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**REPORT**  
OF THE  
**RANADE INDUSTRIAL**  
AND  
**ECONOMIC INSTITUTE, POONA.**

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*Established as a Memorial to the late*

**Mr. Justice M. G. Ranade.**

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*For the years*  
**1912-13 & 1913-14.**

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**POONA :**  
PRINTED AT THE ARYA BHUSHAN PRESS.

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**1914.**

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**REPORT**  
OF  
**The Ranade Industrial**  
AND  
**Economic Institute, Poona.**  
*For 1912—13.*

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To,

THE CHAIRMAN, GOVERNING BOARD,  
Ranade Industrial & Economic Institute,

POONA.

Sir,

I have the honour to submit my report on the working of the Technical Laboratory of the Ranade Industrial and Economic Institute for the year 1912.

2. The Techno-Chemical Laboratory of the Institute was formally opened by Lord Sydenham, then Sir George Sydenham Clarke, the Governor of Bombay, on the 15th September 1910. The actual work, however, could not be taken in hand immediately on account of the incomplete condition of the buildings and the non-arrival of the apparatus which had been indented for from England. The difficulties in the way of such an Institute are of a varied character, nor are they few in number. The idea of such an Institute is altogether a new one, at least on this side of India. The central idea of the work of the Institute is to confine itself to the solution of the many problems, requiring scientific knowledge for their solution, that confront people engaged in the various industries of the Presidency; and never, on any account, to identify itself completely with any of them. In the present state of things the usefulness of such an Institute is not likely to be appreciated, at least for some time to come, by those who would be benefited by its work.

Besides, the internal difficulties could not be very easily overcome. The funds at the disposal of the Institute, were hardly sufficient for fitting the Laboratory properly. The Institute was not in a position to pay handsomely a duly qualified man to work in it. It was, therefore, the good fortune of the Institute that it was able to secure the services of Mr. D. B. Limaye, M. A., B. Sc., who has taken a high University Degree and was prepared to devote his life to such a kind of work. Although Mr. Limaye, the permanent assistant appointed, is a fresh man and without any experience in the line, he has, I am glad to say, made up by his enthusiasm what he lacked in practical experience. It was an equally difficult task—and it continues to be so even now—to make a proper selection of the problems which were to be tackled by the new Laboratory. Owing to all these circumstances the Institute could not start its work before the beginning of 1912, when Mr. Limaye agreed to join. By this time the buildings, which were hardly complete at the time of the opening ceremony, were ready, and the apparatus had arrived.

3. The problems taken up by the Institute during the year under report were those connected with cements, Tannin-extracts and oils. When the circumstances mentioned above are taken into consideration, it will be found that the work done during the year has not been unsatisfactory. I give below the details of the work done in each line :—

(a) The permanent assistant was at the beginning of the year engaged in analysing all the available oils in the Deccan. Side by side with it he analysed 19 varieties of scented Hair Oils, that is, practically all those that were on the market, and the results of his labours are interesting. One of these might be mentioned here, and it is, that the majority of the hair oils have mineral

oil as their base. There are only a few namely 4, where genuine coconut oil is used as the base. Mixing two or more oils is generally common and there are cases where pure mineral oils only are used as the base-oils.

It is an interesting problem to determine as to how mineral oils affect the growth and preservation of hair; but it is a question which more or less concerns the medical profession.

To familiarize him with the nature of the difficult problems likely to arise in oil-industries, Mr. Limaye was asked to analyse different samples of fats and oils. The results achieved in the analysis of these samples are interesting and some of them are likely to prove of use in the future.

(b) Cements :—

This work was entrusted to Mr. V. R. Kokatnur, B. Sc. He worked in the Laboratory for four months before proceeding to America for a further course of studies in Applied Chemistry. He analysed ten limestones from different localities namely Khamgaon, Yavat, Chinchwad, Bombay, Khandala, Shahabad and Porbunder. The results of his analyses show that the kinds of limestones analysed are suitable for the preparation of cement if only proper clay is made available. With the same object in view Mr. Limaye analysed six different samples of clay. The cement problem will have to be taken up again at some future date and samples of limestones and clay from other places tested, for ascertaining their value in the manufacture of cement.

(c) Tannin-extracts :—

16 local barks and fruits were analysed to ascertain their tannin value. Many of the barks are found to be useless, since the cost of extraction will be very large as compared with the yield of extract. Out of these

sixteen varieties only four are found suitable for extraction and further experimenting upon. The experiments are proceeding and it is hoped that some definite results will be arrived at during the course of next year. During the latter half of the year under report, experiments in tanning were taken in hand in order to be able to ascertain the usefulness of the tannin-extracts as compared with indigenous process—old process—of tanning hides. In order to get a clear view of tanning processes the analysis of Indian and foreign leather samples had to be paid attention to. 19 samples of leather were analysed. It is found by these analyses that the percentage of tannin in foreign leather is far higher than that found in leathers tanned according to the local Indian process. Experiments on finding processes to increase the percentage are proceeding and it is hoped, the results will be available for being published in the next year's report. In the process of tanning practised by Dhors and Chambhars there are a good many points which can be improved upon, but the *modus operandi* is practically good. Care of the lime-pit, skill in removing the flesh from hides, the process of removing hair from the skin, test for ascertaining whether the tan-liquor is exhausted or not, are some of the points which require improvement. This can be effected by these men themselves when their general level of intelligence and education is raised. But there are other points in which Technological knowledge of a high order is required. The advantage of tanning by Ubharani or bag tanning process, test for finding whether leather is fully tanned or not, the use of non-tanning, mechanical tests for leather are such other points as must be submitted to investigation.

4. The special feature of the work of the Institute, however, to which special attention has to be drawn, is that it was in a position, even in the very first year of

its existence, to help two firms in their efforts to remove the defects in their processes. The object of the Institute has been not to carry on any industry on its own responsibility, but to take its position, in the Industrial organization of the country, by helping existing industries with the Technological knowledge and guide new ones by its expert advice. These views had always been kept in mind and I think this is the line along which it ought to be developed.

5. Of the two firms mentioned above, Messrs. Kirloskar Bros., carry on the manufacture of agricultural implements at Kirloskar Wadi. While casting parts for these implements the manager was at a loss to know how to cast iron of different hardness. His difficulty was that iron cast by him did not lend itself to screw cutting and such other operations of lathe tool. He, therefore, came to the conclusion that unless the products formed by him were analysed and the percentage of carbon, of iron and other substances was determined the defects of the products of his manufacture would not be removed. He applied to the Institute for help in this matter and at his request I had to visit his works. I was struck with the great efforts at improvement that he had made, but I found that work on his lines would not lead to success. I advised the manager to depute one of his intelligent assistants to Poona to go through the course of practical training in iron analysis. Merely taking the results of analysis from here would not serve the purpose. My suggestion was accepted. After the return of Mr. Jambeker, the selected assistant, who was trained here, the experiments in casting iron came to be performed more intelligently and since then there has been a general improvement in the quality of the castings. This does not mean that all that is necessary has been done. Without a highly success qualified chemist working on the premises, complete

is difficult to be attained. There was also another improvement that Messrs. Kirlosker Bros. were able to effect as a result of the training received by Mr. Jambhekar. Till then they could not use scrap iron in the castings and had to use pig iron only. They have been now successful in using scrap iron, to a certain extent, and, it is hoped, with perseverance in the experiments and under expert knowledge they will utilize the heaps of scrap iron that are at present thrown away as practically useless.

6. The second case was that of a local oil press. The Cobra used in pressing was found to be of an inferior quality and so the colour and smell were far from satisfactory. The problem before the press-owner was to effect an improvement in the quality of the oil. Some work was done for a time in the Institute and he went away after learning the process of purifying oils.

7. Before concluding my remarks on the work done during the year, I should like to make a few observations on the position which this Institution occupies in the sphere of industries in the present economic condition of India. That position is indeed unique. There are practically no Institutions worked on these lines in any part of India except perhaps the one in Calcutta. The objects of the Institute have been set forth at length in the prospectus which has been published. The objects on which the Institute wants to concentrate their attention are many, while the funds at the disposal of the Governing Board are not sufficient to carry out into execution even a single one of these in a satisfactory manner. The Governing Board, therefore, had necessarily to make a choice and they decided to confine their efforts to helping "Indigenous Industries, in the first instance, declining for want of Scientific Investigation" and "others" though "more or less foreign" have to be acclimatised in India on account of their increasing

importance. The method of helping them which the Institution has adopted is "to demonstrate by experiments on a small scale that the manufactures in question can be successfully developed.

8. The justification for this decision which has been arrived at is to be found the present Industrial condition of India and more particularly the Western Presidency. We see around us a number of Industries partly indigenous, which are not in as satisfactory a condition as they ought to be in. Sugar refining is an old industry requiring complete overhauling in all its processes. In tanning we have to repeat the same story. Match making is a new industry and owing to the enormous demand for matches and also owing to the fact that the demand is met almost entirely by foreign importation, match manufactures are started in different localities. In this case too no encouraging account can be given. Instances might be multiplied to any extent. What we are concerned with is the cause of these failures. I think that one of the most important of them is the lack of scientific or technological knowledge. In Western Countries this problem does not arise. The Captains of Industries there have come to appreciate the valuable character of the help which can be obtained from Science and most of the important concerns have independent Laboratories of their own where experiments are being carried on under the direction of Chemical and Technological experts. Except in a few cases such a state of things does not obtain in India. Science and Industry, instead of being united and rendering mutual help, stand as it were divorced. And as long as this continues to be the state of affairs the future of Indian Industries must be considered to be very gloomy and is sure to fill one almost with despair.

9. Is it then to continue to be so for ever? this is a question that demands a straight answer and in the in-

terest of India that answer can be only in the negative. Improvement must come. It is bound to come. But a great delay in bringing it about will render it useless when it comes. Some one must take the initiative, either the Captains of Industry or the men of Science; both have their difficulties and drawbacks. There must be a third party to bring the two together and enable them to achieve brilliant results and it is this part which the Ranade Institute is to play.

The Ranade Industrial  
AND  
Economic Institute, Poona.

15th February 1913.

I have the honour to be,  
Sir,  
Your most obedient servant

K. R. KANITKAR,

*Hony : Director.*



**REPORT**  
OF  
**The Ranade Industrial**  
AND  
**Economic Institute, Poona.**  
*For 1913-14.*

---

To,

THE CHAIRMAN, GOVERNING BOARD,  
Ranade Industrial & Economic Institute,  
POONA.

Sir,

I have the honour to submit my report on the working of the Techno-Chemical Laboratory of the Ranade Industrial and Economic Institute for the year 1913.

2. The experiments on Tanning processes which formed an important part of last year's work were continued in January of this year. The leathers tanned in the laboratory according to the local process were subjected to analysis. Out of the eight samples analysed, two showed a percentage of 38 and 45.5 respectively of combined tannin. These percentages are nearly equal to those found in the leathers tanned by Dhors. It will be noted here that full hides were used in these cases instead of small pieces. The analysis of samples from leather tanned in small pieces show a higher percentage viz. 60.4. In the case of two hides, one of a young calf and the other of a young buffalo, the percentage of tannin absorbed, was found to be 61.4 and 68.5. These hides though full, were practically equal to small pieces, since the weight of these did not exceed 3 lbs. It will be observed here that small pieces showed a higher percentage than the full hides. This is most probably due to the want of proper handling of bigger hides. The

small pieces mentioned above could be turned, washed and cleaned several times with ease which was not possible in the cases of full hides. The latter will require the use of some machinery for proper treatment. Improvements were suggested along this line but they could not be actually tried for want of funds and other difficulties.

3. In the case of all the hides mentioned above, tanning was done by the usual cold infusion of a mixture of Tarwad and Babhul Barks and Myrobalams. In order to ascertain the difference between the effect of cold infusion and that of extract on tannin, a piece of hide was tanned in the Tarwad Bark extract. When analysed it showed 72.5 percent of tannin, a percentage which fairly approaches that in first class foreign leathers. Another fact which needs mention in this connection is that this piece treated with extract took less time for tanning viz. 22 days, while hides tanned by the local process take at least a month. Further experimenting is necessary. The results given by small pieces are better, but in actual industry hides are not tanned in small pieces; so in my opinion experiments on full hides are desirable and unless the necessary machinery is made available we cannot proceed further.

4. It was fortunate throughout these experiments that the help of a local Chambhar was available. Had it not been for this it would have been very hard and far more expensive to acquire the knowledge of the Indian process of tanning and getting an insight into the defects of the manufacture. But unfortunately at the stage, mentioned above, of our progress the Chambhar was not able to render further help. He was allowed to occupy a room in the Laboratory where he conducted his shoe-making business and side by side with it explained the process of tanning to us.

5. Before he removed his shop from the premises of the Institute, some experiments in preparing Nary were also performed. The Nary or sheep-skin is in demand largely in the Deccan for Deccani shoes. The process followed by the Chambhars is very costly and so it was thought worth-while spending time in trying to prepare Nary by another process. Usually the Chambhars cut pieces varying from 12"x 6" to 6" x 4" according to different sizes and treat them separately. This is a laborious process. The question before us was whether instead of treating the pieces separately the whole of the sheep-skin could not be treated for the purpose. A few sheep-skins were prepared by the new method and pieces cut out of these were used for some shoes. It was found however, that the grain did not keep properly and the skin got loosened in the preparation of shoes. The matter could not be followed further on account of the fact that the Chambhar removed his shop from the premises as a result of some private difficulties.

#### *Oils and Fats.*

6. Last year 27 oils were analysed by Mr. Limaye for getting acquainted with their constituents. Of these 10 were subjected to thorough analysis. It was found that further study of oils was necessary and so he was asked to continue it as time permitted. During the current year 25 oils of different sorts were analysed out of which 16 were subjected to complete analysis. He now feels well grounded in the subject and it is proposed to take up definite problems in connection with oil industry in the near future.

7. 23 Samples of oil-seeds were tested for their total oil contents. The samples taken for analysis in each case were bulk samples obtained from a local oil-press. The varieties tested were 10.

*Soaps.*

8. Soaps form a distinct branch of oil industry. This industry is very important not only because the finished product is in great measure supplied to this Presidency from outside, but also because all the raw products, except the alkalies, required for its manufacture are exported out of the Bombay Presidency in large quantities. There are few soap factories in Bombay and elsewhere, but these are not able to meet the increasing demand. More factories are sure to come into existence and to meet the necessary inquiries in that line I asked the Assistant Director to analyse some samples of soap. He analysed 16 samples of soap, both Indian and Foreign, procurable in the market. He has prepared four samples of soap from one single oil in each case, instead of a mixture of two or more as is usual in the majority of soaps, in order to ascertain the nature of single oil products. The properties of single oil soaps must be thoroughly studied before any recipe for a certain kind of soap can be given, especially in the case of oils which are not used till now in this manufacture. He will continue his experiments on this, next year, and we shall await the results of his experiments.

9. In the last year's report it was mentioned that the Institute was able to render help to Managers of two firms in their manufacture, and that this is the special feature of the Institute. This year also it was approached for help by one Mr. Lele of Benares, in the matter of manufacturing gold-thread.

10. A short previous history of this case would not be out of place here, since this is typical of small concerns which many a time die on account of want of technical knowledge or business capacity on the part of the Managers. It is such concerns, the Institute is bound to help in their difficulties so far as the Technical know-

ledge is concerned. As for the second cause of failure, it is beyond the power of the Institute to remedy.

11. Mr. Lele of Benares was introduced to me in 1905 by my friend the late Professor Kotibhasker, as a gold thread manufacturer. Mr. Lele is working in that line for a very long time and to him gold-thread-making is the sole means of earning bread. His father, who is now an old man, was able to make money in this line some 20 years back, when at Benares there was hardly any competition with foreign products. Since then, Mr. Lele told me, times had changed and the indigenous product was being gradually driven out of market. 20 years back, foreign gold thread was looked upon with suspicion and people preferred home-made article to the foreign manufacture, and there was a time when at Benares the foreign manufacturers were not able to secure the services of even a single local agent who would care to push their article. But now the French thread has over-flooded the Indian markets and the indigenous manufacture is in its, perhaps, last pangs of death. In 1905 when I visited Mr. Lele's works he had discovered that not only was the Indian article not of a sufficiently high count but, that its manufacture entailed the use of an amount of gold which was practically double of that used in the French thread of the same quality and better count.

12. The problems at that time before him were two, one was about the making of a thinner and finer thread and the other of saving half the gold required by the Indian process. I suggested to him that the latter could be accomplished by Electro-Plating the silver thread, instead of making the thread in the old fashion. The same idea had struck him as well before my visit, when he happened to untwist the French thread and to find to his amazement that the inner side of

the flattened metal strip which covers the silk thread was white. At that time I could do nothing beyond showing him the usual method of depositing gold with the help of gold solution and an Electric current from a battery improvised for the purpose. He was able to understand and pick up the method and so he thought that he could master it by practice. But the other problem of making a finer count which was supposed to be comparatively easy by him took much of his time, practically five years. At the end of that period after sheer dint of perseverance he accomplished the art of making silver thread of the proper count. His difficulties were enormous. He had to design several small machines in order to improve the article and ultimately he turned out a thread as fine as the foreign article. By this time he had lost much of his money in experiments and failures. In 1910 he took up the gilding problem. At the beginning, the silver thread would not take the deposit, on account of the dirt left on its surface. He made the necessary improvements in the process of its manufacture and the thread came out quite clean and shining. While depositing gold he found that the colour of the deposit was anything but desirable and the amount of gold required was too much to render the article sufficiently cheap. He came to Poona in the latter half of the year ( 1910 ) for advice. I showed him how the colour could be improved and gave him certain directions, after gilding a few tolas of thread at that time in his presence. I wanted him to stay on for some time more but he could not do so on account of some difficulties. I had warned him, however, that there were many other points in the process which might possibly trouble him after his return to Benares. This time I explained to him the general theory of Electricity and so had practically equipped him with the elementary knowledge necessary for following the process intelligently. Hints on the

mounting of baths and such other mechanical details were supplied as well.

13. After his return to Benares he tried the process over which in his opinion he had got full mastery. However, to his great disappointment he found that the deposit was, as it were, subject to whims and the process was beyond his grasp. He could not, however, come to Poona for further experiments till the second half of the last year.

14. By the middle of July last Mr. Lele came to Poona with his gilding outfit. Every part of the arrangement was made by him with the help of his younger brother, who is a good mechanic. I was surprised to find that this plant had in it practically all that was required for intelligent experimenting on gold thread. Mr. Limaye was asked to keep his oils off his hands, if necessary, for a time and investigate Mr. Lele's difficulties properly. He took the matter up, began watching experiments and analysing the thread prepared from the 17th of July. With the two brothers as his willing assistants, Mr. Limaye was able to get the desirable colour on the deposit in nearly 20 days, i. e. by the end of the first week of August. Further experimenting could not be done on account of the supply of silver thread falling short. By the 4th of September 1913 everything was again ready and Mr. Limaye resumed his work. After nearly a month's labour Mr. Limaye was successful in producing an article of the right colour and sufficiently cheap. Mr. Lele went away quite pleased and has written to me from Benares that he is trying to collect the necessary capital. Throughout these experiments practically all the actual expenses were borne by Mr. Lele. The gold thread of Mr. Lele stands a good comparison with the foreign article, Mr. Mavlankar of a London firm and dealer in gold thread line declared the quality to be

fine though he was doubtful about its ability to compete with the foreign article in price.

15. Side by side with these gold-thread experiments Mr. Limaye analysed nine samples of lime-stones, 5 of clays, 4 of water and one of coke for the Indian Cement Co. of Bombay.

16. The Tarwad Bark was extracted at different temperatures and the results were found to be at variance with some others published already. It was suspected that the sample available was not a good one and so further experimenting had to be abandoned.

17. There was some more miscellaneous analytical work done during the year, but this does not require any special mention.

18. In the month of May last I had an occasion to meet Shrimant Balasaheb, the Chief of Aundh. In a casual talk in connection with the Ranade Institute I came to know about his intention of starting a Techno-Chemical Laboratory in his State. He asked me to help him in accomplishing his desire. At his request I have ordered out the apparatus necessary for the equipment of his Laboratory, where he wants to have problems in connection with glass, oils, wool and such other raw products available in his State, solved. As a recent development the plan is slightly changed at the request of Messrs : Kirlosker Bros : of Kirlosker Wadi. The Chief has consented to establish the Laboratory at Kirlosker Wadi, instead of at Aundh. The firm of Messrs : Kirlosker Bros : is in his State and so one can very well appreciate the change, since they too are in want of expert advice in the matter of their castings. Mr. Mulay, who has taken his M. A. degree in Chemistry, is engaged by the Chief to take charge of the Laboratory. At the Chief's request Mr. Mulay is being given the necessary training in glass and iron analysis.



19. It will be seen from this account of the work done during the year that the Laboratory is on its way to secure a place for itself in the Industrial organisation of this Presidency.

The Ranade Industrial  
AND  
Economic Institute, Poona.  
*31st March 1914.*

I have the honour to be,  
Sir,  
Your most obedient servant,

K. R. KANITKAR,  
*Hony Director.*

**The Kanade Industrial**  
AND  
**Economic Institute, Poona.**

**Statement of Accounts**

*For the years 1912-13 & 1913-14.*

Rs. a. p.		Receipts.	Rs. a. p.		Expenditure.
1,00,012	14 0	Subscriptions received up to 31-3-14.	42,826	2 5	Expenses incurred up to 31-3-12.
33,273	5 8	Realized Interest.	8,227	4 5	Expenses incurred from 1-4-12 to 31-3-14.
320	0 0	Analytical charges, received from the Indian Cement Co.	51,053	6 10	Total Expenditure.
			82,552	12 10	Balance on 31-3-14
1,33,606	3 8	Total	1,33,606	3 8	Total

**Details of the Balance.**

Rs.	a.	p.	
41,614	12	7	Government Promissory Notes ( Rs. 42,500 )
14,066	9	2	With the Indian Specie Bank, Poona.
938	10	5	With the Bank of Bombay, Poona.
89	1	9	With the Poona Bank, Poona
25,000	0	0	With the Deccan Bank, Poona (for purchasing Government Promissory Notes.)
109	4	0	Amount realized but not yet received by the Secretaries.
734	6	11	Balance in hand ( Rs. 425-11-3 with the Secretaries and Rs. 308-11-8 with the Assistant Director.)
<hr/>			
Total Rs. ...	82,552	12 10	

**Details of Expenditure**  
*Incurred from 1-4-12 to 31-3-14.*

Items.	From 1-4-12 To 31-3-13.			From 1-4-13 To 31-3-14			Total Expenditure.
	Rs.	a	p	Rs	a	p	
Buildings ... ..	1,819	10	1	822	0	0	
Apparatus ... ..	196	0	9	720	12	4	
Chemicals ... ..	472	0	0	531	4	3	
Library ... ..	232	8	0	69	5	0	
Staff ... ..	1,050	0	0	900	0	0	
Establishment ... ..	441	6	0	375	6	0	
Scholarships and Allowances	136	5	0	41	10	0	
Rents and Taxes . .	112	0	0	112	0	0	
Deadstock and furniture . .	48	0	0	0	0	0	
Lighting ... ..	11	2	0	0	8	3	
Contingency ... ..	4	15	0	10	8	0	
Postage and Stationery ...	28	4	6	8	6	3	
Repairs ... ..	77	0	6	3	4	9	
Conveyance and Registration	0	0	0	2	15	9	
	4,629	5	10	3,598	0	7	
<b>Total ...</b>							<b>8,227-4-5</b>

Profit-sharing  
. AND  
Labour Co-partnership  
IN THE  
Woollen Trade.

BY

THEODORE C. TAYLOR, M.P.

Reprinted from the JOURNAL of the Leeds University  
Textile Students' Association.

## **Profit-sharing and Labour Co-partnership in the Woollen Trade.**

*An address delivered December 6th, 1912, to the Members  
of the Leeds University Textile Students' Association.*

**THEO. C. TAYLOR, M.P.**

*(Messrs. J., T. & J. Taylor, Ltd., Bailey).*

As a practical man of business, I wish tonight, as much as possible, to keep out of the atmosphere of theory and deal with facts. I will therefore say little about theories of industrial remuneration, but speak chiefly from my own experience as a woollen manufacturer. To four practical propositions I wish, however, to claim your assent, viz. :

1st. That in all highly developed industrial communities, whether under Free Trade or protected by tariffs high or low, whether democratically or autocratically governed, there is what is called "labour unrest."

2nd. That whatever its cause or causes, however justifiable or unjustifiable it may be, this "labour unrest" often expresses itself in many ways injurious to the community—

- (a) By stopping production for the time being by strikes and lockouts.
- (b) By the diversion of the energies of employer and employed, from the fertile field of producing useful things, to the sterile arena of industrial strife.

- (c) By fostering (in the supposed interest of the worker) of the spirit of "ca' canny"; and
- (d) By producing evil effects upon the personal relations of employer and employed.

3rd. That the greater interests of capital and labour are common to both. But there are lesser interests which sometimes seem to clash. The evils I have named result from the undue prominence given to the respects in which the interests of capital and labour seem to conflict, whereas little, if any, weight at all is attached to the very real respects in which the interests of capital and labour are identical.

4th. That not only does the general community greatly suffer from the results of industrial warfare, but that both capital and labour, in the long run, are not gainers, but losers by it. Industrial warfare, in fact, is a case in which there is an all-round loss which (if warfare could be avoided) might be prevented. One great reason therefore for trying profit-sharing and labour co-partnership is to promote industrial peace.

For many reasons, in the woollen cloth making trade, it is specially desirable that industrial peace should prevail. Its complications, its idiosyncrasies, its difficulties, are indeed many. In most of its departments, highly specialised skill is required. It is notably one of those trades into which the mere capitalist ventures at his peril and of which all the leaders, known to me, are trained experts. Of the woollen trade it seems true that the day of small production

hand and the sum divided varies therefore with the amount of the profits made in any given year. Thus the more the employer gets, the more the employee gets and *vice versa*. In the vast majority of cases, no share of profit is given to the employee until after capital has received interest at a fixed moderate rate per cent. Thus it may be said that the first charge upon a business is the wages and salaries of all classes of workers which are paid during the year. The second charge is interest on capital, which we may call the wages of capital. And thirdly, after the wages and salaries of workers and the wages (or interest) of capital have all been paid, then the remainder of the profits (if any) is divided in some definite proportion between the owners of the capital and the workers in the business. A simple, convenient and equitable plan is to make this final division of profits between capital and labour at the same rate per cent. For example if the capital of a given business were £140,000, if the wages and salaries paid during the year amounted to £100,000 and the profit for division (after payment of all wages and salaries) were £25,000, the first deduction would be 5 per cent. on the capital or £7,000, leaving £18,000 to divide between labour and capital at the same rate per cent. As the total amount of the two added together would be £240,000, the £18,000 left would pay a dividend of  $7\frac{1}{2}$  per cent. to both capital and labour. Thus, labour would have received wages during the year, and at the end of the year  $7\frac{1}{2}$  per cent. extra, while capital would have received nothing during the year, but  $12\frac{1}{2}$  per cent. at the end of it.

In my judgment, profit-sharing has a very high economic value, that is, it benefits materially employer, employed and the general community. But its moral value is greater still. I would strongly emphasise the essentially moral and even religious basis upon which true profit-sharing really rests. "Man doth not live by bread only," but if any scheme exists by which men can have more bread and that more bread can, at the same time, be salted with the savour of goodwill and peace among men, at all events the scheme is worth considering. Such a scheme, I claim, is a wise and equitable system of profit-sharing.

It is well known that, apart from the actual sharing of profits, the profit-sharing firms are among the best cash wage-paying firms in the country. But the desire to improve the workers' lot, which should be the chief motive of the profit-sharer, impels him generally to go forward from profit-sharing to labour co-partnership. Labour co-partnership is not selling shares to your workers and then calling the resulting dividend profit-sharing. You have no more right to call a dividend profit-sharing because the shareholder works for you than if he did not. The form of labour co-partnership that grows out of profit-sharing is the giving, out of the profits of a business, of the labour bonus in the shape of shares in the business, yielding future dividends in cash. One of the drawbacks of profit-sharing is that many of those who receive a cash bonus spend it at once, and a month later are no better for it. I claim the support of both ultra socialists



and ultra individualists for the proposition that it is in the public interest that the rank and file of our people should possess a greater interest in the capital as well as in the income of the community. The socialist wants this as an artificial product and on the grand scale ; enlightened individualists are not only reconciled to but desire it as a natural growth. Let us go forward together as far as we can. Labour co-partnership is safe ground common to all of us. I hold that profit-sharing and labour co-partnership actually combine the best points of both collectivism and individualism. I claim the combination of the two as socialised individualism.

What is labour co-partnership ? In its fullest sense it is that organisation under which the actual workers in a business find the capital and control the management. Several concerns of this kind are to be found in the Midlands, *e.g.*, The Ideal Clothiers, Wellingborough, and the Kettering Clothing Society. But there are forms of labour co-partnership less advanced and more immediately fruitful than that. The great bulk of businesses of all kinds is in the hands of capitalists, and it is in the direction of the introduction of the workers as partners in those concerns in which they work that we must look for the speediest advance. I have said labour co-partnership is the natural outgrowth from profit-sharing. The essential feature of it is the giving of the workers' share of profits not in money, but in shares of the capital of the company. For this purpose, of course, a private business has to

be converted into a limited company. That was the case in my own business, J., T. and J. Taylor Ltd., woollen manufacturers, Batley.

In 1892 I became sole proprietor of the business which for generations had been in my family, and at once began profit-sharing with heads of departments and the next year with foremen. Three years later (1896) I converted the business into a private limited liability company in order to admit all ranks of employees to a scheme of profit-sharing and co-partnership, and, to commence the system, a grant of shares was made in respect of the year 1895. The scheme, in its present form, provides that after paying salaries and wages and allowing for depreciation, if any profit remains, capital first gets five per cent. and any surplus beyond that is apportioned between capital and the total amount paid during the year for labour (*i.e.*, salaries and wages) according to their respective amounts, that is, at the same rate per cent. My experience of profit-sharing thus covers nearly twenty-one years, some good years in the trade, some bad. Ours was an old firm, and good relations with the workpeople had long been maintained. Since profit-sharing was introduced, our capital has more than doubled, we have two and a half times as many workpeople (now over 1,600) and we do three times as much trade as at the beginning of the period. Our balance sheet contains nothing for good-will, and our valuations are, as they always have been, low, consequently our dividends appear higher than they would have done if the concern had been capitalised on the usual company.

basis. The company's dividends have averaged 11 per cent. to capital and 7 per cent. to labour since the scheme was started. I am glad to say that the workers now own more than half the capital. Every worker with us for the whole calendar year participates according to the amount of salary or wages received. There is no age limit, but those who are not less than twenty-one years of age, who have been five years in our employ and own shares in the company equal to half their year's wages, get double bonus. To provide for this double bonus, the wages of those entitled to it are reckoned double when computing the total amount of wages on which bonus is to be paid. The bonus allotted to wages paid to employees who have been less than the full calendar year with the company goes to a Workers' Benefit Fund. The bonus is not paid in cash but is allotted in fully-paid £1 shares, dividends upon which are paid in cash. Employees may not part with their shares until they leave, except that such employees as have a larger holding than the amount of their annual salary or wages may, if they wish, sell any surplus above that amount. Those who leave may be required to sell their shares within six months, but to prevent employees leaving simply to realise their holding, the company may defer transferring shares until three months after the employee has left. The bonus shares do not carry votes, but they confer financial rights equal to those of any other shareholder.

The effect of the system on our workpeople varies as the workpeople vary. Most employers have good, bad and indifferent

employees. The bad are the accidental few, employed only so long as undiscovered ; the good are many more ; but the great majority of folks are neither very good nor very bad. The good respond naturally to such a scheme as ours with increased interest and goodwill, and the indifferent tend to become better. A sense of solidarity and community of interest is awakened. At the same time, the workers are perfectly free to be members of trade unions.

Among schemes of profit-sharing and labour co-partnership in the woollen and worsted trades, that of Wm. Thomson & Sons Ltd., established in 1886 by our chairman of this evening\* is well known in this district. The ordinary shares get 5 per cent., any remaining profit, after a grant has been made to the Assurance and Pension Fund, being equally divided, one-half to employees as a bonus on wages and the other half to customers as dividend on purchases. Our firm, of course, allows this off the price in the first instance. (Laughter.)

The woollen manufacturing firm of Fox Bros. & Co. Ltd., of Wellington, Somerset, have a scheme dating from 1866, under which the foremen and most of the leading workers deposit sums of money with the company and receive interest at a rate varying from  $4\frac{1}{2}$  per cent. to 10 per cent. in accordance with a certain fixed scale based on profits. The rate is not to be less than that paid upon the ordinary shares of the company. R. Gaunt & Sons Ltd., of Farsley, worsted spinners, have a somewhat similar scheme,

\* Mr. George Thomson, J.P., Huddersfield.

the minimum interest being  $3\frac{1}{2}$  per cent. D. Ballantyne & Co., woollen manufacturers, of Peebles, established a scheme of profit-sharing in 1892, under which over 700 of their more than 800 employees participate. A fixed (but undeclared) proportion of the profits is divided among the employees who have completed the year with the firm, the amount received by each worker being proportionate to his wages. Half is credited to the worker in the Provident Fund at 4 per cent. interest, the other half may be paid into the Provident Fund or deposited with the firm at 4 per cent. (and withdrawable on conditions) or received in cash.

Other firms practising a measure of profit-sharing in connection with the woollen and worsted industries are Butt, Vosper and Knight, woollen merchants, of Plymouth, and George Anderton & Co. Ltd., worsted spinners, of Cleckheaton.

Of schemes in other industries, that of the South Metropolitan Gas Co. begun in 1889, has been signally successful; nearly 6,000 employees are interested and they own about £400,000 worth of shares and deposits. Thirty-two other Gas Companies have followed suit, so that the major part of the gas companies of Great Britain, with an aggregate capital of over £50,000,000 are now practising profit-sharing; and even municipalities have begun to do the same.

Let no one imagine that the course of the profit-sharer is all smooth sailing. The man who strikes out a new line for himself will always be misunderstood by some. I have

no doubt that, particularly in the early years of my own profit-sharing, self-imagined smart men of the world wavered between two opinions of me, viz., that I was either a lunatic or a humbug. It takes a great deal of driving into some heads that there are finer things to live for than money, and that the narrowest and most selfish line of action is not necessarily even the most lucrative. "There is that scattereth and yet increaseth, and there is that withholdeth more than is meet but it tendeth to poverty."

But some one asks, is not the Government Report on Profit-sharing and Labour Co-partnership, just issued, discouraging? The record begins with the year 1829, and out of 299 known schemes, only 133 have survived. But what proportion of non-profit-sharing private firms and public limited companies have for one reason or another disappeared during that period? Considering the number of businesses that fail, become bankrupt, cease or change hands on the death of the owners or owing to changed conditions of trade, the wonder is that so large a percentage of profit-sharers survive.

Broadly speaking, profit-sharing is comparatively new, and in many cases at an experimental stage. It would be a wonder if no mistakes were made, such, for example, as that which wrecked the Briggs' colliery scheme, the owners insisting first upon 10 per cent. and later upon 15 per cent. as the net income to capital before labour took a share. In the attempt to perfect the locomotive, hundreds, thousands of experiments have been necessary. What would you say if

a man declared the locomotive was a failure because many forms of experiment have been failures ?

I am often asked, what about loss-sharing? The man who cannot see that wages and salaries must be paid first, before any profits can be talked of, had better leave profit-sharing alone. For the years 1897 and 1898 our firm had no profits to divide. We did not of course expect the workers to return any part of their wages. On the other hand no word of reproach reached us that there was no profit to share.

Again, employers object that they do not wish to publish their balance sheets. They need not do so. We do not. In the case of private limited liability companies like my own firm, the Companies Act of 1907 does not require the publication of a balance sheet where all the shareholders beyond fifty work for the company. Under the Limited Partnerships Act of the same year, also, a body of workpeople can be made partners in a business without the private character of the firm being in any way affected. "But," says some one, "you have to publish your dividend." Yes, we do that, and this was my greatest objection at first. Actually, I have found it no drawback. I do not expect to make so much profit as to be made ashamed by the public knowing it, and I contend that no firm ought to trade in such a precarious condition that its credit would be destroyed if it were known to have a bad year. It has become the custom for even private banks to publish their balance sheets,

and some day it may be the law that every trader should publish his balance sheet. Meantime, unless a profit-sharing company has above fifty outside shareholders, it need not publish its balance sheet.

Another fear is that profit-sharing necessarily means giving the workers the control of the business and that they will not be content without that. This fear need deter no employer from adopting the practice. Every share we give bears the conditions of its issue printed on the certificate, thus preventing any misunderstanding or complaint. But we have (as every sensible manufacturer or owner of a large business has) the spirit of co-operation in control, that is, consultation is frequent with foremen and the rank and file. Some profit-sharing firms have a works' council, a good plan which I hope to adopt in our business sooner or later. Employers do not give up their common-sense or their rights because they become profit-sharers or set up labour co-partnership. There is no need that they should be taken advantage of because they give away a share of their profits. A clerical friend of mine was called to his door to dismiss a persistent hawker of combs. He explained to the man that they had all the combs they wanted, and bade him good morning, only to be scornfully up-braided! "You call yourself a Christian and won't buy a comb!" Some people similarly think a profit-sharer easy game for any imposition, and express astonishment when they discover their mistake, as if to say, "You a profit-sharer and won't be trodden on!"



A practical question is how to give workers a share in the business if more capital is not wanted. It should be a condition that employee-shareholders on leaving should, if required, sell out, as also should the representatives of deceased employees, and, if required, workers as they get older should gradually part with their holdings for cash. In these ways the capital will be circulated, the company arranging for the transfer of shares so set free to workers entitled to bonus. If the workers' share of profits exceed and continue to exceed the available shares, a subsidiary company may be formed in which to invest the workers' share of profits, for example, a building society, or, finally, the bonus may be paid in cash.

The greatest curse of industry to-day is mutual distrust, and anything that will help to remove it should be heartily welcomed. I believe that if the workers were allowed to know more of the results of their employers' trading and especially if they had a share of the profits when made, they would often be more considerate. Every wise employer studies to make his workers' interests and duties pull one way. That is the object of profit-sharing. It is founded on sympathy plus common-sense. Of course, carping critics will always find fault. If you give anything, some will say you ought to give all. Others will sneer at what you do and say, "You are a fool for your pains." But the captains of industry have the matter in their own hands, and it does not take a long experience of the world to learn to take no notice of the carpers. They never do any

good. Grumblers are generally idlers and carpers are generally asses. It is for those of us who are responsible, to devise what we believe to be right, and, having done that, go full steam ahead. Whatever motive one may have for being in business, if one adopts a scheme of profit-sharing as well, it doubles one's interest in the business and diminishes the difficulty. I can truly say I never had such zest in my business or felt it so thoroughly worth living for as since I adopted profit-sharing and labour co-partnership. I think other profit-sharers will tell you the same.

The scheme is not a cure-all, but it is an immense step forward in solving the great problem of the reconciliation of Capital and Labour. To those who, notwithstanding the common-sense basis and the proved success of profit-sharing and labour co-partnership, will have none of them, I say, "What better thing have you to offer in their place?" Few, indeed, would now propose a return to the days of industrial anarchy when there were no laws for the protection of the weak. Few also, I imagine, of those whose opinion is worth considering, are ready to take an immediate plunge into that universal collectivism for which even its more sober advocates admit we are not prepared! I submit to you that a well-thought out scheme of profit-sharing and labour co-partnership is the safe, sensible and reasonable middle course between those two extremes. I agree with the late Professor Flint, who said: "The capitalists of this country could, if they would only gird themselves up to the

“ task, do greater things for our labouring  
“ classes than any absolute ruler can for  
“ those of his Empire. No class of men is  
“ called to a nobler mission than the capital-  
“ ists of Great Britain. It is their interest  
“ as well as their duty to listen to the  
“ call!”

## **NOTICE**

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*Dividend Warrants will be posted in due course to the registered addresses of shareholders. Change of address, if any, should be notified without delay on receipt of this.*

**BALANCE SHEET**  
AND  
**PROFIT AND LOSS ACCOUNT**  
WITH  
**DIRECTORS' REPORT**

OF THE

**Sholapoor Spinning & Weaving Company,  
LIMITED,**

TO BE LAID BEFORE THE

**FORTY-FOURTH ORDINARY GENERAL MEETING OF THE SHAREHOLDERS**

TO BE HELD ON

*Thursday, the 24th July 1919.*

**Board of Directors :**

NAROTTAM MORARJEE, Esq., (*Ex-officio*).  
RATANSI DHARAMSI MORARJI, Esq., *Ag. Chairman*.  
RAO BAHADUR GAUTAM MOTICHAND SHAH.  
THE HON'BLE MR. LALLUBHAI SAMALDAS, C. I. E.  
TRIKAMDAS DHARAMSI MORARJI, Esq.

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**Agents :**

Messrs. MORARJEE GOCULDAS & Co.

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**Auditors :**

KRISHNANATH A. KIRTIKAR, Esq.  
Messrs. K. S. AIYAR & Co. .

# The Sholapoor Spinning & Weaving Co., LIMITED;

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## NOTICE

is hereby given that the FORTY-FOURTH ORDINARY GENERAL MEETING of the Shareholders of the Company will be held at the Registered Office of the Company, Tamarind Lane, Fort, Bombay, on **Thursday, the 24th July 1919, at 1-15 P. M. (Standard Time)**, for the transaction of the following business : —

- 1st. To adopt the Directors' Report and Audited Statements of Account for the fifteen months ended 31st March 1919.
- 2nd. To declare a Dividend.
- 3rd. To confirm the subscription of Rs. 1,000 to the New Seamen's Institute.
- 4th. To confirm the appointments of Sir Vithaldas Damodar Thackersey, Kt., the Hon'ble Mr. Lallubhai Samaldas, C. I. E., and Mr. Trikamdas Dharamsi Morarji, as Directors of the Company.
- 5th. To elect two Directors in place of those who retire by rotation but are eligible for re-election.
- 6th. To confirm the extra remuneration to be paid to the auditors for the extra work of audit and double stock-taking in connection with the Company's accounts under report.
- 7th. To appoint Auditors for the current year and to fix their remuneration.

The Transfer Books of the Company will be closed from **Saturday, the 26th July 1919, to Friday, the 15th August 1919, both days inclusive.**

By order of the Board of Directors,  
MORARJEE GOCULDAS & Co.,

*Agents.*

*Bombay, 15th July 1919.*

# AUDITORS' STOCK REPORT.

*Bombay, 14th July 1919.*

To

MESSRS. MORARJEE GOCULDAS & Co.,

AGENTS,

*The Sholapoor S. & W. Co., Ltd.,*

*Bombay.*

DEAR SIRS,

As desired in your letter dated 22nd March 1919, we have the honour to state that we went to the Company's Mill at Sholapoor on 1st April 1919 to check the stock on hand at the Mill.

We carefully examined the stock of cotton, cloth, yarn, cotton and yarn waste, stores, etc., at the Mill. Several items of which were counted and weighed and found to tally with the entries in the inventories of stocks and stores as on 31st March 1919.

We have also examined the cash and investments as on 31st March 1919, and found the same to be correct.

We have the pleasure to add that we were afforded every facility by the Company's staff in connection with our audit.

Yours faithfully,

KRISHNANATH A. KIRTIKAR,

K. S. AIYAR & Co.,

*Auditors.*

# The Sholapoor Spinning & Weaving Company, LIMITED.

## Forty-fourth Annual Report for the fifteen months ended 31st March 1919.

GENTLEMEN,

1. Your Directors have the pleasure to submit to you their report on the operations of the Company together with the Audited Statements of Account for the fifteen months ended 31st March 1919. With a view to taking advantage of the facility given by the Government for the purpose of a fair assessment of Excess Profits Duty, your Directors deemed it advisable to extend the period of the Company's Accounts from 31st December 1913 to 31st March 1919. They request you will confirm the arrangements.

2. It will be seen from the Balance Sheet that the net profit for the above period amounts to Rs. 17,21,089-9-7 including Rs. 92,972-11-8 brought forward from last year's accounts. Deducting therefrom the sum of Rs. 3,20,000 paid as an *ad-interim* Dividend at the rate of Rs. 400 per Share for the six months ended 30th June 1918 there remains the sum of Rs. 14,01,089-9-7 from which your Directors have set aside the following sums :—

Reserve Fund	..	..	...	...	...	Rs.	1,63,000	0	0
Deterioration of Machinery Fund	...	...	...	...	...	"	3,25,000	0	0
"    "    Buildings	"	...	...	...	...	"	75,000	0	0
Workmen's Amelioration	"	...	...	...	...	"	10,000	0	0
Library and Recreation	"	...	...	...	...	"	10,000	0	0
Dispensary and Hospital Building Fund	...	...	...	...	...	"	25,000	0	0
Provident Fund	...	...	...	...	...	"	18,000	0	0
Income Tax Fund	...	...	...	...	...	"	2,00,000	0	0
<b>Total Rs.</b>							<b>8,26,000</b>	<b>0</b>	<b>0</b>



From the available balance of Rs. 5,75,089-9-7 your Directors recommend appropriation as under :—

Dividend for the nine months ended 31st March 1919	
@ Rs. 250 per whole and Rs. 125 per half share, free of Income Tax, making for the fifteen months Rs. 650 or equal to 52 per cent. per annum ... ..	Rs. 2,00,000 0 0
Bonus to the Employees of the Company. ... ..	40,000 0 0
Balance to be carried forward to next year's accounts ... ..	3,35,089 9 7
	Total Rs. ... 5,75,089 9 7

3. Your Directors beg to bring to your notice that during the period under report the Company subscribed Rs. 4,00,000 to the Second Indian War Loan.

4. Subject to your confirmation Rs. 1,000 have been subscribed to the New Seamen's Institute.

5. Your Directors regret to inform you that Mr. Mulraj Khatau resigned his seat at the Board owing to ill-health.

6. Sir Vithaldas Damodar Thackersey, Kt., was invited to join the Board in August 1918. You will have to confirm his nomination.

7. Both Sir Vithaldas Damodar Thackersey and Mr. T. R. N. Cama have vacated their seats on the Board owing to their prolonged absence from Bombay and the Hon'ble Mr. Lalubhai Samaldas, C. I. E., and Mr. Trkamdas Dharamsi Morarji have been invited to join the Board. You will have to confirm these nominations.

8. The Old and New Mill and their contents, including stock, etc., have been insured at date for Rs. 2,20,99,450 and the Company's Profits and Standing Charges for Rs. 24,00,000 and Rs. 12,41,000, respectively, for 24 months' benefit.

9. Two of your Directors, Rao Bahadur Gautam Motichand Shah and the Hon'ble Mr. Lallubhai Samaldas, C. I. E., retire by rotation, but are eligible for re-election.

10. Owing to the extra work of audit and double stock-taking in consequence of the accounts having been extended to 31st March 1919, as already observed, your Directors have resolved to pay to the auditors, subject to your confirmation, extra remuneration beyond that resolved at your last Ordinary General Meeting. You will have to confirm the additional audit allowance.

11. You have to appoint auditors for the current year and to fix their remuneration.

RATANSI D. MORARJI,

*Ag. Chairman.*

LALLUBHAI SAMALDAS,  
TRIKAMDAS D. MORARJI, }

*Directors.*

*Bombay, 15th July 1919.*

# The Sholapoor Spinning

## BALANCE SHEET AS AT

### CAPITAL & LIABILITIES.

Authorised & Issued Capital :—	Rs.	a.	p.	Rs.	a.	p.
800 Shares of Rs. 1,000 each ... ..	.....	..	.	8,00,000	0	0
<b>Subscribed &amp; Paid-up Capital :—</b>						
800 Shares of Rs. 1,000 each ... ..	.....	...	...	8,00,000	0	0
<b>Funds :—</b>						
Reserve Fund ... ..	27,12,000	0	0			
" Dividend Fund ... ..	3,15,864	1	6			
Fire Insurance Fund ... ..	2,11,849	10	9			
Deterioration of Machinery Fund ... ..	11,95,204	11	6			
"    " Buildings Fund ... ..	3,18,705	11	0			
Renewals of Buildings and Godowns Fund.	5,08,000	0	0			
Repairs and Extensions to Chawls Fund ...	1,00,000	0	0			
Extension of Tanks and Improvement of						
Water Supply Fund ... ..	50,000	0	0			
Provident Fund ... ..	46,365	11	11			
Workmen's amelioration Fund ... ..	5,107	13	9			
Library and Recreation Fund ... ..	12,420	10	10			
Operatives' Grain Account... ..	30,000	0	0			
Cooperative Credit Society Building Fund...	15,000	0	0			
Dispensary and Hospital Building Fund ...	25,000	0	0			
Sgregation Buildings Fund ... ..	5,000	0	0			
Technical School Fund ... ..	25,000	0	0			
Provision for Bad and Doubtful Debts ...	96,910	4	5			
Other Reserves ... ..	2,71,021	10	0			
				59,43,450	5	8
<b>Debts and Liabilities :—</b>						
Cash Credit from the National Bank of						
India, Limited ... ..	12,50,000	0	0			
Deposits ... ..	94,01,872	15	1			
Unclaimed Dividends ... ..	55,112	8	0			
Hon'ble Morarjee Goculdas, C. L. E.,						
Memorial Fund ... ..	9,260	7	3			
For goods supplied ... ..	1,21,603	11	0			
" Expenses ... ..	1,87,523	8	9			
Other than above ... ..	44,782	0	4			
				1,10,70,155	2	5
Carried forward...	...	...	...	1,78,13,605	8	1



	Rs.	a.	p.	Rs.	a.	p.
Brought over...	...	...	...	1,78,13,605	8	1
<b>Profit &amp; Loss Account :—</b>						
Balance as per last year's Balance Sheet ...	21,05,724	0	4			
Less, appropriations ... ..	20,12,751	4	8			
Balance brought forward ... ..	92,972	11	8			
Profits since last Balance Sheet ... ..	16,28,116	13	11			
	17,21,089	9	7			
Less, <i>ad-interim</i> Dividend on 800 Shares @ Rs. 400 per Share ... ..	8,20,000	0	0			
Balance available ... ..	...	...	...	14,01,089	9	7
Total Rupees...	...	...	...	1,92,14,695	1	8

### Auditors' Report.

We have examined the books, accounts and vouchers of the Company, and obtained all the information and explanations we have required, and we beg to report that the above Balance Sheet exhibits a true and correct view of the state of the Company's affairs according to the best of our information and the explanations given to us and as shown by the books of the Company and the certified returns from the Company's Mill at Sholapoor and that it is, in our opinion, drawn up in conformity with the Law.

K. S. AIYAR & Co.,

**AUDITORS.**

KRISHNANATH A. KIRTIKAR,

Bombay, 14th July 1919.

	Rs.	a.	p.	Rs.	a.	p.
Brought over...				73,60,503	11	0
<b>Stores &amp; Spare Gear :—</b>						
Cotton at market rate ... ..	24,64,458	3	6			
Coal and Stores under market rates ...	13,87,656	3	6			
				38,52,114	7	0
<b>Stock in Trade :—</b>						
Yarn & piece-goods under market rates ...	23,64,536	14	0			
Yarn Cloth in process " " "	3,75,499	4	3			
Yarn and Cotton Waste " " "	2,08,853	3	0			
				34,48,889	5	3
<b>Book Debts :—</b>						
Considered good ... ..	11,21,950	6	11			
Due by Directors and other Officers of the Company ... ..	Nil.	...	...			
				11,21,950	6	11
<b>Advances :—</b>						
Against cotton and other goods ordered ...	93,527	0	0			
Unexpired Insurance ... ..	52,711	8				
				1,46,238	8	0
<b>Investments :—</b>						
10,295 Shares of the British-Burma Petroleum Co., Ltd, at cost ... ..	76,909	0	1			
5½ % War Bonds (1920) @ cost ... ..	10,100	0	0			
Debentures and shares of the Rangoon Oil Co., Ltd., @ cost ... ..	31,545	0	0			
				1,18,554	0	1
<b>Interest accrued on Investments</b>				2,884	13	0
<b>Cash and other Balances :—</b>						
Amount in hand ... ..	102	9	10			
With Banks in Current Account ... ..	8,63,457	4	7			
" " as short period Fixed Deposits	23,00,000	0	0			
				31,63,559	14	5
Total Rupees...	...	...	...	1,92,14,695	1	8

MORESHWAR HARISCHANDRA PATHARE, *Accountant.*

MORARJEE GOCULDAS & Co., *Agents,*

The above Balance Sheet, to the best of our belief, contains a true account of the Capital & Liabilities and of the Property & Assets of the Company.

RATANSI D. MORARJI,

*Ag. Chairman.*

LALLUBHAI SAMALDAS }  
 TRIKAMDAS D. MORARJI } *Directors.*

# The Sholapoor Spinning

## Dr. ABSTRACT OF PROFIT & LOSS ACCOUNT

	Rs.	a.	p.
To Cotton Account ... ..	1,10,08,789	15	6
„ Stores Account ... ..	19,62,508	14	3
„ Coal and Fire-wood Account ... ..	5,08,542	9	10
„ Mill and Office Establishment Account ... ..	14,59,970	10	11
„ Cheap Grain Supplied to Mill-hands ... ..	1,93,640	7	11
„ Interest Account ... ..	5,85,543	13	7
„ Commission Account ... ..	1,54,705	13	3
„ Exchange Account ... ..	2,654	8	7
„ Fire Insurance Charges Account ... ..	1,89,866	14	8
„ Directors' and Auditors' Fees Account ... ..	3,720	0	0
„ Stationery, Printing and Advertisement Charges Account ... ..	26,019	1	10
„ Excise Duty Account ... ..	3,66,489	5	8
„ Mukadam Charges Account ... ..	12,066	6	3
„ Charges Account ... ..	1,51,124	9	7
„ Land and Water Taxes Account ... ..	44,093	14	5
„ War Bonds Account ... ..	4,819	7	11
„ Waste Account, ... ..	14,496	5	2
„ Donation to New Seamen's Institute ... ..	1,000	0	0
Net Profit ... ..	1,66,85,052	15	4
	16,28,116	13	11
Total Rupees .	1,83,13,169	13	3

Examined and found correct,

K. S. AIYAR & Co.,

KRISHNANATH A. KIRTIKAR

AUDITORS.

Bombay, 14th July 1919.

# & Weaving Company, Limited.

FOR FIFTEEN MONTHS ENDED 31ST MARCH 1919. *Cr.*

	Rs.	a.	p.
By Twist Account ... ..	42,07,410	13	4
„ Piece-goods Account ... ..	1,40,87,633	3	4
„ Gunny Bags Account ... ..	1,918	12	0
„ Sundry Receipts Account ... ..	6,825	12	6
„ Transfer Fees Account ... ..	72	0	0
„ Profit on British Burma Petroleum Co.'s Shares ... ..	9,309	4	1
Total Rupees .	1,83,13,169	13	3

MORESHWAR HABISCHANDRA PATHARE, *Accountant*

MORARJEE GOCULDAS & Co, *Agents.*

The above Abstract of Profit & Loss Account, to the best of our belief, contains a true account of the Income and Expenditure of the Company.

RATANSI D MORARJI, *Ag. Chairman,*

LALLUBHAI SAMALDAS,  
TRIKAMDAS D MORARJI, } *Directors*



## જાહેર ખુબર.



કંપનીમાં નોંધાયેલાં સરનામાં પ્રમાણે શેરહોલ્ડરોનાં  
નામપર ડીવીડન્ડ વારન્ટ રપાલ મારફત વેળાસર મોકલવામાં  
આવશે, માટે પોતાનાં સરનામામાં કશો ફેરફાર હોય તે  
એકદમ લખી મોકલવું.

‘ପ୍ରାଚୀନ ପ୍ରାଚୀନ’ ମଧ୍ୟରେ ‘କୁ’ ଯୁକ୍ତି  
‘ବିଶ୍ୱାସ’ ଏହି ନୀତିଗୁଡ଼ିକ ଠାରେ  
‘ପ୍ରାଚୀନ’

‘ପ୍ରାଚୀନ ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘ପ୍ରାଚୀନ’

‘ଉଦାହରଣ ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘ମ’ ନୀତି ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘କ୍ରିୟା ଓ ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘ଉଦାହରଣ ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
( ‘ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି ) ‘ଉଦାହରଣ ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି



‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି

ଯେଉଁ ନୀତିରେ ଉଦାହରଣ ଯୁକ୍ତି ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି ଓ ଉଦାହରଣ ଯୁକ୍ତି ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି



‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି  
‘ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି ଓ ଉଦାହରଣ ଯୁକ୍ତି  
‘କ୍ରିୟା ପ୍ରାଚୀନ’ରେ ଉଦାହରଣ ଯୁକ୍ତି







ශ්‍රී ආබ්බාහිත

ආබ්බාහිත දේශනාටු ආචාර්ය දාසයන් ශ්‍රී ආබ්බාහිතයේ ආදර්ශ දාසයන් වෙතින් ප්‍රකාශ කරන ලද පොතකි. එහි දී ආබ්බාහිතයේ මූලාරම්භය සහ එහි ව්‍යුත්පන්නයන් පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. මෙය ආබ්බාහිතයේ ඉතිහාසය පිළිබඳව අතිශයින්ම වටිනාකමක් සහිත පොතකි.

ශ්‍රී ආබ්බාහිත ආබ්බාහිත දේශනාටු ආචාර්ය දාසයන් විසින් ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. මෙය ආබ්බාහිතයේ ඉතිහාසය පිළිබඳව අතිශයින්ම වටිනාකමක් සහිත පොතකි.

ශ්‍රී ආබ්බාහිත ආබ්බාහිත දේශනාටු ආචාර්ය දාසයන් විසින් ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. මෙය ආබ්බාහිතයේ ඉතිහාසය පිළිබඳව අතිශයින්ම වටිනාකමක් සහිත පොතකි.

ශ්‍රී ආබ්බාහිත 0-0-000'6 ගිණුම

දැනට ඇති පොතකි. මෙය ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත.

ශ්‍රී ආබ්බාහිත (000'00'2 ගිණුම) පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. මෙය ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත.

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0 2 270'66'6 ගිණුම

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0 2 270'66'6 " ... ... ... ... මෙය  
 මෙය ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. (1c)

0 0 000'02 " ... ... " සංස්කෘත " ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. (1d)

0 0 000'00'2 ගිණුම ... ... විස්තරයෙන් සඳහන් කර ඇත. මෙය ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත. (1e)

—: ශ්‍රී ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත.

මෙය ආබ්බාහිතයේ මූලාරම්භය පිළිබඳව විස්තරයෙන් සඳහන් කර ඇත.

୨୬୨୬ ମାଧ୍ୟମି ପ୍ର. ୫୭ ୦୩ 'ମନ'.

'ହେମବ୍ର' { 'ଘଡ଼ିଆଲ୍ 'ରୁ ସାଧନକ୍ରମ  
 'ସାଧନମାନେ ମାଧ୍ୟମିକ  
 'ଘଡ଼ିଆଲ୍ 'ରୁ ପ୍ରମାଣ

ଉ ମାଧ୍ୟମିକ ପ୍ରମାଣ କରାଯାଏ

ମିତ୍ର ଦ୍ୱାରା ଉ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦ୍ୱାରା ଦିଆ ହେବାର ହାଲ '୭

'ଉ ମାଧ୍ୟମିକ ପ୍ରମାଣ କରାଯାଏ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ  
 ମାଧ୍ୟମିକ ଦ୍ୱାରା ଉ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ

ଉ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ

ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ

ଉ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ

(୦୦୦'୧୫'୨୬ 'ରୁ ମାଧ୍ୟମିକ (୦୦୦'୦୦'୫୨ 'ରୁ ମାଧ୍ୟମିକ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ  
 ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ ମାଧ୍ୟମିକ ଦାୟିତ୍ୱାଳୁ

# ધી શોલાપુર સ્પીનીંગ એન્ડ

તા ૦ ૩૧ મી માર્ચ

## મીલકત તથા લેહુણું.

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ઉપલાં સરવૈયાંમાં કંપનીની થાપણુ તથા દેવાંનો અને મીલકત તથા લેહેણાંનો જે હીસાબ દેખાડવામાં આવ્યો છે તે અમારી પુરતી સમજ પ્રમાણે બરાબર છે.

રતનસી ધ. મોરારજી,  
લટલુભાઈ શામળદાસ,  
ત્રીકમદાસ ધ. મોરારજી,

એક્ટીંગ ચેરમેન  
} હરિકેટરા.

## ધી શોલાપુર સ્પીનીંગ એન્ડ

જાએ.

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કીશનનાથ એ. કીર્તીકર,  
કે. એસ. આચરની કું.,

} હીસાબ તપાસનારા.

મુંબઈ, તાં ૧૪ મી જુલાઈ ૧૯૧૯.

# વીવાગ કંપની, લીમાટેડ.

થયલાં પંદર માસના નફા-તોટાના હીસાબનો સાર.

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મોરેથર હરિશ્વંદ્ર પાઠારે, એકાઉન્ટન્ટ.

મોરારજી ગાકલદાસની કુંઠો, એગ્રો.

ઉપલા નફા-તોટાના હીસાબના સારમાં કંપનીની પેદાશ તથા ખર્ચનો જે હીસાબ દેખાડ્યો છે તે અમારી પુરતી સમજ પ્રમાણે ખરો છે.

રતનસી ધ. મોરારજી, એક્ટીંગ ચેરમેન  
 લલ્લુભાઈ શામળદાસ, } ડિરેક્ટરો.  
 ત્રીકમદાસ ધ. મોરારજી, }

**THE**  
**INDIAN ECONOMIC SOCIETY,**  
**/ BOMBAY.**

**First Annual Report**

**1916.**

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**OFFICE :—**

**Servants of India Society's Home,**  
**GIRGAUM, BOMBAY.**

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**1917.**

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Certified Accountant.

# THE INDIAN ECONOMIC SOCIETY, BOMBAY.

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## FIRST ANNUAL REPORT.

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*(For the year beginning with 1st of January 1916  
and ending with 31st of December 1916.)*

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At a representative meeting of the citizens of Bombay, held at the Servants of India Society's Home, Bombay, on 27th November 1915, this Society was formally established under the name of "The Indian Economic Bureau". But when the General Body met, on 11th February 1916, to consider the Rules and Regulations drafted by a Committee appointed for the purpose, they unanimously adopted the present name viz. "The Indian Economic Society". The aims and objects of the Society are set forth in detail in a statement which was issued to the Press and which runs as follows :—

"It has been observed by many critics of Indian thought and life that the traditional partiality of Indians for things spiritual has made them think rather indifferently of many aspects of national well-being, which have been wrongly regarded as of inferior importance on the ground that they secure only the material regeneration of the country, as contrasted with its spiritual welfare. As a consequence of this habit of thinking, very scanty attention has so far been accorded to the study of the conditions on which the material welfare of the country depends. Thought has hitherto been more or less stagnant in such departments of inquiry, with the result that India which was once

proverbially rich has now come to be one of the poorest countries in the world. It is obvious that unless the Indian people wake up and bestir themselves to find out the root-causes of their dismal poverty, India is likely ever to remain so. It is, however, an encouraging feature of the present times that the angle of vision both of the people and of the Indian Government is undergoing a gradual change and things contributing to the 'mundane' prosperity of the country are no longer regarded as unworthy of the thought and attention of Indian patriots; nay, it has now been conceded as axiomatic that a fair measure of material prosperity is a *sine qua non* of national progress.

As a product of such changing views the *Indian Economic Society* has been established in Bombay with the object of affording facilities for an accurate and scientific study of Economics, of the nature of economic development, and of the forces and conditions which, in the peculiar circumstances of India, will constitute a fostering environment in that behalf. The Society also aims at the formation and dissemination of correct economic ideas, utilizing for the purpose, in a thoroughly practical manner, all the information already available, and will also devise means for collecting first-hand information regarding the industries and commerce of the country with a view to the removal of difficulties in the way of their promotion and development.

There is no doubt that the science of Economics is yet in its infancy even in Europe. It is much more so in India. Notwithstanding the same, as a science, the subject needs to be studied carefully, before right theories can be effectively promulgated about the economic condition or development of the country. One sometimes hears it said that we in India have had enough of theory, and that what is wanted at present is practical work. Such a remark, whatever its value may be in the case of questions other

than economic, is hardly correct when applied to Economics, which, as said above, has hitherto been one of the most neglected subjects of study in India. It is, no doubt, true that the Indian Universities have lately begun to stimulate its study by founding chairs of Economics, but the attempt is recent and it will be long before it can be said that adequate attention is being paid to that subject in India. Even in a city like Bombay, the Sydenham College of Commerce and Economics was only recently founded, and though it is doing and is likely to do much good work in the field of its operation, there is no doubt that its work, in spite of its special value, needs to be supplemented.

Economics is pre-eminently a practical subject, and, therefore, the Indian Economic Society will endeavour, among other things, to bring together students of Economics and practical business men, by organizing periodical discussions on economic subjects. Such discussions will, it is expected, from the little experience the Society has already had, lead to very beneficent results. Among other things, they will serve to give the members an opportunity of discussing in the light of practical experience, various subjects affecting the material welfare of the country and to inform and educate public opinion by disseminating the ideas and information gathered in the course of such discussions, by means of pamphlets and leaflets published in English and in the vernaculars.

The Society will also establish and maintain a Bureau of information on economic subjects, which will consist, *inter alia*, of a Library and, if possible, a small Museum containing specimens of raw materials and finished products. The Library will include books, periodicals and official publications relating to the finance, industries and trade of India and of other countries.

The Society also hopes to give due attention to what may be called "Applied Economics". India, it will be

conceded, has largely suffered owing to the application of Western theories without proper discrimination. Though Western theories are not always inapplicable to India, Indian conditions being peculiar, they will have to be applied with care and with all the necessary modifications, due regard being had to the special merits of questions under consideration. Theories imported wholesale without consideration of the political and social condition of the people and of the stage of development of the country, are likely to do more harm than good. The Society will, therefore, bestow the utmost care and thought on questions that fall within the scope of its deliberations before suggesting any measures for improvement.

The Society does not for the present intend to start a Journal of its own, though it may be desirable and necessary to do so later on. It will, however, seek the co-operation of other associations working in the same field of inquiry. It has been thought desirable that the membership and the work of the Society should not be limited to any one part of India, though it is believed that, from the nature of things, the Society will find it easier to accord a fuller measure of attention to questions and conditions affecting the Bombay Presidency.

The task that the Society has set before itself is by no means easy and its success will depend upon the sympathy and co-operation of its members as well as that of the public and the Government. The Society, therefore, appeals to the people of this presidency and of other provinces, who have the economic development of the country at heart, to help it in its work either by assisting it with donations or by joining it and participating in its activities.

### **1. Periodical Discussions on Economic Subjects.**

The first step taken by the Society was to arrange periodical discussions on economic subjects. After the

adoption of Rules, only ten months of the year under report were available during which discussions on the following five subjects were held:—

1. *Indian Financial Administration*  
(initiated by Prof. N. M. Muzumdar, B. A.,  
E. Sc. (Econ.) (London), Bat-at-Law.)
2. *India's Trade After the War.*  
(initiated by Prof. V. G. Kale, M. A.,  
Fergusson College, Poona.)
3. *The State in relation to Indian Industries.*  
(initiated by Mr. C. S. Deole, B. A., Member,  
Servants of India Society, Bombay).
4. *Chemical Industries in Germany.*  
(initiated by Dr. S. M. Sane, B. Sc., B. A.,  
(Allahabad), Ph. D. (Berlin).
5. *State Vs. Company Management of Railways.*  
(initiated by Mr. J. K. Mehta, M. A.,  
Secretary, Indian Merchants' Chamber and  
Bureau.

Though only five discussions were arranged, still the meetings held, were eight in all as the first discussion was adjourned twice and the third once. Every time about five to six speakers took part and on the whole, the discussions proved to be very interesting and instructive. These discussions are serving one very great useful purpose. They are helping to popularize subjects which have hitherto been a sealed book to many.

## II. Library.

The work next undertaken by the society was the formation of an Economic Library. A Library containing books on all the most important Economic subjects was a great desideratum which the Society has tried to supply in its own humble way. During the year under report the

Society spent Rs. 1,598-2-9 on the Library which now contains (400) Volumes arranged under the following heads :—

- (a) General Economics and History of Economics.
- (b) Indian Economics.
- (c) General Politics.
- (d) Indian Politics.
- (e) Money, Banking, Credit and Currency.
- (f) Trade, Commerce, Industry and Tariff.
- (g) Finance.
- (h) Railways.
- (i) Land Problems.
- (j) Reference Books.
- (k) Statistics and Sociology.
- (l) Miscellaneous.
- (m) Pamphlets.
- (n) Parliamentary Publications.
- (o) Periodical Publications of the Govt. of India.
- (p) Periodical Publications of the Provincial Governments.
- (q) Important Economic and other departmental Publications of the Government of India.
- (r) Annual Statistical Abstracts and other Publications of Foreign Countries.
- (s) Reports of different Institutions.
- (t) Magazines.

The selection of books has very carefully been made by the Library Committee consisting of Prof. N. M. Muzumdar, Prof. M. L. Tannau & Mr. C. S. Deole and the best

thanks of the Managing Committee are due to these gentlemen. The Library has been largely availed of, by the of the Members Society and especially by the M. A. students and the students of the Sydenham College of Commerce and Economics. In all 250 volumes were issued during the year.

The Tribune of Lahore and the Young India of Bombay are received free of cost for which the Committee offer their sincere thanks to the proprietors of these newspapers. The Society subscribes to the following journals :—

1. The Economist ( London ).
2. „ Statist ( London ).
3. „ Capital ( Calcutta ).
4. „ Commerce ( Calcutta ).
5. „ Wealth of India ( Madras ).
6. „ Economic Journal ( London ).  
( Journal of the Royal Economic Society ).
7. The Indian Journal of Economics (Allahabad).
8. The Journal of the Royal Statistical Society (London).
9. The Bengal Economic Journal (Calcutta).
10. The Mysore Economic Journal (Bangalore).
11. Indian Industries and Power. (Bombay).

### III. Publications.

To facilitate the study of Economic questions, the Society has decided to publish pamphlets on different subjects. Hitherto it has published two, one on the “Indian Financial Administration” by N. M. Muzumdar Esq., B. A., B. Sc. (Econ.) ( London ). and the other on “The State in relation to Indian Industries” by C. S. Deole, Esq., B. A., member, Servants of India Society. The third on “Indian Banking Problems” by N. K. Joshi Esq. B. A., F. L. A. A., will soon be published.



#### **IV. Questions suggested to the Indian Industrial Commission.**

In reply to a circular letter, No. 6536, dated 1st July 1916, of the Government of Bombay, asking for replies to certain questions, the Society submitted the following suggestions for the consideration of Sir Thomas Holland, the President of the Indian Industrial Commission, who was then to visit Bombay:—

(1). Well-equipped Technological Institutes should be established in the different provinces for the purpose of imparting information and instruction in the technique of the various industries of the Country. Industrial schools should also be established widely in every important town or centre of industry. Committees consisting of the representatives of the important industries of the country and experts, should be established to guide the working of these institutes.

(2). Experimental factories run on business lines should be started by Government at different centres in the country, in order to stimulate the development of new industries by giving demonstration and information about the requirements, actual working, and possibilities of such industries.

(3). An all-India Economic Survey should be undertaken by Government with a view to ascertaining the natural resources of the Country, and systematizing the information available. Such information should, moreover, be made available at moderate cost in the vernaculars of the provinces.

(4). The question of the fiscal policy of the Government of India should be included in the terms of reference of the Commission.

(5). The reserves of the Government of India should be located in India; and these reserves with the balances

should be made available for the development of indigineous Industries, if necessary, through the industrial banks.

(6) In order to remove the shyness of Indian Capital, guarantee of interest, under reasonable conditions, should be given by Government.

(7) The question of Railway Rates should be thoroughly inquired into, the principle of classification examined, and the rates be so adjusted as to meet the requirements and assist the growth of indigineous industries. The question of risk, settlements of claims &c. should also be gone into.

(8). A department of Commerce and Industry should be established in every province under a Secretary to Government assisted by experts, and acting under the directions of an Industrial committee consisting of the representatives of the Industry and Commerce of the province.

(9). The possibilities of the supply of hydro-electric power should be inquired into.

(10). Special attention should be given to the utilization of bye-products, and the promotion of chemical industries.

(11). Industrial museums and technical libraries should be established as widely as possible.

(12). Colleges of Commerce, like the Sydenham College of Commerce and Economics, Bombay, should be established in the different provinces, and run on broader basis, such as that of the London School of Economics.

13. No Patents, Designs &c. should be registered in India unless they are to be worked within India.

14. Particular attention should be paid to the development of Ship-building by giving subsidies and other facilities to Shipping Companies using ships built in India.

15. Excise duties levied on articles required for industrial purposes should be refunded.

16. Profits accruing from new industries should be exempted from the income-tax during a certain period.

**V. Information solicited from owners or managers of Indian Industrial concerns, :—**

The circular letter, referred to in the above section, encouraged the Society to collect first hand information for the purpose of preparing a memorandum to be sub-mitted to the Indian Industrial Commission. The object of the Society was to ascertain the difficulties of people engaged in the manufacture of industries and the allied trades. With this object in view they sent round the following questions to 100 different owners or managers of Indian Industrial concerns.

**QUESTIONS :**

(1). What is the name of your concern and when was it started ?

(2). What do you manufacture or deal in ?

(3). What is the present position of your concern, in the matter of (a) ownership, (b) capital, (c) banking accommodation, (d) average annual output (quantity and value), (e) average annual return on capital invested by owners.

(4). Whence do you get your raw material ?

(5). What are the facilities or otherwise in the matter of (1) the quantity, (2) the quality, (3) the regularity of supply and (3) the transport of your raw material ?

(6). Do you stand in need of any help from Government by way of

(1) Expert advice.

(2) Demonstrations.

(3) Financial assistance by way of advances or guarantee of interest.

(4) Bounty.

(5) Road communication.

- (6) Railway communication.
- (7) Provision of sidings.
- (8) Special concession on Railways.
- (9) Exemption from any tax on the Industry ?  
Please state reasons in support of your answer.

(7). What is the condition and what are the requirements of your labour supply, with regard to

- (1) Expert management
- (2) Skilled labour
- (3) Unskilled labour
- (4) Average wages
- (5) Quantity of labour
- (6) Regularity of labour ?

(8). Do you think there is any scope, for,

- (1) The extension of your business
- (2) The utilisation of waste and bye-products ?  
Please state reasons in support of your answer.

(9). Are there any special difficulties that hinder the progress of your industry ?

(10). Is there any new industry which, in your opinion, could be started at your place ? If so, please state the special advantages that might help it.

(11). What is the nature of the demand for your goods ? Is it an artificial and temporary demand, or a normal and regular one ?

(12). From what part of India or the world, does the demand come ?

(13). What steps have you taken to put your goods on the market, and with what results ?

(14). Do you get adequate transport facilities for sending out your goods, by rail, river, canal or sea? If not what reasonable facilities could you suggest?

(15). Are you hampered by any railway rates or freights? If so can you indicate the direction in which they could be readjusted in your particular case;

(16). Does foreign competition affect you? If so, how?

(17). Are there any foreign tariffs against your goods, which hamper the the growth of your industry?

(18). Will the imposition of an import duty on goods imported into this country which compete with yours, help you in any way?

(19). Is there any other information that you would like to offer?

#### VI. Manufacturers' Difficulties.

Of the 100 different concerns to which the questions were sent, only 14 sent replies which will be sifted and collated for preparing a memorandum to be submitted to the Indian Industrial Commission. In general the difficulties of Indian manufacturers may be briefly summarized as follows:—

(1) The Match manufacturers complain of the "difficulties and hindrances" in getting wood. The Forest Department does not help them. In the rainy season their difficulties increase hundredfold.

(2). Sugar Manufacturers suffer for want of permission to make rum as they are unable utilize their waste and bye-products.

(3). Absence of expert advice and excessive Railway rates appear to be the general difficulties of the manufacturers except the Mill-Owners. Such concessions as are allowed, do not materially help the manufacturers, they (concessions) being mostly for large quantities and long distances. Besides, importing centres like Bombay and Calcutta have better concessions than inland places.

(4) Foreign competition has seriously affected the Hosiery department of some of the Mills. Excise duty on cotton goods should be abolished.

(5). Articles required for manufacturing purposes, especially, rectified spirits, should be allowed to come into the country duty-free.

(6). Labour is almost wholly unskilled and its supply uncertain.

(7). Banking accommodation is very scanty.

### **VII. Evidence before the Indian Industrial Commission.**

Two representatives of the Society have been invited by the Indian Industrial Commission to submit evidence before it. Mr. J. B. Petit, President of the Society and Mr. C. S. Deole, one of the Joint Honorary Secretaries, have been deputed by the Managing Committee to give evidence before the Commission when it visits Bombay in November next. A Committee for the purpose of drafting a memorandum have been appointed who have almost finished their work. There is yet time between now and November when the Commission will visit Bombay, and therefore, members are requested to favour the representatives with suggestions, if any, so as to enable them to acquit themselves satisfactorily.

### **VIII. Marathi Class in Economics.**

In order to spread and popularize the knowledge of Economics it has been resolved by the Managing Committee to start Marathi, Gujrathi and English classes to teach a popular course in Economics as soon as gentlemen, able and prepared to undertake the work, become available. At present, only the Marathi class has been started and the work of conducting it has been entrusted to Messrs C. S. Deole, B. A., and M. D. Altekar, M. A.

The class began work on Sunday, the 5th of November 1916, and has, since then, been meeting for an hour, every

Sunday, at 8-30 A. M. (S. T.), at the Servants of India Society's Home, Sandhurst Road, Girgaum, Bombay. Admission to the class is open to all Marathi-knowing people, and in order to test the earnestness of those who join it, a nominal fee of Re. 1/-, per quarter, is charged. The number on the Register has been 38, and the average attendance during the last two months of the year under report, during which the class was held, has been 25 which is very encouraging. Those that avail themselves of the class come from the following classes;—merchants, commission agents college students, clerks, co-operators, jobbers and mill-hands. The class has met with greater success than was expected.

### **IX. Free Supply of Government Publications.**

Supply of Government publications is a great necessity with bodies like this Society, as they are the only principal source of Economic facts available in the country. Without them, the Society cannot hope to do much useful work. At present, the Society buys all such publications, but in the near future they hope to get them free. The application of the Society for the free supply of Government publications is before the Government of Bombay and the Society trusts that it will be considered favourably.

### **X. Membership of the Society.**

The Society started with a membership of 45 only, which, at the end of the year, rose to 173. There are two Patrons, ten Life-members, thirty-one Ordinary Members of class A, twenty-two Ordinary Members of class B and one hundred and eight Ordinary Members of Class C. The total membership, at the end of the year, shows that the institution is becoming popular and if members persevere in their activities, it will become more so in course of time. An institution of the type was badly wanted and the Managing Committee trust that the Society has filled up a gap in the public life of Bombay.

## **XI. General Meetings and Meetings of the Managing Committee.**

*General Meetings* :—Besides the Preliminary Meeting, one general Meeting of the Society was held at which the Constitution and Rules and Regulations of the Society were adopted.

*Managing Committee* :—There were in all eleven meetings of the Managing Committee held during the year.

## **XII. Financial Position:—**

The audited statement of accounts, attached hereto, will, it is gratifying to note, show that the financial position of the Society is satisfactory so far as the year under report is concerned. But this should not lead the members to suppose that the financial position of the Society will also be the same in the current year. The total income of the Society during the year was Rs. 5844-4-0, out of which, such a large sum as Rs. 4150-0-0 was received by way of contributions from Patrons and Life-members, which cannot be expected to be the case in the current year unless the members exert themselves to the utmost. An establishment costing over Rs. 700 a year will have to be maintained and Rs. 1,000/- will have to be spent on the Library to keep it up to date. Besides, some five hundred rupees will be required for research work. While the income of the Society from subscriptions will come to about Rs. 1,400/- only. That means there is likely to be a deficit of Rs. 800 to 900 which cannot be met unless donations and contributions are brought in or the membership of the Society is increased. In any case, the situation is rather difficult and the Managing Committee hope that liberal-minded people will help the Society either by assisting it with donations or becoming its members. With a view to placing the Society on a sound financial basis, a Reserve Fund of the amount of Rs. 3,000/- may be created out of the balance in hand.

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## INDIAN ECONOMIC SOCIETY.

*Income and Expenditure a/c for the 10 months ended 31st December 1916.*

Dr.	EXPENDITURE.				INCOME.			Cr.		
			Rs.	A.	P.		Rs.	A.	P.	
To Printing charges	...	...	175	8	0	By Contributions from Patrons and Life-Members				
„ Postage	...	...	43	13	6	„ Subscription from Members of class A including arrears.	4,150	0	0	
„ Stationery	...	...	16	15	3	„ Subscription from Members of class B including arrears.	616	8	0	
„ Meeting and Lectures.	...	...	40	12	0	„ Subscription from Members of class C including arrears.	558	0	0	
„ Salary	...	...	335	3	0	„ Donations	1,444	8	0	
„ Miscellaneous	...	...	12	7	0	„ Sale proceeds of Publications	21	7	0	
„ Balance	...	...	5,219	9	3	„ Fees from Marathi Class in Economics	32	0	0	
							„ Interest on current and fixed deposit a/c.	96	5	0
			Total Rs.	...	5,844	4	Total Rs.	...	5,844	4

*Balance sheet on 31st December 1916.*

<i>Liabilities.</i>				<i>Assets.</i>			
	Rs.	A	P.		Rs.	A	P.
Creditors ... ..	464	4	0	Office furniture ... ..	135	12	0
Funds of the Society at the close of year,	5,219	9	0	Library books ... ..	1,598	2	9
				Subscription in arrears ... ..	259	8	0
				Interest due ... ..	90	0	0
				Cash :—			
					Rs.	A	P
				On fixed deposit a/c with the			
				Bank of India Ltd. ...	2,000	0	0
				On current account ...	1,536	10	7
				In hand ... ..	63	11	11
					3,600	6	6
Total Rs. ...	5,683	13	0	Total Rs. ...	5,683	13	3

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Audited and found correct,

B. L. THOSAR,

F. I. A. A. (Lond)

Certified Accountant,

Honorary Auditor.

R. R. NABAR, B. A.,

Treasurer.

Bombay, 30th April 1917.

## APPENDIX A.

### ORDINARY GENERAL MEETING.

The First Ordinary General Meeting of the Indian Economic Society, Bombay, was held on Wednesday, the 9th May 1917, at the Servants of India Society's Home, Bombay, to transact the following business :—

- (1) To receive and adopt the annual report and the audited statement of accounts.
- (2) To consider and amend certain Rules under Rule No. 28.
- (3) To elect the Managing Committee and the Auditor for the ensuing year.

A fairly large number of members was present. Sir Bhalchandra Krishna was elected to the chair. The meeting commenced with the reading of the proceedings of the last General Meeting which were signed by the Chairman. Then the first Annual report was read by Mr. C. S. Deole, one of the Joint Honorary Secretaries of the Society.

