(1) பக்கங்களின் எண்ணிக்கை 46

(2) புதுக்கித் திருப்பிய நாள் 2190

(3) ஆதாரங்குறிப்பவர் சுருக்கொப்பம்

108

தமிழ்நாடு ஆவணக் காப்பகம்.

தமிழ்நாடு அரசு

P. W.D துறை

அரசாணை எண்.
மு. கோப்புத் தாள் எண். 2721

அச்சகம்
பலவகை

நாள் : 27 — 9 — 1889 ஆம் .

மடிக்கவோ கண்டபடி கையாளவோ கூடாது

E. Sheets

ஆவண. கா-1—18,006—15-6-87.

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No. $\frac{6}{371-383}$.

Extract from the Proceedings of the Government of India, in the Home Department (Education), under date Simla, the 17th August 1889.

READ again—

Home Department letter Nos. 10-382-391, dated 31st December 1887, to all Local Governments and Administrations.

Read replies—

From the Government of Madras, No. 421, dated the 16th July 1889.
From the Government of Bombay, No. 985, dated the 2nd October 1888.
From the Government of Bengal, No. 183, dated the 26th February 1889.
From the Government of the North-Western Provinces and Oudh, No. $\frac{909E.}{III-203-6}$, dated the 18th July 1888.
From the Government of the Punjab, No. 146, dated the 25th July 1888.
From the Chief Commissioner, Central Provinces, No. $\frac{2646}{110}$, dated the 10th May 1888.
From the Chief Commissioner, Burma, No. 659-11E., dated the 26th March 1889.
From the Chief Commissioner, Assam, No. 4815, dated the 31st August 1888.
From the Chief Commissioner, Coorg, No. 931-685, dated the 28th May 1888.
From the Resident at Hyderabad, No. 259G., dated the 30th June 1888.

RESOLUTION.

In the letter addressed by the Home Department to Local Governments and Administrations on 31st December 1887, their attention was drawn to the growth of tendencies unfavourable to discipline, and favourable to irreverence, in the rising generation in India; and the Governor General in Council formulated for the consideration of Local Governments and Administrations certain suggestions with the object of counteracting these tendencies. The recommendations related both to schools and colleges. For the former it was suggested—

(1) that gymnastics and field exercises should be recognized as part of a regular course of school training, and that a system of marks and prizes for efficiency in gymnastics should be introduced;

(2) that punishments for breaches of discipline should be arranged so as to fall on the offender, and that with this aim the imposition of tasks, deprivation of privileges, a judicious use of the rod in the case of young pupils, and finally expulsion in cases of aggravated and persistent misconduct, are more suitable forms of punishment than fines;

(3) that good conduct registers should be prescribed, extracts from which should be sent to the parents and guardians of the boy at stated intervals with the definite opinion of the head master on his character and behaviour, and that prizes for good conduct should be awarded at the end of each year;

(4) that hostels and boarding houses should be established at the larger schools and colleges in large towns and cities for the accommodation of students whose families are not resident in the place where they are being educated;

(5) that selected boys from the higher classes of schools should be appointed monitors for the purpose of maintaining discipline during, and as far as possible out of, school hours;

(6) that any boy who through want of diligence and attention to study fails to rise to a certain class by the time he has reached a certain age should be required to leave the school;

(7) that inter-school rules, defining the conditions under which pupils should be allowed to pass from one school to another, should be extended to all schools aided or supported by public funds, as a condition of the continuance of such aid; and that the Senates of the Universities should be invited to use their influence to procure the adoption of this system in schools and colleges which do not receive aid from Government;

(8) that the provision of efficient training schools and colleges for teachers should be made a first charge against the educational grant; that the employment of teachers in all schools should be gradually restricted to those who have given satisfaction during a course of training; and that trained head-masters should be introduced from England for definite periods of five to seven years for selected schools; and

(9) that teaching having a direct bearing upon personal conduct should be more generally resorted to. The Government of India, while admitting that this is provided for in some aided schools by religious instruction, and that even in some State schools religious instruction can under well-recognized restrictions be granted out of school hours, considered that this was not sufficient; and it therefore, in concurrence with the Secretary of State, desired that consideration should be given to the proposal of the Education Commission that an attempt should be made to prepare a moral text-book based on the fundamental principles of natural religion.

