thoroughly awakened and developed, while the command of English possessed by pupils on entering the high school course would not be less than it is under the present system.

(A true Extract.)

Sd/ J. Duncan, Dir. of Public In.

J Duncan

Director of Public Instruction.

To the Inspectors of Schools.
" Inspectresses of Girls' Schools.
" Assistant Inspectors of Schools.
" Heads of Colleges.
" Heads of Secondary Schools.
" Manager, St. Joseph's College, Trichinopoly.
" Secretary, Teachers' Guild.

E. & L. 7

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,

NO. 1286

Madras, 18 August 1899.

J. DUNCAN, M.A., D.SC., LL.D.,
DIRECTOR OF PUBLIC INSTRUCTION,
Madras,

To

THE SECRE[tary to Government, Educational Department, Fort St. George.]

(see p[aragraph 5 of Proceedings No. 9054 of 1899, Educational Department, dated 8th instant.]

SIR,

In returni[ng the Memorandum No 380, Educational, dated] 4th instant, I have the [honour to make the general remark that] the principal suggestio[ns of the Committee and the resolution] of the Government of the [North Western Provinces thereon will] when carried out, help to [bring education in those Provinces] more into line with what [has been done and is being done in] this Presidency. When [this Committee was appointed, an] ignorant and irresponsibl[e writer in one of the Madras papers] held up the action of the [Government of the North Western] Provinces as worthy of th[e imitation of the Madras Government.] This writer was evidently [of opinion that educational] conferences and committee[s for the consideration of educational] questions were either unk[nown or extremely rare in this] Presidency. He also th[ought that the number of public] examinations was greater [here than in the North Western] Provinces, and that a Comm[ittee was necessary to advise the] Government how to deal wi[th them. As far as conferences] and committees are concer[ned, both Mr. Grigg's tenure of office] and my own have been spec[ially characterized by the frequency] with which we have rough[t together the representatives of] education from all pa[rts of the Presidency to discuss defects,] suggest improvements, an[d generally to devise means for the] development of educatio[n]

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Code, the use of any key or cram book may be forbidden. The present system of allowing managers and headmasters to select text-books from a list of approved books, is the best preventive of keys and annotations. In former days when there were practically only two series of text-books-the Government series and that of the Christian Literature Society-it paid annotators to annotate both the books, knowing as they did that the one series would be used in almost all mission schools and the other in almost all non-mission schools. The North Western Provinces Committee and the Lieutenant Governor recognize the advantage of having more than one text-book as a check upon the manufacture of keys and annotations (see para.19 of the Government Resolution).

(iii) It is thought that in the North Western Provinces there are too many public examinations and that this has a prejudicial effect on the sound education of the young. During the school course there are five public examinations in the North Western Provinces. In this Presidency there are only three: the first marking the close of the primary school course (the Primary examination); the second, marking the close of the lower secondary course (the Lower Secondary Examination); and the third, marking the close of the upper secondary course (either the Matriculation or the Upper Secondary Examination). The Government of the North Western Provinces has now resolved that the number of public examinations shall be three. In other words, there will be three public examinations corresponding, as near as can be, to the three held in Madras.

(iv). Neither the Primary nor the Lower Secondary Examinations is compulsory in this Presidency. It is not necessary for a pupil to pass the Primary Examination before entering the lower secondary or middle school, nor the Lower Secondary Examination before entering the upper secondary or high school. Promotions from class to class are left to the discretion of the headmaster. While not interfering with the liberty of the head of the school in this respect, the inspecting officers are required to note whether the pupils are fit for the classes in which they have been placed. Injudicious promotions are treated as one of the marks of inefficiency and, if persisted in

grant, if it is an aided school, and it might be to the withdrawal of recognition.

3. From the perusal of these papers, I have come to the conclusion that, while education in the North Western Provinces is following in our foot-steps, it is still a long way behind.

I have the honour to be,

Sir,

Your most obedient servant,

D Drummond

Director of Public Instruction.

[E. & L. 1 700—19-11-98.]

Ed. DEPARTMENT.

Papers to be read in Proceedings :—

Again G.O., No. , dated 189 .

Again G.O , No. , dated 189 .

Current No. 1079 of 1899 , dated 12th July , from the Govt of the N.W. Provinces & Oudh.

" " 1286 " 1899 , " 18th aug , " the D.P.I.

" " " 189 , " , "

ORDER. 585 dated 5/9/99.

16 P

Recorded.

2. The Govt awaits with interest the result of the reference made by the Director to inspecting officers & to heads of colleges & schools in his Proceedings No. 9054 d. 12th aug 1899 & trusts that no unavoidable delay will occur in submitting definite proposals on the subject.

(From order.)

Ans 4/9/99

To the D.P.I. q/to dest 5/9/99

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