The Chairman requested the members to offer observations, if any, on the Report, which were briefly as follows :

The record of work done by the Society during the very first year of its existence was satisfactory. It had not only exerted itself in the field of economic thought, but also had helped the development of industries by carrying on investigations and collecting information about the difficulties of Indian Manufacturers. The Library built up by the Society had been most valuable and the Society could be said to have made a fair start towards the proposed goal.

The Report was adopted on the motion of Mr. T. A. Kulkarni seconded by Mr. H. S. Spencer.

Mr. C. S. Deole proposed and Mr. Peerbhoy seconded that the quorum of seven required by Rule 14 for meetings

of the Managing Committee be reduced to 5. This was adopted unanimously.

Mr. M. D. Altekar proposed and Mr. A. S. Wagh seconded that the words "Managing Committee" be substituted in the place of the word "Office-Bearers" in the last para of Rule 11. This was adopted unanimously. Afterwards the propriety of Rule 18 was discussed and it was retained as its operation was considered necessary for the execution of Rule 19.

After the above amendments were made, Mr. I. I. Mashruwalla proposed and Mr. S. B. Dave seconded the resolution appointing the following Office-Bearers, which was carried unanimously.

PRESIDENT	... J. B. Petit, Esqr.
VICE-PRESIDENTS.	Sir Bhalchandra Krishna, Kt. Sir Narayanrao Chandavarkar, Kt. The Hon'ble Sir Ibrahim Rahim- toola, Kt. The Hon'ble Mr. V. J. Patel. N. V. Gokhale, Esq., M. A., LL. B.
SECRETARIES	... N. M. Muzumdar Esq., B. A., B. Sc. (Econ.) (London). C. S. Deole, Esq., B. A. Gulabchand Devchand, Esq.
TREASURERS	... Baban Gokhale, Esq. R. R. Nabar, Esq.
AUDITOR	... Mr. B. L. Thosar, F. L. A., (London) certified accountant.

On the motion of Mr. Baban Gokhalay, seconded by Mr. Gulabchand Devchand, the following members of the Managing Committee were elected :—

- (1) The Hon. Mr. C. V. Mehta, (2) M. R. Jayakar, Esq., (3) G. K. Devadhar, Esq., (4) Shet Govindlal Shivlaj Motilal, (5) J. R. Gharpure, Esq.,

(6) Shet Ratansey Dharamsey, (7) Dr. Jivraj Mehta, (8) M. D. Altekar, Esq., (9) Hormasjee Shapoorji Spencer, Esq., (10) Shankarlal G. Bankar, Esq., (11) T. A. Kulkarni, Esq., (12) Jamnadas D. Dharamsey, Esq., (13) Umar Sobani, Esq., (14) Lalshankar Harprasad, Esq., (15) Iswardas Ichharam Mashruwalla, Esq.

The proceedings terminated with a vote of thanks to the chair, to the retiring Committee and to the Auditor.

## APPENDIX B.

### LIST OF MEMBERS

OF

The Indian Economic Society, Bombay.

—:o:—

#### PATRONS.

Shet Govindlal Shivilal Motilal. | Mr. Baban Gokhalay.

#### LIFE-MEMBERS.

Mr. J. B. Petit.	Mrs. Jaijibai J. Petit.
Shet Ratansey Dharamsey.	Mr. M. R. Jayakar, M. A., LL. B., Bar-at-law.
Mr. Jamnadas D. Dharamsey, B. A.	Mr. Rajaram Tukaram.
„ Shankarlal Bankar, M. A.	Dr. Jivraj N. Mehta M. D. (London).
„ Umar Sobani.	
„ D. F. Cama.	

#### ORDINARY MEMBERS OF CLASS A.

The Hon. Sir Ibrahim Rahim- toola.	Mr. Vaman Shridhar Apte.
Mr. J. B. Gharpure, B. A., LL. B.	„ Prabhashankar Devshankar Acharya.
The Manager Hukumchand Mills, Indore.	„ Dhondo Krishna Sathe, B. A.
Shet Hansraj P. Thackersey.	„ Mavji Govindji Sheth.
The Hon. Mr. C. V. Mehta.	„ Kanayialal Ranaohodbbhai Dave, B. A.

Mr. Lalshankar Harprasad.	Mr. Padamsingh Narshingbhai Dutra.
The Hon. Rao Bahadur Narayan Krishna Kelkar	" T. Ragvia.
Mr. Advani Krishen Jotsing.	" Ishwardas Ichharam Mashruwalla, B. A.
Shet Khimji Ooverji.	" Balubhai T. Desai, B.A. LL.B.
Mr. Gulabchand Devechand.	Rao Saheb Ambashanker Uttaram Malji.
Prof Vaman Govind Kale, M. A.	Mr. Uttamlal Keshavlal Trivedi, B. A., LL. B.
Mr. Fazul Ibrahim Rahimtoola.	Mr. Laxuman Ganesh Khare, B.A.
" V. Y. Shewade.	Mr. Vasudeo Govind Bijapurkar, M. A., LL. B.
Sir Narayan G. Chandavarkar.	" G. H. Divekar.
" Motilal Vallabhji.	" Tikamdas K. Jeswani, M. A.
" Osman Sobani.	" G. Ahmed Khan.
Dr. Sir Bhalchandra Krishna Bhatavadekar.	
Mr. Jagjeevan Vallabhdas Oodessi.	
" Kapilram H. Vakit.	

## ORDINARY MEMBERS OF CLASS B.

Mr. S. B. Sathé.	Mr. Jivanlal Chimanlal Setalvad
Dr. V. N. Bhajekar, F. B. C. S. Ed.	" Ramchandra Raoji Nabar, B. A.
Mr. N. M. Muzumdar, B. A. B. Sc.	Prof. M. L. Tannan, Bar-at-law
" Vishvanath Prabhuram Vaidya.	Mr. Kushal Tulaksi Shah,
" Yeshvantrao Govind Gurjar.	" Jamshed N. R. Mehta.
" Rustomji Framji Kharas.	" Chimanlal Keshavlal Godhaviwala.
" Bhukhandas B. Desai.	" B. N. Bhajekar, B. A. LL. B.
" Vishvanath Ganapat Dalvi, B. A., LL. B.	" Purushottam Krishna Khidkikar.
" Vishnu Balkrishna Pandit, I. C. E.	" Merwanji Jamshedji Antia, M. A., LL. B.
" S. K. Kelavkar, B. A., LL. B.	Dr. Miss Nagubai Moreshwar Joshi.
" Venkat Ram.	Mr. Krishna Kant Malaviya
" P. K. Telang.	

## ORDINARY MEMBERS OF CLASS C.

Mr. G. K. Devadhar.	Mr. A. V. Thakkar, L. C. E.
" A. D. Chatterji.	" N. V. Gokhale, M. A., LL. B.
" T. A. Kulkarni.	" Motilal Kanji.
" L. P. Nayak, B. A.	" Narayan Krishna Joshi.

- Mr. Gopaljee Ranji,  
 ,, Dattatraya Anant Telang, B.A.  
 ,, Vishnu Govind Bijapurkar.  
 ,, R. S. Paddidri.  
 ,, H. V. Shrivantiah.  
 ,, Mahadeo Ramchandra Tambe.  
 ,, C. S. Deole.  
 ,, N. B. Vibhakar, Bar-at-law.  
 ,, M. D. Altekar, B.A.,  
 ,, K. J. Dubhash.  
 ,, K. M. Thakore.  
 ,, Yeshwant Sakharan Chowdhari.  
 ,, Govind Narayan Potdar.  
 ,, Tapidas Durlabhdas Sanghvi.  
 ,, Vyasrao V. Rodda, B. A.  
 ,, V. N. Seshadri.  
 ,, Sahjram Gurbamel Lalwani.  
 ,, A. V. Krishnamurti, B. A.  
 ,, V. K. Ranade.  
 ,, Parshuram Purshottam  
 Agharkar.  
 ,, Ramchandra Anantram  
 Mudaliar  
 ,, Brij Mohan Kulshreshtha.  
 Mr. Pritamdas Kundanmal  
 Lalwani.  
 ,, S. H. Naidu.  
 ,, S. N. Bhalchandra.  
 ,, K. Narayan Ayengar.  
 ,, Ganesh Shivaram Ranade.  
 The Hon. Mr. R. P. Paranjpye.  
 Mr. Ramchandra Ganesh Pradhan.  
 ,, Vasant Narayan Naik, M. A.  
 ,, Balwant Laxuman Dhapre.  
 ,, Mohammed Abedin Peerbhoj.  
 ,, Mangesh Venkatesh Kulkarni.  
 ,, Amritlal O. Desai,  
 Rao Bahadur Ganesh Krishna  
 Chitale.  
 Mr. Vaikunth Lalubhai Mehta,  
 B. A.  
 ,, Murigeyya Sidharumayya  
 Bagoji.  
 Prof. Pestonji Ardeshir Wadis  
 Mr. Nagarji VasANJI Desai.  
 ,, Dattaram Ganpat Dalvi,  
 M. A., LL. B.  
 ,, Bhalchandra Nilkanth  
 Bhagwat.  
 ,, Motilal Gulabdas Khandwala.  
 ,, T. K. Krishna Nayar.  
 ,, Mancherji Adarji Dalal.  
 ,, Dhirajlal Motilal Vakil,  
 B. A., LL. B.  
 ,, Lalooobhai R. Parekh.  
 ,, Emain Narayanmurti.  
 ,, Sultan I. Janmahomed.  
 ,, Hormasji Shapoorji Spencer.  
 ,, Sundram V.  
 ,, Manekram Nanabhoy  
 Talpade.  
 ,, Burzor R. Bomanji.  
 ,, Chandrashankar Narmada-  
 shankar Paudye.  
 ,, K. G. Govind Pillai.  
 ,, Natvarlal Shivshanker  
 Shukla.  
 ,, Sambhaji Bhagujee.  
 ,, Atmaram Sitaram Wagh.  
 ,, S. V. Palekar, B. A., LL. B.  
 ,, Mahadeo Rajaram Tarkunde  
 ,, Shambhoolal Bachelal Dave.  
 Dr. Pherozshah Nasarvanji  
 Daruyala, B. A., LL. B.  
 Mr. Syed Abdullah Brelvi, M. A.,  
 LL. B.

- |                                |                               |
|--------------------------------|-------------------------------|
| Mr. Shankar Laxuman Wakday.    | Mr. Keshev Triumbuk Karulkar. |
| „ Naranji Vithaldas Thakkar.   | „ Vinayak Narayan Manohar     |
| Prof Keshao Ramchandra         | „ Madanlal Jekisonlal Gajjar, |
| Kanitkar, M. A., B. Sc.        | M. A.                         |
| Mr. Vishvanath Dinkar Limaye.  | „ Yeshwant Krishna Kelavkar.  |
| „ Jayasukhlal Krishnalal       | „ Baburao Narayan Kanade.     |
| Mehta.                         | „ Raghunath Ohintaman         |
| „ Shripad M. Varde, B. A.,     | Sohani.                       |
| LL. B.                         | „ Anant Ganesh Sathye, M. A.  |
| Khan Bahadur Adarjee Mancher-  | LL. B.                        |
| ji Dalal, B. A.                | „ Shankar Pundlik Varde.      |
| Mr. Dinkarrao Narbheram Desai. | „ Vithal Krishna Khuperkar,   |
| „ Bhawanidas Narondas Moti-    | B. A.                         |
| vala.                          | „ Kesarinath Shamrao Rele.    |
| „ Jaywant Vithalrao Varde.     | „ Shridhar Laxuman Tambe.     |
| „ Dattatraya Shridhar Kanet-   | „ Rustomji Dadyba Bilimoria.  |
| kar                            | „ Hari Shrikrishna Deva,      |
| Mrs. Avantikabai Gokhalay      | L. M. & S.                    |
| Mr. Khanderao Nanabhai         | Dr. Shrirang Moreshwar Sane.  |
| Talpade.                       | Rao Saheb Ganesh Nagesh       |
| „ Devidatt Pant.               | Sahaarabudhe.                 |
| „ Dinkar Ramrao Ugrankar.      | Mr. Hari Keshev Gole, B. A.   |
| „ Nabibux Pirbux Munshi.       | „ Govind Chimanaji Bhate.     |
| „ R. S. Prabhu.                | The Hon. Mr. V. J. Patel.     |
| „ Shivailal Harilal Vasavadh.  | Mr. Vishnu Narayan Kumbhare.  |
| „ Indulal Kanaylal Yajnik.     |                               |



with Mr. Bhurgri's Compliments <sup>213</sup>

c.  
p.

A SCHEME  
OF  
COMPULSORY EDUCATION

Mr. Bhurgri's Statement before the  
Compulsory Education Committee.

HYDERABAD SIND.  
BHARATVASI PRINTING PRESS,

1921.

*In the feverish heat and excitement of the politics of the present day, cold calculated schemes of Reform and Reconstruction have little charm for even the student and the statesman. It is therefore not to be surprised at if the Committee appointed to consider the desirability of introducing Compulsory Elementary Education in our Presidency has not attracted sufficient notice. Let us not however, forget that knowledge and therefore Education is the fountain-source of all Reform.*

*G. M. Bhurgri*

## PREFACE

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THE Government of Bombay have been considering the question of Free and Compulsory Education for some time. A Compulsory Education Act was passed about three years ago, giving option to municipalities only to introduce compulsion in their areas. Being a preliminary and therefore very conservative measure, it lacked all the impetus and driving force of a Compulsory measure, and therefore has not had much effect. No legislative measure, even of a permissive nature exists with regard to Rural areas. I do not think it would be disputed that there is a growing popular demand for free and compulsory education both in municipal and rural areas. Adequate attention has not, however, been paid in the popular discussions to the provision of two or three fundamental questions, viz. machinery to enforce compulsion, overcoming prejudice and apathy against education, and for that education itself wherever they exist, and last but not least, finance. The whole question therefore needs to be very seriously and dispassionately considered before any legislative or other adequate measures are taken to introduce Compulsory Education throughout the Presidency.

The whole of the present machinery requires to be overhauled, the whole arrangement radically reformed to suit the new circumstances and environments. Popular opinion in rural and labour classes which is for various reasons apathetic to education requires to be educated and won over in favour not only of education but of *Compulsory* education. As to finance, Government revenues at present are barely sufficient to meet its present needs. We are carrying on a crusade, both inside and outside the Government, against Excise revenue, a very substantial item at present on our bill of fare. It would be no use calling upon the Government to

retrench expenditure on other heads for the purpose of making necessary provision for a complete system of compulsory education. No doubt retrenchment is very desirable in our top-heavy administration, but it must come gradually and must take its time, whereas the necessity of adequate provision for the rising generation of a democratic India which is in making is immediate. It has been grossly neglected in the past it would be criminal, and suicidal, to do so any longer. New sources of revenue will therefore have to be tapped before any scheme of universal education is taken in hand. Let us appreciate this fact fully, and set ourselves to the task of devising ways and means to do so.

The Government of Bombay have recently appointed a Committee from among the members of the Local Council with a view to examine all the above aspects of the question in a thoroughly practical manner, and to design a complete programme which can be carried out in successive stages. The Committee's field of activity covers all the British Districts of the Presidency excepting the City of Bombay for which another Committee is already at work. The above Committee consists of the following members:

The Hon'ble Sir Narayan Chandavarker (*Chairman*),  
 Rao Bahadur G. K. Chitale,  
 Mr. P. R. Chikodi,  
 Mr. D. D. Gholap,  
 Mr. Cowasji Jehangir (*Jr.*)  
 Mr. C. M. Gandhi,  
 Mr. Bhojhsing Pahilajani, }  
 Mr. Ghulam Hussein Kassim, } *From Sind*  
 and

The Director of Public Instruction

(*Ex-officio* as Secretary.)

The following are the terms of reference:

- (1) To consider and report on the desirability and practicability of introducing free and compulsory education in municipal and rural areas

of the Presidency (including Sindh but excluding Bombay City).

- (2) To suggest new sources of taxation to meet the cost of such a measure.
- (3) To make detailed proposals for any legislation and administrative measures necessary for the purpose, including the machinery required to carry out any such measures.
- (4) To submit a definite programme showing the various steps which should be successively taken so that a complete system of free and compulsory education may be introduced within a certain definite period: and
- (5) To consider and report on any other matters germane to this question.

The province of Sindh is far behind the rest of the Presidency, even at the present day. I fervently hope that Sindhis would show their interest in this subject in inverse proportion to their present progress, if progress it can at all be called.

This statement and for that matter the whole case for free and compulsory education would be incomplete if I did not mention the name of that life long champion of Education to whom we owe the present Committee, I mean the Hon'ble Mr. Paranjpye, our minister of Education. His efforts in this direction and lifelong championship of the cause of education even before his present appointment are too well known to require a description from me. His administration as Minister of Education speaks and will speak in the future for itself. His recent statement in the Council reflects it in no unmistaken terms. This is how he himself has summed up:

“Believe me, that I am not likely to turn away from  
 “the ideals of a life-time and that I shall continue in this  
 “office so long, and only so long as I feel that I am

“enabled to share, in however humble way, in further-  
“ing the progress of our country and our people.”

So long as Mr. Paranjpye remains in office, the case for free and compulsory education is in quite safe hands. Let us however strengthen his position with all our support and cooperation so as to enable him to realize the ideals of his life-time and our own ambitions expeditiously.

G. M. BRUGRI

**ANSWERS to QUESTIONS**  
*RE*  
**Compulsory Education**

BY  
**THE HON'BLE MR. G. M. BHURGRI**

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1. Will you state your profession and what opportunities you have had of forming an opinion on the question of the introduction of Compulsory Education?

**ANSWER.**

I am a Zamindar. I am also a Barrister but I do not practise now. I have been in public life for the past decade, and a member of the Indian and Bombay Legislative Councils for many years. I have had many opportunities to study the problem of Introduction of Compulsory Education, in and outside the Councils, during the course of my public life, specially as I have always held Education to be the fountain-source of all Reform.

2. Is your knowledge of the question general or do you possess special knowledge with reference to any particular district, taluka, or town in this Presidency, or with reference to any particular community or interests?

**ANSWER.**

While I have studied the problem in its general aspects, I possess special knowledge with reference to the

Presidency and more specially to the backward Province & Community from which I come.

- 3&4. Are you in favour of the introduction of Universal Compulsory Education throughout the Presidency of Bombay? If so, should it be applicable to girls as well as boys? Should it be introduced simultaneously in all localities, or gradually by stages, and, if the latter, by what stages?

ANSWER.

I strongly advocate the introduction of the principle of Compulsory Education on a Universal scale. But taking into consideration the magnitude of the problem, the limited resources at our disposal just at present, and a considerable amount of indifference about and prejudice against education in the backward tracts and communities which have smoothly and successfully to be weeded out, I recognise that in the existing state of things, any scheme of Compulsory Education to be successful, has to be carried out by successive stages but in a manner that complete system of free and Compulsory Education may flourish throughout the Presidency within a definite period of time.

Further, being painfully conscious of our utter backwardness in the case of female education and of very strong prejudices and conventions such as Purdah System still prevalent in some communities (e. g. Mahomedan) and areas (e. g. Sind), I realize that female education will have to make some headway under any scheme of compulsory education, on a *Permissive* basis before compulsion can be *enforced* in their case in all areas and communities. Therefore, my recommendations are outline of an Act *operative* in the case of boys and *permissive* for a certain period in the case of of girls, after which it will have the same binding effect as in the case of boys.



I would classify the British Districts of the Presidency for this purpose as follows:—

1. *All Municipal areas*, or which may be denominated as "Municipal School Districts".  
In the case of Rural Areas or "Rural School Districts":—
2. *All villages with a population of 5,00 and over* which may be denominated as "*First Class Rural School Districts*"; and
3. *All villages with a population of less than 5,00 and all sparsely populated areas* and which may be called, "*2nd Class Rural School Districts*".

N. B.—Each "School District" will be under the jurisdiction of its "Local Authority" which may be a Municipality, a District or Taluka Board, or a village Panchayat as the case may be.

The age limit in most of the Western countries varies between six and fourteen but India being predominantly agriculturist and poverty stricken, boys of 11, 12 and over render active help to their parents in working for most part of the day in the fields or otherwise in factories etc, and thus contribute their mite in adding to the very meagre resources of the family. I have therefore suggested six to ten as the Age Limit here in India. On this basis I find by a reference to census figures, that slightly over 10 percent of the total population would come of the school going age. The total population of the British Districts of the Presidency, according to 1911 Census figures is 1,96,26,477 of whom 1,02,14,557 are males and 94,11,920 are females. We thus have approximately a total 10½ lacs of boys and 9½ lacs of girls of the school going age.

#### **Compulsory Education re Boys.**

The Act being *operative* in the case of the male population of the school going age in all "School Districts", I

would suggest the following stages in which the *process is to be completed* in the three kinds of "School Districts" mentioned, so that at the end of the period prescribed, sufficient provision will have been made for all the boys of the school going age resident within the district concerned.

Municipal School Districts.	Each Municipal Area would form a separate "School District" under the jurisdiction of the "Local Authority" concerned which will be the Municipality. (Functions of the Local Authority will be described elsewhere).
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There are 197 British towns and cities in the Presidency with a total population (1911 census figures) of 20,60,601, or with approximately 2 lacs 10 thousand boys of school-going age. Deducting the figures for the city of Bombay which does not come within the purview of the Committee we have approximately 1 lac and 80 thousand of boys of the school going age. About three fifths of these are already receiving instruction- Thus we will have to provide for a maximum figure of 75 thousand boys of the school going age in Municipal Areas, or "Municipal School Districts." So far as the financial requirements go, this can

Three years time limit for Municipal Districts.	easily be done <i>at once</i> as I shall explain in my answer to question No. 23, without proportionately additional burden on the resources of the Municipalities. But as administrative and organising machinery is not expected to run so smoothly, I shall concede another two years during which the Municipalities in their capacity as "Local Authorities" could complete their arrangements for making necessary provision for the 75 thousand balance which is to be provided for, or say an average of 25 thousand per year. So that three years should be the maximum period set down in the case of "Municipal School Districts".
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Areas coming under this head may be formed into "School Districts" under the jurisdiction of the District or Taluka Board or village Panchayat as the case may be, which will be the "Local Authority" for the District concerned.

There are 10,792 villages in the British Districts of the Presidency with a total male population of approximately 63 lacs or of  $6\frac{1}{2}$  lacs of the school going age. about three-fifths of these also on an average are receiving instruction already. We thus have a balance of 2 lacs and 60 thousands or a maximum of  $2\frac{3}{4}$  lacs to be provided for. Fixing the proportion of contributions from Provincial Revenues and Local Funds to  $\frac{2}{3}$  and  $\frac{1}{3}$  respectively (vide question No. 23) a large portion of the additional expenditure will be met from provincial contributions, and so would not in any way unduly burden the finances of the Local Boards.

If, therefore the whole process of making necessary provision for this  $2\frac{3}{4}$  lacs were to spread over a period of 5 years, or say at the rate of 55 thousands per year, in an area of about 45 thousand square miles, or  $\frac{1}{3}$  of the total area, it should not in any manner be considered an unduly extra-burden. Moreover by the adoption of the double shift system, both the capital and recurring expenditure, equipment etc. may be curtailed down, if not by one half, at least by  $\frac{1}{3}$  or  $\frac{1}{4}$ .

There are 15,264 villages of this class with a total population of approximately  $37\frac{3}{4}$  lacs, so that there are approximately 2 lacs of the male population of the school going age. I estimate that at least  $\frac{1}{5}$ th of this is already receiving some sort of primary instructions in *maktabs*, *mulla schools*, or *pathshalas*, and a few local board and public institutions. But not taking this in our consi-

deration at all, I shall even assume that we have to make provision for all these two laes.

<p style="text-align: center;">Ten years time-limit in second class rural Districts.</p>	<p>With a double shift system in operation, and in addition itinerant schools in very sparsely populated areas all difficulties in the way of making necessary provision would be reduced to the minimum. However taking into consideration the extensive area of operation (a little less than two thirds of the total area) I would suggest a ten years time-limit in which to make necessary provision. This would work out an average of providing for about 20 thousands per year.</p>
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### A. Verification.

The accuracy of the above estimates may be verified as follows :—

About 10½ laes is the total population of the school going age in the British Districts of the Presidency *excluding* the City of Bombay and Aden. The total number of pupils receiving instruction in all the *Boys* Primary Schools is about 7½ laes. But these include a little over 50 thousand girls, and all those boys who are receiving instruction in Upper Primary Schools, and must therefore as a rule be above the compulsory age viz 6 to 10 years. It also includes a large number of boys above and below the compulsory age in the Lower Primary Schools. The following are the approximate figures:—

(a) Girls included ... ..	5%
(b) Boys in Higher Primary Schools (over compulsory age) ... ..	7½%
(c) Boys over and below the compulsory age in Lower Primary Schools ... ..	15%
(d) Pupils receiving instruction in Bombay and Aden Primary Schools ... ..	2½%

Thus out of the 10½ lacs of boys, we get a maximum balance of 5 lacs to provide for which is less by 10 thousands than the total by classification and by 50 thousands than the maximum figure actually provided for in the estimates; therefore the latter errs, if at all, on the side of caution.

### Figures at a Glance.

IN THOUSANDS.

Classification.	Municipal Districts	1st class rural Districts.	2nd class rural Districts.	Total.	
				By Total	General Statistics
Total Male population ...	2070	6300	1900	10270	10220
Total Boys of School going age ...	180	650	200	1030	1025
Already attending Schools ...	110	390	20	520	525
Boys to be provided for ...	70	260	180	510	500
On maximum basis.	75	270	200	550	...

### Compulsory Education re Girls.

I have suggested introduction of Compulsory Education in the case of Girls on a *permissive* basis for a certain period for reasons of comparative backwardness in the case of girls education, opposition and animosity at present existing against compulsion being *enforced* in their case, for reasons of resources, and further with a view to ensure absolutely certain success in the case of Boys' Compulsory Education by concentrating on it first.

The same classification of areas into three kinds of school districts as in the case of Boys would hold good in

the case of girls also, the Local Authority also being the same. There should be either special School Committees created or men and women interested in girls' education co-opted to the Boys' School Committees to assist the Local Authorities in encouraging girls of school going age in their jurisdiction to attend schools, providing necessary facilities etc., and otherwise in supervising the girls schools within their areas.

Under the permissive basis scheme it would be open to any local authority desiring to enforce compulsion within its jurisdiction in the case of the girls, simultaneously or at any time within the period prescribed as *permissive* in its case, by passing a resolution to that effect by two-third of its majority, and getting that resolution formally ratified by the Provincial Government. The period during which compulsion may exist on permissive basis may be as follows:

<p>Three years permissive period for "Municipal School Dists.</p>	<p><i>In the case of the Municipal School Districts,</i> the first three years of the operation of compulsion in the case of boys: wherein it is hoped that the girls' education would expand at least to the extent to which Boys' education has done today without any sort of compulsion being applied to it, so that at the end of that period compulsion may be enforced by the provision of the compulsory Education Act embodying this scheme if it has not already been enforced by the Local Authority concerned.</p>
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<p>Five years permissive period for Rural Districts.</p>	<p><i>In the case of rural areas, both first class and second class school districts,</i> this period may be five years, and if during this period compulsion has not already been enforced by the local authority concerned, it shall be done by the provisions of the statute at the expiry of the permissive period.</p>
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The object of compulsory education is not merely to enforce compulsion, but also to make compulsory the provision of schools in unschooled areas, and of adequate schools where they are not so. The latter object can equally be served by the introduction of the principle on a permissive basis. On this basis and in the full belief that permissive period would be made the fullest use of by the Local Authorities and Girls' School Committees in popularising the cause of girls' education, and combating all calumny and prejudice existing at present, and by providing proper accommodation and facilities from time to time prepare the ground fully for the enforcement of the principle if not within the permissive period prescribed, at least on its expiry. It would not then at all be difficult to complete the process of enforcing education in the case of all the girls of the school going age:

<p>Second step: As in the case of boys.</p>
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*In the case of Municipal Districts* the period of enforcement in which the process is to be completed may be three years from the date of expiry of the permissive period of three years, and

*In the case of Rural Districts* both First and Second Class, the process is to be completed within a period of 5 years from the date of the expiry of the permissive period of 5 years prescribed in the case of First Class Rural Districts; so that complete provision will have been made in these areas within ten years.

It is not necessary to go into a detailed examination of statistics in the case of Compulsory Girls' Education, suffice it to say that the total female population being less than the male, the proportion of girls to boys of the school going age is less, and therefore after the preparatory permissive period the whole operation could easily be completed within the respective time limits of 3 and 5 years. I went into the statistics in the case of boys, only with a view

to go deep enough to convince that the various time-limits for completing the provision in the respective school districts have been set down not without due caution and consideration. One could go deeper still, into the approximate number of fresh schools necessary for additional provision, the total cost involved on the scheme, and the approximate contribution of the Local Authorities and the provincial sources etc., etc. But that would make the statement unnecessarily cumbersome. What is necessary to show is that the expenditure involved on the scheme as suggested, is not out of proportion and that has been amply proved from the statistics already given here.

5. Do you anticipate that the introduction of Compulsory Education would meet with opposition from any sections of the public, and, if so, from what sections, and for what reasons?

ANSWER.

Some opposition is likely from orthodox members of the Moslem Community, specially in Sindh, and in connection with Female education, as a result of their non-cooperation with education for many years, and with everything else running on modern lines. Opposition is also likely from some of the rural and working class population who occupy their children of tender ages in lucrative manual work in fields and factories, either in preference to sending them to schools, or as a necessary evil, the children's contributions to the very slender means of livelihood of the family being an indispensable factor. However in formulating the scheme outlined in this statement all possible care has been taken to avoid conflict with the oppositionists, and to afford all possible facilities to the rural and working classes.

- 6 How far is the present system of Primary



## Education an effective means of dealing with Illiteracy ?

### ANSWER

The figures extracted from official records showing the rate of progress of Primary Education afford better answer than any words can express.

#### Presidency Figures.

1. Percentage of boys at school to the total of school going age (6 to 10 years) in the quinquennium ending in 1911-12	...	39
2. Percentage „ „ „ in the - quinquennium ending in 1916-17	...	44
3. Percentage between the years 1917-21	...	50

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Average increase in five years ... 5.5

Assuming there is no increase in the population it would take about 60 years to find all the *boys* of the school going age in the Presidency at schools. In the case of girls it would take no less than 300 years.

#### Figures for Sind—Boys.

1. Percentage in the quinquennium ending in 1911-12	...	28
2. „ „ „ in 1916-17...	...	30

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Average increase in five years ... 2

On the same assumption as in the case of the Presidency even if there were no increase in the population, it would take 180 years in the case of Boys and about 600 years in the case of Girls at the present rate of progress.

7 Should Compulsory Education necessarily be free for all ?

### ANSWER.

“ Yes, I have always held that education to be compulsory

should also be free. In fact both my study and intuition confirm me in the conclusion that the former is incompatible without the latter both in principle and practice. I think enlightened opinion on this point is quite definite. Apart from the practical difficulties involved in the actual assessment of the property or the earnings of each family I consider it wrong in principle that parents should be compelled to send their children to school under a penalty and also to pay the school fees. Whereas it is one of the most fundamental duties of every enlightened State to look after the proper provision of the education of all the children in the State which are of age for receiving it. Moreover, national instinct in India against 'paid instruction' is as old as the Hinduism itself. And this tradition, as Dr. John Matthai tells us in his "Village Government in British India", has been preserved by the Mahomedan Rulers also. The Hindu *Pathshalas* and the Mahomedan *Muktabs* and *Mulla* schools are a living example. The tradition of gratuitous instruction, says Dr. Matthai, "is still so strong in the country that the payment of fees in a village school is regarded with somewhat unconcealed prejudice".

In the Western countries, compulsory education has been successful and its results definitely satisfactory where and when it has been free. With a result that we find today that wherever education is compulsory it is also free. Thus in Great Britain and Ireland, France, Germany, Switzerland, Austria & Hungary, Italy, Belgium, Denmark, Norway, Sweden, the United States of America, Canada, Australia, South Africa, Japan and lately Phillipine and Russia, education is both compulsory and free. In Spain, Portugal, Greece, Bulgaria, Servia and Rumania it was partially compulsory before the war, but free. In Turkey too, it was free though nominally compulsory.

There can be only one objection against compulsory education being made free and that would be on the ground

of expenditure and limited avenues of the resources of the local bodies and the Government. A glance at the figures of receipts and expenditure will however soon disillusion us. In paragraph 190 of the Quinquennium Report of 1912-17 occurs the following table:—

	Amounts contributed in Rs.		Percentage to total ex- penditure in	
	1911—12	1916—17	1911—12	1916—17
Public Funds...	33,75,550	44,41,928	81.2	82.7
Fees ...	3,74,858	4,31,637	9.0	8.0
Other private Funds ...	4,04,633	4,97,676	9.8	9.3
Total...	41,55,041	53,71,241	100.0	100.0

The above table shows how small a fraction of the total expenditure is covered up by fees. The Report referred to makes a pointed reference to this fact. Surely no one after digesting these figures would persist in the argument against compulsory education being made free on the score of expenditure and limited resources.

8. Should books, slates, and other materials be supplied free? If so, should they be supplied to all pupils, or subject to what conditions?

**ANSWER.**

Yes, as far as possible, Books, Slates and the other necessary materials also should be provided free. I have not gone in the details of this item as to how much cost it is

likely to involve if they were supplied free to all, so as to venture a *definite* opinion one way or the other. I am however inclined to think that if they were supplied free to all, it would be a pretty heavy additional item of expenditure. However extending the principle on which my answer to the Question No. 7 is based, I would suggest that books, Slates and other materials should as far as possible be given free to those who need them and apply to the Local Authorities in charge of the schools concerned for the same through their parents or guardians. The former can determine a set of rules for the purpose and also devise ways and means by inspection and otherwise of encouraging a habit of preserving the materials supplied with as much care and neatness as possible.

9. Would you favour a system whereby schools were held (for the infants and standards I-III) in shifts of three hours (nett), each, the children being free to attend either at the morning or the afternoon session?

ANSWER.

Yes, shift system is most desirable and almost indispensable in rural and factory areas, whereby children could attend either the morning or the afternoon session according as it is convenient to the parents. But as far as possible the two sets should be permanently defined, i. e. to say the parent ought to decide for the whole season or year as to which session would be convenient for his children to attend, otherwise there is likely to be much confusion and inconvenience.

The shift system may be necessary in Municipal areas but in rural areas it will be a double blessing. While the question of provision, equipment of necessary establishment etc. and financial resources would be largely solved by it in giving immediate effect to the scheme of compulsion, it would

also afford a choice to parents when it would be less inconvenient to send their children to schools.

- 10 Are you of opinion that any changes are required in the the present Primary Curriculum up to and including Standard IV, and, if so, what changes would you recommend ?

#### ANSWER

Certain fundamental changes are no doubt desirable and are almost necessary in the present Primary Curriculum to make it more effective or yield better results. For instance instead of the present cumbrous curriculum of teaching as many as 6 to 8 subjects, I would in the first place concentrate on the teaching of the three R's. Various subjects like History, Geography, Moral instructions, elementary principles of Hygiene, Agriculture may be taught under one group of selected Lessons from all these embodied in the Vernacular Text Books of the class. In addition Kinder Garten may be encouraged in the case of infants and some sort of manual training and practical domestic science according to their sex, in the case of Children of IIIrd and IVth class.

- 11&12. Are you of opinion that any change is required in the present system whereby District, Local Board Primary Schools are managed and inspected by the Educational Department, and, if so, what changes would you recommend? What in your opinion, should be the duties of the proposed new Panchayats, and of the Taluka and District Local Boards in respect of Primary education?

In the event of the Government withdrawing from the management of District Local Board schools, by what Agency should in your opinion, the management be conducted?

ANSWER.

In my view time has come when the main control of public primary schools should pass from the hands of Government to what I have denominated as the "Local Authorities" each one of which should be assisted by another representative body chosen from among themselves as well as other persons of merit, status and responsibility resident within its jurisdiction. Below I give an outline of the functions of the three bodies concerned in the provision, management, and supervision of compulsory Primary Education.

<p style="text-align: center;">Functions of the Local Government.</p>	<p>The duties of the local Government In addition to making provision for the inspection &amp; general supervision of schools and for the training of teachers may be:-</p>
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- (i) to prescribe the "school district", their class etc and the "Local Authority" which will have control of each such district,
- (ii) to contribute their share (vide question 23) of the total expenditure,
- (iii) to provide for the Local Authority in each district contributing its share of the expenditure (vide question No. 23);
- (iv) investigating from time to time whether each such Local Authority is discharging its financial responsibility and other duties pertaining to the administration and management of schools within its jurisdiction, satisfactorily or not, and to take necessary steps for such discharge of their duties as have been neglected.

The "Local Authority" may be the Municipality, or the District or Taluka Board or the village Panchayat as the case may be. The following among others will be its duties and powers:—

**Functions of the Local Authority.**

- (i) to take necessary steps for the purpose of collecting statistics of (a) boys and (b) girls of the school going age resident within its jurisdiction; (c) classifying them in the two shifts or sessions; (d) the number of schools necessary for each sex; (e) the approximate capital and recurring expenditure likely on the item etc.
- (ii) to formulate and submit to Local Government for necessary sanction ways and means as to how it proposes to make complete provision within the period prescribed in the Act according as it is a Municipal or First or Second Class School District.
- (iii) to give effect to its scheme by providing necessary funds, accommodation, buildings establishments etc. from time to time, as well as to carry out the recommendations of the "School Committees".
- (iv) to see that the buildings etc. are kept upto the mark and to see to their repairs.
- (v) The "Local Authority" will have the power to levy such taxes, cess or Special Education rate as may be necessary to raise for providing its contribution (vide question 23) to the total expenditure.

Each "Local Authority" shall have attached to it

**School Committees.**

a School Committee to assist it in its work. It may be con-

stituted as follows:—

Half of the members may be elected by the "Local Authority" concerned from among those of its members who possess at least the minimum educational qualifications for the membership of such School Committees. The other half may be nominated by the District or Taluka official or officials jointly from persons of merit, responsibility and influence resident within the jurisdiction of the "School District" concerned, who also possess necessary educational qualifications. The minimum educational qualifications may be the candidate's himself having studied upto the 4th vernacular or such other qualification as the Government may think necessary.

The functions of the School Committees may be similar to those of the Committees created under the English Act of 1870. It is also desirable that these committees should in addition exercise some influence and vigilance over the management, supervision and control of the schools within the jurisdiction of their Local Authorities. Their duties among others may be as follows:—

- (i) to make out lists of "certified" schools which alone shall be recognised schools for imparting elementary education;
- (ii) They will have power to compel every parent within their jurisdiction to send his children of the school going age to school and to challan before a magistrate such parents as fail to do their duty out of negligence or defiance, the magistrate also having powers to deal with them adequately;
- (iii) they will also distribute books, slates and other materials to such applicants as should in their opinion receive them free. They will also make arrangements for the inspection of those materials from time to time.



13. What arrangement should be made to secure an adequate supply of certified teachers competent to give instruction up to Standard IV? To what extent is the employment of trained teachers necessary.

ANSWER.

(a) Arrangements should be made to at least double the number at present receiving training as early as possible of the introduction of the compulsory scheme, by providing more accommodation in the existing Training Colleges and opening others in such places as may be desirable. If possible the courses of instruction should be curtailed. I think the introduction of the shift system will also be an indirect help in this if it is extended to the IVth standard also. A double Shift system will involve additional staff for every school working under it but not necessarily double the staff required for one shift schools. The additional staff may be so organised that there may not be two teachers for one standard, but as far as possible a set of teachers teaching say two out of four hours net in each shift.

(b) While it is desirable that at least the head masters and head mistresses of all primary schools should be trained teachers, and every step that is possible should be taken to produce adequate number of certified teachers, their absence should not as far as possible give a set-back to the introduction of compulsory education in various class of "School Districts". I believe as many male trained teachers are already available in the Presidency except Sindh as would be required as Head Masters for the number of Primary Schools that are necessary to make sufficient provision for all the male population of the school going age within the period prescribed in respective school districts. In that case, the rule may be relaxed in regard to the schools in Sind where already a number of *Mulla* schools exist recognised by the

Government and which are under the management of *Mullas* who are not only untrained but who may not even had Higher Primary Education.

14. Do you consider that the present scale of pay of Primary School teachers is adequate? If not, what minima and maxima would you suggest?

ANSWER.

I think the very fact of such a question arising at all is a proof of the inadequacy of the present scale of pay or at least doubtfulness of its adequacy. Looking to the enormous rise in the price of food stuffs, cloth and other necessaries of life, the existing scale of pay is quite inadequate. I have seen the Press Note No. 560 of the Education Department of the Bombay Presidency dated the 24th October 1921 giving a revised scale of pay, but even that is not quite adequate. I would suggest a further revision when Compulsory Education is introduced.

Unqualified Assistants...	...	...	25 to 50
Qualified but Untrained Assistants	...	...	30 to 60
Qualified but untrained headmasters	...	...	35 to 70
First year Trained teachers	...	...	35 to 70
2nd year Trained teachers	...	...	40 to 80
3rd year     "     "	...	...	50 to 100

15. Are you of opinion that the pay of Primary School teachers should be entirely according to a fix scale, or should it depend, at least partially, on results?

ANSWER.

As a rule there should be a fixed scale of pay but special merits and good results also ought to have their due recognition in some form or the other so as to give incentive

to teachers, but at the same time sufficient care should be taken to avoid favouritism.

16. What arrangement should be made under Compulsory Education to aid schools under private management?

ANSWER.

As far as possible privately managed primary institutions in all school districts, specially in rural areas may be acquired and turned into public institutions under the direct control, and supervision of the Local Authorities and the School Committees concerned. That may not be possible and it would not also be necessary in Municipal areas where there are already a good many private Primary Institutions in a flourishing condition. But in their case the private management should be under the influence and indirect control of the Local Authority and the School Committee concerned. The proportion of the grant in aid to these schools from all sources of public funds may be  $\frac{1}{3}$  of the total expenditure. Grant to aided institutions from Provincial Revenues should not be directly made. In order to have effective control of Local Authorities and School Committees over such aided schools all grants should be made through them.

17. What should be the minimum number of children of school-going age in a particular area to justify the introduction of Compulsory Education in that area?

ANSWER.

The question to justify the introduction of Compulsory Education in any particular area does not arise at all, as the Act incorporating the Scheme of Compulsory Education is intended to be *operative* from the very start in all localities of the Presidency in the case of the male population. Even in the case of girls, where compulsion is sought to be intro-

duced on a *permissive* basis at first, the question does not very much arise. It is only the period of completing the necessary provision that really matters. As to the minimum number of children of school going age in a particular area to justify opening of a school in it, I think if 15 to 20 children could be collected together in any area, provision for their education should at once be made, as far as possible.

18. Should any special arrangements be made for opening schools in sparsely populated area ?

ANSWER.

This question has been covered up by the reply to the questions 3 and 4.

- 19 Are you in favour of Children of the depressed classes being admitted to ordinary schools ?

ANSWER.

Yes, I am strongly in favour of children of the Depressed Classes being admitted to ordinary schools. Only some special care as to their neatness and habits is necessary. Owing however to existing strong prejudice amongst the Orthodox Hindus against their fallen brethren, I may suggest that wherever necessary, and where a sufficient number of children of this class is forthcoming, separate schools may be opened for them or where that is not possible, a separate bench for their accommodation may be provided in each class.

20. Have you any suggestions to offer as to the character of the buildings required for schools in (a) rural (b) urban areas ? How would you propose to provide the additional accommodation that would be immediately required

for the increased numbers that would attend schools as the results of the introduction of Compulsory Education ?

ANSWER.

I believe too much importance has so far been given to buildings and much money spent on them and yet with a result that not even half the existing schools have buildings of their own. This is not to suggest that no regard should be paid to proper ventilation, accommodation and Hygienic conditions. But the procedure adopted for obtaining necessary sanction to school plans has been such as to provoke even such an officialised personage as Commissioner of a division to make caustic remarks against it. A Commissioner of the Central Division has once described it as "a veritable game of departmental battle-door and shuttle-cock" (vide Quinquennium Report, 1912-1917. Chapter on Primary Education) Matters are said to have improved "somewhat" but with little or no appreciable results. I therefore want to urge very strongly upon the Committee the desirability of erecting in rural areas cheap school houses somewhat upon the plan shown at page 102, of occasional Reports, No 6 (Educational Buildings in India). It is the plan of a village school in Gouda District and after the standard plan designed by the District Engineer. We may have these school houses with larger dimensions or two apartments wherever necessary. I believe a school house of that pattern with an accommodation of about 60-75 boys would cost a maximum amount of Rs. 1000. In Sind where rains are on the whole scarce, *Landhis* at a cost of Rs 100 to 200 according to the requirements would be quite serviceable. There are already in existence such *Landhis* which are used as school houses. Even the Urban schools need not have as cumbersome buildings as is the tendency of the P. W. Department to provide. I need hardly point out to the Committee that the ancient ideal of a school house in India is squatting either under grove of green trees or simple and

bare structures to provide protection against the sun, and that the heavy paraphernalia of benches, desks etc on the Western pattern which has been thrust upon the simple village folk here has not yet found favour in our village schools.

Additional accomodation would be immediately provided;

- (a) Firstly by adopting the double shift system (vide Question 9)
- (b) By utilizing all available *Dharamsalas*, sarais and Panchayat Halls for the purpose of opening schools there or in the absence of these in a village, in rented houses or in houses got as free-loans from some of the rich and charitable men in the village or in the verandas or any side accomodation available in any public building in the village, till permanent arrangement on the lines set out above is secured.

21. Having regard to the fact that part of the expenditure on Primary Education is made from Local Fund Cess, do you think that the cess should be increased to meet the needs of Compulsory Education in rural areas, and, if so, to what extent ?

ANSWER.

Yes, I think it may be necessary to raise the Local Fund Cess from one anna to two. Furthermore the Cess should also be imposed on the Income tax payers resident in the rural areas, who at present are exempt from paying this Cess. The Income Tax payers take as much advantage of all public works as do the rest and there is no reason why they should not make any contribution to Local Funds at all. The Local Government should either move the Imperial Government to set a portion of the revenue accruing from Income

Tax in various rural districts of the Presidency to the Local Authorities concerned, failing which, so modify the Income Tax Rules as to make its incumbents in rural areas also liable to Local taxation, as in the case of Income Tax payers in the Municipal areas.

- 22 Over and above the local cess, what taxation would you impose on other sources of income for the purpose of Compulsory education, and on what sliding scale ?

ANSWER.

In my opinion receipts from Income Tax should belong to the Provincial Revenues. The Imperial Government ought therefore to remit larger share, if not the whole, of the receipts from this source, than they do now.

In addition, if and when it becomes necessary, a direct Education Rate may be levied on all payers of Land Revenue, Income tax or other local taxes. If however, logically to my remarks pertaining to question 7, arguments are adduced against levy of any direct tax for the purpose, then I would suggest indirect taxation in the shape of Death Duties or Succession Duties on some what the same lines as of those existing in England. These like the Super Tax may be on a sliding scale and subject to such a revision as may be necessary from time to time, say every three or five years, for covering up the deficits in the expenditure on Education. But I hasten to emphasise my strong objection against this avenue being exploited for any other purpose.

23. Should Government contribute a fixed proportion of the total expenditure on Compulsory Education and, if so, what proportion ?

ANSWER.

It is very desirable that under a scheme of Compulsory Education, Government should contribute a fixed portion of

the total expenditure on Primary Education necessary in each "school district" from time to time. The portion should be  $\frac{2}{3}$  rds. of the total expenditure. Government should not grudge this little additional burden in the matter of the introduction of Compulsory Education in the Presidency. If one were to calculate the proportional rise in various heads of expenditure whether provincial or imperial, and compare it with the rise in the expenditure on the promotion of Primary Education, and for that matter the whole head of Education,—the latter would be negligible in comparison, and would reflect little credit on the British Rule in India, specially if one were to further compare the negligible progress made in this country in the last decade with the long strides taken by some of the foreign countries more backward comparatively than this country then. One's blood curdles when one contemplates upon the deliberate connivance, indifference and negligence of the past Governments of this country in this matter, on the plea of 'no funds'.

24. To meet the needs in Municipal areas what special method of taxation would you suggest?

#### ANSWER.

As I have explained in the scheme outlined in reply to questions no. 3 & 4, there would be very little additional burden involved on the Municipalities if the provincial contribution were to be fixed to  $\frac{2}{3}$  rds of the total expenditure. Should they still have to spend something in addition to what they are doing now, the following or any one of the taxation may be imposed, as the necessity of the case demands.

- (i) Imposition of House Tax on houses of certain fixed value, if there is no much tax already in existence.
- (ii) Imposition of or increment in the Wheel-tax.



(iii) Imposition of Octroi duties on articles of  
Luxury.

I understand that sanction has been withheld from such or any one such of the Municipalities as desired to introduce Compulsory Education in accordance with Mr. Patel's Act, on the ground that provision for additional taxation had not previously been made, as if the latter must necessarily precede the former. I think I have satisfactorily shown that, that need not be. In any case I strongly object to the imposition of additional taxation being made a necessary condition for compulsion in the Scheme.

THE  
FIFTH REPORT  
OF  
THE COUNCIL OF MANAGEMENT  
OF THE  
CHANDA RAMJI HINDU GIRLS'  
HIGH SCHOOL.

BOMBAY

PRINTED AT THE "TATVA-VIYECARA" PRESS.

1918.

THE  
**CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.**

**CIRCULAR.**

The sixth meeting of the electorate will be held on Saturday the 21st September 1918, at 5 P. M. (S. T.) in the School Hall where members of the electorate are requested to attend.

Members are also requested to fill the accompanying Voting Paper and return the same in the enclosed envelope marked "Voting Paper" to the Honorary Secretaries at the School on or before the 15th September 1918.

**M. R. JAYAKAR,  
RATANLAL RANCHHODDAS,**

*Bombay, 7-9-1918. Joint Hon. Secretaries.*

**BUSINESS.**

1. To adopt the Report of the Council of Management and Balance sheets for the years 1915, 1916 and 1917.
2. To appoint scrutiners and receive their report.
3. To elect seven new members of the electorate making up the full number of 65 members as contemplated by rules Nos. 6, 7, 8, 22 and 24.
4. To transact such other business as may be placed before the meeting.

## MEMBERS OF THE PRESENT COUNCIL OF MANAGEMENT.

### PRESIDENT.

The Hon. Mr. Justice LALLUBHAI A. SHAH, M.A., LL. B.

### TRUSTEES.

The Hon'ble Mr. GOCULDAS K. PAREKH, B. A., LL. B.

Diwan Bahadur GANPAT SADASHIV RAO, M.A., LL. B.

Sir BHALCHANDRA KRISHNA BHATAVADEKAR, Kt.

Seth RATANSI DHARAMSI MORARJI.

### MEMBERS.

Mr. D. G. PADHYE, M. A. (*Chairman*).

„ RAGHUNANDAN N. KOTHARE, B. A. (*Treasurer*).

The Hon. Mr. CHUNILAL V. MEHTA, M. A., LL. B.

Mr. NARAYAN VISHNU GOKHALE, B. A., LL. B.

„ RANCHHODDAS N. MERCHANT, B. A., LL. B.

Prof. S. R. DHARADHAR, M. A.

Mr. TRIBHOVANDAS N. MALVI, B. A., LL. B.

„ VISHVANATH P. VAIDYA, B. A.

### SECRETARIES.

Mr. M. R. JAYAKAR, M.A., LL. B.

„ RATANLAL RANCHHODDAS, B.A., LL. B.

## LIST OF ELECTORATE.

1. Mr. Atmaram A. Chitre, B. A., LL. B., Advocate.
2. Sir Bhalchandra Krishna Bhatavadekar, Kt.
3. Mr. Bhawanidas N. Motiwalla, B. A., LL. B., J. P.
4. Rao Bahadur Chintaman V. Vaidya, B. A., LL. B.
5. Prof. Chintaman S. Trilokekar, M. A.
6. Mr. Chimanlal H. Setalwad, Advocate.
7. The Hon'ble Mr. Chhnilal V. Mehta, M. A., LL. B.
8. Mr. Devaji T. Thakur, B. A., LL. B.
9. Prof. D. G. Padhye, M. A.
10. Mr. Dwarkanath R. Vaidya, B. A., L. C. E.
11. „ Gajanan B. Vaidya, B. A.
12. Diwan Bahadur Ganpat S. Rao, M. A., LL. B.
13. The Hon'ble Mr. Gokaldas K. Parekh, B. A., LL. B.
14. Mr. Gopalji Ranji.
15. „ Goverdhandas G. Tejpal.
16. „ H. S. Dikshit, B. A. LL. B., Solicitor.
17. „ Harischandra A. Joshi, B. A., LL. B.
18. „ Harischandra G. Mhatre, L. C. E.
19. „ Hiralal D. Nanavati, B. A. LL. B.
20. „ K. Natarajan.
21. „ Keshav N. Mogre.
22. „ Krishnalal M. Jhaveri, M. A., LL. B.
23. The Hon. Mr. Justice Lallubhai A. Shah, M.A., LL.B.
24. Mr. Lowji Meghji
25. „ Luxman H. Choudhary, L. C. E.
26. Sir Mahadev B. Choubal, Kt. C. S. I., B. A., LL. B.
27. Mr. Manmukhram K. Mehta, B. A., LL. B.
28. „ Mansukhlal Hiralal Master.
29. „ Motilal K. Kapadia, B. A., LL. B.
30. „ Mukund B. Jayakar, M. A., LL. B., Bar-at-Law.
31. „ Nagindas P. Mehta.
32. „ Nanuji K. Mastakar, B. A., LL. B.
33. „ Narayan M. Samarth, B. A., LL. B.

34. Mr. Narayan V. Gokhale, B. A., LL. B.
35. Sir. Narayan G. Chandayarkar, B. A., LL. B.
36. Mr. Narotam Morarji Gokuldas.
37. Dr. Nilkant A. Purandhare, M. D.
38. Prof. Nilkant S. Takkhay, M. A.
39. Mr. Pragji Hariani.
40. „ Pandharinath K. Telang, M. A., LL. B.
41. „ Pitambardas L. Thakkar, B. A., LL. B.
42. Mr. Raghunandan N. Kothare, B. A., (Solicitor).
43. „ Ramdutt W. Desai, B. A., LL. B.
44. „ Ranchoddas Narandas, M. A., LL. B. (Solicitor).
45. „ Ratanlal Ranchhoddas, B. A., LL. B.
46. „ Ruttoncy Dharamsey.
47. „ Sadashiv N. Hate, L. C. E., B. Sc.
48. Prof. Shamrao R. Dharadhar, M. A.
49. Mr. Suyaji Nagoji.
50. „ Tribhuwandas N. Malvi, M. A., LL. B. (Solicitor)
51. Prof. Tribhuwandas K. Gajjar, M. A., B. Sc.
52. „ V. P. Dalal, M. A., B. Sc.
53. Mr. Vaman A. J. Kirtikar, B. A., LL. B. (Bar-at-Law)
54. Prof. Venayak N. Hate, B. Sc.
55. Dr. Venayak S. Trilokekar, L. M. & S.
56. Mr. Vishwanath P. Vaidya, B. A., Bar-at-Law.
57. „ Vassonji Curumsey Damji.
58. Dr. Yeshwant M. Sanzgiri.

# THE FIFTH REPORT OF THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.

The Council of Management of the Chanda Ramji Hindu Girls' High School have great pleasure in submitting the following report of the School for the years 1915 to 1917.

A new Council of Management was elected in August 1915. It was finally constituted as follows :—

Lt. Col. K. R. Kirtikar—President.

The Hon. Mr. Justice L. A. Shah—Chairman.

## TRUSTEES.

Sir Bhalchandra Krishna, Kt.

The Hon'ble Mr. Gokuldas K. Parekh.

Diwan Bahadur G. S. Rao

Sheth Ratansay D. Morarji.

## MEMBERS.

Mr. C. V. Mehta.

„ R. N. Merchant.

„ T. N. Malvi.

„ M. R. Jayakar.

„ D. G. Padhye.

„ R. N. Kothare ( Treasurer )

Rao Bahadur Dhakji Kashinathji.

Prof. S. R. Dharadhar.

Joint Hon Secretaries.

The Council held 12 meetings during the period under report. In February 1917 the late Rao Bahadur Dhakji Kashinathji resigned the secretaryship on account of ill-health, and Mr. V. P. Vaidya was elected in his place.

### **Losses by Death.**

The Council have to record with extreme regret the death on 9th May 1917 of Lt.-Col. K. R. Kirtikar, I. M. S. (Retired), President of the Council, whose practical wisdom and interest in the institution were a source of great strength to it. They are equally grieved to record the death of Rao Bahadur Dhakji Kashinathji who worked as Hon. Secretary from the starting of the institution till only a short time before his death, and to whose assiduity and energy much of the internal organization and discipline of the School is due. The Council have also to express their regret at the sad death of Mr. Gulabchand M. Damania, a member of the Electorate.

The vacancy in the Council caused by the death of Rao Bahadur Dhakji Kashinathji was filled by electing Mr. Ratanlal Ranchoddas as member. The place of the President remained vacant.

### **Attendance and Course of Studies.**

The School has been making steady progress in numbers and the Council trust also in the estimation of the public. The reports of the Government Inspectress of Girls Schools speak well of the work done in the Institution. The School has five classes, on each of its two sides,



Marathi and Gujarati, up to Standard V and above them two common classes for Standards VI and VII; in all 12 classes. The number of girls in Standard I being unusually large the girls have been placed in two divisions. The total number of girls in the School stood at 233 in 1915, 258 in 1916 and 299 in 1917. The classification according to castes shows Gujarati speaking Hindu girls to be 121, and the Marathi speaking to be 152, Parsis 24 and Christians 2.

The course of studies is mainly on the lines obtaining in Government Schools and leading up to the University Matriculation.

An attempt has been made to introduce an alternative course aiming at a more practical equipment for girls, but so far the attempt has not met with success. The girls and their guardians prefer to have recourse to the Matriculation course with its recognized hall mark. There are satisfactory arrangements for teaching drawing, sewing and music. Hygiene is taught as a special subject, and it is in charge of qualified medical graduates who work as honorary teachers.

Two examinations, one at the end of each term, are held every year in the school, and the results have been fairly satisfactory. Besides these examinations there is the annual inspection of the school by the Government Educational Inspectress. The reports of the Inspection have been generally favourable.

The results of the public Examinations to which the girls were submitted were satisfactory, as will appear from the following statements.

*The Matriculation*—At the special Examination held in March 1915 three girls of the school appeared, out of them Miss Bhanumati Ratanlal Vakil ( now Mrs. Kania ) passed and stood 5th in order of merit in the list of successful candidates of the year. In 1916 seven girls were sent up, out of whom the following four passed :—

1. Miss Gharubai Dhairyawan.
2. „ Jamna Dhurandhar.
3. „ Hansabai Penkar.
4. Mrs Tarabai Nabar.

In 1917 six girls were sent up, 5 appeared, and four passed.

1. Miss Manjula Desai.
2. „ Gulab Madan,
3. „ Anusuya Mogre.
4. „ Gaura Oorankar.

All the girls that passed from the School their Matriculation are at College, excepting 3 who are married and settled in life. There are 3 in the B.A. class, two in the Inter Arts, one in the Medical College and the rest are all in the 1st year's course.

### **The Sanatan Dharma.**

During the years under report, girls from the School appeared at the Sanatan Dharma Examinations, and in many cases carried off prizes.

### **The Drawing Examination.**

1914—3rd grade      1 sent      1 passed

1914—2nd grade	11 sent	6 passed
1st "	33 "	17 "
1915—3rd "	1 "	1 "
2nd "	4 "	2 "
1st "	11 "	5 "
1916—Elementary	15 "	3 "
Intermediate	8 "	5 "
1917—Elementary	14 "	3 "
Intermediate	6 "	0 "

### Visitors.

Amongst others the School was visited by the under-mentioned distinguished visitors :—

H. H. the Amir of Nava paid a visit to the School in 1915, saw the School in its ordinary working order, and was pleased to place a sum of Rs. 50 in the hands of the Lady Superintendent for sweets for the girls.

The Hon. Inigo Freeman Thomas, the eldest son of His Excellency the Governor of Bombay, paid the School a visit in the company of his private Tutor Mr. V. G. Rao, B. A., LL.B. (Cantab.), Bar-at-Law, to see the working of a Hindu Girls' School. A short programme was arranged for the occasion and the members of the Council were invited to be present. The distinguished guest was shown over the whole School including the Science class in practical work. He expressed himself highly pleased with what he saw.

In 1915 the School received a visit from His Highness the Maharaja of Darbhanga. A small programme in drill was arranged for the occasion, and an address was presented to the Maharaja in a silver casket by the Coun-

cil of Management at an assembly of the School Staff, and pupils and guests specially invited for the occasion. The Maharaja was kind enough to send the School a donation of Rupees five hundred.

Amongst the several distinguished Educationists who visited the School and expressed satisfaction may be mentioned M. Mahicar, the French Poet.

### Donations.

During the years under report the following donations and gifts were received, for which the best thanks of the Council are due:

- (a) Rs. 1000 from Mr. Raghunandan Nanu Narayan, as Executor of the late Mr. Nanu Narayan Kothare, to be amalgamated with the Nanu Manek Prize and Scholarship Fund endowed by Mrs. Manekbai Kothare in 1914.
- (b) Rs. 50 from the Amir of Nava, for sweets to be distributed among the students.
- (c) Rs. 500 from the Executors of the will of Mrs. Jannabai Sakkai for prizes for girls of the School for good conduct.
- (d) Rs. 500 from the Maharaja of Darbhanga, towards the General Fund of the School.
- (e) A piano from the mother of Mrs. Chunilal Saraya.
- (f) A collection of over 2000 books from the Executors of the late Lt. Col. K. R. Kirtikar.

### Prize Distribution.

A prize distribution ceremony of the School was held in the St. Xavier's College Hall on the 23rd September, 1917, when Sir Mahadev Bhaskar Chhabal, Kt., B. A., LL. B.,

presided and gave away the prizes. An interesting programme of drill, dramatic scenes and experiments in Science was gone through on the occasion. The proceedings terminated with an address from the President, who advocated the importance of having a special course provided for in the School, at least as an alternative to the University Matriculation.

#### The Teaching Staff, paid and honorary

Miss N. D. Contractor continues to be the Lady Superintendent of the School. She has been discharging her duties with zeal and energy. The subordinate staff of teachers worked well. It is a pity that it is not as constant as desirable. An improvement in the salaries is necessary, for which unhappily funds are not available.

It is gratifying to note the services of the Honorary teachers who give their time to the School so willingly. They are Dr. K. G. Desai, Dr. G. S. Vazkar, Mrs. Surajbai and Dr. D. G. Ajinkya. The best thanks of the Committee are due to them.

#### Prof. Dharadhar.

Amongst the Honorary workers, special mention has to be made of Prof. S. R. Dharadhar, who held, during the period covered by the report, the responsible and onerous office of one of the Secretaries and in addition did regular teaching work in the school from day to day. Special thanks are due for these arduous services.

#### Conclusion.

The account given above is of three years' progress of the School, which, the Council of Management trusts,

will be found by the general public to be satisfactory.

This Report will not be complete without the mention of a crisis through which the institution passed, during the period under report. The public are aware that the funds of the School represent the surplus estate of the late Seth Chanda Ramji, allowed to be diverted to this purpose by a special order of the High Court. Mr. Luxmidas, the son and heir of the testator, filed a suit in the High Court in 1915 disputing the legality of the order and claiming all the surplus estate for himself. The crisis was however averted, thanks to the good offices of kind friends and the generosity of Mr. Luxmidas, the school escaped extinction with no more loss than the bare out-of-pocket expenses of obtaining a consent decree. The kind friends and Mr. Luxmidas are both entitled to our best thanks.

Now that the character of the institution as a benevolent public trust is established beyond dispute, it behoves the Hindu Community to rally to its help and support, and ensure its progress and prosperity. The institution has special claims on them and if they extend their help to it liberally, better results will be achieved, and the cause of female education, yet backward amongst Hindus, will considerably advance. The Council hopes that this appeal will have a ready response.

L. A. SHAH,

Chairman.

M. R. JAYAKAR,

RATANLAL RANCHODDAS.

Joint Hon. Secretaries.

## THE CHANDA RAMJI HINDU

### *Revenue Account for the year*

	Rs. a. p.	Rs. a. p.
Deficit for the year 1914 . . . . .	173 0 10	
Amount wrongly credited to Revenue account in 1914 . . . . .	17 8 0	
Rates and Taxes . . . . .	-----	190 8 10
Insurance . . . . .	-----	388 1 0
Repair account . . . . .	-----	100 0 0
General Ex. Account . . . . .	-----	4,737 12 8
Salaries . . . . .	-----	275 15 0
Printing. . . . .	-----	10,244 3 6
		9 15 8
<b>TOTAL Rs. .</b>	-----	<b>15,946 8 8</b>

We have examined the books and vouchers of the School and verified the Cash and Securities and we hereby certify that the above Balance-Sheet represents the true position of the School Funds on 31st December 1915.

**LAKSHUMAN H. CHAUDHARI.** .

*Bombay 4th July 1917.*

*Auditors.*

**GIRLS' HIGH SCHOOL.***ending 31st December, 1915.*

	Rs. s. p.	Rs. s. p.
Fee Account . . . . .	.....	24,62 2 0
Rent . . . . .	.....	1,750 0 0
Amount of Port Trust Bonds shewn in excess . . . . .	360 0 0	.....
Less Loss in Port Trust Bonds for Rs. 4,000 sold in 1914 . . . . .	40 0 0	320 0 0
Interest . . . . .	.....	7,108 1 2
Revenue Account Difference on 3½ % Govt. Paper of the nominal Value of Rs. 2,000 sold in 1914 . . . . .	.....	7 8 0
Deficit . . . . .	.....	4,300 13 1
<b>TOTAL Rs. . . . .</b>	<b>.....</b>	<b>15,946 8 3</b>

**RAGHUNANDAN N. KOTHARE,***Treasurer,***THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.**



## THE CHANDA RAMJI HINDU

### *Balance Sheet for the year*

Capital and Liabilities.	Rs. a. p.	Rs. a. p.
Amount from the Executor of the late Shett Chanda Ramjee ... ..	3,35,000 0 0	
Less Discount on Rs. 2,00,000 received in 3½% Govt. Paper since sold (vide Balance Sheet for the year ending 31st December 1914) ... ..	12,750 0 0	3,22,250 0 0
<b>Donation Fund.</b>		
Mrs. Manekbai Kothare in 3½% Govt. Paper of the face value of ... ..	2,000 0 0	.....
Mr. Damodhur G. Sukhadvala (in Cash) ..	1,000 0 0	.....
Mrs. Manekbai Kothare in 3½% Govt. Paper of the face value of Rs. 2,000 for Scholarships in Memory of the late Mr. Nanu N. Kothare ... ..	2,000 0 0	.....
Mr. Hiralal Dayabhai Nanavati in 4% Port Trust Bonds of the face value of ..	500 0 0	.....
Mr. Bhagirathbai widow of Narayan Dinanathjee 3½% Govt. Paper of the face value of ... ..	100 0 0	.....
Mr. Raghunandan N. Kothare proving Executor of the will of the late Mr. Nanu N. Kothare as directed in the will of the deceased (Cash) ... ..	1,000 0 0	.....
	6,600 0 0	.. ...
Mrs. Ramabai Ranade ... ..	35 0 0	...
" " " ... ..	17 8 0	.....
	6,652 8 0	.....
Less Discount on the above Port Trust Bond of the face value of Rs. 500 Rs. 50 ... ..	... ..	.....
" " 3½% Govt. Paper of the nominal value of Rs. 4,100 ... Rs. 820 ...	870 0 0	5,782 8 0
<b>TOTAL RS.</b>		<b>3,28,032 8 0</b>

We have examined the books and vouchers of the School and verified the Cash and Securities and we hereby certify that the above Balance Sheet represents the true position of the School Funds on 31st December 1915.

LAKSHUMAN H. CHAUDHARI,

Bombay, 4th July 1917.

Auditors.

## GIRLS' HIGH SCHOOL.

ending 31st December, 1915.

	Rs.	a.	p.	Rs.	a.	p.
<b>Property Account.</b>						
School Premises account.	144,827	8	4			
School Apparatus	28,96	6	8			
Books Account	9,45	2	5			
Furniture Account	3,289	4	9			
	7,130	13	10			
Less Depreciation at 25 % . . . . .	1,782	11	5	5,348	2	5
<b>Investments.</b>						
3½ % Govt. P. of the face value of Rs. 25,000	23,406	4	0			
4% Karachi Port Trust Bonds Rs. 150,000	14,2500	0	0			
4% Port Trust Bonds . . . Rs. 500	450	0	0			
3½ % Govt. Paper . . . Rs. 2,100	1,910	0	0			
TOTAL Rs. 177,600				16,8266	4	0
Outstanding for interest not collected . . . . .				484	4	0
Depreciation Fund Account. . . . .				1,782	11	5
Bank Balance (Bank of Bombay) . . . . .				3,022	12	9
Income and Expenditure . . . . .				4,200	13	1
TOTAL Rs. . . . .				3,28032	8	0

RAGHUNANDAN N. KOTHARE,

Treasurer,

THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.

## THE CHANDA RAMJI HINDU

### *Revenue Account for the year*

	Rs.	a.	p.	Rs.	a.	p.
Deficit for the year 1915 . . . . .				4,908	13	1
Salary Account . . . . .				10,508	4	0
General Expense Account . . . . .				474	7	3
Stationery Account . . . . .				153	10	0
Insurance . . . . .				100	0	0
Rates and Taxes . . . . .				388	1	0
<b>Bad and Doubtful Debt.</b>						
Amount misappropriated by School Clerk. . . . .	Rs.					
" . . . . .		2,170	0	0		
Less Recovered . . . . .		225	0	0		
				1,945	0	0
<b>TOTAL Rs.</b>				17,870	3	4

We have examined the books and vouchers of the School and verified the Cash and Securities and we hereby certify that the above Balance-Sheet represents the true position of the School Funds on 31st December 1916.

LAKSHUMAN H. CHAUDHARI,

Bombay, 4th July 1917.

*Auditors.*

## GIRLS' HIGH SCHOOL.

ending 31st December, 1916.

	Rs. s. p.	Rs. s. p.
Fee Account . . . . .	4,057	12 0
Rent Account . . . . .	3,070	10 3
Interest. . . . .	6,268	8 0
Deficit. . . . .	3,765	5 1
<b>TOTAL RS.</b>	<b>17,670</b>	<b>3 4</b>

RAGHUNANDAN N. KOTHARE,

*Treasurer,*

THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.

THE CHANDA RAMJI HINDU

*Balance Sheet for the year*

	Rs. a. p.	Rs. a. p.
<b>Capital and Liabilities.</b>		
Amount from the Executor of the late Shett Chanda Ramjee	3,35,000 0 0	-- --
Less Discount on Rs. 2,00,000 received in $3\frac{1}{2}\%$ Govt. P. since sold ( vide Balance-Sheet for the year ending 31st December 1914.)	12,750 0 0	32,250 0 0
<b>Donation Fund.</b>		
Mrs Manekbai Kothare in $3\frac{1}{2}\%$ Govt. Paper of the face value of Rs. ...	2,000 0 0	... ..
Mr. Damodhar G. Sukhadvala (in Cash).	1,000 0 0	... ..
Mrs. Manekbai Kothare in $3\frac{1}{2}\%$ Govt. Paper of the face value of Rs. 2,000 for Scholarships in memory of the late Mr. Nanu N. Kothare	2,000 0 0	.....
Mr. Hiralal Dayabhai Nanavati in 4% Port Trust Bond of the face value of .	500 0 0	.....
Mrs. Bhagirthibai widow of Narayen Dhanathjee $3\frac{1}{2}\%$ Govt. Paper of the face value of .	100 0 0	.....
Mr. Raghunandan N. Kothare proving Executor of the will of the late Mr. Nanu N. Kothare as directed in the will of the deceased (Cash)	1,000 0 0	.....
Mrs. Ramabai Ranade	6,600 0 0	... ..
.. ..	35 0 0	.....
.. ..	17 8 0	.....
Sir Mahomed Yusuf of Nhava	50 0 0	.....
Student Amba Mekanji from her father and father-in-law in honor of her marriage	7 0 0	.....
His Highness Maharaja of Dhurbhunga	500 0 0	.....
Mrs. Ramabai Ranade	35 0 0	.....
Mr. Vitaldas Naronji	15 0 0	.....
	7,259 8 0	.....
Less Discount on the above Port Trust Bond of the face value of Rs. 500 Rs. 50	.....	.....
.. ,, $3\frac{1}{2}\%$ Govt. Paper of the nominal value of Rs. 4,100	870 0 0	6,389 8 0
<b>TOTAL RS.</b>		3,28,639 8 0

We have examined the books and vouchers of the School and verified the Cash and Securities and we hereby certify that the above Balance-Sheet represents the true position of the School Funds on 31st December 1916.

LAKSHUMAN H. CHAUDHARI,

Bombay, 4th July 1917.

*Auditors.*

## GIRLS' HIGH SCHOOL.

ending 31st December, 1916.

	Rs.	a.	p.	Rs.	a.	p.
<b>Property Account.</b>						
School Premises account . . . . .	.....			14,482	8	4
School Apparatus . . . . .	2,896	0	8	.....		
Books account . . . . .	945	2	5	.....		
Furniture account . . . . .	3,289	4	9	.....		
	7,180	13	10	.....		
Less Depreciation at 25% . . . . .	1,782	11	5	5,348	2	5
<b>Investments.</b>						
3½% Govt. P. of the face value Rs. 25,000	23,408	4	0	.....		
4% Karachi Port Trust Bonds „ 15,000	14,250	0	0	.....		
4% Port Trust Bonds . „ 500	450	0	0	.....		
3½% Govt. Paper . . „ 2,100	1,910	0	0	16,826	4	0
	17,760					
<b>Outstanding.</b>						
Interest not collected . . . . .	.....			968	8	0
Depreciation Fund account. . . . .	.....			1,782	11	5
Cash with Bank of Bombay. . . . .	.....			3,681	0	9
Income and Expenditure . . . . .	.....			3,765	5	1
TOTAL Rs.	.....			32,863	8	0

RAGHUNADAN N. KOTHARE,

Treasurer,

THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.

## THE CHANDA RAMJI HINDU

### *Revenue Account for the year*

	Rs. a. p.	Rs. a. p.
To Deficit for the year 1916 . . . . .	8,765 5 1	.. ..
Add amount of discount debited to Donation Account. . . . .	870 0 0	.....
		4,635 5 1
„ General Expenses . . . . .	.....	730 3 4
„ Salary Account . . . . .	.....	10,036 11 9
„ Insurance . . . . .	.....	100 0 0
„ Printing and Stationery . . . . .	.....	30 14 0
„ Rates and Taxes . . . . .	.....	388 1 0
		16,221 3 2
TOTAL Rs. . . . .	.....	16,921 3 2

We have examined the books and vouchers of the School and verified the Cash and Securities and we hereby certify that the above Balance-Sheet represents the true position of the School Funds on 31st December 1917.

LAKSHUMAN H. CHAUDHARI,

Bombay, 2nd August 1918.

*Auditors.*

## GIRLS' HIGH SCHOOL, 1113

ending 31st December, 1917.

	Rs. a. p.	Rs. a. p.
<b>By Rent and Fees.</b>		
Rents	2,295 9 0	
Fees	3,535 0 0	5,830 0 0
„ Donation . . . . .		159 8 0
„ Interest . . . . .		6,805 0 0
<b>By Bad and Doubtful Debt.</b>		
Amount recovered from late School Clerk out of money misappropriated by him . . . . .		325 0 0
„ Balance . . . . .		2,801 11 2
<b>TOTAL Rs. . . . .</b>	<b>.....</b>	<b>15,921 3 2</b>

RAGHUNANDAN N. KOTHARE,  
*Treasurer,*  
 THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.



## THE CHANDA RAMJI HINDU

### *Balance Sheet for the year*

	Rs. a. p.	Rs. a. p.
<b>To Capital and Liabilities.</b>		
Amount from the Executor to the estate of the late Shett Chanda Ramjee . . .	3,35,000 0 0	.....
<i>Less</i> Discount on Rs. 2 Lacs received in 3½% Government paper since sold . . .	12,750 0 0	
		3,22,250 0 0
<b>To Donation account.</b>		
Mr. Damodar G. Sukhadwalla (in cash) . . .	1,000 0 0	.....
H. H. Maharaja of Darbhanga . . . . .	500 0 0	
		1,500 0 0
<b>Prize and Scholarship Fund a/c.</b>	... ..	1,500 0 0
<b>TOTAL Rs. .</b>	.....	3,25,250 0 0

We have examined the books and vouchers of the School and verified the Cash and Securities and we hereby certify that the above Balance-Sheet represents the true position of the School Funds on 31st December 1917.

**LAKSHUMAN H. CHAUDHARI,**

Bombay, 2nd August 1918.

*Auditors.*

## GIRLS' HIGH SCHOOL.

ending 31st December, 1917.

	Rs. a. p.	Rs. a. p.
By Property account. . . . .	1,44,837. 6 4	
„ School apparatus . . . . .	2,896 6 8	
„ Books account . . . . .	845 3 5	
„ Furniture account . . . . .	3,289 4 9	7,130 18 10
„ Investments.		
3½% Government paper of Rs. 23,000 . . . . .	21,533 12 0	.....
4% Karachi Port Trust Bond of Rs. 1,50,000. . . . .	1,42,500 0 0	1,64,033 12 0
„ Outstanding.		
Interest not collected . . . . .	.. ..	484 4 0
Cash with Bank of Bombay . . . . .	.....	5,971 14 8
Balance . . . . .	.. ..	2,801 11 2
<b>Total Rs. . . . .</b>	.....	<b>3,25,250 0 0</b>

RAGHUNANDAN N. KOTHARE,  
Treasurer,  
THE CHANDA RAMJI HINDU GIRLS' HIGH SCHOOL.

## THE CHANDA RAMJI HINDU

### *Prize and Scholarship Fund*

	Rs. a. p.	Rs. a. p.
<b>To Investment account.</b>		
3½% Government paper for Rs. 1,400 . . . . .	3,782 8 0	.....
4% Port Trust Bond   ,,   500 . . . . .	450 0 0	.....
5½% War Loan Bond of   ,, 100 . . . . .	99 4 7	.....
		4,331 12 7
,, Prize Distribution . . . . .	.....	765 11 0
,, Balance . . . . .	.....	1,500 0 0
		6,597 7 7
<b>TOTAL Rs. ...</b>	. . . . .	<b>6,597 7 7</b>

We have examined the above account and found it correct.

**LAKSHUMAN N. CHAUDHARI,**

*Bombay, 2nd August 1918.*

*Auditors.*

## GIRLS' HIGH SCHOOL.

*account for the year 1917.*

	Rs. a. p.	Rs. a. p.
By Mrs. Manekbai Nanu Kothare (in 3½% Government paper) . . . .	2,000 0 0	.....
„ Mrs. Manekbai Nanu Kothare in memory of the late Mr. Nanu N. Kothare (in 3½% Government paper) . . . .	2,000 0 0	.....
„ Mr. Raghunandas N. Kothare executor to the estate of late Mr. Nanu N. Kothare . . . . .	1,000 0 0	.....
„ Mr. Hiralal Dayabhai Nanavati (in 4% Port Trust Bond) . . . . .	500 0 0	.....
„ Mrs. Bhagirthibai widow of Narayan Dissanathji (in 3½% Government paper) . . . . .	100 0 0	.....
„ Executors of Jumna Bai Sukai . . . . .	500 0 0	.....
„ Our Day Fund from students . . . . .	99 4 7	.....
		6,199 4 7
„ Interest account . . . . .	.....	163 8 0
„ Amount transferred from general expenses . . . . .	.....	234 11 0
TOTAL Rs. . . . .	.....	6,597 7 7

RAGHUNANDAN N. KOTHARE,  
Treasurer,

THE CHANDA RANJI HINDU GIRLS' HIGH SCHOOL.

# ADULT SCHOOLS,

THEIR AIMS AND METHODS

AND

HOW TO ESTABLISH THEM.,

*Eighth Edition.*

Issued by the NATIONAL COUNCIL OF ADULT SCHOOL UNIONS.

*General Secretary*

EDWIN GILBERT, 61, LINDEN ROAD, BOURNVILLE, BIRMINGHAM.

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PRICE ONE PENNY.

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LONDON .

HEADLEY BROTHERS,

BISHOPSGATE, E C.

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1911.

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*Price 1d., post free 1½d., One dozen 1/- post free.*

NOTE.—In a pamphlet of this nature it is practically impossible to describe in detail the methods of work adopted in all parts of the country, hence, in what follows, we only attempt a description of the more general principles and methods

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# AIMS AND METHODS

OF

## ADULT SCHOOLS.

---

THE name "Adult School" does not quite explain itself. Some think it refers to a purely educational institution for men and women, not understanding the essentially religious character of the Schools. Others fancy that it is only a new kind of Bible Class. Though Adult Schools are too full of life and growth to be capable of exact definition, they are much more than either simple educational or Bible classes. We shall not be far wrong in describing them as co-operative religious societies, carried on and controlled by their own members.

This is an age of co-operation. The principle underlies Trade Unions, Co-operative Stores, Sick Benefit Clubs, Building Societies, Mutual Assurance Societies, and many other modern institutions. Christian co-operation is known to us under its beautiful name of Brotherhood. True Brotherhood in all that it means of love and help and of independent and yet harmonious working together for great ends, is the noblest as it is the simplest basis for practical Christian work.

In some of the thickly peopled districts of London, in the great manufacturing towns of the Midlands or the North, as well as in many a country town and village, you may learn by a personal visit something of the spiritual power and practical help which centres in an Adult School. The men who crowd the Schools on Sundays spend their lives in toil and daily care. They come because they love the School, because it gives them a hit up for the week, because they want to

help each other. The School has been the making of them, and they feel that on them depends its success. The warm handshake, the hearty sympathy, the willingness to visit and to help one another are the best proofs that the meaning of brotherly love is understood.

And what sort of men is the Adult School calculated to produce? As the direct responsibility to one another involved in the conception of brotherhood is brought home to the minds of men they cease to be idlers. The aims and methods of the School make it a manufactory of Christian workers. God's love is received as a living influence that produces the active energy of loving work for Him. A School cannot truly succeed unless each member learns to feel his share of responsibility, and to take his part in the work. The School appeals to the independent minds of our artisans because they feel that it will be what they and their comrades make it.

Earnest minds in all our Churches are longing to find a means of bringing themselves into touch with working men. They know the futility of all attempts which pauperise or patronise. The Adult School has proved to be a great instrument for social and religious progress, and for breaking down the barrier between rich and poor, between class and class, and for binding together men of all classes and circumstances into an active brotherhood.

We propose to give in a concise form the leading principles and methods which underlie the conduct of these Schools, so that their importance may be grasped by those who are likely to organize them, and that methods may be followed which experience has shown will be attended with success.

## HISTORY AND PROGRESS.

A few words on the history and progress of the movement may be appropriately given at this point.

From the earliest years of the nineteenth century there had been isolated efforts in this direction, but it was not until 1845, and in Birmingham, that Adult Schools really took root, Severn Street, Birmingham, being the first School to be opened, which was followed later in the year by the well-known School at Sheffield.