In regard to methods for encouraging respect for authority in colleges, it was pointed out by the Government of India that an improvement in this matter in schools would naturally reproduce itself in colleges, which students would enter with habits formed and characters developed by the wholesome discipline of the schools. The Governor General in Council, however, pressed that an effort should be made to impart moral instruction in colleges, and with a view to improving the supervision of Principals and Professors over students in colleges, suggested the adoption of the following regulations:

(*a*) that weekly meetings should be held by the Principal and the Professors to consider questions of discipline;

(*b*) that the Principal should have the power of ordering the expulsion or rustication of a student, and of fining him for disorderly conduct; and

(*c*) that every Professor should have the power of suspending a student for a limited period of time, and of fining him without reference to the Principal.

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2. The Government of India has now been placed in possession of the views of Local Governments and Administrations on the foregoing suggestions. There is substantial agreement both among officials and the representatives of the native community as to the existence of the evils which have been indicated. The tendency towards irreverence and disregard of authority has no doubt gone further in some parts of India than it has in others. But most of the conditions which have favoured its growth in the parts of India where it is most prevalent are in a greater or less degree noticeable in other less forward portions of the country; and the Governor General in Council entertains no doubt that remedies are necessary in those places in which the work is at present one of prevention, as well as in those in which it is one of cure. His Excellency in Council thinks that no profit will result from any further discussion as to how far the present state of things is due to defects in the system of education, and how far to forces either independent of, or antagonistic to, that system. The evil is admitted on all hands; and the problem is to find means by which the method of public instruction may be strengthened and improved so as to combat and overcome it. Holding these views, the Governor General in Council considers it matter for congratulation that Local Governments and Administrations and the representatives of the different native communities in India have generally accepted his suggestions with cordiality, and shown, by the earnest attention which they have devoted to the subject, their determination to remove the defects which have been brought to notice.

3. In proposing remedies for the evils admitted to exist, many Local Governments and Administrations have felt themselves fettered by the want of funds, and their recommendations are consequently in some cases not so far-reaching as they doubtless would have been if financial difficulties had not interfered. In the matter of expenditure on public instruction in India the Governor General in Council desires to reaffirm the policy laid down in paragraph 17 of the Home Department Resolution No. 199 of 18th June 1888, reviewing Sir Alfred Croft's Report on Education in India, and in accordance with that policy to state that the recommendations which follow, so far as they involve expenditure, should be carried into effect without imposing any additional burden on Provincial finances. Where the funds necessary for the improvements suggested cannot be provided from local sources or private benevolence, they should be obtained by an enhancement of fees or by curtailing and readjusting existing expenditure.

The Government of India recognizes its responsibility to provide, so far as its finances permit, facilities for the education of the people. But in educational as in all other matters it is the policy of the Government of India to avoid entering into competition with private enterprise; it pioneers the way; but having shown the way, it recognizes no responsibility to do for the people what the people can, and ought to, do for themselves. When therefore local effort or private enterprise shows itself able and willing to supply the educational wants of the people in any locality, it is the policy of Government to retire from the field of direct instruction, and to help by reasonable subventions of money the operations of independent institutions. Under this policy, it is the aim of the Government also, wherever there is vitality of private effort, to restrict official action to the maintenance of a few schools in which the system of instruction and discipline shall afford a standard for the emulation of private or aided institutions in the neighbourhood. In pursuance of this policy, the expenditure from Provincial revenues on Government educational institutions should not ordinarily increase in proportion to the total expenditure, but should rather be a constantly diminishing quantity; provided that there is the assurance that the ground abandoned by the Government is occupied by local effort.

4. Proceeding to deal with the suggestions enumerated in paragraph 1, the Governor General in Council observes that in Madras much has been done under the auspices of the Physical Training Association, and measures are under consideration in that Presidency with a view to making it a condition of aid or recognition that the organization of a school satisfies certain prescribed requirements in

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regard to a gymnastic course, school drill, and the maintenance of play-grounds. In Bombay a liberal grant-in-aid is to be given to the Bombay Gymnastic Society, which will provide for High schools in that city, while the question of providing for High schools elsewhere in the Presidency is being considered. The Bengal Government engages to provide play-grounds and gymnasia so far as funds admit; and the proposals of the Indian Association that Government should supply gymnastic apparatus to all Government schools, that teachers of athletic sports should be appointed, and that a general competition in athletic sports should be arranged every year in district head-quarters, are receiving consideration at the hands of the Educational authorities. In the North-Western Provinces and Oudh the question of physical education has lately been considered by a Conference of Educational officers; and His Honour the Lieutenant-Governor and Chief Commissioner engages to consider with favour any practical suggestions that may be made. In the Punjab it is intended to prescribe gymnastic courses for primary, middle, and high schools, and to permit boys to present themselves annually for examination in gymnastics, and to receive certificates if successful. Cricket and athletic tournaments, open to Government and aided schools and unaided schools subject to Government inspection, are to be promoted. In the Central Provinces all secondary and many of the primary schools have gymnastic apparatus, and the boys are drilled at all secondary schools. In Burma physical exercise is so congenial to the tastes of the people, that special encouragement is not necessary to stimulate the boys to take part in athletics. In Assam gymnastic apparatus has been provided at most of the High schools; and it is further intended, if funds will admit, to appoint three teachers of gymnastics to visit the High schools in rotation, and to give a capitation allowance for proficiency. In the Hyderabad Assigned Districts gymnasia and teachers of gymnastics have been provided in many schools. The information thus summarized gives satisfactory proof that the Local Governments and Administrations appreciate the value of physical exercises, and are ready and willing to encourage them; and it is believed that much can be done in this direction without incurring any large expenditure. As a corollary to the action already undertaken, or about to be undertaken, to promote physical education, a system of marks and prizes, which no doubt will be largely supplied by private liberality, for proficiency in gymnastics and athletic sports, should be everywhere introduced where gymnasia and play-grounds have been attached to the schools; and the Governor General in Council trusts that Local Governments and Administrations will on suitable opportunities endeavour to make arrangements to carry this suggestion into effect.

5. In indicating its views on the punishment of breaches of school discipline in paragraph 14 of the letter of 31st December 1887, the Governor General in Council left this question to the judgment and discretion of Local Governments and Administrations. At the same time he drew prominent attention to the suitability of corporal punishment as a punishment for boys who have not reached an age when such punishment becomes inappropriate, and where local sentiment is not very pronounced against it. It appears from the replies now received that corporal punishment is generally recognized as suitable in cases of aggravated misconduct. The prevailing opinion also is strongly against the abolition of the system of fining, which is defended as being helpful towards securing punctual attendance. His Excellency in Council accepts the general

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opinion on both points, and desires that effect should be given to it. Without desiring that a code of offences and punishments should be drawn up to which every breach of discipline should be directly reducible, His Excellency in Council considers that punishments in schools and colleges should take such forms as loss of position in the class, impositions, exclusion from lessons, suspension from attendance, money fines, corporal punishment, and, as a final resource, expulsion. It will be for the various Local Governments and Administrations acting through their Educational Departments to lay down for the guidance of masters such rules as may be considered desirable to enforce a discreet use of the different forms of punishment.