To-day, throughout our country there are about 1,900 Schools, and over 110,000 members

For the purposes of organization the country is divided up into Adult School Unions, to one or other of which nearly every School belongs. These Unions undertake extension work, and seek to strengthen existing Schools in all possible ways.

The National Council of Adult School Unions was established in 1899, with the object of binding together the various Adult School Unions. It issues a Directory of Schools, publishes "One and All," as the organ of the movement, compiles an annual list of Bible Lessons with Daily Readings, Lesson Handbook, also an Almanack, issues suitable literature, arranges week-end Lecture Schools for Biblical and Social Study, and in other ways undertakes work for the help of the movement as a whole.

#### ESSENTIAL PRINCIPLES OF SUCCESS.

What are the essential principles of success in Adult School work ? They may be stated as follows :—

- 1.—A spirit of mutual love and sympathy, to be expressed in every possible way
- 2.—The School should be an independent institution. Its basis must be unsectarian, but provided this is strictly adhered to, the School may gain greatly by being in close touch with some active Christian organization. (See p. 30.)
- 3.—All sorts and conditions of men should be equally welcome to join the School, without any profession of religious belief being required.
- 4.—The School should carefully cultivate a sense of individual responsibility. Every member should have a voice in its management, and should thus feel that he has a part in promoting its welfare.
- 5.—The various branches of the School work should be kept subordinate to its central point, *viz*, the reverent study of the Bible. To secure the best results members are encouraged to take part in the conversation on the Bible Lesson.

- 6.—A portion of the time should be usefully given to Educational work. (See the section entitled "The First Half-Hour," p. 13.)
- 7.—The School should meet on a Sunday at an hour which will not interfere with the services in the neighbouring churches or chapels, and *should open and close punctually.*
- 8.—Adult Schools are for those above a certain age. 18 or 17 is a suitable limit to fix. (For Youths, see the paragraph entitled "Junior Section," p. 20.)

### SUCCESSFUL METHODS.

These principles which are fundamental to the success of an Adult School leave room for considerable variety in the methods employed. A new School will be well-advised to begin upon lines which have been found successful in other Schools. Without in any way desiring to recommend an unwise rigidity—for the movement is still in process of growth—some of the methods are here explained in further detail, but their practical working will be best understood by a visit to a well-organized School.\* We may refer to the following points, though it should be borne in mind that in minor matters there is room for a good deal of variety in the different Schools.

#### TIME OF HOLDING AND DURATION.

For Men's Schools experience is greatly in favour of the early morning as the best time—the hour of commencement varying in different localities from 7.30 a.m. to 9 a.m. Women's Schools are held either on Sunday afternoon or on an afternoon or evening during the week, preferably the latter. It is most important that the School shall meet at an hour which will not prevent the members attending Church or Chapel should they wish to do so. The duration of the School should be *not less than an hour and a half*, of which at least half should be given to Bible Study, the re-

\* The Secretary of the National Council A S U. will be glad to give to inquirers details of the School nearest their place of residence.

maunder of the time being spent in the opening and closing of the School, and in the varied occupations of the "First Half-hour."

#### THE OPENING OF THE SCHOOL

should always be a bright, thankful, prayerful but brief proceeding; it should invariably take place with unerring punctuality, and should be made as attractive as possible. A suitable hymn and a short prayer from any trusted worker or member should usher in the "First Half-hour." (See page 13). It is usual to have a minute or two of silence, thus giving opportunity for a brief prayer from some one without definitely calling upon any.

#### CLOSE OF SCHOOL.

The School should close, as well as open, on the stroke of time.

The classes re-assemble and a hymn is sung.

Announcements are then made, and it is important that these should be as brief as possible.

(Where a school has a large number of week-evening meetings and classes, it is well to have in a conspicuous place a board divided into days on which can be affixed slips reminding members of regular engagements. This will materially reduce the number of announcements.)

A brief prayer fittingly concludes the School.

#### BIBLE STUDY.

The Bible Lesson is the backbone of the teaching of the School, and to render this the more effective the National Council publish a carefully prepared list of Lessons, Notes for which appear in "One and All," and in "The Friend," also a Lesson Handbook. Members should be encouraged to read the Daily Readings issued in connection with the Lesson sheet, so that they may be prepared to take their share in the conversation. The lesson should be made as interesting as possible, and will require very careful and prayerful preparation.

Speaking generally, there are three ways of conducting a Bible Lesson :

#### FIRST.

At the close of the "First Half-hour" the School or Classes (as the case may be), assemble for Bible study. The object aimed at is to bring out the spiritual lessons contained in the subject by a free, open, and reverent conversation in which all may take part. The lesson chosen will probably be from the list drawn up by the National Council, but it may be on some other selected subject, or the class may prefer to go continuously through one of the Gospels or some other portion of Scripture, taking, perhaps, special subjects occasionally. The verses may be read aloud in turn by the members of the class, then, in many Schools, a time of devotion follows, in which one or two members offer, brief, simple and earnest prayers, after which one of the number—and this duty should circulate freely among willing members—opens the subject—not exhaustively, but if possible so as to suggest lines of thought which other members will pursue. Perhaps it is his first attempt, and he will tell his fellow-members that he has never read his Bible so much as during the past week; he is ~~so new to this sort of~~ <sup>so new to this sort of</sup> thing, that he finds it hard to get on, and long before his time is up, he says, "Well, friends I don't know that I can say any more," and ends abruptly. The lesson is now open for free consideration, eight or ten members very likely taking the opportunity of saying what is on their hearts. The subject gets looked at from different sides, and is pretty sure to be put in a practical shape by the end of the time. Personal remarks are firmly discouraged, and points of sectarian difference are as a rule avoided, and never dealt with in a party spirit or so as to offend. In large Classes a time limit for remarks is often useful. The President always encourages the asking of questions in class or afterwards and in every way tries to find out how much is actually known and understood. No one laughs at ignorance where all seek to learn. •

The duty of the Chairman or President of the Class is to guide the discussion into profitable channels, to keep members to the subject, to draw out the views of those who hesitate to take part, and, if he can, to gather together at the close the threads of thought

into a few words, which will give point and purpose to the whole, so that a definite well-balanced impression may be left upon the minds of all, and some living message be driven home.

In a Class so conducted, most of the men will become accustomed to take part, and with many a man the first opening of his mouth in the Class is the initial step to his becoming an able worker in other fields of service. Such a Class is always fresh, different voices are heard week by week, the interest is easily maintained, and men speaking in their own way to one another, and drawing their illustrations from the every day experiences of the factory or the workshop, often succeed in making a point clear where the Chairman could not. With Classes of this kind the success and continuance of the School is not dependent upon two or three gifted Class Presidents, and their absence does not cause helplessness, for the members themselves are equal to the burden of carrying on the lesson.

#### SECOND.

Perhaps the most marked advance of late has been on the line of method. We have discovered that there are more ways of successfully treating a lesson than, on the one hand, giving an address on it, and on the other having a series of short speeches from the members. The conversational method, largely conducted by question and answer has gradually made way in the Schools. Especially is this the case where the teacher has at command a good blackboard and has familiarized himself with its use.

The method has several advantages :—

1. It enables the teacher to plan out his lesson and to see beforehand the direction into which the thoughts of the members will be directed.
2. He can, by anticipating the kind of answers which will be given to his questions, fortify himself with the information for which he will most probably be asked.
3. It brings into active participation in the lesson every member of the class, as the opening questions are of such a character that they can be readily answered

by anyone. By specifying that the replies shall not come from just a few, and by being willing to wait for answers, the slower and more backward members get a chance. Thus the lesson is drawn out of all the members instead of being simply poured into them.

4. It represses those who are ever keen on hearing their own voice, and restrains those who feel that if no one else gets up to speak they must, in loyalty to the class and teacher, do so.

It must not be imagined that by drawing a larger number into the lesson, the teacher is making it less necessary for himself to put much thought into it. On the contrary he must lead the class, and not be swept along by it.

This needs tact and care, but more than all it calls for a knowledge of the lesson, and a clear idea of what he is aiming at.

He will need first to thoroughly study the passage and write down a number of questions on it. These may be classified into, first, general questions of a simple character, going on to more definite ones and leading up to those which will bring the real point of the lesson.

Then he will need to select his first question. It should admit of many answers and admit also of answers from the slowest members of the class.

Hence it must be elementary even to obviousness

For example, if the subject is "The Revealer of the Father," the first question might easily be "What is a Revealer?"

Never mind if he has the reply "One who reveals." Let him write it down. Others will follow of a more elucidatory kind.

Or he may say "What is it to reveal?" and expect a series of such replies as.—to make known, to light up, to make plain, etc., etc. All these must be written down. He will have provided himself with his own list of answers, so that if those given are not complete, *i.e.*, not sufficiently all-round—he can suggest others. He could then go on to ask "If this is to reveal, how did Jesus reveal the Father?"

Then such answers would come as.—By His teaching, by His life, etc., etc. By taking away wrong

impressions ; by clearing away the prejudices which had grown up round the idea of God ; by showing Him as loving and solicitous for His children's good, etc , etc. Other questions would arise, for example " Give an example of the latter," which could be answered by such sayings as " If ye being evil know how to give, etc.," or by some illustration as, say, the welcome of the prodigal, and many others

Then could come the question : " What then is the character of the Father thus revealed ? " and plenty of answers would be forthcoming all being written down.

Finally could come the point of the lesson : " Have we any need for such a God in our lives ? " " Can we afford to ignore Him ? " " Is he a wise or a foolish man who plans out his life without so beneficent an influence," etc.

Note three important things :—

1. Know your lesson well yourself, and look ahead at the answers which are likely to be given and at the essential ones, which may not be given. Get them down on a card for reference.
2. Put questions which can be answered and which admit of many answers, so that each may have a chance of replying, and the answers of all combined may make a complete reply.
3. Never reply yourself. Suggest possible lines of reply, but get the actual answer from the class. Don't be afraid of waiting a little. Don't be afraid of a little wholesome humour or banter. Never laugh *at* a reply, however stupid. See something behind it. Say " Yes, I think I see what you have in your mind. Suppose we put it in this way," —and then suggest something on the line of the lesson. Your member will assent, and that reply can be referred to as his, all through the lesson. Never fail to put the answer down. You can afford to ignore it when it is on the blackboard. Always you must choose some, out of many, and you can ignore the foolish one among the others.

It is a good exercise to say " Yes, that is not a bad answer, now how can we express it in brief terms," and

so put your members to thinking it out while you are also thinking it out.

### THIRD.

The wonderful growth of the movement in Bristol gives importance to a study of the methods adopted in the Schools of that City, especially since, with a very few exceptions, a uniform practice is followed.

Two or three of the older Schools still meet in the afternoon, but 8.30 or 9 o'clock is the general hour.

The School, the members of which are seated in sections, opens with a hymn, and then there is a brief interval for prayer (see page 7). After the prayer the members settle down in their sections, each section presided over by its leader. A section is usually made up from a dozen to twenty men. A register is marked, absentees noted, and arrangements made for their being visited. Then the lesson for the morning is read round, verse by verse, and any difficult point is dealt with by the leader or any member of the section. The time allowed for sectional reading is generally about twenty minutes.

The ringing of a bell is the signal for section work to close, and then the members arrange themselves facing the President, who is appointed to lead the lesson in open School. Usually a hymn is sung, and then the President in a few words suggests the line of thought intended by the lesson, and the subject is open to all, and opportunity is given for a full understanding of the lesson.

As a rule there are but few silent moments. Points are raised and met, and the lesson is thoroughly studied: earnestness and reverence characterizing the whole.

This united meeting or open School occupies thirty or thirty-five minutes, after which inquiries are made for sick members, announcements given, another hymn sung, and prayer offered, and the School is closed, with many expressions of good-will, after a session of about an hour and a quarter.

In a few of the Bristol Schools the first half-hour is occasionally occupied by lecturesses instead of the sectional teaching, and in some Schools a proportion



of the members are engaged for a corresponding period in learning to read and write.

In any case, and whatever the method adopted, the leader of the Class should never forget that in many of the men he sees before him there exists far down in the depths of their being, a wistful, half-conscious longing for a higher life—a longing which can only be satisfied in Christ.

### THE FIRST HALF-HOUR.

The first half-hour is a characteristic feature of the School. In it time is given for the consideration of questions not necessarily of a religious nature.

The practice has much to commend it.

In the first place it makes it clear that an Adult School is something more than a Bible Class, and it makes its own appeal to men who cannot at first be got to see anything either important or attractive in Bible Study.

It emphasizes the fact that the School recognises an affinity between religious exercises and everyday life, and often enables an immediate application of the Bible lesson to modern conditions to be effectively made.

Another important consideration must not be overlooked. This dual method finds scope for men who, while not capable of giving definite spiritual instruction, are anxious to contribute something for the raising of their fellows.

It is most important that such men should have work found for them under religious influences, and it has frequently happened that the doing of this has led to a desire to come into closer contact with the spiritual life of the School.

The aim of the first half-hour is to give to each man, so far as may be, the instruction he most needs.

There may be but one man in the school who is unable to read, but he should be taught if he is willing to learn.

In the neighbourhood of a School there are some men who cannot write. These should be got in so that they may learn. Following this line of action it will be seen that there is room for many agencies

of an educational character. Classes on history, hygiene, physiology, social study, current events, nature study, etc., are all being successfully conducted in Adult Schools.

The lecturette given during the first half-hour does not aspire to be a regular lecture, but a brief and simple setting out of some scientific, historical, or everyday subject, with the object of turning the minds of the men in that direction, widening their mental horizon, and giving them a larger outlook.

In order to secure unity of thought in the morning's work, a subject directly or indirectly connected with the Bible Lesson may be made very helpful.

References to the most suitable books in the local free library for following up the subject are often given and made use of.

The time devoted to these subjects should be strictly defined, and it should be carefully watched lest it should interfere with the Bible Study period.

It goes without saying that Schools adopting this dual system must begin with unfailing punctuality.

#### ADULT SCHOOL ORGANIZATION.

Much of the success of every flourishing Adult School is confessedly due to the, at first sight, minor details of organization. Piety is no excuse for stupidity. Wisdom as well as zeal should, and must, be exercised. The details of organization must to some extent vary with local circumstances and therefore only general advice can be given. At the very outset of a School, careful thought should be given to the constitution,\* the machinery being perfected so as to work silently. Some of the most successful Schools have called into consultation every man who attended on the first Sunday, a plan which secures these two advantages: it gives everyone an interest in the proposed institution, and it secures the invaluable experience of working men in dealing with men of their own class in life. Every member should have a voice in the management of the School and share in its work. Some Schools are controlled by Monthly or Quarterly Meetings, held on a week-night,

\* For a Model Constitution see page 32.

which every member is entitled to attend ; others are governed by an annually elected Committee, of which all the School officers are *ex officio* members. In considering questions affecting the welfare of the School, the experience gained by those who have been actively engaged in the work should not be lightly set aside. Earnest perseverance should be the watchword, and sanctified common sense should be brought to bear in every direction

In the infancy of a School the governing body should be frequently called together

CLASSES.—To ensure the development of all the members—especially the least advanced—it is desirable that the Classes should not be too large. In obtaining new members, a healthy rivalry is often promoted by the School being composed of more than one class

However small the numbers may be at the beginning it will be found advisable to have two classes

Men are very conservative, and if the School has only one Class to start with it is found to be extremely difficult to divide when numbers grow and the class becomes unwieldy.

FINANCE.—As far as possible the work should be self-supporting, but the contributions should be purely voluntary. It will be found that men will take a pride in making their School pay its own way. If a School is offered the use of a room free of charge it is desirable to make some contribution towards the funds of the Church or Chapel or other institution which has placed the room at the disposal of the School. Accounts of every penny received and spent must of course be carefully kept. It is of the *utmost importance* that slipshod methods of conducting the finances of a School should *never* be allowed to creep in. It is recommended that no accounts be paid until passed by the School Committee after due examination, and that a duly audited statement of accounts be published half-yearly. (For detailed information see Directory.\*)

No business should be allowed to interfere with the Bible study

\* Published by Headley Brothers, Bishopsgate Without, E. C.  
Post free 5d

The Auxiliary Societies should be carefully governed by Committees subordinate to the governing body of the School.

**VISITATION.**—Great stress should be laid upon the organized visiting of members, especially of new members during the week following their first attendance, and of absentees. Many members drop away because they are not promptly visited after absence. Members in any difficulty or in sickness should receive special care.

In addition to the systematic visitation of scholars by their fellow members, visitation by the leader is most important. He thus learns something of the home life of the members of his class, and is therefore able to enter into fuller sympathy with them than could otherwise be the case. (For further "Hints on Visiting," see Directory.)

**PUBLICITY.**—The importance of making the School known by personal effort in suitable and unconventional ways should receive thorough attention. Every member of a School should feel it to be his duty and privilege to invite his neighbours and fellow-workmen to the School.

Every meeting of the School should be bright and brotherly.

## AUXILIARY SOCIETIES

These are of great use in promoting the efficiency of the School. They are not essentials, but they are most valuable adjuncts. It is better to have a few really good subsidiary institutions than many poor ones. Let these grow out of the needs of the School or come at the suggestion of the members. It is rarely wise to attempt to superimpose on a School an adjunct because it has been successful elsewhere. There is room for studying the wants of men in all aspects—religious, mental, social and physical: indeed, no other movement appears to lend itself so readily to the accomplishment of these ends. We cannot enter in detail into an account of all the ramifications of the work, but a perusal of the following list will show something of the possibilities:—

Savings Funds Social Clubs Social Service Committees  
 Sick Clubs Medical Clubs  
 Night Schools Libraries  
 Mission Meetings Lodging House Mission  
 Total Abstinence Societies  
 Mutual Improvement Societies Lectures  
 Social Meetings. Social Study Circles Book Clubs  
 Goose Clubs Coal and Blanket Clubs  
 Tract, Peace and Missionary Societies.  
 Employment Registries  
 Benevolent and Samaritan Clubs  
 Cooking, Dressmaking and Handicraft Classes  
 Male Voice Chorus Musical Societies of all kinds  
 Athletic, Cricket, Football, and Cycling Clubs  
 Rambling Clubs Flower Shows. Allotments  
 Ambulance Classes  
 Hand Bell Ringing

### WEEK NIGHT WORK \*

In order that the Adult School may be as widely helpful to its members as possible, opportunities for mental improvement should be given during the week. Circumstances will determine the precise form these should take. Those who realize that their education has been neglected will often appreciate week-night classes if carefully conducted, so as to ensure everyone getting the individual attention and assistance which he requires. These Classes are a useful feeder to the School. Others will prefer a Mutual Improvement Society, where various social and other questions can be discussed. In many Schools Social Study Classes are formed, for which the Shilling Series of Handbooks published by Headley Brothers are found most useful. Lectures, Literary and Elocutionary Evenings increase the variety and widen the scope, thus attracting members whose interests lie in different directions, and affording opportunity for the exercise of their various talents. Horticultural and Industrial Exhibitions have also been found useful.

Where practicable, occasional Social Evenings or meetings at the home of the President or of some other member of the School will be much appreciated and afford good opportunity for the members to get acquainted with each other.

\* See also "Social Clubs," page 21.

Another valuable help, especially useful to those who are unable to meet together for any joint study, is found in Home Reading Circles, members agreeing to read individually certain standard books on various subjects, such as those selected by the National Home Reading Union, or by our Correspondence Classes, or any others that may be preferred. Periodical meetings to discuss the books that have been read, largely add to the interest, and help to fix in the mind the points that have most impressed different readers.

#### THE ADULT SCHOOL IS NOT A BIBLE CLASS SIMPLY OR A PLEASANT SUNDAY MORNING.

An Adult School is a place for Bible Study, although of a very unconventional character, but it is much more, and it is the additions which constitute its uniqueness. Its special name and its varied activities are all intended to disarm the opposition and gain the allegiance of the men and women who do not want Bible Classes.

Neither is the Adult School a P.S.A. The aims are the same, but the methods differ fundamentally. The Adult School exists to cultivate the fellowship of hearts, and lays great stress on comradeship and close personal friendship. These are more easily attained when men gather in small groups than when assembled in a large meeting.

In School men mix freely with each other and are developed by the personal share they take in the lesson. *The aim is not so much to feed them as to evoke their finest qualities and their often latent talents.*

Thus much importance is attached to classes and to mutual study rather than to meetings and to set addresses.

It is much easier to draw up a programme of addresses than to secure teachers to undertake regular class work, but the latter is the better Adult School method, and is found to be more permanent.

There is nothing to prevent an afternoon Brotherhood or P.S.A. doing Adult School work in the morning, and many morning Schools undertake afternoon work.

## WOMEN'S SCHOOLS.

When possible every Men's School should be supplemented by a School for Women, and where these work in complete harmony a great mutual advantage is secured. By this means it is also possible to establish a community of interest between husband and wife in highest things to the great benefit of the home life.

Adult Schools for women seek to develop and strengthen the life of the womanhood of the nation. About seven hundred of these Schools are at work, and whether in great cities, provincial towns, or in villages, they meet a crying need in women's life, and supplement on much needed lines the work already being done by other women's societies.

In so far as they are SCHOOLS, England needs such to-day Home-life, which is at the root of the nation's well-being, Business Life, in which so many women are engaged, the Civic Life, which offers increasing opportunities for Women's Work, the many Social Problems around us which are peculiarly bound up with women's happiness, all call out for more knowledge on the part of our women, and this knowledge the Adult Schools seek to give. Loving, intelligent and informed womanhood is the aim of their work, and to many thousands they have proved centres of new life, and opportunities of service for others.

A large and increasing number of Schools meet on week-evenings, often from 7.30 to 9 p.m. The first half-hour is spent either in social intercourse or in various classes for cookery, dressmaking, or other subjects, or a lecturette may be given. The Bible Lesson, taken in as free and conversational a manner as possible, occupies the rest of the time.

Many Schools meet on Sunday afternoon, and here also if time allows, the lesson is often preceded by an educational subject; courses of first half-hour talks having some bearing on the Bible lessons are very desirable. When a room is available, a week-night class or social evening is a valuable supplement to the work of the Sunday afternoon School.

The *Self-Government* of the Schools stimulates women's ability for management, and brings out much latent

talent The members are expected to manage and finance their own Schools, co-operate with the men's work whenever possible, and appoint delegates to take their share in the work of the District Adult School Council.

(For Aims and Methods of Women's Schools, see "Adult Schools for Women," Headley Brothers, post free, 1½d)

### JUNIOR SECTION.

Sunday School workers know how very difficult it is to retain in the School boys and girls after they reach the age of fourteen or fifteen; this fact lends importance to the consideration of the place and aim of the Junior Sections in Adult Schools.

The age limit is usually fourteen to eighteen years.

The members select the officers, decide what agencies shall be started, support these by contributions, and generally manage the School. This is one of the secrets of success. It has often been found that youths and girls who have burst all bounds in ordinary Sunday Schools have come into a Junior Section and implicitly obeyed the rules which they themselves have helped to frame and are invited to uphold.

Association with men will often steady the unruly youths, and they should be encouraged to take their share in the management of the School. It is necessary to have a separate class for Juniors, but it should be possible for them to join with the men in the opening and closing exercises.

When man's estate has been reached it is well to have the membership transferred to a Class of men, although care should be taken to avoid the appearance of a member being "turned out." Often a young fellow will become so attached to his class that it becomes very painful for him to leave. No rules can be laid down in these cases. The teacher and member should be left to settle it between them.

Separate Sections for Juniors have been maintained with success in several Adult School centres. Inquirers who wish to obtain fuller information as to methods of working these Sections may apply to the National Council Office, 6r, Linden Road, Bournville.



## SOCIAL CLUBS.

The Adult School Movement can be truthfully said to have solved that very difficult problem of how to successfully maintain a working man's club without intoxicating drink

They are usually begun in a very humble way, gradually growing in membership, in equipment, and in usefulness

Disused public-houses—the old sign often being continued—make excellent club houses, and it has been found possible to retain the frequenters of the former as members of the latter, with the best possible results.

In Birmingham in eight or ten cases these houses once given over to drink and vice, have become centres of Christian activity, such as Adult Schools on Sunday mornings, Evening Mission Meetings, Sunday Schools Bands of Hope, etc. In addition, they are open every night in the week, providing opportunities of social intercourse of an unconventional character, supported and managed entirely by those using them

Other buildings successfully used are old workshops, ordinary cottages, while even stables and hay lofts have been transformed into more or less comfortable rooms.

The demand has created the supply. Once the Adult School members begin to search for and to bring to School men who have gone out of the way, there arises the cry for some place other than the public-house in which to spend the hours of the long winter week nights.

From Sunday morning to the next Sunday is a far cry for a man who has just awakened to a desire to live a better life, and finds his strength very limited, his will enfeebled, and himself exposed to the old daily temptations.

For such as these the clubs were formed, and as one after another proved successful their number increased.

A few hints on the formation of a club may not be without value

1 The School members must be united in a desire to provide for themselves and for those they hope to reach, a place where they can meet without fear of

temptation to drink or gamble. *Unless a real spirit of desire to serve be at the root of this matter, very little hope of success need be entertained.*

2. Given this spirit, a suitable district should be searched for a cheap building. The conditions of the building need not enter into account if the men are in earnest. Some hours given by a few amateur carpenters, painters, and the like can work wonders in the appearance of a disused building. The great thing is to get a place at a moderate rent.

3 Having got the place into habitable condition, the question of furnishing arises. For this, of course, funds are needed, and seeing the purpose for which it is intended, an appeal may fairly be made to some well-to-do sympathizers in the locality. A jumble sale, a small sale of work, a few Saturday night concerts, all these are possible sources of income. Some members may perhaps give a chair, or a table, or some unused piece of furniture, while others know where useful second-hand articles can be bought. Many clubs have begun in this way, the only attraction being a good fire and cheerful company, in which a man may smoke his pipe, and chat over the day's doings. Draughts, dart-board, dominoes and such games are very inexpensive. Later on will come the bagatelle or billiard board, which will pay for itself in a few months, or if it is desired to start with this great attraction, probably some teacher or well disposed helper will be responsible for providing a table to be paid for by the takings of the first year. Or members of the School can raise the money by themselves lending to the Club in small amounts a loan to provide these attractions. The repayment of such loan should be the first charge on the takings.

4. The question of caretaking is one which can be arranged with little difficulty. At first a steward will be appointed for each night, whose duty it will be to light the fire and have things in form for the members, another steward relieving him say at nine, to remain until the close. Twelve men would be able to attend to this by two hours' work each week. Afterwards, as the membership grows, a married man may have

the privilege of living rent free on the premises—if they are suitable—in return for services as cleaner and caretaker. Much depends upon the selection of a popular man, one who combines all the best qualities of “mine host.”

5. The subscription is usually 1d per week, or 1s. per quarter in advance. Clubs are conducted on two different principles. One is that every member must first be a member of the School. In this way greater control is assured over the doings of the Club. An Adult School member is less likely to do anything which will bring discredit to the School, and the desire to join the Club may influence men to join the School as a prior condition of membership. On the other hand, in many Clubs the membership is open to all, though the ultimate control is in the hands of the School, and it is claimed that men will join the School through the Club, who would not be likely to join in any other way. It is thus sought to make the Club a recruiting ground for the School. In any case the Club Committee should be composed exclusively of members of the School. Where this rule has not been maintained difficulty has often arisen, the non-School members of the Committee being apt to regard themselves as in some way in opposition, representing the Club interest as against that of the School.

The fear of gambling in Clubs thus composed and managed has been entirely groundless, the one or two solitary cases where this has happened only emphasizing the almost universal rule.

For Model Social Club rules see Directory.\*

#### HOW TO ESTABLISH NEW SCHOOLS.

Three things are essential in the opening of an Adult School.

*First* To secure a suitable place in which the School can meet

*Secondly*. To find some men whose hearts are warm with love to Christ and to their fellow-men, and who when introduced to the work are willing to attend

\* Report of Conference on Social Clubs, post free 1½d., 61, Linden Road, Bournville

punctually and regularly, and to give a warm and hearty welcome to all who come to the School. It is desirable that these should make themselves acquainted with the working of some existing School, in order that they may understand the true spirit, and also the methods that have been found most successful.

*Thirdly*: A leader (who may be called "President" or "Superintendent," or he may have no distinctive name), who is—

- (a) One who will command respect, without being autocratic.
- (b) One who will unite conflicting elements.
- (c) One who is earnestly solicitous for the well-being of his fellows, but whose outlook and energies are not limited by sect or party.
- (d) One whose business and private and public life are such as will enforce and not detract from that which he teaches in the School

The most suitable place is a hall or building with adjoining but separate class-rooms, the main hall being large enough for all the classes to meet in at the opening and closing of the School. It may be desirable to find a place unconnected with any church, chapel, or sectarian place of worship, as the work and teaching are non-sectarian, and men of any or no religious belief receive an equally hearty welcome. At the same time successful Schools are frequently carried on in school-rooms of churches or chapels, and in mission halls, and there is in these cases less difficulty in finding suitable workers. Council Schools are frequently obtained, and, next to specially constructed or arranged premises, have been found most suitable, but a great drawback to these is that they are not usually available on week-nights. In some towns they can be secured at only a small charge to cover cost of cleaning, etc.

When capable men have been found who are willing to start the work, a meeting of those likely to form the nucleus of the New School should be called, and the object and working of the School fully explained to them, and where possible it is an advantage to have present deputations of members from some existing

Schools to give their personal experience of the benefits and blessings received by attending Adult Schools.

As much depends upon first impressions and a good start, it is of the utmost importance that the Chairman and principal speakers at an inaugural meeting should be men who have had experience of Adult School work, and can not only speak of the progress, benefits, and working of Adult Schools, but who can win the love and sympathy of the men addressed and impart to the meeting the true Adult School spirit of Christian sympathy and brotherly love

The speeches of delegates should be short and to the point and although occasional hymns or solos may be interspersed, the real object of the meeting should never be allowed to drop into a secondary place. If men of the right stamp are present at the inaugural meeting and catch the Adult School spirit, the success of the work is practically assured. Before the close of the meeting resolutions should be passed in favour of starting the New School at an hour previously thought of, those present being asked to vote by a show of hands. The President of the School and the Teachers (or Presidents) of the classes may be at once proposed and elected, or the selection may be left to the first meeting of the School.

The men present who are willing to come to the new School may be asked to volunteer by holding up their hands and to write their names and addresses on slips of paper previously provided. Visits should be paid to any who fail to keep their promise to attend on the opening morning. Not less than two classes should be formed to begin with, and if feasible they should start with about equal numbers. The further growth of the School chiefly depends upon the members feeling that its success rests with them individually, and on their regular and punctual attendance and interest in bringing in new members. It is by their example and influence, and by the spirit of prayer and brotherhood in the School, that the work will spread through the circle of the members' friends and in the neighbourhood. The Class Secretaries, Treasurer, and other officers are usually appointed at the first business

meeting after the School has started or on the Sunday morning on which the School begins. (See page 27.)\*

### SOME DANGERS AND DIFFICULTIES OF EXTENSION WORK.

Let it not be thought that the object of this chapter is to call men to meet difficulties half-way; rather is it to be desired that they may be prepared for them, so that at the first breath of adverse fortune they may not be unduly cast down and ready to give up in despair.

#### I.—SLIPSHOD METHODS.

One prolific source of difficulty and annoyance is the working with slipshod methods, on plans which have been ill-devised and not properly thought out. Remembering that the initial work of extension consists largely in inducing men to undertake work which they do not particularly desire to enter upon—and in some cases which they would very much rather not take up—it will be at once seen that there will be a considerable amount of tact required, and the adaptation of very special means to the end you have in view. Hence, for example, your Extension Committee must include one or two men who can, with some possibility of success, interview the clergyman and the school-master, and also one or two others who can meet the working man on his own ground and chat with him with the utmost freedom.

#### II.—PRELIMINARY ANNOUNCEMENTS.

Be very discreet in the drawing up of the announcement of the initial meeting. Men are always—especially in small communities—on the look-out for denominational or political bias. Do you hold your public meeting in a denominational schoolroom? Then, unless you would court failure, see to it that there appear on the bills the names of men who are known to be unconnected with this particular denomination. Is your Chairman a prominent politician? Then if

\* Handbills suitable for canvassing and advertising the Opening of a School or a Public Meeting, may be obtained from Headley Bros. (send 1d. Stamp for Samples).

possible, have on your platform a well-known member of another party. Don't think that in attempting to introduce into a community something of which it has had no previous experience, your motives will escape the very keenest observation and criticism. Leave no loophole then for adverse judgment, not a chink or cranny through which those whose jealousy you will awaken will attack you with any degree of success.

Said one of the Vice-presidents of the Leicestershire Adult School Union to the writer, "When the movement was first introduced into our village I went to the meeting with both eyes open to find it a chapel and Radical dodge." This is not a solitary case and the greatest care must be exercised to disarm all adverse criticism. It may not be that your would-be hostile critic becomes a leading spirit in the movement as in the case mentioned, but you have avoided a great danger if you have been able to convince such a one of your absolute freedom from sectarianism.

### III.—UNSUITABLE MEN AS OFFICERS.

Another danger is lest unsuitable men get into office and wreck the undertaking before it has a chance of success. It is invariably wise to elect officers *pro tem.*, say for three months, having the appointments altered or confirmed by the larger body of members you may hope to have at the end of that period. The right man frequently stands aside and requires to be pressed into service. Do not easily be refused if you are convinced you have hit upon the right man. Give him time to think over it and then bring more influence to bear on him.

Especially must you secure a capital President and Secretary. For the first office it is of the greatest importance that you should not choose a clergyman or minister (Like every other rule this one has several brilliant exceptions, but where such is likely to be the case the wisdom of such an appointment will probably be very apparent.) It may be difficult if such be present to pass him over, but it should be freely stated that *this is a layman's movement*, and no suspicion

must be aroused among the prospective members that it is a dodge to get them into church or chapel. Do not therefore, elect the minister because he is there and some indiscreet person proposes him and it is not easy to pass him over. And do not have an ornamental President for the sake of capturing a well-known name. Let the highest position be filled by the man who is going to lead week by week. A schoolmaster often proves the best man for the President's office.

#### IV.—TIME OF STARTING SCHOOL.

Another difficulty crops up with the question as to the time of meeting of the school. It frequently happens that out of the eighteen or twenty men turning up at the initial meeting, the majority of them will be men engaged in Sunday religious work and if they must be in Sunday School at 9 30 the feeling of the meeting will be to meet, say at 8 o'clock.

But there is to be considered the most suitable time for the men whom it is hoped to bring in, and frequently it will be found that an eight o'clock meeting will be an hour too early for these men. They have nothing to do after School is over, and they would rather it were not over at so early an hour.

Here is a grave question to decide, and it can only be decided after much consideration.

Shall we forego the men who are willing to become members for the sake of others whom we are much more desirous of reaching, but who after all may not come in? On the result of the consideration of this question the future of the School may depend. If it is found possible to induce the men who are present at the meeting to work among others during the week-days, so as to get in a larger number of members, on the understanding that the hour shall be changed if after two or three months it is found advisable, a way out of the difficulty will have been found.

Never yield to the almost inevitable demand for an afternoon School. The idea of an early morning meeting is strange to many, and may appear as a deterrent. Experience, however, proves that afternoon Men's Schools are rarely successful. The most successful are



those which begin not later than 9 o'clock (It is rarely that a new School is opened in the Midland District which begins later than 7.30 or 8.)

To carry out the full programme of an Adult School *viz.*, First Half-Hour and Bible Lesson, *at least* an hour-and-a-half is necessary. School should be over in time for its members to attend public worship if they desire to do so.

#### V.—SCHOOL PREMISES.

Again, with regard to School premises. It may be possible to have freely offered for the use of the School a building which for some reason or other is not so suitable as other rooms which may have to be paid for.

If the desire for a School has been the concern of some church or chapel, the promoters should not consider as of first importance the pleasure of seeing their schoolroom used for the purpose, but should strive to ensure complete success by selecting a room in the most desirable locality.

Avoid a place with a bad name, however free it may be to you. A building owned by an unpopular man is not an ideal home for an Adult School. Another may cost more, but strive, if possible, to obtain the most suitable, both in position and in association.

#### TO MINISTERS AND CHURCH OFFICERS.

So much inquiry is being made by leaders of churches and chapels that it is felt desirable to include a chapter specially addressed to these.

Much useful information will be gathered on general points on other pages, but it should be pointed out that a School, attached to denominational premises needs to guard against some special dangers.

That great success can be achieved under these conditions, is evident from the existence of many flourishing Schools, and the case of Bristol is very much to the point. Most of the Schools in that city are held in chapel schoolrooms, and invariably they are large and growing institutions.

But it must be borne in mind that the bond of union in Bristol is not in any sense a denominational one.

It is an Adult School Bond, *all the Schools* joining in the Bristol Council. This Council is looked on as the authority in the Movement. Churches are by it invited to send delegates to see an Adult School at work, with the promise of assistance if it is afterwards decided to establish a School.

From such a Council or Union help is given of all kinds. Affiliated Schools send members to canvass the district for scholars, speakers are forthcoming, teachers may temporarily detach themselves from their own Schools to lend their help for a few weeks, and in this way the New School—although probably officered ultimately by members of the particular church\*—is united closely to the other Schools, and from the very first is expected to join in the general work, and to contribute its quota to the extension of the movement in the city.

In small towns and in large cities where the movement has not a great hold, the situation may be one of some difficulty. We say "may be" advisedly. If the *one sole aim* of a denominational body in starting a School be the good of men and the glory of God, the difficulty can be successfully overcome. In that case it will not be a *sine qua non* that the School shall be called, say "The Baptist Adult School." The sectional name will be omitted from the first. It will not be expected that the minister will be the president of the School. He will—knowing how shy of ministers are many of the men we most wish to reach—be the first to see the unwisdom of raising any possible obstacle in the way of men joining. He may become a member, and even regularly attend, but in just the same way as the other members. If the church is in a highly respectable district, and it is felt that greater success can be achieved by going into a more neglected locality, the fact of the church schoolroom being disengaged will not stand in the way of a more suitable place being used. Neither trouble over much, if as the School grows the Chapel congregation does not share in this

\* Officers should be appointed by the School and not by the Church, and those officers should not necessarily be Church members.

growth. But if on the other hand the sole desire is for the good of the church, to increase its membership and importance, then failure is bound to ensue. A School may be maintained, it is true, but it will not be a strong, vigorous, aggressive institution, drawing in outsiders by its freedom from sect or party, and uniting in Christian work members of all denominations and of none.

Rather rejoice if as the result of the endeavours of your members men are coming under helpful influence and finding their lives lifted on to a higher level.

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## **ADULT SCHOOL DIRECTORY AND YEAR BOOK.**

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## Suggested Model Constitution for an Adult School.

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**NAME**—That this School shall be called the.....  
**ADULT SCHOOL**

**AIM**—That the aim and object of the School shall be to encourage the reverent study of the Bible, to make life and religion one, and to form a bond of union and friendship between its members

**MEETINGS**—That the School shall meet every Sunday morning from ..... to ..... The Bible lesson shall be regarded as the central feature of the School.

**MEMBERSHIP**—That any man or woman above the age of 18 may become a member of the School by making four attendances within three calendar months. If a member does not attend the meeting of the School for a whole quarter without giving any satisfactory reason, he or she shall cease to be a member

**GOVERNMENT**—That the Government of the School shall be vested in its members. A meeting of members shall be regularly held to transact the business of the School. It may appoint Committees to attend to the various branches of the work as the necessity for these arises. Every Committee shall report at least once a year to the School.

**OFFICERS**—That the business meeting shall appoint annually a President; one or more Vice-Presidents, a Treasurer; one or more Secretaries, and any such other officers as may be deemed necessary by the meeting.

**FINANCE**—That the School shall be supported by VOLUNTARY contributions of members and their friends; and properly audited statements of all School funds shall be rendered half-yearly to the School.

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*The Adult School Badge and Brooch—Special Registered design—Price 2d. each (postage extra), may be obtained from 61, Linden Road, Bournville.*

THE UNIVERSITY OF BRISTOL.

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SHORT STUDIES  
IN  
MODERN HISTORY.

A COURSE OF LECTURES

Dealing principally with the great movements which  
have contributed to the making of Modern England and  
the formation of National Character.

PART II.

BY

GEORGE HARE LEONARD, M.A.,

*Professor of Modern History.*

"I think History is concerned with  
what men did and thought, just  
as much as with how they were  
governed."

—*Dr. Creighton to his Daughter.*

Copies of the Syllabus may be obtained at the Office,

PRICE SIXPENCE.

## I.—The Lessons of the Fifteenth Century.

WHEN Richard II. tried—and failed—to undo all the constitutional work of the 13th and 14th centuries and become an absolute Monarch, the Revolution of 1399 brought about the complete triumph of the Constitutional Cause. Under the Lancastrians Parliament attained privileges which were never formally abandoned, and, later, provided many of those precedents which were so effectively appealed to by the leaders of the popular party in the 17th century.

The Commons, however, were not yet really strong enough to take the lead in the government of the country, and in their jealousy of the Crown, allowed themselves to become the tools of the turbulent barons, who, though their interest was astutely diverted, for a time, by the exciting opportunities of the war in France, returned in the end only to stir up further strife and oppress their defenceless neighbours at home. When it became clear that Henry VI. was hopelessly incompetent, thirty years of extreme disorder brought "the Lancastrian experiment" to an end, and paved the way for the Tudor Dictatorship. With Henry VII. as "Chief Constable," political Feudalism with all its anarchical tendencies, disappeared. There was no more "lack of governance."

The rapid progress of the Middle Class, merchants and farmers, who thought much more about public order than political "liberty," also helped the cause of the New Monarchy; while the Church, shorn of much of its spiritual force, and largely concerned in secular business, had ceased to be a great independent power in the country. The attacks on Church property, the leavening work of the Lollards, and the influence of the New Learning (at last beginning to obtain some footing at the Universities), help us to understand how it was that the many-sided Reformation was accomplished later on with comparative ease. The Middle Ages were drawing slowly to an end. There was no sudden break, even if we discern "an evident and intelligible line" dividing mediæval and modern times. A careful study of the 15th century shows how deeply the roots of the present lie buried in the past.

## II.—The Renaissance in Italy and in England.

THERE were many "Revivals of Learning" in Europe after the fall of the Roman Empire and the gradual loss of the ancient literature of Greece and Rome, but the "Renaissance," which marks the transition between mediæval and modern times, was more than the re-discovery of a long forgotten culture. Men now began to experience a new consciousness of their individuality and powers, and began to criticise mere "authority" even in matters of religion.

It was natural that the great "revival" should begin in Italy, where men, like Petrarch, surrounded by the visible signs of a past greatness, began to desire to enter into their "heritage." But the new study of (*classical*) Latin and Roman antiquities soon paved the way for the study of Greek, and that re-introduction of Greek literature, science and art, which revolutionised mediæval ideas. Mediæval dogma now gave place to free thought, asceticism to æstheticism, self-sacrifice to self-realisation.

The "Christian Renaissance," which came late in Italy, was developed in Germany, where classical scholarship (now including the study of Hebrew) was valued as a help to the elucidation of the Bible. In England the Renaissance found its "morning star" in Humphrey, Duke of Gloucester, who may rank with the great Italian patrons of learning in his love of books and care for poets and scholars. But it was not till the end of the fifteenth century that our country really began to feel the new outburst of intellectual vigour with Grocyn and Linacre. Colet, like his pupil and friend Erasmus, believed that the reform, which all good men desired, would come through the new learning; and in the pulpit, as in lecture room and school, sought to replace a lifeless formalism in religion by a practical Christianity. With Sir Thomas More—whose *Utopia* is one of the most typical products of the Renaissance—these men strove to apply the new learning to life and conduct.

### III.—The Reformation under Henry VIII.

THE series of changes which we call the "Reformation" is closely connected with the Renaissance. Papal interference in national affairs had been deeply resented here as early as the thirteenth century. For a long time also, grave complaints had been made against the clergy, who were often ignorant, unspiritual, and content with a low standard of morality. Now, under the influence of the new thought and new learning, the state into which "the Church" had sunk was intolerable to all religiously-minded men, and many of the laity in England, dissatisfied with the peculiar advantages the clergy enjoyed in the ecclesiastical courts, angered by administrative abuses, and jealous of the enormous wealth of the Church, were ready for wide schemes of reform.

With Henry VIII. came the "political" and legal Reformation, "occasioned" by the King's scruple about his marriage. The Reformation Parliament (1529-36), beginning with a mere attack on some familiar ecclesiastical grievances, was led on to restrain appeals to Rome, to forbid the payment of various customary dues, and finally to abolish the power of the "Bishop of Rome" in England. There was, as yet, little official hint of change in matters of doctrine, though the whole tendency of the teaching of the "Oxford Reformers," and the distinctively Protestant teaching of the Germans (now being popularised by the preaching of the "Cambridge Gospellers,") began to make many dissatisfied with the old dogmas. The King intended the English Church to remain Catholic in faith and practice. Men and women were still burned as heretics for denying the doctrine of Transubstantiation, though, at the same time, others were beheaded as traitors who rejected the new doctrine of the Royal Supremacy in matters spiritual as well as temporal. But while individual consciences were not free, national autonomy had been secured at last, and the new lay head of the Church was invested by many with something of the sacredness which had formerly belonged to the Pope.



#### IV.—The Dissolution of the Monasteries.

(1536-1540.)

THE last act of the Reformation Parliament was the dissolution of the smaller religious houses, and in a few years all the monasteries—the last strongholds of the Papacy in England—came to an end. The monasteries, once the centres of learning, the practical arts, and all good works, had had their day. The witness of the best *Catholic* writers of the previous age is sufficient to show how much was amiss even if the evidence of Cromwell's Commissioners is regarded with natural suspicion. (Note, however, some exceptions,—the Carthusians in London, the Friars Observant, and others.)

The wealth of the monasteries, vested in the King by the Act of 1539, was, for the most part, misappropriated, though six new bishoprics (Bristol), and a few grammar schools were founded, and some small sums were spent for the national advantage (*e.g.*, on the fleet, fortifications, etc.).

The "new men," enriched by grants or easy sales of the monastic lands, and many of them ennobled, had the strongest reasons for supporting the King and the new settlement, while, with the disappearance of the Abbots and Priors, the "spiritual peers" ceased to be in a majority in the House of Lords.

An impetus was given to the Agricultural Revolution (the change from tillage to pasturage, etc.) as the new masters quickly introduced improved methods on their estates, and began to enclose the common lands. This led to a fresh migration into the towns, and an increase of that crime and vagabondage in the country which had already been noted as a grave scandal, more than a generation earlier, in the *Utopia* (Part I.).

With the dislocation of labour poverty greatly increased, and there was no longer any provision for the poor at the monastery gates. From this time it was clearly seen that some public provision for the poor must be made, and, as the result of many experiments, the Poor Laws were welded together into the great Elizabethan code of 1601.

## V.—The Church under Edward VI. and Mary.

**E**VEN in the later years of Henry VIII. some changes which tended in the "Protestant" direction had been introduced by Cromwell, the Vicar-General. A translation of the Bible (Coverdale's) had been provided for use in the churches, and it had been ordained that certain parts of the service should be read in English. But now, with Edward VI, the task of making the English Church Protestant in doctrine and practice, as well as in government, was entrusted to Cranmer, whose thought was constantly influenced by the changing course of the Reformation abroad. In 1549 the Act for Uniformity of Service was passed, and the Prayer Book, written entirely in English, approved. (A second highly Calvinistic Prayer Book was prepared, largely under the influence of foreign divines who had settled in England, in 1552.) Weak and subservient as the Archbishop often proved to be, he was intellectually strong and moderate, and the Anglican Church owes much to his guidance at this critical time.

The country, however, was not ripe for the rapid, and sometimes ruthless, changes in the old ways, and Protestantism, owing to its alliance with unscrupulous politicians, became unhappily associated in men's minds with a policy of plunder (*e.g.*, the dissolution of the Gilds, etc.).

A great reaction came with the accession of Mary, but it was some time before the country was persuaded to accept the Papal Supremacy, and even then the Pope was obliged to allow the monastic lands to remain with the new owners. The persecuting statutes were revived (1555), and over three hundred men, women and children, many of them poor artisans in the towns (*e.g.* Bristol), were burnt as heretics. The old prejudice against Protestantism was forgotten when Catholicism began to associate itself in men's minds with cruelty, as well as incompetence at home and disgrace abroad. Patriots looked forward eagerly to Mary's death, and the accession of a really "English" Queen with a *national* policy again.

## VI.—The Elizabethan Settlement of Religion.

WHEN Mary died, the Protestant exiles returned deeply influenced by the later developments of the Reformation abroad. The "Presbyterian" Church, which Calvin organised from Geneva, was democratic and anti-episcopal in organisation, and deliberately anti-Roman in doctrine. Its bare worship was conducted with a minimum of ritual and outward beauty, and it attempted to enforce a very stern system of morality on all.

Elizabeth was out of sympathy with Calvinistic theology, and the austere ideas of the "Puritans." She detested democratic theories which ran counter to the supremacy of the crown. Her circumstances, however, rendered it necessary to make some compromise in the interests of national unity. It was the undiscouraged loyalty of the out-and-out Protestants on which she could alone rely with certainty. She aimed, therefore, at establishing the Church on lines so broad that it might contain all "Catholics" who were not "Papists," and all Calvinistic Puritans who were not incorrigible Presbyterians.

By the Acts of Supremacy and Uniformity (1559), Elizabeth re-established the National Church under the crown as "Supreme Governor," and settled the manner of public worship. She retained the surplice and some of the old ceremonies, but ordained the use of the "second Prayer Book" now re-edited in a conservative spirit. Her course was no doubt *prudent*, but many of the Puritans were disturbed by the retention of vestments and ancient ceremonies, and later became so restive under *episcopal* control, that some of them began to oppose the very idea of a *National* Church altogether, and "separatists" began to form *independent* congregations. On the other hand, after the death of the Queen of Scots and the defeat of the Armada, many of the Roman Recusants began to conform, and helped to swell the ranks of the "High Church" party, which was becoming a new force in English religion.

## VII.—The Agricultural Revolution.

IN the Middle Ages England was still, in the main, an agricultural country, but after the Black Death (1349) there was a complete revolution in the management of the old manorial estates. Free labourers resented the Statute of 1351, and prepared to work for the legal wage, while the unfree tenants, who could only be brought to render the old services under extreme pressure, were increasingly discontented with their servile condition. As the old system of bailiff-farming became more and more unremunerative and impracticable, the lords' demesne was broken up, in many cases, into small holdings which could be let (at first with the necessary stock) at a regular money rent. The stock-and-land lease system, however, soon gave way to leasehold farming of the modern type.

In other cases the landowner found it more advantageous to lay down what had hitherto been arable land for pasture. English wool was now in great demand for the looms of Flanders, and, indeed, for the manufacture of cloth in this country, for new woollen industries were introduced from the Low Countries in the reigns of Henry II, Edward III. and Elizabeth. England thus gradually became a great wool-producing country, as it became profitable to enclose great tracts of land with quickset hedges for sheep farms. No doubt, in many cases, humble tenants were ruthlessly cleared out to make room for the sheep, and now serfdom, which had *not* come to an end with the "Great Revolt of 1381," (for Richard's charters of manumission were soon revoked) gradually disappeared, as, under the new systems, the old "services" ceased to be valuable.

The later enclosure of the "common lands," by which the poor lost many privileges, led to great disturbances in Edward VI.'s time, and the rural grievances, which legislation apparently was powerless to prevent, lasted all through the Tudor period. To many the depopulation of the country districts seemed a very serious *political* danger.

## VIII.—The Spacious Times of Great Elizabeth.

TO the mediæval mind the 16th century world would have seemed a very large place, for the geography known to the ancients had long been forgotten, and much, even of the Old World, had to be discovered and opened up all over again. The Renaissance, with the revival of *Science*, no doubt *had* much to do with the discovery of the *New World*, though this was an accidental outcome of the increasing desire to find new routes for trade with the *East Indies*. From this time, the ocean, so long a boundary and limit, began to be thought of as a "pathway." In Elizabeth's days there was a great expansion of legitimate and illegitimate trade; and many a scheme for distant conquest, discovery, adventure, and even colonisation. There was a great increase in wealth and luxury, and a new sense of space and freedom, but with these things an unsteadiness, and an eagerness for riches which was impatient of the necessary discipline.

The full fruits of the Renaissance ripened in England towards the close of the 16th century, but in its early years education was already improving, and soon became much more general. Taste changed. Italian influence made itself felt in the stately homes of Elizabethan England. If there were no great English artists, Italian sculptors were early at work in this country, and the German Holbein painted the personages of his time in all their characteristic splendour.

Though indications of the Revival of English Letters are seen even under Henry VIII., with deliberate adventures in English prose, and little lyrical poems in the Italian manner, soon set to delightful music by English composers, it was not till the middle of Elizabeth's reign that the sudden outburst of glorious literature really began. Spenser was quickly followed by the great dramatists, and (a few) masters of splendid prose. The work of Shakespeare is for all time. In his plays he drew "each change of many-coloured life"—"exhausting worlds, and then imagining new." But everywhere *ideas* were rife, and ambitions high, and a desire for self-realisation at any cost. It was a great age in English life and English literature, to which Elizabeth has rightly given her name though it lasted well into the 17th century.

## IX.—The Parliament in the Sixteenth Century.

THOUGH Henry VII. was anxious to obtain the authority of Parliament at the beginning of his reign, he attempted in the end to amass a treasure which would render him independent of it. Henry VIII. continued the policy of trying to rule without Parliament for a time, but he saw that he could render his will more acceptable to an uneasy nation if he employed a Parliament, though a subservient one, to sanction his arbitrary acts. It was his intention to be, in reality, absolute master of both Church and State, but even in his day Parliament was sometimes "difficult," and in the reigns of Edward VI. and Mary it showed new signs of recovering something of its ancient independence.

It is held that Elizabeth, at all events at the beginning of her reign, was a better representative of the people at large than the House of Commons. (The *well-advised* Tudors had a wonderful way of keeping their fingers on the national pulse, and finding out what was really needed—or what men could be brought to accept—in these critical times.) But Elizabeth had no easy task with her Parliament when questions of (*a*) the succession, or (*b*) the further reformation of the Church, or (*c*) the general privileges of Parliament, were in dispute. The Queen refused to allow the question of an heir to be discussed; she deeply resented the interference of Parliament in all ecclesiastical affairs, holding that it was *her* duty to govern the Church through the Bishops, and declared that the Commons should meddle with no matters of state but such as were propounded to them.

But with the defeat of the Armada, the long Tudor "Dictatorship" ceased to be necessary, and the Commons took fresh courage. Elizabeth had always known how to give way with grace when she saw that she must, and she gave way again (over the monopoly question) in 1601, when the Commons won their last and greatest victory. There was no place for a continental absolutism in England.

## X.—Divine Right and English Liberty.

MANY in England looked hopefully for a new day with the accession of James I. The new national feeling, so marked a feature of Elizabeth's time, demanded a much greater share in the government of the country than the great queen had been willing to admit. Many lawyers in Parliament, keen students of Constitutional History, were determined that liberties and privileges, "the undoubted birthright of the subjects of England," should be ignored no longer, and were ready with many cogent precedents from the ancient records.

On the other hand, James I. had his precedents too, but he was a foolish person for all his wisdom (and in many ways, no doubt, he was really in advance of his time), and did not see that powers more or less consciously entrusted to the tactful Tudors (who seemed to sum up in their own persons so many of the national aspirations) would not easily be continued in a new age, to a foreign King who seemed incapable of understanding or sympathising with English ways; and that, precedent or no precedent, the time had come when subjects must be granted a real share in the government of the country.

Unfortunately, the obstinate Stuarts were theory-ridden with the *newly defined* doctrine of Divine Hereditary Right. They believed that the people's privileges were only matters "of grace," and that their responsibility was to God alone. No doubt they wished to rule well, and meant to gather round them wise and trained advisers who would understand domestic (and *foreign*) affairs much better than an ordinary member of Parliament; but unfortunately power often fell into the hands of favourites, and even men like Strafford and Laud thought that all government should be done for, and not by, the people. With his last words Charles I. professed his political faith, "having a share in government," he said, speaking of 'the people, "that is nothing pertaining to them,"

## XI.—Puritanism.

TO many in England the Reformation, with the prudent compromises of Elizabeth, had not gone far enough. There were earnest churchmen, preachers and pastors, whose "tender consciences" were hurt by the enforced use of rites which they regarded as superstitious, and vestments which they considered "the rags of anti-Christ." Though Bacon pleaded for concession in non-essentials, James I., in defiance of popular opinion, insisted on the completest conformity, or vowed he would harry them out of the land.

The Puritans—some "unconformable" *in the Church*, and others (Independents and Baptist "nonconformists") who had deliberately formed themselves into "gathered churches" outside—increased very rapidly in numbers, and won the sympathy of many who did not share their scruples.

When Englishmen became "the people of a book, and that book the Bible," the Puritans,—who loved the *Genevan* version—even more than others found there, and especially in the Old Testament, a practical guide for life, and the particular *authority* that most religious men had hitherto looked for in the Church. They believed the soul of man should enter into direct communion with God, and lived seriously—sometimes rather joylessly—under a "great Taskmaster's eye."

There were naturally many fanatics amongst the Puritans, and some hypocrites; and with persecution many, no doubt, who cared most, grew hard and bitter and narrow in their ways of thinking, both about God and man. Some of the Roundheads despised learning and art as distractions, and many looked askance at sport and pleasant customs indissolubly connected, in their minds, with evil ways.

But Puritanism is too often known only in caricature. In such a picture as that of Col. Hutchinson, drawn by his wife, we may study the culture, the charm, the exquisite neatness and sober taste, the consideration and courtesy, the temperance and the high seriousness that characterised Puritanism at its best. These, with some less amiable features, deeply influence English character even to-day. With Puritanism and its deep sense of a common brotherhood in Christ, a new conception of social equality found its way into English life.



## XII.—The Questions at issue in the Civil War.

THE matters in dispute between Crown and Parliament in the 17th century were both political and religious, though as time went on the two streams of discontent seemed to merge into one. Englishmen claimed a *share* in the government. They hardly realised at first that some day it would have to be positively decided where the absolute *sovereignty* must lie. As yet it was enough to demand freedom of speech in Parliament, freedom from illegal taxation, and the (cruel) tyranny of arbitrary courts. They wanted some measure of ministerial responsibility, for the domestic and foreign policy of the Government often ran counter to national traditions, and the religious prejudices of Englishmen. Many believed the Church was being betrayed by Laud, and strongly condemned the harsh measures meted out to the Puritans

The Pilgrim Fathers (1620) found in New England a sanctuary beyond the reach of "prelates' rage," and from 1629 to 1640 they were joined by many who despaired of religious and *political* freedom. With the Long Parliament, however, Puritans were soon swarming home again as the Patriots, (who still claimed that their policy was essentially conservative,) brought the Period of Personal Government to an end, and put a stop to the "innovations" in religion.

When, however, a Radical (Root-and-Branch) party became prominent, and urged the abolition of episcopacy as the only remedy for ecclesiastical tyranny, the more moderate men began to draw apart, hoping that, after all, Charles would make a good Constitutional King, and increasingly afraid that a victorious Puritan Parliament might prove more tyrannical in the end than either King or Bishop. A new party of Constitutionalists like Hyde, with thoroughgoing absolutists like Prince Rupert, formed round the King, and it was soon clear that those who were convinced that Charles was not to be trusted would have to fight the matter out to the bitter end. Opinion, however, was divided as to what that "end" should be, and what the fate of the King if he should fall into the hands of his enemies.

### XIII.—Oliver Cromwell.

ENGLAND in the end was saved from absolute anarchy by Oliver Cromwell. Cromwell began life as a plain Puritan, into whose soul religion was laid "with the hammer and fire." He early took his stand against the prevailing tyranny in the State and "poisonous popish ceremonies in the Church." When the war began he saw that the popular party would never prevail against the cavaliers till they raised "such men as had the fear of God before them." Before long, in his Ironsides he had the "lovely company" that carried everything before it, and when the war was over he found a force behind him that he meant to use if the Presbyterians in Parliament failed after all to secure what, *in the end*, he and his men cared for most—the liberty to worship as they would.

There was nothing of the doctrinaire about Cromwell, and he was in love with no impractical paper-schemes of government. If in the end, resting on physical force, the Protector was more despotic than the King himself, it must be remembered that Charles deliberately aimed at absolution, and Cromwell was always hoping against hope to find some constitutional scheme that would work; and would willingly have allowed civil liberty if he could have been satisfied that the limited measure of religious toleration, in which they believed, could have been secured to "the Lord's people." Here, as in much of his domestic policy, he was in advance of public opinion, but he was able, on his own authority, to carry out many substantial reforms, and in foreign affairs he mightily upheld the Protestant interest abroad, and preserved and extended English commerce. He was as audacious as any Elizabethan beyond the line, as he realised the importance of colonies to his country, and more than any English ruler before him he made the English name stand high through all the world. Cromwell believed God had reserved a great mission for "His Englishmen," and thought of himself as a humble instrument in the Divine hands,

#### XIV.—Restoration and Reaction.

WITH Cromwell's death there closed an heroic age. The attempt of an (armed) minority to enforce a rigid code of morality, and a standard of religious life above the reach of ordinary men, brought about an inevitable reaction. By the irony of fate, the ecclesiastical system to which the majority of the people were sincerely attached, was prescribed in the name of religious liberty; and many who had been concerned in breaking up the Constitution came to understand that the genius of the English people demands reform rather than revolution. Not everything for which men had struggled was lost when Charles II. returned in 1660. If it was a restoration of the King, it was also a restoration of Parliament, and the political ideas of 1641. Government was to be *shared* once more between King and People. Still Parliament broke the Union of the three Kingdoms, and, upsetting Cromwell's wise schemes for the franchise, returned to the old system of representation which left political power in the hands of a minority, easily corrupted, and determined to keep under the new active forces of opinion in the country. The Clarendon Code soon shewed that the proposals were vain by which it was hoped so to widen the Church that those Puritans should be included who never yet had favoured "nonconformity," though they had tried hard to capture the Established Church in the Presbyterian interest. Nonconformists were excluded from the services of the city and the state; their "conventicles" were declared illegal; their ministers, many of whom had been ejected from parish churches in 1662, were not even allowed to teach.

The forces of Protestant Dissent—Independents, Baptists and Presbyterians—were now ranged together outside the Restored Church. As there had been many schools of political thought under the Commonwealth, so there had been a great variety of religious sects. The Society of Friends, however, stands by itself; seeking "authority" in the "inner light." It persistently witnessed against religion which consists of outward ceremony, against war and cruelty, against slavery, ostentation and vain speaking, and has achieved results wholly out of proportion to its numbers, rendering services to humanity that have stirred all the Churches to nobler service for mankind.

## XV.—The Development of Political Parties.

**E**VEN under Elizabeth we may discern something like an organised opposition to the Crown, and in early Stuart times political parties in Parliament are very clearly defined; but not until after the Restoration did those modern parties form, which we can clearly recognise as the origin of the two principal political parties of our own time.

The Exclusion Bill of 1679 was the occasion of the great division. The memory of the fires of Smithfield and Gunpowder Plot at home, the stories of the Inquisition, the massacre of St. Bartholomew, with the knowledge of the treatment of their co-religionists abroad, and especially in France, where events were leading up to the Revocation of the Edict of Nantes (1685), made Englishmen—Puritan and High Churchmen alike—ardently Protestant. Many who looked upon a Roman Catholic, with some excuse, as an “alien from the national brotherhood,” (or, at the very least, of a divided allegiance,) were determined to exclude the Duke of York from the throne as a Papist. The Petitioners (Whigs) wanted to force the King to call a Parliament so that they might introduce their bill, while the Abhorers (Tories), who thought established order, as well as the useful idea of hereditary succession was endangered, were bitterly opposed to a pressure they regarded as unconstitutional.

Both parties agreed in wishing government by King, Lords and Commons to be maintained, but the Tories thought first of the interests of the Crown, and believed public good was best served by exalting the prerogative. The Whigs thought more of the welfare of the People. The Tory thought the conservation of the Constitution a great end in itself, the Whig believed all forms of government, “for the general good designed,” might change if public interest demanded it. The Tory talked of “loyalty” and the sin of sedition; the Whig of “liberty” and the rights of mankind. If Tory theory tended towards a despotism, some of the Whigs began to teach that even the monarchy might be subverted:—“All empire is no more than power in trust.” The Tories were all for the Church; the Whigs courted—and obtained—the support of the Dissenting interest.

## XVI.—The Revolution Settlement.

WHEN James II. made it clear, not only that he designed to make himself absolute in the state, but that he intended to restore the Roman Catholic faith in this country, the Tories were in a dilemma, for their instincts prompted them to a double loyalty, and now they had to choose between Church and King. In the end the whole nation joined (for the moment) in inviting William of Orange "to protect the liberties of England."

William III., whose master passion was to set bounds to the overwhelming power of Louis XIV., welcomed the chance of adding England to his League against France. He accepted "the Revolution Settlement," by which most of the questions that had been at issue for a hundred years were finally settled. Parliament was now fairly set above the King once and for all. The theories of Divine (and Hereditary) Right received their death-blow. The full extent of the change was not of course immediately seen, but power passed more and more from the King to the Parliament, and the House of Commons was clearly established as the most important element in the Constitution. In the past the King had governed, criticised (with more or less freedom) by Parliament. "The time was coming when the country would be governed by Parliamentary leaders in the name of the King."

By the Bill of Rights (supplemented by the Act of Settlement) the notoriously unconstitutional acts of the Stuarts were once more declared illegal, a Protestant succession established, and the independent position of the judges made secure. The annual meeting of Parliament was (indirectly) secured by the Mutiny Act, and the Commons, who held the strings of the national purse, secured the appropriation of supplies in 1689. The orthodox Protestant Dissenters, however, though "recognised" at last by the Government, and allowed to worship in their own chapels, were not relieved from those disabilities which excluded them from Corporations, from Offices of State, and from the Universities; while the Toleration Act made no provision at all for Roman Catholics and Unitarians.

## XVII.—The Cabinet and the Unwritten Constitution.

AFTER all there was much in the contention of thinkers like Bacon, and practical men like Strafford, that the real government of the country must be in the hands of a few. "Neither five millions of men nor five hundred men can govern a country." The Revolution, however, had decided that the government should be conducted according to the will of Parliament, and more specifically, of the House of Commons, but it remained to work out the method by which this should be satisfactorily accomplished, and with the least possible friction.

The Privy Council of an earlier day was unwieldy, and it had become the custom for the King to be helped or guided by an inner ring of its members. Constitutionalists were always endeavouring to make these ministers responsible to Parliament. Impeachment had been a kind of crude safety-valve in earlier times, but even before the Revolution it had been discovered that the power of the Commons was so great that it was difficult for any King to govern unless the views of his ministers were more or less in accord with those of a majority in the House. It was inevitable that the time would come when the government would be by a Committee formed of members of both Houses of Parliament, supporting itself on an organised body in the House of Commons, and liable to have its existence terminated by the victory of "the Opposition." The evolution of the Cabinet was slow. At first it was not seen that it was necessary that all the King's ministers should be of one way of thinking, and it was only gradually realised that a party had the power of forcing a Cabinet of its own members even on an unwilling sovereign. The early Hanoverians, however, were well aware that they must rely on the Whigs, and since George I. did not understand affairs in this country, and spoke no English, the practice grew up of ministers meeting by themselves, and it was then soon seen that a "Prime" Minister was needed to take the lead. While the formal law of the Constitution remained the same, a new unwritten *custom of the Constitution* gradually grew up which effected a real revolution, the power of governing the country, while still nominally in the King's hands, passing practically into the hands of his advisers.

## XVIII.—Peace and Prosperity under the Whigs.

IN the great and *costly* struggle with France, the Whigs had always been eager for a spirited foreign policy. Under the early Hanoverians, Walpole weaned them to a policy of peace. The nation needed quiet, and there were now, with the Treaty of Utrecht, many opportunities for the expansion of trade. By the *Asiento* Contract the English had obtained, with other trading privileges, the monopoly of supplying Spanish America with negro slaves. The trade in the South Seas, however, and other ventures in which the South Sea Company was engaged, did not prove so valuable as investors were led to suppose, and when a multitude of Joint Stock Companies arose to meet the demand of the gambling spirit of the age, a financial crash was inevitable.

Walpole was called in to restore the credit of the country. He had a real genius for finance. He kept taxes down, and lowered the interest on the National Debt, but he did not consider it his business to introduce any heroic measures. He thought a country happy which had no "history," and preferred to let sleeping dogs lie. He withdrew his Excise Bill, by which he hoped to check smuggling and make England a free market where all nations come and buy and sell freely, when he realised the strength of the (unscrupulous) opposition. He would not repeal the Corporation and Test Acts, for fear of rousing ecclesiastical passions, but the Dissenters, who naturally supported the Whigs, were enabled to *evade* the law by a series of Indemnity Acts.

There was, no doubt, much material comfort and prosperity, and certainly the mercantile classes had never been so influential before; but it was a dull and sordid time when religion had lost its warmth, morality its enthusiasm, and even vice much of its superficial attractiveness. No doubt there was plenty of "common sense" in the 18th century, but common sense is not everything.

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*Taylor Bros., Printers, Broad Weir, Bristol.*

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OM  
**REPORT**

OF THE

Dayanand Anglo-Vedic College,  
Society,

FOR

1920-21.



Jijnasu Printing Works, Lahore.

OM

## Report of the D. A. V. College Lahore for 1920-21.

### SOCIETY.

The annual General meeting of the Society was held on the 5th and 6th of June 1920. The budget and accounts reports for the year 1920-21 were passed and the annual reports of the Society and College were read and approved.

### MANAGING COMMITTEE.

There was no change in the personnel of the Managing Committee except that the Ferozepore City Arya Smaj, which had not availed of the right of representation at the time of general election held in January 1920, returned L. Lakhmi Narsain, L. Mohan Lall, L. Sada Nand, L. Anant Ram, L. Harji Ram and L. Kanshi Ram Ji as representatives of the said Smaj, and L. Jainti Parsad was returned by the Hissar Arya Smaj in place of L. Hari Lal Rais deceased.

### OFFICE BEARERS.

The Office Bearers elected in January 1920 continued to hold Office till the end of the year. New election took place in January 1921 and the following gentlemen were elected as Office Bearers :—

L. Durga Dass B. A., LL.B., F. P. U., President.

Bak. Tak Chand, M. A., LL.B., F. P. U., Vice President.

L. Nand Lal B. A., LL.B.,

Pt Nansik Chand, B. A., (Punjab) and M. A., (Oxon)  
General Secretary.

L. Mukand Lall Puri M. A., (Punjab and Oxon) F. P.  
U. Joint Secretary.

L. Mehr Chand Mahajan B.A., II.B. Joint Secretary.

Mehta Amin Chand B. A., LL.B., Joint Secretary.

Mr. M. S. Bhagat Bar-at-law.

L. Sohan Lall, Accountant.

L. Daulat Ram, „

L. Daulat Ram, however, resigned and L. Guran Pitta Mal was elected in his place.

### SUB-COMMITTEES.

The Sub-Committees appointed in January 1920 to carry on the work of the different departments continued to work during the year under report. The work of the Hafizabad School, which was being done by the Muffasil School Sub-Committee, was entrusted to a separate Sub-Committee known by the name of Hafizabad School Sub-Committee.

### MEETINGS.

The Managing Committee and the various Sub-Committees held the following number of meetings during the year under report :—

Managing Committee	...	...	13
College Sub-Committee	...	...	19
College and College Boarding House Sub-Com:			
(Gembined	...	...	2
School Sub-Committee	...	...	16
Updesh Sub-Committee	...	...	5
Ayur Vedic Sub-Committee	...	...	7
Manuscript Sub-Committee	...	...	1
Investment Sub-Committee	...	...	11
College Boarding House Sub-Com:	...	...	5
School Boarding House Sub-Com:	...	...	9
Building Sub-Committee	...	...	2

Office Bearers' Sub-Committee ...	...	7
Jullandhar College Sub-Committee ...	...	5
Muffasil School Sub-Committee ..	...	5
Hafizabad School Sub-Committee	...	4
Special Sub-Committees	...	9

Three meetings of the Managing Committee failed for want of quorum and one announced for the 28th November 1920 could not be held on account of Arya Smaj Anniversary.

It is apparent from the number of meetings given above that a heavy amount of work was transacted by the Managing Committee and the various Sub-Committees.

**RULES AND REGULATIONS.**

Rules and regulations were passed with regard to the following points :—

1. The fee of the School Boarding House was raised from Rs. 12 to Rs. 17-4-0 from October 1920 on account of there being a great rise in the price of food stuffs and other necessities of life.
2. Rules of the Investment Sub-Committee, Muffasil School Sub-Committee, Dhianpat Mall School Lyallpur, Accounts and Finance rules and Service rules were framed and passed by the Managing Committee.

**LIFE MEMBERS.**

L. Bahadur Mall M. A. and Pt. Diwan Chand M. A. distinguished graduates of the Punjab and Calcutta Universities joined the order of Life-Members of the College.

**RESEARCH AND MANUSCRIPT DEPARTMENT.**

The Research and Manuscript Department continued to work with zeal and energy under the supervision of Pt. Bhagwat Datta Ji, five hundred manuscripts were secured

various departments of the institution. Donations received for special purposes which have not been utilized up to this time amount to Rs. 16,807-9-11. The balance of Rs. 5,82,323-2-11 is the amount available to meet with its interest the current expenses. This sum, however, does not include the sum of Rs. 50,000 set apart by the Committee for the purpose of Industrial and Commercial department which the Committee is thinking of starting in the near future.

### NEW DEPARTMENTS.

The year under report must, however, be considered a very memorable year in the history of the D. A.-V. College movement. The opening of the Daya Nand Non-University School and of the "Brahm Vidyalā" and the preparation which the Committee is making for starting Industrial and Commercial departments mark a new era in the development of the educational activities of the D. A.-V. College Managing Committee. It would not be out of place to trace briefly the birth and the growth of ideas which are responsible for bringing into existence the departments above mentioned.

The D. A.-V. College authorities had been feeling the want of a better and more upto date system of education than now in existence. Some years ago they made an attempt to start a School which may impart education on improved lines. But there was no response on behalf of the public and the demand for such a School was negligible. The authorities, therefore, had to give up the idea of establishing a School of that type and had to be content with merely making the existing D. A.-V. School more attractive and efficient and this result has been very largely achieved thanks to the able Head Mastership of Bak. Ram Rattan B. A. B. T. However taking advantage of the growing desire in the province for a better education on independent line the D. A.-V. College Managing Committee by its resolution No. 6 dated 10th April 1921, resolved to open a Non-University School and the School was duly opened on the 14th April 1921. The scheme of studies was carefully prepared by a competent Sub-Committee consisting of the following members. L. Hans Raj, Professor Davi Dyal, L. Mehr Chand Msc., L. Saia Dass, M. A., Pt. Hans Raj, B. A., B. T. Pt. Mulk Raj B. A. B. T. and Bak. Ram Rattan B. A. B. T. and this scheme was very fully considered by the D. A.-V. College Managing Committee in its special meeting (held on 28th March 1921. The main features of the new School are (a) that it will pro-

vide education on improved lines through the medium of Hindi; (b) the Matriculation course will be finished in nine years instead of ten; (c) Vocational and Industrial education will form part of the School curriculum; (d) Special stress will be laid on character and Physical and moral culture; (e) The School will be independent of the Government education department.

The scheme and the efforts on the part of the D. A. V. College Managing Committee to give the scheme a practical shape have been strongly criticised in certain quarters. But the earnestness with which the School has been started, the enthusiasm which the members of the Committee and the staff are displaying augur well for the future and the success of the School is a matter of certainty if there be one hundredth part of the demand for the Non-University education which is said to exist in the province in an immense degree. Let us hope and trust that the new School which has been opened under the happiest of auspices will develop into a great Institution.

#### THE BRAHMA VIDYALA.

Another important Institution to which reference has been made is the Brahm Vidyala or an institution which is meant for the training of preachers, missionaries and Sanskrit Scholars. A very able and competent scholar Pt. Vishwa Bandhu who beat the record in his M. A. examination and who passed his Shastri examination with great distinction has taken charge of this institution and has himself joined the Order of Life. Members with the object of devoting his life for making the department a success. The budget which the Society will consider to-day, makes ample provisions for this new department and the Committee has offered four scholarships of fifteen rupees each, from its different funds to help deserving students, who may like to join this department.

#### THE INDUSTRIAL & COMMERCIAL DEPARTMENT.

The Committee, however, is making earnest efforts to start as soon as possible the new Industrial and Commercial departments, with the object of making the Industrial department efficient and up to date, it has selected Professor Mehr Chand M. Sc., to proceed to America for obtaining Industrial and Technical education.

Long before the Non-Co-operation movement in education was started the Committee had under contemplation a scheme of the Industrial education. Professor Mehr Chand was deputed by the Committee to go about in different parts of India to visit the various Industrial educational institutions and to make a report as to how far it is possible and on what lines Industrial education can be imparted, by the D. A.-V. College authorities and this report was duly submitted by the Professor. On the last anniversary of the Arya Smaj an appeal was made for funds for this department. Thanks to the efforts of Bak. Tek Chand Bak. Ram Rattan, Professor Devi Dyal, L. Sain Das, L. Hans Raj, L. Lurga Das and Pt. Jakhpat Rai and others that a very handsome response was made by the province which beat all past records.

In spite of the bitter attacks on the D. A.-V. College its management and its aims and ideals, the province once more gave proof of its confidence in the honesty and the ability of the D. A.-V. College authorities in carrying out the wishes of the people. It remains for the Managing Committee to show by their earnestness and zeal that the trust reposed in them is well deserved. The different Sub-Committees which have been constituted to manage and control these various departments, must not allow the grass to grow under their feet. The contribution of Rs. 50,000 made by the Managing Committee towards these departments, the handsome subscription collected at the Lahore Arya Smaj anniversary, the unanimity with which the Committee agreed to send Professor Mehr Chand for foreign education and their desire to send Professor Govardhan Lal Datta, to Europe on Professor Mehr Chand's return show that the Province will have an efficient and up to date Industrial Institution in the near future. The Committee has, however, resolved to begin the work at once and not to leave it pending till the return of Professor Mehr Chand. In the next year we hope to give the happy news of a good and working Industrial Department in connection with our College.

#### CONCLUDING REMARKS.

No report of the year can, however, be considered complete unless I make mention of the great agitation which was started against the D. A.-V. College in the year under report. The D. A.-V. College was subjected to a very bitter and violent criticism and a demand was made that the College should be at once dis-affiliated and

“nationalised.” At one time the majority of the students went on a strike and the rest abstained from attending the College for fear of offending their Non-Co-operating brethren. The D. A.-V. College authorities maintained, however, a very calm attitude, they did not discourage those students who wanted to give up their studies for National service or for joining Non-University Institutions. But they maintained that the doors of the College must remain open for those students, who wanted to take advantage of the existing system of education. The Committee well understood the temper of the people. They knew that the students had given up their College under the impulse of the moment and that they would return to their studies when the temporary effect of the temporary excitement has passed away. They realised that the cause of the holy Vedic Religion will suffer if the students were to go and seek admission again in non-Samajic Institutions. Moreover the National movement itself would receive a set back if the impressionable inexperienced, young men were to go about in the country without that educational discipline which a college course generally implies. The authorities maintained that it is better to have imperfect education than to have no education at all and after all which is that educational system which claims perfection? Further more we maintain that it is now that the D. A.-V. College movement is bearing rich fruit and gives promise of better future. Year after year, youngmen come forward and dedicate themselves to the sacred cause of education, year after year youngmen come out who try to make the Vedic religion the mission of their lives. The awakening in this province is due mainly to the educational activities of the D. A.-V. College and its kindred institution. Lastly we must not forget that no system of education can flourish unless it fits men for obtaining a decent livelihood in after life, and we claim that by our independent Industrial, Commercial, and Ayur Vedic Institutions we are solving the greatest problems with which independent education movement is confronted. We have in our humble way made a beginning and we implore the Most High to strengthen us in our resolve, to grant us His blessing and to inspire us with hope and courage when friends and foes alike overwhelm us with their criticism.

NANAK CHAND PANDIT,

*Secretary.*





N. Padmanabhan, Esquire, M. A. B. Sc., Prof. of Physics.

L. Anolak Ram, B. Sc., Demonstrator,

Lt Balkishen Dass, Puri, M. Sc., Prof of Biology.

L. Jagan Nath, B. Sc., Demonstrator of Biology.

Pt Shiv Kant Pande, B. Sc., Demonstrator,

Pt. Dewan Chand, M. A., and Pt. Bahadur Mal, M. A., have joined the College as Life Members. They are distinguished old graduates of this College. Pandit Dewan Chand took his M. A., Degree from the Calcutta University and L. Bahadur Mal from the Punjab. We wish them long lives of usefulness and help to the Institution. Professor Dewan Chand M. A. continues to be on deputation to the Cawnpore College. We are all feeling his absence keenly. It is the particular good fortune of L Dewan Chand that he makes himself indispensable wherever he goes. We fear it may not become too late for us to get our Lala Ji back or for the Cawnpore College to spare him. It is really clever of United Province people to make an ell if you give them an inch. But we will be glad to find that the period for which his services were lent, is soon over and he will be once more in our midst which is his dear home. We are proud, however, of the admirable work he is doing at Cawnpore.

The number of students on roll on the 31st of March 1921, was 825 against 872 in the preceding year.

Their distribution into different classes is shown below :—

1st year Class	...	...	306
2nd year Class	...	...	225
3rd year Class	...	...	160
4th year Class	...	...	151
Master of Arts	...	...	3
		<b>TOTAL</b>	<b>825</b>

This shows a decrease of 47 students which is due to the establishment of new Colleges in the Muffasil.

The two senior classes continued in the year under report each to have two sections and there were altogether, as in the previous years 13 sections including M. A. class in the College Department.

Below is shown the number of students sent up for the different Examinations as well as the number of candidates successful in each.

	Sent up.	Passed.
F. Sc.	66	42
F. A. Arts	256	187
B. A.	175	111
B. Sc.	4	4
M. A.	...	...

It is a matter of great pleasure to find that the results of various examinations in the year under report are uniformly satisfactory. The pass percentage in all is considerably above that of the University as in almost all previous years. It is cent percent in B. Sc, while the University pass percentage is 60.7 only. The results show the good work that is done in the College by the teaching staff and the earnest interest which students take in their studies.

In B A. Sant Ram Sayal stood 2nd in English Honours.

Kehr. Singh Rajpoot. 1st in History Honours and won University Scholarship of Rs. 25.

Dakh Bhajan Lal. 2nd in Philosophy Honours.

Ram Prashad. 1st in Chemistry (among pass candidates.)

4th, 5th and 6th positions in History Honours were also won by our students.

Scholarships. Following students won the scholarships at the University results.

#### AT THE INTERMEDIATE RESULTS.

Names of student.	Names of Scholarship.
Haveli Ram Khanna.	Government Scholarship of Rs. 10, with tuition fee.
Ish Kumar.	do.
Khushi Ram Sharma.	do.

#### AT THE DEGREE EXAMINATION, RESULTS.

Kebr Singh Rajpoot	University Scholarship of Rs. 25 P. M. for standing 1st in History.
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The Research Department continues to do good work in Publications and connection with the Library. Pandit research department Bhagwat Dutt, B. A., has been carrying on his researches honorarily and Pandit Ram Gopal Shastri in the field of Vedic studies.

Books worth Rs. 3,740 were added to the Lal Chand Libraries and reading rooms. and general College Libraries. The total number of books in both the Libraries has gone up to ten thousand. The Reading Room, as in previous years, continues to be supplied with select Indian and European magazines and Newspapers.

Students are taking usual interest in games. In Hockey Games, and sports. Foot-ball and Cricket they were as before regularly irregular. They, however, played Tennis regularly and attended the Gymnasium. Professors continue to be in charge of the various teams. There is a Gatka Master and a wrestler employed to train students in Gatka and wrestling. The Riding class has ceased to exist and the Boat Club is practically crowded. It is proposed to hold a sports tournament in November or early in December and give away the prizes to student—sportsmen on that occasion.

instead of giving them on this occasion. This is expected to stimulate interest in games.

The Income from Fees and Fines amounted to Rs. 55,736 and the total Expenditure was Rs. 74,030. Income and Expenditure. Chemical and Biological Apparatus worth Rs. 4,337 were added to the Physics, Chemical and Biological Laboratories.

As in previous years every effort is made to foster Association meetings and Tutorial Groups. corporate life among the students by holding association meetings on Saturdays. Literary topics and matters of educational interest are discussed in these meetings. In tutorial groups Professors and the students are brought into closer contact, which, besides developing sympathetic feelings between them, has a very genial influence on the formation of character of the youths.

Religious and moral instruction also continue to receive Religious & Moral instruction. proper attention. By means of various prizes and scholarships and in many other ways every attempt is made to create a religious and moral atmosphere around the intellectual and mental activities of the students.

### BOARDING HOUSE.

Number of Boarders. The number of boarders on the 31st March 1920, was 546 against 602 on the corresponding date of the previous year.

Expenditure on Boarding House. The Income from Fees during the year under report was Rs. 8,275 and the expenditure amounted to Rs. 15,177.

The College Hostel continues to be looked after by Hostel life and influence. Professor Devi Dial who is acting as the Chief Superintendent. During the year under reference he was assisted in his work by one whole-time graduate Superintendent and 10 graduate proctors. As before the Boarding House is divided into several blocks and each

block is put under the supervision of a graduate proctor who resides among his wards and looks after them. Every evening each block performs the Divine Service under the supervision of its respective proctor and the Superintendent and Chief Superintendent.

A tank is under construction in Bak : Jaishi Ram's gardens. When it is completed, the students will enjoy open and free baths and will learn the art of swimming which is so essential in life. The surroundings of the tank are exceptionally healthy. Water will have to be supplied to it by tube-well system. The gardens are a short walk from the main Boarding House and the tank will, therefore, be of special benefit to the Boarders.

(b). Our worthy President L. Durga Dass Ji, B.A. LL.B. Pleader has given a donation for a water fountain which is going to be built just in front of L. Lal Chand Library in memory of his beloved son late L. Ishet Dass B.A. It will be set in a circular grass lawn and supplied with seats all round. A road will run straight from the College gate to the fountain. The place is shady and the whole sight will be greatly refreshing to students in their vacant periods.

(c). The place for the College Clock Tower is chosen above the Science block in the centre, facing the whole College and in part the main Boarding House. This will be a gift of our brother, late L. Sada Nand Merchant of Lahore.

At this time the whole country is caught in the throes of convulsive unrest. A wave of that non-co-operation rest came seriously to affect the foundation of all educational institutions in general and to this College in particular. Without entering into a discussion of the merits and demerits of the movement or regards its application to the present educational institutions, it may safely be assumed that the agitation against the present

system of education is not altogether unjustified. No one is more conscious than we are of the shortcomings of the present system but we do not at all believe that these evils could be remedied by withdrawing from the field of present University Education, on the other hand we believe in remaining in the field to struggle against any evils which may either be found at present or may possibly creep in the system in the future. We are not, however, blind to the fact that the present system of education alone cannot meet the needs of the country. The D. A.-V. College feels the justness of the demand, and as in every thing else, it must take the lead here too.

The Ayurvedic Vidyalā exists already. A draft scheme for Industrial Chemistry is published. The Industrial Branch. Committee have decided to send, to begin with, L. Mehr Chand M. Sc., to America to study Modern Scientific Industrial methods and to qualify himself for the efficient management of an Industrial College. Every one, who knows L. Mehr Chand, knows of what value he is to the College in the Chemistry Branch, with what love and earnestness he serves the institution. This Industrial tour must take him at least two years. In the meantime a post for an Industrial expert has been advertised, and in case we succeed in securing the services of a competent man, the establishment of a College of Industrial Chemistry will soon be an accomplished fact.

The syllabus includes a comprehensive course of various manufacturing processes; cements, oils, soaps, their by-products paints varnishes, matches, pencils, dyeing, Acids, Alkalies, fertilizers etc. Along with industrial training courses on Mathematics, language and Chemical Engineering will be introduced. The course of studies will extend over three years.

A scheme to build and start specimen factories is under contemplation which will be, so to say, the Laboratories for practical work, where the students will actually see the processes carried on an industrial scale.

The Vedic Department has been extended by the establishment of Brahm Mahavidyalā, whose object it is to revive and strengthen vedic litera-  
 Brahm Mahavidya-  
 ala.

ture, vedic religion, and vedic culture. The Mahavidayala constitutes the Non-University Branch of higher literary studies in which higher study of Sanskrit occupies the most prominent place.

Pandit Vishwa Bandhu M. A., Shastri is its first Acharya. He has joined the service of the D. A.-V. College Society as a life member. He has chosen to devote his whole life to the work of reviving old Vedic Religion and civilisation. His Services will be utilized for this newly established Department only and will not be transferred to any other Department. Pandit Vishwa Bandhu is a distinguished graduate of the College and carries a wonderful career of distinction with him. In M. A., and the Shastri Examinations he stood first and beat the University record.

He passed his B. A. in the 1st Division and stood 1st in Sanskrit Honours. He won scholarship in Matric, Intermediate and B. A. His School and College careers are a record of unbroken distinction. Apart from that Pandit Vishwa Bandhu is a young man of high moral character with a keen sense of duty and sincere love for his country and religion. Under his guidance it is expected that the Mahavidyala has a bright future before it. We all pray to God that He may bless Pandit Ji with a long life of strenuous work and energy.

Here is then an opportunity for the whole Arya Samaj world to take advantage of this Institution. There can be no better place for the out-turn of such young men who will do the work of Vedic regeneration. The Mahavidyala is expected to produce ideal Updeshaks, and men who will imbibe the true spirit of Vedic culture and live and grow under Vedic influence. Therein lies the solidarity and the salvation of our nation. It is the duty of all Arya Smajes at this time to help the Institution by sending stipendiaries to receive training here. The demands on the D. A.-V. College Society's purse are already too many. Our financial position is not quite as strong as it is sometimes supposed to be. That is what we must remember.



I now come to the report of the Ayurvedic Vidya, the opening ceremony of whose new building Daysaand Ayur-edic Vidya. is to be performed by Shri Pujniya Mahatama Hans Raj Ji to-day. Both these functions are specially significant to the students of the History of the marvelous growth of the D A.-V. College

*From the little acorn, the huge oak tree grows.*

Similarly the beginning of Ayurvedic College was modest and humble. It was a small seed sown by our revered Mahatma Ji. For all pioneer work, courage, resolve, and sacrifice are required. Mahatma Ji showed it and came to volunteer his services when others were yet hesitating and wavering between fear and hope. With a father's tenderness and care he has tendered and nourished that seed, till it has grown to such dimensions. All its greatness is due to him and his tireless efforts. It is, therefore, in the fitness of things that he should perform the opening ceremony of the Ayurvedic Vidya which is but one out of the many fruits of his glorious work

The development of the indigenous system of medicine in the Punjab has its own tale to tell. About 20 years ago the Ayurveda found a footing in the Medical College and Ayurvedic classes were held there as its appendage.

It was probably then thought that the two systems would grow side by side and that the one would receive impetus from the other but this was not found to be so. The Ayurvedic classes were disbanded in the Medical College and they found an asylum in the Oriental College; even in the Oriental College their life was precarious. There was paucity of students and there was lack of enthusiasm and encouragement on all sides. It was thought useless to water this withering stalk and in 1901 it was thought advisable to discontinue the classes altogether. At this time the D. A.-V. College Managing Committee that has always done its best to revive and conserve the ancient Aryan ideals of thought and life came to the rescue and took this forlorn cause under its protection. Ever since that time the Ayurveda has become a living force in the country

and the public opinion has borne ample testimony to its efficiency. The best efforts of the Committee have borne fruit in the shape of the Dayanand Ayurvedic Vidyalaya, whose opening ceremony is going to be performed to-day by our revered brother Mahatma Hans Raj Ji. It will not perhaps be without some interest to trace here in a few lines the evolution of the Institution.

The number of students is ordinarily an unfailing test of the utility of an institution. When Ayurvedic classes were transferred to the D A - V. College, Ayurveda excited little interest in the mind of the people. It seemed to be a dead cause, and the efforts to revive it seemed to be labour lost. For years together, the number of students in the Ayurvedic classes was very discouraging; it could be literally, counted on the fingers and we remember that in the year 1903, it was so low as to be counted on three fingers. But we persisted and in 1910, had twenty students on our rolls. Ever since that time, the number has been showing a marked increase every year so that we now have 76 students on our rolls. This is an achievement when compared with the poor beginning we set at with and in view of the prejudices that are prevailing and that we have been ever wrestling against.

Not only the number of students has increased but the staff that we have now is very efficient. Formerly the Ayurvedic classes used to be manned by Jaded clerks and amateur triplers who could give only a couple of hours in the evening to its study. This put a discount on efficiency. But now we get students who have high University distinctions; Shastri's, Vaidyas, and uncol. graduates who pursue their studies with whole hearted devotion and unremitting labour. In this way Ayurveda has become a matter of serious study rather instead of being a remunerative past-time.

Everything is being done now to encourage really capable men to pursue their studies. In 1915, the Managing Committee gave five stipends to deserving students. After that, the number of stipends was increased year by year till we have twenty stipends now at our disposal.

Two stipends have been founded by the trustees of Hem Raj Funds of Multan; while three stipends are given out of Garhwal famine funds. Here is a golden opportunity for the lovers of the Ayurveda to encourage it by founding scholarships for poor and deserving students.

Every effort is also being made to impart efficient teaching to the students. For this we have spared no pains to secure the services of best men. Upto 1910, there was only one lecturer but now we have six men on the staff. The principal, Babu Kidar Nath Ghosh is an M. Sc. of the Calcutta University and a Kaviranjan. He has got three experienced vaidyas to supplement his efforts. All of them have got the highest academic qualifications and a love of their work. Pandit Dina Nath is a very talented man who won the highest academic honours in the Ayurveda College at Madras. His presence on the staff has been a source of strength to the Vidyalaya and he has always displayed keen interest in its welfare.

L. Surendra Mohan, a distinguished graduate in Science of this University has been teaching elementary science, hygiene and Botany to the students. He has been rendering excellent service in this way and is the Vice-Acharya of this Vidyalaya. The present improvements owe much to his zeal and interest for the cause. There is also a qualified and experienced doctor who lectures to the students on Anatomy and Surgery. Besides this the Vidyalaya invites outsiders to give lectures and demonstration to the students. Dr. Rudra Datta Assistant Surgeon deserves our thanks for giving interesting lectures on Surgery to the students.

People have held different views about the utility of Ayurveda. There are some who hold that Ayurveda is an ineffective, obsolete and empirical system and deserves to be weeded out of this country. There are others who believe allopathic system to be outlandish and consider it to be unsuited to the genius of the people. We believe, however, that both the systems have good points about them and it is possible that one should supplement the other. This principle has been followed sedulously by the committee. Whereas our lecturers have expounded

Charak and Sushrat in their lecture rooms, they have never fought shy of western anatomy, pathology, surgery and hygiene. In fact we propose to avail ourselves of the most modern methods of studying medicine and it has been our constant aim to turn-out vaidyas that should hold their own before the most competent doctor. To effect this we have equipped ourselves with a museum, pharmaceutical laboratory, and a science laboratory. The museum has got collection of herbs, roots seeds, leaves, poisons, metals and minerals which are mentioned in Ayurvedic treatises. All this collection has cost us Rs. 2,000 and is at the disposal of the students for identification. It is only a beginning that we have made in this direction and it has possibilities of great expansion. We invite the attention of donors to finance this. A catalogue is in preparation which will give a brief description of the things that it contains. It is hoped that it will facilitate the work of the students.

Pharmaceutical laboratory was attached to the Vidyala only very lately and initial expenses incurred were about Rs. 2,000. Arrangements have been made here for 25 pairs of students to learn the preparation of medicines such as Ghritas, rasas etc. The medicines they prepare are utilised in the out door dispensary and are also sold to the public. It is contemplated to extend this work and provide seats for 50 pairs of students. Physics, Chemistry and Botany have for some years been not taught in the Vidyalyas but formerly the lectures used to be delivered in the D. A.-V. College. I am glad to report that the Vidyalya has now been provided with its own laboratory room which has been fitted at a cost of Rs. 1,600. In the science practical particular attention is paid to the test of water and urine and the preparation of extracts and tinctures from drugs. The services of an expert in Science are badly needed to identify old drugs and prepare tinctures.

What has been said about the Physics and Chemistry laboratory applies also to the dissection. Formerly dissection work was carried on in the D. A.-V. College Biological laboratory but now a room has been set apart for this purpose and has been furnished with wire gauze, tables, stools and dissecting instruments. We hope to be able to secure some dead bodies soon enough to carry on dissection work on human

bodies. But to teach dissection efficiently we require a hall and hope that some generous soul will come forward for our help.

The out-door dispensary is in a very flourishing condition and there is an average of 50 patients per-day. The students go there in turn and learn the methods of diagnosis and prescribing under the guidance of Pandit Durga Datta. The Committee further intends to erect an in-door hospital with accommodation for one hundred patients. This will be a boon to the students and the public and we hope the public will liberally subscribe to it, the Committee has also resolved to encourage students to do occasional trips to hills and I am sure, this will be put into practice when the first opportunity offers itself. Students visit the Lawrence Gardens and the Ravi River-bank twice a month and permission has been obtained to visit the Lunatic Asylum, for which thanks are due to the Superintendent. To facilitate the teaching of sciences in vernacular the Committee has published two books in Hindi on Hygiene and elementary science. Another book has been written by Mr. K. N. Ghosh and we hope to publish books on Botany, Pathology and Surgery very soon.

All these improvements have been made at enormous cost as I have already said. The D. A. V. College Managing Committee with scanty funds and many channels of expenditure is finding it difficult to make both ends meet. Even then it has been financing the Institution very liberally. We can compare the felicitous days of 1901 when only Rs 50 were spent on the Vidyalaya with the Budget for the present year when Rs 10,617 have been set apart for it. The expenses for running the Vidyalaya have been increasing year by year. From a hundred they have multiplied to thousands and still we believe in the heart of our hearts that to run it most efficiently, we should have much greater resources at our disposal than we have at present.

One most encouraging feature is this that the Vidyalaya is now housed in its own building. Upto 1916 the Vidyalaya found a welcome home in the D. A. V. College. But now a separate building has been constructed for it and stands before our view. The foundation stone of the Building was laid by the late lamented Pandit D. Gopala Charlu of

Madras and we are going to witness its opening ceremony to day by you, Sir, who embody in your person a genuine love for ancient Aryan culture and who with your profound and sublime simplicity with your characteristic modesty and self denial, and with your regulated and harmonised life, remind us of one of our fore-fathers of old. We are sure the cause will flourish sanctified as it will be by its association with your name.

But what we have done is very little when compared with what we propose to do. It is in fact a case of petty done and un-done vast. With the limited resources at our disposal, we have done our level best to make it as efficient as we can. But there are some imperative needs and we request the generous to look to them. We want a Boarding House for hundred students, and indoor hospital, and out-door dispensary with wards for special diseases of eyes, ears etc. kitchens, servants' quarters, dissection rooms, Superintendents' quarters and a garden for growing herbs and plants. We want the endowment to chairs, research scholarships and funds for a library. All these items require enormous outlay. As I have already pointed out the D. A.-V. College Managing Committee has been doing its best to foster this nourishing but it has limited funds and many channels of expenditure. Besides maintaining a first grade Arts College it has recently founded a non-university School up to the Matric standard, and a Brahma Vidya. To support all these Institutions without a hearty response on the part of the public is as difficult as to make bricks without straw.

Strict economy has been the watch word of the Committee and it has made one rupee do the work of ten, but it has never shrunk from spending it for the right cause, at the right moment and to the right extent. It has always believed in earnest endeavour and noiseless work, and has tried to satisfy the educational cravings of the people. As such it has always deserved the confidence and support of the people. There is no nobler work than to mitigate the sufferings of our people. Every Vaid that is turned out is the healing agent of God and relieves the distress of the people. If you help us to produce efficient vaidyas, you are blessed in the eyes of your fellow beings, your country, nay in the eyes of humanity and in the sight of Almighty God. Will you then with-

held your support? Every pie that you will give will bring a decrease in the amount of suffering and misery of the people. Help us, then, and you may be sure that the money will be spent rightly, economically and discriminately.

There is also a Carpenter class attached to the D. A. V. Carpenter class. College. This class was opened in 1915 to train Hindu young men for the work of a carpenter. More than twenty students have already been trained in this class so far and all of them are earning an income varying from Rs. 20 P. M. to Rs. 50 P. M. The very small number of students in this class indicates the lamentable want of interest on the part of Hindus in skilled labour which is every day becoming more remunerative. "We all know that as a rule a well trained Carpenter earns as much if not more as a graduate and can lead a more independent and less expensive life. When will the Hindus realize this grave mistake."

The above remarks were made by me in last year's report. It is sad to think that no change for the better has taken place since in the attitude of the people in this respect and the need to emphasise this point is as real to-day as it was in the past.

I cannot close this report without expressing my best thanks to Diwan Amar Nath Nanda and L. Hakam Chand, Engineer for their taking such a great interest in all matters connected with the College and Hostel buildings. I really do not know any thing connected with our building programme that could be carried on without the active interest of these gentlemen.

My best thanks are also due to Dr. Rudar Dutt L. M. S., who has been doing work of medical adviser to the Boarding House so efficiently in the year under report. The work has been a labour of love with him. He is an old D. A. V. and as such has been ever ready to be at the Service of his alma-mater.

In the end I must also express my feelings of gratefulness to the Managing Committee and to my learned colleagues for the uniform kindness and courtesy of the former and for the hearty co-operation of the latter

SAIN DAS,  
Principal,  
D. A. V. College, Lahore.

## REPORT BY THE HEAD MASTER.

### NUMBERS.

The number of students on the 31st March 1921, was, as follows :—

High School	...	...	Rs.	583
Middle School	...	...	...	696
Branch Schools	...	...	...	245
			Total	1,524

against 1479 in 1920.

These statistics show an increase in the number on the rolls, the increase being chiefly in the 9th class, where the number of sections was raised from four to five. The number in the High School was the highest since the classes shifted to the New building in 1911.

I note with pleasure and pride that all these boys were unmarried. I wish other denominational schools could do something to prevent school boys' marriages. It is high time that the custom should disappear from our country.

Eight boys left the school on account of educational Non-co-operation, one of whom returned. Arrangements have been made to admit, as casual students, boys who want to read Drawing or English, in case they have passed the Oriental Titles Examinations. The fee charged is that of the 10th class. Two boys attend as casual students. Evening continuation classes were started towards the end of this session, sixteen students joined the classes but owing to colleges closing early this year the work suffered, seven boys finished the courses.



## BUILDINGS.

Five class rooms in the Middle school were re-floored at a cost of Rs. 450. I quote the following from the year's remarks in the Log book: "The buildings of the two Main schools are quite good and I found them in a good state of repairs. The Middle School has 25 class rooms for 695 boys; the re-flooring of this block will be shortly completed. The High School has 15 class rooms (and the school hall) for 583 boys. In this block a most useful addition has recently been made in the form of a small two-storey building having two rooms, one for the clerk and one for records downstairs, and a very nice office for the Headmaster upstairs." The total cost of these additions and improvements has been Rs. 2,897.

The need for more rooms in the High School is pressing and I take this opportunity for expressing my grateful thanks to the present boys for collecting nearly Rs. 3,000 for a room for the newly started School-Leaving classes. The work of construction is in progress, and I do hope that the School Leaving classes will find a comfortable home before long. If the High School building is to be an up-to-date one, funds will have to be found for the following:—

- (a). A School Gymnasium.
- (b). A Library.
- (c). A Manual Training room.
- (d). A Laboratory for Physiology students
- (e). A class room for Senior Special students, who still occupy a Veranda.
- (f). A staff room. A sum of Rs. 20,000 will be required to meet the needs and I count upon the generosity of old boys and sympathisers in the matter.

## EQUIPMENT.

The following improvements were made in this direction. The Geography room has been furnished with 25 desks. One hundred desks were bought last year. The Science Laboratory

has been fitted with sinks and the work has been extremely well executed by Messers Mans-Field & Sons of Calcutta. Three Type-writers were purchased for Rs. 1,050 for the Commercial classes. Six more will be added this year. The Science apparatus worth Rs. 224 was added to the Middle School laboratory. The total cost on the new equipment this year was Rs. 2,814. The Inspector reports :-

"Equipment struck me on the whole to be satisfactory. There are of course certain articles which have out-lived their usefulness." The reference, is, I believe, to the long desks at which our learned Principal, Lala Dewan Chand and I had the privilege of sitting while at College. How I wish that the present day carpenters could make equally strong and durable furniture for us. The grants by the D. A.-V. College Managing Committee to improve our furniture have been liberal and I feel that time has come when the school itself should make a special effort to satisfy its needs. The Hans Raj Hall, a magnificent gift of old boys is an expensive luxury unless furnished with chairs and benches. I venture to think that one of the most urgent needs is the proper equipment of the School Hall, so that it may be more properly used to promote social and corporate life. The total cost of equipment and repair of furniture was Rs. 2,764, on Science contingencies Rs. 224, and on improvements Rs 2,897.

#### STAFF.

The Log book says "The staff including the teachers in the Branch schools numbers 59 and is well equipped." "During the year a commercial teacher, Mehta Manohar Lal, B.A. has been appointed and two Trained Shastris have taken the place of untrained men for Sanskrit teaching. The organisation of this large School is a matter of no small difficulty but the Headmaster gives personal attention to details with the result that the institution runs smoothly and efficiently." While highly appreciating Mr. Tydeman's kindness I must take advantage of the opportunity to express my indebtedness to the staff for their devotion and hearty co-operation, without which no success can be achieved. The secret of what little success we have achieved is that every one on the staff *knows* his duty and *does* it. The High School staff was strengthened by the return in April 1920 of my valued old colleague Lala Kharaiti Lal, B.A. B.T.

The Jaura Mori Branch school was given a second teacher as the numbers had increased. Lala Gobind Ram M. A. was offered the post of Professor of History at the D. A. V., College Cawnpore. His work was excellent. L. Ram Labhaya B. A., is working zealously in his place. The transfer of P. Ram Gopal Shastri has seriously affected Religious Instruction in the High School and I do hope it will not be long before the Committee gives me a satisfactory substitute. P. Ram Gopal's influence in the school was great and for good, but owing to the paucity of men in the Arya Samaj it is not easy to find another Pt. Ram Gopal.

The work of Religious Instruction in the Middle School has improved by the appointment of Pt. Gyan Chand. The teaching of Sanskrit is in excellent hands in both the schools.

The pay of teachers was raised during the year and our best thanks are due to the committee for accepting my suggestion in the matter.

I feel keenly that the salaries of our teachers are inadequate, but this sacrifice is absolutely essential if we are to have the credit of belonging to an institution that stands for self-help, self-reliance and self sacrifice. Teachers' Provident Fund exists.

#### FEEES

The school fees for the 6th, 7th and 8th classes were increased to 75 p.c. of Government Schools rates to meet the increased expenditure on salaries. In the High classes too the rate of fees is the same as in aided schools. The total income from fees etc. for 1920-21 was 27,141 against 21,080 in 1919 i.e. an increase of Rs. 1,066. The total expenditure for 1920-1921 was 44,815 against the budget estimate of Rs. 50,692.

#### RESULTS.

The results were as usual splendid. In the Middle School Scholarship examination Shyam Sunder won a scholarship; in the High School Scholarship Examination Bakshi Ram won an open scholarship of Rs 6 and Mohan Lal won the newly founded Cross Memorial scholarship. Mr. Cross, was a great personal friend of mine and I confess I was pleased that one of my boys won the scholarship associated with his name, and competed for the first time. In the Matriculation the pass percentage rose from 70 p.c. in 1919 to 83.4 per cent in 1920. In 1919, 133 had passed out of 191, in 1920, 151 passed out of 181. The school thus sent up the largest number and passed the largest number and secured the largest number of 1st division passes and scholarships.

41 were placed in the 1st division which breaks the previous record.

Seven students won scholarships, 90 were placed in the 2nd division, and 20 in the 3rd division.

The names of the scholarship winners are:—

Jagdish Chand, Shiv Nath, Suraj Bhan, Narendar Singh Dev Raj, D. V. Raj Bhasin and Hans Raj Dhir.

I am glad that the Ram Chand Memorial Scholarship continues to be held by boys of this school.

In Science Compulsory, Hindi, and Drawing, there were no failures. In Sanskrit 11 only failed out of 113. In English and Mathematics 167 passed out of 181 i.e. over 92 percent. I cannot find adequate words to thank the staff for their devotion to duty and the students for devotion to their studies.

*Physical Training.* But all this is not permitted at the expense of health. Physical instruction is also attended to. The Drill Instructors, Sardar Ishwar Singh and M. Raj Bali Singh are both quite good at their work. Some capital work in Extension Movements, Club and Wand Drill is done in the Middle School. The Boy Scout work has been introduced in the High School and I am glad that one of my long-felt desired has been fulfilled. Lahore owes much to our distinguished countrymen, Pt. Mahan Mohan Malaviya who very kindly spared Pt. Siri Ram for training Scout Masters in the Punjab and the great patriot Lala Lajpat Rai who as President of the Seva Samiti offered facilities for the opening of such a class. Pt. Durga Dutt and Lala Daulat Ram B.A., B.T., our Scout Masters speak most eloquently in praise of Pt. Siri Ram and from a lecture that he delivered to my staff and students, I could gather how wonderfully keen and enthusiastic he is in his work. We are glad to learn that the Government of the United Provinces has selected him for further training in Scouting in London, and awarded to him a scholarship for the purpose. There is no doubt in my mind that on his return, he will be far more useful to his country. If properly trained, I am sure boys will grow physically, intellectually and morally fit. The movement is highly educative and its success depends on the Scout Masters. At any rate, a hopeful beginning has been made.

The Group Tournaments were held under the management of Lala Kharaiti Lal, B. A., B.T. and more than 200 boys took part. Practically all the trophies were won by the Tenth class. The Second Middle class team in Hockey played splendidly well.

In the District Tournament, the teams acquitted themselves with credit. More than their splendid victories in Tug of War, Hockey, and Foot-ball. I value the sportsman-like spirit in which they played their matches and the discipline which school boys showed on the ground. The success of the tournament was due to the untiring efforts and zeal of Lala Devi Ditta Mall and I am obliged for every kindness and courtesy shown by him. He is always smiling, sober and the very picture of health. A sum of Rs 2,837-2-3 was spent on games. I am getting a plan of a school gymnasium prepared, and trust it will be a source of great benefit to the boys when ready. Competitions in fencing, swimming, and boating were held during the year. Pt. Nanak Chand, M A. and Mr. M. L. Pari presented a trophy for kabadi. Another noteworthy feature of the year was a thorough medical inspection of High School boys, first by Dr. Rudra Dutt, M. B. B. S., and then by Dr. J. N. Luthra. The work was a labour of love with these gentlemen and my only regret is that the majority of the parents did not quite appreciate their work. What a great blessing it is to be informed of the defects of their boys. I propose to carry out, during the year under report, Dr. Luthra's valuable suggestion to institute a system of payments by monthly instalments of the price of spectacles provided by opticians. Here is one more way in which the rich can come to the help of the poor. For the first time in 16 years, the school went without its summer excursion and annual musical concert. The death of Lokmanaya Tilak cast a gloom and sorrow for the country and the faction was given up as a token of respect to the memory of one who loved and worked for India as few have done before.

*Religious Instruction.*—Moral and Religious Instruction continued to receive attention. In the All-Punjab Examination in Religion Instruction, all the three prizes were won for the second time by the students of this school.

In the IX class examination.—

Ram Rakha stood first in the Province getting 87 marks out 100.

Ram Chand stood second in Province getting 78 marks out of 100.

Sant Ram stood third in the Province getting 77 marks out of 100.

Shadi Ram stood fourth in the Province with 71 marks out of 100.

In the Second Middle class examination—

Nirotam Chand stood first in the Province with 82 marks out of 100.

Nand Lal stood second in the Province with 80 marks out of 100.

Rameahwar stood third in the Province with 75 marks out of 100.

Amolak Ram stood fourth in the Province with 73 marks out of 100.

In both the examinations, the first four places were won by our boys. Lala Devi Chand, M. A. Principal D. A. V. High School Moshiarpur was the Examiner.

I congratulate all the prize-winners, for they have proved once again that success in the University examinations does not in any way make a man averse to the study of Religious Books. The credit for this brilliant result is due to Pt. Ram Gopal Bhastri.

*School Library* The number of books added during the last year was 175; the library is managed by Lala Ram Nath. The number of books issued in 1920—21 was 2378 twice the number of 1918—1919, when 1111 books were used. Ram Rakha of the Tenth class used the largest number of books. The hope expressed by me last year has been fulfilled, and I am glad to report that a small library has been started in the Middle school. The fee of one anna is now levied from the boys of the 5th, 6th, and 7th classes. Several old boys presented books to the Old boys' Section. Mahatma Hans Raj Ji's continued and unflinching interest in our Institution will be evident from the fact that he was last year pleased to make a present of all his books useful for school boys to the school library. Each book is a valuable asset and reminds us all of the sacrifice which has built up the great Institution,

The total expenditure during the year was 479—0—8, and the income 462—14—9, the balance on March 31st was 347-5-2.

*Social Activities.*—The School Debating Club was quite active under its energetic Secretary Ram Rakha. Sant Ram and Hukum Chand were the leaders of the two parties. The subjects discussed were : a Scholar *versus* Sportsman. Dramatic performances in schools do more good than harm. The value of Hindi and History and Geography as school subjects, Idol worship should not be performed.

An interesting and novel departure was the holding of a meeting with a student Chairman. The staff watched from the gallery. Dev Raj Narang occupied the chair and resolutions were passed condemning early marriage and urging upon Schools the desirability of refusing admission to married boys. Annual competition in Hindi and English Recitation and in Hindi and English speaking was held.

The Youngmen's Arya Samaj continued to hold weekly meetings. Lala Daulat Ram B. A., B T. was elected President in place of Lala Des Raj B. A. The Poor Fund is also maintained. The Teachers' Association held meetings. Lala Ram Labhaya is the present Secretary.

Mr. H. G. Wyatt, M. A. Principal, C. T. College addressed students on the Empire Day and spoke on the duties of a citizen. During the Summer vacation, our boys got some 2,000, pledge cards signed by guardians and parents. The cards contained a promise that the boy would not be married so long as he was a school student.

Every visitor to the school has expressed appreciation of a distinct corporate life of the school and recorded that social service is a feature of the school. Sir Sankaran Nair paid a visit and was pleased to find that the boys looked keen and happy.

I feel it my duty to mention the case of Nand Lal of V High who in spite of being a Tenth class student spared lot of his time to teach Hindi and Satyarath Parkash to the servants (cooks and kahars) of the Boarding House. I thank my old student Lala

Des Raj for similar work in this direction. A lot can be done to improve the condition of servants and I welcome the spirit which propelled these youngmen to service. The name of the servant who made the greatest progress is Dhera Singh.

During this year died an old and faithful servant, Kallu sweeper. He was a regular reader of the Kamayana. The boys accompanied him to the cremation place where his body was burnt according to Vedic rites.

The Duty shop did useful work in the beginning under the guidance of L. Des Raj Sari, and there were cent percent profits.

*Change—The Scheme of Studies* We are living in an age of discontent. People cry for reform. The Punjab University has done something to modify the old scheme of Matriculation and the reforms it has carried out are such of which any other sister University in India may be proud.

The School leaving classes provide a livelihood to the sons of the poor and commercial training to the sons of the rich. I confess my eyes were opened when I found that there were as many as 64 students in the ninth class last year, who sought admission to the class.

Admissions had to be refused for want of accomodation.

But this won't do. We ought to give boys manual and vocational training. Nearly fifteen years ago I wrote to my Committee that we ought to set an example by opening a workshop along with our school. I cannot find out the old file but I have been able to trace out my letter No 467 Dated the 2nd March 1915, together with Mahatma Hans Raj's note dated the 2nd April, 1915 wherein he says that he was himself personally in favour of Manual training for school children and that he would like to have a scheme with estimates prepared, to enable the committee to consider the question of its introduction in the School Department. The estimates were sent on 21st March 1915 the School Sub-Committee acted on the 28th May and decided that the matter be taken up in October, 1915. I wrote again in February and December 1917 but lack of funds stood in the way of reform.

The Industrial commission reported that any kind of manual training would be educative, if sound. The President of the



Science Congress in January 1918 said, "Training of the hands is necessary also for the requirement of manipulative skill without which many discoveries would not have been made," "Early training in handling tools is not as general here as in Europe. We cannot create respect for manual work without manual training." "It is such a valuable training in manual dexterity, and in habits of method, order, and attention to details that it has justified its place in the school curriculum in the West as a mere means of education, irrespective of practical results. The charge against English schools in the last century was that the schools were producing a nation of clerks and white-handed labourers who shunned manual work and old handicrafts that had made the nation great." The same holds good in the case of our existing Indian system. All India would watch with interest the result of the Conference announced to be called by the veteran educationist, Sir Aushotsh Mukerji and the question which naturally suggests itself is; will Punjab lag behind? What would I not give to see the reform introduced in my school. Education to be truly national must prepare boys in every institution for national defence and must promote *individual* and *social efficiency*. Does our present system achieve these objects? In so far as it does not, there is need for a conference to devise means to remedy these defects.

*Boarding House*:—The income of the Boarding House during the year under report was Rs 28,966-0-6, and the expenditure was Rs 27,701-15-3. Here are the remarks of Mr. Tydeman who saw the Hostel for the first time "The Building is well planned but still lacks a good kitchen"

The plan of the kitchen is engaging the attention of the the Headmaster. The supervision of the Hostel is very well arranged for. There is a whole time graduate Superintendent assisted by two Assistant Superintendents, and Accounts Clerk and a Compounder. There is a visiting Assistant Surgeon and a Senior member of the High School staff acts as the Financial Superintendent.

There were 217 Boarders at the time of inspection and there was only one boy ill, and that too not seriously, speaks well for the health of the boys. The Hostel was very clean and reflected credit on the Superintendent and the staff of the Boarding House.

Lala Hargovind Singh B. Sc. Superintendent, one of my old students takes interest in his work. The Boarders' Union subscribes three newspapers and something like Rs. 1,200 has been collected for the Library, more than Rs. 800 for a Yaghal, that is to be built in the memory of Pt. Jagat Singh.

The Boarding House fee was increased from Rs. 15 to Rs 17-12-0,

This, I fear, will greatly reduce the numerical strength of the Hostel. In these hard times it is too much to expect an average father to spend Rs 25—30 P.M or Rs 30 P.M. on school education, however efficient it might be. I tremble to think how terrible would be the loss if the school could cater only to the needs of the rich and not of the poor. I myself, appeal to those whom God has blessed with plenty to save the school from the impending danger by founding scholarships to help the poor and deserving. At present we have practically no stipends available, the only 'decent' Jhelum scholarship having been transferred to the College. I am glad to be able to announce that B. Tek Chand Ji. and L. Parkash Chand Ji, both old Boys have promised to give one scholarship each for 1921-22.

The complaint regarding water-supply will be removed this year.

*Old Boys*—To the ranks of Life-members there has been a further addition by the joining of Pt Diwan Chand Sharma M. A, the 2nd old Boy to join this order. I do repeat the hope that many more may follow in his footsteps.

Chandhri Goverdhan Lal Dutta is engaged in valuable research work at Calcutta under Professor Raman.

Lala Baldev Dass Puri passed the Cambridge Tripos in Mathematics Part I and II, both in the I Class and is engaged in reserch work at Cambridge. He stood seventh in the I. C. S. Examination whereas there were only six vacancies. The loss of the I. C. S. may be the gain of the Mathematics world. Dr. Karm Narain Bahl, has taken his degree in Biology and is continuing his studies in England.

Bawa Kertar Singh M.A. is now in the Indian Educational Service and is very much missed in Lahore. Let us hope he is returning soon amidst us.

Lala Harivansha Lal Khanna topped the list of successful candidates in the B. A. C. Examination and Lala Radha Krishen Khanna passed the C. E. Examination.

Lala Sardari Lal stood first in the Province in the Intermediate.

*Discipline.*—The tone and discipline of the school during the year was quite good. The Inspector wrote in the Log-book.

"The Head Master has ideals towards which he has been working most devotedly and earnestly for several years. In the ideals he is supported by the whole-hearted co-operation of his staff, many of the members of which have been working in this school for many years. The boys too, struck me as keen and hard working, proud of their school and anxious to maintain its reputation.

Bakshi Ram Rattan has not been enjoying the best of health lately and hope he will not overtax his strength in the oversight of this very large school. He and his staff have done good work, and the institution continues to maintain its popularity and efficiency."

*Tailor Class*—L. Nathu Ram was engaged in place of L. Guranditta Mal. In the new Budget, provision has been made for a separate Instructor to teach Cutting. The number in the class is four. There are at present no arrangements for the accommodation of outside students who seem anxious to join. The accommodation is very unsatisfactory. Three tailors have been turned out since the transferring of the class to the school. They are earning a good income.

*Conclusion*—In conclusion I once again thank the President, the Principal, and my Committee for all the support that I have received at their hands and the indulgence with which they have overlooked my failures. I thank the boys for splendid proofs of discipline and loyalty which they have given in trying situations; the staff for their brotherly affection and friendship, and the Inspector of schools, Mr. Tydeman for every encouragement.

RAM RATTAN,

Head Master.

# REPORT ON THE ACCOUNTS

OF THE

Diyansad Anglo Vedic College Managing Committee for  
the period from 1-4-20 to 31-3-21.

## I. Aggregate Funds.

The aggregate amount at credit of the D. A. V. College Managing Committee stood at 31st March 1921 Rs. 18,58,666-14-0 against Rs. 17,93,971-4-6 the balance on 31st March 1920. Net increase of Rs. 64,695-9-6 classified according to major Heads stands as follows :—

1. Capital accounts	...	...—	18,398	1	11
2. Endowments	...	...	6,924	12	5
3. Deposits,	...	...	52,252	10	9
4. Revenue accounts	...	...	23,913	3	3
Total.			64,692	9	6

## FUNDED CAPITAL.

Recovery made from Seth Mul Chand on account of price of a piece of Committee's land at Ichhra ... 250 0 0

L. Shiv Ram Das through Secretary M. G. D. A. V. College Lahore on account of price of a house sold to L. Shiv Ram Das of Bhera ... 4,700 0 0

L. Shiv Ram Das through Secretary M. O. D. A. V. College Lahore on account of a house sold to L. Shiv Ram Das of Bhera ...	225 11 0	4,926 11 0
Amount received through Arya Smajes of different towns as donation for College * ...	42,391 14 11	
Amount received through Principal of the College on account of one pice Fund during the year ...	335 14 0	
Amount received as other collec- tions towards donation to the College during the year ...	14,607 10 1	
Amount received from Dr. Nand Lal for Ayur Vedic Room ...	200 0 0	
Amount received from Messers Raghu Nath Sahai and Uttam Chand for Ayur Vedic Room ...	188 2 6	
Amount received from Messers Parduman Singh & Sons on account of a room in A. V. Department ...	600 0 0	
Amount received from Arya Smaj Sri-Nagar on account of Wazir Sobha Ram's de- nation for a room in A. V. Department ...	100 0 0	
Mr. M. L. Puri for Clerical Commercial class room ...	25 0 0	

L. Ram Rakha Mal Muzaffar Garh for Clerical Commercial class room ...	25 0 0
Collections made by Head Master D. A. V. School Middle Department Lahore for Clerical Commercial class room ...	131 7 9
L. Muni Lal's donation for a room in College Boarding House ...	100 0 0
L. Bansi Dhar ...	550 0 0
L. Tirath Ram Ahluwalia ...	100 0 0
R. S. Roop Lal ...	150 0 0
L. Sardari Lal Gujranwala ...	100 0 0
Messers Bhalla Boot Factory Lahore ...	150 0 0
L. Bhola Nath Vakil ...	50 0 0
Bhagat Gobind Das ...	150 0 0
L. Kesho Ram Vakil ...	100 0 0
Do. Bagbanpura...	150 0 0
L. Lekh Raj Manager Punjab National Bank ...	500 0 0
The sum of Rs. 9 due from L. Atma Ram late Clerk of College on account of Pt. Prem Nath scholarship for May 1913 which had been advanced in Vr. No. 44 of June 1913, but remained un- accounted for has been order- ed to be adjusted out of Rs. 75 paid by him for College at the last anniversary of Lahore Arya Smaj hence this adjustment ...	-9 0 0

Rs. 75 out Rs. 625 received from R.S. Pt. Jawahar Lal of Hissar on 5th April 1917 have been ordered to form part of nucleus of a prize fund to be called Pt Jawahar Lal's prize Fund	...	—75 0 0
Rs. 2,572 on account of Hundi of L. Amir Chand not realised in which Rs. 800 was included on account of a donation hence the amount transferred from the amount as debited to the fund which was credited as drawn by the gentleman on 4th February 1921	...	—800 0 0
The amount of Rs. 40,188-13-0 on account of anniversary collections held in 1920 was credited under head as it was not proportioned to split out into different heads was kept here and Rs. 50,000 transferred to the Industrial Fund out of this fund hence adjustment effected	...	—90,188 13 0
Dinning Hall in College Boarding House	...	77 80
The amount spent on improvement of C. B. H. College and School during the year	...	5,716 8 6
Total decrease	...	<u>—15,398 1 11</u>

## ENDOWMENTS.

The closing balance of endowments at the end of the period under report amounts to Rs. 2,23,307-3-7 against the opening balance of Rs. 2,16,382-5-2. The detail of the increase of Rs. 6,924-1-5 made during the period under head is as follows :—

	Rs.	A.	P.
<b>Fresh capital received for endowments.</b>			
From Thakur Sukhchain Sing ...	2,200	0	0
B. Sahib Jawahar Lal Prise No. 2 ...	100	0	0
L. Arjan Das scholarship ...	3,000	0	0
L. Nihal Chand's gift ...	100	0	0
L. Ram Chand Manaktala ...	5,075	0	0
Sch. Vocational and Manual training Fund ...	150	0	0
<b>2. Recoveries made from Scholarship holders who have entered into life:—</b>			
L. Shiv Lal Scholarship fund ...	30	0	0
Dr. Munshi Ram Scholarship fund ...	141	0	0
L. Shadi Ram " " ...	10	0	0
Aggarwal Scholarship " " ...	21	0	0
Rai Karām Chand " " ...	20	0	0
<b>Total</b> ...	<b>10,847</b>	<b>0</b>	<b>0</b>
<b>3. Add amount received in excess of expenditure on account of interest on endowments and minor donations ...</b>			
	<b>4,524</b>	<b>11</b>	<b>6</b>
<b>4. Less expenditure incurred by way of certain scholarship (and for buildings from A. V. Class fund) during the year...</b>			
	<b>8,446</b>	<b>14</b>	<b>1</b>
<b>Total increase</b> ...	<b>6,924</b>	<b>13</b>	<b>5</b>



## DEPOSITS.

The closing balance of deposits amounts to Rs. 2,62,121-15-6 against the opening balance of Rs 2,09,866-4-9 the increase of Rs. 52 255-10-9 is detailed below :—

## EXCESS OF RECEIPTS OVER REFUNDS.

School Boarders securities	...	688	4	0
College Students one anna Fund	...	20	13	0
School Drawing fee fund	...	85	14	0
School Boarding house Hawan Fund	...	20	8	0
Jalalabad Arya Smaj Mandir Fund	...	17	8	0
Tarn Taran School Fund	...	53	12	1
G P Fund	...	1,868	6	7
Delhi School Fund	...	6,866	7	3
Income Tax	...	274	11	5
Advance against Autar Singh case	...	21	14	0
"    "    Hardyal Singh	...	9	2	0
"    "    Mool Chand	...	25	13	6
Security deposit general	...	434	0	4
"    Forfeited	...	124	0	0
Kot Garh School Fund	...	10,250	0	0
Advance against Bhalla Bros. case	...	19	8	0
Nou University Fund	...	475	5	2
Industrial Fund (including Rs. 50,000 transferred from funded capital	...	7,259	7	11
Ved Parchar Fund	...	8227	12	0
Tailoring class fund	...	50	0	0
Hoshiarpur Shudhi fund	...	10	0	0
B Chbaju Singh Memo.	...	100	0	0
School Boarding house reading room	...	12	0	0
L. Dulo Shah's will	...	1,000	0	0
Orphanage Fund	...	10	0	0
Clerical Commercial class Fund	...	2,681	13	9
Dr. Hira Lal Physical culture	...	250	0	0
R. B. Ralla Ram	...	35	0	0
L. Sada Nand	...	70	0	0
N. D. Ralla Ram	...	14	0	0
Dr. Bishan Das	...	42	0	0
Vedic Ashram Fund	...	105	0	0
Suspensa account	...	50	0	0
<b>Total</b>	...	<b>97,880</b>	<b>1</b>	<b>0</b>

2. Payments or transfers made during the year on account of the following funds:—

Riding Class •	...	...	570	4	2
College Electric Fans fund	...	...	18,300	15	0
College students Securities ...	...	...	3,030	0	0
„ Boarders Securities ...	...	...	430	0	0
Boarding House furniture fund	...	...	309	13	3
C. B. House Light Fund ...	...	...	2,651	0	11
School Boarding House furniture	...	...	1,782	5	3
Multan School Fund ...	...	...	41	5	0
Affiliation fee ...	...	...	5	0	0
College Medical Inspection fee	...	...	147	1	0
Jallianter College Fund ...	...	...	4,290	13	9
Quadian School Fund ...	...	...	3,128	14	2
Kinlar Garten Fee Fund ...	...	...	28	14	0
Hafizabad School Fund ...	...	...	2,411	6	4
Sale of Books ...	...	...	151	4	9
Dhanpat Mal School Lyallpur	...	...	2,504	0	0
Advanced against Milkni Ram case	...	...	291	14	3
Dr. Hira Lal's donation for Panes	...	...	3	13	6
Mr. Hardyaj Bhardwaj ...	...	...	27	8	5
Electric fans in Science Lecture Hall	...	...	790	0	0
Advance against Boota's case	...	...	1,631	5	0
School Middle Department Library Fee,	...	...	100	0	0
Research Publication Fund	...	...	1,024	0	0
Sanskrit Manuscript ... •	...	...	380	0	0
R. B. Ganga Ram ...	...	...	34	8	0
L Nihal Chaud Gift ...	...	...	14	0	0
Tank in College Boarding House	...	...	1,000	0	0
A. V Class Fund ...	...	...	500	0	0
School Boarding House Bath	...	...	47	11	6
			<hr/>		
<b>Total</b>	...	...	<b>45,627</b>	<b>6</b>	<b>3</b>
<b>Net increase</b>	...	...	<b>52,252</b>	<b>10</b>	<b>9</b>



STATEMENT OF  
BALANCE SHEET

Changes in the investment of the gross funds of the		Head of Accounts	
Managing Committee during the year.		1931-32	
1931-32		1931-32	
Accounts with Banks		35,732	4 1
(a) Fixed Deposit increased by		...	...
(b) Floating account including balance		28,986	3 3
with Government Schools		...	...
Loans and Mortgages		...	...
Fresh loan advanced to R. S. L. Rup		...	...
Dal, P. S. L. Dal		...	...
Net increase		25,746	3 10
Imprest increased		75	0 0
Shares in the companies		...	...
The value of 5 shares of the Krishna Mills Company written off		1,250	0 0
Invested in 53 new shares of the National Bank Lahore		530	0 0
Net decrease		720	0 0
. 5.—Buildings.			
Invested in room adjoining Ved Path room,		668	9 8
" B. Chhaju Singh Memo. room.		1,182	6 3
" School Boarding House		11	13 6
" College B. H. Kitchens		1,230	2 9
" Marble fountain to be erected in College compound		100	0 0
" Ayur Vedic Hospital building,		812	0 4
" Head Master's Office		3,694	6 2
" Ayur Vedic class buildings		10,618	5 2
" In D. block of C. B. House		...	...
rooms old Kothi No. 11 in C. Compound		54	2 0
" C. B. special class room F. block,		261	3 3
" College compound		200	0 0
" Tank in C. B. House		1,000	0 0
School Commercial class rooms		647	0 0
Total		60,482	1 8

SOHAN LAL,  
Accountant.

BALANCE SHEET.

Head of Accounts.	Balance on			Increase and			Balance on			
	31-3-1920.			decrease.			31-3-1921.			
Funded Capital ...	18,36,033	13	3	-18,398	11	1	18,17,635	11	4	
Revenue Account ...	31,688	13	4	+22,913	3	8	55,602	0	7	
Endowments	Capital .	1,83,968	5	1	+2,400	1	11	1,86,368	7	0
	C. income	32,414	0	1	+4,524	11	6	36,938	11	7
Deposits	Capital ...	1,63,818	5	0	+44,705	4	9	21,03,523	9	9
	C Income,	41,047	15	9	+7,547	6	0	48,595	5	9
Total ...	17,93,971	4	6	64,692	9	6	18,58,663	14	0	

## BALANCE SHEET.

Description of invest- ments.	Balance on		Increase or		Balance on	
	31-3-1920.		decrease.		31-3-1921.	
Buildings ...	7,39,520	4 9	20,482	1 3	7,60,002	3 0
Loans and Mortgages...	2,87,115	0 0	30,000	0 0	3,17,115	0 0
Land ...	64,104	12 1	...	...	64,104	12 1
Government Securities	92,126	5 3	...	...	92,126	5 3
Shares in the companies	11,757	1 0	—720	0 0	11,037	1 0
Miscellaneous Deposits	4,289	9 6	...	...	4,282	9 6
Fixed Deposits with the Banks ...	5,55,986	12 8	35,732	4 1	5,91,719	0 9
In floating account with the Banks deducting uncashed cheques ...	36,801	14 7	21,224	6 0	15,637	8 7
Imprest money with the Heads of Depart- ments ...	887	0 0	75	0 0	962	0 0
Cash with the treasurer G. S. A. S. High School Hafizabad ...	1,104	10 10	347	10 2	1,452	5 0
Dhaupat Mal School Lyallpur ...	225	0 10	..	...	225	0 10
<b>Total ...</b>	<b>17,93,971</b>	<b>4 8</b>	<b>6,44,692</b>	<b>9 6</b>	<b>18,58,663</b>	<b>14 0</b>

NOTE.—Rs. 8,109-4-5 accounted for by the Punjab National Bank in April 1921.



## REVENUE ACCOUNTS.

	Amount Spent		Total.	
	Rs	A. P.		
<b>EXPENDITURE.</b>				
Improvements of building as permanent Investment ...	2,897	0 4		
Petty repairs (not treated as permanent Investment) ...	1,465	3 9		
Managing Committee Office ...	6,143	11 0		
Land revenue and Establishment ..	256	9 6		
Publication and Research Department...	1,062	6 9		
Updeshaks ...	4,069	10 4		
Expenses on education ...	1,19,864	8 3	1,25,759	2 11
Balance carried forward ...	...	...	23,913	3 3
<b>Total</b> ...			<b>1,59,672</b>	<b>6 2</b>



## THE EDUCATION OF WOMEN IN BOMBAY

(A lecture by Mr. G. K. Devadhar, Bombay, under the auspices of the National Indian Association, London)

Mr. G. K. Devadhar, M.A., who came to this country as a member of the Indian Press Delegation invited by His Majesty's Government to study the great machinery of war, keenly interested a large audience at Headquarters, on December 5th, in his address on the subject of the education of women in Bombay. Sir Leslie A. S. Porter, K.C.S.I., presided, and in introducing the lecturer paid warm tribute to the practical work he had carried out in promoting the cause of woman's education in India. He referred also with sympathetic understanding to Mr. Devadhar's valuable experience in regard to the solution of this problem, bristling with difficulties, in his capacity as honorary general secretary of the Poona Seva Sadan; a perusal of its latest report showed it to be a very important and interesting institution. It was impossible to exaggerate the importance of woman's education to national life, judging from what the women of England could achieve during the period of the great war. Sir Leslie referred with gratitude to the sacrifice and services of India during the four and a half trying years of the devastating struggle, and exhorted the audience to take a keener interest in matters affecting the welfare of the people of that vast country.

Mr. Devadhar referred at the outset to the work done by his sisters in India in their own way to enable Great Britain and the Allies to win the war, and thanked the chairman for his appreciation and sympathy. He spoke from personal knowledge of the work which is being done by the National Indian Association in Bombay and Poona, and expressed his gratitude for the help he had received from its Poona Branch in the work of training nurses undertaken by the Seva Sadan. He thanked Miss Beck, who had visited Poona, and her colleagues, for the opportunity given to him to meet the members of the Association in London, and friends interested in Indian affairs.

The people of England, men and women, said Mr. Devadhar, seemed to him very advanced in questions relating to education. He was not there to teach them, but to tell them a plain, simple story of the slow growth of the education of women in which educated India was interested, and to enlist their further sympathy and help

in solving the most momentous problem before the Government and the people of his country. He mentioned with gratitude the names of Miss Manning, Sir William Wedderburn, and others who worked for the promotion of the education of Indian women and the societies in London working for the same cause.

#### WOMAN MUST BE EDUCATED AS CITIZEN.

Efforts on a much larger scale were needed in both the countries, he insisted, to make up the great leeway in the education of women in India. He drew a graphic picture of the position and influence of women in ancient India and also of the prevailing ideas of the people to-day. There was still a general belief that woman did not need education like man, as she was not required to earn her living. Others thought she was lacking in intellectual power, and it was futile to make an attempt to teach her. Others maintained that her proper sphere of influence and power was the home, and that her sacred responsibilities ended there. To-day there were those who were ready to educate her to become a good wife and a good mother, but they still hesitated to admit that she too had the solemn responsibilities of an intelligent and capable citizen like a man.

But the enlightened and advanced social Reformer in India, whose number is steadily growing, absolutely refuses to accept this view of woman's position, influence and duties. He assigns to her a position of great trust, authority and responsibility in the vast problems of social reconstruction and national regeneration. He, however, regards it as one of the most stupendous and mighty tasks before him. He is not quite satisfied with the progress which the Government has made in the matter of the education of the people in general, and that of women in particular. While, therefore, recognising the many difficulties in the way of the Government in this work, and the need for help, initiative and co-operation on the part of the people in the solution of the problem in an effective way in order to minimise the religious and social difficulties, he demands from Government a bold policy and readiness to spend an adequate sum of money. Indian women possess enough of the education and culture of life. What is required is an all-round knowledge and development in contact with modern thought. He believed that money so spent was

the surest and most profitable investment in the best interests of the country.

Mr. Devadhar said that social reformers (for instance, a statesman like his own master, the late Mr Gokhale), attached great value and importance to the education of girls and women in India, especially when it was noted most painfully that even at the present day only one woman in one hundred was able to read and write. But what was still more regrettable was the fact that even that percentage would go down very considerably if the figures of educated women in very advanced communities like the Indian Christians, Parsis, and the Jains and the progressive sections of the Hindus—as the Brahmins and Prabhoos in Bombay—were left out of calculation. There would be a big drop, and it would not be possible to find, in many villages containing hundreds of souls, even a single woman who could be described as “literate” for the purposes of a census.

Speaking of the aims and ideals of education, Mr. Devadhar contented himself with the simple definition given long ago by John Knox, who desired every man and woman to *know God, serve man, and to be able to earn an honest living*; and the still simpler definition of Mr A. H. L. Fisher, Minister of Education, *to learn and earn*. In India, unlike boys' education, girls' education had not come to be regarded as having any real economic value, and hence, comparatively speaking, small attention was paid to it by parents. There were, however, not wanting encouraging signs of a hopeful and healthy change of public opinion in the right direction, even in rural areas, in conferences and public meetings in his presidency.

#### THE STATE CANNOT AFFORD TO BE SLOW.

Mr. Devadhar gave figures relating to the general advance which education had made among the women and the girls of his country, pointing out, for the sake of comparison, the position occupied by men's education in primary, secondary, special and collegiate institutions, maintained by Government as well as private aided and unaided bodies. In 1915-16, taking figures for British India and one or two progressive Feudatory States, 5·2 of the male, 1 per cent. of the female, and 3·1 of the whole population were under instruction. These figures show clearly that India is educationally the most backward country in the world. The total expenditure on

4  
education in British India amounted to £7,338, 800, a very poor sum indeed, considering its vital importance. This expenditure was hardly helpful to the people of that vast country, with a population of over 312 millions, to keep pace with the rapidly marching countries in the world, and it was not easy to justify the deplorable backwardness in educational facilities for the children of the soil. He urged that the State could not afford to be slow now, but a bold and vigorous policy aiming at an all-round education was the paramount duty of the Government and the people.

The lecturer said that he was not one of those who would wait till the powers that be were awakened to a full sense of their responsibility in this matter of supreme importance. He believed it was quite possible for his educated countrymen and country women to make a beginning, though necessarily small, in an organised way. The history of many new and progressive movements in Great Britain afforded in a striking manner a noble, inspiring, and re-assuring example of the influence of great sacrifices made by patriotic pioneers, men and women, in initiating modest efforts which had achieved results beyond expectations, produced confidence and faith in the minds of the people, and led the way for the State organisation on a very large scale. He was thankful that people in India and in Bombay and Poona particularly did not sit with folded hands, but some of them had begun to make vigorous endeavours to grapple with the situation and shown the direction in which more widespread and sustained work could be initiated with the help and the co-operation of the State. He spoke with appreciation of the splendid results of the educational activities carried on by the Christian missionaries in India by affording ample educational facilities and opportunities to the people, and specially to the children of the steadily growing community of the Indian Christians. Indian Christians were neither numerous nor rich. Their population slightly exceeded three and a half millions to-day, and was in the proportion of 120 in a population of 10,000. Still the progress which these people have made in the matter of education of women was really remarkable.

The second community mentioned by the lecturer was the Parsi community, which was very go-ahead and progressive. These numbered to-day 100,000 (one hun-

dred thousand) only, mostly residing in Bombay <sup>5</sup> To this community Bombay owed a deep debt of gratitude for giving a lead in many directions, but it must be remembered that they were to be found in the proportion of 3 (three) only in 10,000. They were, however, comparatively well-off.

Taking the figures relating to the women of these two small communities being educated with men at colleges, the Indian Christian community alone had 159 girls in Art Colleges, while Hindoos and Mahomedans had only 176. In Medical Colleges there were 24 Indian Christian girls; but the Hindoo and Mahomedan girls numbered only 14. The Parsis had 36 women in Art Colleges and 14 in Medical Colleges. These figures showed that if adequate facilities were forthcoming the education of women would make great headway.

After giving figures for Bengal and Madras in respect of the number of institutions for the education of women and girls and the number of pupils therein in these provinces, Mr. Devadhar stated that there were in Bombay 1,295 institutions for the education of girls and women with 145,928 students. There were no separate Arts Colleges for women in Bombay. Women students read with men without much difficulty. Madras has three colleges entirely for women.

#### TRAINED WOMEN TEACHERS NEEDED.

The lecturer described the educational machinery in his province, from the mixed schools in small villages for boys and girls as in England right up to the present colleges for men, of which women freely availed themselves after passing the Matriculation examination. There were separate High schools for girls, maintained by Government, in some of the advanced Divisional headquarters, but not in Bombay, perhaps because there were several managed and maintained privately. In some district towns where there were no High schools for girls, the girls were admitted in the Boys' High schools. Mr. Devadhar considered that so long as the percentage of literacy among Indian women was painfully low, largely owing to lack of funds, any disproportionate amount of money spent on the establishment of separate first-class well-equipped colleges purely for women in his province particularly would be regarded by some friends of women's education, who felt very keenly

the need for the broadening of the base, a mere gratification of a vain sentiment or an educational luxury, if not quite a waste. There was another consideration. Even at present there were not sufficiently well-qualified women in large numbers ready to take up the teachers' posts in many Girls' High schools, which employed a large number of male teachers. It would be much more difficult, as it was the case to some extent even to-day in England, to get really efficient women in large numbers permanently to take up the responsible work of professors or lecturers.

Improvement, he felt, ought to proceed therefore with the establishment of a large number of Girls' schools and High schools, to be staffed by women, if available. He thought that women reading at Arts and Medical Colleges with men, however, laboured under certain disadvantages, but they were more or less of social character in the sense that the college life, without proper residential arrangements, lacked opportunities for social intercourse and a broad outlook on life. These, he considered, could be removed by starting, in conjunction with men's Colleges, separate residential quarters similar to the St. Hilda's Hall at Oxford, or those in Newnham College at Cambridge, with some women tutors to help and guide the students in their studies, and to create an atmosphere of home life and comforts, thus giving the residential students ample opportunities to develop individuality and the social side of life.

#### VALUABLE PRIVATE EFFORT.

After describing the courses of instruction and the careers to which they led, Mr. Devadhar gave some idea of private effort in Bombay, in addition to the public institutions maintained or aided by Government, as also the institutions conducted by the Christian missionary bodies, including the Zenana missions. He spoke with enthusiastic praise and appreciation of the efforts and sacrifices made by Prof. Karve, of Poona, who first started a small Widows' Home nearly twenty-five years ago. It had now developed into a remarkable institution, and out of it had arisen a great experiment in the educational world in India, namely, the Indian Women's University, on the model of the Women's University of Japan. It was an outstanding example of private effort, patiently and strenuously made, and second only to the monumental

and most remarkable educational edifice in India—the<sup>7</sup> Fergusson College in Poona, founded in 1880. It was the glory of sacrifice made by a few high-souled patriotic young men, most of them Brahmins, to broaden and cheapen education. It was magnificent evidence of the patriotism and sacrifice of which educated young India was capable.

Another type of institution for women's education described by Mr. Devadhar, was the Poona Seva Sadan, which aimed at broadening and freeing the education that adult women needed in order to meet the requirements of modern times. Mr. Devadhar has been connected with this institution from its inception as one of its chief founders. It had made a most remarkable, even phenomenal progress, during the nine years of its existence. Mrs. Ranade, and a few other prominent ladies and gentlemen, lead the movement, which would soon stretch its arms into towns and villages and develop into a well organised women's voluntary service. He spoke also of the Bombay Seva Sadan, started by the late Mr. Malabari, and described the special features of the work of both organisations, as he has also been connected with the educational efforts of the Bombay institution.

Another type of women's educational activity that was growing popular among the Hindoo women in Gujarat was the Vanita Vishram of Surat, Bombay and Ahmedabad, governed more by an orthodox than by the modern spirit, speaking broadly. Women in Bombay and other district towns had started associations or clubs on the lines of women's clubs and societies in England. The University women of Bombay had recently started an Association or a Union to study problems connected with the education of women in general and the improvement of primary school mistresses, and their salaries, on the model of institutions working in this country. He further added that the educated women were not slow to undertake large measures or schemes of social service for giving relief on occasions of widespread calamities, such as fire, famine, plague and influenza, illustrating this part of his story by giving instances of the work of women from Poona and Bombay. He read an extract from a letter which he had recently received from Mrs. Yamunabai Bhat, a co-worker of his in Poona, in which she graphically described the nursing aid which the Poona Seva Sadan ladies gave to the several

hospitals in the city and relief to the very poor citizens afflicted by the terrible scourge of influenza.

#### WOMEN'S POWERS WHEN DEVELOPED.

These facts, Mr. Devadhar said, proved his point that if only men gave women the opportunities to educate themselves and thus to elevate their sex, they were not only quite ready to avail themselves of these facilities, but they would be right glad to make themselves far more helpful domestically, socially and even nationally.

He appealed to his audience to study the question practically, and to lend a helping hand in its speedy solution by means of sympathy, support and co-operation.

Mr. Bhupendranath Basu and many other friends, men and women, were present, and Miss Mercy Ashworth, from her experience as the first inspectress of girls' schools in the Bombay Presidency, warmly supported Mr. Devadhar in his championship and service on behalf of the education and practical training of Indian girls and women. Sir Leslie Porter expressed the opinion of all present in offering to Mr. Devadhar sincere thanks for his careful exposition of the problem of the education of women in India in general, and in Bombay in particular.

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(Reprint from *The Indian Magazine*, London, January, 1919).



**"THE COST OF LIVING  
FOR INDIAN STUDENTS IN  
GREAT BRITAIN.**

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**(Issued by the Indian Students Department.)**

## THE COST OF LIVING FOR INDIAN STUDENTS IN GREAT BRITAIN.

Perhaps nothing is harder to estimate than the total cost involved for a parent who sends his son to Great Britain for some particular training. Individual tastes differ, economy does not invariably mean wisdom; and where one student would only waste money if an increased allowance were given him, another may make use of it to gain more knowledge and to enter more fully into social life. An older student, who has already had experience in managing his money affairs, will doubtless be able to economise in all sorts of ways, especially if he wishes to confine his attention rigidly to his studies. On the other hand some students desire to enter as fully as possible into different branches of sport and social activities, and it would not be possible to estimate their expenditure in a rough average guide like the present pamphlet. The following notes, however, may be found useful, as they have been carefully compiled from the experience of Indian students who have spent some time in Great Britain, and who have kept accounts of their actual expenditure. It should be remembered how important it is for parents to make a clear estimate beforehand of what they are prepared to spend, and how useful it is for students to pay cash and so avoid the discredit of falling into debt.

### NOTES ON THE VARIOUS ITEMS OF EXPENDITURE.

(a) *Preliminary Expenses and Outfit.*—The only outfit required *before leaving India* is the outfit needed on the voyage. The following will be useful :—

2 pairs of trousers (of dark flannel or some light material).

- 2 Assam silk or light suits.
- 1 cheap dressing gown, or kimono.
- 6 shirts of thin material.
- 2 sleeping suits.
- 1 dark warm suit.
- 1 cap or felt hat.
- 1 overcoat.
- 6 pairs of socks.
- 1 pair of deck shoes.
- 1 pair of boots or shoes.
- 6 under-vests.
- 1 cabin trunk.
- 1 handbag.
- 1 rug.
- Watch and chain, hair-brushes, clothes-brush, tooth-brush, sponge, and 2 towels.
- 2 dozen handkerchiefs.
- Collars and ties.

It should be noted that only passengers of ample means can afford to send clothes to the wash on a steamer, as the rates are very high.

The above should not cost more than Rs. 300 (20*l.*) It will depend on the time of the year when he embarks whether a student will get thick or light suits of clothes.

Preliminary expenses and The preliminary expenses before outfit, 60*l.* arriving in England will thus be :—

Outfit on voyage	-	-	20 <i>l.</i>
Passage from India to England	-	-	27 <i>l.</i> —40 <i>l.</i>
Expenses on the voyage	-	-	5 <i>l.</i> —8 <i>l.</i>
			52 <i>l.</i> —68 <i>l.</i>

The student should also have at least 10*l.* with him when he arrives in England, or should arrange for that amount to await him on his arrival,

*Outfit in England.*—The following will be required by the student as soon as he arrives ;—

	£	s	d	£	s.	d	
A good overcoat - - -	3	0	0	to	4	4	0
Waterproof light overcoat - -	2	0	0	to	3	0	0
A strong lounge or Norfolk suit for ordinary wear - - -	3	3	0	to	4	4	0
Dark lounge suit - - -	3	10	0	to	4	4	0
3 flannel shirts at 6s. 6d. to 8s. 6d. -	0	19	6	to	1	5	6
3 woollen under-vests, at 3s. 6d. to 5s. 6d. - - -	0	10	6	to	0	16	6
3 pairs woollen pants - - -	0	10	6	to	0	16	6
2 sleeping suits, at 7s. 6d. to 10s. 6d. -	0	15	0	to	1	1	0
2 pairs boots and shoes, at 14s. to 1l 1s - - -	1	8	0	to	2	2	0
Pair of slippers - - -	0	6	0	to	0	10	0

*Sundries.*

Collars, handkerchiefs, ties, socks, gloves, muffler, hat, umbrella, &c -	3	0	0	to	4	0	0
Total - - -	19	2	6	to	26	3	6

*Additional Clothes (for wealthier students)*

3 linen shirts at 5s. 6d. to 8s. 6d. -	0	16	6	to	1	5	6
Evening dress - - -	4	4	0	to	6	6	0
Evening shoes - - -	0	7	6	to	0	10	0

These three suits and underclothing may last a careful student for three years, but additional suits may be needed which will cost on an average not less than 3l. 10s. each.

The above is a good average estimate. 20l. is the sum quoted by most students for their actual expenditure on outfit on their arrival in England, though several have only spent 15l., and others of course have spent more.

(b.) *Board and Lodging* —

## (1.) London.

There is sometimes a tendency on the part of parents in India to under-estimate the cost of living in London. Clean and respectable accommodation cannot be obtained very cheaply, and for a young man to choose cheap or common lodgings may prove to be a grave mistake from every point of view.

*Flats*, which are growing in popularity in London, seem very unsuitable to student life ; apart from the difficulties of obtaining cooking and service, it is most undesirable in cases of illness for a student to be alone in a flat, and where two students have tried to live together in this way, doing their own cooking, they have almost invariably found it more trouble and expense than it was worth. Moreover, there are plenty of good *boarding-houses* in London, where students can live as paying guests for 35s. a week, and where good board and residence, including a separate bedroom, adequate meals, attendance, light, bath, &c., can be obtained. If lunch is taken outside (as is often the most convenient plan for a student who is living some distance from his work), partial board can be obtained for 30s., but the cost of lunch and tea obtained outside brings the total cost up to about 35s. There are houses where cheaper rates can be obtained, but there is almost sure to be a proportionate decrease in suitability and comfort ; while for the best class of boarding-house 2l. a week is the usual charge.

*Houses belonging to private families*, where the student is received as a member of the family, and is able to learn something of English home life, are not easy to find. For accommodation of this kind 2l. 2s. a week is generally required, though there may be special cases where a student

can secure it for less. But the extra money spent in securing a good boarding-house or private house is usually money well spent.

(2.) Places other than London.

Although the same general remarks hold good for provincial towns in Great Britain, yet the cost of living there is generally admitted to be rather less than in London. One Birmingham student is paying as much as 43*s.*, while another is paying only 28*s.* One Manchester student is paying 25*s.*, and considers it quite possible to get lodgings for 21*s.* Probably 32*s.* is a good average.

In Scotland the cost of living is notoriously cheaper than in England, and most students pay 25*s.* for board and lodging at Edinburgh and Glasgow. In Ireland the cost of living is very similar to that of Scotland, and 25*s.* is probably a fair average here also.

Laundry (2*s.* a week or 5*l.* a year) is not included in any of the above figures, and this charge may easily be exceeded.

*Clothes.*—The clothes listed above in the paragraph on initial outfit are probably more than the average student will purchase altogether on his arrival. From 15*l.* to 20*l.* are the figures actually given by students for this initial expenditure, after which about 15*l.* a year will be needed for a student to live respectably without extravagance. Here, again, actual budgets from students vary from 5*l.* to 30*l.* a year.

*Holidays.*—No student can be expected to work well without some holidays and recreations; and it is most important that students in London especially should have at least one good holiday in the year. Provision for this should be made in any estimate for the expenditure of an Indian

student. The long summer vacation at the Universities gives excellent opportunities for a stay on the Continent, and a very useful knowledge of French or German may thus be acquired. Nor is it always necessary for great expense to be incurred in this way, as there are always families to be found abroad who are willing to take resident pupils. If a student, on the other hand, wishes to spend his holidays in England, private families may be found to take him as a paying guest and to introduce him to English people and to different branches of English social life. In families which can offer opportunities of this sort a student may sometimes have to pay from 2*l.* 10*s.* to 3*l.* 10*s.* a week. But small committees have recently been formed at several seaside resorts and holiday centres in England, of persons who are anxious to show hospitality to Indian students and to offer them as friends introductions to the social life of the place.

Taking into account such extra expenditure for board and lodging, travelling, and other expenses incidental to a holiday, 15*l.* may be considered an average allowance for holidays, over and above the ordinary charge per week for board and lodging. Engineering students, who are usually engaged in practical work during the vacations, may not require so much. For them possibly 10*l.* may be sufficient. On the other hand, an Oxford or Cambridge student may spend as much as 30*l.* or more, if he travels extensively or mixes freely in English society.

*Sports and Society Subscriptions.*—Englishmen are very fond of sports of all kinds, and a student who does not join in the sports of his College or University loses not only healthy and beneficial exercise but good friends as well. From 5*l.*–10*l.* a year then should be allowed for sports and subscriptions and for any outfit necessary. Besides this there are other societies which students do well to join. Altogether 10*l.* a year will probably

Sports and subscriptions,  
10*l.* a year.

be needed for these expenses, and 15*l.* at an Oxford or Cambridge College.

*Books.*—Expenditure on books is less than it used to be, owing to the facilities offered by libraries. It depends largely on the subject studied, but 20*l.* should be sufficient for a three years' course.

*Other Expenses.*—Every student needs an allowance for incidental expenses, such as stamps, stationery, amusements, papers, and books other than those connected directly with his work. Doctors and dentists, medicine, special coaching and tuition, or even a thing like a bicycle should all be allowed for. For London students a very considerable item of expenditure is that of omnibus and railway fares, amounting usually to about 5*l.* a year and sometimes more. These other expenses average about 30*l.* a year, or 35*l.* for a London student.

*Note.*—The above estimates of expenditure are *average* ones, and it will be easy to calculate whether an individual is likely to exceed this average or not and to arrange accordingly.

#### OXFORD AND CAMBRIDGE

It should be noted that the amount necessary for Indian students is far larger than that required by English students, as the latter can live at home in the vacations and avoid expenses for board and lodging half the year.

At both Oxford and Cambridge residence in a college is considerably more expensive than residence as a non-collegiate student.

*Oxford and Cambridge.*—  
250*l.*–300*l.* in a college  
200*l.* non-collegiate.



The usual expenses at an Oxford college are—

	£	s.	d.
Tuition, examination, and degree fees ;			
board and lodging for three terms	*125	0	0
Board and lodging (at 37s.† a week) during			
28 weeks' vacation	-	51	16
Clothes	-	15	0
Holidays	-	15	0
Sports, sports outfit and society subscrip-			
tions	-	15	0
Books	-	6	13
Other expenses	-	30	0
		<hr/>	
		258	9
		<hr/>	4

\* This is the estimate given in the Oxford University Handbook ; this sum includes *all* charges such as establishment and servants, kitchen and buttry bills. It should be noted that colleges vary, but this scale represents the charges generally made.

† Including laundry.

Caution money (25*l.*) has also to be paid on admission, but is returnable at the end of the course. It should be quite possible to live at some Oxford colleges on 260*l.* a year, including vacation expenses, but at some of the more expensive colleges it might be difficult to live on less than 300*l.* Actual budgets vary very much, one economical student having lived on 243*l.*, while another spends 350*l.*, though he thinks it just possible for a quiet man to live on 300*l.*

At the non-collegiate body the annual expenses will be:—

	£	s.	d.
Fees	-	8	0
Board and lodging at 37s (24 weeks)	-	44	8
Tuition	-	6	6
Dues	-	6	10
		<hr/>	
Carried forward	-	65	4
			6

	£	s.	d.
Brought forward - -	65	4	6
Board and lodgings at 37s. during 28 weeks' vacation - - -	-	51	16 0
Clothes - - - -	-	15	0 0
Holidays - - - -	-	15	0 0
Sports and society subscriptions -	-	10	0 0
Books - - - -	-	6	13 4
Other expenses - - -	-	30	0 0
		<u>193</u>	<u>13 10</u>

or about 200*l.* a year.

*Cambridge.*—The expenses at Cambridge do not differ in any essential way from those at Oxford; one student lives by strict economy on 240*l.*; another spends 280*l.*, another 300*l.* At the non-collegiate body too the expenses are practically identical with those at Oxford.

#### TYPICAL BUDGETS.

(a) *Approximate expenditure of a Law Student in London.*

For three years' stay :—	£	s.	d.
Preliminary expenses and outfit -	60	0	0
Outfit in England - - - -	-	20	0 0
Fees at the Inns of Court - - -	-	140	0 0
Dinners, dues, wig, gown, &c. -	-	40	0 0
Board and lodging at 37s. a week -	-	290	0 0
Clothes - - - - -	-	45	0 0
Holidays - - - - -	-	45	0 0
Sports, sports outfit, and society subscriptions - - - -	-	30	0 0
Books - - - - -	-	20	0 0
		<u>690</u>	<u>0 0</u>
Carried forward - - -	-	690	0 0

	£	s.	d.
Brought forward - -	690	0	0
Other expenses - - -	105	0	0
Return passage - - -	35	0	0
	<hr/>		
	830	0	0
<i>Add</i> fee for reading in a barrister's chambers, when required - -	105	0	0
	<hr/>		
	935	0	0
<i>Add</i> , in the case of students who stay on for a fourth year in England -	178	0	0
	<hr/>		
	1,113	0	0
	<hr/>		

(b) *A Law Student at a Cambridge college.*

For three years' stay:—

Preliminary expenses and outfit -	60	0	0
Outfit in England - - -	20	0	0
Three years at Cambridge - - -	825	0	0
Fees at the Inns of Court - - -	140	0	0
Dinners, dues, wig, &c. - - -	40	0	0
Return passage - - -	35	0	0
	<hr/>		
	1,120	0	0

*Cambridge, Indian Civil Service, and Law.*

<i>Add</i> Indian Civil Service examination fees - - -	21	0	0
Private tuition for I.C.S., a year -	18	0	0
	<hr/>		
	1,159	0	0
	<hr/>		

(c) *Five years' Medical course at Edinburgh.*

	£	s.	d.
Preliminary expenses and outfit -	60	0	0
Outfit in England - - -	20	0	0
	<hr/>		
Carried forward - - -	80	0	0

	£	s.	d.
Brought forward - -	80	0	0
Fees - - - -	158	0	0
Board and lodging at 27s. a week -	351	0	0
Clothes - - - -	75	0	0
Holidays - - - -	75	0	0
Sports, sports outfit, and society sub- scriptions - - - -	50	0	0
Books - - - -	33	0	0
Other expenses - - - -	150	0	0
Return passage - - - -	35	0	0
	<u>1,007</u>	<u>0</u>	<u>0</u>

(d) *Three years' Engineering course at King's College, London.*

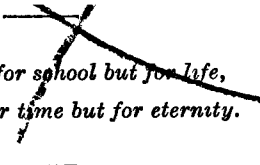
	£	s.	d.
Preliminary expenses and outfit -	60	0	0
Outfit in England - - - -	20	0	0
Fees - - - -	174	15	0
Board and lodging at 37s. a week -	288	12	0
Clothes - - - -	45	0	0
Holidays - - - -	30	0	0
Sports, sports outfit, and society sub- scriptions - - - -	30	0	0
Books - - - -	20	0	0
Other expenses - - - -	105	0	0
Return passage - - - -	35	0	0
	<u>808</u>	<u>7</u>	<u>0</u>

Add expenses of a fourth year in practical training in the provinces :—

Premium (probably) - - - -	100	0	0
Other expenses - - - -	153	8	0
	<u>1,061</u>	<u>15</u>	<u>0</u>

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Dec , 1915

The  
Cambridge Training College  
Old Students' Guild  
1915.



*We work not for school but for life,  
We toil not for time but for eternity.*

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## War as an Educator.

THE war can never be very far from our thoughts; indeed, whatever of gaiety these may have at the moment, we are aware of a lowering darkness in the background—a blackness which is as the very shadow of death. Yet we, who are by profession educators, must, I think, if we are true to our creed, see within the blackness of the cloud the pillar of fire which is the very sign of the presence of God. For has it not become abundantly plain that war is the most splendidly successful of all educators? What is it that we are above all striving after—the goal, the end of all education? We are almost weary of the question and its familiar answers:—the formation of noble character, the helping each individual to realise his own best self and to give of his best to his fellow-men, or, if we prefer a more philosophical way of expression, the building up of such an ideal of life as shall “give an insight into its values,” in short “the perfection of man’s spiritual life” (the phrases are Professor Welton’s). Or again, the educator’s conviction may well be expressed in the words of a great modern philosopher “The universe is not a place of pleasure, . . . it is—from the highest point of view concerned with finite beings—a place of soul-making.”

How often in our endeavour after the aim set before us we have had to lament our own inadequacy, more especially when we have seen the failure of education to provide any sufficient spur to noble living, so that men, and perhaps even more often women, have let the spiritual force within them become atrophied through sheer indolence or self-indulgence. But now a new educator has come on the scene and all is changed. As if by magic, slackness and sloth are thrown aside and everyone is eager to “do his bit”—so eager indeed as even to be better pleased the more it costs him. In a moment false values lose their glamour, earnestness no longer need disguise itself under flippancy and fooling; now that the supreme test has come men discover that there is something they value more than life itself, and so in losing their lives they find them.

Here are the words of one of those whom war took from the University and so royally educated that of him it might surely be said “being made perfect in a short time he fulfilled a long time, for his soul pleased the Lord.”



“Blow bugles blow! They brought us for our dearth  
 Holiness, lacked so long, and Love and Pain,  
 Honour has come back, as a king, to earth,  
 And paid his subjects with a royal wage;  
 And Nobleness walks in our ways again,  
 And we have come into our heritage.”\*

It was of him and of two others, also Fellows of their Colleges, that the Vice-Chancellor spoke the other day, paying to them, and to the rest of the ten thousand who have gone from Cambridge, a tribute not soon to be forgotten. “These does usage allow and piety urge me to single out from among the many of whom a dear remembrance abides. Many and diverse were the hopes and expectations we had formed for them, but every one of these has been surpassed by the event. They have all been found capable of making the greatest denial of self that men can make, τὸ ζῆν ἀνήλωσαν εἰς τὸ τοῦς ἄλλους καλῶς ζῆν, they paid away their own life that the life of their fellows might be happy. To put into words the reverence that we owe to the young who have worked and suffered and died for us is beyond our powers, but my heart follows our departed sons with confidence into that state of life into which it has pleased God to call them.”

Has not this the ring of true life about it, the life of those who are “awake from sleep” and “risen from the dead”? I say again, if we are true to our creed we must see in this spirit that is living and working amongst us the very goal of our desire. “Be not afraid of them that kill the body,” for “we are not of them that shrink back unto perdition but of them that have faith unto the saving of the soul.”

Mary Hay Wood.