6. The suggestion for the maintenance of good conduct registers has been generally well received. The Bengal, North-Western Provinces and Oudh, and Central Provinces Governments agree to the introduction of such registers in the manner proposed in the Home Department circular letter. In Bombay the experiment is to be tried under selected head-masters. In Burma registers are to be opened in all Government schools; in time they may be prescribed in aided schools, but in this Province it seems premature to insist on this at present. In Assam a start has already been made in keeping good conduct registers, in giving prizes for good conduct, and in making every boy appear periodically before the head-master; and the system is to be further extended. In the Punjab the authorities are opposed to opening good conduct registers, and to giving prizes for good conduct; but they propose to attain the objects in view by directing that certificates are to be given for good conduct, and that serious cases of bad conduct are to be reported to the parent or guardian of the offender. The Government of Madras is adverse to the system on the ground that the moral defects of students and of schoolboys are not such as can be marked by registers of conduct, and deprecates the suggestion that attention should be given to good conduct registers in selecting candidates for the public service on the ground that it would be cruel and unjust to place on permanent record the faults committed in early youth. While admitting that there is force in the last objection, the Governor General in Council considers that it may be met by head-masters refusing extracts of the earlier entries in the registers which would produce an unfair impression of the pupil's real character, or adding such remarks as would prevent their having this effect. Generally speaking, extracts from these registers of conduct, although not conclusive as to a boy's conduct except during school hours, will obviously afford more useful information to employers to whom he offers his services than the certificates of character now generally given; and from this point of view they will probably not be without their use to Government officers in selecting candidates for the public service. His Excellency in Council therefore trusts that the Governments of Madras and the Punjab will follow the example of other Provinces by introducing a system of good conduct registers.

7. The advantages of well-conducted boarding houses attached to the higher schools and colleges for students who do not live with relations or friends, at which the example and personal influence of their teachers can be brought to bear upon the students out of school hours, are generally recognized. The obstacle which has generally prevented the extension of the system is the expense which it involves. The Madras Government would be

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glad to see the experiment tried by private agency, but considers its success too doubtful to justify the expenditure on it of public funds. In Bombay provision will be made at the few Government colleges that exist for the enforcement of stricter discipline and for the residence at or near the college of the Principal or a Professor. The further extension of the residential system will be left to private liberality. The establishment of hostels is an essential part of the educational policy of the Governments of Bengal and Assam, where funds are available; and the public has occasionally contributed towards such foundations. In the North-Western Provinces and Oudh every district school and college has a boarding house attached to it, and they are all full. Sir Auckland Colvin is not in favour of the extension of the system to schools at the head-quarters of tahsils, because he is not satisfied that they would be properly supervised. In the Punjab the boarding house system is very widely extended; and the Lieutenant-Governor contemplates authorizing local bodies to require that out-students attending a school to which a boarding house is attached should live in it provided there is accommodation, unless they are living with relatives or friends of their parents or guardians and are considered by the head-master to be under healthy influences. In the Central Provinces local bodies will be requested to improve or enlarge existing boarding houses where the accommodation is bad or insufficient. In Berar several boarding houses with accommodation for resident masters have been established, and it is proposed to increase their number. The Governor General in Council recognizes the willingness of Local Governments and Administrations to do what is required in the provision of boarding houses. The State already bears a disproportionate share of the expenditure on high education; and the obligation of providing boarding houses where they do not exist is one which Local Governments and Administrations are naturally loth to accept. It is an appropriate object for private liberality, which should be encouraged to regard it as worthy of its benefactions.

8. It was admitted in the Home Department letter of 31st December 1887 that the monitorial system cannot be as effectual an aid to discipline in India, where schools are mostly day schools, as it is in England. At the same time His Excellency in Council believes that the adoption of rules, such as the Elphinstone High School Rules referred to in paragraph 17 of the letter, will be found productive of advantage. The essence of these rules is the independent power of punishment given to Prefects, which is thus referred to by Mr. Jacob, who introduced the system into the Elphinstone High School:

"It is the delegation of this disciplinary power to the Prefects that emphat-
"ically marks the trust reposed in them, and brings them, to look upon the
"reputation and prosperity of the school as partly committed to their keeping.
"If you withhold this power, and require the Prefects not to preserve discipline
"but merely to report breaches of it to the masters, you reduce the Prefects to
"the position of mere tale-bearers. Self-government becomes government by
"espionage, and with a decided tendency to develop nothing but ignoble traits
"of character in those who are allowed to play no higher part in it than that
"of menials."

In Bombay the Elphinstone Rules are to be circulated, and an attempt made to introduce the system in High schools generally. In Bengal the monitorial system will be tried in hostels and subsequently extended, if successful. In the North-Western Provinces and Oudh and in Assam it will be tried in

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selected schools. In the Punjab, the Central Provinces, and Berar the system is recognized already, especially in the Punjab: it is to be extended in the Central Provinces and Berar. On the whole, the Government of India is satisfied with the manner in which Local Governments and Administrations have accepted its suggestion on this matter. Time will show whether the system is well-suited to Indian boys, and with the improvement of the quality of teachers it will be possible to extend it generally, if it is found to succeed in the better schools.