## The Workers' Educational Association.

ONE of the most depressing facts about our system of Education is this, that the great majority of our children still leave school on their fourteenth birthday, and that only a small fraction attend the continuation classes provided by the education authorities. Much mind, much enthusiasm, much money has been expended by the nation on the education of these children, yet the effort is half wasted. The child's formal education ends abruptly just when he is beginning to be able to think and learn for himself; the rest of his training is entrusted to the workshop or the factory. But there are signs that the increasing liberality and intelligence of the teaching in elementary schools is beginning to tell; that there is a growing demand for intellectual stimulus among young men and women whose school days ended in their early teens. The success of the Workers' Educational Association is one of the most hopeful outcomes of this new demand. Founded in 1903 by a small group of working men and women who soon found a leader in Wilham Temple, it now has a membership of over 11,000, and affiliates 2,409 workers' organisations, including over 900 Trades Union and hundreds of Co-operative Societies, Adult Schools, Brotherhoods and Clubs on the one hand, and sixteen University Bodies on the other.

Its objects are to stimulate interest in Higher Education among the workers; to provide opportunities for them to make known their needs and feelings about education and to give actual opportunities for study in connection with lectures and classes.

The organisation is spread all over England; each of the ten districts has numerous branches which work in large cities or in country towns or in the remote villages of Wiltshire or Somerset. Each branch arranges its own lecture courses or reading and study circles, and a very large body of work is accomplished. For instance nearly 1,700 lectures on subjects connected with the war were delivered during last winter. In one large town alone 400 lectures and talks were arranged for adult schools, co-operative guilds and other groups of workers. The demand for such teaching appears to be endless; the difficulty everywhere is to find competent and willing teachers.

Perhaps the most striking of the activities of the association is the Tutorial Class. The movement began in 1907 with

sixty students. In 1914 there were 145 classes with 3,343 students.

The Tutorial Class is organised by a Joint Committee consisting of an equal number of representatives of the University to which it is attached, and of workers, and it is partly financed and inspected by the Board of Education. The students enter for a three years' course in the subject chosen with forty-eight hours of classes in each session. The Tutor, appointed by the Joint Committee, is a leader rather than a lecturer and discussions are an essential part of each evening's work. Economics and Social and Industrial History have been the most popular subjects but the last few years has seen a steady growth in the demand for classes in English Literature, in Ethics, in Psychology and in modern European History, and last session forty-five classes dealt with problems arising out of the War. No student can join a class as a registered member after the first few meetings and the standard of work attained at the end of the third year, as evidenced by the essays written, is in the many cases surprisingly high. The Tutorial Class treats each of its members, however humble has been his previous education, as a grown man or woman and expects from him that power and grasp which comes from the experience of life. The teaching may have to be simple but it is intentionally adapted to that kind of continuous effort which may be demanded of the adult mind.

Women attend the classes as well as men and there is a Women's Advisory Committee which arranged seventy-four special classes for women last session, most of them on Modern European History or Geography, others on such subjects as Child Study, Public Speaking or Embroidery and Design.

The organ of the Association is *The Highway*, published monthly, and full of good things from the pens of University Tutors. The Association also publishes leaflets from time to time. A recent study entitled "Child Labour and Education During the War and After," with a preface by the Bishop of Oxford (W.E.A., 14, Red Lion Square, London, W.C. 1d.) should be in the hands of everyone interested in this important question.

There is still one side of the W.E.A. which is not easy to describe in a few words. Its honoured President, Mr. Temple, its beloved Secretary, Mr. Mansbridge and others of its leaders have succeeded in stirring among its members a genuine enthusiasm for education in the best sense of the word. A common reverence for truth, a common faith in human nature, form a real bond of brotherhood and no

W.E.A. branch or group of students fails to find expression for their feeling in simple social intercourse. The W.E.A. is not merely an organising association, it is a real, living institution influencing and moulding the lives of its members by friendships founded on the higher interests of their natures. It is doing for the workers at least the work which the University does for its students.

M. F. Pease.

## The Teaching of Domestic Subjects.

YEARS ago—before the beginning of this century—I was asked to give some account of Domestic Economy Teaching to the members of the University Settlement in Nelson Square, S.E., and I remember that my chief aim was to persuade my audience that there were really good reasons for thinking the subject worthy of our best attention; that minds were so closely connected with bodies that one could not expect them to work easily if the very sensitive machines in which they were housed and through which all their work had to be done were ill-cared for. And I remember how at the end one of my hearers thanked me for showing her such high grounds for the teaching of domestic economy.

Now-a-days it is less necessary to impress such facts on educated people, they have been dwelt on so often and with such force that everyone is ready to acknowledge their truth, and among educational people it is recognised that not only is the teaching of "housewifery" desirable from a utilitarian point of view, but that the practical work it involves is positively stimulating to the pupils' brains and helps considerably in their development. The work is moving steadily, though far too slowly, on the up-grade.

It is recognised as work valuable to the nation, interesting to the pupils, productive of good in their school lives and in their later lives, on whatever lines they may run; teachers of domestic subjects are now accounted members of an honourable profession, but still the work moves slowly, difficulties in the way of making the teaching compulsory in all girls' schools are looked upon as insuperable. "Yes, of course, all girls ought to be taught to cook," people say, "but how is it to be done?" And they leave it at that.

But, there is one difficulty even in keeping up the present rate of progress. There are not enough teachers to meet the demand. Students are engaged before they leave the Training Schools, and we hear of educational bodies obliged to accept any candidate with the necessary qualifications for a post because it is a case of Hobson's choice.

So it may safely be said that for anyone qualifying as a teacher of domestic subjects there is a certainty of work.

As to the qualifications. From the first beginnings of such teaching it has been necessary to obtain definite diplomas.

There have been, and there are, a few exceptions to this rule, cases in which H.M. Inspectors have been able to approve teachers without the usual training, but these are happily few, and we need only consider the usual rules.

Training schools of "Domestic Subjects," whether founded by Voluntary Associations or by Educational Authorities, must all conform to the Regulations issued by the Board of Education, if their students are to obtain qualifications for teaching in Elementary Schools or in Technical Classes obtaining grants from the Board of Education, in Secondary Schools which come under their inspection, or in Training Colleges of Domestic Subjects.

The Board in their Regulations concern themselves only with Elementary Schools, and, in answer to appeals which have been sometimes made that the purview should be less limited, they have pointed out that as the Governing Bodies of Secondary Schools generally are at liberty to decide for themselves the qualifications to be required of teachers of other subjects, it would be invidious to lay down rules for training teachers of cookery, etc., for such schools.

Therefore the training schools have worked on their own initiative in going beyond the requirements of the Board in the preparation of their students, fitting them for work in all grades of schools and adult classes.

Into the details of the training I will not attempt to enter, suffice it to say that the old plan of training for separate diplomas in cookery, laundrywork and housewifery has been abandoned, and that now students are trained for the "Combined Diploma" in these subjects, it being always remembered that the practice and theory of education and training in the sciences underlying the practical work form very important parts of the course.

In most training schools the time of training (including, besides the above, simple needlework and dressmaking) now lasts three years, and at its completion students have thus, as far as the time of training is concerned, fulfilled the requirements of entry on the National Register of Teachers. For higher qualifications in science—required for good teaching in secondary schools—or for higher dressmaking, a fourth year can in some schools be taken.

Lately the Board of Education has issued regulations which, while wisely insisting on a high standard in the entrance examinations, require the syllabus of work for teachers of domestic subjects in elementary schools to be covered in two years, their object being to bring the training into line with that of ordinary elementary teachers. But the training

schools, very sore that any course should be considered sufficient which is below the standard set by the National Council on Registration, intend in most cases to insist on a longer term of training.

At the completion of the course many varieties of work are open to the students:

(a) Work in connection with Elementary Schools in town or country.

This involves giving ten lessons a week, each lesson lasting for the whole of a morning or afternoon session, to classes of not more than eighteen girls, either in cookery, or laundrywork only, or, where the conditions allow of supervising the work of separate batches of girls in each of these subjects simultaneously, in a "Housewifery course." In towns teachers have usually their own allotted housewifery or cookery centres with well appointed kitchens, etc., over which they have entire control and to which girls from neighbouring schools are sent. For years the cookery teachers worked quite independently of the Head Mistresses of the schools to which their centres were attached, but attempts are now being made with increasing success and with the hearty co-operation of some Head Mistresses to bring the work into connection with the other teaching in the schools. In this our first Principal, Miss E. P. Hughes, has been a pioneer, the scheme which she originated in Glamorganshire with such success has served as an object lesson throughout the United Kingdom.

In country districts the conditions are more difficult. A teacher, perhaps with one well equipped centre in a country town, may have to go from village to village giving lessons wherever they can be arranged, with accommodation more or less good and sufficient; she may be at a different village every day of the week or she may be stationed in one central village for a fortnight or a month at a time, giving "intensive courses" as they are called; or again she may be giving lessons in a travelling van. Everywhere she will have to make the best of circumstances, fitting her teaching to the district as best she can, but everywhere she may be sure of a welcome and of eager pupils.

This peripatetic work calls for a good deal of physical endurance, but, given this, the change of conditions has a charm which many teachers would prefer to the monotony of ordinary school work.

(b) Work in domestic economy schools for girls over school age.

In this case more thorough and continuous teaching is

possible than in elementary school classes, the pupils in either residential or day schools attend for a considerable period, from three months to a year, they usually have had some previous training in the subjects taught and they are of an age to understand and appreciate the work. Added to this their regular and continuous attendance allows the teacher to know the girls individually and to do better work than with occasional pupils.

(c) Adult classes—

In evening continuation schools, in technical institutes, and in private houses,—anywhere such classes may be held, and as it is often the case that they are given by the same teacher who is working in elementary classes they form a pleasant change from her usual work, calling for much tact and resourcefulness, often making a very tiring close to a day's work (only one lesson is required in the day time if an evening class has to be taken) yet, by the very number of the difficulties presented by the various demands and the varying capacities of the pupils, stimulating and helpful to the teacher.

(d) Secondary Schools.

Although in many secondary schools it is still the custom to employ only visiting teachers of cookery, the number of cases is increasing where a full-time housewifery teacher is one of the regular staff, where a well equipped kitchen is provided for the classes and where—best of all—collaboration between the housewifery and science mistresses is established; and here I think, if she could only get all the girls in the school as her pupils, get them at the right age and keep them long enough, a domestic subjects teacher might find one of her happiest spheres of work. The teaching is badly wanted, girls from well-to-do families often grow up in most lamentable ignorance of any kind of household work; stories told me lately of well meaning members of the V.A.D. who had no idea how to set to work to clean a room and could not even make a good pot of tea, and tales told on every hand of hopelessly bad needlework, show what inefficient members of society a secondary school can produce. The remedy is only to be found in sound and sufficient and intelligent teaching given by experts. Head Mistresses are realising this and further that in order to produce the stamp of teachers required good material must be sent to the training schools, so that it will not do to turn their least intelligent pupils to domestic economy teaching for a living as has often been done. This is a part of the profession that offers a very wide scope and into which many of the best students in the training schools are naturally drawn. It is, moreover, more a separate section



than any other ; Elementary school classes and adult classes are often taken by the same teachers, but a good secondary school fills the whole time of its own domestic subjects mistress. A further advantage to this branch of the profession is the greater length of holidays than in elementary schools.

(e) Training schools of domestic subjects.

Here the Head Teachers are naturally the pick of the profession, a great responsibility resting on their shoulders ; but such positions can only be gained after a good deal of experience. The assistant teachers may or may not be students trained in the same school and staying on to rise by successive steps.

(f) Outside opportunities of work come to many domestic subjects teachers by degrees and after having gained that experience in work which cannot be given during their training. Posts as housekeepers and cookery superintendents in hospitals and other institutions are amongst these. Schemes are on foot in some Training Schools for educating students as Institutional Housekeepers, the main difficulty being that they are not old enough at the end of their training to undertake the necessary responsibility. But to those cookery teachers who during the time of their ordinary work have gained the necessary experience, these posts offer opportunities of good work in middle life giving change from their previous routine.

On the question of salaries, which are certainly not as yet to be considered satisfactory except in a minority of cases, the Association of Teachers of Domestic Subjects has lately issued a leaflet which even in the stress of war time has been sympathetically received by many Education Authorities. The ideal aimed at by the Association in the matter is that the salaries of teachers of domestic subjects should be on a par with those of teachers of general subjects in the various types of schools. Considering the long and expensive training, no less than this is, we consider, equitable.

To any C.T.Cs. who may wish to know more of the history and work of domestic economy as a school subject I can do no better than recommend the very interesting little History of *Domestic Economy Teaching*\* written last year for the Association by Miss Ailsa Yoxall.

Ella Pycroft,

*Chairman of the Association  
of Teachers of Domestic Subjects.*

September, 1915.

\* To be had of the Secretary, A.T.D.S., Hastings House, Norfolk Street, Strand, W.C. Price 6d.

## The Summer Meeting.

THE Summer Meeting, by kind invitation of the Council and Principal, was held at the Training College on Saturday, May 22nd. Although the date this year fell at Whitsuntide, only twenty members were present, but doubtless the delays of travelling and the suspension of excursion fares, kept many members away.

The Meeting opened, as usual, with College Prayers. Miss Wood then cordially welcomed the members and gave us some interesting College News. The Old Coaching Room is now an annexe to the Library, a telephone has been installed in College, and the students living in Mortimer Road now rejoice in a Common Room in College. The appointment of Miss Thompson to the College Staff was also announced.

Turning to graver matters, Miss Wood spoke of the changed aspect of Cambridge. One new Hospital with accommodation for 1,000 sick wounded had been built, and it was probable that schools and colleges would be converted into hospitals also. Miss Wood said that the Training College had not, so far, been directly affected, and she laid great stress on the tremendous responsibility, resting more than ever, on all the teachers who must realise their share in building and strengthening the national character.

Miss Hutchings, who proposed the vote of thanks to the Council and Principal, spoke of the feeling of welcome underlying all that is done and planned on these occasions.

After the Business Meeting there was a short interval for conversation. Then Mr. A. C. Benson read a scholarly paper on George Gissing's life and work, illustrated by extracts from his novels. In the evening as the old students assisted at a very interesting performance of "Between the Soap and the Savoury" and "The Modern Method or Hugo's Revenge" they were once more very conscious of the pains and trouble the present students take to make the Reunion a time of great pleasure to all who come back.

V. E. M. Hamilton.

E. Hutchings.

## C.T.C.G., London Branch.

ALTHOUGH the membership of this branch stands this year at thirty-five (of whom by the way six have still not paid their shilling subscription for 1915!) the two meetings held have clearly shown that the members are finding it difficult to make time to meet one another.

The half-dozen or so who could attend found both outings full of interest and refreshment.

On Saturday, March 20th, we visited, under Miss Burger's kind direction, Johnson's house in Gough Square, open to the public now through the generosity of Mr. Harmsworth. The lady-curator did justice to the interest of the spot, for she is herself keenly interested in everything that concerns Dr. Johnson; and we thoroughly enjoyed partaking of tea in the sacred room of "dictionary" fame at the top of the house.

After tea we visited the fascinating vaults of the "Cheddar Cheese" Inn, quite close at hand—fascinating, not for their present contents, but because they once formed the chapel and refectory of pious monks!

The second ramble took the form of a country walk on July 3rd, which Miss Richmond very kindly arranged for us.

We assembled at Esher station and walked to Okshott, where we had tea at "the cottage in the woods." It was a lovely afternoon and the country in its prime, and we had hardly realised before that pine woods as fine as Bournemouth's were to be found so near to London.

We do hope that members of the London branch will decide before the annual C.T.C. meeting whether, under the present circumstances, it will be possible to hold meetings, because it seems waste of time and postage-money to send invitations out to thirty-five members when only six perhaps can respond.

M. A. Wilkins,  
*Hqn. Secretary (pro tem.).*

## Letter from the Students in Residence.

DEAR OLD STUDENTS,

We, who are so soon to be old students ourselves, have begun to wonder what details of college life are most interesting to those who are no longer amongst us. We shall try to tell you the chief events of the last two terms.

The Old Students' Reunion took place this year at Whitsuntide: an account of it will no doubt be found elsewhere. Later on in the term, after the As' examination, we decided to have the College picnic as usual, on condition that as little expense as possible was incurred. The place chosen was Bourn, a pretty village with a very interesting church of Transition Norman period. After admiring the most notable features of the architecture, we walked through the park—for which we had obtained permission through Miss Neroutsos—past Bourn Hall, a beautiful Elizabethan manor, and made our way to a "drift" (i.e., an unused road) near Old North Road Station where we had tea. As a thunder-storm was threatening, we had to hurry home, but fortunately there was no rain to spoil a most delightful excursion.

At the beginning of the Michaelmas Term the Christian Union Committee gave a very enjoyable party to welcome the Bs. We spent an exciting evening picking up peas with knitting-needles, balancing oranges on egg-cups, and in other occupations of a similar character. The following week the As repeated the Whitsuntide entertainment. During the evening a silver collection was made on behalf of the Russian Relief Fund.

Our thoughts have been very much taken up this term with devising means of economy. We have given up evening tea, and decided to spend as little money as possible on table decorations. For the same reason, the Council has been obliged to limit the number of voice production lessons. The Saturday evening working-party is in a flourishing condition this term. As most of us have so little time during the week to keep in touch with current events, it has been proposed that speeches and articles relating to the war should be read while we knit.

On behalf of the present students we send you greetings.

L. I. Bell.

W. M. Turner.

## College Societies and Clubs.

### FRENCH SOCIETY.

THAT the spirit of the *Entente Cordiale* reigns throughout the Collège is evident from the fact that more than half of the present students are members of the French Society. During the summer term the meetings were suspended but we meet now on Tuesday evenings and Miss Thompson presides. At our first meeting this term Miss Thompson read extracts from "*Les Annales*" of that week, and it was decided that at the following meetings we should read some of De Musset's plays. We have already finished *On ne badine pas avec l'amour* and are now enjoying *Fantasio*. Last Tuesday evening we met in one of the Tower rooms and after having read, we had tea and played games.

J. H. Macfarlane.

### GERMAN SOCIETY.

During the Summer Term the German Society, in common with most other Societies, suspended its meetings; this term, however, it has renewed its activity with great enthusiasm. There are five new "B" members, so that our company can no longer be strictly called small. We are reading Grillparzer's *Des Meeres und der Liebe Wellen* at present.

K. Steeds.

### LATIN CONVERSATION CLASS.]

Throughout the Easter Term about a dozen students met each Wednesday evening in the Principal's room for half an hour's Latin conversation, and this term the class is being continued, the number of students having varied very little.

Sometimes we play games, at other times we make conversation by questioning one another about pictures, or about passages read from Latin authors. Few of us indeed, attain to any great degree of fluency in the use of the Latin tongue, but thanks to Miss Wood's indispensable assistance in difficulties of grammar, quantity and vocabulary, we all feel

that, not to mention the amusement which our efforts often afford, the practice in conversation will be very useful to those of us who intend to teach Latin on the direct method.

D. Roughton.

#### BROWNING SOCIETY.

The Browning Society suspended its meetings during the Easter Term, but this term it has been fortunate enough to arrange to meet on an evening when no other Societies are held—on Thursdays, at 7.30 p.m., and consequently the number of members is rather larger than it was last Michaelmas Term. So far there have always been at least fifteen students present. At our first meeting Matthew Arnold's *Scholar Gipsy* was read; since then we have devoted all our attention to *Paracelsus*, but the strain has apparently been too severe for long continuance, for members have expressed their desire that shorter poems should be read during the remainder of the term.

D. Roughton.

#### DRAMATIC SOCIETY.

During the summer term the meetings of the Society were discontinued; but this term we have begun again with a large and enthusiastic membership, and have brought to light several actresses of undoubted talent. We have read Galsworthy's 'Joy,' and propose to follow that up with 'Lady Windermere's Fan'—a play not unknown to former C.T.C. Dramatic Societies.

The times of meeting have been various; but owing to the lack of an extra night in the week we have decided to hold our readings from 9.30 to 10 on Saturday evenings.

I. F. M. Stewart.

#### GAMES CLUB.

In the Easter Term the membership of the Tennis Club was good. Two matches were played with Homerton College, both of which were won by C.T.C.

There are thirty-one members of the club this term, of whom six have joined the Cambridge Ladies' Hockey Club, and practise once a week. Net ball is popular and practices are held three times a week, Miss Hobson occasionally attending to coach. Matches have been arranged with

Newnham and Homerton Colleges and St. Mary's Convent; and also between As. and Bs., but none have been played yet.

One grass tennis court was used at the beginning of term.

A. Sweetnam.

#### FIELD CLUB.

Early in the term two parties visited the Botanical Gardens to study the rock garden and the spring conditions of the trees. Later on a party of twenty-one, mostly cycling, visited Devil's Dyke, and many flowers, flying beetles, moths and butterflies were found, also some birds' nests. We held another well-attended expedition to St. Ives, when some members started before lunch and cycled both ways.

This term we have had one expedition: sixteen members of the Club cycled to Hardwick Woods and brought back large bunches of autumn foliage, the spindle tree and maple being particularly beautiful.

We hope to hold one more expedition this term, to see over the Saxon Portland Cement Works and then to go to Cherryhinton to see the Church, and to study the many interesting features of the Chalkpit.

V. Nation.

#### CHRISTIAN UNION.

The Christian Union continued its activities in the Easter Term, holding meetings of various kinds. There were also Bible, Social and Federation Study Circles, which were well attended.

This term we have twenty-two members. In addition to business meetings, and the social meeting at the beginning of term (at which the whole College joined in progressive games) we have had one informal general meeting for discussion. We are looking forward to November 5th, when the Rev. H. C. Carter will speak to us on "Prayer," and also to the Inter-Collegiate social week-end, December 4th-6th, when the Training College joins with the other Colleges of Cambridge at several informal meetings, and at a big meeting to be held at Newnham on Saturday, addressed by Mrs. Piercy and other social workers.

The daily prayer meetings are continued, circles for Bible, Mission and Social study are being held, and also a circle for studying the Bible teaching on the problem of war.

E. Riggall.

### WOMEN STUDENTS' CHURCH SOCIETY (C.T.C. BRANCH).

The membership of the branch is small—there were four members in the summer term, and so far there are three members this term. On May 1st, members attended the Annual Business and Social Meeting held at Jesus College Lodge; after the business meeting, Miss Paget lectured on the work of the "Music in War-time" Committee; the lecture was followed by music and tea.

The first meeting of the Michaelmas Term was held on October 16th at Girton; after tea a service was held in Girton College Chapel, with an address by the Rev. W. H. Frere, C.R. The Corporate Communion will be on Sunday, November 14th, and a service of preparation will be held on Saturday, November 13th, with an address by the Rev. Dr. E. W. Barnes, Master of the Temple.

The Rev. S. C. Carpenter, Fellow of Selwyn College, is giving a course of six lectures on Church Doctrine at Girton College, but the time of the lectures most unfortunately prevents the attendance of members of this branch.

K. Steeds.

### FIRE BRIGADE.

One fire alarm was given during the Easter Term. Early this term a chute practice was held for Bs. Only one alarm has been given as yet.

D. Roughton (*Fire Captain*).



## Book Notices.

"*How can I help England—Say?*" A paper for school children, by MISS HELENA L. POWELL.

Old students will be glad to hear of eight page leaflet for school children. It reminds them of the things they owe to England and suggests ways in which they may serve their country now. Copies for distribution among school children in elementary and Sunday schools may be obtained free of cost from Miss Neville, Banstead Place, Banstead, Surrey.

*Beginner's Regional Geography—Asia.* By J. B. REYNOLDS.

The *Beginner's Regional Geography*, by Miss Reynolds, needs little introduction; her previous books for older girls are by this time well known and all who have used them will know what to expect in *Asia*, the first of the new series. Nor will they be disappointed.

Although the various regions of Asia are treated very simply, we still find the emphasis on position and climate in determining products and modes of life. The novelty of the series is the introduction of many full-page illustrations in colour, and these add greatly to its value as a text-book for young children of seven to ten years old, for whom it is intended.

Whether it is advisable to introduce the study of *Regional Geography* in the very lowest forms of a school is still a vexed question but in those schools where this is done, there is at once the difficulty of the inability of the class to take notes and the lack of suitable text-books. Teachers in such schools will doubtless welcome the *Beginner's Regional Geographies*.

L. E. Bagster.

## Principal's Report to the Council for the Year, 1914-1915.

NUMBERS AND QUALIFICATIONS.—Twenty-four students entered in the Michaelmas Term, 1914, and these with the twenty already in residence made up a total of forty-four, the largest on record for a considerable period, and in fact exceeding the number now approved by the Board of Education. The excess, however, was justified by the fact that the January entry of 1914 was unusually large, so that a re-adjustment had to be allowed for at the beginning of 1915. The expected decrease took place in January, twelve students entering in the place of twenty, our numbers therefore fell back to thirty-six. Of these, thirty-five had graduated at a University—twenty-four of them in honours, and eight of the twenty-four in the first class. The one remaining student had obtained a Special Honours Certificate in the Cambridge Higher Local Examination. The various Universities were represented as follows.

Cambridge (Girton)	2	Durham	1
Oxford	1	Sheffield	1
London	10	Birmingham	1
Aberdeen	8	Cape of Good hope	1
St. Andrews	2	Wales	3
Edinburgh	1	Queen's University, Belfast	1
Glasgow	2	Madras	1

It may be of interest to the Council if I summarise the admissions for the current term, though these belong strictly to next year's report.

Twenty-four students have entered, twenty-three being resident and one (Miss Anderson Scott), non-resident. As this number is the same as that of the students leaving, our total is maintained at thirty-six (thirty in the College building and four at 1, Mortimer Road). Twenty-two of these are graduates, the other two have been admitted as special cases; one of them is a student of Indian nationality (Miss Rudra), the other, but for illness and the war, would have completed her London Degree last year and was specially allowed by the University to postpone her final examination in one subject until this October. Of the twenty-two graduates

seventeen have taken degrees in honours, four of them in the First Class, so that again eight out of the thirty-six now in residence have obtained First Class Honours.

The Universities they come from are as follows :

Cambridge (Newnham)	2	Bristol	1
Aberdeen	7	Leeds	1
Edinburgh	2	Wales	3
Durham	2	Royal University of Ireland	1
Manchester	3		

In addition to these we have this term three (non-resident) "visitors," *i.e.*, non-students taking various courses of lectures, *viz.*, Miss G. J. Cobbold, Miss G. Ingle, and Mlle. Vandekerchove, a Belgian girl who has been for a year at Girton College.

**SCHOLARSHIPS.** The award of Scholarships has been as follows :

*January, 1915.*

- College Scholarship of £25, to Miss I. F. M. Stewart, M.A. Glasgow, Honours Moral Philosophy and English Literature, Class I.
- College Scholarship of £20, to Miss K. A. Steeds, B.A. London, Honours German, Class I. (Royal Holloway College).
- Old Students' Guild Scholarship of £20, to Miss L. M. Heyworth, M.A. St. Andrews.

*September, 1915.*

- Gilchrist Scholarship of £30, to Miss M. M. Martin, M.A. Edinburgh, Honours English Language and Literature, Class I.
- College Scholarship of £25, divided as follows :
 

£15, to Miss G. Horsfall, Mediæval and Modern Languages Tripos, Class I. (Newnham College).	}
and £10, to Miss M. E. Brown, M.A. Aberdeen, Honours Classics, Class I.	
- College Scholarship of £20, to Miss L. H. Cruickshank, M.A. Aberdeen, Honours Modern Languages, Class II.
- College Scholarship of £20, to Miss C. M. Dixon, B.A. Bristol, Honours History, Class II.
- College Scholarship of £20, to Miss J. D. Elrick, M.A. Aberdeen, Honours Classics, Class II.

**EXAMINATIONS.**—Of the twenty students who left in December, 1914, nineteen took the Cambridge Teachers' Examination, one being prevented by ill-health. Eighteen passed, ten in the Second Class and eight in the Third Class.

Three students obtained endorsement, one in Mathematics, one in Classics and one in German.

Twenty-three students took the whole examination in June, one the practical part only. One was placed in the First Class with distinction in "Principles II. Paper," ten in the Second and eleven in the Third Class. Two students obtained endorsement, one in Classics and one in French.

**SCHOOL PRACTICE.**—It is very pleasant to be able to thank in person, as members of the Council, two of the Heads who are so kind as to allow us practice in their schools. Our most sincere thanks are due to Miss Kennett and to Mr. Child for their continued kindness to the students, and I should like to join with theirs the names of Miss Bingham and Dr. Rouse, since it is to these four that the success of the practical side of our College work is largely due. I acknowledge also with grateful thanks the help given us by the Heads of the smaller secondary and of various elementary schools.

**INSPECTION.**—In February (17th-19th) the College was visited by H. M. Inspectors, Mr. Newton and Mr. Bertram on behalf of the Board of Education.

#### APPOINTMENTS OF STUDENTS ON LEAVING COLLEGE.

—Forty-four students have left during the year, after completing their course of training, twenty in December, 1914 and twenty-four in July, 1915. Thirty-eight of these (see list appended) have obtained school posts, three of them taking the place of men who have gone to the war; one has been appointed resident worker in a Girls' Club at High Barnet, one has returned to India to resume her work as an Inspectress of Schools in Travancore, and another has returned to South Africa hoping to obtain a school post there. Two are taking up missionary work, one of them (who left in December) sailed last month for China, the other (who left last term) is now beginning her special training under the C.M.S.; the remaining one has not yet obtained a post.

The Council may be interested to know that two other old students have just gone to India to take up educational work under Missionary Societies and one is going to Mandalay next month.

**STAFF.**—Miss M. Muriel Gray, who succeeded Mrs. Manson, had to give up her work at the end of the Michaelmas Term owing to her approaching marriage, and she has been succeeded by Miss Julie Huntsman, Associate and Bronze

Medallist of the Guildhall School of Music and Gold Medallist of the London Academy of Music, in Elocution. Miss Huntsman is an enthusiastic teacher and has been kind enough to give us two recitals in addition to her usual work, with a view to the improvement of the students in Voice Production.

EXTRA LECTURES.—In the Michaelmas Term, 1914, Mr. Flemming, F.R.C.S. very kindly gave us a lecture on "Defects of Eyesight in School Children," and we have also to thank Miss Brackenbury for giving three lectures on the Teaching of Grammar in that term.

In December Miss Bloxham gave a very interesting study of Gerhardt Hauptmann, which she called "A Modern German Writer and the Napoleonic Spirit." A week or two later Miss Elizabeth Clark (whose sister is an old student) delighted a large audience with a lecture on "Stories and Story-telling." This lecture, as well as two given in the Lent Term by Miss Nellie Dale, on her "Method of Teaching Reading," were thrown open to the public at a small fee.

In the Easter Term, Mademoiselle Pécontal gave, in aid of the French Relief Fund, an account, in French, of her "Recollections, as a child, of the Siege of Paris." The Fund collected amounted to £3 10s. We are most grateful to Miss Young for giving us two lectures last term on the Teaching of Scripture.

IMPROVEMENTS IN THE HOUSE.—I should like to report that the arrangement for heating the lecture room by gas has materially added to the comfort of the students. Also the equipment of the coaching room as a text-book library has been a great help towards the general efficiency of our school work.

OLD STUDENTS.—By the kind invitation of the Council the usual gathering of Old Students took place at Whitsuntide. Twenty-nine members of the Gild accepted the invitation, and fourteen of these (of whom Miss Powell was one) stayed for one or more nights. A delightful lecture on George Gissing was given by Mr. A. C. Benson.

SUMMER VACATION.—The College was occupied from July 24th to August 30th. For the first three weeks the visitors consisted of students attending (1) the Vacation Term for Biblical Study and (2 and 3) the Geography and Physics Courses specially arranged for Teachers. For the last fortnight a Suffrage Summer School was held here for

members of the National Union of Women's Suffrage Societies, under the direction of Miss Dora Mason, the Secretary of the Oxon, Berks. and Bucks. Federation.

GIFTS.—The College received last term a handsome gift from Miss Huntsman, *viz.*, a copy of the etching of the Canterbury Pilgrims by William Hole, R.S.A.

M. H. Wood.

## The Library.

### GIFTS TO LIBRARY.

- Child Training, Mrs. A. H. D. Acland. Presented by Mrs. Warren (*nee* M. J. Emlyn).
- What do we mean by Education, J. Welton. Presented by Author.
- Scotland (Story of Nations), J. Mackintosh. Presented by Miss Mackintosh.
- A History of Rugby School, W. H. D. Rouse. Presented by Miss Pearson.

### PURCHASED FOR LIBRARY:

*Author.*

- |  |     |     |              |
|--|-----|-----|--------------|
| The Teaching of Geography ...                              | ... | ... | B. C. Wallis |
| Principles and Methods of the Teaching of<br>Geography ... | ... | ... | F. L. Holtz  |

## Scholarships.

SCHOLARSHIPS offered for January, 1916:

- One of £25 by the Council of the College.
- Two of £20 by the Council of the College.
- One of £20 by the Members of the Training College  
Old Students' Guild.

Candidates must be intending teachers and of inadequate means, and must be either graduates of a British University or have passed a degree examination of the Universities of Oxford or Cambridge.

There is no special examination for these Scholarships, but candidates are required to send in a full account of the examinations they have passed, and of any experience they may have had, as well as some evidence that their means are inadequate. They should also send copies of testimonials.

The Council also offer a certain number of Bursaries of £15 and £10.

All candidates of inadequate means (who have the necessary qualifications for admission to the College) are eligible for Bursaries, but Scholarships are as a rule granted only to those who have taken a degree in Honours. The continued tenure of Scholarships and Bursaries depends on the satisfactory progress of the Student.

Applications should be made to the Principal on or before December 10th.

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### THE CAMBRIDGE TRAINING COLLEGE LOAN FUND.

Sums of money (not exceeding £30) are lent to students of inadequate means. No interest is charged, and the money is gradually refunded when the students obtain work.

Applications must be made direct to the Hon. Sec. of the Fund,

Mrs. BERGEL,  
6, VICARAGE GARDENS,  
KENSINGTON, W.



## Students who Entered College in September, 1915.

NAME.	QUALIFICATION.	SCHOOL AND COLLEGE.	HOME ADDRESS.
Bayne, K. M.	B. A. Wales	Bangor County School for Girls. University College of North Wales.	Corfandy, Menai Bridge, Anglesey.
Brocklehurst, M.	B.Sc. Manchester, Hons. Mathematics and Botany, Class I.	Girls' Municipal Secondary School, Stockport.	Pollitt's Buildings, Wellington Road, W. Stockport.
Brown, M. E.	M. A. Aberdeen, Hons. Classics, Class I.	Aberdeen High School	83, Claremont Street, Aberdeen.
Cruickshank, L. H.	M.A. Aberdeen, Hons. French and German, Class II.	Aberdeen High School	42, Gladstone Place, Aberdeen.
Davies, C. M.	B.A. Wales	Intermediate School for Girls, Hengoed. University College, Aberystwyth and Cardiff.	Grove Cottage, Llanbradach, nr. Cardiff.
Dixon, C. M.	B.A. Bristol, Hons. History, Class II.	King's Heath School, Bristol.	27, Fernbank Road, Redland, Bristol.
Elrick, J. D.	M.A. Aberdeen, Hons. Classics, Class II.	Banff Academy	Blackton, King Edward, Banff.
Flowerdew, D. P.	B.Sc. Manchester, Hons. Mathematics, Class II.	Stockport Municipal Secondary School. Manchester High School.	20, Granby Road, Stockport.
Horsfall, G.	Mediæval and Modern Languages Tripos, Class I.	Thoresby High School, Leeds. Newnham College, Cambridge.	28, St. James' Road, Ilkley, Yorks.
Hyslop, E. D.	M.A. Edinburgh	George Watson's Ladies' College, Edinburgh.	c/o Miss Paterson, 16, Murrayfield Road, Edinburgh
Izatt, M. G.	M.A. Aberdeen, Hons. Mathematics and Natural Philosophy, Class II.	Elgin Academy. Fordyce Academy, Banffshire.	The Schoolhouse, Dallas, by Forres.

NAME.	QUALIFICATION.	SCHOOL AND COLLEGE.	HOME ADDRESS.
Martin, M. M.	M.A. Edinburgh, Hons. English Language and Literature, Class I.	Oban High School.	44, Thirlestane Road, Edinburgh.
Michelsen, I. B.	M.A. Aberdeen, Hons. French and Latin, Class II.	Fyvie Public School, Aberdeenshire. Church of Scotland Normal School, Aberdeen.	21, Thomson Street, Aberdeen.
Nixon, L. E.	B.A. Royal University of Ireland, Hons. Modern Literature, Class II.	The Ladies' College, Cheltenham.	31, Victoria Avenue, Barton Hill, Bristol.
Phillips, M. A.	Candidate for B.A. London, Hons. English	Derby Municipal Secondary School. Royal Holloway College.	The Sycamores, Sunny Hill, Derby.
Rudra, I. S.		The Convent High School, Murree, India. Perse High School, Cambridge.	St. Stephen's College, Delhi.
Scott, M. A.	Hist. Tripos, Pt I., Cl II. Pt. II., Cl. II.	St. Paul's Girls' School, London Newnham College.	The Knott, Lady Margaret Road, Cambridge.
Shepherd, D.	B.A. Leeds, Hons. History, Class II.	Thoresby High School.	25, Grange Avenue, Leeds.
Smith, K. I.	M.A. Aberdeen	Banff Academy.	The School House, Maggyknockater, Dufftown.
Smith, W. V.	B.A. Durham, Hons. French and Latin, Class II.	Henry Smith Secondary School.	16, Beaconsfield Street, Hartlepool.
Stafford, H. M.	B.A. Durham, Hons. Eng & French, Cl. II.	Queenswood, Clapham Park, London.	16, Otterburn Terrace, Jesmond, Newcastle-on-Tyne
Stewart, C. M.	M.A. Aberdeen	Elgin Academy.	Wolsey Lodge, Elgin.
Williams, D. B.	B.A. Wales, Hons. German, Class II.	Queen's School, Chester. Hawarden County School. University College, Aberystwyth.	The Mout, Queen's Park, Chester.
Wood, A. L.	B.A. Manchester, Hons. Classics, Class III.	Bury Grammar School for Girls	St. Thomas's Vicarage, Bury, Lancs.

## Posts of Students who left College in July, 1915.

- A.** Anderson, was appointed Science Mistress at the Bradford Girls' Grammar School, but had to resign owing to ill-health.  
**J. M.** Barclay, Assistant Mistress (Science and Mathematics), Keith Grammar School, Banffshire (in place of master).  
**F. G.** Brown, Assistant Mistress (Science), Wakefield High School.  
**E. Burn,** Assistant Mistress, Ladybarn House School, Withington, Manchester.  
**I. E. Cameron,** Assistant Mistress (Mathematics), Leeds High School.  
**E. C. Carrpiett,** returned to post as Inspectress of Schools in India (Travancore).  
**O. C. Cocks,** taking training for Missionary Work at C.M.S. Hostel, The Willows.  
**E. Cullis,** Assistant Mistress (Mathematics), West Ham High School.  
**M. T. Egger,** Assistant Mistress, Twickenham County School.  
**D. A. Edwards,** Assistant Mistress, Pontefract High School.  
**F. V. Gregory,** Assistant Mistress, Waverley Road Council Secondary School, Birmingham.  
**C. M. Hargrave,** Assistant Mistress (History), Berkhamsted School for Girls.  
**E. E. Hewer,** Assistant Mistress (Science), George Watson's Ladies' College, Edinburgh.  
**H. R. Hope,** Assistant Mistress, Sudbury High School, Suffolk.  
**G. Mackintosh,** *Interim.* Principal Assistant (English), Buckie Higher Grade School, Banffshire.  
**M. A. Morgan,** Assistant Mistress, Pontypridd Intermediate School for Girls.  
**E. Ordish,** Assistant Mistress, Bishop Wordsworth's School, Salisbury.  
**F. E. Pearson,** Assistant Mistress, Bishop Wordsworth's School, Salisbury.  
**A. M. Platt,** Assistant Mistress (Senior French), Exeter Episcopal Modern School.  
**G. M. Robson,** returned to South Africa.  
**E. M. Sowerbutts,** Assistant Mistress, Ashton-under-Lyne Secondary School.  
**K. L. Still,** Assistant Mistress, George Dixon Council Secondary School, Birmingham.  
**M. T. Storrs Fox,** Assistant Mistress (Classics), Chatham County School.  
**M. S. Todd,** Assistant Mistress (English), The Park School, Preston, Lancs.

## Some Recent Appointments of Old Students.

- B. Beaumont, County School, Tonbridge, Kent.  
 M. D. Birt, Bablake School, Coventry.  
 A. E. Boyd, Broughton and Crumpsall High School, Higher Broughton, Manchester.  
 G. E. Clapham, Assistant Lecturer in Method. Municipal Training College, Leeds.  
 M. H. Cook, High School for Girls, Loughton, Essex.  
 M. O. Dodgson, The High School, Tankerville Terrace, Newcastle-on-Tyne.  
 M. M. Dowler, County School, Gravesend.  
 D. S. Easton, Headmistress, St. Mary's School, Mandalay, Burma.  
 E. Finlayson, Manchester High School for Girls.  
 E. Gault, Clare House Boys' School, Cliftonville, Margate.  
 D. M. Griffith, The High School, Lincoln.  
 J. E. Houlston, Temporary Examining Clerk, Board of Trade.  
 J. C. Hubback, St. Mary's College, Lancaster Gate.  
 M. E. Joyner, The Academy, Greenock.  
 M. Kelleher, Avery Hill College, Eltham, London, S.E.  
 E. K. Lynch, Science Lecturer, Whitelands College, Chelsea, S.W.  
 C. D. Macdonald, Girls' Grammar School, Watford, Herts.  
 A. M. Mahoney, Ursuline Convent, St. Mary's, Waterford.  
 A. P. Martin, Tollington School for Girls, Muswell Hill, N.  
 H. T. Michie, The High School, Aberdeen.  
 C. C. Paschall, County Secondary School, Plumstead, S.E.  
 F. R. Plowman, London Mission, Benares.  
 E. Reid, Girls' Grammar School, Watford.  
 E. M. Rodgers, Lecturer, Training College, Salisbury.  
 L. M. Stock, Municipal High School, Doncaster.  
 C. B. Thomson, The High School, Wolverhampton.  
 E. I. Tymms, West Heath, Ham Common, Richmond, Surrey.  
 E. Warue, Bede Collegiate School, Sunderland.  
 R. Williamson, County Secondary School, Sydenham.  
 A. Woodward, Girls' Grammar School, Bradford

## Marriage.

DAVIES—FRASER. August 17th, 1915, Christina J. Fraser to Major J. Llewelyn Davies, 11th Essex, B.E.F. Headmaster Elect of the Cardiff Municipal Secondary School. [Reported wounded and missing September 26th.]

## Death.

MARKING. July 27th, 1915. At Pietermaritzburg, Margaret A. Marking, assistant mistress at St. Anne's College, Hilton Road, Natal.

## Gild Notices.

NEW MEMBERS.—All the students leaving College in July, 1915, have joined the Gild, E. C. Carrapiett as a Life Member, the remainder as annual subscribers. A. Anderson, J. M. Barclay, F. G. Brown, E. Burn, I. E. Cameron, O. C. Cocks, E. Cullis, M. T. Eagger, D. A. Edwards, F. V. Gregory, C. M. Hargrave, E. E. Hewer, H. R. Hope, G. Mackintosh, M. A. Morgan, E. Ordish, F. E. Pearson, A. M. Platt, G. M. Robson, E. M. Sowerbutts, K. L. Still, M. T. Storrs Fox, M. S. Todd.

LONDON BRANCH.—The Secretary is anxious to have the opinion of members as to the desirability of continuing the branch during the next year in view of demands now made on the time and interests of members. She will be glad to receive communications before the end of the year.

Secretary—M. A. Wilkins, 26, Parkhill Road, Hampstead.

SUBSCRIPTIONS.—These are due on January 1st, and should be sent as early in the year as possible. It is hoped that the hundred and eighty members to whom reminders are sent annually in October will take note of this date.

Treasurer, A. Mullock, 22, Berkeley Square, Clifton, Bristol.

The next LEAFLET will be published in May. Contributions will be welcome and should reach the Editor early in March.

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The Municipal Technical Institute,

BELFAST.

323  
Session 1918-1919 (Eighteenth Session.)

(Sixteenth Session of Trade Preparatory School).

DAY TECHNICAL DIVISION

TRADE PREPARATORY SCHOOL.

RESULTS

OF

CHRISTMAS EXAMINATIONS.

DECEMBER, 1918





**MANUAL TRAINING (WOODWORK) CLASS.**



**Municipal Technical Institute, Belfast**

*Principal*—F. C. FORTH, F R C Sc I

*Vice-Principal*—PROFESSOR EARLS, B.A.

**Teaching Staff of the Trade Preparatory School:**

<i>Head Master</i> . . .	...	W. J. M'CRACKEN, B.A., B.L.
<i>Mathematics</i> ...	... \	G. J. WALMSLEY, M.Sc. Professor LLOYD-DODD, M.A., D.Sc. Miss GEALE, B.A.
<i>Mechanical Science</i> ..	..	W. J. FFORDE. W. J. CRAWFORD, D.Sc. W. PRATT.
<i>Manual Instruction</i> <i>(Metalwork)</i> ...	...	W. PRATT.
<i>Physics and Electrical</i> <i>Engineering</i>		C. JEFCOAT, Assoc R C.Sc I, Wh.Ex, A.I.E.E. C. W. ADDY, M.Sc. T. G. CHRISTIE, A.R.C.Sc.I, B.Sc. (Lond). C. T. HARDING, B.A.
<i>Manual Instruction</i> <i>(Woodwork)</i> ...	...	W. DAVIDSON, A.B.I.C.C., First Class Honours in Manual Training and Woodwork S G. DUCKWORTH, A.B.I.C.C.
<i>Chemistry</i> ..	...	E CLAYTON, F.C.S.
<i>English</i> ...	...	Professor LLOYD-DODD, M A., D Sc W. J. M'CRACKEN, B.A, B.L. A. E. LLOYD-DODD.
<i>German</i> ...	...	A. RENOLD. W. J. M'CRACKEN, B.A., B.L.
<i>Art</i> - ...	...	D. GOULD.
<i>Physical Training</i>	...	J. E. BELL. W. J. ERVINE. P. PATTERSON.

And Departmental Assistants.

H. H. DUNLOP, F.C.I.S., *Registrar*

## FIRST YEAR COURSE—SECTION I. A.

Order of Merit.	PUPILS' NAMES	CHRISTMAS EXAMINATION RESULTS											Home-work Marks September to Christmas	Grand Total	Percentages				
		Pure Mathematics	Practical Mathematics	English	Geography and History	German.	Experimental Science (Theory)	Experimental Science (Laboratory)	Mechanics.	Woodwork	Drawing.	Geometrical			Object and Memory Drawn	Total Marks of Christmas Examination.	Christmas Examination	Home-work Marks September to Christmas	Grand Total
1	O'Neill, C S	.. (o s)	97	72	83	81	76	93	98	96	84	76	76	932	936	1868	84.7	92.7	88.5
2	M'Cutcheon, J D	.. (o s)	72	48	63	50	77	58	83	81	90	90	78	790	835	1625	71.8	82.7	77.0
3	Boyd, G J	(o s, Higher Gd)	59	68	66	56	88	67	70	51	74	69	48	716	835	1551	65.1	82.7	73.5
4	M'Canne, J A.	.. (o s)	97	81	77	77	53	45	63	92	66	46	52	749	793	1542	68.1	78.5	73.1
5	Johnston, R J	.. (o s)	53	58	66	75	68	52	60	49	66	48	53	648	766	1414	59.0	75.8	67.0
6	Hanna, V L.	..	71	59	54	79	61	47	27	67	91	44	68	668	699	1367	60.7	69.2	64.8
7	M'Gugan, W. C	.. (o s)	82	71	71	71	65	37	50	91	52	40	45	675	685	1360	61.4	67.8	64.5
8	Gillespie, H	.. (o s)	71	74	54	82	46	25	37	85	72	46	44	636	706	1342	57.8	69.9	63.6
9	Sheppard, T	(o s, Higher Grade)	84	61	68	26	67	55	63	70	44	30	47	615	719	1334	56.0	71.2	63.2
10	Jackson, T H	..	70	59	60	62	54	25	37	71	46	43	57	584	746	1330	53.1	73.9	63.0
11	Gamble, S. H	..	85	52	49	37	65	57	50	56	77	68	43	639	690	1329	58.1	68.3	63.0
12	Russell, H V.	..	50	63	67	59	66	30	43	55	56	57	78	624	695	1319	56.7	68.8	62.5
13	Bowles, S	.. (o s)	65	62	58	59	66	40	57	57	50	50	57	621	689	1310	56.5	68.2	62.1
14	Neill, J G.	..	56	54	62	73	25	f	33	39	80	61	76	559	710	1269	50.8	70.3	60.1
15	Robb, D	..	58	28	42	37	26	30	47	47	70	68	48	501	757	1258	45.5	74.9	59.6
16	Crookes, St C	.. (o s)	35	47	64	68	50	50	67	62	70	53	616	631	1247	56.0	62.5	59.1	
17	Chambers, H J.	.. (o s)	58	69	53	60	37	42	50	58	56	52	46	581	652	1233	52.8	64.6	58.4
18	Owens, D R	..	f	43	60	55	48	40	40	48	66	64	37	501	711	1212	45.5	70.4	57.4
19	Baird, A M'C.	..	68	48	51	67	46	30	30	52	76	78	46	592	610	1202	53.8	60.4	57.0
20	Moore, W	(o s, Std)	36	35	60	55	50	f	63	58	60	64	46	527	674	1201	48.0	60.7	56.9
21	Shields, W N	.. (o s)	61	34	65	39	31	30	60	58	56	62	58	554	625	1179	50.4	61.9	55.9
22	Little, M	..	45	31	68	55	30	27	40	47	65	73	64	545	630	1175	49.5	62.4	55.7
23	M'Mullan, E.	..	45	52	57	63	42	25	f	49	50	29	56	468	690	1158	42.5	68.3	54.9
24	Ferguson, D	..	f	36	55	75	27	60	40	48	54	57	38	490	660	1150	44.5	65.3	54.5
25	Winnington, V M	.. (o s)	30	57	75	73	56	32	40	57	60	44	48	581	533	1114	52.8	52.8	52.8

FIRST YEAR COURSE—SECTION L A.—Contd.

Order of Merit	PUPILS' NAMES.	CHRISTMAS EXAMINATION RESULTS.											Home-work Marks September to Christmas	Grand Total	Percentages			
		Pure Mathematics.	Practical Mathematics	English.	Geography and History.	German.	Experimental Science (Theory)	Experimental Science (Laboratory)	Mechanics.	Woodwork.	Geometrical Drawing.	Object and Memory Drawing.			Total Marks of Christmas Examination.	Christmas Examination	Home-work Marks September to Christmas	Grand Total.
	Marks Obtainable.	100	100	100	100	100	100	100	100	100	100	1100	1010	2110	100	100	100	
26	M'Keown, F. ..	45	35	46	31	32	26-	f	50	63	68	51	447	655	1102	40.6	64.9	52.2
28	Watson, J. ..	31	f	49	50	25	f	33	49	58	54	25	374	728	1102	34.0	72.1	52.2
29	Scott, L. T. .. (o s)	55	42	67	49	52	57	53	50	40	58	45	568	506	1074	51.6	50.1	50.9
29	Lazarus, H. B. ..	42	41	59	60	44	32	30	61	56	38	48	511	561	1072	46.5	55.5	50.8
30	M'Cormick, T. ..	29	28	39	25	28	25	f	30	85	55	48	392	648	1040	35.6	64.2	49.3
31	Marshall, J. B. ..	29	f	49	27	48	f	33	52	46	35	34	352	681	1033	32.0	67.4	49.0
32	Clarke, W. H. ..	38	51	45	29	35	f	40	43	66	35	49	431	578	1009	39.2	57.2	47.8
33	Smyth, J. A. D. .. (o.s.)	26	50	a	32	40	58	77	56	66	39	47	491	507	998	44.6	50.2	47.3
34	Patterson, G E ..	f	30	55	33	32	25	47	42	44	f	60	368	605	973	33.5	59.9	46.1
35	Gibson, I. ..	a	a	39	25	44	34	43	53	54	27	42	361	608	969	32.8	60.2	45.9
36	Thompson, W G. ..	45	48	55	26	26	f	27	31	68	30	29	385	582	967	35.0	57.6	45.8
37	Wilkinson, A. ..	47	27	44-	41	f	f	36	33	56	f	25	309	595	904	28.1	58.9	42.8
38	Boyd, C ..	34	34	34	f	30	f	f	46	70	39	27	314	581	895	28.5	57.5	42.4
39	Lyttle, D. A .. (o s.)	58	f	68	28	25	43	53	57	46	53	38	469	411	880	42.6	40.7	41.7
40	Baird, R W. ..	f	f	43	57	26	f	43	49	56	25	46	345	491	836	31.4	48.6	39.6
41	Morrison, F E. ..	s	s	s	s	s	s	s	s	s	s	s	—	665	665	—	65.8	31.5
42	Boyd, R. B. ..	f	f	46	f	f	f	f	63	40	41	25	215	440	655	19.5	43.6	31.0
43	Creelman, D J. ..	61	29	49	32	29	25	f	f	48	32	65	370	277	647	33.6	27.4	30.7
44	M'Cormick, H. ..	s	s	s	s	s	s	s	s	s	s	s	—	602	602	—	59.6	28.5
45	Smith, E I M'C ..	32	44	54	41	26	25	27	40	66	40	53	448	135	583	40.7	13.4	27.6
46	Davy, G V ..	s	s	s	s	s	s	s	s	s	s	s	—	546	546	—	54.1	25.9

The letters o s. (ordinary scholarship) denote that the pupil holds a Scholarship which entitles him to free tuition for one year, and to the necessary books and instruments.

a indicates that a pupil was absent.

s indicates that a pupil was absent owing to sickness.

When a pupil obtains less than 25 per cent. of marks in an examination, the marks are not taken into account. The pupil is then considered to have failed, and the letter "f" appears against his name.

FIRST YEAR COURSE.—SECTION I. B.

Order of Merit	PUPILS' NAMES	CHRISTMAS EXAMINATION RESULTS													Home-work Marks September to Christmas	Grand Total.	Percentages.			
		Pure Mathematics.	Practical Mathematics	English.	Geography and History.	German.	Experimental Science (Theory)	Experimental Science(Laboratory)	Mechanics	Woodwork	Geometrical Drawing.	Object and Memory Drawing	Total Marks of Christmas Examination.	Home-work Marks September to Christmas			Grand Total	Christmas Examination.	Home-work Marks September to Christmas	Grand Total
																		100	100	100
1	Hall, T H	.. (o.s)	85	64	60	79	79	60	70	92	88	75	47	799	857	1656	72.6	84.9	78.5	
2	Gibson, C. A	.. (o.s)	68	62	62	69	70	87	73	75	82	56	58	762	861	1623	69.3	85.2	76.9	
3	Radcliffe, G W.	.. (o.s)	27	62	66	85	75	53	90	65	83	77	65	748	855	1603	68.0	84.7	76.0	
4	Irwin, N.	.. (o.s)	71	32	77	85	76	62	57	67	87	56	85	755	831	1586	68.6	82.3	75.2	
5	Pierce, C W	..	65	43	66	78	71	62	68	64	72	58	54	701	859	1560	63.7	85.0	73.9	
6	Thompson, S. M.	..	75	37	59	77	73	55	60	53	82	47	52	670	839	1509	60.9	83.1	71.5	
7	Ross, W.	.. (o.s)	66	62	59	71	52	75	66	52	88	81	69	741	756	1497	67.4	74.9	70.9	
8	Powell, T. R	.. (o.s)	80	56	58	72	46	47	49	49	62	67	45	631	772	1403	57.4	76.4	66.5	
9	Wilson, N M.	.. (o.s)	71	32	72	72	41	65	55	56	75	43	90	672	725	1397	61.1	71.8	66.2	
10	Cusack, J M	.. (o.s)	40	45	63	60	76	42	45	52	90	75	59	647	745	1392	58.8	73.8	66.0	
11	M'Knight, W J.	..	58	25	55	65	49	48	65	58	75	71	54	613	778	1391	55.7	77.0	65.9	
12	Getgood, G. C.	..	52	44	69	50	68	50	44	63	69	43	30	582	775	1357	52.9	76.7	64.3	
13	Adair, R.	.. (o.s)	42	40	69	60	72	52	27	47	58	50	58	575	774	1349	52.3	76.6	63.9	
14	Hull, J	..	34	51	59	30	70	48	53	53	74	43	49	504	784	1348	51.3	77.6	63.9	
15	Connor, W. H.	.. (o.s)	51	49	64	57	30	50	53	47	79	53	67	602	707	1309	54.7	70.0	62.0	
16	Armstrong, D. J	.. (o.s)	74	42	53	50	35	72	40	52	65	62	51	596	709	1305	54.2	70.2	61.8	
17	Richmond, S.	..	42	35	51	67	28	35	31	59	73	37	61	519	785	1304	47.2	77.7	61.8	
18	Murphy, A	..	40	35	54	52	36	27	35	46	68	35	51	479	789	1268	43.5	78.1	60.1	
19	Williamson, H. P.	..	76	f	62	47	34	25	70	25	80	58	48	525	717	1242	47.7	71.0	58.9	
20	James, T O.	..	83	59	55	56	60	65	31	48	62	44	38	601	615	1216	54.6	60.9	57.6	
21	Culbert, H. W.	..	f	33	56	46	26	40	75	41	80	31	54	482	733	1215	43.8	72.6	57.6	
22	Houston, J. H.	.. (o.s Sid)	56	36	61	55	35	50	39	59	88	54	60	593	621	1214	53.9	61.5	57.5	
23	Foster, N	..	61	27	59	60	56	60	37	48	68	25	42	543	659	1202	49.4	65.2	57.0	
24	Hamilton, N. B.	..	f	34	49	54	35	28	49	56	84	40	56	491	709	1200	44.6	70.2	56.9	
25	Butler, F R. H	..	53	60	61	66	26	f	35	51	63	56	51	522	672	1104	47.5	66.5	56.6	

FIRST YEAR COURSE.—SECTION I. B—Contd.

Order of Merit.	PUPILS' NAMES.	CHRISTMAS EXAMINATION RESULTS											Home-work Marks September to Christmas	Grand Total	Percentage*						
		Pure Mathematics	Practical Mathematics	English.	Geography and History.	German	Experimental Science (Theory)	Experimental Science(Laboratory)	Mechanics.	Woodwork.	Geometrical Drawing.	Object and Memory Drawing			Total Marks of Christmas Examination.	Christmas Examination.	Home-work Marks September to Christmas	Grand Total	100	100	100
26	Savage, W. D.	48	37	54	60	41	55	58	53	74	56	44	580	601	1181	52.7	59.5	56.0			
27	Addison, A.	41	57	58	f	55	27	40	44	57	45	30	454	674	1128	41.3	66.7	53.5			
28	Neill, J.	62	42	58	72	35	45	30	46	73	f	42	505	622	1127	45.9	61.6	53.4			
29	Fletcher, H. C.	f	f	67	49	26	58	70	25	63	46	40	444	672	1116	40.4	66.5	52.9			
30	Lyons, C. H.	f	32	45	44	26	30	52	34	93	70	52	478	621	1099	43.5	61.5	52.1			
31	Briggs, C. P.	f	49	60	51	28	47	35	66	92	71	42	541	555	1096	49.2	55.0	51.9			
32	Gorman, J. H.	27	44	78	54	f	27	f	36	63	f	68	397	684	1081	36.1	67.7	51.2			
33	Shanks, H. J. W.	f	35	30	39	f	35	35	50	62	38	48	337	728	1065	30.6	72.1	50.5			
34	Cree, T. L. H.	37	56	60	63	35	77	25	58	70	25	31	537	511	1048	48.8	50.6	49.7			
35	Doggart, H. M.C.	58	28	35	f	27	f	f	41	25	76	50	340	642	982	30.9	63.6	46.5			
36	Reid, T.	f	35	40	72	25	f	46	37	64	36	41	396	584	980	36.0	57.8	46.4			
37	Wood, E. G. W.	f	27	54	51	26	28	f	41	75	36	88	426	549	975	38.7	54.4	46.2			
38	Bell, J. G.	25	26	44	39	f	47	47	52	60	29	45	414	544	958	37.6	53.9	45.4			
39	Blair, J.	25	27	44	f	f	25	f	42	57	32	30	282	643	925	25.6	63.7	43.8			
40	Graham, H.	f	f	42	44	28	32	f	64	62	25	35	332	513	845	30.2	50.8	40.0			
41	M'Brde, A.	56	f	45	29	f	27	38	68	69	f	34	298	464	762	27.1	45.9	36.1			
42	Mercer, A. N.	38	f	44	37	f	f	f	f	69	26	45	259	481	740	23.5	47.6	35.1			
43	Malcolmson, J. H.	f	26	35	62	f	f	f	f	51	f	44	218	397	615	19.8	39.3	29.1			
44	Brown, F. J.	s	s	s	s	s	s	s	s	s	s	s	.	613	613	.	60.7	29.1			
45	Robinson, H. V.	f	f	a	a	a	a	a	a	a	a	a	0	485	485	0	48.0	23.0			

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*a* indicates that a pupil was absent.

*s* indicates that a pupil was absent owing to sickness.

When a pupil obtains less than 25 per cent. of marks in an examination, the marks are not taken into account. The pupil is then considered to have failed, and the letter "f" appears against his name.

# FIRST YEAR COURSE.—SECTION I. C

Order of Merit.	PUPILS' NAMES	CHRISTMAS EXAMINATION RESULTS											Home work Marks September to Christmas	Grand Total.	Percentages				
		Pure Mathematics	Practical Mathematics	English.	Geography and History	German.	Experimental Science (Theory)	Experimental Science(Laboratory)	Mechanics	Woodwork.	Geometrical Drawing	Object and Memory Drawing			Total Marks of Christmas Examination.	Home work Marks September to Christmas	Grand Total	Percentages	
																		100	100
1	Orr, A. S.	(o s)	67	49	87	49	72	51	76	67	74	90	70	752	873	1625	68.4	86.4	77.0
2	Bell, R.	(o s)	66	87	85	68	65	81	97	80	82	80	44	835	779	1614	75.9	77.1	76.5
3	Andrews, J. H. S.	(o s)	55	42	69	74	60	49	77	71	78	78	34	687	875	1562	62.4	86.6	74.0
4	Croft, S.	(o s)	51	66	59	73	43	72	98	54	70	87	76	749	809	1558	68.1	80.1	73.8
5	Crawford, S. T.	(o s)	35	70	91	57	66	51	77	64	83	57	42	693	858	1551	63.0	85.0	73.5
6	M'Connell, J. A.	..	80	44	60	44	74	52	93	51	70	72	33	673	855	1528	61.3	84.7	72.4
7	Hull, H.	..	39	67	78	58	36	62	43	63	84	86	72	688	826	1514	62.5	81.8	71.8
8	Brown, A. G.	..	59	78	56	44	64	39	90	79	71	53	54	687	823	1510	62.5	81.5	71.6
9	M'Clenaghan, J. S.	..	48	43	55	44	26	27	67	51	92	71	72	596	892	1488	54.2	88.3	70.5
10	Grant, S.	(o.s Higher Grade)	40	75	82	90	80	46	77	43	66	58	42	699	885	1484	63.5	77.7	70.3
11	Bennett, J.	..	45	79	84	62	65	51	90	45	88	61	76	746	711	1457	67.8	70.4	69.1
12	Vogan, R. J.	(o s)	37	30	51	48	35	45	90	58	83	82	60	619	825	1444	56.3	81.7	68.4
13	Mahaffey, J.	(o s)	47	39	72	31	26	29	83	46	54	58	34	519	888	1407	47.2	87.9	66.7
	Smclair, T.	(o s)	36	59	66	69	26	35	74	57	85	68	77	652	755	1407	59.3	74.8	66.7
15	Cotter, E.	..	66	28	63	53	27	53	77	56	65	75	36	599	796	1395	54.5	78.8	66.1
16	Kelly, T. M.	(o s)	58	52	61	44	4	31	70	51	62	68	66	563	826	1389	51.2	81.8	65.8
17	Gilmore, R. B.	(o.s)	33	40	73	40	28	f	90	57	60	59	66	546	820	1366	49.6	81.2	64.7
18	Agnew, N.	..	34	44	46	53	26	37	74	68	88	70	27	567	793	1360	51.5	78.5	64.5
19	Ardill, R. L.	..	29	48	60	47	26	60	63	50	84	74	56	597	738	1335	54.3	73.1	63.3
20	Donnelly, G.	..	67	35	52	46	60	f	70	52	46	53	46	527	773	1300	47.9	76.5	61.6
21	Gilmore, B.	..	f	47	58	73	43	29	63	72	58	47	68	558	741	1299	50.7	73.4	61.6
22	Palmer, G. A.	..	63	29	78	53	27	a	93	a	88	81	46	558	733	1291	50.7	72.6	61.2
23	Barr, A.	(o s)	66	42	62	70	26	25	67	45	67	53	56	579	692	1271	52.6	68.5	60.2
24	Hamilton, D.	(o s)	50	26	56	70	31	f	60	62	79	63	72	569	695	1264	51.7	68.8	59.9
25	Milliken, W.	..	f	26	58	36	35	26	63	55	52	46	48	445	778	1223	40.5	77.0	58.0

FIRST YEAR COURSE—SECTION I. C.—Contd.

Order of Merit.	PUPILS' NAMES	CHRISTMAS EXAMINATION RESULTS.										Home-work Marks September to Christmas	Grand Total.	Percentages.				
		Pure Mathematics.	Practical Mathematics	English	Geography and History	German.	Experimental Science (Theory)	Experimental Science (Laboratory)	Mechanics.	Woodwork	Geometrical Drawing.			Object and Memory Drawing.	Total Marks of Christmas Examination.	Christmas Examination	Home-work Marks September to Christmas	Grand Total.
	Marks Obtainable.	100	100	100	100	100	100	100	100	100	100	1100	1010	2110	100	100	100	
26	M'Dade, H. A.	75	43	69	40	40	f	70	30	62	59	56	544	675	1219	49.5	66.8	57.8
27	Charlwood, G.	f	29	46	51	28	43	66	53	60	45	44	465	725	1190	42.3	71.8	56.4
28	Turnbull, W. M.	38	29	63	49	f	25	40	54	63	65	58	484	678	1162	44.0	67.1	55.1
29	Adair, W.	52	30	53	28	f	35	87	28	70	64	56	503	648	1151	45.7	64.2	54.5
30	Tegart, H. W.	28	f	57	31	f	67	f	51	65	47	42	388	733	1121	35.3	72.6	53.1
31	Haisley, G.	40	33	32	61	25	28	f	45	73	72	52	461	657	1118	41.9	65.0	53.0
32	Magill, J.	25	54	58	25	63	f	53	57	68	42	36	481	631	1112	43.7	62.5	52.7
33	Apperson, T. L. C.	25	41	63	60	27	39	76	47	68	47	46	539	553	1092	49.0	54.8	51.8
34	Boyd, J. H.	28	30	49	52	27	28	50	42	59	f	32	397	691	1088	36.1	68.4	51.6
	Wallace, W.	54	32	48	42	f	f	43	55	67	42	50	433	655	1088	39.4	64.8	51.6
36	Harrison, J. G.	35	63	72	36	49	25	37	53	66	59	52	547	526	1073	49.7	52.1	50.9
37	Brand, A.	48	42	53	34	25	28	43	50	58	43	69	493	570	1063	44.8	56.4	50.4
38	Finnery, W. A.	25	43	53	f	29	38	67	43	50	35	46	429	599	1028	39.0	59.3	48.7
39	Kennedy, R. A.	38	34	53	29	f	37	30	40	48	50	359	668	1027	32.6	66.1	48.7	
	Smith, W. H.	46	26	52	55	36	35	47	38	52	f	48	435	592	1027	39.5	58.6	48.7
41	Robinson, C. H.	37	34	61	43	25	f	53	37	76	74	48	488	478	966	44.4	47.3	45.8
42	Hamilton, H.	f	f	59	51	f	f	43	46	50	25	50	324	632	956	29.5	62.6	45.3
43	Barnes, H. G.	f	f	53	33	27	f	f	37	50	30	46	276	647	923	25.1	64.1	43.7
44	Long, G.	60	33	45	f	f	27	43	31	62	44	32	377	467	844	34.3	46.2	40.0
45	M'Alpine, J.	f	f	40	44	26	f	30	26	30	43	61	300	531	831	27.3	52.6	39.4
46	Burns, W.	f	f	41	41	f	f	f	25	54	26	30	217	356	573	19.7	35.2	27.2
47	Todd, A. K.	f	s	s	s	s	s	s	s	s	s	s	207	207	207	.	20.4	14.1

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*a* indicates that a pupil was absent.

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When a pupil obtains less than 25 per cent. of marks in an examination, the marks are not taken into account. The pupil is then considered to have failed, and the letter "*f*" appears against his name.

## SECOND YEAR COURSE—SECTION II. A.

Order of Merit.	PUPILS NAMES.	CHRISTMAS EXAMINATION RESULTS															Home-work Marks September to Christmas	Grand Total	Percentages					
		Pure Mathematics.	Practical Mathematics.	English.	Geography.	German.	Physics (Written).	Physics (Practical).	Chemistry (Written).	Chemistry (Practical).	Mechanics	Practical Geometry	Metalwork	Woodwork	Object Drawing	Memory Drawing and Lettering			Total Marks of Christmas Examination.	1180	2680	Christmas Examination.	Home-work Marks Sept. to Christmas	Grand Total
																						100	100	100
Marks Obtainable.		100	100	100	100	100	100	100	100	100	100	100	100	100	100	1500	1180	2680	100	100	100			
1	Pollcok, J.	..	(o s.)	86	74	58	83	47	68	67	37	67	85	60	56	84	72	80	1024	1006	2030	68.3	85.3	75.7
2	Thompson, J N	..	(o s.)	86	89	77	77	42	60	50	58	57	60	43	50	62	67	73	951	1056	2007	63.4	89.5	74.9
3	M'Kittrick, W. M.	..	(o s.)	90	60	85	94	70	77	83	71	78	80	81	84	88	86	83	1210	680	1890	80.7	57.6	70.5
4	Blayne, W. A.	..	(o s.)	50	28	71	65	77	63	37	49	84	79	29	63	85	71	63	914	925	1839	60.9	78.4	68.6
5	Cuthbertson, W. A.	..	(o s.)	85	57	83	77	42	70	50	54	68	70	48	49	76	56	41	926	903	1829	61.7	76.5	68.2
6	Adams, R.	(o.s. Std.)	46	63	67	71	63	48	60	49	76	70	47	53	78	62	33	886	916	1802	59.1	77.6	67.2	
7	Graham, W. E.	..	(o s.)	44	63	62	75	47	55	40	36	56	53	73	51	66	67	51	839	943	1782	55.9	79.9	66.5
8	Acheson, R. C. G. C.	..	(o s.)	36	43	72	67	48	58	57	54	45	77	60	52	84	71	65	889	886	1775	59.3	75.1	66.2
9	Boyd, D.	(o.s. Std.)	55	35	48	56	28	53	37	97	82	49	64	68	66	59	38	835	875	1710	55.7	74.2	63.8	
10	Walshe, W W.	..	(o s.)	25	54	54	70	26	50	40	46	44	85	65	80	80	71	75	865	806	1671	57.7	68.3	62.4
11	Dunn, R.	(o.s. Std.)	64	40	77	61	47	40	25	44	37	66	30	56	76	40	40	743	922	1665	49.5	78.1	62.1	
12	Baxter, C	..	(o s.)	58	60	71	74	62	48	40	48	48	66	25	60	66	38	65	829	835	1664	55.3	70.8	62.1
13	Pratt, C. F.	..	(o s.)	f	33	37	71	44	25	37	f	42	53	68	54	76	84	72	696	957	1653	46.4	81.1	61.7
14	Loney, W. J.	..	(o s.)	44	64	64	74	60	25	30	38	60	58	28	50	62	71	63	791	854	1645	52.7	72.4	61.4
15	Burns, W. L.	..	(o s.)	67	42	63	62	71	35	47	36	61	70	34	53	76	46	65	828	790	1618	55.2	66.9	60.4
16	Noble, J H.	..	..	25	35	71	72	29	27	37	34	42	56	72	47	92	64	67	770	809	1579	51.3	68.6	58.9
17	Bradley, E H.	..	..	39	43	59	52	55	62	25	43	73	43	28	51	51	47	44	715	857	1572	47.7	72.6	58.7
18	Hadden, G. A.	..	(o s.)	73	36	70	71	56	67	57	43	62	53	27	59	54	44	61	833	715	1548	55.5	60.6	57.8
19	Stewart, R J	..	..	25	51	50	52	38	33	40	35	72	43	30	43	56	43	37	648	895	1543	43.2	75.8	57.6
20	Alexander, R. W.	..	..	f	27	66	65	44	25	47	38	75	65	56	53	54	46	74	735	791	1526	49.0	67.0	56.9
21	Boyd, S J.	..	(o s.)	59	67	60	71	36	25	f	25	59	46	28	41	52	45	53	600	898	1498	40.0	76.1	55.9
22	Beck, G.	..	..	78	37	62	57	47	33	f	30	64	35	50	56	58	36	50	693	762	1455	46.2	64.6	54.3
23	M'Quiston, W T	..	(o s.)	40	f	83	81	58	43	50	34	76	53	42	53	80	60	852	590	1442	56.8	50.0	53.8	



## SECOND YEAR COURSE.—SECTION II. A—Contd.

Order of Merit	PUPILS' NAMES	CHRISTMAS EXAMINATION RESULTS															Percentages.										
		Pure Mathematics	Practical Mathematics	English	Geography.	German	Physics (Written)		Physics (Practical)		Chemistry (Written)		Chemistry (Practical)		Mechanics.	Practical Geometry	Metalwork	Woodwork.	Object Drawing	Memory Drawing and Lettering	Total Marks of Christmas Examination.	Home-work Marks September to Christmas	Grand Total	Christmas Examination	Home-work Marks Sept. to Christmas		Grand Total.
							100	100	100	100	100	100	100	100											100	100	
24	Hammerton, C. H	25	27	52	61	57	25	47	f	40	25	85	55	76	68	63	706	716	1422	47.1	60.7	53.1					
25	Fieldhouse, H A	33	31	60	55	34	33	25	56	65	55	30	65	74	39	73	728	679	1407	48.5	57.5	52.5					
26	Briggs, R. T	37	f	84	65	54	48	40	35	55	28	44	62	50	47	37	686	692	1378	45.7	58.6	51.4					
27	Glenn, W	f	36	78	85	64	32	f	69	41	44	47	62	74	83	80	795	551	1346	53.0	46.7	50.2					
28	Martin, G. F	f	26	64	42	f	42	f	25	39	45	32	56	70	61	45	594	714	1308	39.6	60.5	48.8					
29	Graham, W A.	(o s)	60	33	80	77	54	f	40	45	48	32	72	72	72	75	760	512	1272	50.7	43.4	47.5					
30	Bell, J. J	f	f	54	49	38	25	f	34	53	43	25	48	71	45	53	563	708	1271	37.5	60.0	47.4					
31	Swinson, E. A	f	f	61	63	f	38	57	32	45	40	25	85	66	33	58	605	658	1263	40.3	55.8	47.1					
32	Stewart, J	(o s)	39	f	70	45	26	35	25	f	25	38	f	60	66	55	50	534	721	1255	35.6	61.1	46.8				
33	Sloan, J H	48	31	62	59	40	37	a	f	30	28	51	43	48	47	62	586	655	1241	39.1	55.5	46.3					
34	Donnan, J A	25	f	65	60	f	40	25	44	40	41	46	77	62	71	74	670	512	1182	44.7	43.4	44.1					
35	Kirkwood, A	f	f	59	42	f	25	60	50	a	28	f	75	a	50	55	444	673	1117	29.6	57.0	41.7					
36	Wheeler, O N	f	f	48	58	f	f	26	f	45	43	47	76	52	26	32	453	457	910	30.2	38.7	34.0					
37	Crowther, J W.	(o.s.)	a	a	a	a	a	a	a	a	a	a	a	a	a	a		823	823		69.7	30.7					
38	Douglas, H D	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a		569	569		48.2	21.2					
39	Saunders, G W	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s		563	563		47.7	21.0					
40	Curran, T.	s	s	s	s	s	s	s	s	s	s	s	s	s	s	s		61	61		5.1	2.3					

The letters *o s.* (ordinary scholarship) denote that the pupil holds a Scholarship which entitles him to free tuition for one year, and to the necessary books and instruments.

*a* Indicates that a pupil was absent.

*s* Indicates that a pupil was absent owing to sickness.

When a pupil obtains less than 25 per cent of marks in an examination, the marks are not taken into account. The pupil is then considered to have failed, and the letter "*f*" appears against his name

## FIRST YEAR.

LIST OF SCHOOLS AT WHICH THE PUPILS OF TRADE PREPARATORY SCHOOL  
(1917-18) FORMERLY ATTENDED.

PUPIL'S NAME.	SCHOOL PREVIOUSLY ATTENDED.	PUPIL'S NAME.	SCHOOL PREVIOUSLY ATTENDED.
Adair, R.	.. Belfast Model N.S.	Gibson, I.	.. Mayo Street N S
Adair, W.	.. St Enoch's N.S.	Gillespie, H.	.. Eglinton Street N.S.
Addison, A.	.. St. Donard's N.S.	Gilmore, B.	.. Mayo Street N S.
Agnew, N.	.. Strand N S.	Gilmore, R. B.	.. St. Enoch's N S.
Andrews, J. H. S.	.. Montgomery N S.	Gorman, J. H.	.. Belfast Model N S.
Apperson, T. L. C.	.. Newtownards Model, N S.	Graham, H.	.. Montgomery N S.
Ardill, R. L.	.. Belmont N S.	Grant, S.	.. Belfast Model N.S.
Armstrong, D. J.	.. Skegoniel N.S.	Haisley, G.	.. Willowfield No. 1 N S
Baird, A. M'C	.. Belmont N S.	Hall, T. H.	.. Skegoniel N.S.
Baird, R. W.	.. Finiston N.S.	Hamilton, D.	.. Ravenscroft N S.
Barnes, H. G.	.. Ormeau Park N.S.	Hamilton, H.	.. Cliftonpark Cent. N.S.
Barr, A.	.. Strand N S.	Hamilton, N. B.	.. Ulsterville N S.
Bell, J. G.	.. St. Enoch's N S	Hanna, V. L.	.. St. Mary's N.S.
Bell, R.	.. Belfast Model N S	Harrison, J. G.	.. Duncarn Gdns. N S.
Bennett, J.	.. Woodvale N S.	Houston, J. H.	.. Whitehead N S
Blair, J.	.. St. Donard's N.S.	Hull, H.	.. Belfast Model N S
Bowles, S.	.. Forth River N S	Hull, J.	.. Belfast Model N S
Boyd, C.	.. Rosetta N S.	Irwin, N.	.. St Jude's N.S.
Boyd, G. J.	.. Cliftonpark Central N S.	Jackson, T. H.	.. St Jude's N S.
Boyd, J. H.	.. Albetbride N.S.	James T. Q.	.. Fortwilliam N.S.
Boyd, R. B.	.. Belfast Model N S.	Johnston, R. J.	.. Willowfield No. 2 N.S.
Brand, A.	.. Ormeau Park N.S.	Kelly, T. M.	.. Ormeau Park N.S.
Briggs, C. P.	.. St. Simon's N S	Kennedy, R. A.	.. Springfield N S.
Brown, A. G.	.. Royal Acadmi Inst.	Lazarus, H. B.	.. Belfast Model N S.
Brown, F. J.	.. St. Anthony's N.S.	Little, M.	.. Belfast Model N. S.
Burns, W.	.. Willowfield No. 2 N S	Long, G.	.. Ballynafeigh N S.
Butler, F. R. H.	.. Belfast Model N.S.	Lyons, C. H.	.. Montgomery N.S.
Chambers, H. J.	.. Belfast Model N.S.	Lytle, D. A.,	.. Belfast Model N.S.
Charlwood, G.	.. Oldpark N S.	Magill, J.	.. Strand N S.
Clarke, W. H.	.. Mountpottinger N.S.	Mahaffy, J.	.. Belfast Model N.S.
Connor, W. H.	.. Mountpottinger N.S.	Malcolmson, J. H.	.. Clifton College, B'face
Cotter, E.	.. Belfast Model N.S.	Marshall, J. B.	.. Cooke Centenary N.S.
Crawford, S. T.	.. Oldpark N.S.	Mercer, A. N.	.. Euston Street N.S.
Cree, T. L. H.	.. Skegoniel N S.	Miliken, W.	.. Duncarn Gdns N.S.
Creelman, D. J.	.. Skegoniel N S.	Moore, W.	.. Durmhirk N S.
Croft, S.	.. St. Jude's N.S.	Morrison, F. E.	.. Baden-Powell St. N.
Crookes, St. C.	.. Magdalenie N.S.	Murphy, A.	.. Mountpottinger N.S.
Culbert, H. W.	.. Drew Memorial N S.	M'Alpine, J.	.. Rosetta N.S.
Cusack, J. M.	.. Ormeau Road N.S.	M'Bride, A.	.. Antrim Road N.S.
Davy, G. V.	.. Fortwilliam N.S.	M'Clance, J. A.	.. Mountpottinger N.S.
Doggart, H. M'C.	.. Macrory Meml N S.	M'Clenaghan, J. S.	.. Ravenscroft N.S.
Donnelly, G.	.. St. Enoch's N.S.	M'Connell, J. A.	.. Fortwilliam N.S.
Ferguson, D.	.. Queen Victoria N S	M'Cormick, H.	.. Duncarn Gdns. N.S.
Finney, W. A.	.. Lynn Memorial N.S.	M'Cormick, T.	.. Willowfield No 2. N S
Fletcher, H. C.	.. Belfast Model N.S.	M'Cutcheon, J. D.	.. Skegoniel N S.
Foster, N.	.. Dundonald N.S.	M'Dade, H. A.	.. Mountpottinger N.S.
Gamble, S. H.	.. Short Strand N.S.	M'Gaugan, W. C.	.. Mountpottinger N.S.
Getgood, G. C.	.. Rosetta N S.	M'Keown, F.	.. Mountpottinger N.S.
Gibson, C. A.	.. St. Barnabas' N.S.	M'Knight, W. J.	.. Skegoniel N.S.
		M'Mullan, E.	.. Argyle Place N S.

## FIRST YEAR—Contd

LIST OF SCHOOLS WHICH THE PUPILS OF TRADE PREPARATORY SCHOOL  
(1918-1919) FORMERLY ATTENDED.

PUPIL'S NAME.	SCHOOL PREVIOUSLY ATTENDED	PUPIL'S NAME.	SCHOOL PREVIOUSLY ATTENDED.
Neill, J	Belfast Model N S	Shanks, H J. W.	Brookfield Sch, Moira
Neill, J G.	Strand N S.	Sheppard, T	Fortwilliam N S
O'Neill C S.	St Mary's N S	Shields, W. N.	Mountpottinger N S
Orr, A. S	Ormeau Park N.S	Sinclair, T.	Belfast Model N S
Owens, D R	Belmont N S	Smith, E J M'C	St Judes N S
Palmer, G A.	Lurgan Model N.S.	Smith, W H	Ferguson Meml N S.
Patterson, G E	Fountainville N.S.	Smyth, J A. D	Rosetta N S.
Pierce, C W	Belfast Model N S.	Tegart, H W.	St Jude's N S
Powell, T R	Belfast Model N S.	Thompson, S M	Oldpark N S.
Radcliffe, G. W.	Agnes St. Methodist N S.	Thompson, W G.	Ormeau Road N.S.
Reid, T.	Baden-Powell St N.S	Todd, A. K	Royal Acadml Inst.
Richmond, S.	Belmont N S	Turnbull, W M.	Cregagh N S
Robb, D.	St Mark's N S	Vogan, R. J	Skegoniel N S.
Robinson, C. H	Belfast Model N S	Wallace, W	Rea Memorial N S.
Robinson, H V	Stranmillis N S.	Watson, J.	Belfast Model N S.
Ross, W	Mountpottinger N S.	Wilkinson, A	St Columbus N S.
Russell, H. V	Belfast Model N S.	Wilkinson, H P.	St. Mary's N S
Savage, W D	Eglinton Street N S.	Wilson, N. M.	Rosetta Academy, Newtownbreda
Scott, L T	Belfast Model N S	Winnington, V M	Mountpottinger N.S
		Wood, E G W	St James' N S.

## SECOND YEAR.

Acheson, R C G. C.	Mountpottinger N S	Haddeo, G A	Skegoniel N S.
Adams, R	Crumlin N.S	Hammerton, C H	Willowfield No 2 N.S.
Alexander, R. W.	Ballyrone N S.	Kirkwood, A.	Belfast Model N.S.
Baxter, C.	Forth River N S.	Loney, W. J.	John White N S.
Beck, G	Skegoniel N S	Martin, G F	Malone, N S
Bell, J J	M'Quiston Senior N.S.	M'Kittick, W. M.	Ormeau Road N.S.
Blaynev, W. A.	Ravenscroft N S	M'Quiston, W. I	St. Jude's N.S
Boyd, D.	Larrie & Inver N.S	Noble, J H.	Mountpottinger N S.
Boyd, S. J	Albertbridge N S.	Pollock, J.	St. Jude's N S.
Bradley, E H.	Belfast Model N S.	Pratt, C. F.	Fountainville N.S.
Bridges, R T	Holywood Parochial N S.	Saunders, G. W	St. Enoch's N S.
Burrs, W L.	Belfast Model N S.	Sloan, J. H	Mountpottinger N S.
Crowther, J W.	Belfast Model N S.	Stewart, J	Ormeau Road N S.
Curran, T.	Skegoniel N S	Stewart, R J.	Eglinton Street N S
Cuthbertson, W. A	Main St N S, Bangor	Swinson, E. A	Mountpottinger N S.
Donnan, J A.	Newtownards Model N S.	Thompson, J. N.	Antrim Road N S.
Douglas, H. D.	St. Enoch's N S.	Walshe, W W.	Ormeau Park N.S.
Dunn, R.	Main St N S, Bangor.	Wheeler, O N.	Skegoniel N.S.
Fieldhouse, H A.	St Columba's N.S.		
Glenn, W.	Clifton Park Central N.S		
Graham, W A.	Skegoniel N.S.		
Graham, W. E.	St. Simon's N S.		

The following is a list of some of the establishments in which former pupils of the Trade Preparatory School have found situations :—

Adair & Sons.	Eason & Son
Aicken, Charles A.	Empire Typewriter Co.
Albion, Ltd.	Ewart & Sons, Ltd., William
Allen & Co., Ltd., David	
Allen, W.	Fennell, W. J.
Anderson, W. J.	Ferguson, J. B., Ltd.
Anderson & M'Auley, Ltd	Fiddes, Todd & Corry
Anglo-American Oil Co., Ltd.	Fine Art and General Insurance Co.
Atkinson & Boyd.	Finlay & Son
	Fleetwood Steamship Co.
Balmer, Messrs.	Frazer & Haughton
Bangor Town Hall.	Fulton & Co., Ltd, J.
Bank of Ireland	
Barnett, W & R.	Gamble, W. J
Belfast Corporation—Carpenters Yard	General Post Office (H M )
City Hall.	Gibson & Co.
Electric Light Station.	Gilmore & Co.
Gas Works.	Graham & Heship
Library.	Great Central Railway (England)
M T. Institute	Great Northern Railway Co., Ltd
Public Textile Testing and	Green & Co., Ltd., Forster
Conditioning House	Greenmount Spinning Co.
Tramway Department	Gregg, James, M R C V S.
Belfast City and District Water Commissioners	Gregg, Sons & Phemx
Belfast Co-Operative Society	Gribbon & Son, Edward
Belfast and County Down Railway	Guardian Bank
Belfast Ropeworks Co., Ltd.	
Belfast Steamship Co	Hamilton & M'Master
Birch & Workman, Ltd.	Harland & Co.
Black & Co, James	Harland & Wolff, Ltd.
Blackwood & Jury	Haslett, Ltd, J & J.
Blayney, Thomas	Henderson & Co.
Boon, Alexander & Co.	Henry, T W.
Boyd, Martin & Co.	Heyn & Sons, G.
Boyd, Robert A	Heysham Steamship Co.
Brandon & Co, Ltd, H. B.	Hobart & Herron
British Westinghouse Co., Ltd	Hodge & Smith
Brookfield Linen Co.	Hogg & Co.
	Howden & P H Charley
Campbell Bros.	Hurst, Ltd., Charles
Carey & Douglas.	
Chambers Motors, Ltd.	Ireland Brothers
Christie, Thomas	Irish Land Commission
City Skun and Hide Co, Ltd.	
Clarke & Co, Ltd, J.	Jaffé Brothers
Cleland & Son John	Johnston & Co, H A.
Cleland, Ltd, W W	Jones, Bros & Henderson, Ltd.
Coates & Son, William	
Combe, Barbour, Ltd.	Kennedy, W. W.
Commercial Union Assurance Co, Ltd.	Kyle & Co
Commissioners of National Education	
Corry & Co, J P	Lafayette, Ltd
Corry & Co, Ltd, Robert	L & Y, Railway Co.
Corry & Co, W. D.	Larne and Stranraer Steamship Co.
Cotton & Co, S	Legal Insurance Co, Ltd
County Down Weaving Co Factory	Lindsay & Co, Ltd, James
Crawford, Browne & Co.	Lindsay, Thompson & Co, Ltd.
Crawford & Lockhart	Lipsey & Co, J
Crosbie, J.	Lisburn Furniture Co.
Curley, F	Little & M'Lean
Customs, H M (Statistical Office)	Liverpool Assurance Co
	Liverpool, London and Globe Insurance Co
Davidson & Co, Ltd.	Liverpool Steamship Co.
Davidson & Murray	Lloyds (Shipping Co)
Dickson & Sons, Ltd, Alexander	London and Lancashire Life and General Insurance
Dickson, Hugh	Co
Dixon & Sons, Thomas	London & N W Railway Co
Dockyards, Royal	Lyness, William
Douglas & Green	
Dowdall & Shaw	Mackie & Sons, Ltd, James
Dowling & Sons, J	MacRae, Alexander
Dunbar & M'Master	Mauer & Co, Ltd., Henry
Dunville & Co, Ltd.	Mayne & Co.
Durham Street Weaving Co	Mayne & Boyd

Mays & Co, Ltd, J. C.  
 Mercier, Ltd, W & S.  
 Midland Railway Co (N C C, Committee)  
 Millar, Boyd & Reid, Ltd  
 Miliken, J. J.  
 Milfort Weaving and Finishing Co. Ltd.  
 Mitchell, Ltd, David  
 Moffitt, T. N.  
 Moore, James  
 Moore & Wemberg  
 Morton White & Co.  
 Muir & Addy, A. H.  
 Murphy & Stevenson  
 Murray, Sons & Co  
 Musgrave & Co, Ltd  
 M<sup>r</sup>Bride & Co, Ltd, R.  
 M<sup>r</sup>Call & Co, W R  
 M<sup>r</sup>Calla & Co, W  
 M<sup>r</sup>Cann & Co, J  
 M<sup>r</sup>Caw & Co., Frederick  
 M<sup>r</sup>Caw, Stevenson & Orr, Ltd.  
 M<sup>r</sup>Clure & Co, J D  
 M<sup>r</sup>Connell & Co, R. J.  
 M<sup>r</sup>Crum, Watson & Mercer  
 M<sup>r</sup>Cue, Dick & Co.  
 M<sup>r</sup>Cullough & Son, J  
 M<sup>r</sup>Cullough & Co, John  
 M<sup>r</sup>Elberon, A  
 M<sup>r</sup>Ervel, T & J  
 M<sup>r</sup>Gonigal & Son  
 M<sup>r</sup>Gowan & Ingram, Ltd.  
 M<sup>r</sup>Ildowie & Sons, G.  
 M<sup>r</sup>Kee, S  
 M<sup>r</sup>Knight & Co  
 M<sup>r</sup>Mullan & Co, T.  
 M Nally, James  
 National Telephone Co, Ltd.  
 Neil, Ltd, Sharnan D  
 Nelson & Co, Ltd, W R.  
 Nesbitt Bros, Ltd  
 New Northern Spinning and Weaving Co., Ltd.  
 Nicholson & Morrow  
 Northern Banking Co, Ltd.  
 Northern Linen Co, Ltd.  
 "Northern Whig"  
 Oldpark Print Works  
 Osborne, Cooke & Co.  
 Pacific Steam Navigation Co.  
 Paton & Hearnarty  
 Patterson & Sons, Ltd, Robert  
 Payne, J. C.  
 Peddie, J. F., C.E., M.E.  
 Phillips & Jones

Richardson Bros. & Co.  
 Riddell & Son, Ltd.  
 Ritchie, Hart & Co.  
 Robertson, Ledlie, Ferguson & Co, Ltd  
 Robnson & Cleaver, Ltd.  
 Roome, W J  
 Ross Bros, Ltd  
 Royal Insurance Co.  
 Royal Navy  
 Russell, T. J.  
 Savage & Co.  
 Scott & Sons  
 Scott & Co, H. J.  
 Scott, James, B.E., C.E.  
 Scottish Temperance Assurance Co.  
 Seeds, John  
 Shanks & Son  
 Shaw & Jamison  
 Shean & Dixon  
 Shortt, James  
 Spence, Bryson & Co., Ltd.  
 Spicer Bros  
 Stewart, J & W  
 Suffolk Linen Co  
 Sutherland Forage Co  
 Symington, Kirkwood & Co.  
 Taylor & Morrow  
 Thompson, Ltd., J & R.  
 Ulidia Clothing Co., Ltd.  
 Ulster Bank, Ltd.  
 Ulster Linen Co.  
 Wallace & Co., R.  
 Walpole Bros, Ltd  
 Walsh & Sons, Robert  
 Watson & Co, John  
 Wilson & Son, J.  
 Winter, J. Edgar  
 Wolfhill Spinning Co.  
 Woods & Co, John  
 Woods & Co, William  
 Woodside, James  
 Wordie & Co, Ltd  
 Workman, Clark & Co.  
 Workman, Yeames & Co.  
 Wright & Co, Ltd, D.  
 Wnght & Hunter  
 York Street Flax Spinning Co.  
 Yorkshire Insurance Co, Ltd.  
 Young & Anderson.  
 Young & Hyde.

The next Entrance Examination will be held in June, 1919, on a date to be announced later

The subjects and times will be :—

Arithmetic	...	11 a.m. to 12-30 p.m.
English	...	1 p.m. to 2-15 p.m.
Drawing	...	2-30 p.m. to 3-30 p.m.

Candidates must be in their places at least 15 minutes before the time appointed for the opening of the Examination.

Candidates are required to bring with them pencil, indiarubber and writing pen.



**MUNICIPAL TECHNICAL INSTITUTE, BELFAST.**

National Education  
Manual No. 1

# A MANUAL ON MARKING

BEING A DESCRIPTION OF A SYSTEMATIC METHOD OF  
MARKING, ADVANCING AND RETARDING SCHOOL CHILDREN  
WITHOUT UNDUE DEPENDENCE UPON EXAMINATIONS

BY

F. KUNZ, B.A., (WISCONSIN, U.S.A.)

THE SOCIETY FOR THE PROMOTION OF NATIONAL EDUCATION  
PUBLISHERS. THE COMMONWEAL OFFICE,  
ADYAR, MADRAS, INDIA

1918

This publication is issued under the authority of the Board of National Education as a useful contribution to educational work in the country. Neither the Board as a whole, nor the Society, nor any individual member, is to be considered as necessarily agreeing with every view expressed in publications approved of by the Board as useful.

GEORGE S. ARUNDALE,

*June, 1918.*

*Registrar.*



## PREFATORY NOTES

THIS Manual necessarily exaggerates the importance of marking in ordinary school practice. The system described is for a moderately large school. While every Head will find here elements which will probably be useful to him or her, there will be other suggestions which he or she will consider non-essential. In this, as in every other like scheme, the motto of the Head must be "It all depends". There may not be need for weekly marks or for detailed monthly report cards to parents, these are matters of opinion and discretion. Again, schools which have clerks can undertake more complete systems than those which have none. The success of any system of marking depends upon the way in which it is carried out. If the classroom atmosphere is one of striving for good marks, the result is as bad as or worse than those which come from tutoring for examinations.

In speaking of the teacher I refer usually to that master or mistress who is actually in charge of the class. Where a class has more than one teacher it is the usual and right practice to assign to one the group of literature subjects, reading, recitation, history and the like. This teacher has the major quantity of the work in the class, is looked upon as the form master or mistress, is in charge of the records of the class and receives, from others who may teach in the class, marks in those delegated subjects.

I wish to add that nothing has been included herein which has not been tried and found necessary or useful in more than one efficiently managed school in India and Ceylon. Suggestions will be gladly welcomed; those of the headmasters and other experienced teachers who read the manual in manuscript have been included. A future edition should be greatly improved by the incorporation of the ideas of other Heads and Assistants after a wider use in India of the system described.

The syllabuses drawn up for use in National schools have been framed with a view to the minimising of examinations. The method laid down in this manual will be seen to be applicable in schools working under that curriculum. A school year of two terms is contemplated.

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THEOSOPHICAL SOCIETY,  
ADYAR, MADRAS, INDIA.  
*June, 1918.*

F. K.

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EDUCATION *vs.* EXAMINATION

THE principle is now generally accepted by teachers that the fundamental requirement of the child during the school period is a system of education which makes his physical, emotional and mental growth as easy and as natural as possible.

1. Education should be natural.

Positively considered, this means that there must be employed in the school every device which will serve to bring in the formal elements of the curriculum as a natural portion of the child's life. That is, games, drill, manual training, gardening, school journeys, literary activities, outdoor classes in drawing and nature study, the direct method in languages, laboratory practice—all these and much else must be so employed as to give to the student the information and the training he needs in such a way as will enable him to make it part of himself physically and emotionally as well as mentally. Negatively considered, this proposition involves the avoidance of every type of strain, whether unnecessary or excessive. That is, the curriculum must not be overcrowded; it must not be swelled past all assimilation by dry theory at the expense of the more interesting practice; opportunity for leisurely and due consideration of manners and proprieties must not be excluded by employing the whole time table for merely intellectual work; and, above all, nothing must be done which imparts to the school a sense of haste and strain to attain some definite goal and to finish some impossible amount of text and syllabus.

The acceptance of this principle means, immediately, the rejection of the examination as anything except as a very minor factor in the school life. For the examination, and especially the public examination, commits the teacher to a programme which leaves no adequate place for the truly educative pursuits, since all of these, by their very nature,

2. Examinations are unnaturally over-emphasized.

demand time, and from the teacher demand very much more energy and care than are called for by the tutorial methods which are the invariable concomitant of the system in which the examination is the goal. No teacher with practical and sufficient experience can accept as sound pedagogy the examination and all the wrong methods it involves. He acknowledges that any question is, in principle, examination; but he makes the clearest of distinctions between the estimation by the teacher of a student's fitness and the preparation of a student for the passing of an examination. To prepare pupils to pass is to cut the whole school to fit the bed of the examination Procrustes; to find out what a boy knows is to measure him as he is and to assign to him a position comfortable both to him and to his teachers or his employer when the time comes for him to pass to another class or school or to go to work. Education recognises the importance of the judicious question and the occasional written paper as a small part of its practice; but the perversion of education into a system of tutoring and cramming with a climax of examination ordeals is rightly condemned by teachers on every side, and is only defended by unthinking employers and others on grounds of expediency. "How else shall we know the fit from the unfit?" is the first question such defenders commonly ask. The answer obviously is that the examination system in no way certifies fitness. The boy or girl or man or woman with the most tenacious memory is the winner in the examination system. The second question is, "What substitute can be provided?" This question assumes that the examination system is the original and the educating system the imitation. While this assumption cannot, even for a moment, be granted, it is perfectly possible to show how the situation can be remedied without harm to the prejudices of the employer, and with vast benefits to the child and to the teacher.

We must remember that two of the most advanced countries educationally have long since abandoned the examination system and its accompaniments. These are noteworthy instances of the success of the scheme: Switzerland and the United States. In Switzerland there are, it is true, entrance examinations; but the education leading up to these is of such a nature as to make it comparatively easy for students to pass.

And it is to be noted that leaving certificate examinations have an unimportant place. In the industrial high schools, for example, the four years' course, attested by the leaving certificate of the Head of the school, is accepted by commercial houses generally as equivalent of apprenticeship. Thus, once admitted to an institution, the pupil can turn his attention to education proper.

In the case of the United States the practice is, for the most part, to have no public examinations whatever up to the higher degrees (Master and Doctor). There are public examinations for the Civil Service. The principle as laid down in most States is that the examination is a substitute which must be employed only when the alternative procedure is unduly expensive. Schools and Colleges are so standardised and so lavishly supported financially (comparatively speaking) that it is possible for the student to receive at every stage sufficient attention from his teachers and professors to enable them to know precisely how satisfactory is his progress. The sufficiency of teachers is also a factor; this enables the teacher to have time to carry out the formal, administrative side of his duty adequately, and to report minutely upon the condition and progress of his class. Thus the establishment of a curriculum based on the examination is unnecessary. In the case of those higher branches of learning, where experiment, originality and individual resource are such important elements in success, it has been found impracticable, for lack of money, to abandon the examination. For example, in the case of candidates who wish to enter the State Food Laboratories it is obviously impossible to have a school especially designed to train the few men and women intending to fill such posts; so the examination is substituted. But even here the principle is clearly recognised that the test set may well be passed by the less fit and may hold back a really good candidate; and so it is laid down that the successful individuals shall be accepted provisionally—a sufficient indication as to the low estimation in which the examination is held as a means to the desired end.

I shall shortly describe in detail the methods employed to relegate the examination to its proper place; but it may here be noted in passing that that the stage at which the examination plays so disastrous a part in India—the School Final or

4. The example of the United States of America.

5. The American system detailed.

Matriculation,—is made exceedingly easy and sure for the student by the American system. The arrangement between the schools and the Colleges is that the former shall be accredited to the latter. Let us look at the case of the University of Wisconsin, and the high schools round about it from which it draws most of its students. There are about four or five hundred of these, some in the State of Wisconsin and others in the surrounding States, Illinois, Minnesota, Iowa, and Michigan. Each of these States has its own degree-granting University, or two or three or more of them. But it often happens that a student for some reason prefers to attend some other University than the one in his own State. Now all of the high schools in Wisconsin are accredited to the University of Wisconsin. That is to say, any pupil of the high school who has completed the four years of work and is certificated by the Principal of the High School on the results of his day by day work for four years is admitted to the University without further delay. Occasionally the University may examine candidates in a specific subject or two if it has been found that the Departments in the University dealing with these subjects report that high school candidates have been weak in this respect. Thus in my year of entrance the University of Wisconsin examined candidates only in English and mathematics. Even then the test was exceedingly easy and I heard of no failures. Some candidates for admission were marked as weak and had to do specially well in these subjects during the first University year; and this, I take it, was the real object of the papers. The neighbouring high schools in other States are accredited in the same way. Thus the towns in Northern Illinois are accredited to all the Illinois Colleges and Universities, and are also specially accredited, for the convenience of their students, to the University of Wisconsin. In the case of schools far away from Wisconsin the procedure is also very simple. For instance, in a certain year a young man turned up from a High School in Portland, Oregon, about two thousand miles from Wisconsin. He was the first student from that school. The Wisconsin authorities, following their usual practice, set him special papers. He passed these without much difficulty, and not only was he admitted, but from that time on his school was also accredited, and future students were freed from the incubus of an entrance examination at Wisconsin.

The schools and colleges adopting this system and so allowing for the practice of the right principles of education must be a unit. The Society for the Promotion of National Education proposes to supply just such a block of schools and colleges and Universities, so that Indian children may be educated instead of crammed, and so that the better day for education so obviously approaching in India may dawn with a good type set in advance by drawing upon the best from the education systems of the advanced countries and incorporating this best into a working scheme for India.

6. Standardization is necessary

These pages are intended to set forth the method to be employed in admitting, grading, advancing, retarding and issuing certificates to children without having recourse unduly to examination. It is assumed that the scheme detailed will be applied in schools whose division and classification of pupils, whose curriculum, and whose administrative methods are, generally speaking, of one type, namely, that specified by the Board of National Education.

7. The scope of these pages.

Teachers should be-grudge no labour which results in giving to the children in their charge an education that is natural and easy; and the miserable pay upon which the profession as a whole works testifies that here one finds the instinct of self-sacrifice. An overweighting of method is as harmful as absence of it; yet even the happy middle way involves clerical work, which must be looked upon as a necessity in these days of universal education and crowded schools. But it must always be remembered by the Head—not that he is likely to forget, for the fact is so obvious to him—that because teachers vary so greatly in their capabilities and way of working it is necessary to relax rules toward some and pull them tighter for others. Thus one efficient, keen, swift teacher needs to mark much less than another less efficient. In what follows the object has been to describe what should be done by the average teacher in the average class in large schools. Small schools will, of course, need less detailed records. And in any school, large or small, the Head must be the final judge as to how much of a marking system he needs.

8. Some clerical work necessary



## CLASSROOM DEVICES AS AIDS IN GRADING

THERE are, first of all, certain points to be noted in arranging the classroom. The teacher's desk

9. General classroom arrangement.

should not necessarily occupy the centre of the front of the room, but may be put in one corner. The object of this is to leave the whole black-board space freely visible to the pupils. When the teacher is sitting at his desk during formal whole-class occupations he should not be attempting to hold the attention of the students; to do this he should always be on his feet. It follows, therefore, that the most suitable position for his desk is the side of the room. The opposite front corner may be occupied by the monitor's desk, which should be of a special type, rather larger than the desks of the other pupils. The room should be adequately equipped with locker space, preferably built into the walls, as this makes a more vermin-proof construction. The lockers are intended to hold the class notebooks and exercise books, supplies, etc. They form an important part of the equipment necessary for efficiency<sup>1</sup>.

<sup>1</sup> *Note on classroom equipment:* In the case of small children active pursuits should be undertaken on the floor, but small tables may be provided if the occupation demands this. In the case of quiet occupations, such as drawing and writing, if chairs are not used, little tables must be provided at least, so that the spines may not suffer distortion, and so that the writing may be taught according to the accepted rules. These remarks apply to pupils in the sixth and seventh years. In classes up to the tenth year the furniture of the room should continue to be quite simple, and all of it except the masters chowki or desk should be removable, so that co-operative studies and games may be carried on in the classroom. When desks and chairs are used in formal work later the arrangement should be in columns, with aisles between each.

Furniture fastened to the floor is not undesirable in higher years if the classrooms be large enough to give space also for the whole class to gather round the teacher, either standing or sitting on the floor.

The type and arrangement of schoolrooms will receive detailed consideration shortly, in a separate booklet.

When seats are used, children should be seated neither according to their conduct, nor according to their ability. It is the custom in some schools to put the best boys and girls in the front row, the weaker next and so on, until the back row contains the dullards and laggards. From the examination and cram point of view this is ideal, but nothing could be more unsatisfactory from the education point of view. The slowest portion of the class is farthest from the teacher, and all the children who sit in the back, even though they may not be really stupid, struggle under the weight of inferiority implied in their position. The back of the room is a nest of talk and intrigue, and because it is so far away it is difficult to control. The right arrangement is to mix up the pupils indiscriminately unless some special development makes some other plan necessary. The alphabetical arrangement works well. It may sometimes seem desirable to award the back-rows to the children who are good and who do well, or at least try hard. This brings the dullards to the front, where they are more constantly under observation, but it makes it more difficult for the teacher, because he has constantly impressed upon him the slowness of the most backward pupils.

The front of each column of seats should be a row of seats without desks. These are useful for children who need special attention during a recitation by the class.

As an encouragement, the best work of the class in drawing and map-making and the like should be hung upon the walls. In the case of the younger children a good deal should be selected for exhibition in this way, so that encouragement may be general; indeed in the first class or two all the work should be hung up at first, and the encouragement thus be made quite general. As the children grow older the standard should of course be steadily higher, until in the high school only work of real merit should have a place.

The books which the master keeps are the following: one for the attendance and the marks in all subjects, including games and physical exercise; a second in which a private record of a personal nature about the pupils is maintained; and a third, which has

10. Seating of the children.

11. Exhibition of work.

12. Master's records.

in it the detailed syllabus of the class for the whole year carefully worked out by the Head and his assistants and definitely assigned to that class, and space for the daily recording of progress. The detailed description of each of these books follows, and in the body or pocket of this manual will be found specimen pages from which copies may be made, or orders entered from printers and publishers. The precise use of each book will be described under the heading "Class Practice".

*The Attendance and Mark Book* is a thin volume of ruled pages intended to last a year. A double opening (four pages) is arranged to give space for marks for a month, and all the double openings are uniform. The first double opening is set aside for the attendance of the class for the whole year. The next contains the names and marks for the first period, the second for the second, and so on. At the end of each term space is employed for a summary of the term, and at the end of the book an opening is set aside for a summary of the year and the final marks, with memoranda about promotions.

*The Personal Record Book* is a volume kept for the personal use of the teacher and the Head. It contains a record of the child's special difficulties and history, memoranda of visits paid to his home, notes of correspondence with the parents upon particular subjects, notes of the condition of the child's home life, with plans for the improvement of tendencies. This volume is not concerned with the establishment of grades as a matter of definite figures, but in a well-managed school it forms an important auxiliary in the grading of boys. Teachers who take a definite personal interest in their children and who therefore attempt to cultivate the friendship or the acquaintance of the parents know that some pupils suffer from the most amazing disadvantages which cannot, obviously, be estimated until they are understood. I have known of a case where a boy was rated a fool by his teachers. He struggled hard to keep up with the rest, but he was sleepy in class, timid, and seemed "half there". It transpired that his father was a heavy drinker and that the family was kept awake and in a state of terror night after night. The boy was beaten and had often in self-defence to sleep outside and away from the house. Sometimes he was at home with

the special purpose of protecting his mother. In spite of these and concomitant obstacles he toiled on day after day. A teacher who maintained a Personal Record Book looked into the case and discovered all the facts. The result was the lad was looked upon in a vastly different light, and help was given to him instead of abuse and nagging.

In *The Syllabus, Class Diary and Record Book* (commonly called the Record Book), the first page is reserved for the class time-table. The following pages contain the class syllabus issued by the Head (who retains a copy in the office), pasted or written down here for constant reference. The pages which follow are divided so as to give room for the allocation of the syllabus week by week, and space also for each teacher to note each day whether he has accomplished what he has assigned to himself. This portion of the book is ruled as shown in disproportionate miniature here.

Monday 10th	Tuesday 11th	Wednesday 12th	Thursday 13th	Friday 14th
1				
2				
3				
4				
5				
6				
7				

THE RECORD BOOK (DIARY AND RECORD PORTION).

The days of the week and dates are across the top, and down the side are the numbers of the periods (in little squares). In the oblong spaces the teacher writes each week, *in advance*, from the syllabus in the front of the book, the work he intends to cover. Each day he signs and dates (in the little square left blank in each oblong) to signify that he has completed the portion. If he fails to complete it he leaves the square blank until the next time, when he signs and dates for both days. If the number of days or periods differ the arrangement of the page must be made to accord.

The class devices include the Report Card and Home Life Report, of which specimens are given in the pocket; and forms which are sent in to the office by the class teacher.

16. Reports to parents and vice versa.

The form of the attendance report slip appears on page 18.

The mid-term, term and annual reports to the school office are made up in this form.

REPORT OF .....CLASS FOR ..... ..ENDING... ..

NAMES	MONTHLY MARKS	EXAMINATION MARKS	FINAL ANNUAL (or Term or Mid-term) MARKS	REMARKS (whether to be advanced or retarded and special notes.)
Swaminathan Pillay...	80	76	79	
Govinda Das	68	51	62	Advance him on probation. Is steady worker.
Etc. ...		...	...	...
Etc. ...	...			

In the case of the annual report, the memorandum on the state of affairs as revealed by the examination is separately appended. Of course mid-term and terminal report show marks only, without recommendations about promotions, "Monthly

marks" is the general average of the boy, for the period in question, before the examination marks have been taken in.

Special minor devices will be dealt with under the heading "Classroom Practice", but the post of  
18 Monitors. monitor deserves attention as one of the methods of particular merit in the middle classes of the school, say from Class III to Class VIII inclusive. The custom of appointing a monitor is well known, but it is not so generally nor so successfully carried out as it might be. The practice should be to let the class, for the most part, choose its own representative for this post. The teacher may give a list of the eligibles, as the monitor should be one of the pupils who is sufficiently good in his work to permit of his performing the extra duties which fall to him. He should be seated in some special place, and have a desk rather more commodious than the other desks.

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## GENERAL CLASSROOM PRACTICE

MARKS should never be given on any except the percentage basis. For casual marks given on replies to oral questions, or in brief papers the total may be ten, or a simple multiple of ten since these are easily convertible into the hundred. But totals of any sort, whether for month, term or year, should have 100 as the maximum. The adoption of such a standard makes it possible for a school Head to comprehend without difficulty the books he has to inspect from time to time; and in a National system some standard is essential. In assigning marks the easiest method is also, of course, the simplest. It is to arrange the totals at the top of the column so that when added up they will give a grand total of a hundred. The following is an illustration of a month's marks given in reading and recitation. The first column is the class register; the second to fourth, inclusive, the marks assigned on replies to oral questions during the month; the fifth the marks gained in an hour specially devoted to a test of reading and recitation, to see how the class had progressed; the sixth (which should, in a real register, be entered in red ink, here indicated by black face type) shows the marks for the month, as reported to the child's parents and as recorded by the teacher as one of the definite elements which will go to make up the year's marks.

19 Marks · the per-  
centage system.

## PORTION OF A MARK BOOK PAGE

SUBJECT		READING					RECITATION				
Date		3rd	10th	22nd	28th	Month	3rd	11th	18th	29th	Month
Names	Maximum	10	10	20	60	100	20	20	20	40	100
Swaminathan Pillay		7	6	19	47	79	13	11	11	30	65
Govinda Das		6	4	12	60	82	14	9	9	34	66
L. Raghavendra		9	8	15	51	83	18	17	18	35	83
T V. Rama Rao		8	7	10	30	50	9	12	15	24	60

Consideration of the maximum marks for reading will show that the marks of the 3rd make up one-tenth of the month's total, those of the 10th another tenth, those of the 22nd (a slightly more searching test) two-tenths, and those of the 28th six-tenths—because a whole hour was devoted to definitely testing the class in this subject. On the 3rd and 10th a child might have had a difficult passage, or might have been unprepared. To give the marks of that day, therefore, anything except a fractional value would lay the teacher open to committing possible injustices.

The oral question forms a large part in ordinary classroom procedure, and is an invaluable element in teaching. It is established in education that it is better to lead the child mind on to discover the new thing than to bring the new fact or principle to the pupil as an assertion. Children, naturally and rightly, are machine guns loaded with questions. A successful teacher makes use of this tendency and encourages the child to ask its own questions of itself. Answers so won are to be prized above answers won from some one else, for the effort brings a mental centre into active being, while the answer from the teacher may or may not have this effect. Now the oral question, so employed, is quite distinct from the oral question used to discover how much of a lesson has been assimilated and how much remembered. It



follows therefore that although a class may be questioned and taught all through a period, the lesson hour should have three parts, namely, the review of the previous day's work, the advance lesson, and the review of what has been accomplished when the hour is drawing to a close. The relative proportions to be maintained depend upon the subject, the class and other varying factors. A lesson of a previous day may be reviewed sometimes by being referred to casually at the beginning of a new lesson. Questions intended to determine how much has been remembered are asked at the beginning of a period, and these replies depend upon both memory and understanding. Replies elicited immediately after an advance lesson has been covered involve less memory. It is at these two portions of the teaching period that questions should sometimes be asked with a view to assigning marks incidentally. How frequently marks should be thus assigned depends somewhat upon the subject in hand. Arithmetic, obviously, can be always graded if desired. Reading is a subject in which the taking of marks frequently is of much less value, because improvement is slow, sometimes almost imperceptible. Generally speaking the rule may be followed of giving marks all round the class once for every four or eight times in most subjects. But if progress has been slow in some subject more time should be devoted to teaching. A great deal depends upon the manner of the teacher. If he is himself alert and precise and business-like then he imparts vim and energy to his class. Such a teacher can make a shrewd estimate of his pupils in a single round of a couple of casual questions to each child. At the beginning of the year, when the new class is in his hands, and the names and capabilities of the children are not well known, oral questions and replies are much less certain as a guide to what the child knows. After the first three or four weeks this difficulty disappears. And by the end of the year, of course, the teacher knows, as a result of his oral and written questions and answers and his intimate personal knowledge of his charges, precisely how much each boy or girl is able to do.

As the months of the year go on, the accumulation of marks in this manner makes an exceedingly sure index not only to the relative positions of the students in any one class but in the whole school. If a group of schools work on the same principle

2F. Written questions.

and the same syllabus it is obvious that in the long run the marks of one school can be accepted at another school. However, to make certain that a serious lack of memory may not neutralise the advance made it is desirable to have a review of the work at the end of each term and a written examination immediately after. Such examinations should never, unless it is quite unavoidable for some special reason, be carried on outside the usual classroom. When quite necessary, because of a shortage of teachers or other cause, a number of classes can be seated together for an examination. Under such circumstances the atmosphere of competition and strain may be imported into the work. School children should not be subjected to these.

The questions in this case are in writing and the replies the same, of course, except for reading and like subjects. The questions should be prepared, when possible, by some teacher other than the one who has had charge of the class during the term or year, but the children need not be aware of this. The examiner must take care to ask nothing that is not implied in the syllabus of work actually done by the class. There is a custom in some schools to lay before the boys and girls question papers of so searching and complex a type as to ensure that not more than one child in twenty will score more than eighty per cent of the marks. The examination, in that case, is a useless ordeal. The majority of the class looks at the paper in utter despair, convinced that they have forgotten nearly everything, and under such conditions of gloom the mind refuses to work at its best. The theory that an examination should be difficult to allow for the brilliant boys to have honours and distinctions is a survival of the cram method, and is to be condemned. If the questions are limited to the work actually done during the term or year, and nothing is asked on elements not properly implied in the syllabus, then the majority of the class should answer about seventy or eighty per cent of the question, allowing something for right method and wrong result in some cases. Thus two or three children will get fifty-odd per cent, three or four sixty odd, and the rest seventy and above. The best students should get more than ninety per cent out of the possible hundred; the very best ninety-five and over; this may constitute distinction if distinctions be desired.

When these papers have been corrected the master has before him the totals that were made up month by month (eight or ten in the case of a year's work; four or five in the case of a half-year term), and these examination marks. Once more he must take care not to give the examination undue value. In order to ensure this the half-term's, term's or year's marks are made up in this manner: (1) the marks of each month in each subject are added together; (2) the total is divided by the number of months; (3) the result is doubled; (4) the examination mark is added; (5) this sum is divided by three.

By this method the examination is made one part in three, and a year of good work is not ruined by the mischance of an examination, nor does a lazy boy or girl have opportunity to make up for a year of idleness by a sudden spurt at the end.

The resulting marks are an accurate measure. They are entered in red ink on the last page of the mark book.

#### PORTION OF AN ANNUAL SUMMARY

*(The same system applies to mid-term and term marks except that the first column under each subject is used for the average of the months.)*

	READING					Recitation and other subjects as with reading are added and averaged to give general average	General Average
	Average of Months	Twice this	Exam. Marks	Total	Year's Mark		
Maximum ..	100	200	100	300	100		100
Swaminathan Pillay ..	80	160	76	236	79		81
Govinda Das	68	136	51	187	62		70
L. Baghavendra ..	73	146	91	237	79		71
T. V. Rama Rao	87	174	59	233	78		77

*Remainder of the class follows, and at the bottom of the page appears the averages in each subject for the whole class :*

Total (25 children)	1,827	Etc.	Etc.	1,938
Averages (25 children)	73	Etc.	Etc.	77 5

The mark book is handed in to the Head at the end of the term or year and thus he has before him the detailed record of all his children.

A great deal of labour may be saved by employing the monitor in computing marks each month and at the end of the term or year. He may have an assistant, and with two or three children at work a sufficient check is maintained against errors. The pupils thus honoured will delight in seeing how the various members of the class are faring, and the task will prove useful to them as a exercise in arithmetic, with an added delightful sense of intimacy with the teacher and a consciousness of usefulness.

In the case of copy books, written arithmetic and the like, certain standards should be observed throughout the school as to arrangement, dating and so on. The boys and girls should follow these standards in the lower classes, and slight reductions should be made in marks where the pupil fails to follow the standard after reasonable time has been given for practice. In marking such exercises the teacher should correct as little as is consistent with progress. Instead of writing in the correction he should merely indicate that there has been an error, unless it is the first time the mistake has been made, or unless the correction is beyond the average pupil's ability. The same mistakes made by half or more than half of the class should be taken up before the whole class. Standard correction marks should be used throughout the whole school. Every exercise should be graded, and as many of these grades should be taken into the mark book as may seem desirable.

It may be noted in passing that exercise books should not be regarded as copy books; they should continue to be used in their original, corrected state.

All copy books and exercise books and examination questions and replies should be kept in the class locker until the end of the year.

In the case of some subjects, such as the literature of some classes, it is desirable to take into account what reading has been done by the pupil. To ensure this the school librarian should have a system whereby these older children are guided to read suitable books, and the amount and kind of reading reported to the teacher of the subjects in question.

29 Collateral reading.

Absence from school, if frequent, has a detrimental effect upon education and the child's progress. This is brought to the notice of parents by the report card, which contains a paragraph

30. Effect of absence upon marks.

dealing with the importance of regularity in attendance, and shows, each month, the number of half days of absence (see the specimen form). In addition to the natural effect of interruptions upon the progress and hence upon the marks it is desirable to make special regulations about absence at the beginning or end of the year or term. Parents unknowingly take children away before the school year is ended, and they thus lose the valuable review which concludes the session. Sometime children, without good reason, come late, after the term or year has begun. By this they start handicapped, and delay the whole class. Absence at these times may be specially dealt with when necessary by lowering the grades proportionately. The master or mistress will report the absentees daily to the office upon the attendance report slip. This brings delinquents to the notice of the Head, who will deal with them in a manner to be outlined.

ATTENDANCE REPORT SLIP

ABSENT

		A.M.	P.M.
1	.....		
2	.....		
3	.....		
Etc.	.....		
Date	..... Class .....	..... Teacher .....	.....

Conduct is also a subject upon which parents should be kept informed by means of the report card and the special letter. But misdemeanours should usually not be allowed to affect the marks unless the wrong be dishonesty. And in any case the positive attitude should always be assumed that the child means to do the right thing. In consistence with this the teacher should invariably try to correct by praising the good rather than by condemning the bad. The whole question of the politics-side of the school-child's life comes in in the determination of the marks for conduct. It is not enough to consider whether the boy or girl possesses that negative virtue which enables him or her to "be good". The teacher should look out for and encourage by every possible means tendencies toward co-operation, social service, active participation in the service side of Scouting, the child's right conduct on the games ground, and the like. In this connection the paragraph which follows should be considered by the Head and acted upon as far as possible. There are numerous small things which go to make up character, and in respect to these the most painstaking labour only will produce a result. But if the social effect of personal cleanliness and the like be impressed upon the class, and if the earlier years are rightly employed to bring about a real result, the work of the teachers in the later years is vastly simplified.

The modern school system divides the supervision formerly exercised either by parents entirely, or exclusively by the teacher, and as the methods advocated in the school not infrequently differ from those followed in the home there results a curious divorcement of intellectual and theoretical instruction at school from the practice in the home in the case of certain phases of child life. The obvious solution is to draw these two authorities together. As to marks, a useful scheme is to issue to parents with the report card each month a report slip of this kind with a printed note to this general effect prefixed :

The Head of Shivaji School will be glad if parents and guardians will assist him by signing this form as a proof of its general correctness when his or her child or ward presents it for signature each week. A cross (X) should appear in each square on the day when any particular task has been performed, and a naught (0) in every other square. Please do not sign the form unless it is presented in this form for signature.

HOME LIFE REPORT OF

For the week ending .....

	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	TOTAL
1. Special good turns								
.....								
.....								
.....								
2. Regular home duties								
.....								
.....								
.....								
3. Personal duties								
Bathing								
Cleaning teeth								
Sleeping with open windows								
Going to bed before 9 o'clock								
Total number								

I certify that the above is a correct record.....  
 Signature of parent or guardian.

Since the use of this form can hardly be made compulsory it may seem as if no account can be taken of the child's home life in awarding marks. However, as a matter of actual practice it is found that nearly all parents and guardians are willing to make out such a form when they come to know its use. At first there may be some reluctance, but if the teacher who is in charge of the class has a real interest in his children he can easily secure—keeping in view the personal record of his pupils as noted in his Personal Record Book—the co-operation of the fathers and mothers or guardians. The use of this sheet may be left to the master, but if it be introduced in a class it must, of course, be sent home to the parents or guardians of each child each month, unless they definitely decline to assist by filling it out.

Physical exercise pursuits are a legitimate subject for the awarding of marks. In this case, however, the natural advantages of some children are so disproportionately great or small as compared with the average that these grades should not be taken into the other totals, by the Head, in making up general averages. It should be laid down, however, that failure in respect to this subject may necessitate retarding the child's progress. It is wrong to let a child go on who is physically unfit to take up the heavier secondary work for which he must have strength and health. It therefore follows that if the Head is satisfied that failure in physical exercise is so marked as to betray dangerously low health he may indicate this to the parents in due time and act as he may deem wise in advancing or retarding the boy or girl.

The report card should go to parents and guardians each school year, quarter or month by month. Thus informed there can be no cause for complaint or surprise if, by some chance, a pupil is not promoted. If a parent is not pleased with the progress made he may take early opportunity to visit the school to discuss the matter with the Head or with the master. This is most desirable.

The Syllabus, Class Diary, and Record Book was mentioned as one of the devices which is employed in connection with grading. Its chief use is otherwise, but it affects the subject in hand. It forms a basis upon which marks may, if necessary,

33. Physical exercise marks.

34. A periodical report to parents

35. The Head to moderate marks.



be moderated for a whole class in their entirety by the Head if, in his opinion, such moderating is necessary in order to make the marks of that class conform to the standard usage. Thus if a teacher for some reason has made in one year much less progress in the portion assigned to him than some other teacher has, and has had, therefore, more time to devote to the material actually dealt with, it follows that his class should have, other things being uniform, less credit as a whole than another class of the same year which has covered more of the syllabus in, presumably, as thorough a manner. Such moderating of the marks of a class will have no effect upon individual boys, and they need know nothing of the matter. It is merely a safeguard reserved to the Head for application when he thinks that in establishing general averages for his school he must take one or another set of marks as representing less in actual value.

In the case of prize-givings, it is a general custom to hold special examinations intended to be the basis for the awards. Obviously what applies to the serious business of promotions applies as much to the less serious business of prize marks. Prizes should not be given upon the results of a single examination alone, but if it be thought well the marks so won may be taken as half the total for the year. This will give the examination sufficient importance and yet safeguard those by no means uncommon children who can never do their best work under stress.

Children come to the school at the end of the fifth or sixth years, or are sometimes transferred from some other school. Such children should be examined physically, but the general question of the school clinic need concern us here only as it affects the subject in hand. It is obvious that physical condition is an important factor in determining progress, and that many children receive lower grades because they are underfed or otherwise unfit to give proper zest to their play and attention to their work. A portion of this manual outlines the simple essentials of the school clinic for newly admitted children and for the periodical examination of the whole school. In justice to the child a full system of physical examination should be put into practice as soon as possible. It is a rare town in India which

cannot provide one or more qualified medical practitioners and others who will, for the sake of the nation, and for the joy of the work, serve the school as Honorary Physical Inspectors. The immense importance of this part of the administration of the school warrants the Head to spend whatever money may be necessary in installing suitable equipment for this work; but as a matter of fact, except for advanced work of a technical kind, such as testing eyes for astigmatism, the materials needed for this work are exceedingly simple and cheap.

In the first period of school life and in the first part of the second also,<sup>1</sup> a useful system in connection with marks for conduct is the awarding of coloured stars on a portion of the blackboard set aside for this purpose. The names of the boys and girls are written in a vertical column. Opposite each is a horizontal column. Herein are drawn in coloured chalks stars for each specially good thing done by a child. The colour indicates the type of the virtue. Thus for prompt attendance a blue star, for self sacrifice in some childish episode a red star, for willingness a white, for frankness a violet, and the like. Two or three colours may be reserved for special use when a number of stars accumulate. Thus ten violet stars may be converted into a green one. Then, at the end of the week or fortnight or month, instead of depending upon an errant memory the teacher has a record before him which has served at the same time as a stimulus to the class. It may be said with apparent justice that from a high moral plane this practice is to be condemned, as it tends to make children try to do the good thing from a selfish motive. But we cannot expect humanity, and especially the little children, to rise at once to those selfless heights of abnegation where duty is followed from a knowledge of the Divine Plan. A great deal, furthermore, depends upon the manner in which the teacher makes use of this device. He should try to make it a just record, not a set of awards. The colours chosen above are all those which a child at this age must be learning to identify and distinguish. Thus by this scheme the class learns about colours, is encouraged in the good and gains confidence in the teacher.

<sup>1</sup> See *Principles of Education* for the various periods of school life.

In this first period it is also important that physical characteristics and defects should be watched with loving care, the undesirable corrected and the desirable encouraged—particularly the latter. Thus such matters of conduct as involve personal cleanliness should never be passed over whatever lesson may be indicated on the time-table. The teacher should have by him, and should see it used daily, a supply of soap and water, with the necessary implements for cleaning the nails as well as merely washing off the surface dirt of the children's hands. Children arrive at school dirty, but no child should come to the classroom dirty. Allowance should be made, in estimating conduct, for the condition of the home from which the child comes; but with opportunity for cleanliness at hand, and after sufficient training, excuses for dirty hands and feet need not be accepted. After modelling and pasting and other messy occupations a great game can be made of cleaning up, and it is not long before the children are immensely proud of their spotlessness and pass on to the goal desired by the teacher, where they are positively uncomfortable if they are dirty. It is amazing to see how quickly this reform can be accomplished when it is definitely attempted.

In general it may be said of this first, chiefly physical period, that marking and grading forms an inconspicuous and unimportant part of the teacher's function. It may be carried on, but as the work is so little in the emotional and mental worlds it follows that progress can best be measured toward the end of the two years which compose this time. And as children at these ages seldom change from one school to another, the general instructions of the teacher to the Head in connection with advancement are quite enough. She should, of course, hand on to the teacher who will next have charge of the children all the personal records and special information which will assist the new teacher to understand the new class. (See *Office Devices and Practice*, paragraph 55).

In Classes II to VIII inclusive, grading and testing take on a more complex and increasingly important phase. But at this emotional period it is also the duty of the teacher to call for the utmost co-operation and public spirit in the class,

since this is the Politics-Side in the emotional period. Thus the work of mark-taking is greatly reduced, especially as a monitor and perhaps an assistant monitor stand ready to give special help. A good practice is to have the members of the class exchange books with one another in subjects like arithmetic and spelling. The teacher then reads the correct method and answer or form and the children correct one another's exercises and mark them. This is a pleasant experiment and saves a great deal of time. It will be remembered in after-life by the children as one of their delightful experiences in the classroom, when the teacher actually delegated power to the children. No fear need be entertained that mistakes will be made—the owner of the book will see to that!

In the case of terminal and annual examinations in this period (as mentioned on page 15) it is well to have the paper prepared by some teacher other than the master or mistress who has been teaching a subject in the class—best of all, by the Headmaster. Precautions must be taken to ensure that unduly difficult or easy papers are not set, and that the work covered is alone the subject of examination. The grading of such papers may or may not be left to the class teacher. Reports to the Head are dealt with later. The form of report will be found in the manual.

In the case of the third, chiefly intellectual period, it is obvious that the number and difficulty of subjects has greatly increased, and that more detailed work is rightly expected from these teachers. The difficulty is partially offset by having three or four masters for two classes, but even then the amount of work is unduly large. In order to obviate much of the work in connection with the assignment of marks the teacher now gives fewer marks on the basis of oral questions and has a larger proportion of papers written in answer to questions, or of essays in language and like subjects, and of written problems in mathematics. Indeed the assignment of marks on the basis of oral questions may be given a second place at this stage, but it should be retained.

In either case this period is important in the matter of technique. That is, method, appearance, style and other formal matters must greatly reduce the marks of a paper if they are unsatisfactory. It is presumed that the fundamentals of writing, spelling, composition and manuscript arrangement have been learned. Errors in these are therefore less forgivable than errors in the actual substance of the reply. Directions given by the teacher should be scrupulously followed by the student, and departure from instructions (for example, taking all questions in a test paper where it is specified that only certain questions should be taken) should result in discounted marks. The importance of this arises from the fact that in the apprentice stage in after life in the world the young man must be able to follow instructions minutely, so that he may be trusted as an assistant. The same rule holds good in every subject, whether it be games and physical exercise or laboratory practice. Throughout the second and third periods of school life neatness must be considered in giving marks. In this connection the teacher may well take into account how the child keeps his notes. These are as much a part of his education as the work upon which he recites lessons. If the school provides note books of a standard kind, and even if it does not, some sort of memoranda, especially in the higher classes, are necessary so that the pupils will know what they are expected to do on future days.

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## OFFICE DEVICES AND PRACTICE

It is rightly acknowledged that the character of a school is to a large extent governed and frequently wholly altered by the character of its Head. Examples of this profound influence are within the knowledge of all of us: Dr. Arnold may be mentioned as a celebrated case. In earlier times, before the coming of the printed page in the fifteenth century, this personal impress was more easily given to pupils and was more profound and lasting because a master taught only a few boys. He could only deal with those within sound of his voice, and the system of the text with lectures to large numbers, as we now have it, was impossible where only the master knew the whole. In those days the youth followed a very different procedure. In India, in Greece, in Rome, in Northern Europe the lad was taken by his parents to the teacher's house, to live there until he had been instructed. His teacher was thus at once father and master to him. So from a great teacher came great pupils. Now all this is changed, and is steadily changing. Where an able teacher had one or two-score under him he now has five hundred. Whereas he then had his pupils close to him, now they are so numerous, and are so little a part of the day with him—even with his assistants—that he is no longer the father and guide to them that he was then. Under common circumstances the Head of the modern school must be content to retain touch intimately with a few pupils and be out of touch with the others, or he must be slightly in touch with all of them, and be really close to none. Nor is there compensation by the gaining of closer co-operation between the teachers and the parents. In short, the printed book has made cheap

or free and compulsory education possible, has crowded the schools and driven the master, and especially the Head, into a position remote or exclusive; and this same printed book and modern transportation have made it possible for children to attend school daily from their homes. Thus they are partly under the influence of the school and partly under the influence of the father and mother—a situation likely to result in the decay of that fine culture which exists among the educated. Now we have “large learning and small sense”, as Dickens foresaw we should have.

We ask ourselves what is the solution. Obviously it is for the Head to employ the same device to restore him to his old position as drove him from it. He must use the printed page and all that it makes possible in school organisation to bring him into close touch with his masters, his pupils and their parents.

On this account it is coming to be rapidly and generally recognised that the office of a well managed school is of very considerable importance, and the progressive Heads of large schools have in turn influenced others generally. It is now fairly established that a large school without a sufficient office system is sure to suffer in its teaching as well as its general welfare. Admissions unwisely made; boys and girls assigned to classes for which they are unfit, or which are unfit for them; touch lost by the Head with his students, except the few he may himself teach; the delegation of undue authority to inexperienced assistants; touch lost by the Head with parents; overwork of the Head because he does not manage his business in an orderly and established way; overstrain and waste effort on the part of the assistants because the Head is too busy to give them guidance, or because the lack of system duplicates work in one direction and causes hiatuses in another—these are some of the evils which are largely traceable to the weakness of the office method. We shall deal with the office only as it affects the subject in hand, but it is noteworthy in the scheme here outlined that so close is the fabric of the organisation that practically every device (though its primary use may be something else) is involved in the work of grading, advancing and retarding the pupils. This is excellent proof, if proof were needed, that the system we are dealing with is a natural and simple

and therefore effective one; for it results in the omission of unnecessary elements which are concerned with only this or that one phase of administration. These unnecessary books and forms and files tacked on here and there as need arises are generally evidence that the system employed is basically wrong.

The clerical business which comes under the immediate jurisdiction of the Head is that which concerns the admission, promotion and withdrawal of students, communication with parents; supervision of attendance; maintenance of general administrative efficiency through the assistants; and the reception, through the Bursar or a clerk, of the fees. If there is a school store of books and supplies he must supervise the accounts. This is a matter of ordinary business management, but a short method of working the credit scheme will be indicated. The time will come when, in India, as in a state like California, education and school books will be supplied free, and we shall then have the present irritating elements of money payments banished from the school.

Parents who, on behalf of children, apply for admission to a school should be supplied with the Prospectus or calendar of the school (the calendar, rules, and the like) and an application form for admission. This form will be found in the pocket of this manual. It includes the child's full name and his age (this must be determined precisely from the horoscope or birth register), age, religion, name and address of father (or *legal* guardian), name and address of the person who is guardian in fact (if, for example, the mother is the guardian in the eyes of the law but delegates power to the child's uncle), and possibly the occupation of the father and guardian. This form contains a clause which reads, "I have read the Regulations of the . . . . . School and agree to their conditions." The object of this is to make sure that the guardian is informed in advance as to his duties. The form is then signed and dated by the parent or legal guardian, and the balance of it is filled out by the school authorities, in a manner which will be apparent as we proceed. . . .



The Head now has before him the child and the application form. If the prospective pupil comes from another school he should be supplied with a leaving certificate from that school. In either case an admission examination should be made, but such examination should not be, especially in the case of quite young children, of a kind which seems to the child an ordeal, for the results will then be quite misleading. For this reason the examination of applicants should be delegated to the most kindly of the assistants, who will get the confidence of the candidate before he begins to ask questions intended to determine the grade in specific subjects. The nature of these questions and tests will be separately indicated later; the present common practice in schools is sufficient guide for the general determination of the candidate's grade. (Excellent standards are indicated in *How to Teach*, by George Drayton Strayer and Naomi Norsworthy, The Macmillan Company, New York, 1917; but of course such standards have to be adapted to Indian conditions).

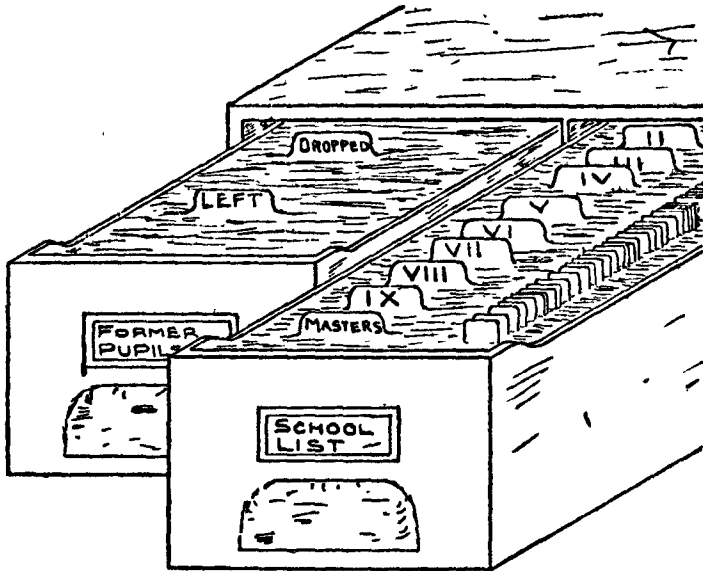
The examination having been concluded, an entry is made on the line "Assigned to . . . ." by the Headmaster, showing the class for which the child is fit, and on the line "Remarks . . . .", if there is anything special to be noted; a number given from the admission register; and the form is initialled in the square marked (in quite small letters) "Headmaster". Upon the slip at the bottom of it have also been written the child's name, class, admission number and amount of fees due. The Head then receives it. Having found the entries in order, he initials in the square "Head", and tears off the bottom slip. This slip now circulates, while the upper portion is retained in the office and entered (1) on the admission register, and (2) on the index card of the card catalogue system. The bottom slip goes to the clerk, who collects the fees and the amount due for books supplied (if any), takes the name into the attendance register, and fee ledger, and initials "Bursar". It then goes to the Form Master or Mistress who initials "Master," takes the child's name and number into the class register, and sends the slip back to the office, where it is attached to the top of the upper portion and thus completes its round. When this operation is finished the Head is assured that the child has been properly examined, his name taken into

the books, his number and form given, fees received, and his name taken into the class list as well.

The form is not filed until the physical examination has been made. This is sometimes delayed until the child is at home in his new surroundings, as it occasionally happens that shy children are so terrified by the ordeals through which they pass on the first day that they have ever after a prejudice against the school clinic. It also happens sometimes that the school Physical Inspector is an honorary worker and cannot be on hand on the admission day.

The form is also used as the source of information for the card catalogue system, which may receive our attention at this stage. This is a set of cards of which a specimen will be found in the pocket. The size there shown is the standard the world over. Larger cards are 4×6 inches and 6×8, but these are wasteful sizes and are therefore seldom used for this particular purpose. It is desirable to adopt the standard size, since this has been determined, after much experiment, as ideal. There is a card for each child.

They are arranged according to classes, as shown in the diagram, and within the class the arrangement is alphabetical. The targets are coloured and arranged to stick up out of the drawer at different places along the edge of the card. The Head then has before him, within the compass of a drawer of small dimensions even in a school of a thousand, the following information about each of his children: Name, date of birth, admission or index number, date of admission, religion, previous school, class to which the child was originally assigned, the name, occupation and address of his father or legal guardian, and the name, occupation and address of the guardian in fact, if different from the foregoing. There is room on this side of the card for new addresses and memoranda. (The information of the reverse side of the card will be dealt with lower down). The colour of the card shows the boy's nationality. Thus in a Tamil district the majority of the cards will be of one colour, say white (pale yellow is a better colour because it does not show wear quite so much), and boys of other linguistic districts, such as Telugu or Kanarese or Malayalam areas, are indicated by blue; green,



CARD INDEX WITH ONE SET OF TARGETS IN POSITION

red, etc. The targets serve to show, by the position on the card, various other things. Thus the first position on the left reveals free students; the second position members of the school scout troop; the third position indicates cards of boys who are in the school hostel; and other needs can easily be met. Furthermore, the targets in one column may also vary in colour. Thus, in the case of the scout troop tenderfoot scouts may be white, second class scouts blue, first class scouts red; in the case of free boys temporary appointments may be white, the others blue, etc. The card system is thus a most flexible device and serves to return the Head to a position of intimacy and accurate knowledge of his school. Unlike a book, even a loose leaf book, the card catalogue knows no limits of size or changes. If a boy leaves, his card is merely lifted out, his departure noted and dated, and the card put down into another drawer for future reference—not destroyed, since it is the key, for later references, to the whole office system, in a manner which will appear in due course.

The admission form has now served its immediate purpose and is set away on its left edge in a filing drawer or box. The slip torn from the bottom has been pasted on the very top. Thus the upper right corner of the form becomes the upper left corner in the file and there (if it be necessary to run through the admission forms) will be found the admission number of the pupil ready at hand.

53. Filing the admission form. During the course of the year matters of importance about individuals which come to the notice of the Head may be noted on the cards: thus, for example, the result of interviews with parents may be set down, notice of intention to leave, etc. All entries should be dated.

54. Special notes in the index. At the end of each half-term, term and year the Head receives from the class teacher a report form. (See paragraph 17). This contains the list of the boys in the class, the record of the marks gained and special information, if that be deemed desirable. The marks as reported to the office are the same as those reported to the parents and guardians as terminal or annual marks. These marks are entered on the back of the index card of each boy, together with the number of half days he has been absent and the date of the entry (that is, the date of the ending of the term or year). Thus the Head has before him in his card catalogue of the boys and girls, in addition to the information mentioned in paragraphs 52 and 54, the general average and attendance of each child at the end of the half-terms, terms and year. Now, at the end of each year there comes to the office from each class this same class list with the year's marks listed and the recommendations of the class master or mistress noted down as to the promotion or otherwise of each child. Where promotion is made on probation, the reason for the proviso should be shown; the same kind of entry should appear where it is the opinion of the teacher that the child should not go up. The Head now draws out the cards of that class and consults them, comparing them with the master's report. If there is some marked difference in any one term or other point of divergence between the master's report at the end of the year and the record of the child during the year, this is immediately obvious to the Head, who can then

discuss the matter with the teacher. When all the reports are before him the Head makes promotions on the basis of these, accepting the recommendations of the teacher in charge unless some special cause leads him to decide otherwise. He then enters on the cards his decision about promotions (and on the teacher's report, for the sake of completion) and sorts the cards into the new classes. He has thus, without special labour and with no confusion, been able to check the suggestions as to promotions on a basis of clear and circumstantial written records which extend back, step by step, into the whole record of the pupil. He is able to see on the cards the record of the child for years back. And he is ready at any time to satisfy parents who may inquire for details.

When a child leaves the school the Head removes the card from the drawer and enters on it the particulars such as, "Left to go to work", or "Entered . . . . . School", or "Died", with the date, and the amount owed, if any. He then places this card in one of three divisions in a second drawer. The divisions are marked "Left", "Dropped", "Died". The card is put behind the other cards in its proper division, and the name of the pupil removed from the registers, including the admission register, and his admission sheet (see paragraph 51) is also removed and endorsed, dated, and returned to a second file.

It frequently happens that a pupil leaves a school under some circumstances which made it impossible for him to take a leaving certificate. He may come back to the school after months or years for information. In that case it is simple to find his record amongst the cards, since these will all lie in the drawer in a chronological order, and by determining the approximate date the former pupil left and running through the cards of that time his name will be found; then by means of the index admission number all other information about him can be traced without difficulty, although most of it will appear on the card; and thus a belated personal certificate can be issued without difficulty.

Parents' names are also before the Head in the card catalogue. If a child is reported to the Head by the master for some repeated delinquency which the master finds himself unable to correct, the Head will see the child, if the circumstances

56. Procedure of removing name from rolls.

57. Belated leaving certificates.

58. Interviews with parents.

warrant it, and if he finds the difficulty to be of such a kind as makes it impossible for him to deal with it adequately alone he looks up the address of the parents or guardians and asks them to see him. A form letter for this purpose may be on hand in the office. (If the master has previously called on the parents this fact will have been known to the Head through the personal record book of the master or otherwise). When the guardian has been interviewed and some understanding as to procedure arrived at, a note to this effect is made on the card of the boy, in pencil; and if further difficulty be found with him by the master the second report will be fortified by the previous memorandum. Thus the Head never loses sight of the individual history of the pupils so far as this concerns him directly. The school comes to know that it receives from him fair and just treatment based on facts, but modified and adjudicated in the spirit of co-operation and affection which the true teacher never permits himself to abandon. Parents also come to understand that the Head is himself interested directly and personally in their children.

Another office device is the detention book. There are certain trifling matters of misconduct on the part of children which are better corrected at once by some slight disciplinary measure. For instance, a boy or girl, through a sense of mischievousness or idle bravado, may intentionally loiter outside and come into the schoolroom late. When the judgment of the teacher is that the interruption to the class made by the late-comer is without excuse and has occurred before, perhaps, he then arranges for the pupil to stay in the classroom after school for a certain time. In order that all the masters may be free for their regular duties it can be a custom for all such delinquents to be kept back in the charge of one teacher, who varies from day to day. He should have before him the memorandum of the teacher who detained the boy, which will give the particulars. The two or three children thus dealt with will have some work assigned to them, but the chief function of the class is to enable the detention teacher to discuss with each child the cause of his difficulty, to show him where he was at fault and to assist him to resolve to do better. Sometimes an especially difficult case may be seated in the office and the Head will then discuss the matter with him. It is important

to note that this scheme is not a form of punishment, but a form of education. The detentions are all listed in the book mentioned and this comes to the Head each evening. He is thus aware of the situation in some considerable detail, in the case of matters which are outside the normal small classroom difficulties. He is able to see what teachers have least ability in maintaining discipline without brutality—they vary greatly in this—and he is able to call in guardians when he thinks that such a course is necessary. When a pupil is kept back for a cause which the master thinks should come to the attention of the guardian he sends a note in a form of this sort:

..... SCHOOL.  
 .....191 .

Dear.....,

I regret to note that ..... was detained this evening for ..... I shall be glad if you will interest yourself in his improvement in this particular, and thus co-operate with us in helping him to overcome an obstacle to his progress.

Please acknowledge this letter, either separately or by signing it below and returning it to me.

.....

Head.

Noted.....

(Parent or Guardian)

A special letter of explanation is of course better, but there is not always time for this. In the case of parents who do not read, or who read some other language than that of the school district, such letters should be sent to friends settled upon when the child was admitted, and taken by the school as guardians in fact. It is important that this note be sent by post, or that it be acknowledged by the recipient if sent by the child.

By these means the Head plays his part in determining the conduct marks. When, in the course of or at the end of the year, he finds some member of the school whose attitude toward life is wholly unsatisfactory for some root cause he may withhold promotion until he has had a final consultation with the guardian and determined some basis upon which he may safely proceed. If no such basis can be arrived at the guardian may be allowed to withdraw the pupil.

60. Conduct and promotions

In small schools the Head can have frequent conferences with the staff and can inform them of his decisions through the series of notices on the bulletin board. In a large school, where there are thirty or forty or more teachers, it is desirable to issue notices in the form of a cyclostyled or mimeographed sheet. Then each teacher can have a file of these for future reference. The same machine can be usefully employed in turning out the examination papers.

61. Notices to the staff.

The general progress of the school is determined by the Head by periodically consulting the record books. He has also before him the mark books and the annual reports of the teachers made up in connection with the school examinations at the end of each term. He is thus able to see how far the syllabus as laid down has been covered in each class, and he is able to set before visiting inspectors a reliable record of the amount done. One of the weaknesses of the examination system is that the foreign examiner must abide by a standard set up arbitrarily by the body he represents. If, then, a school has faithfully taught and trained, and has possibly not done so much in quantity but has done very well in the quality of its work, it suffers in comparison with other schools which have made the examination their goal and crowded the children to cover the assignments. This is obviously unsound. The foreign examining body must depute a good deal of discretion to its representative, and he in turn must have from the school full co-operation and full details of work done. He is then able to test the children intelligently, not by putting them through an examination annually, but by estimating the work done at the end of a definite period of years when he has co-operated with the school in establishing a satisfactory level of attainment. Even this estimating must not be by the ordeal of an examination upon which everything is staked, but by a judicious examination under proper conditions and an acceptance of the complete records of the previous years as large parts of the determining factors.

62. Use of the Record Books by the Head.

It is the business of the Head to see that his school can provide complete records of this kind, and the devices of the office described above are sufficient records if maintained with

63. Head's Private Record Book, etc.



care. The Head may, in addition, keep for his own information a small book in which he records the discharge of their duties by the staff from time to time. This is the Head's Record Book and differs from the school log-book or diary, in which the history of the school is entered. Some schools also maintain a book in which visitor's record their impressions.

The official records of attendance and the payment of fees are in charge of the Bursar or clerk. He takes the names of new pupils into these books from the admission sheets and makes up the new classes each year from the cards as arranged by the Head. The attendance is reported to the clerk daily by the class teacher on the form mentioned in paragraph 30, which may be used, after a month has passed, as memoranda paper; or both sides may be printed for the sake of economy. The form of the official attendance record is shown in the forms in the pocket,

At the end of each month the totals are carried forward to the new page, in the column shown. At the end of the half-term, the term and the year, the number of half days each child has been absent is reported to the Head and entered on his cards, as noted in paragraph 55. The summary of the attendances is made up in the attendance register each term in the form shown.

From the inspection of this register daily the Head is able to see who are the absentees of the previous day. Such absentees should appear before the Head each morning and receive from him a slip of this kind:

65. Head's supervision of attendance.

<i>To the master of Class.....</i>	
<i>The bearer has submitted sufficient excuse for absence. The cause of absence is stated to be:</i>	
<i>Dated.....</i>	<i>Head.</i>

The school rule should be that no boy is admitted to his class without such letter of excuse. Hostel residents may have the form issued to them by the supervisor of the hostel. The slip should not be issued to a pupil who comes from his home or guardian's home unless he brings a written or other suitable explanation of his absence. A form for this may be issued to parents, but as most absence is unpremeditated most excuses will come in on ordinary paper. By these means the Head and the teacher are assured that the guardian is aware of the absence of the child; and they are able to judge from the guardian's letter whether the reason for the absence is a good one. It sometimes happens that parents are not convinced of the importance of regular attendance. This may be impressed upon them in the school rules, and special letters may be written from time to time.

The fee ledger may usefully be arranged as indicated in the form in the pocket. It is entered from the

66. The Fee Ledger duplicate of the receipt (see page 40 for the original receipt form) written with a carbon paper, the original being torn along perforations and given to the pupil, who shows it to the master or mistress as evidence that he has paid. Payment should be in advance and after a certain day in the month no boy should be admitted who has not paid. It is morally unsound to let rules as to fees become slack. Either payment can or cannot be made; either a system or a scale is wrong or right; in any case a rule, if made, should be adhered to. If payment is due on the first of the month for the month succeeding children may be allowed to sit in the class up to the seventh of the month. If payment has not then been made, a small sum may accrue for late payment until, say, the fifteenth. On that date admission to the class may be refused and the fine cease accumulating after the 20th day of the month. But if frequent absences occur on this account special treatment must be undertaken to bring the situation clearly before the parents. Accounts of other expenditure follow the usual business procedure.

In the case of the book store, if such be kept by the school, credit may be extended to hostel

67. Book depôt. students; this charge is added to the hostel charge. In the case of students attending from home credit may not normally be extended; if it be, an additional column is inserted in the fee ledger when it is printed, and

fees are not accepted without the payment of the charges of the previous month.

The fee receipt, if books are supplied from the school depôt, may be enlarged to take in these and like payments. Much labour is saved if the fees are recorded in duplicate with a carbon paper, and good business practice requires that the receipts should be serially numbered, the carbon copy corresponding to the original. A small, compact receipt form of this kind is quite sufficient.

68. Fee Receipt Form.

SHIVAJI SCHOOL

No. 4499
-------------

Received of.....  
 the sum of Rs..... and annas.....  
 on account of fees for.....  
 and.....  
 .. 191 .

*Bursar.*

## PHYSICAL GRADING

In the city of New York in a certain year (1908) a careful analysis made in various areas at different times resulted in a revelation of physical unfitness which stimulated the widest interest in this subject of physical examination.

69. Physical handicaps

210,585 Children were medically examined	..	100%
52,840 Only were found without defects	..	25%
157,745 Had various physical defects	..	75%

The chief abnormalities were :

Enlarged glands	(53,828—25%)
Defects of vision	(28,336—13%)
Defects of nasal breathing	(20,688—10%)
Defects of teeth	(93,938—44%)
Hypertrophied tonsils	(54,183—25%)
Adenoids	(36,514—17%)

In addition there were nervous, cardiac and pulmonary diseases, skin diseases, orthopædic defects and other difficulties in the way of the progress of the children. It is impossible to say what would be the result of a similar examination in a big city in India if the examination were made of all classes indiscriminately, as this examination was. But it is quite obvious that many more than half of the Indian school children also suffer from serious physical disabilities. One of these, malnutrition, is far more prevalent in India than it is in America. In the New York examination 5,923 or 3 per cent of the children were underfed. Here the proportion must be enormously greater. The need for free meals at school is acute and general amongst certain grades of society. Just how great is the handicap imposed by such disabilities can only be realised when one has seen a class suffering from them and then

in large part freed by careful and scientifically applied treatment. The change is marvellous, and the teacher who sees it is ever after on the alert to look after the physical well-being of his charges before he attempts to teach them and give them marks. Teachers of some experience will have found pupils in their classes whose vision was so defective that they could not see writing on the blackboard. Obviously even the best boy in the class so handicapped cannot be properly estimated in marking.

The four immediately pressing reforms which must be brought about in India are those which any school can accomplish and should accomplish at the earliest possible moment. These are the testing of the sight and hearing, and the remedy of these by having the parents send the child to be treated; and the feeding of the underfed and cleansing of the dirty children. The other radical defects are mostly of such a nature that technical knowledge is required for correct diagnosis and treatment. But, as in America, these four defects not only fall within the abilities of the teacher, but are in fact determinations which he or she is best fitted to make. It is the opinion of doctors that tests of hearing and sight are best made by someone in whom the child has confidence. Treatment, of course, cannot be undertaken, but sufficient evidence can be adduced to show parents and guardians that such treatment must be obtained.

The school should therefore set aside a room or portion of a room in which these simple tests can be made, furnished with testing equipment and recording materials. The devices are as follows: weighing apparatus; stand (or wall) graduated for measuring height; tape for measuring chest expansion, etc.; chart for testing eyes. Hearing may be tested without special equipment, but a quiet room is necessary and a watch useful.

The evidence of eye-strain is furnished both by the subjective symptoms and by defective vision.<sup>1</sup> The subjective symptoms complained of are a feeling of distress—usually an aching or drawn sensation—after reading, a feeling of

<sup>1</sup>Pages 43 to 52 are quoted and adapted in large part from the text of Cornell's book, *Health and Medical Inspection of School Children*, pages 215-219, 298-300, 301-304, 493-494.

general fatigue sometimes amounting to exhaustion, itching and smarting of the eyelids and frequent frontal headaches. In nervous individuals the reflex irritation of the digestive organs, particularly in cases of astigmatism, may cause nausea. Train-sickness, sea-sickness and migraine are frequently due to this cause. The child may assume peculiar postures as he leans forward to see the black board, or bends over his desk to write. The effort to see clearly may cause "squinting" of the eyelids. The child himself may be conscious of defective vision at times and state that the use of the eyes for any considerable period results in blurred vision so that "the letters become mixed up and run together".

Defective vision is the objective and second manifestation of eye-strain.

For the practical purposes of medical inspection the reading of the ordinary test letters is a sufficiently accurate method of determining its existence, although the medical inspector should be familiar with the special tests mentioned in the subsequent paragraph in order that, if occasion require, diagnosis may be accurate, scientific, and positive.

The use of the ophthalmoscope has been practised by a few individual examiners, but, while undoubtedly an interesting and helpful procedure, it is considered far too specialised for consideration here.

The test for distant vision is the most important. Its principle is explained in the paragraph on the "Standard Eye" in Cornell's book. The card employed in the paragraph presents letters of various graded sizes. Figures under each line of letters indicate to the examiner the distance at which they should be seen by the normal eye. Our American charts usually express the distance in feet rather than in metres. Usually the top letter is of a size to be distinguished at 200 feet, the next row or line at 100 feet, the next row at 70 feet, and so on down to the bottom row, which is of a size to be read at 15 feet. Some charts have below this a row of letters to be read at 12 feet, and even at 10 feet, but these are not absolutely accurate, and should be used only when a small examining room necessitates it.

The test card should be hung on the wall, say, 20 feet (6 meters) distant from the person examined, who is comfortably seated, at a few inches below the level of his eye. It should be well illuminated, preferably by a steady, artificial light. The card should not be placed in the sunlight, as the reflection is irritating to the eyes, and they rapidly tire. On the other hand, examination by natural light or on dark, cloudy days are of very little value, since the retina, even if the eye be normal, is then not sensitive enough to distinguish the test letters clearly. Cases have been recorded in which children actually possessing normal vision have been able to read only the upper letters on dark days and have accordingly been classified as defective in vision.

76. Method of making the test. One eye is then covered lightly with a blank card, no attempt being made to close the eye or press on the eyeball. The child is asked to read the letters, beginning at the top and then reading down the chart as far as possible. The degree of vision or vision acuity is then expressed as a fraction, the numerator being the *actual distance* of the child from the chart, and the denominator the distance at which the line last read should be distinguished by the normal eye. (Indicated by the small numerals under each row of test letters in the chart on page 45). The denominator is often said to be, "the size of the type read".

77. The formula involved. If the subject has good vision he will read successfully the line of letters calculated for 20 feet when sitting 20 feet from the chart. His degree of vision is then expressed as a fraction, thus: actual distance of the child from the chart over the distance at which the normal person should be able to read. In this case it is 20 over 20, or full, normal vision.

78. Signs of good vision. If the subject has defective vision he may read down the chart (still sitting twenty feet from it) only as far as the letters labelled "40 feet". His vision is then 20 over 40, since he is compelled to stand twenty feet from the chart to read letters normally read from forty feet. If the child's vision be so defective that it is impossible for him to distinguish

**N T**

60 FEET

**B E O**

40 FEET

**E N V L**

30 FEET

**O E T V P**

20 FEET

TEST TYPE

with the distances indicated at which the letters should normally be distinguishable.



the letters on the chart, he should then approach until he is able to distinguish the top letters, after which his visual acuity expressed as a fraction should be formulated according to the above rule. If not able to distinguish letters at all, the child should be asked to count the number of fingers held up before him by the examiner. Should this be impossible he should be tested with light alone. If light perception is wanting in that eye it is blind.

The test is then repeated with the other eye. It is important, as noted above, that when one eye is being tested the other should not be pressed or closed or held closed, as if this be done it will be a little time before the closed eye will be able to see normally. A rather large, stiff card,  $3\frac{1}{2}$  by 5 inches, prevents such an occurrence. This is placed against the eyebrow.

If defective vision is found the child should be asked if he is conscious of his poor vision, whether he can see the writing on the blackboard, whether his eyes become tired at night and the like. These facts are noted.

The following are four specimen records illustrative of those ordinarily made. R. and L. denote right and left eye and are to be preferred to the medical nomenclature, O.D. and O.S. (which stand for the Latin).

- 82 Specimen records
- |         |         |   |
|---------|---------|---|
| Case 1. | R 20/20 | L 20/20                                     |
| 2.      | R 20/30 | L 20/50 Headaches, eczema of lids.          |
| 3.      | R 20/30 | L 20/25 Glasses 1904. No symptoms.          |
| 4.      | R 20/20 | L 20/200 (Opacity of cornea from accident). |

The secondary effects of eye-strain develop gradually. Their evidence, generally speaking, is proportionate to the degree of refractive error and the character of the work done by the person affected, except in the case of nervous manifestation, which depends largely upon the nervous constitution of the individual. Some of the secondary defects, such as spinal deformities and habit-spasms, are often incurable. As a powerful argument against procrastination in the obtaining of eye glasses the following

83. Secondary effects.

groups of secondary effects may be noted. inflammation or congestion of the eyelids and conjunctive ("bloodshot eyes"), spinal deformities; nervous disorders; strabismus; lowered scholarship.

A quiet and friendly manner is essential when dealing with school children in testing hearing. A deliberate and dignified demeanour is wise also, since school children unconsciously assume the same attitude toward the procedure as does the examiner himself. They are liable to be careless and untruthful in their answers if they have lost their respect for him and his work. The test should be conducted in a room of fair size, free from the noises of the school and streets. No other children should be in the room, as they distract the attention of the one examined. Their premature observation of what they are to do and say during the test makes it of little value when it is subsequently applied to them.

The ears are tested separately.

The examiner should use a watch which has been experimentally used and its standard distance for normal hearing ascertained. This distance may be, for instance, 24 inches. The examiner should stand behind the child, whose eyes should be closed. The watch should then be placed close to the ear, so that the child can appreciate what he is expected to hear, and finally the test made by placing the watch at extreme range and bringing it slowly closer until it is heard. The record may be simply made as "normal", "slightly deaf", "deaf", "watch at four inches". If an accurate estimate is required, the greatest distance in inches is recorded at which the watch can be heard; or the standard distance for the watch may be taken and a fraction formulated which when squared gives the degree of hearing, since the intensity of the sound varies with the square of the distance. Thus a person who can hear a twenty-four inch standard watch at eight inches has one-ninth rather than one-third hearing. A quantitative record, however, is best made with the audiometer.

The whispered intelligent answer to a verbal question constitutes a proof that the latter has been heard. In the case of the watch test children as a rule answer

affirmatively when asked if they hear, whether they do really hear or not. A little experience enables an examiner to make the watch test slightly more accurate by first holding the watch at four inches and asking if it be heard. The next test will be at, say, twenty-four inches. This time the child will be likely to say, "Yes", without waiting to make sure. Such a child's accuracy can be tested by again putting the watch at five or six inches and then twice putting it entirely beyond all range. If the answers to either of these two last tests are affirmative it is a sign that the child is imagining its answers. It is as easy to imagine a sound as a sight or smell; and the affirmative answer is not to be taken as lying.

In an absolutely quiet room a whispered voice should be heard at twenty-five feet. Experience in  
 87. Normal hearing. medical inspection soon teaches, however, that absolutely quiet rooms are seldom found.

An examiner standing behind a child while testing his vision can quite fairly estimate his hearing  
 88. Combined tests. by whispering a question as to the child's age, or address, etc., first standing on one side and then on the other. This procedure really serves admirably as a time saving device in routine medical inspection. Children who fail to hear should be examined further.

If there be no medical inspector and the teacher examines the class to satisfy himself or herself that no gross cases of defective hearing exist, a method of wholesale examinations  
 89. Wholesale test of hearing. reasonably accurate has recently been suggested. As many as fifteen children may be tested at one time in an ordinary school room. They are placed five each in the two outside rows and the middle row of seats. They are supplied with paper and pencil, and asked to keep their eyes to the front while the teacher, standing on the right, opposite the middle pupil of the row on that side, pronounces in a slow, distinct tone, and in a low, distinct whisper, a series of numbers which they are required to write as a dictation exercise. After four or five numbers have been given in a low tone, and as many in a whisper, the children change seats, those nearest going to the farthest side of the room and the middle row taking their places, those in the farthest row coming to the middle row. After

dictating another series of numbers, the moving is repeated, and another list of numbers given. This completes the test of the right ear, all pupils having been tested at near, far and medium distances. The left ears are tested in a similar way. The child then writes his name on his sheet and the teacher collects them, and marks them one for each numeral or digit written correctly (thus, if 365 be written 360, this would be marked 2; if 4887 be 410, this would be marked 1). The marks of all the children for the right ear and for the left ear are then separately averaged, and the record of each child is then recorded against this average for the whole class in a fraction of which the denominator is the average of the whole group (or whole room), the numerator is the number of digits correctly written by the particular child.