9. On the proposal to enforce the exclusion from school of boys who do not reach a certain class by a certain age the general opinion is, that a rigid application of a rule of this nature would involve the risk of injury to classes of society whose backwardness requires encouragement. The Governor General in Council recognizes the force of this argument; and as he thinks that there is not the same objection to big and small boys being associated together at day schools as there is at boarding schools, His Excellency in Council is content to leave the matter to Local Governments and Administrations, on the understanding that the recommendation in paragraph 18 of the letter of 31st December 1887 will not be lost sight of.

10. The question of inter-school rules is one of great importance in the interests of discipline, and rules on the subject are already in force in nearly every Province. The points which it is essential to secure are, that, without the consent of the Educational authorities, a boy shall not be taken into a school who has been dismissed from another school for misconduct; that failure to pay his school fees in his former school shall debar a boy from admission to another school, except under similar consent of the Educational authorities; and that, if received into another school, a boy shall not be placed in a higher class than the class he was in before leaving the other school, except at the beginning of a new term. The rules on the last point should only be applicable to schools of the same grade: those on the first and second points would be generally applicable to schools of all grades.

The rules in the Madras and Bombay Presidencies are too exclusively directed towards the second of these objects. Those in Bengal and the North-Western Provinces and Oudh seem to give more or less effect to the three essentials; but the point of dismissal for misconduct might be brought into greater prominence even in these Provinces. In the Punjab rules have been prepared which apply to all Government and aided schools; but it is not proposed to ask the University to co-operate on the ground that the number of unaided schools and colleges in the Province is very small. In the Central Provinces there are no inter-school rules at present, and it is proposed to introduce simple rules to apply to schools in the same town. This limitation, however, seems calculated to diminish the effect of the rules, and should be reconsidered by the Chief Commissioner. The rules in Burma apply to all Government schools and aided schools of the advanced kind. They are defective in that they contain no reference to conduct. Revised rules are being issued in Assam, which, if acted upon by the managers of unaided schools, will go far to meet the objects which the Government of India has in view.

The Governor General in Council considers that it is desirable to remodel the rules of other Provinces on the basis of the rules in force

in Bengal and the North-Western Provinces and Oudh (which are printed as an Appendix to this Resolution). The Education Department can enforce such rules in all Government colleges and schools, and their adoption can be made a condition of a grant-in-aid from Government; but it is equally essential that they should be adopted in unaided institutions. The only effectual way of securing this is to invite the co-operation of the University; as has been done in the North-Western Provinces. When the Provincial rules have been revised and determined, the Universities should be invited to assist towards securing their adoption in unaided institutions by denying affiliation to such as do not adopt them; and the Governor General in Council earnestly trusts that, when invited, the Universities will throw the weight of their great influence into, the scale of order and discipline.

11. In the opinion of the Governor General in Council the provision of efficient training schools and colleges for teachers is one of the most effective means available to Government for improving discipline and counteracting the tendency to irreverence and contempt of authority; and he has accordingly considered with special attention the opinions which the various local authorities have expressed upon this important subject.

In Madras there are at present arrangements for training in the Government and public normal schools about one-third of the teachers required for colleges and secondary schools and three-quarters of those required for primary education. The quality of the training, however, needs improvement; and this question, as well as that of extending the training system so as to provide teachers for all schools, is engaging the attention of the Madras Government. The University also holds an examination for the degree of Licentiate in teaching. The Bombay Government is ready to provide an adequate supply of training schools for primary institutions, but considers that the cost of training colleges for preparing masters for high and secondary schools would be prohibitive, and that the need for such institutions is not great. It admits, however, that teachers are now appointed to schools without any real knowledge of the art of teaching, and proposes to establish normal classes at the large high schools and to compel candidates for service in the Department to attend them. The Bengal Government, on the ground that the education of teachers is costly and that the educational grant is insufficient to adequately provide for elementary and technical education, states that there is no present prospect of funds being available for the general introduction of a system of training teachers for their profession in special institutions. His Honour the Lieutenant-Governor believes that training in the art of teaching should be given in addition to, and not as a substitute for, the education of the University; and urges that there is no want of masters trained in the usual English method at the University, and that it is on this ground and on the ground of expense undesirable to import English masters for definite periods. His Honour is prepared, should the Government of India wish it, to start one training school at a cost of about Rs. 10,000 a year for English teachers at high and middle schools, Government or aided. Sir Steuart Bayley also expresses himself in favour of a system of granting certificates in the art of teaching in preference to an extension of normal schools; the possession of such certificates to be made a condition of employment in Government and aided schools. In the North-Western Provinces and Oudh considerable attention has been devoted to the training of masters, and a normal school for teachers in primary and middle institutions is located