This record shows the acuteness of hearing for each child as compared with that of his mates, regardless of the room, its quietness, and the loudness and distinctness of the voices of the teachers who have made the tests in different schools. All but the first class or two may be tested in this way, but in the lower classes it is well to give a little preliminary practice in writing numbers in columns, as they are spoken in an ordinary tone of voice, so that the children will not have to give thought to getting them arranged properly. To avoid confusion let the pupil write the figures spoken to the right ear on the side of the paper on which he writes his name, and those spoken to the left ear on the other side. *See that each child knows his right side from his left.* It is well after giving a number to say in an ordinary voice, "Write". The children who do not hear may be instructed to make a dash in place of the number not heard.

If five different numerals be given for each series in a low tone, and the same number in a low whisper, the total number of digits given in testing one ear will be thirty. The test will have been satisfactorily made if the number heard averages about twenty. This will mean that the teacher has spoken in a sufficiently low tone to make it impossible for those in the farthest row to hear. It is well for the teacher to practise a little speaking in a low but distinct tone and whisper before making the test.

Defective hearing often arises from nasal obstruction caused by adenoids. The results may be stoop shoulders and flat chest, lowered scholarship when the deafness is of moderate degree, and marked mental deficiency, possibly deaf-mutism when the deafness is absolute; the accompaniments may be a blank expression, defective speech, peculiar temperament, liability to acute inflammations and infectious diseases (as a result of middle-ear catarrh). One thousand children of the poor in East End schools in London were tested for acuity of hearing and the result compared with the independently determined mental state given by the teacher. The result showed that the sufferers were the intellectually poorer scholars.

In general, ear affections are usually caused by disease of the nose and throat, for example, catarrhal deafness, adenoids, and the like. Where a defect of eye or ear is detected the parents should be asked to have the child tested by some one in whom they have confidence and treatment undertaken.

The evidence of poor nutrition is usually plain because in starvation the fatty tissues are the first to suffer. The poorly nourished child is usually below weight, thin, pale and of thin, pinched facial expression. However, though the average case of poor nutrition is evident to any one at first sight and most others are evident when the child is undressed, there are complicating factors and unusual conditions which warrant systematic investigation. Briefly, the state of nutrition is judged by the relation of the age, height and weight; the quality of the blood; the quality of the muscular and connective tissues. It may be added that the signs of nervous exhaustion are often present in poorly nourished children.

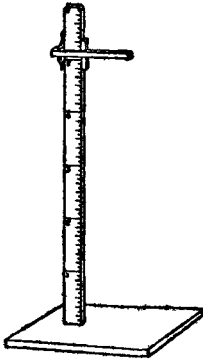
To determine heights the simplest way is to select a portion of the wall, and beginning three feet from the floor, mark out heights in feet, inches and fractions. A square or right triangle completes the appliance. The child stands against the wall, face out, and the square or triangle is set on the wall and run down to the child's head and the height indicated taken. A simpler device as to operation is shown in the drawing.

92. Effects of defective hearing.

93. Causes of defective hearing.

94. Testing general physical condition.

95. Measuring devices.



The advantage of this apparatus is that the child can measure himself; he need only pull the projecting bar down upon his head and the friction of the spring will hold it in place. Thus the examiner can deal with the whole class without leaving his seat.

Other dimensional measurements are of interest but, except chest expansion, have little immediate value, and are recorded only to see changes. The weight, height, and general condition reveal the state of nourishment in which the body is found, since an average is soon established against which the under-nourished

children can be measured. In the case of American children these standards have been determined with considerable accuracy. Cornell gives statistics based upon the examination of *weight per age* of 45,000 boys and 43,000 girls, and the *height per age* of 60,000 children. From these statistics, here consolidated, it will be seen that the yearly increase in height is about two inches. The yearly increase in weight during the earlier years is about five pounds per year. After the age of ten, however, the girls gain weight at the rate of eight pounds per year and after the age of twelve the boys take on weight at the rate of ten pounds per year. By remembering the figures for the age of ten years, one may readily reconstruct the table from memory. The American figures are :

APPROXIMATE AGE	Boys		GIRLS	
	Average height (inches)	Average weight (pounds)	Average height (inches)	Average weight (pounds)
5.5	41.7		41.3	43.4
6.5	43.9	45.2	43.3	47.7
7.5	46.0	49.5	45.7	52.5
8.5	48.8	54.5	47.7	57.4
9.5	50.0	59.8	49.7	62.9
10.5	51.9	65.4	51.7	69.5
11.5	53.6	70.7	53.8	78.7
12.5	55.4	76.9	56.1	88.7
13.5	57.5	84.8	58.5	98.3
14.5	59.0	95.2	60.4	106.7
15.5	62.9	107.4	61.6	112.3
16.5	64.9	121.0	62.2	115.4
17.5	66.5		62.7	114.9
18.5	67.4			

The above table has its uses and limitations. It offers little to the school medical inspector, who does not need scales and a measuring stick to detect a poorly nourished child. In individual cases it may prove misleading (where there are various races), for Italians, for instance, are smaller than Germans or Swedes. Also that particular form of nutrition known as chlorosis (æmia in which poor nutrition and poverty of blood are elements) would be judged wrongly on the basis of weight per age, for its victims are almost always plump with unhealthy fat. On the other hand the institution superintendent watching the effect of diet upon his charges and the parent observing the yearly growth of his child will find exact figures and standard figures helpful. Above all, a table of this nature is valuable to the teacher as it enables him to say with certainty to parents that a child is or is not up to the average.

The foregoing pages show the lines upon which the Indian teacher should proceed in determining which of his pupils are defective in sight or hearing, underfed, or otherwise suffering from malnutrition, from insufficient rest, exercise, and sleep. It is not the purpose of this manual to deal with the remedial measures to be employed, though these are of the utmost importance. It is, however, clear that when a teacher has determined the physical condition of his class in the foregoing respects he is able to be much more intelligent in dealing with his charges in the matter of marks. He will no longer set down a vacant expression which is really due to deafness as a sign of stupidity. Children who sit dull, open-mouthed before him, will not be classified as mentally deficient by their teacher if he knows that adenoids are the commonest cause of this condition. The more technical side of the physical examination is necessary in the modern school; but it will be enough for the purposes of general progress and marks if the sight and hearing, nutrition and cleanliness be tested and brought to the notice of parents so that they may be remedied by them or the school authorities, as the case may be.

The information entered on the card in the case of full physical examination in America appears on the opposite page,

99. Physical Record card,

No. \_\_\_\_\_  
(Admission)

No. \_\_\_\_\_  
(Examination)

## PHYSICAL EXAMINATION RECORD

Name	Sex	Born																												
Nationality and } Language            } Father			Mother	No. in Family, Adults								Children																		
No. of Birth	Previous } History of } Measles		Scarlet fever	Diphth				Grippe				Pneumonia																		
First examined	19										In										School									
1. School Year	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
2. Term	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
3. Class																														
4. Date Examined																														
5. Height																														
6. Weight																														
7. Nutrition																														
8. Anæmia																														
9. Enlarged glands																														



10. Nervous diseases

11. Cardiac diseases

12. Pulmonary diseases

13. Skin disease

14. Defect Orthopaedic

15. Defect of vision

16. Defect of Hearing

17. Defect of Nasal breathing

18. Defect of palate

19. Defect of teeth

20. Hypertrophied tonsils

21. Adenoids

22. Mentality

23. Conduct

24. Effort

25. Proficiency

26. Diseases during term  
(Particulars of treatment recorded on  
the reverse of this card)

Schools which contemplate introducing a full and proper system of medical inspection will do well to have the cards adapted from the above and proceed with the hearing, sight, nutrition and cleanliness (skin diseases) portion of the inspection and recording at once. When the arrangements for full inspection have been made the cards will be ready for recording.

In the case of children newly admitted it is desirable to add a duplicate copy of the original physical record to the admission sheet (as noted in paragraph 51), to complete the admission record against future contingencies.

The following books are of special value in connection with physical examination.

101. Useful books. *An Introduction to School Hygiene*, by W. B. Drummond, London, Edward Arnold, price 3/6; and *Health and Medical Inspection of School Children*, by Walter S. Cornell, M.D., Philadelphia, F. A. Davis Company, 1913, price 12/6.

After the first examination has determined that the child suffers from no organic trouble (such as heart disease) which makes it unsafe for him to take exercises, he goes through the course in physical exercises, including games, laid down in the school. In giving grades for this portion of the curriculum the factor of the physical disadvantages is to be taken into account. For this reason the physical instructor usually marks by tens, 100 to 90 being Excellent, 90 to 80 Good, 80 to 70 Fair, and below 70 Poor. A suitable practice is to give marks above 75 only to those children who show special interest in physical exercise, and marks above 85 only to those who show special excellence as well as interest.

The Board of Education (England) publishes an admirable illustrated manual of suitable school exercises: *The Syllabus of Physical Exercises for Schools*, 1909, London, T. Fisher Union, 1911 (reprinted 1914), price nine pence.

102. Marking physical exercises

103. A manual of exercises.

## MEMORANDUM ON FORMS

In printing forms for school use it is a common experience to find that no two of them are of the same size. There is no good reason for this, and there are definite reasons against it. It will be noted that the larger forms in this manual are all simple multiples of the smaller ones. As far as possible all the forms of the school should be standardized in this way. In the case of unimportant forms like the excuse slip issued to absentees upon their return to school (see paragraph 65) the size is a matter of no importance, as the memorandum is destroyed after it has served its purpose. But in most cases the form is kept for a time. For this purpose standard sizes are very much more convenient.

The approximate sizes of unfolded printing papers are in inches :

105. Printing paper sizes.

Crown	20×15	Double Royal	40×25
Demy	22½×17½	Imperial	30×22
Double Crown	30×20	Medium	23½×18½
Double Demy	35×22½	Post	19½×15½
Double Foolscap	27×17	Royal	25×20 <sup>1</sup>
Double Post	31½×19½	Super-royal	27½×20½

Of these, the following are commonly used in India, and are most likely to be available at the nearest printing shop: Demy, Royal, Double Crown, Double Demy, Double Foolscap,

<sup>1</sup> In India often 27×20.

Double Royal. Drawing and writing papers come under all the foregoing names except crown and the double sizes, but it should be noted that drawing and writing papers are less by about an inch each way than the printing paper which bears the same name. Thus Royal drawing and writing paper is 24×19. The forms supplied herewith are all cut from Double Foolscap as it has been found that this size gives adequate room and a trifle extra for trimming. The same size may be used for forms indicated in the body of the book, even for bound book records in the school, as the dimensions noted in each case are those which will cut out of Double Foolscap without much waste.

A desirable practice is for the Head to keep in the office a file of the forms used, one of each, noting on it the number of copies printed and the cost, together with the name of the printer, if it has not been printed thereon. This is a useful guide in determining subsequent orders. If difficulty be found in getting the forms supplied locally they may be obtained from the publishers of this manual.

106 Office refer-  
ence file of documents.

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Official Publications of the Society for the Promotion of  
National Education.

PAMPHLETS		Rs.	As.
Principles of Education, by Mrs. Annie Besant.		0	4
Public Religious Endowments and National Education, by Sir S. Subramania Iyer.		0	4
Indian National Education—Its Psychology and Relation to Indian Nationalism, by K. Hanumantha Rao.		0	4
LECTURE OUTLINES			
Outlines of lectures on National Education, each Lectures I to IV ready		0	4
Postage extra, each		0	½

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(Established under the auspices of the Labour Co-partnership Association and the  
Co-operative Productive Federation Limited)

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## CO-PARTNERSHIP ORGANISATION OF LABOUR.

BY E. W. MUNDY, B.A.

*(Secretary of the Labour Co-partnership Association)*

**May, 1914.**

[Revised May, 1915]

My object in this paper is to consider whether it is advisable for the general progress of the worker towards a higher state economically and socially, that he should be interested directly in the financial results of the work in which he is engaged, share the financial risks of it, and have a voice in determining the conditions under which the work is done, and possibly a voice also in the actual management of the business.

Since the introduction of machinery and the evolution of the factory, many attempts have been made to enable groups of workers to become their own masters collectively and secure the whole fruit of their labour, without the aid of capitalist direction and management.

At the time of the Christian Socialists in 1848 and onwards, a number of such groups of workers were formed, with the aid of Vansittart Neale, Ludlow, and others connected with the Society for Promoting Working Men's Associations, of which the Labour Co-partnership Association may be considered the successor. These societies were known as *Self-governing Workshops*, and were intended to be voluntary associations of workmen, collectively owning the instruments of production, jointly directing their own industry, and sharing among themselves the common product. They all came to an end ultimately, and many of them failed very quickly. The chief causes of these failures seem to have been, that the manager was not entrusted with wide enough powers, that the capital was provided from outside and therefore the rank-and-file of the workers did not feel responsible for it, and that no attempt was made to choose the workers most capable of appreciating the new system. It must be remembered that the manual workers had very little knowledge of business management at that time; this has been learnt since in the Co-operative Stores, Trades Unions, and Friendly Societies.

Out of these experiments, however, there has grown up a number of Co-partnership Productive Societies. They are not self-governing workshops in the sense in which that term is generally used, to denote a workshop in which only members are employed, and only workers can be members, but they are working-class organisations carried on with careful attention to the welfare of the workers, as well as to the production of honest goods at a fair price. These societies are, in fact, an attempt to harmonise the interests of producer and consumer, with due regard also to the claims of the holder of capital.

Speaking broadly, this is achieved by using the profits of the business to pay a fixed rate of interest (usually 5%) on share capital and build up a reserve: secondly, by paying a dividend on purchases to the consumer; and thirdly, by paying a dividend on wages to the workers, as well as forming educational and provident funds to aid their welfare. The conditions under which the work is carried on are made as good as possible. With regard to this, I will quote from the recent report of the Fabian Research Committee, which is by no means over friendly to our movement. The report is speaking of the boot societies in Kettering and Leicester, and says:—"We were struck on visiting several of these societies, and in talking to those intimately acquainted with their working, with the ease, amenity, and sense of freedom that prevails among those who are fortunate enough to be employed in them. There is an

absence of 'drive' and martinet discipline. The men and women, who are all on piece-work rates, can talk and sing at their work; they may break off to have tea, or linger at meals, they have no difficulty in getting permission to absent themselves for any cause, or to engage in public work. There is great continuity of employment, because every endeavour is made to keep on all the workers. There is absolute security against dismissal through the caprice or tyranny of a foreman or manager. It is, indeed, a fixed policy that no worker shall ever be discharged, except for grave fault. The workplaces are healthy and well-ventilated, and manners and morals are well above the average. No wonder that workers are generally anxious to obtain admission, and that there is a long 'waiting list' of applicants for employment."

The report goes on to speak of the "humanness of the relation" which the managers and officials maintain with the workers, saying that the former have learnt to "treat men as men." The investigators were "specially impressed by the air of freedom and even enjoyment exhibited by most of the operatives. There was a notable absence of the look of fatigue common in capitalist concerns, though the visit was made at the very end of a long five-hour spell (broken, however, by tea and a short rest in the middle of the morning.") This testimony is well worth quoting because the Fabian investigators were men and women of wide acquaintance with industrial conditions, and the report deals largely with what it considers the drawbacks and failures of the system. Amongst these difficulties it places lack of discipline, and tardiness in introducing machinery. Undoubtedly the former has been a real difficulty in some societies, but experience is gradually overcoming it. With regard to the latter, there is perhaps also some truth; it is at times difficult to introduce at once all the latest improvements, while avoiding the dismissal of any workers. It is only fair, however, to say that many of the factories are absolutely up-to-date and the managers have no trouble whatever in getting the very best machinery available in order to ensure the greatest productivity from everyone's work.

There is no doubt a real difficulty in securing the highest efficiency while avoiding harshness to any worker, and especially while refusing to dispense with the services of old workers whose output is diminishing or whose special aptitude has been superseded by machinery. Many societies provide for the older worker by paying him the actual value of his work in wages and supplementing this with a grant from the Provident Fund to raise his wages to the trade union level.



The whole system of these working-class societies is founded on Trade Unionism. Not only are trade union rates of pay and conditions of labour accepted, but they are frequently surpassed. For example, the KETTERING CLOTHING MANUFACTURING SOCIETY works 48 hours compared with 52-56 by outside firms. The KETTERING BOOT AND SHOE SOCIETY works four hours per week less than the standard, and the women workers receive higher wages even than the Congress scale. The IDEAL CLOTHIERS (Wellingborough) also pay their women workers Congress scale, which is higher than the trade union rate. But at least equally important with wages and hours are the ideal conditions of the actual factories, clean, airy, and spacious. In all such ways these societies are doing a work of the utmost importance to trade unionism. Not only do they show the possibility of attaining the conditions demanded by trade unions, but frequently set an example which becomes the ideal towards which the union aspires. Social progress does not depend solely on wages,—urgent though the need often is that these should be raised,—but it depends on all the conditions of life. While the surroundings of the workers are so dull, ugly, drear, and dirty, frequently even vile, increases in wages are often wasted, and sometimes even seem to do harm. The trade union must move with the times and demand that civilization shall be introduced into manufacture, not only by a few more educated and capable employers, but by all employers. Mr. B. Williams said in a paper before the Southern Section of the Co-operative Union, "Trade unionism makes frontal attacks upon the positions held by employers. Co-operative production is engaged in turning movements designed to evict the enemy without waste of powder."

The Co-partnership Productive Societies offer a form of employment in which every worker can apply his skill and intellect to his work in the knowledge that he and his fellows will get the due return for it. He will thus educate himself by every day's work and become a better and more capable citizen. In the end it is character which prevails. Only in proportion as the manual workers become more truly educated can they free themselves from economic dependence upon the present holders of wealth. Does not this freedom consist in enabling every worker to have a larger measure of control over his own destiny? As production must occupy a considerable portion of the time and energies of men in any civilized state, this means that everyone *must* have some voice in determining the conditions under which production is carried on.

At the end of 1913, the total capital of the English Co-

PARTNERSHIP PRODUCTIVE societies was about £744,000 divided among 76 societies. They did a total trade of about £1,400,000, and made profit of £85,000, out of which nearly £13,000 was assigned to the workers as a dividend on wages. These figures are, perhaps, of no account, when compared with the total trade of the country, and small compared even with the seven-and-a-half million pounds trade of the C.W.S., or its £190,000 profits. But the influence of such a society upon the conditions of work in its neighbourhood is often large, as in the case of the GARDEN CITY PRESS, at Letchworth, whose example of a 48 hour week has been followed by all the neighbouring printers, so that fully 1,000 people are enjoying this improved standard of life.

These 76 societies include 15 Textile, 15 Boot and Shoe, 9 in the Metal Trades, 12 in Building and Wood, and 14 Printing societies.

There are two societies making ready-made clothing, each doing a trade of over £100,000 annually. One of these, the IDEAL CLOTHIERS, started in 1900 with a capital of about £1,000. Its progress can be seen from the following table:—

Year	1900	1903	1906	1909	1912	1914
Capital	£1,037	3,879	9,601	16,851	21,015	24,171
Trade	£4,766	14,310	26,994	55,421	103,277	130,167
Profit	£179	733	1,793	3,999	9,974	10,851

The employees elect four members of the Committee of Management. The factory has lofty, airy, and well-lighted rooms, the machines are run by electricity, and the whole place is scrupulously clean. It is indeed a model of what such a factory should be. There is a Provident Fund which now amounts to £6,816, and an Educational and Social Fund amounting to £1,255, while a Reserve of £6,205 has already been built up. For 1914, £2,175 was allocated as a dividend of 1/6 in the pound on wages; this was given in accumulated shares, so that all the workers automatically become shareholders and members of the society. Stress must also be laid upon the educative value to the young worker of the fact that he owns part of the capital of the business in which he works, and has a real chance of sitting on its controlling body later on in life.

The WALSALL LOCKS AND CART GEAR SOCIETY, established in 1873, after a strike, is managed by a committee of nine, all of whom are, and must be, workers in the society. Of the 266 workers nearly all the men are shareholding members, owning £4,600 out of the total Share and Loan Capital of £9,600.

The progress can be seen from the following table:—

Year	1884	1894	1904	1912	1914
Capital	£923	5,934	10,000	14,729	15,600
Trade	£10,000	10,052	16,987	33,013	21,115*
Profit	£191	266	859	1,624	771*

\* For Nine months only

The bonus or dividend on wages has been about 1s. 6d. in the £ generally. It is noticeable that the success of this society has been obtained in the open market, the greater part of its trade being foreign. The influence of this society upon the standards of wages and hours of labour has been very marked, working as it does in a district where evil conditions have been notorious.

It is a serious difficulty that when the workers are not able to supply at least a considerable part of the capital needed for an enterprise, they do not feel responsible for it, and their interest is not sufficiently awakened to make them keen on success. The rules of the GARDEN CITY PRESS, Letchworth, started in 1903, place upon the worker members the entire responsibility of providing interest on share capital. In return for undertaking this responsibility the worker members take practically all the rest of the profits. Week by week the worker members leave part (one eighth) of their earnings in the funds of the society until the half-yearly balance. Interest on share capital is paid, and then the worker members receive in cash the part of their earnings so left. It has even happened that a levy has had to be made on the worker members to supply sufficient money to pay the guaranteed interest. No adult worker can remain employed for over one year, whose remuneration is 28s. weekly or over, unless he becomes a member. Non-members are of course paid wages in the usual way, and these wages are at full trade union rates.

This society has grown very rapidly as can be seen from the following figures.—

Year	1904	1907	1911	1913	1914
Capital	£1,448	4,295	11,646	13,197	13,205
Trade	£1,944	4,697	8,901	10,097	10,251
Profit	£40	281	622	157	122

I have given these three examples to show what can be done by Co-partnership Productive Societies. It is not all plain sailing. There are many difficulties to be faced and overcome by any body of men who desire to organise their own labour in this way, determine the conditions of their employment, and ensure to themselves the fruits of their own labour. I set this before you as a democratic form of organisation of industry

which should attract the sympathy and help of every co-operator and trade unionist—indeed, of everyone who is seeking to raise the dignity of labour and the character of the workers.

So far we have discussed societies, generally of working-class origin, started with the purpose of producing goods under a co-partnership organisation now I shall turn to consider whether any of the benefits of this system can be obtained by the introduction of co-partnership into capitalist enterprises, by which, I mean businesses which have been started and carried on with the definite object of earning the highest possible pecuniary returns for the investor of capital.

Is it possible to graft into such businesses schemes which shall secure a fairer distribution of profits, a distribution which shall include a return to the producer of wealth as producer or worker, and not only to the holder of wealth as owner of shares? In its simplest form Co-partnership involves.—

- (1) That the worker shall receive in addition to the standard wages of the trade, some share in the final profit of the business, or the economy of production.
- (2) That the worker shall accumulate his share of profit, or part thereof, in the capital of the business employing him, thus gaining the ordinary rights and responsibilities of a shareholder.

The many schemes which have been tried have had underlying them the desire to overcome the friction and strife which are so common in industry to-day. Is it possible to create a community of interests between those supplying capital and those supplying labour? Profit-sharing and Co-partnership start by arranging a certain measure of financial community of interests. This may not be a high basis ethically, but it is a severely practical one, and it is found that this financial community of interests generally leads to a growth of mutual goodwill, which undoubtedly tends to an improvement in all the conditions and surroundings of labour. Co-partnership does, in fact, bring a human element into the relationship of shareholder and employee.

One cannot help deploring the antagonism of labour and capital which leads to continual warfare, and ends in apparent acceptance of the position that the worker is to give the very least work he can in return for the lowest wage—a wage usually considered fixed by the "iron law of supply and demand." Co-partnership offers the worker an added reason for taking interest in his work and being keen upon its success, because he feels that in proportion as he attains success so his reward will increase, as he will receive a share of the increased profits due to the more effective work of himself and his fellow

workers. For Co-partnership is not an attempt to raise one man among his fellows, but to raise all together, and it spreads a feeling of comradeship, as all are working to a common end. Co-partnership is also a means of adjusting the rise and fall of earnings to the rise and fall of a particular business. The general fixing of wages still remains the business of the trade union, but all the minor fluctuations of prosperity are automatically dealt with without any further bargaining. If trade is good and business prospers the profits will increase and there will be a larger dividend on wages. On the other hand, if trade is depressed, the remuneration of the worker will fall to the standard level as profits cease to be distributable, but he is assured of the trade union rate at all times.

The most complete adoption of Co-partnership in a capitalist business was made by Mr. George Thompson in 1886, in the business of MESSRS. W. THOMPSON & SONS, woollen manufacturers, of Huddersfield. In this case the "Transformation of Capitalism" is complete: the business is now a Co-partnership Society, and its committee of management contains two representatives of the workers, three from Co-operative stores, one from the local Trades Council, and the secretary of the Weavers' Association. Every worker (but one) owns shares, and together they hold £2,600 worth. The hours have been reduced to 48 per week, all workers are paid time-wages, and the goods produced are the best in the whole trade.

Mr. T. C. Taylor, M.P., of MESSRS. J., T., & J. TAYLOR, woollen manufacturers, of Batley, has practised profit-sharing and Co-partnership since 1896. After 5% has been paid on share capital the remaining profits are used to pay an equal dividend on the past year's wages and the share capital, with this condition, that all workers who have been employed for five years and have saved up half a year's wages in the capital of the business, get a double bonus. Half the workers have fulfilled this condition, so that if capital gets 15% altogether, all the workers get a dividend of 10% upon their wages and half of them get double this—*i.e.*, 20%. This actually happened for 1911. The bonus is given in the form of shares, so that every worker becomes a shareholder automatically. Half the capital is held by the workers, who have altogether received over £100,000 in profits, and now they receive two-thirds of the profits annually in dividend on wages and dividend on capital together.

MESSRS. LEVER BROTHERS' scheme, adopted in 1909, was dated back to 1901, and provides for the distribution among approved workers who have been employed over five years, of partnership certificates bearing a face value of about

10% of the workers' annual wages—the exact amount varies with the prosperity of the business, and may be altered in accordance with the merits of the man applying for certificates. These certificates receive dividend at a rate 5% less than the ordinary shares—that is if the ordinary shares receive 15%, certificates receive 10%. For some years this dividend was paid in cash or through a savings bank. Now it is paid in 5% preference shares, which are the inalienable property of the co-partner, who can realise them at once if he so desires. If he leaves them in the company he will, however, get a special bonus on them, bringing his total dividend on such shares up to that on the ordinary shares, which is at present 15%. For 1913, shares to the value of £37,000 were paid as dividend on partnership certificates to two thousand co-partners, bringing the total paid up to the present to £122,000. As an additional benefit, the partnership certificates of a co-partner retiring from work because of old age or illness, can be exchanged for an annuity on certain terms. This scheme is only a part of the welfare work of the firm, which includes the Garden Village of Port Sunlight with splendid public buildings of all kinds, and the provision of playing fields and so on for the employees, while every opportunity is given to young workers to earn increased wages, and to obtain both technical instruction for business purposes and general education for their own intellectual pleasure.

Among Gas Companies Profit-sharing or Co-partnership have been very generally adopted. Here the way was led by SIR GEORGE LIVESEY, at the SOUTH METROPOLITAN GAS Co. In this Company, as in many others, the distribution of profits to shareholders has to be made in accordance with a sliding scale fixed by Act of Parliament. The dividend on shares can only be increased if the price of gas is lowered, this forms a community of interests between the Capitalist and the Consumer. Sir George Livesey brought Labour into this partnership, and arranged that for every 1d. reduction in the price of gas and consequent possible increase in dividend on shares ( $\frac{2}{8}$  per £100), the workers should receive a dividend on wages of  $\frac{3}{4}$ % (about 2d. in the £). In 1914 the price of gas had been so reduced that the bonus was  $8\frac{1}{4}$ %, which is equivalent to a month's wages. This dividend is not paid in cash but in shares in the capital of the Company. For 1914 6,303 workers received a total dividend of £49,189. The co-partners have received altogether £691,596, and they hold shares to the value of £450,683. It will be noted that this Company is an example of a co-operative form of industry, as the profits are divided between the Capital, Labour, and

Consumer. This Company has carried Co-partnership a step further, and there are three representatives of the workers on the Board of Directors, elected by the workers on a democratic franchise. The Board of Directors consists of these three, together with six others elected by the shareholders, and the chairman, Dr. Charles Carpenter. Both Sir George Livesey and Dr. Carpenter have spoken in high terms of praise of the worth of the workmen directors on the Board. As an outcome of the better and more humane feelings roused by the community of interests between capital and labour in this case, the Company claims that with the active help of their workers they have succeeded in reducing accidents down to an almost vanishing quantity. Whenever an accident takes place an "inquest" is held by a jury of employees in that department, and measures are recommended to prevent the recurrence of any similar event.

The appointment of workmen directors has been adopted by the SOUTH SUBURBAN GAS CO., and by the BOSTON GAS CO., in U.S.A. There were 36 Co-partnership Gas Companies at the end of 1914, with 25,681 employees, who received a total dividend of £146,686. These co-partners own stock in their respective companies to the value of £908,835, and over £1,197,000 has been distributed as dividends on labour.

I cannot give more than a word to the two famous French co-partnership schemes, of GODIN at Guise and LECLAIRE in Paris. Both these businesses have now passed into the hands of the workers, who have gradually bought out the original owners. In both cases the governing body is elected from among the most experienced of the workers. Leclair started business as a painter and decorator in 1826, and introduced his first profit-sharing in 1842. The general body of the workers gets half the profits as a bonus on wages, and another 35% goes to a Mutual Insurance Society belonging to the permanent workers who own the business. Over half-a-million sterling has been devoted to these two purposes.

The business started by Godin in 1840 now employs 2,500 people chiefly in the manufacture of stoves. For the year ending June 1913, Capital received an extra £1,176, bringing its total interest up to nearly 5½%, and labour received £17,620.

These are instances of the ideal conditions which have been attained: perhaps it is useful also to consider a modern form of simple type as well. For this purpose I may quote the scheme of Mr. Edward Chitty, of MESSRS. G. W. CHITTY & Co., Flour Millers, of Dover. Under this scheme, started

in 1895, a certain percentage of the profits is distributed twice a year *pro rata* to wages, one half being paid in cash and the other half placed to a Reserve Fund. This fund is managed by a committee consisting chiefly of employees. The amount standing to the credit of an employee is paid out at his death or when he attains the age of 65, or within a year of the time when he leaves the firm's employment. This bonus has averaged between four and six weeks' wages per annum, say 8% to 12%.

In describing all these schemes it has been easiest to quote financial results, but these are by no means the most important. It is the effect of such schemes on the character of the individual worker which must be considered chiefly. There seems to be no doubt but that the entire lack of interest in their daily work from which so many workers suffer, causes a gradual lowering of mental and moral standards, and therefore some method must be introduced so that each day's work shall leave the worker a better and more capable citizen, instead of the reverse as is too often the case. Work in a modern machinery-filled factory is often very monotonous, and the only practical way of encouraging mental activity in the worker, is by securing his interest in the progress of the whole business or of the department in which he is working, which is frequently done by means of committees and councils of the employees.

The idea underlying the whole of this movement is that progress can only come from increased intelligence and mental activity. Advance has never originated in the lowest ranks of labour, but the history of strikes shows conclusively that more highly paid workers find it far easier to combine and improve the conditions of work than those less well paid, and working under worse conditions.

Recently an unique scheme has been adopted by Mr. Henry Ford in the FORD MOTOR CO. The company have decided to distribute about £2,000,000 annually among their workers in the form of increased weekly wages, the lowest wages paid in America will be £1 a day, and in England we read that the office-boy will get 24s. a week. But these increased rates of pay are accompanied by the condition that the money must be well spent, the meaning of this seems to be that its receipt must lead the recipient to a higher standard of living. He may make what use he likes of the money, but it must not tend to lessen his efficiency as worker or citizen. Oddly enough women are excluded unless they are supporting a family, but it seems that they will receive certain benefits, and in America the money will not be paid to immigrants who



are merely "birds of passage" and do not intend to become American citizens.

It will be seen that this scheme, even if it should be called profit-sharing, differs very considerably in essence as well as in magnitude from ordinary co-partnership, in which the central idea is that the worker should accumulate capital, get a stake in the business in which he is employed, and automatically save up against old age.

The Ford Co. are said to have deliberated as to whether they should return this £2,000,000 to their customers in the form of reduced prices, and determined to give it to the producer rather than to the consumer. This is distinctly interesting, and the example is exceedingly useful, and I think, necessary. We have fallen too much into the habit of considering lowness of price as the only consideration in manufacture and production. The result of this is that labour gets ground down between the desire of the capitalist for large returns, and competition to sell at low price, and is continually told that the "wages fund" will not allow any increase in wages. Every experiment whereby a larger share of the profits of a business are given to the producer, it seems to me, should be welcomed, whether it take the form of profit-sharing, or prosperity-sharing as in the case of Sir William Lever, or welfare work as with Messrs. Cadbury or the National Cash Register Co., and so on. All these schemes bring a more human relationship into industry; and by raising the status of the worker, and especially by securing better conditions for his children, place him and them in a position from which they can produce still greater progress for themselves in the future. This progress must come from association. It is here that individualist and socialist agree, for the regeneration of society can only come in proportion as the individuals composing it are raised to a higher intellectual and moral level. Let us then accept everything which raises the individual, in order that these individuals may associate themselves in the work of purifying our country from the evils which exist among us. In particular we must sweep away degrading conditions of life in slums and the squalid industrial quarters of our large towns; we must clean our factories and workshops, and then brighten them, so that we may be proud of them, and proud of the men and women trained in them to be true and noble citizens. In this work, the Co-operative and Co-partnership movements lead the way, and I therefore appeal to you to support them with all your power.

**QUEEN MARY'S  
TECHNICAL SCHOOL  
FOR DISABLED  
INDIAN SOLDIERS**



**PATRON :**

**His Majesty The KING EMPEROR**

**PATRONESS :**

**Her Majesty The QUEEN EMPRESS**

**BOMBAY**

*Letter received from Her Imperial Majesty  
The Queen Empress.*

*January 14th, 1918.*

York Cottage,  
Sandringham,  
Norfolk.

Dear Lady Willingdon,

I am very glad to hear that my technical school for disabled Indian soldiers is doing so well and I am sending you a photograph of myself to hang up in one of the rooms. I hope you will assure the sufferers of my sympathy with them in their afflictions, the loss of arms or legs, and my hope that the School will benefit their future prospects. Believe me,

Yours very sincerely,

MARY R. I:





**The School—Front view.**

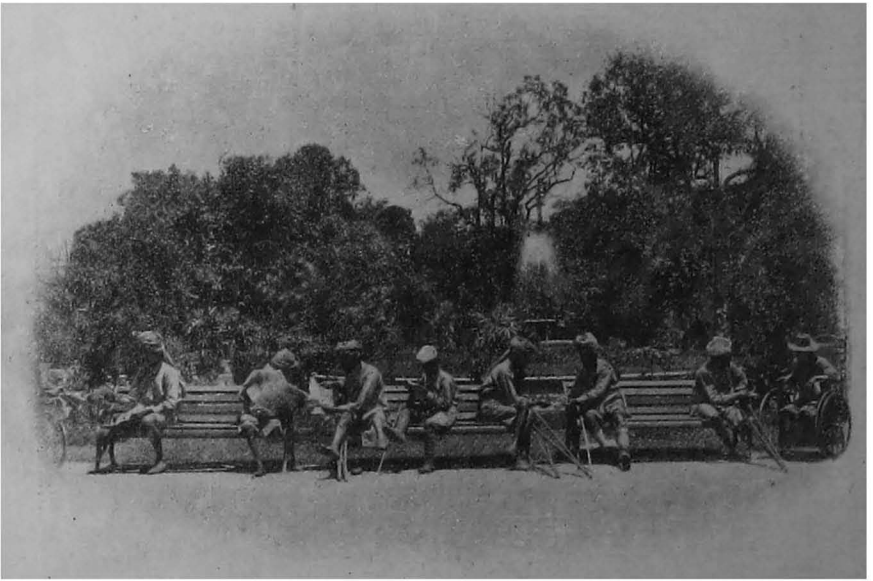
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# AN INDIAN TRIBUTE TO THE INDIAN DISABLED

A BRIEF ACCOUNT  
OF THE QUEEN MARY'S  
TECHNICAL SCHOOL,  
BOMBAY, AND ITS WORK



BOMBAY: THE TIMES PRESS  
1918



In the Grounds.

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His Majesty The KING EMPEROR.

**PATRONESS :**

Her Majesty The QUEEN EMPRESS.

**VICE-PATRON :**

His Excellency LORD WILLINGDON, G.C.S.I., G.C.I.E., G.B.E.,  
Governor of Bombay.

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*Hony. Secy. and Treasurer :*

E. G. PEARSON, Esq. (Times of India Office).





A stroll in the Gardens.

# An Indian Tribute to the Disabled Indian Soldiers

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A BRIEF ACCOUNT OF THE QUEEN MARY TECHNICAL SCHOOL FOR DISABLED INDIAN SOLDIERS AND ITS WORK.

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**T**HE Queen Mary Technical School for disabled Indian Soldiers has been established in Bombay through the efforts of Her Excellency the Lady Willingdon.

The School is maintained by public donations and subscriptions from Ruling Princes, War and other Funds and is assisted by Government.

It was opened by His Excellency the Governor of Bombay on May 16th, 1917, with 25 pupils. The work of the School has been very successful and has increased in all directions.

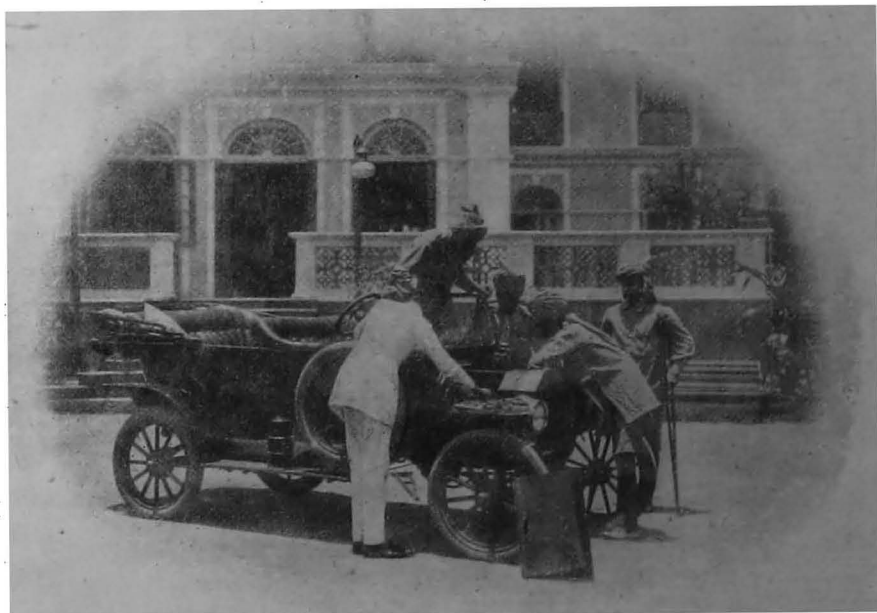
The School was awarded a Silver Medal on 4th February 1918 for Technical Exhibits at the Educational Work Exhibition, Bombay.

The School Building, formerly known as Braganza Hall, is a palatial establishment at Byculla, generously placed at the disposal of Lady Willingdon, rent free, by the executors of the late Sir Jacob Sassoon. It has well furnished sitting-rooms, bed-rooms and work-rooms accommodating 200 men.



**A Dormitory.**—There are a number of Dormitories similar to this. Besides his bed each man has his own “lock up” in which he keeps his personal property.

To provide them with clothes, food, and other necessaries and to teach them trades so that after a course of training they will have means of supplementing their pensions, and live in comparative comfort.



Motor Car Driving.—Driving is very popular and it is found quite possible for a man fitted with an orthopædic boot to become a good driver. The mechanism of the car is also taught.

Each man is supplied with everything he is likely to need in the way of clothes, bedding, food, etc., throughout the whole course, he is also provided with a return railway ticket and travelling expenses.

A number of quarters have been built for the accommodation of married men and their families.

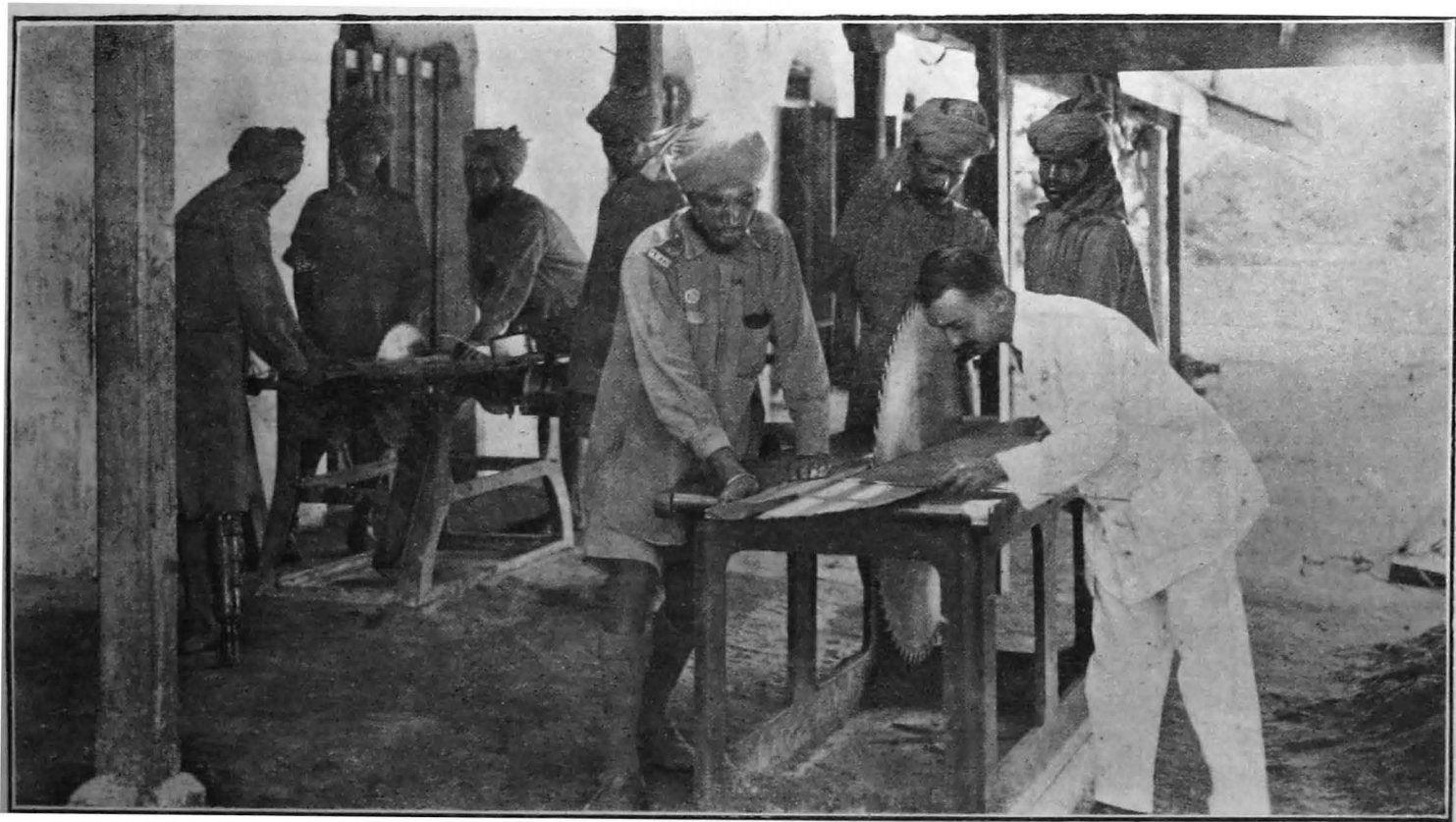
It is fitted with electric lights and fans, is healthily situated and admirably suited for the purpose.

Its beautiful garden affords means of exercise and recreation, and its large verandahs give ample space for games and amusements.



Recreation.

The object of this School is to take over for a period of 6 months or more soldiers and followers of the Indian Army, Imperial Service Troops, and Royal Indian Marine, of all ranks and classes, who have been invalided out of the service as unfit for further Military duty.



Instruction in working a saw bench.



A Motor Class.

Free Railway Passes are provided for a man's wife and family and free rations are issued to a man's wife and children allotted rooms in the married quarters.

Each man is at liberty to select the trade he wishes to learn. After he has undergone the prescribed course of instruction he is examined by an expert in his Department and on passing the necessary examination is provided with a diploma.

The School endeavours to provide trained men with employment as follows :—

1. In Bombay or in other Industrial Centres, in Workshops and Factories.
2. In the Army Clothing Department, or in Regiments as Tailors and Supervisors.
3. In Government Departments or private employment as Chauffeurs.
4. In Dockyards, Factories, Arsenals, etc., as Turners, Fitters, Moulders, Machine men in charge of Oil Engines, etc.
5. In Charge of Cinema outfits in the Cinema Theatres in Bombay and in the Mofussil as Operators and Assistant Operators.
6. In Charge of Ice-making, Machinery, and Oil Engines in Mesopotamia.

In many cases the soldier may purchase with money earned in the School a set of tools or



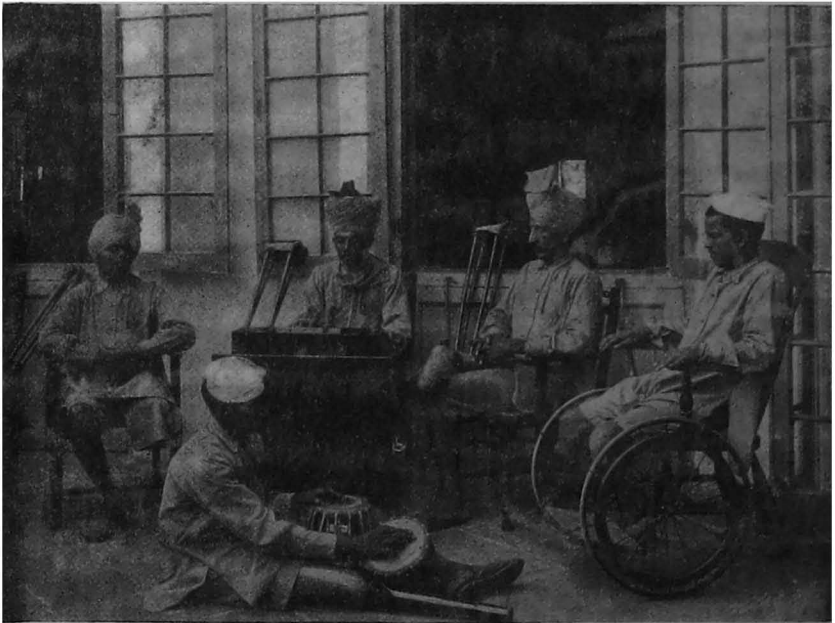


**Part of the Engineering Shop.**

machines with which on returning to his own village he can work on his own account.

While undergoing instruction in the School the men are paid for articles made by themselves.

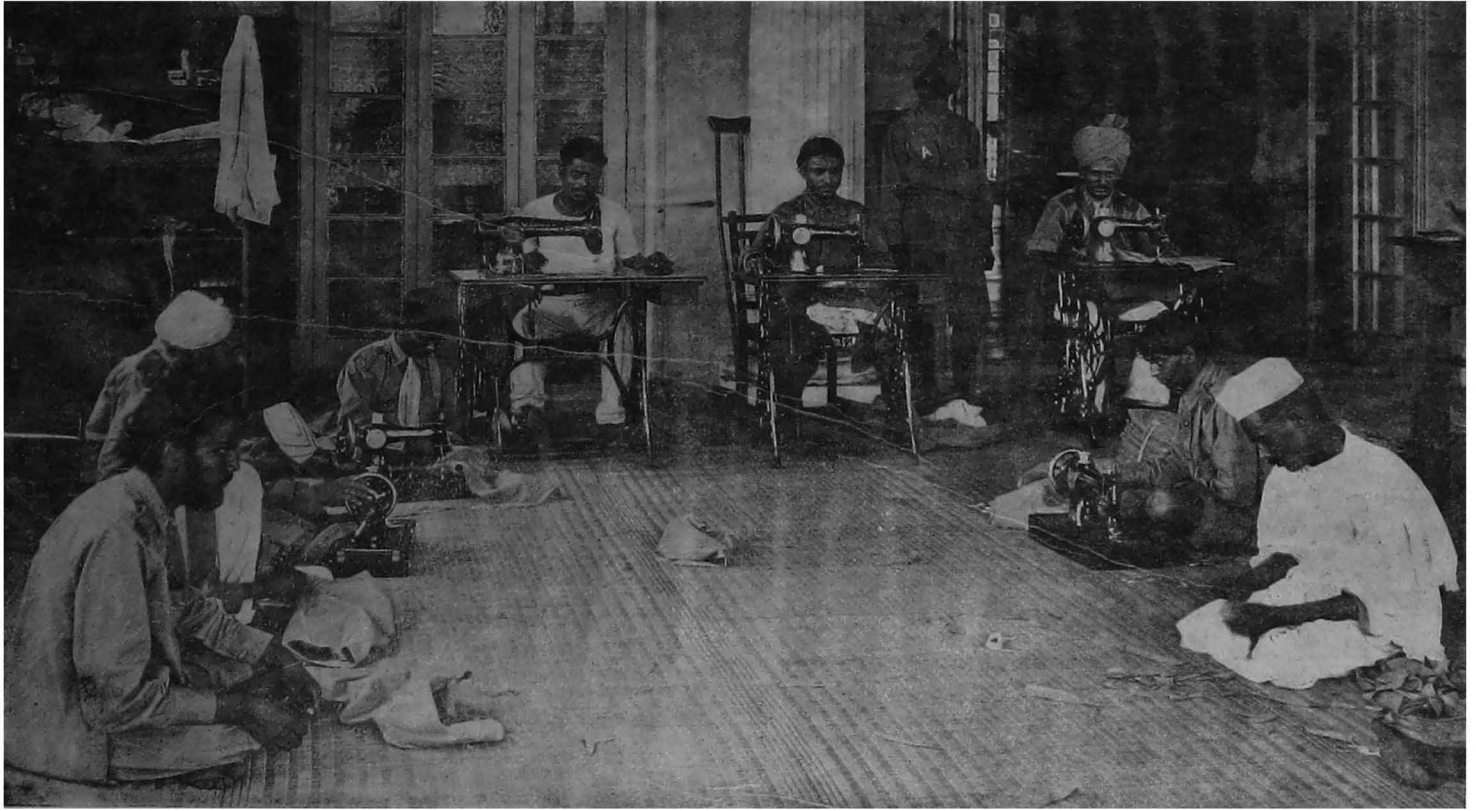
Six Rupees per mensem in addition to a man's pension is paid by The Imperial Relief Fund



In the spare hour.

to every pupil in the School. This is extra to any money he may earn during the period he is undergoing instruction.

It is estimated that trained men after leaving the School should be able to add from Rs. 30 to Rs. 100 a month to their pensions according to the individual skill and ability.

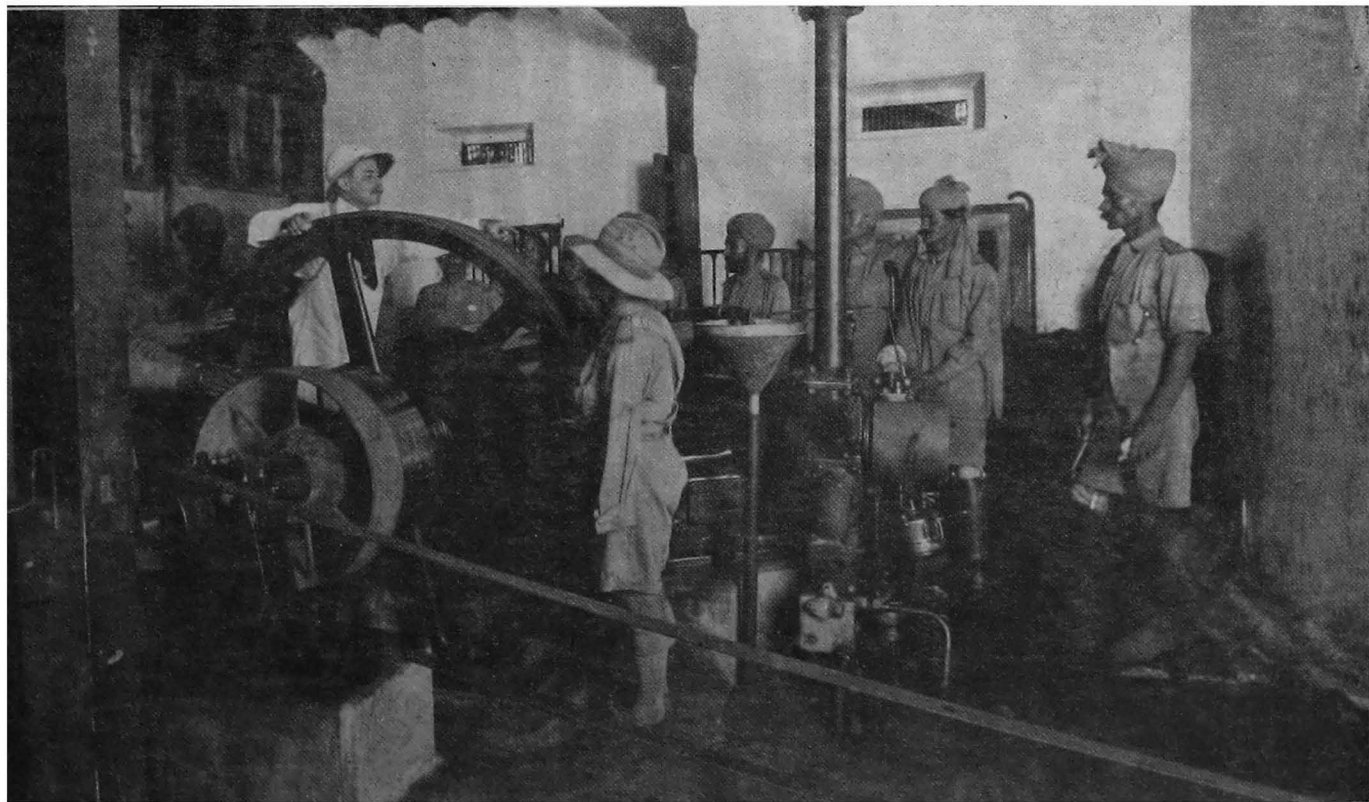


**Tailors at work.**—Men are taught to cut out and make all kinds of clothing and other articles by hand and machine. They are found employment in the Army Clothing Department in Regiments or private establishments.

The men undergoing training in the School, include Gurkhas, Pathans, Sikhs, Marathas, Punjabis, Jats, Madrasis and others. Each class is under the supervision of an experienced instructor.

The following trades are taught :—

1. Tailoring under the supervision of Mr. Sydney Smith of Messrs. Leach and Weborny, Tailors, Bombay, with an Indian Master Tailor.
2. Motor Car Driving and Mechanics, under the supervision of Mr. P. Stewart, Manager, Bombay Motor Car Co., with 4 assistant instructors.
3. Hosiery Making, under the supervision of Mr. Addyman, Manager of the Bombay Woollen Mills, Dadar, with an Indian instructor.
4. Oil Engine-driving, Ice-making Machinery, Flour Mills and Saw Benches under the supervision and direct instruction of Mr. R. C. Porter, of Messrs. Greaves Cotton & Co., Engineers, Bombay, assisted by an Indian instructor.
5. Elementary Engineering, Fitting Turning, and Moulding under the supervision of Mr. Bonner, Chief Engineer, G. I. P. Railway, and



Oil Engine Class.

under the instruction of Mr. Herbert, late Engineer Foreman, G. I, P. Railway Workshops.

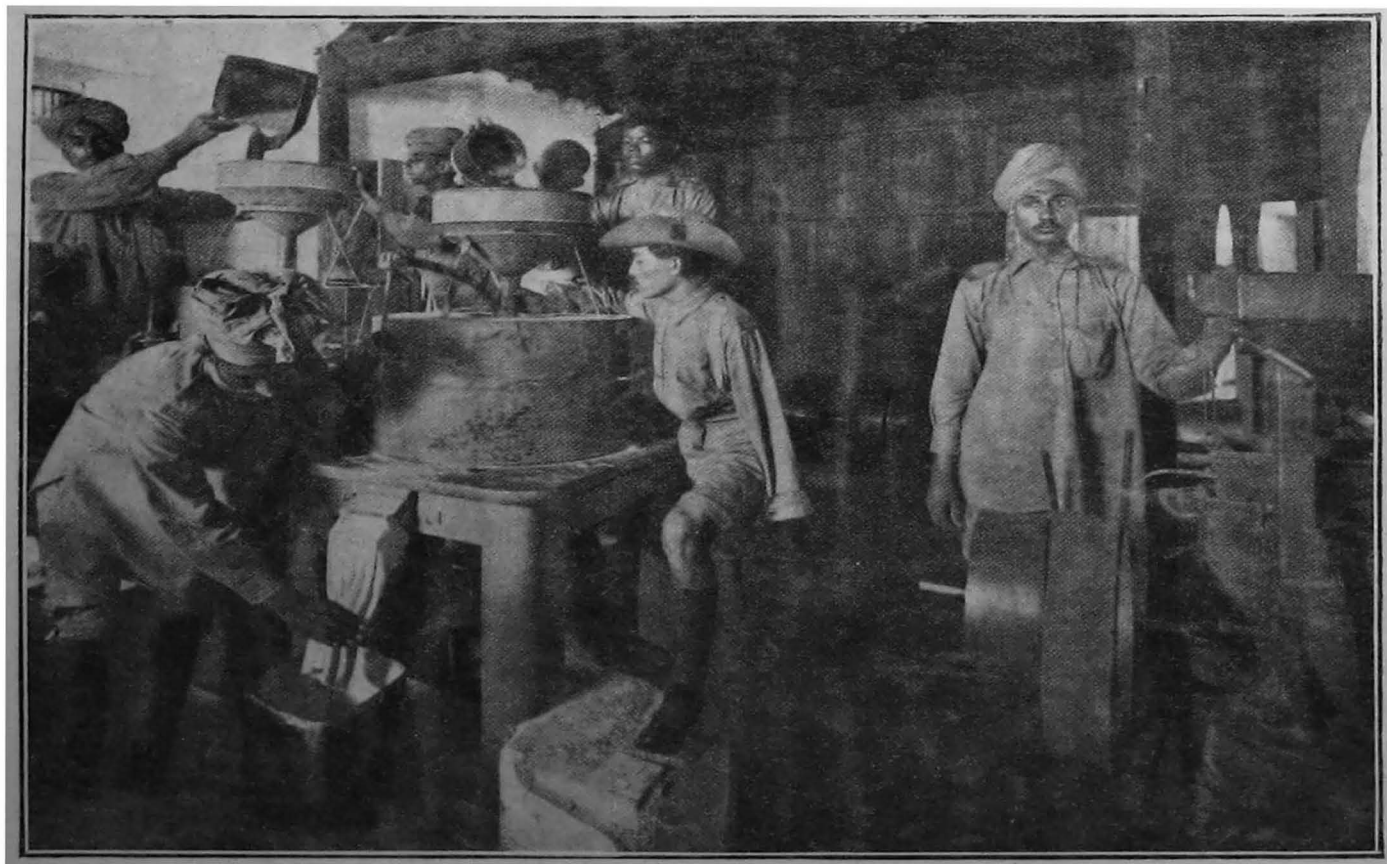
6. Cinema Operating, under the instruction and supervision of Mr. Haque, Manager of Messrs. Pathe Freres and various Cinema Houses in Bombay.

During the first 6 months of the school's existence the pupils were received mainly from the Marine Lines War Hospital, as this Hospital supplies Artificial Limbs to the whole of the Indian Army.

During the latter part of the year, as the school began to be better known, in the various Provinces, applications for admission were received from pensioned men from their villages and from Hospitals, Convalescent Depots, and Regimental Depots all over India.

During the year but mainly towards the end of the year, 233 men were admitted, and of these 48 men have already passed the necessary examination and have been granted Diplomas. The greater number of these men were found appointments by the School on salaries varying from Rs. 30 to Rs. 75 per mensem and excellent reports have been received from their employers.

Some men preferred to return to their Districts where, they feel with a school diploma, they could better obtain employment.



**The Flour Mills.**

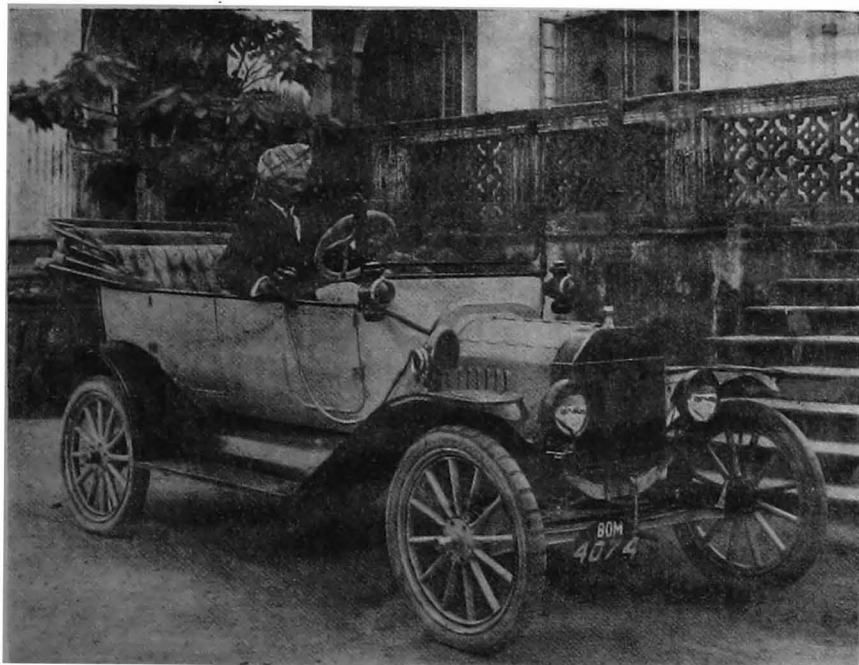


Class for teaching English.



The School is endeavouring to keep in touch with all its passed pupils and to render them every assistance.

The Engineering Workshop was completed and opened in November 1917 fitted with modern machinery and has now 14 men under training in Mechanical Engineering.



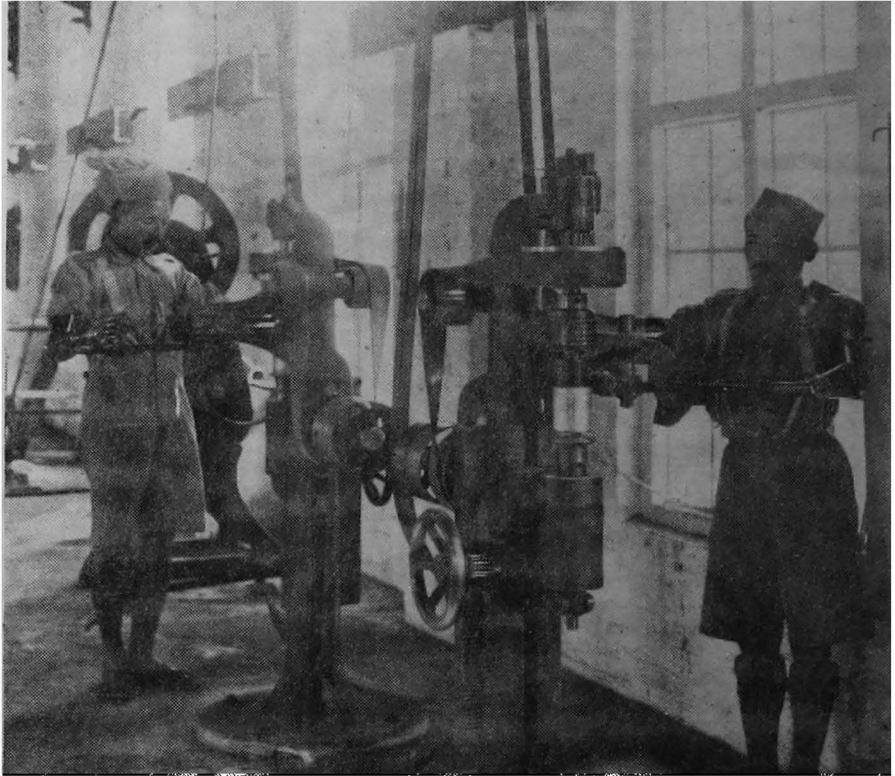
One of the past students. Now driving a car on a salary of Rs. 50 per month. Has 2 inches shortening of one leg from a gun shot wound of the thigh and provided with an orthopædic boot.

In this Workshop in addition to training mechanics, moulders, etc., men of the 'Oil Engine Section and Motor Section are given Mechanical Instruction.

The Foundry for the training of Moulders has now been added.

are able to obtain employment near their homes.

The numbers in the Oil Engine Department have increased rapidly and a second 20 Horse Power Engine has been installed and is working Flour Mills, Saw Benches, and Rice Hullers.



Tin-making Machine.

There is a Military Training School containing 8 different types of Oil Engines and complete Ice-plant Machinery within half a mile of the School and with the kind permission of Major Forbes, Technical Recruiting Officer, our pupils' training is continued there by our Instructor.

The Motor Section has been found the most popular Department, and has now over 75 men in training. This Department opened with one Car, and has now 12 Cars of different makes in use.

Men for this Department must have the use of all four limbs though one leg may be shorter

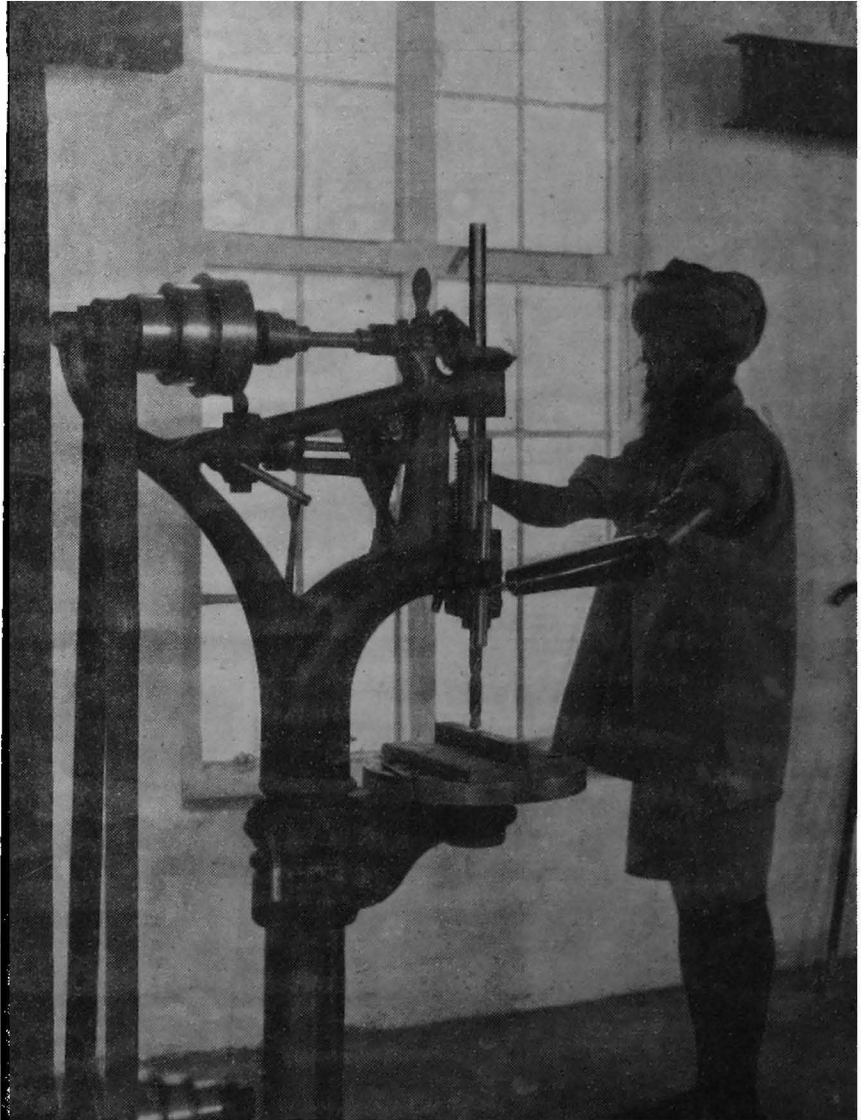


The Married Quarters.

than the other from a wound of the thigh, but the fitting of an Orthopædic Boot usually remedies the defect.

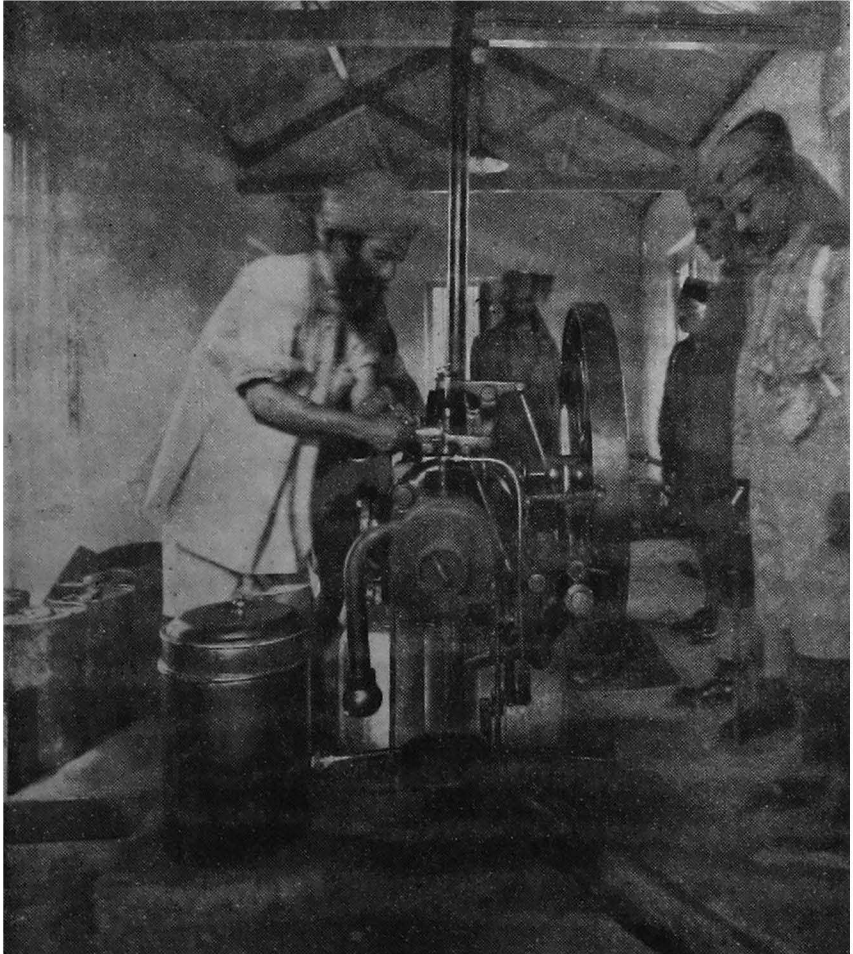
The popularity of this Section is due to the course being a short one, 4 to 6 months. The men start on very good wages as soon as they have passed, and there is a great demand for good Chauffeurs all over India. Thus men

months' training, earn from Rs. 30 to 40 per month ; this is an ideal occupation for men who have lost one or two legs.



**A drilling machine being worked by a student with an artificial arm.**

The Hosiery Department started with 4 machines. It now contains 16 machines and arrangements have been made to further increase this number to 49.



An Oil Engine Class.

During the year 231 dozen pairs of all kinds of Hosiery in Silk, Wool, Mercerised Yarns, etc., were made and commanded a ready sale.

The men in this Department, after a few

their earnings and work on their own account at their homes if they desire.

A voluntary class in Colloquial English and Elementary reading and writing under a lady teacher was opened in March 1918.

Outside working hours a Committee of Lady Visitors attend the School, instructing the men in fancy work.

The men readily take to this and are able to earn during their leisure hours from Rs. 5 to 10 per month.

The Cinema Class has only 3 pupils at present as it requires a higher standard of intelligence and a knowledge of English. One of the pupils has now passed and has found employment as an Assistant Operator on Rs. 50 per month.

Entertainments and amusements such as harmoniums, indoor and outdoor games are provided. Occasionally men are taken to the local theatres, the Zoological Gardens, etc.

Men desirous of joining the School should apply to—

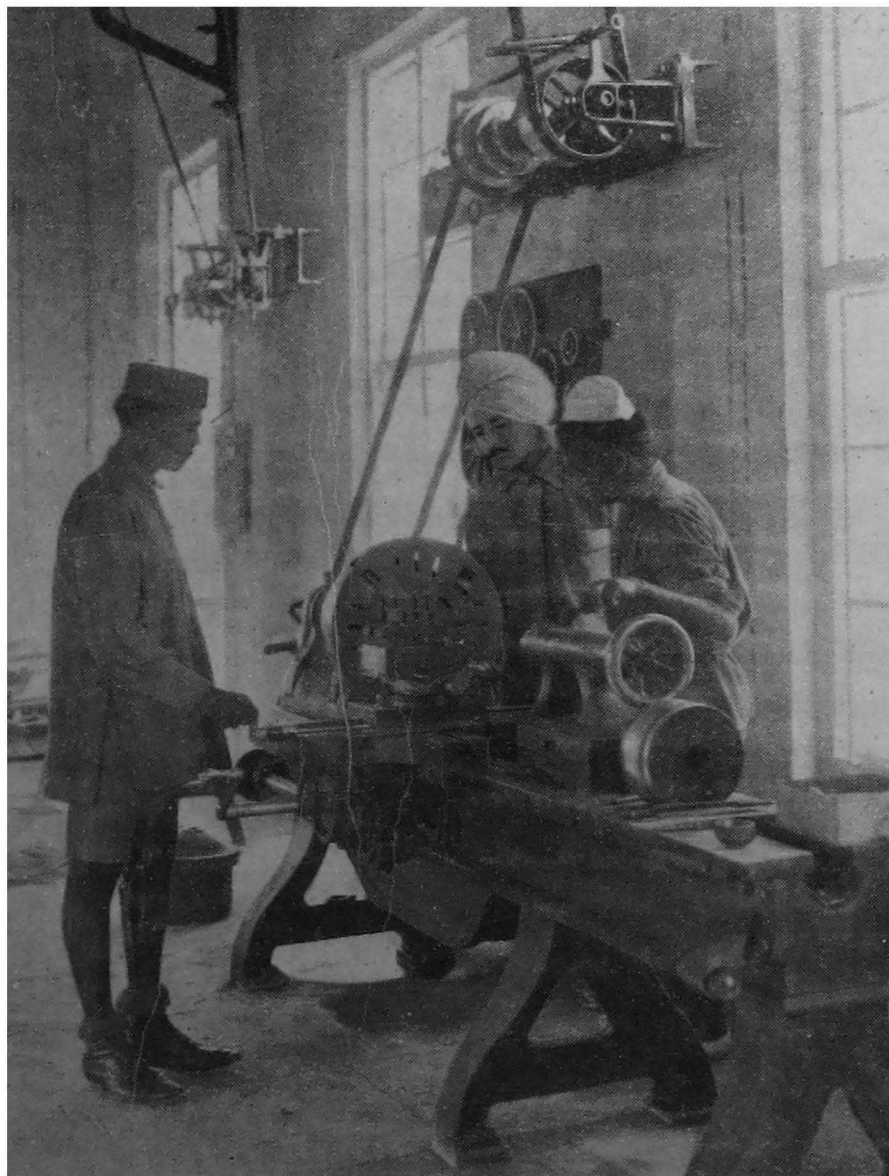
The Honorary Superintendent,

Queen Mary Technical School,

Byculla, Bombay,

who will send them Railway Warrants for themselves and their families and supply any further information required.

Employment for this class of work is easily found in the Punjab, where many Hosiery Factories exist. Men may buy a Machine with



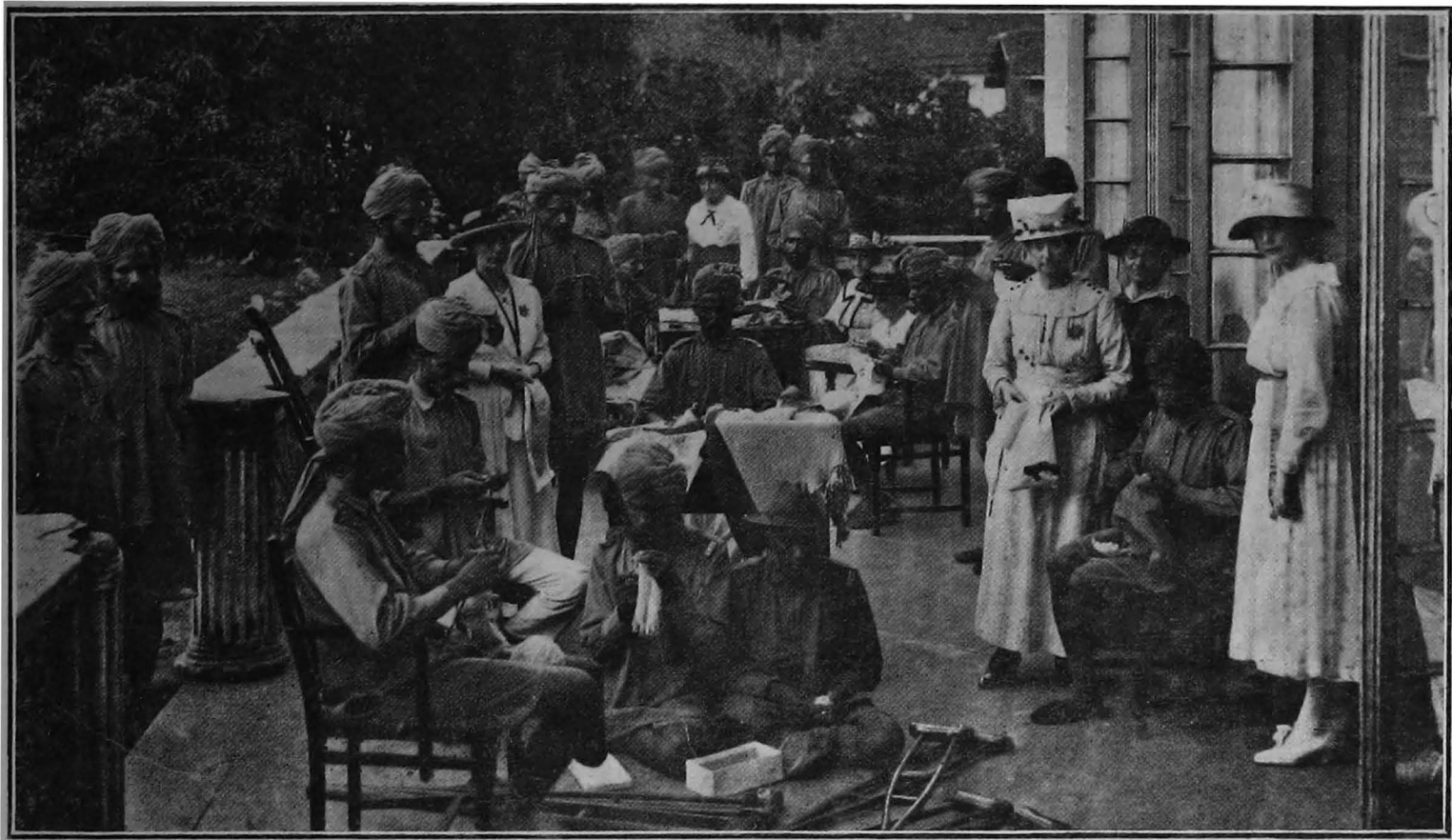
Instruction in working a lathe.





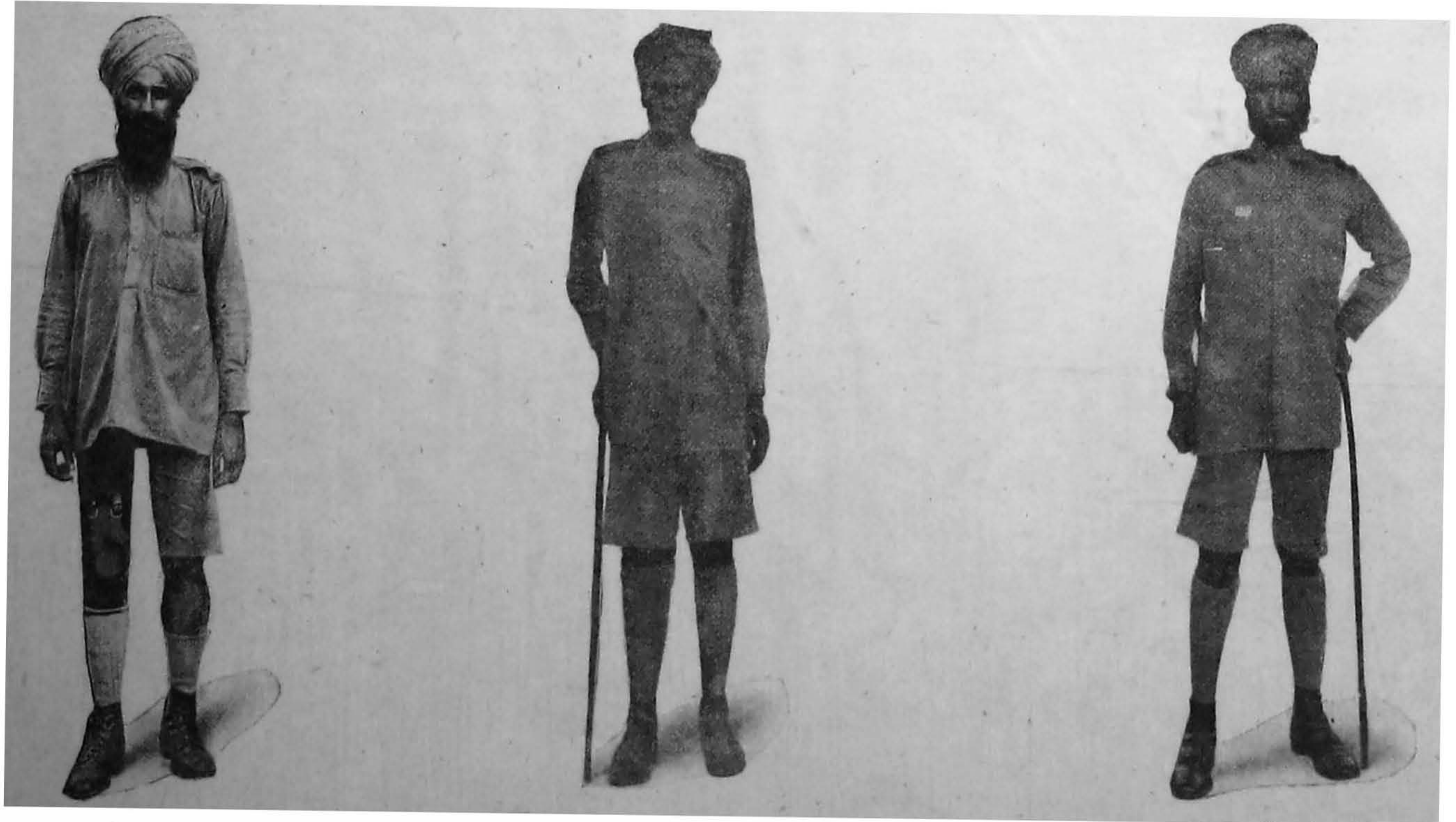
The Knitting Class.