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at the head-quarters of each division. It is found, however, that present arrangements do not adequately provide for the training of masters for the higher class of schools, and it is proposed to establish a central institution for this purpose. In the Punjab there is a central training college at Lahore for masters in secondary schools. No one can be employed in any board school, whether secondary or primary, who does not hold a teacher's certificate. The amount of grants to aided schools is to a certain extent dependent on their having certificated teachers. In the Central Provinces sufficient provision for training vernacular teachers is said to exist. The Anglo-Vernacular teachers are supplied by the colleges. The Chief Commissioner is in favour of establishing normal classes for Anglo-Vernacular masters and arranging for examination for certificates in teaching, and he has under consideration suggestions for the improvement of the normal schools at Jabalpur and Nagpur. In Burma, where education has a strong religious character, adequate arrangements for training masters for primary schools exist; and the Chief Commissioner is working out a scheme for attaching to existing schools departments for the training of middle class teachers. The supply of trained teachers for secondary schools in Assam must be procured by indenting on normal schools in Bengal when established, or by sending teachers from Assam for training in those schools. In Berar arrangements have been made for training teachers for primary schools; but the secondary schools are not numerous enough to justify a special training institution, and masters for these schools are procured from Bombay colleges and high schools.

12. The Governor General in Council desires to give emphatic expression to his view, that it is of little use to spend money on schools if the teachers are either inefficient or unable to maintain discipline or a healthy moral tone in their schools. The chief qualifications required in a schoolmaster are capacity to maintain discipline, and capacity to convey instruction. The first of these qualifications implies firmness and ability to govern, the capacity of inspiring enthusiasm in his pupils and securing their co-operation, and earnestness, sympathy, and insight into character. In the opinion of the Governor General in Council the possession of these qualities cannot be tested merely by an examination such as is suggested by the Government of Bengal. The capacity to convey instruction comes more within the range of an examiner's power to test. But this is the lower of the two sets of qualifications which go to make up the model schoolmaster; and an examination is an admittedly inferior way of ascertaining a teacher's ability to convey instruction, his ability to simplify a subject, or his skill to fix the attention and draw out the intelligence of his class. For these reasons the Governor General in Council considers it impossible to secure good instructors without such a process of selection and preparation as normal school training gives, and is unable to regard the adoption of examination in the art of teaching as an adequate substitute for good normal schools. His Excellency in Council therefore deems it essential that each Local Government should accept the responsibility of providing means for training teachers for each grade of schools—primary, middle, and high—as a first charge on the Educational grant. Should any Local Government find itself unable to provide the requisite system of training from the funds already available, it should arrange either to increase its funds from local sources or, following the recommendation of the Education Commission in paragraph 543 of its Report, to throw more largely on private enterprise the duty of providing higher education, and thereby set free the

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money required for training institutions. The proposal to attach normal classes to the larger High schools, though not as satisfactory as the establishment of training schools themselves, is nevertheless worthy of consideration, if it be arranged that such classes shall be attached to those High schools only which are under the care of specially selected and competent masters. As the number of good teachers educated at training institutions increases, it should gradually be made a condition that no uncertificated teacher should be appointed to a Government aided school or college; and the Universities should be invited to make the employment of certificated teachers in unaided schools and colleges a condition of affiliation. Until the supply of training institutions is fully developed, local arrangements should be made whereby provisional certificates of competency to teachers possessing certain educational qualifications may be granted after a sufficient period of probation has been passed, subject to confirmation by the Government Inspector.

13. In the opinion of the Governor General in Council the suggestion (which chiefly affects the larger Provinces) contained in paragraph 11 of the letter of 31st December 1887, that trained head-masters should be engaged from England for a definite period of five to seven years in order to introduce and establish a standard of discipline for the emulation of other schools, is deserving of careful attention. The Madras Government thinks that the teaching staff at colleges should be leavened by a larger proportion of English teachers, who have paid special attention to the art of teaching; and, at its request, the Secretary of State will be invited in selecting graduates for educational appointments in India to insist on their possessing experience in teaching. In the North-Western Provinces and Oudh the question of employing European masters for a few of the leading schools for limited periods is, the Government of India is pleased to learn, under consideration. The Governor General in Council is convinced of the valuable stimulus that the example of good teachers from England would give to schools; and he would be glad if the Bombay, Bengal, and Punjab Governments could see their way to giving the proposal their further consideration.

14. There remains the question of the extension of a system of teaching which has a direct bearing upon personal conduct, and whether an attempt to effect this extension should be made by prescribing moral text-books for schools and colleges.

Having given this important question its fullest consideration, the Government of India is satisfied that the end in view would not be attained by prescribing for use in colleges and schools a treatise on ethics or a book of didactic instruction in the rules and principles of conduct. It believes that the careful selection and training of teachers provide the most effectual method of establishing a good moral tone in a school; but it also considers that the influence of the teacher may be greatly strengthened and the interests of morality promoted by the use in schools of text-books having a direct bearing on conduct, either by means of precept or example. The Government of India understands that this view has commended itself to the Syndicate of the Calcutta University, under whose auspices Mr. Tawney, Principal of the Presidency College, has been engaged to prepare a book of selections for the use of candidates for matriculation. The instructions laid down for Mr. Tawney's guidance in preparing this book are, first, that at least three-fourths of the book shall consist of prose taken from authors of the present century; second, that at least one-half of the prose

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portion shall consist of extracts having a direct bearing on conduct, either by way of precept or example; and third, that a similar principle shall be as far as possible kept in view in the poetical selections. Thus, the Calcutta University has already taken steps to give effect to what, in the opinion of the Government of India, is the most practical way of introducing moral training into the highest class of Indian schools, and furnishing teachers with the opportunity of imparting instruction in morality and in the principles of natural religion to their pupils. All that remains now to be done, in Bengal at all events, is to supplement this action of the University by providing for the lower grades of schools, and for each class in those grades suitable text-books compiled on similar lines. Similar action in other Provinces is equally called for; and accordingly the Governor General in Council desires that each Local Government and Administration should take this matter at once in hand; and either by the appointment of a Committee or by employing selected individuals, who need not necessarily be officials, or by the offer of suitable prizes, effect a revision of the existing Readers in the direction indicated above, or where necessary procure for use in schools an entirely new set of books compiled on these principles. His Excellency in Council will be glad to learn from time to time the progress made in each Province in this undertaking.

15. The suggestions enumerated in paragraph 1 of this Resolution, for the improvement of discipline in colleges, have received favourable consideration by Local Governments and Administrations. In Bombay and the Central Provinces the rule as to weekly meetings of college councils will be adopted. In Bengal and the North-Western Provinces and Oudh the rule is considered unnecessary; and in the Punjab fortnightly meetings have been prescribed. The rule empowering a Principal to expel, rusticate, or fine a scholar is accepted everywhere. The rule giving power to a Professor to suspend a student for a limited time, or to fine him without reference to the Principal, is accepted by Bombay, Bengal, and the Central Provinces. In the Punjab it is definitely restricted to students of the Professor's own class; and it is understood that this limitation is also contemplated in the three Provinces just mentioned. The Governments of Madras and the North-Western Provinces and Oudh favour the autocracy of the Principal in matters of discipline. The Government of India is content with the measure of acceptance which its suggestions as to colleges have met, and does not wish to press them further on the Governments which have not found themselves able to adopt them.

ORDER.—Ordered, that a copy of the above Resolution be forwarded to all Local Governments and Administrations for information and guidance; and to the Foreign and Public Works Departments for information and such action as may be considered necessary in regard to Educational institutions under the control of those Departments.

Ordered also, that the Resolution be published in the Supplement to the *Gazette of India*.

[True Extract.]

A. P. MACDONNELL,

Secretary to the Government of India.

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APPENDIX.

Inter-School Rules in force in Bengal and the North-Western Provinces and Oudh.

Bengal.—I.—A boy, before he is admitted to a high school, shall be required to produce a certificate from the head-master of the last school in which he was reading. Whenever possible, a parent or guardian should accompany the boy; in other cases he should provide the boy with a letter of application.

II.—The certificate shall run as follows:

"CERTIFIED that———was in the——— class of the———school and leaves with a——— character. All sums due by him to this school have been paid."

III.—The certificate is to be given upon the day in which it is asked for, and it is not the business of the head-master to inquire why the boy wishes to leave his school.

IV.—A boy coming for admission shall not be placed in a higher class than that in which he was in the school he has left (no class lower than the fifth being considered): thus, a boy of the fifth class of one school may not be admitted into the fourth class of another school, but a boy of the sixth class may be admitted into the fifth class without an infringement of this rule.

N.B.—To promote a newly-admitted boy, except it be after the regular annual examination of the school, is a breach of this rule. By the "regular annual examination" is to be understood the examination held towards the close of the school-year, when the Entrance test-examination is generally held.

V.—The fact of a boy appearing for admission without having undergone the annual examination of his old school must be regarded, unless the reverse is certified to by his former head-master, as sufficient evidence of his not having been fit for promotion; he should therefore be admitted into the class in which he had been reading in the other school.

VI.—Every case in which a boy is dismissed or expelled should be notified at once to the Inspector of Schools.

VII.—If a boy's name be struck off for non-payment of dues, he shall not receive a certificate until all sums due to the school have been paid.

VIII.—If a boy leaves the school after having failed at the examination of his class, a note to that effect shall be entered in the certificate granted to him by the head-master.

IX.—All questions arising between one head-master and another respecting the enforcement of these rules shall be referred to the Inspector of Schools with all convenient speed.

X.—If a boy be found producing a false certificate, or making a false statement as to his attendance at any school, he shall be expelled or, at the discretion of the Inspector, be publicly degraded for that year to the class below that in which he is.

XI.—Wilful transgression of any of the foregoing rules will render a school liable to forfeit the right to send up candidates for junior scholarships.

North-Western Provinces and Oudh.—The rules in force are to the following effect:

That a boy on admission to a secondary English School, Government or aided, shall, except for some sufficient reason to the contrary, remain at the same school till the end of the school year, and that, if obliged to leave within that time, he shall receive a certificate showing what stage of education he has attained, and what character he bore; that if he leaves at the end of the school year, the master shall give him a written certificate showing whether he has passed or failed at the final examination; that the grant of any certificate shall be made conditional on his having paid all sums due by him to the school he is leaving, and that he shall not be admitted to another school except on the production of one of the above certificates. He will not be placed in a higher class in his new, unless he has passed the final examination at his previous school, and will not receive promotion within three months of his admission.

G. C. Press, Simla.—No. 804 H. D.—20-8-89—400.

All communications should be addressed to the Secretary.

2721

No. 2678 G.

GOVERNMENT OF INDIA.

PUBLIC WORKS DEPARTMENT.

GENERAL.

Simla, the 19th September 1889.

The undermentioned paper is forwarded

to the Secretary to the Government of Madras, Public Works Department, for information and guidance.

By order,

G H Walker

Under-Secretary.

19/9/89

Document referred to.

Home Department Resolution $\frac{\times 6}{371-383}$ dated 17th August 1889, containing suggestions for improvement in efficiency and discipline in Educational Institutions.

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No 2721 W dt 27 September

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Communicated
to the Consulting Engineer
for Railways

Recd
26.9.59

Recd
27.9.59

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Chief for Rlys
C. Scotts &c

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