In spare time men are instructed in fancy work by the ladies from the Women's Branch of the Bombay Presidency War and Relief Fund.

SOME OF THE PUPILS WHO HAVE PASSED  
OUT OF THE SCHOOL.



**No. 4619.—Pensioner.**

**Name.—Kehrsing.**

**Regt.—45th Sikhs.**

**Pay.—Rs. 45 per mensem.**

**Class.—Hosiery and Knitting.**

**Disability.—Amputation of right thigh.**

**No. 3560.—Pensioner.**

**Name.—Sowar Indersing.**

**Regt.—9th Cavalry.**

**Pay.—Rs. 75 per mensem at the Acetone  
Factory, Nasik.**

**Class.—Oil Engine.**

**Disability.—Amputation of right leg.**

**No. 1642.—Pensioner.**

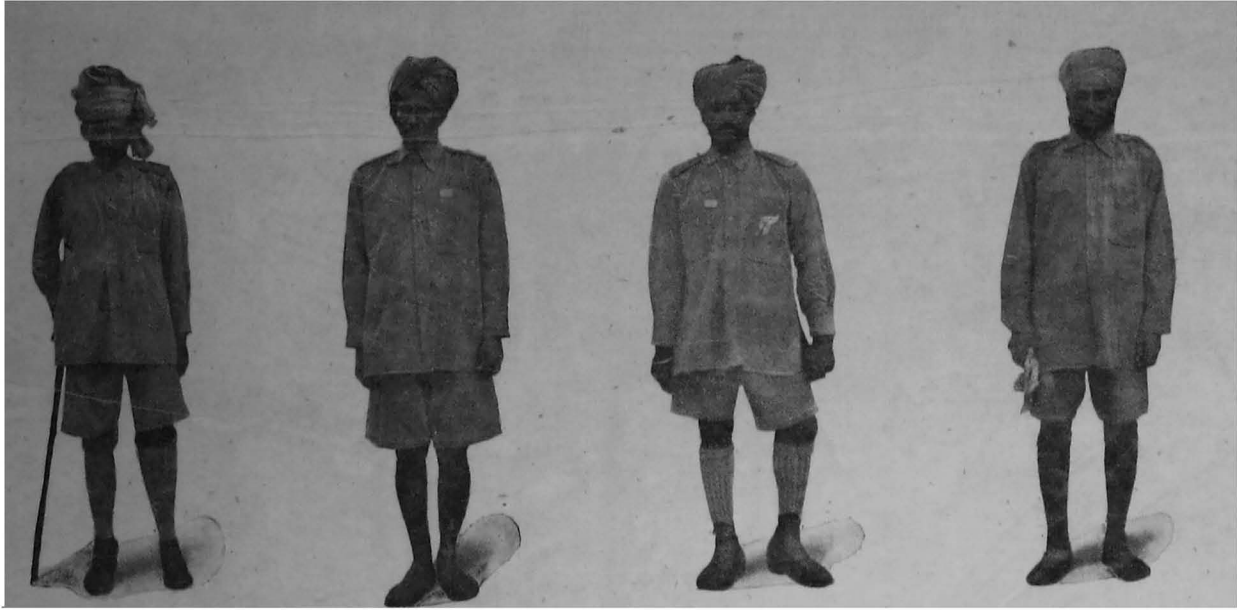
**Name.—Lance Naik Teja Singh.**

**Regt.—51st Sikhs.**

**Pay.—Rs. 75 per mensem at the Acetone  
Factory, Nasik.**

**Class.—Care and management of Oil  
Engines.**

**Disability.—Amputation of right thigh.**



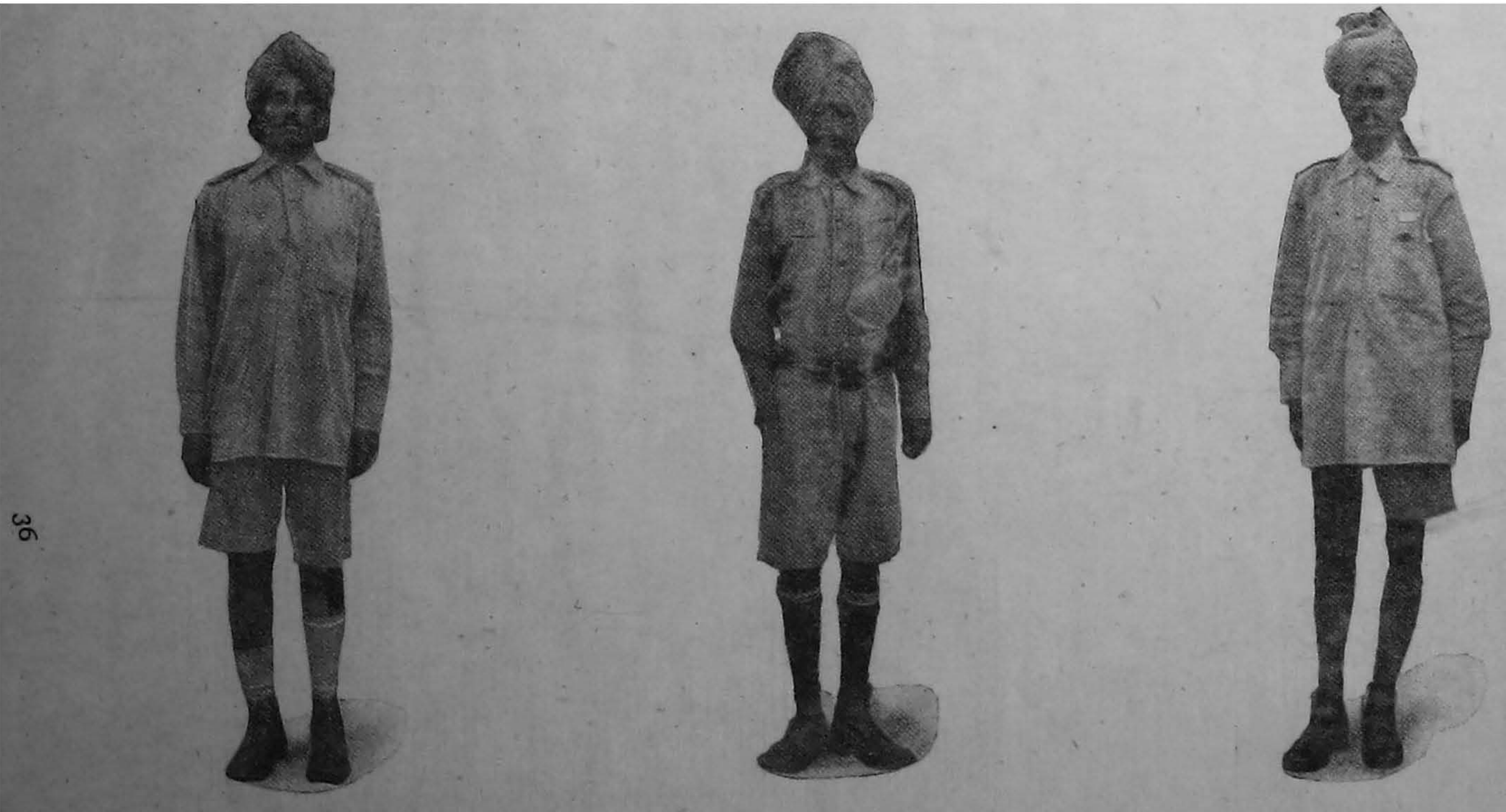
**No. 3349.—Pensioner.**  
**Name.—Sharefdin.**  
**Regt.—82nd Punjabia.**  
**Pay.—Rs. 29 per mensem.**  
**Class.—Mechanical Workshop.**  
**Disability.—Amputation of left leg.**

**No. 2327.—Pensioner.**  
**Name.—Havildar Mahmed Galub.**  
**Regt.—75th Carnatic Inf.**  
**Class.—Mechanical Workshop.**  
**Pay.—Rs. 29 per mensem.**  
**Disability.—Weak Chest.**

**No. 3594. Pensioner.**  
**Name.—Bhagsing.**  
**Regt.—9th Bhopal Inf.**  
**Class.—Mechanical Workshop.**  
**Pay.—Rs. 29 per mensem.**  
**Disability.—G. S. W. left leg.**

**No. 2691. Pensioner.**  
**Name.—Warramsing.**  
**Regt.—55th C. Rifles.**  
**Class.—Mechanical Workshop.**  
**Pay.—Rs. 29 per mensem.**  
**Disability.—G. S. W. in left shoulder.**





**No. 79.—Pensioner.**

**Name.—Mirza-Khan.**

**Regt.—127th Baluchis.**

**Pay.—Rs. 40 per mensem.**

**Class.—Oil Engine.**

**Disability.—Amputation of left thigh.**

**No. 879.—Pensioner.**

**Name.—Sadhusing.**

**Regt.—20th Deccan Horse.**

**Pay.—Rs. 30 per mensem.**

**Class.—Agriculture.**

**Disability.—G. S. W. right wrist.**

**No. 3576.—Pensioner**

**Name.—Shaik Kadar.**

**Regt.—105th Mahrattas.**

**Pay.—Rs. 29 per mensem.**

**Class.—Mechanical Workshop.**

**Disability.—Amputation of right thigh.**



No. 2683.—Pensioner.

**Name.**—Dhasynoo Babaji.  
**Regt.**—117th Mahrattas.  
**Pay.**—Rs. 50 per mensem in Bombay.  
**Class.**—Chauffeur.  
**Disability.**—Gunshot wound in neck.

No. 1369.—Pensioner.

**Name.**—Lance Duffedar Abdul Cadir Khan.  
**Regt.**—2nd Lancers.  
**Pay.**—  
**Class.**—Chauffeur.  
**Disability.**—Heart Disease.

No. 2879.—Pensioner.

**Name.**—Lance Duffedar Isher Singh.  
**Regt.**—6th Cavalry.  
**Pay.**—Rs. 75 per mensem at the Acetone Factory, Nasik.  
**Class.**—Oil Engine.  
**Disability.**—Amputation of left hand from shell wound.

## NAMES OF DISTINGUISHED VISITORS

TO THE QUEEN MARY'S TECHNICAL SCHOOL  
FOR INDIAN SOLDIERS.

---

His Excellency Lord Chelmsford, P.C., G.M.S.I., G.C.M.G.,  
G.M.I.E., G.C.B.E., Viceroy and Governor-General  
of India.

Rt. Hon'ble E. S. Montagu, P.C., M.P., Secretary of State  
for India.

His Excellency Lord Willingdon, G.C.S.I., G.C.I.E.,  
G.B.E., Governor of Bombay.

Her Excellency the Lady Willingdon, C.I., D.B.E.

H. E. General Sir Charles Monro, G.C.M.G., K.C.B.,  
Commander-in-Chief in India.

H.E. Rear Admiral E. F. A. Gaunt, R.N., C.B., C.M.G.,  
Commander-in-Chief of H.M.'s Naval Forces in the  
East Indies.

His Excellency Lord Pentland, P.C., G.C.S.I., G.C.I.E.,  
Governor of Madras.

Lieut.-General Sir William Marshall, K.C.B., K.C.S.I.,  
General Officer Commanding-in-Chief, Mesopotamia  
Expeditionary Force.

H. H. the Maharaja Scindia of Gwalior, G.C.S.I., G.C.  
V.O., A.D.C.

Major-General W. C. Knight, C.B., C.S.I., D.S.O.

Sir Shapurji Broacha, Kt.

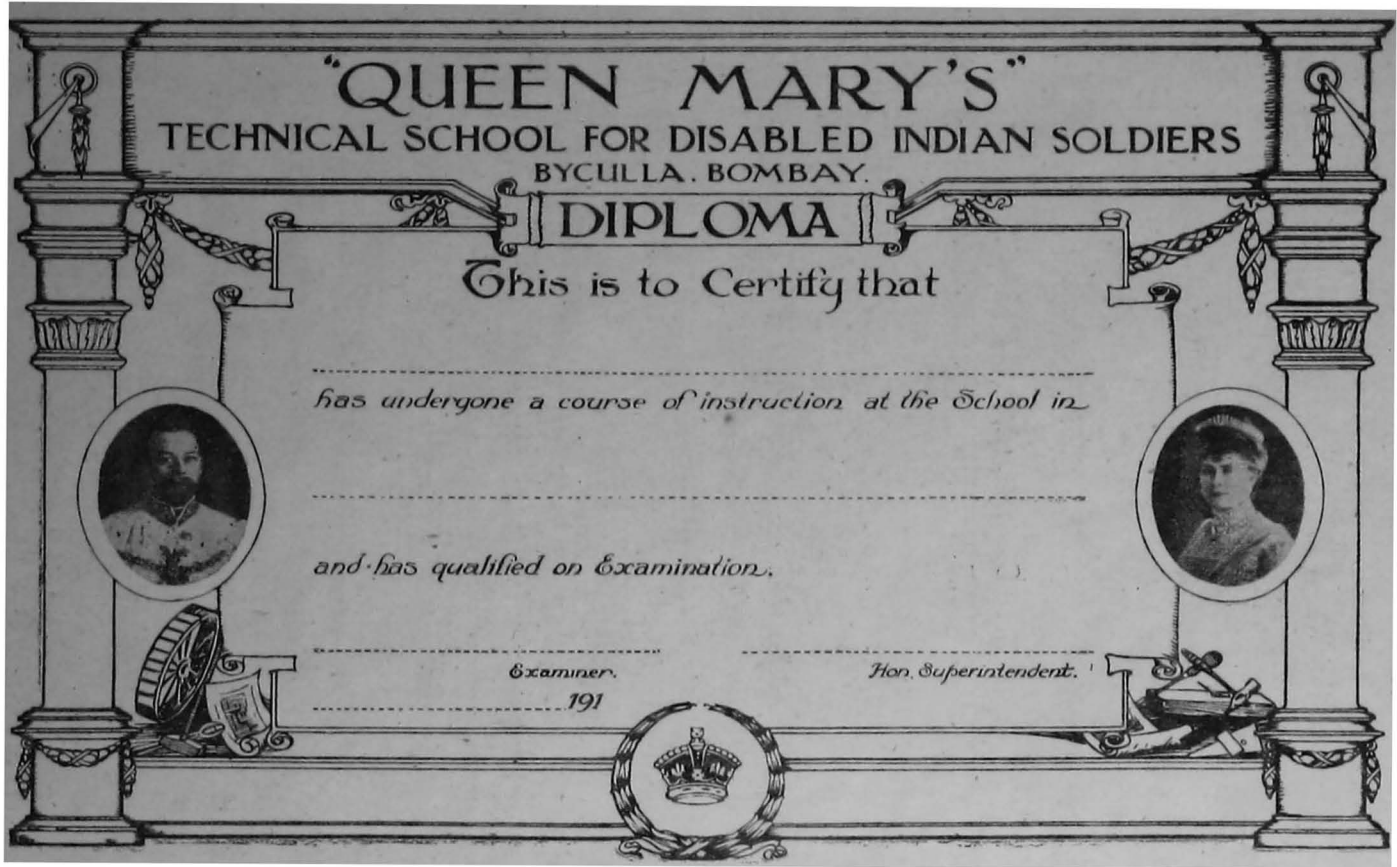
The Hon'ble Sir Fazulbhoj Currimbhoj, Kt., O.B.E.

H. H. the Maharaja of Idar.

Maharaj Kumar Himatsinghji of Idar.

Captain Nawabzadah Taley Mahomed Khan of Palanpur.





Facsimile of Diploma given to each man when proficient.



Lieut.-General Sir Charles Anderson, K.C.B., G.O.C.,  
 Southern Command.  
 H. H. Raja of Dhar, K.C.S.I.  
 H. H. the Maharaja of Alwar, K.C.S.I., K.C.I.E.  
 The Chief of Jamkhandi, K.C.I.E.  
 H. H. the Maharaja Gaekwar of Baroda, G.C.S.I.  
 H. H. the Maharani of Baroda.  
 H. H. the Nawab of Sachin.  
 Lt.-Genl. Sir E.A. Altham, K.C.B., C.M.G., Quartermaster-  
 General.  
 Major-General W. B. James, C.B., C.I.E., M.V.O.  
 Major-General Sir C. M. Dobell, K.C.B., C.M.G., D.S.O.  
 Major-General G. Williams, C.B.  
 Brigadier-General J. Dallas, R.E.  
 Brigadier-General R. S. St. John, D.S.O., Embarkation  
 Commandant, Bombay.  
 Major-General Sir A. W. Money, K.C.B., C.S.I.  
 Surgeon-General R. W. S. Lyons, I.M.S.  
 The Lord Bishop of Madras.  
 H. H. the Raja of Rajpipla.  
 H. H. the Maharaja of Navanagar, K.C.S.I.  
 H. H. the Begum of Bhopal, G.C.S.I., G.C.I.E., C.I.  
 H. H. the Maharaja of Dhrangadhra, K.C.S.I.  
 The Thakore Saheb of Rajkot.                     ..  
 The Thakore Saheb of Muli.  
 The Hon'ble Sir Claude Hill, K.C.S.I., C.I.E.  
 H. H. the Chief of Bhor.  
 H. H. the Lady Pant of Bhor.  
 H. H. the Thakore Saheb of Gondal, G.C.I.E.  
 H. H. the Rani of Gondal.  
 Major-General H. R. Hopwood, C.S.I.  
 Brigadier-General G. Lubbock, R.E.  
 Swami Dev Swarup Guru to H.H. the Maharaja of Kashmir  
 and Jammu.  
 Major-General N. G. Woodyatt, C.B.  
 Lieut.-General Sir H. Hudson, K.C.B., C.I.E., Adjutant  
 General.

H. H. the Maharaja of Bhavnagar, K.C.S.I.  
 H. H. Maharani of Bhavnagar, C.I.  
 H. H. the Maharaja of Panna.  
 The Chief and Rani of Jath.  
 Sir Nowroji Pestonji Vakil, Kt., C.I.E., Ahmedabad.  
 The Hon'ble Rao Bahadur Lalchand, Member, Provincial  
 Recruiting Board, and Legislative Council, Punjab.  
 The Hon'ble Khan Bahadur Malik Mahamadan Amin Khan,  
 Member, Provincial Recruiting Board, and Legislative  
 Council, Punjab.  
 Sir Thomas Holland, K.C.I.E.  
 Sir William Duke, K.C.I.E., C.S.J.  
 The Lord Bishop of Bombay and Mrs. Palmer.  
 The Hon'ble Sir William Meyer, K.C.S.I., K.C.I.E.  
 Surgeon-Genl. T. J. O'Donnell, C.B., D.S.O., D.M.S.,  
 Director of Medical Services in India.  
 Surgeon-Genl. W. R. Edwards, C.B., C.M.G., I.M.S.,  
 Director General, I.M.S.  
 Major-Genl. T. E. Scott, C.B., C.I.E., D.S.O.  
 Major-Genl. Sir Alexander Cobbe, K.C.B., D.S.O.  
 Major-Genl. Sir Michael Tighe, K.C.M.G., C.B., C.I.E.,  
 D.S.O.  
 Brig.-Genl. A. H. P. Harrison,  
 The Nawab and Begum of Savanur.  
 Colonel the Lord Montagu of Beaulieu.  
 Major-General L. E. Anderson, D.D.M.S., Southern  
 Command.  
 Surgeon-General G.G. Giffard, C.S.I.

Office of the Shikshā-Vichāra-Mandala,  
77 Shukrāwar, Poona City.

13 August 1916.

DEAR SIR,

On behalf of the Shikshā-Vichāra-Mandala of Poona—  
an association for the discussion of educational matters,—I  
have to solicit your support and co-operation in organising  
a strong representation for the removal of a long-felt grievance.  
It is proposed to send a memorial to the University  
of Bombay on the subject of allowing candidates at the Ma-  
triculation Examination the option to answer questions in all  
subjects except English, in their own vernaculars. The present  
requirement that answers must be written in English  
leads to an *exclusive use of English as the medium of instruction  
in all subjects*. It is felt by many educationists that the  
practice which is now almost universal in our High Schools is  
*open to serious objections*, being opposed to both educational  
practice and theory as followed in all advanced countries.  
The small pamphlet enclosed herewith contains some of  
these objections together with a brief discussion of the argu-  
ments usually advanced in favour of retaining the present  
system, and the difficulties supposed to stand in the way of  
adopting the proposed one.

To prevent misunderstanding, it is necessary to state  
that the importance and necessity of the study of the Eng-  
lish language in secondary and higher courses of instruc-  
tion are beyond question, and if it were feared that the pro-  
posed change would result in the neglect of that study, the  
memorial would not have been thought of. It is felt, on the  
contrary, that the proposed reform will place the study of  
English on a surer and firmer basis, by making a wider in-  
troduction to real English literature possible. You are re-  
quested to favour me with your views on the subject and to  
state whether, taking the question as a whole, you will, in  
spite of minor differences, support the representation. I  
would also request you to consult your assistants and let me  
know how many are in favour of the representation.

The lines on which the Matriculation and the School  
Final examinations are to be conducted are being discussed  
at present in the University and a representation at the mo-  
ment will have a fair chance of being considered. I have,  
therefore, to request you to write to me early in the matter.

I have the honour to be

Sir,

Your most obedient servant,

**V. B. NAIK,**

President Shikshā-Vichāra-Mandala.

## **1. Some objections against the present system of instruction through English.**

- (a) *It is unnatural.* This is too obvious to require proof. A boy always thinks in his mother-tongue. We force him, at a very early stage, to learn to think in a foreign tongue. The effect is that he thinks little and spends his energy in translating into another tongue what little he thinks. When, again, a language like Sanskrit closely related to the vernaculars, or the vernacular itself is taught in English, the unnaturalness amounts to an absurdity. And yet this is what we do at present.
- (b) *It is unique in its application to Indians.* No other advanced country follows such a system. Even in Japan where, 50 years ago, the Japanese language was as deficient in works bearing on modern arts and sciences as the least developed of our vernaculars, all instruction was and is given in Japanese.
- (c) *It involves an incalculable waste of time.* The pupil has to contend with the difficulties of a foreign language, before he can grasp the simplest fact or principle. His grasp of the fact or principle, again, is tested by his ability to express it in the foreign language. The teacher's efforts are more often directed towards correcting the mistakes of grammar and idiom in the English answers to his questions than treating the idea contained in them in such a way as to suggest new lines of thought or procedure. Between teacher and pupils there always exists a dimly transparent barrier which impedes and often distorts the view. The minds of both struggle to meet, but even patience gets tired when the struggle is to be carried on from day to day and year to year. The most precious period of youth is thus spent in mastering words, idioms and expressions in English, rather than in learning to observe and to think.
- (d) *It stunts mental growth.* The mental faculties can be developed only when the spirit of inquiry and

observation has free play. The use of a foreign language in teaching, checks intelligent questioning and answering. As a consequence, cramming comes in, and then good-bye to all mental development. No more does history enlighten the mind, mathematics train the reasoning powers, or science teach the habit of observation.

- (e) *It leads to miserable results.* After at least 11 years of school life, the pupil conceives a dislike for mathematics, geography and science, for, under the present system, all interest in them dies out except that in passing the examination. For the necessity of teaching through a foreign language deprives the dish of the flesh and leaves only dry bones for the pupil. A few pages of some English text-book on history, imperfectly understood, a questionable facility in speaking and writing English, with no acquaintance with English literature as such, a smattering of Sanskrit, and a meagre knowledge of the Vernacular never seriously or systematically given, sum up the attainments of the matriculated student. And for these even, a good deal of credit might be given, not to the present system but to the teachers' occasional deviation from it, during moments when nature could no longer stand the strain.

**2. What the proposed system is expected to achieve.** It will do away with artificial barriers that limit the scope and methods of instruction and restore natural conditions. There will be a free and rapid interchange of thoughts and ideas between teachers and pupils. Facts and principles will be more easily and intelligently explained by teachers and grasped by pupils. There will be then an immense saving of time. Moreover, constant and appreciable progress will keep interest alive, the intellectual faculties will be sharpened by use and the minds of the pupils will work with vigour and not under a sense of strain. This will not fail to have an indirect but powerful effect on the study of the English language itself, while the time saved will be a direct gain to it. It will thus be possible to introduce boys, to a larger extent, to real English literature. In this way, it will be easier to reach the standard in English laid down by the University, and never reached by the boys under the present system.

### 3. Some arguments usually advanced in favour of retaining the present system :—

(a) '*It helps and facilitates the study of English.*' The Matriculation and School Final results and examiners' comments on them scarcely bare out the truth of this notion. After 7 years of regular English teaching and at least 4 years of exclusive use of English in teaching all other subjects, the boys betray a deplorable poverty of thought and expression in their English writings. No one can write or speak well, who can not think well and the present system dwarfs the mind and renders it incapable of appreciatingly assimilating the peculiarities of a new language. The argument derives its main strength from the practice of teaching history in English. But if any good is done that way, it is at the expense of all knowledge of history. History is scarcely taught as history at present.

(b) '*Good text-books are available only in English and therefore all subjects should be taught in English.*' If we persist in the present system, English text-books will continue to be the only good text-books. But is this inevitable? Demand brings forth a supply. All the text-books necessary for use in high schools can be prepared in less than 3 years and in 10 years we shall be flooded with text-books of all kinds. The Marathi, Gujrathi, Canarese and other widely spoken languages have been proved to possess great possibilities. Minor difficulties, such as those of securing a uniformity of technical terminology, can be easily got over.

(c) '*As all instruction in Colleges is given in English, boys who have been taught through vernaculars, will find it difficult to follow the lectures of the Professors.*' This argument has some truth in it. Admitting that all instruction is for the present bound to be given in English in Colleges, let us locate the exact places where the difficulty is likely to come in. There can evidently be no difficulty in understanding lectures on English, Sanskrit and history. There remain mathematics and science. In these subjects if side by

side with vernacular technical terms, English equivalents are given and occasionally used during school teaching, the whole difficulty vanishes.

**4. Some difficulties that are supposed to stand in the way of the adoption of the proposal by the University:**

- (a) 'Examiners who are conversant with the different vernaculars will have to be appointed. Their number will have to be large and the expense will be increased.' At present there are more than three examiners in most of the subjects at the Matriculation Examination. It will not be difficult to find capable examiners conversant with three such widely spoken vernaculars as Marathi, Gujrathi and Canarese. So that if the examination is properly organised, there need be no additional expenditure. But if additional expenditure is inevitable, it is difficult to see why this consideration should stand in the way of this much needed reform.
- (b) It will be difficult to secure a uniformity of standard and to settle the prize and scholarship winners. This is, however, not an insurmountable difficulty. It can be got over easily by appointing Moderators in each subject.

5. The Educational Department is not opposed to the use of the vernaculars as the medium of instruction. On the contrary it expressly recommends that vernaculars be freely used. But this recommendation is not acted upon by High Schools as the University requires answers in English.

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# Shiksha-Vichara-Mandala

## OBJECTS & RULES.



To discuss various educational topics both from the practical and theoretical points of view, to read essays thereon, to correspond in this connection with Government, University and educational institutions, to publish such discussions, to collect and diffuse literature on education, and in general to promote the cause of education by such and other means, are in brief, the main objects of the institution.

1. That the association be called 'Shikshâ-Vichâra-Mandala'.
2. Any person, who is interested in the cause of education, can become a member of the association.
3. A person desirous of becoming a member should send in his application form duly filled in, along with the fees.
4. A new member is admitted into the Body only when  $\frac{3}{4}$ ths of the members present vote in his favour.
5. Every member will have to pay one Rupee as his annual fee.
6. In every annual meeting, the following officers are to be elected by a majority of  $\frac{2}{3}$ rds of the members present ;  
President,  
Two Secretaries,  
Auditor.
7. Bye-laws should be framed for the 'Mandala' by a majority of  $\frac{3}{4}$ ths of the members present.
8. For any change in the rules mentioned above, the proposal to that effect must be passed by a majority of  $\frac{3}{4}$ ths of the members present, in two consecutive meetings of the 'Mandal'.

# Practical Suggestions

— FOR —

## TEACHING ENGLISH

— BY THE —

### Phonetic Method.

Adapted and arranged from the works of  
Prof. H. E. Palmer & T. F. Cummings.



*Copies may be obtained at cost price, viz. 5 annas each,  
from*

*The CLERK,  
Friends' High School,  
Hoshangabad, C. P.*

## PREFACE.

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Nothing is new in the method and principle of teaching roughly outlined in this pamphlet, which has been written primarily to guide the English teaching in an individual school. All is borrowed from two authorities—Harold E. Palmer's 'The Scientific Study and Teaching of Languages,' and T. F. Cummings' 'Urdu Manual of the Phonetic, Inductive or Direct Method.' These two writers must not, however, be held responsible for any mistakes which may have been made in the interpretation and application of their ideas.

In some respects the methods of Professor \*Palmer have been radically simplified (probably he would say 'mangled'). For instance the use of Phonetic Script, of the Microcosm, of the Ergonic Chart, and of Living Ergonics, has been abandoned as too difficult to be practicable under present conditions in India.

It is believed that, if the method herein outlined is thoroughly and faithfully followed, at least a year, and possibly much more, will be saved in the Middle School English course, and the pupils will be launched on their High School course vastly better prepared and equipped than is the rule at present.

JOHN S. HOYLAND.

FRIENDS HIGH SCHOOL,

Sept. 14—1918.

Hoshangabad, C. P.

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\*Of the Phonetics Department, University College, London.

## INTRODUCTION.

### How to Learn a Language\*

“Language is a method of conveying thought by means of symbols, whether audible or visible. Audible symbols, words, are the material of ordinary speech. Visible symbols include all sign language, as well as writing and printing. Spoken language is primary and fundamental, while writing is artificial and secondary. In really learning a language we must begin with speech, and permit the artificial, reading, to await the mastery of the natural, speaking. To learn a language is to acquire the ability to express and understand thought in the symbols used by any particular people. While we shall aim to include both the natural and artificial symbols, yet primarily our purpose is to learn to speak so as to be understood, and to hear so as to understand.

The method which we shall follow is not that of the schools. There nature is violated. The eye is put in place of the ear, and reading and writing have usurped the place of the living voice. The ideal of the school is to read and understand the book. Yet to this, because their method is faulty, they seldom attain. ‘The EAR is the Medium of Language’ is our motto, and the eye must be used merely as an assistant to the ear.

The natural method whereby infants learn to speak is, 1. To hear; 2. To remember the sound; 3. To associate the sound and the idea. This is the passive side and engrosses the child’s attention for the first year or two of life. Along with this comes the active side; 4. Thinking; 5. Recollecting the sounds that stand for the ideas; 6. Uttering these sounds, that is, speaking the language. In all normal cases this is the process. Shall we follow it, or shall we improve on nature? \* \* \* \* \*

We observe that every language has three difficulties :— those of pronunciation, vocabulary, and construction. The mastery of individual sounds, of words, and of the peculiar rhythm of the language as present in its sentences, these all are a part of the difficult pronunciation problem. Various ideas, possibly old and familiar, are expressed in combinations of sounds that may be new and strange. To fix these in the memory is the problem of vocabulary. Then come those matters of word-order, case endings, signs of mood, tense,

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\*Quoted from Cummings’ ‘Urdu Manual’, p p XI—XVII

whereby the logical and grammatical interrelationship of ideas is clearly indicated—these make up that great problem of idiomatic construction, the most difficult of the three. A mastery of the simple and principal words, a ready use of all those methods whereby the language reveals the logical union of its parts of speech, a pronunciation that is clear and accurate and an ear that readily apprehends these things when heard, is the very least that we can demand. Beyond this, elegance and eloquence, the ability to read and compose, are much to be desired, but the former are absolutely essential, and when we have them we may be said to know the language.

By what method, however, shall we insure that steady progress, week by week, and month by month, which in due time shall bring us to the desired end? The secret of this is found in setting *automaticity* as the standard of our attainment. If our mental response is instant and accurate, we know the thing. Every art has its basic principles, and he who would be master of that art must be master of these principles to the degree that they have become automatic, as for example the response to the query, What is the product of nine times seven? He who hesitates for the reply is no master of arithmetic. x x x x x

The laws that govern language learning may be stated thus :—

1. The sentence, not the single word, is the Unit of Speech.

2. This sentences must be repeated 10 to 100 times before the pupil can give it alone, and many, many times daily for many weeks before it has become automatic.

3. Sentence have a tempo and a tune, a rate and rhythm.

The rate is 5 syllables per second, and the rhythm varies. The teacher should speak the sentences naturally, as if saying them, and the pupil should imitate him.

4. Repetition is the cure of bad memory, but it must be with attention, and interest. Repeat until the pupil can hear the rapidly spoken sentences, and also give them with the required rapidity. It is intense effort that educates.

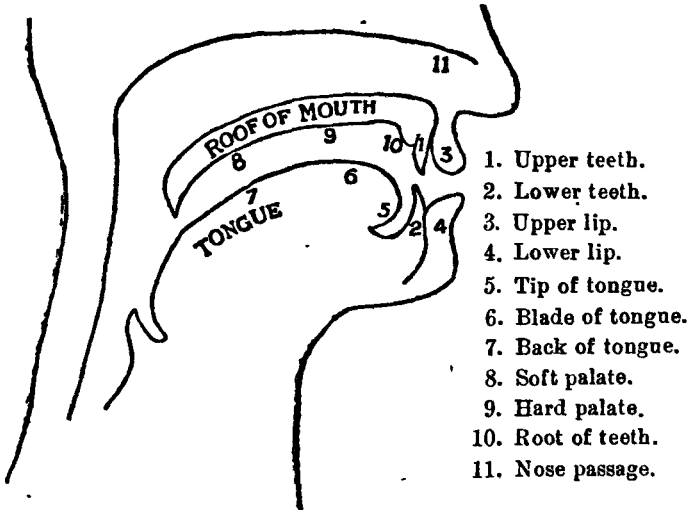
5. Changing familiar sentences into new forms of gender, person, number, mood, and tense, will teach grammar in a concrete and practical manner. So also will telling stories, and re-telling them in different genders and persons, relating incidents, taking make-believe journeys and shopping excursions."

## GENERAL PRINCIPLES.

1. **The Organic Basis of English:** The manner in which English sounds are formed by the organs of speech differs considerably from the manner in which the sounds of Indian languages are formed.

The only way in which to gain a correct Pronunciation of English is by means of a very careful and industrious study of the formation of individual English sounds, coupled with assiduous practice in reproducing them rightly.

Study most attentively this \*diagram, which is supposed to represent a vertical section of the organs of speech :—



The principal English consonants are formed as follows—

B	by pressing	3	against	4
C (in 'cat')	"	7	"	8
D	"	5	"	10
F	"	1	"	4
G (in 'get')	"	7	"	8
J (in 'joke')	"	5 & 6	"	10 & 9
K	"	7	"	8
L	"	5	"	1
M	"	3	"	4
N	"	5	"	10
P	"	3	"	4
Q	"	7	"	8

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\*Cummings p. xxii.

*R (in 'rat')	by pressing 5	against 9
S	"	5 & 6 " 10 & 9
T (in 'tin')	"	5 " 10
*V	"	1 " 4
*W (in 'wild')	"	3 " 4
Y	"	6 " 9
Z	"	5 & 6 " 10 & 9
*TH	"	5 " 1
NG (in 'bring')	"	7 " 8
*SH	"	6 " 9

The vowels are much more difficult to define. In studying them the first thing to notice is that the following sounds are double, not simple, vowels:—

the vowel in 'late'	is the vowel in ले	plus a modified <i>i-sound</i>	at the end
" 'my'	" मै	"	<i>i-sound</i>
" 'go'	" गो	"	at the end
" 'now'	" ना	"	<i>u-sound</i>
" 'dear'	" दी	"	at the end
" 'huge'	" ही	"	<i>y-sound</i>
" 'pure'	" पू	"	at the end
			<i>w-sound</i>
			at the end

The following sounds correspond more or less exactly to their equivalent's in Hindi:—

the vowel sound in 'see' corresponds to that in सी (though a *y-sound* is often added at the end)

"	'give'	corresponds to that in	निर
"	'cut'	"	फल
"	'cant'	"	हाथ
"	'book'	"	पुल
"	'too'	"	फूल

There remain ten very important vowel-sounds which have no exact equivalent in Hindi, and which are constantly mispronounced by Indian boys. The only satisfactory way to learn them is by close imitation of someone who really knows how to speak English well.

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\*These need special attention. R is never 'trilled' or 'flapped' in pure English as in Hindi र or ढ. Notice the difference of the 'th' in 'the' from that in 'thin'.



These sounds are those in :—

*pen*  
*girl*  
*cat*  
*all*  
*stop*  
*mine*  
*for*  
*wear*  
*were*

*boy* (this is a double sound, 'aw' being combined with 'ee'.)

Notice especially that in talking English the muscles of the mouth, chin and tongue are loose and limp—not tight and strained as in talking Indian languages.

**Methods of learning:** Always remembering that 'the Ear is the Medium of Language,' and that 'the sentence, not the single word, is the unit of speech,' we shall first devote our attention to pronunciation exercises, coupled with sufficient training in writing to enable the pupil to recognize the sounds meant to be expressed in sentences written in English. We shall also lay great stress on training in \*'subconscious comprehension,' that is, in the art of understanding connected speech without conscious effort. This training will have a great effect in the acquisition of correct pronunciation.

Afterwards we shall devote much time to conversation, in various forms.

The actual literary work of reading and writing will be kept in its right position, that of definitely secondary importance. During their High School and College course the pupils will have ample leisure for specifically literary studies. It is urgently important that the fundamental work which is done in the Middle School should be rightly organized, on a system of ear and tongue training rather than on one merely of eye-training.

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\*Palmer p. 317.

# First Term.

## FIRST WEEK.

### FIRST LESSON.

(To those who have never learnt any English before.)

#### A. Subconscious Comprehension : (15 minutes.)

[The teacher must speak slowly and clearly—in English—and must point with his hand to the object of which he is speaking, using other explanatory gestures, movements etc. whenever possible. The pupils must sit still and listen hard. They must be told to do their best to understand what is said: but must on no account be allowed to interrupt in any way whatsoever.]

The teacher\* says :—

“Look ! There is the window. We call that a window. Look, all of you ! It is the window.

“Look ! There is the door. It is a door. It is not the window. It is a door. I touch the door. I open the door. I shut the door.

“I go to the window, I look at the window. Look at the window, all of you ! I touch it. It is a window.

“Look at the door ! Look at the window ! Look at the platform ! It is the platform:

“This is not the platform. It is the floor. I look at the floor. I look at the platform. I look at the window. I look at the door.

“Is that the door ? .Yes, it is the door. I go to the door. I open it, and I shut it.

“This is a chair. It is not a window. It is a chair. Look at the chair.

“This is the table. The table. The chair. I go to the table and I touch it. I take the chair and I put it near the table.

“Here is a book. We call this a book. I put the book on the table.

“We call this a pencil. I take the pencil and put it on the chair. Look at the pencil on the chair. Look at the book on the table.

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\*The words must never be read by the teacher. The following matter is borrowed from Palmer. It is meant, of course, only for purposes of suggestion: and should not be slavishly followed.

'I take a sheet of paper. Look at the sheet of paper. I go to put the paper on the table. No, I will not put it on the table. I will put it down on the floor.'

**B. Pronunciation Exercise :** (5 minutes.)

Pronounce very slowly and carefully, over and over again, the following words :—cat, dark, pen, all, stop, boy, tin, wild. Do not let the pupils try to reproduce these words themselves. Merely make them listen.

**C Sentence Drill :** (10 minutes.)

Write on the board : { उसको खूब मारो  
हिम हाड हिट

Then, having told the Class that the lower line represents word for word the English equivalents of the Hindi words under which they are written, explain that the order of words differs in Hindi and English, and rub out the bottom line,

replacing it thus: { उसको खूब मारो  
हिट हिम हाड

Make the class repeat this sentence till they have it perfect.

**D. English Writing :** (10 minutes.)

Write on the board : { उसको खूब मारो  
हिट हिम हाड  
Hit him hard

Explain that the bottom sentence is the replica, in English writing, of the middle one: and make the class copy carefully in their books.

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## SECOND LESSON.

**A. Subconscious Comprehension :** (10 minutes.)

'The pen. Here is the pen. I take the pen and the pencil. Look at the pen and the pencil. I put them on the table,

'The door. The window. The chair. The pencil. The book. The pen. The sheet of paper.

'Now I take a piece of chalk. Look at the chalk. I write on the blackboard with the chalk. Here is the blackboard. Look at the blackboard, all of you !

'I put the chalk on the table. I put this sheet of paper on the table by the chalk.

'This is the wall. I go to the wall and touch it. It is not the floor. This is the floor and this is the platform. But this is the wall.

'There are four walls here. One, two, three, four. I go from this wall to the window. Now I am at the window, and I touch it.

'I take the book. I open it. I shut it. It is my book. I put the book into my pocket. I put the pencil also into my pocket.

'Here is a drawer. I open the drawer. I put the sheet of paper into the drawer, and I shut it.

'A key; here is a key. It is my key. Look at the key. I go to put the key on the table.

'Here is a letter. I have taken this letter out of my pocket. Look at the letter! This is the envelope. This is the stamp. I put the letter on the table.

'The window. The door. The platform. The floor. The wall. The chair. The table. The drawer. The pencil. The pen. The sheet of paper. The chalk. The key. The blackboard. The letter. The envelope. The stamp.'

### B. Pronunciation Exercise : (10 minutes) :—

Pronounce :—'late, five, go, now, dear, thin, the, bear, were, book.'

Also revise yesterday's words : but do not let the pupils pronounce themselves yet.

### C. Sentence Drill : (10 minutes) :—

Revise yesterday's sentence, { मेरी किताबें मेरे घर में हैं  
and give :— { मैं बुक्स आ इन मैं हौस

Drill the class till they can say both sentences by heart with perfect ease and faultless pronunciation.

### D. English Writing : (10 minutes):—

[Do not pay too much attention to formation of letters etc. at this stage : the English script is only learnt in order to enable pupils to recognise English sounds, for many of which, as we have seen, there are no Hindi equivalents.]

Revise : and teach the following : { मेरी किताबें मेरे घर में हैं  
{ मैं बुक्स आ इन मैं हौस  
My books are in my house

### THIRD LESSON.

#### A. Subconscious Comprehension : (10 minutes.)

"We call this an ink-pot. An ink-pot. This is an ink pot. It is on the table. I put the pen into the ink-pot.

'Look at this box. I open it. It is a box. What is in the box? Look! There is some chalk.

'Look! Here is another box. I have taken it out of my pocket. It is a little box. What is in this box? Some chalk? No. Books? No. Pens? No.

'Look, I open the box, and I look inside. There are some matches. Look at the matches! I take the matches out, and I put them on the table. There are one, two, three, four, five six. Six matches.

'I am going to count. One window. Two windows. One box. Two boxes. One wall, two walls, three walls, four walls. One book, two books, three books, four books. One sheet of paper, two sheets of paper, three sheets of paper, etc.

'Look now! What am I going to do! I am going to arrange all the things which are on the table.

'First I take the book, and I put it here. The pencil; I put it here. The pen; I put it at the side of the pencil. The key; I put it here. The letter; here. The box, with the chalk inside; here. The other box, the box of matches; I put it here; etc.

'The sheet of paper. Where is the sheet of paper? Where is the sheet of paper? Oh, there it is; in the drawer. Look, here is the sheet of paper.

'Now! Look at the table! Look at all the things on it. The book; the chalk; the pen; the key, etc. etc.

'Now, I take the letter and I put it into my pocket. The book; I put it into the drawer. The ink-bottle; I leave it there, on the table. The key; I put it into my pocket, the pencil too. The box; I put it into the cupboard. Yes, the cupboard. We call that a cupboard. It is not a drawer. This is the drawer; and this is the cupboard.

'Now, look at all the things of which I have spoken; the window, the door, the wall etc., etc.'

#### B. Pronunciation Exercise : (10 minutes)

As before, with 'lock, took, got, shut, sure, wave, vain, fine, short, shot, shire, paw.

**C. Sentence Drill : (10 minutes).**

'As before, with 'हो पट अप मै फूड'

[It is essential in Sentence Drill always to revise *all* old work as long as this is possible: and to get each new sentence absolutely perfect, at the standard rate of 5 syllables per second, i. e. ordinary speech rate.]

**D. English Writing : (10 minutes) :—**

As before, with above sentence.

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**FOURTH LESSON.**
**A. Subconscious Comprehension:**

"Look at the chalk. It is white. The paper is white. The wall is white. Is the chalk white? Yes, it is white.

"The book is black. The ink is black. The black-board is black. Here is something else that is black. It is the ink-pot. The ink-pot is not white. It is black.

"This book is big. It is a big book. The cupboard is big. This book is not big. It is little, etc. etc.

"Is this pencil long or short? It is long. The chalk is not long. This piece of chalk is short. Here are two pencils. One is short. The other is long. I put the long pencil on the table, and the short pencil on the chair, etc.

"The table is high. The chair is not high. It is low, etc.

"I take the book. I hold it. I look at it. I open it. I shut it. I put it in the drawer.

"I take a piece of paper. I look at it. I hold it. I touch it. I tear it.

"I take my knife. I open it. I take a match, and I cut it with my knife. I cut the match with my knife. I cut the paper. I cut the chalk etc.

"I put the paper on the table. I put a book on the paper. I put a box on the book. I put the chalk on the box.

"I put the chair near the window. I put the other chair near the door.

"I go to the door. I go to the window. I go to the platform. I come back to my place.

"I sit down. I stand up. I walk. I stop. I go back to my place. I sit down, etc. etc."

**B. Pronunciation Exercises:**

'I am now going to read you some lists of English words. In a few days' time you will have to repeat these words after me and pronounce them just as I do, so you must listen carefully' [The teacher must of course say the above in the Vernacular: and must repeat the lists again and again very slowly and distinctly]

See, fee, key, tea, knee, she, me, be  
 Book, look, hook, shook, took, nook, cook, rook  
 Too, grew, who, true, do, you, rue, coo  
 No, so, grow, go, foe, show, toe, hoe  
 Cut, hut, shut, but, rut, nut, tut, gut

**C. Sentence Drill:**

As before, with :—वी विल टेक इट टू हिम

**D. English Writing:**

As before, with above sentence.

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**FIFTH LESSON.**
**A. Subconscious Comprehension:**

'I look at the window. I look at the ceiling. The ceiling is white. I look at the blackboard. The blackboard is black.

'I take the book. The book is big. I put it on the chair. The chair is low.

'Where is the book? It is on the table. And the pencil? It is on the chair. Where is the sheet of paper? It is on the floor.

'Where is the book? Here is the book. And the pencil? Here it is. And the pen? Here it is.

'What is the chalk like? It is white. What is the ceiling like? It is white.

'How many books are there here? There are two. The red book, and the blue book.

'How many chairs are there? There are three. There is one near the door. There is another near the window. The third is here, near me.

'How many pencils are there? There are three. One is on the table. There is another on the floor. Here is the third, in my hand.

'How many pens are there? There are five pens. There is one on the chair. The second is in the cupboard. The third is on the book. The fourth is here on my table. Where is the fifth? Where is the fifth pen? It is here in my hand.

'How many walls are there? There are four. One is over there. The door is in that wall. Here is the second. The window is in the second wall. The third is here behind me. The fourth is there, behind the cupboard, etc. etc.'

### B. Pronunciation Exercise:

Continuation of list-reading, [the pupils are not yet allowed to pronounce for themselves: they must merely listen]

Knife, wife, rife, strifa, life, fife,  
 Kite, height, right, might, fright, flight, night, bite  
 Hive, shrive, dive, rive, five, drive,  
 Root, shoot, boot, hoot, coot, loot, jute, toot  
 Save, knave, grave, pave, shave, wave, rave, gave

### C. Sentence Drill.

मैं चैन टैड अस दू हिम

### D. English Writing :

As before, with above sentence.

## SIXTH LESSON.

### A. Subconscious Comprehension:

Put a few books on, under, in, above, a desk: and talk slowly, clearly and naturally about what you are doing. Revise the names of things, actions, colours etc. already talked about. But always remember to do all the talking yourself. The pupils must not say a word.

### B. Pronunciation:

Leave, grieve, heave, eve, receive, deceive.  
 Hate, late, eight, rate, plate, gate, fate, crate.  
 Hat, cat, fat, rat, sat, pat, vat, bat.  
 Stone, bone, own, tone, shown, moan, cone, loan.  
 Pen, men, ten, fen, den, hen, ken, wren.  
 Shire, wire, fire, byre, pyre, lyre, spire.

### C. Sentence Drill:

As before, with :—बिल ही सी अस इन मैं हट.



**D. English Writing:**

As before, with above new sentence.

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**SEVENTH LESSON.****A. Subconscious Comprehension:**

Bring a few flowers into class, and talk simply about them, their colours etc.

**B. Pronunciation:**

Give, seive, live.

Tin, pin, sin, fin, gin, kin, grin, din.

Far, tar, car, ma, ha, par, la, ta.

Now, row, scow, sow, prow, how, cow, plough.

Off, cough, scoff, toff, trough, doff,

Wear, prayer, tear, care, share, rare, lair, pair.

**C. Sentence Drill:**

As before, with :—इक ही टुक मै कप ही बोक इट.

**D. English Writing:**

As before, with new sentence.

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**EIGHTH LESSON.****A. Subconscious Comprehension:**

Talk simply about the parts of the body.

**B. Pronunciation:**

Sun, pun, fun, run, ton, gun, hun, dun.

Dear, tear, fear, beer, rear, near, sheer, gear.

Stare, ne'er, fair, prepare, pear, bear, dare, hair.

Hall, pall, gall, fall, tall, shawl, sprawl, wall.

Rot, hot, pot, cot, dot, lot, not, tot.

**C. Sentence Drill:**

As before with :—शो मो होव ही डिड इट.

**D. English Writing:**

As before, with new sentence.

## NINTH LESSON.

**A. Subconscious Comprehension:**

Talk very simply, always of course in English, about a hockey ball (which you must bring into class); and tell, with copious gesticulation, how it is played with.

**B. Pronunciation:**

Stop, top, fop, shop, crop, drop, sop, pop.

Rap, hap, cap, tap, trap, sap, gap, nap.

Tool, pool, rule, cool, school, fool, ghoul.

Long, strong, prong, song, wrong, dong, gong, hong.

Sing, ring, thing, ping, ting, ding, ling, bring.

Girl, hurl, pearl, curl, turl, whirl, skirl.

**C. Sentence Drill:**

As before, with :—गो दू मै हौस दू बिंग मै ओन रिक्क

**D. English Writing:**

As before, with new sentence.

## TENTH LESSON.

**A. Subconscious Comprehension:**

Go briefly over the ground already covered.

**B. Pronunciation:**

Boy, toy, coy, roy, annoy, alloy.

Shirt, hurt, pert, curt, dirt, girt, alert, avert.

Roll, hole, goal, bowl foal, pole, toll, mole.

Ran, pan, scan, fan, dan, tan, van, man.

Shone, on, upon, don, gone, John, con, non.

Revise previous lists.

**C. Sentence Drill:**

Revise the whole list of sentences so far taught: paying great attention to fluency and correctness in every detail.

**D. English Writing:**

Revise sentences already taught.

## SECOND WEEK.

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During this week, the lessons will be divided into :—

**A. Subconscious Comprehension :** (10 minutes.)

[This should be continued on exactly the same lines as before, various simple objects being brought into class and talked about.]

**B. Pronunciation Exercises :** (15 minutes.)

[We may now permit the pupils themselves to pronounce day by day the sounds which were dealt with day by day in the first week. As far as possible each pupil should be given his turn singly, because, if several speak together, it is almost impossible adequately to control mistakes. The teacher must pay the most rigorous attention to the organic basis of the pupils' reproduction of English sounds. It will be well to reproduce on the blackboard the diagram given on page 1 of this book: and to give a short talk about the essential importance of learning from the very beginning to make the sounds rightly by putting the vocal organs in the right position. Make the pupils reproduce the consonant sounds according to the diagram and the scheme on pages 1 & 2. The vowel sounds must be learnt by painstaking imitation and vigorous correction :—be sure that you have them right yourself.]

**C. Sentence Drill :** (15 minutes.)

[Give a short new sentence each day, writing it on the board in the three bracketed forms (i) Hindi, (ii) English in Hindi characters, (iii) English in English characters. Make the pupils copy : and get them individually absolutely perfect in fluency and pronunciation. Be careful to choose only sentence containing sounds which can be transcribed exactly into Hindi, i. e. none of the vowel sounds given in the first and third lists on pages 2 & 3 must occur : you must rigorously limit yourself to the six sounds in the second list. Eschew all such absurdities as स्तप-stop, पेन-pen, etc.]

## THIRD WEEK.

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During this week the same method of division of the lessons will be maintained as in the second week, i. e. :—

**A. Subconscious Comprehension : (7 minutes.)**

[Give great attention and pains to this part of the lesson. You will find such pains richly rewarded : the pupils will be able to understand by now a lot of what you say; if you talk slowly, vivaciously and with ample gesticulation. Use the same constructions over and over again, always in the first person present tense of the verb, but constantly varying the object, which must however at present be concrete and visible to the pupils.]

**B. Pronunciation Exercises : (15 minutes.)**

[Continue the same method, but vary the lists. Make up for yourself lists of five to eight \*words rhyming e.g. with:-

shade, hail, share, safe, sage, etc. etc.  
 shire, pride, time, price, like, etc. etc.  
 goat, rove, rode, rose, wrote, etc. etc.  
 seal, seat, seam, seen, seed, etc. etc.  
 pit, bid, biff, bill, kiss etc. etc.  
 cud, cub, luck, buff, bun, etc. etc.  
 heart, hard, hark, halve, harm, etc. etc.  
 bull, should, took, etc. etc.  
 cube, prude, proof, spoon, room, etc. etc.  
 new, cute, nude, huge, etc. etc.  
 pet, head, tell, hen, hedge, etc. etc.  
 had, ham, can, cadge, shall, etc. etc.  
 gird, herb, birth, turf, jerk, nerve, first etc.  
 ought, pawn, storm, torn, dawb, etc. etc.  
 cot, cob, cod, cough, cog, etc. etc.  
 spoil, Boyne, boys etc. etc.

Also give practice with initial 's' compounded with another consonant, as in 'school,' 'station' etc., and in the distinction between 'w' & 'v'.]

**C. Sentence Drill : (18 minutes.)**

[As before ; but from now on gradually drop the top two numbers of the three bracketed sentences, and accustom the pupils to reading their sentences in English only. This process may need to be delayed longer. Do not hasten it if the pupils are not yet ready. Be sure that they always understand the Hindi meaning of the English sentences which you give.]

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\*These need not necessarily be actual words; it is perfectly legitimate e.g. to coin for the purpose of these exercises such 'words' as:--vort, pote, ven etc.

### FOURTH WEEK.

- A. Subconscious Comprehension :** (7 minutes).  
[As before]
- B. Pronunciation Exercises :** (15 minutes)  
[As before]
- C. Sentence Drill :** (18 minutes)  
[As before]

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### FIFTH WEEK.

- A. Subconscious Comprehension :** (7 minutes)  
[As before : but begin to introduce pictures. They must be fairly big ones, so that all the class may see. Choose pictures of people and action. These will enable you to introduce the third person, both singular and plural, present tense.]
- B. Pronunciation Exercises :** (15 minutes)  
[As before]
- C. Sentence Drill :** (18 minutes)  
[In making up your sentences begin to introduce the vowel sounds in the first and third lists on pages 2 & 3, i.e. those which have no Hindi equivalents.]

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### SIXTH WEEK.

- A. Subconscious Comprehension :** (7 minutes.)  
[As before.]
- B. Pronunciation Exercises :** (7 minutes.)  
[As before.]
- C. Sentence Drill :** (15 minutes.)  
[Begin to combine the sentences already learnt by means of conjunctions into one long sentence, which must be repeated and pronounced absolutely perfectly at the normal rate of 5 syllables per second.]

**D. Imperative Drill:** (11 minutes.)

[This consists in the giving of commands in English, never in the Vernacular and never in any case translated into the Vernacular. At the beginning the teacher says in the Vernacular, 'Now I am going to tell you in English to do certain things. Try your best to understand and obey me.' At first the response may be small; but be very simple and slow, and very gesticulatory. When possible yourself follow your own commands. Here are some sample orders:—

'Look at the ceiling! Look at the window! Look at the door! Look at me! etc., etc.'

'Take your book! Open your book! Read your book! Lift up your book! Put your book on the desk! etc.

'Take your pencil! Lift up your pencil! Look at your pencil! Let your pencil fall! Pick up your pencil! Put your pencil in your pocket etc.

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## SEVENTH WEEK.

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**A. Subconscious Comprehension:** (7 minutes.)

[As before. But also begin to introduce the second person, present tense, by making a boy come forward and perform certain actions (which it will have been well to have rehearsed with him beforehand.) Describe to the class in the third person what he is doing: and then, addressing him directly, tell him in the second person what he is doing. 'You are walking, looking at the window etc.]

**B. Pronunciation Exercises:** (7 minutes.)

[As before.]

**C. Sentence Drill:** (13 minutes.)

[Combination work, as before.]

**D. Imperative Drill:** (13 minutes.)

[As before.]

'Lift up your left hand! Lift up your right hand! Lower your left hand! Lower your right hand! Lower your eyes! Lift your eyes! Shut your eyes! Open your eyes! Open your mouths! Shut your mouths! etc. Come here! Go back! etc.'

Touch your bench! Touch your desk! Touch the floor! Touch your book! Touch your head! etc., etc.'

'Clap your hands! Shake hands! Take your pencil! Turn your pencil round! Push your desk! Pull your desk! Bend to the left! Bend to the right! etc.'

'Get up! Come out of your benches! Go to the door! Go to the window! Go to the table! Go to the wall! Go to the cupboard: Return to your places! Sit down! etc., etc.'

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## EIGHTH WEEK.

### A. Subconscious Comprehension : (7 minutes.)

[As before.]

### B. Pronunciation Exercises : (7 minutes.)

[Gradually introduce longer and longer words : as far as possible arranging them in more or less rhyming lists, e.g.

Honour, colour, odour, valour etc.

Final, royal, journal, moral, special etc.

Human, African, Satan, Norman etc.

Joyous, precious, vicious, viscous etc.

Active, passive, negative, dative etc.]

### C. Sentence Drill: (13 minutes.)

[As before : the pupils should by now be coming to know quite perfectly, both in pronunciation and fluency, a long series of English sentences. Use the commonest possible sort of words, but do not be afraid of quite long clauses and all manner of constructions.]

### D. Imperative Drill : (13 minutes.)

[As before: but with fewer gestures.]

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## NINTH WEEK.

### A. Subconscious Comprehension : (10 minutes.)

[Gradually introduce the past tense, at first by describing some graphic set of actions about which all the pupils know, e. g. a hockey match played on the previous day. With a little ingenuity all the 'persons', plural as well as singular (except 2nd person singular) may be introduced.]

**B. Pronunciation Exercises: (7 minutes.)**

[As before.]

**C. Sentence Drill: (13 minutes.)**

[As before.]

**D. Imperative Drill: (10 minutes.)**

[As before, but if possible without gestures and with more difficult matter : e.g. :—'Bring me five pieces of paper! Go to the window without making any noise! Please come here, take my book and my pencil and give them to the boy sitting behind you. You must come here, take the chalk, and then write an English word on the blackboard.']

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**TENTH WEEK.**
**A. Subconscious Comprehension: (10 minutes.)**

[As before : and introduce the future tense by talking about some interesting coming event, e. g. an impending hockey match.]

**B. Pronunciation Exercises: (7 minutes.)**

[Still longer words may be introduced : e.g. :—

Instructive, interrogative, determinative etc.

Civilization, conversation, explanation, proposition, translation etc.

Comparison, conversation, garrison, Harrison etc.

Imaginable, inevitable, deplorable, incapable, improbable etc.

Impossibility, difficulty, sensibility, capability etc.]

**C. Sentence Drill: (13 minutes.)**

[As before, always increasing the amount learnt absolutely perfectly. N. B. None of this should on any account be poetry. Our object is to teach our pupils to talk and write ordinary, correct English.]

**D. Imperative Drill: (10 minutes.)**

[As before, no gestures.]

Any time that remains in the first term should be devoted to systematic revision of what has already been done. No fresh matter should be attempted.



## Second Term.

### FIRST WEEK.

#### A. Subconscious Comprehension : (10 minutes.)

[We may gradually advance during this term to more abstract and general matter. The teacher should always speak, *never* read. He may give short and simple talks about such subjects as : cows, camels, dogs, horses ; railway-trains, travelling, hunting, athletics ; how to build a house, how to tie up a wound ; how to tell the time etc. etc. Never translate what you have said. Use copious gestures. It is a good plan to give a shorter talk perhaps twice a week, and immediately afterwards make the students write out in Vernacular all they can remember of what you have said. They must not be allowed to take notes whilst you are speaking].

#### B. Dictation : (10 minutes.)

[Begin at first with very short and simple sentences, in which the sounds are those natural to Indian languages, i. e. use none of the vowel-sounds in the first and third lists on pages 2&3 For the first week make the pupils take down what you dictate in Vernacular character. Afterwards then may be a gradual transition to writing in English characters.]

#### C. Ear-training Exercises : (10 minutes.)

\*Write on the board :—

}	1	2	3	4	5	6	7	8	9	10	11	12	}
}	Late	Light	Loaf	Cow	Hear	Huge	Sure	Pen	Pat	Bail	Pop	Boy	}

Now make the *vowel sounds only* of the words written in the lower line, mixing the order up as far as possible. Ask the boys individually to give you the number of the word (not the word itself) in which the vowel sound made by you occurs.

#### D. Sentence Drill : (10 minutes.)

[Begin recombination work : i. e. alter the order of the clauses in the complex sentences learnt last term. Do this again and again, with tireless persistency, until the students are able automatically to combine all sorts of constructions and of subordinate clauses. As far as possible carefully refrain at this stage from altering verbs and nouns. Example :—

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\* Adapted from a plan devised by Mr. D. Jones, Reader in Phonetics at University College, London.

Suppose the original sentence was. 'He hit him hard, since he ate up his food; so he will say 'My books are in my house,' if we take him to school tied to us by my chain; but soon he will see us in his hut, if we go near to it; so show me how he hid my cane; if he took it to break it, just go to my house to bring my own stick\*'. By recombination this may become 'Soon he will see us in his hut, if he hit him hard, since my books are in my house; but we will go to my house, since you will show me how to bring my own stick; so he will see us in his hut if we take him to school tied to us by my chain etc. etc.'

The above is a simple example. Endless combinations and recombinations can be readily invented by the teacher. The pupils will know the sentences so well from last term that no writing should be needful in carrying on the process of recombination. It should be all ear-work. Refrain rigorously from translating the jargon into Vernacular. Proceed slowly at first, and start with short sentences with only two or three clauses.]

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## SECOND WEEK.

Proceed with the method and matter outlined for the First Week.

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## THIRD WEEK.

Proceed with the same method.

In the **Ear-training Exercises** from now onward vary the consonant-setting of the words in the list written on the blackboard; but *keep the vowel-sounds in the same order e. g. :—*

}	1	2	3	4	5	6	7	8	9	10	11	12	}
{	Sale	Side	Sole	Loud	†Sheer	Goudge	†Lure	Let	Can	Port	Tog	Toil	}

\*A sentence which, however nonsensical, contains no sounds not native to Hindi. There is no need of course to confine oneself to such sentences when once the pupils have become more or less familiar with the sounds peculiar to English.

†Note that the final 'r' in these words is part of the vowel-sound and so must not be changed.

## FOURTH WEEK.

Proceed with the same method.

In **Dictation** the pupils should from now on use nothing but English characters.

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## FIFTH WEEK.

Proceed with the same method.

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## SIXTH WEEK.

### A. Subconscious Comprehension: (10 minutes.)

[We may now proceed to more thoroughly abstract matter. The following \*transition-scheme may be adopted:—]

'I touch the table. I touch the floor. I touch the wall. I touch the ceiling—no! I do not touch the ceiling. I cannot reach the ceiling. It is impossible for me to touch the ceiling. I can touch the floor—that is not difficult. You can touch the floor, can you not? It is not difficult to touch the floor or the wall. But you cannot touch the ceiling.

'If I stop here, in my place, I cannot touch the door or the window. It is impossible for me to touch the door if I stop here. You cannot touch the door if you stop there where you are.

'I lift up the chair. I lift up the cupboard—no! I cannot lift up the cupboard. It is impossible.

'I look at the ceiling. I look at the window. If I put my hand in front of my eyes, or if I shut my eyes, I cannot look at the ceiling: I cannot look at the window.

'Give me your pencil! Give me your pen! Now write! No, you cannot write. It is impossible for you to write. I have your pencil and your pen.

'I have no chalk. I cannot write on the blackboard. Can I write with my finger. No, I cannot. Can I write with my book? No, I cannot.

'I have no book. I cannot read. I stop my ears. I cannot hear. I shut my eyes. I cannot see etc., etc.

[Notice the constant repetition of words and phrases, which is an important element in this subconscious comprehension work.]

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\*See Palmer p 155.

**B. Dictation : (12 minutes.)**

[It is a good plan to vary the ordinary dictation with *nonsense-dictation*, in which the teacher makes up words embodying difficult sounds and tells the pupils to take them down at his dictation first in Vernacular and then in English characters. This forms a valuable method of ear-training.]

**C. Ear-training Exercises : (3 minutes.)**

[As before : but in very small doses, just enough to keep the pupils in practice. Be as strict as ever in insisting on absolute correctness. Individual pupils may gradually be allowed to make the sounds (from the lists written on the blackboard) for other members of the class to identify. But allow no carelessness or tomfoolery.]

**D. Sentence Drill : (15 minutes)**

[Pay great attention to this drill at this stage. Begin gradually to vary the subjects, objects, verbs and adverbial adjuncts in the old familiar sentences ; *e. g.* instead of 'He hit him hard since he ate up his food' give the class. 'We will hit him soon if he eats up our fruit.' Carry this method of *substitution* on until the pupils can vary any of the first term's sentences in a large variety of ways, and always with perfect precision, fluency and grammatical correctness. When using the method, proceed as follows (in Vernacular of course except the actual sentences) :—"Now boys, you remember that old sentence we had last term—"Show me how he hid my cane.' We will change it several times today. First of all I want you to make it into. 'Tell me how he hid my stick?'" Having got this quite perfect, proceed to 'Tell me when you took my cake' etc., etc., etc. Be never weary of this drill. It is of inestimable advantage to good conversational knowledge of English.]

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**SEVENTH and EIGHTH WEEKS.**

Continue the above methods.

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**NINTH and TENTH WEEKS.**


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Devote to a rigorous revision of the work done during the two terms.

## Third Term.

### FIRST WEEK.

#### A. Subconscious Comprehension : (10 minutes).

The pupils should by now be able to understand fairly well a talk like the \*following :—

'We are here in the class, you and I. We are in the school. The class is in the school. We are here to talk English. I talk English. I talk to you in English, and you listen to what I am saying to you. We are here in the class. The class is in the school. The school is in (Jabalpur). Jabalpur is a town. Nagpur is also a town. Allahabad is a town; Bombay is a town. We are not in Nagpur. We are not in Allahabad. We are in Jabalpur. Is Nagpur a town? Yes, Nagpur is a town. Is Nagpur a school? No, Nagpur is not a school. Nagpur is a town, a big town, a very big town. Is this class big? Yes, it is big, isn't it? Is Nagpur big? Yes, it is: isn't it?

'Nagpur is the capital of the Central Provinces. It is not the capital of England. Nagpur is an Indian city. The capital of England is London. London is an English city. London also is a big city. We are not in London. We are in Jabalpur. Jabalpur is in India. We are in India. You are in India. I also am in India. We all are in India.

'You talk (Hindi). It is your language. English people do not talk Hindi. They talk English. French people do not talk English. They talk French. Italian people talk Italian. Are you Italian? No, you are not, are you? You are Indian. Are you French? No, you are not, are you? You are Indian. You talk Hindi. You do not talk French.

'Jabalpur is a city. London is a city. India is a country. England also is a country. So is Italy. Belgium is a country. China is a country. Is India a country or a city? A country, isn't it? Is Jabalpur a city or a country? A city, isn't it? We are in Jabalpur. We are in India. We are in the Central Provinces etc., etc., etc."

[Keep up the practice with such † talks. At least twice a week give a shorter talk and make the students write out afterwards in Vernacular all they can remember of what you have said.]

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\*Palmer p. 156

†e. g. on various simple forms of handicraft, (agriculture, brass-working, gold-smith work, basket making, pottery, etc.), on various well-known buildings, streets, rivers, views etc. in the neighbourhood, of the school, on local fairs, functions, tournaments etc

**B. Reading and Writing : (15 minutes.)**

[These subjects may now be commenced, in the conventional manner. The students should be able to master very speedily the matter in a second year English Reader. Indeed after a little of this it may be advisable to proceed direct to the third year Reader. Continue to pay pedantic attention to correctness of pronunciation. Force your pupils to read very slowly and distinctly.

The reading and writing lessons should alternate.]

**C. Training Exercises : (5 minutes)**

[During this term it will be well to concentrate on a study of *Homonymics, i.e.* on the discrimination of confusingly similar English sounds by means of accurate analysis of the organic basis of their formation, and by copious practising of the right way to reproduce them.

In introducing each new pair or set of sounds, show the pupils exactly how they should be formed, both by an unblushing exhibition (on an exaggerated scale of emphasis) of your own vocal organs, and (in the case of consonant sounds) by means of the chart given on pages 1 & 2, which should be reproduced on the blackboard.

In teaching translate the Homonyms, as this will aid pupils in their work of discrimination.

The following is a list of typical Homonymic sentences, which the teacher should indefinitely enlarge for himself :—]

{ I am coming here.	{ You tell tall tales.
{ I am combing hair.	{ You tall tell-tale !
{ This is my cot.	{ He sells shells.
{ This is my coat.	{ He shells snails.
{ This is my cart.	{ He smells stale.
{ This is my cat,	{ He steals stalls etc.
{ He takes pains.	{ She sets snares.
{ He takes pens.	{ She shuts stores.
{ He takes pans.	{ She shed sad tears on the stairs
{ He grew great.	{ Pour it into pure port.
{ He gnaws grit.	{ Part it into four parts.
{ He grows green.	{ Pat the poor pet poet.
{ He knows Greek,	
{ He goes to the bed.	{ This is a bow (and arrow.)
{ He goes to the bad.	{ This is a bow (not a stern.)
{ He goes to the board.	{ This is a bow-wow (dog).
{ He goes to the bard.	
{ He goes to the bird.	{ Hear the door. dear.
	{ He heard the deed done, he did

{	Pick up the pack.	{	This is the lamp.
	Pop up the park.		This is the lump.
	Buck up the barque.		This is the limp lamb.
	Back up Birt.		This is limph.
{	Book up the bet.	{	He is a shoching shark.
	This is lint.		He is a shirt short etc., etc.
	This is lent.		
{	This is Lunt.		

#### D. Conversation : (10 minutes.)

[At first this most important branch of study will take the form of a 'systematic questionnaire', i. e. the use of a more or less cut and dried form of question and answer which does not involve much thought on the part of the answerer *e. g.* :—

1. *Teacher*: 'Is this the window ?

*Pupil*: 'Yes, it is the window.

*T*: Is it the door ?

*P*: No, it is not the door.

*T*: What is it ?

*P*: It is the window.

2. *T*: Is the ceiling white ?

*P*: Yes, it is white.

*T*: Is the ceiling black ?

*P*: No, it is not black.

*T*: What is the colour of the ceiling ?

*P*: It is white.

*T*: What is white ?

*P*: The ceiling is white.

3. *T*: Is the book on the chair ?

*P*: Yes, it is on the chair.

*T*: Is the book on the floor.

*P*: No, it is not on the floor.

*T*: Where is the book ?

*P*: It is on the chair.

*T*: What is on the chair ?

*P*: The book is on the chair.

4. *T*: Does the teacher take the book ?

*P*: Yes, he takes the book.

*T*: Does he take the chalk ?

*P*: No, he does not take the chalk.

- T:* What does he take ?  
*P:* He takes the book.  
*T:* Who takes the book ?  
*P:* The teacher takes the book, etc. etc-

Insist on full sentences being given in answer to all your questions. Be very particular about pronunciation and correctness : but whenever possible let the pupils correct themselves, or each other. The above form may be applied to an infinite number of subjects.

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## SECOND, THIRD and FOURTH WEEKS.

Continue the above methods.

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## FIFTH WEEK.

- A. Subconscious Comprehension :** (7 minutes.)  
 [Vary the talks with stories on the lines of Aesop's Fables, or such as you can pick up from Readers of approximately third to fifth year standards.]
- B. Reading and Writing :** (15 minutes.)  
 As before.
- C. Ear-training & Pronunciation Exercises :** (3 minutes.)  
 [Merely keep the pupils in practice, sometimes by drilling them in difficult sounds, in Homonymics etc., sometimes by nonsense dictation, sometimes by making one read and the others watch for his mistakes etc. etc.]
- D. Conversation :** (15 minutes.)  
 [Continue the method of the 'systematic questionnaire.' A list of types of question and answer devised in accordance with this method is given below, borrowed from H.E. Palmer's book. Notice the repetitions so necessary for the success of the method.]



1. *Teacher:* Open your book. Are you opening your book ?

*Pupil:* Yes, I am opening my book.

*T:* Are you opening the door ?

*P:* No, I am not opening the door ?

*T:* What are you opening ?

*P:* I am opening my book.

*T:* Who is opening his book ?

*P:* I am opening my book, etc. etc.

2. *T:* Did you come here yesterday ?

*P:* Yes, I came here yesterday.

*T:* Did you come here on Saturday ?

*P:* No, I did not come here on Saturday.

*T:* When did you come here ?

*P:* I came here yesterday.

*T:* Who came here yesterday ?

*P:* I came here yesterday.

3. *T:* Have you put your book on your desk ?

*P:* Yes, I have put my book on my desk.

*T:* Have you put your pencil on your desk. ?

*P:* No, I have not put my pencil on my desk.

*T:* What have you put on your desk. ?

*P:* I have put a book on my desk.

*T:* Have you put it on your desk ?

*P:* Yes, I have put it on my desk.

*T:* Have you put it on your chair ?

*P:* No, I have not put it on my chair.

*T:* Where have you put it ?

*P:* I have put it on my desk.

*T:* Who put it on his desk ?

*P:* I did. etc. etc.

4. *T:* What is this ? *P:* It is the window.

*T:* What is this ? *P:* It is the door etc. etc.

5. *T:* Where is the book ? *P:* It is on the table.

*T:* Where is the chalk ? *P:* It is on the desk. etc. etc.

6. *T:* What colour is the ceiling ? *P:* It is white.

*T:* What colour is the wall ? *P:* It is yellow.

*T:* What colour is this pen ? *P:* It is red. etc. etc.

7. *T:* What am I doing ? *P:* You are getting up.  
*T:* What am I doing ? *P:* You are walking.  
*T:* What am I doing ? *P:* You are looking at the ceiling. etc. etc.
8. *T:* What is a horse ? *P:* It is an animal.  
*T:* What is a dog ? *P:* It is an animal.  
*T:* What is a sheep ? *P:* It is an animal etc. etc.
9. *T:* What is the table ? *P:* It is a piece of furniture.  
*T:* What is the chair ? *P:* It is a piece of furniture. etc. etc.
10. *T:* What is iron ? *P:* It is a metal.  
*T:* What is gold ? *P:* It is a metal etc. etc.
11. *T:* What is the wall ? *P:* It is a part of the room.  
*T:* What is the ceiling ? *P:* It is a part of the room. etc. etc.
12. *T:* What is a cap ? *P:* It is an article of clothing.  
*T:* What is a coat ? *P:* It is an article of clothing. etc. etc.
13. *T:* What colour is snow ? *P:* It is white.  
*T:* What colour is grass ? *P:* It is green, etc. etc.
14. *T:* Where is Nagpur ? *P:* It is in India.  
*T:* Where is London ? *P:* It is in England.  
*T:* Where is Mecca ? *P:* It is in Arabia etc. etc.
15. *T:* Where do they talk English ?  
*P:* They talk English in England.  
*T:* Where do they talk Bengali ?  
*P:* They talk Bengali in Bengal etc. etc.
16. *T:* What is the capital of England ?  
*P:* The capital of England is London.  
*T:* What is the capital of India ?  
*P:* The capital of India is Delhi. etc. etc.
17. *T:* What does one use when one reads ?  
*P:* One uses a book.  
*T:* What does one use when one writes ?  
*P:* One uses a pen etc. etc.

18. *T:* What does one do with a pencil ?  
*P:* One writes with a pencil.  
*T:* What does one do with a key ?  
*P:* One opens the door with a key etc. etc.
19. *T:* What is the first day of the week ?  
*P:* The first day of the week is Sunday.  
*T:* What is the second day of the week ?  
*P:* The second day of the week is Monday etc. etc.
20. *T:* What is the first month of the year ?  
*P:* The first month of the year is January.  
*T:* What is the second month of the year ?  
*P:* The second month of the year is February etc. etc.
21. *T:* How many seconds are there in a minute ?  
*P:* There are sixty seconds in a minute.  
*T:* How many minutes are there in an hour ?  
*P:* There are sixty minutes in an hour. etc. etc.
22. *T:* What can I do if I have a book ?  
*P:* If you have a book you can read.  
*T:* What can I do if I have a pen ?  
*P:* If you have a pen you can write. etc. etc.
23. *T:* What do you say if you want a pencil ?  
*P:* If I want a pencil I say 'Please give me a pencil.'  
*T:* What do you say if you want a book ?  
*P:* If I want a book I say 'Please give me a book' etc. etc.

[As soon as the pupils become expert in giving the answers, questions from the various groups may be mixed up, and the method constantly practised till the class can give an answer fluently to any question asked at random from any of the groups. The number of groups should be greatly increased, by the teacher's own inventive power, so as to include all manner of simple topics and all types of sentence construction.]

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## SIXTH, SEVENTH, EIGHTH and NINTH WEEKS.

Continue the above methods.

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## TENTH WEEK.

Revise.

## Fourth Term.

### FIRST WEEK.

#### A. Subconscious Comprehension : (7 minutes)

[Continue your stories, varying them by an occasional talk about a picture, about interesting current events etc. etc.]

#### B. Reading and Writing : (15 minutes.)

[Continue the ordinary methods. The pupils should go ahead with great rapidity in the reading. Continue to pay very considerable attention to pronunciation. Give frequent dictations.]

#### C. Training in Intonation and Emphasis : (3 minutes.)

Write up on the board any sentence in which the sense is radically altered according to the word upon which the emphasis is laid. The following are a few suitable examples ;—

- (1) I drove to Nagpur with Mr. Jones yesterday.
- (2) We have lost four annas.
- (3) Sirish wrote this exercise well.
- (4) Many boys fell into the garden from the wall.
- (5) Have you seen the missing cow ?

Arrange the matter as follows :—

<i>I</i>	if emphasised	means	Some one else did not drive
<i>drove</i>	“	“	I drove instead of walking
<i>to</i>	“	“	I drove to N. instead of back again
<i>Nagpur</i>	“	“	I drove to Nagpur, not Kampti
<i>with</i>	“	“	I did not go without him
<i>Mr.</i>	“	“	I did not go with Mrs. Jones
<i>Jones</i>	“	“	I did not go with Mr. Smith
<i>yesterday</i>	“	“	I did not go the day before yesterday

After writing out one or two examples in full like this, it will be only necessary to write on the board the sentence which is to be dealt with. Then read it yourself, putting the emphasis on the various words in turn, and ask individual pupils to explain in Vernacular the meaning of the emphasis as in the above example.

Vary this type of exercise with pronunciation and ear-training drill. Also give occasional pieces to be learnt by heart with very special attention to correctness of emphasis, accent, pronunciation and intonation ;— with regard to this last, be most particular to make the pupils avoid the sing-song tune so often adopted in repeating recitations. Remember that, whilst in Indian languages the general intonation is remarkably smooth and level, emphasis on individual words being conspicuous by its absence, exactly the opposite is the case in English. The failure to appreciate this is one of the chief causes of the fact that English as spoken by an Englishman is very hard for Indians to understand, and English as spoken by Indians is very hard for Englishmen to understand.]

#### D. Conversation : (15 minutes.)

We may now proceed to a more general method of question and answer, confining our attention at first to concrete and visible objects, either fixtures in the class-rooms or things specially brought in to be talked about, \* e. g.

<b>Teacher:</b> What is this ?	<b>Pupil:</b> It is the ceiling.
<b>T:</b> Is it high or low ?	<b>P:</b> It is high.
<b>T:</b> What is the colour of the ceiling ?	<b>P:</b> It is white.
<b>T:</b> Can you touch it ?	<b>P:</b> No, I cannot touch it.
<b>T:</b> Why not ?	<b>P:</b> Because it is too high.
<b>T:</b> What is this ?	<b>P:</b> It is the door.
<b>T:</b> Is it open or shut ?	<b>P:</b> It is shut.
<b>T:</b> Can you open it ?	<b>P:</b> Yes, I can open it.
<b>T:</b> Can you touch the door if you stay where you are ?	
<b>P:</b> No, sir, I cannot touch the door if I stay here.	
<b>T:</b> Why not ?	<b>P:</b> Because the door is too far off.
<b>T:</b> What is that ?	<b>P:</b> It is a book.
<b>T:</b> Whose is it ?	<b>P:</b> It is mine.
<b>T:</b> Is it open or shut ?	<b>P:</b> It is open.
<b>T:</b> Where is it ?	<b>P:</b> It is on the desk.
<b>T:</b> What am I looking at ?	<b>P:</b> You are looking at your book.
<b>T:</b> Is it a Hindi or an Eng. book ?	<b>P:</b> It is an English book.
<b>T:</b> Do you see the window ?	<b>P:</b> Yes, I see it.
<b>T:</b> Where is it ?	<b>P:</b> It is over there.
<b>T:</b> Is it open or shut ?	<b>P:</b> It is open. etc. etc. etc.

Remember to insist on a full sentence being given in reply to each question.

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## SECOND, THIRD and FOURTH WEEKS.

Continue the above.

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## FIFTH WEEK.

### A. Subconscious Comprehension : (7 minutes)

[As before ; but increase the practice of giving a very short talk and making the pupils write out all they can remember of what you said. From now on make them do this in English.]

### B. Reading and Writing : (15 minutes.)

As before.

### C. Intonation and Pronunciation : (3 minutes.)

As before, with constant practice of difficult sounds.

### D. Conversation : (15 minutes.)

Proceed to the use of \**Substitution tables*. "The principal object of this type of work is to contribute on a large scale to the enriching of the pupils' vocabulary, in the form of fluent sentences. The pupils will repeat, read, translate, and, in some cases, act tables of the 'simple' type such as":—

- |                        |                             |
|------------------------|-----------------------------|
| 1. I am ready to begin | 2. I have my book before me |
| read                   | my pencil                   |
| write                  | my paper                    |
| stand up               | my pen                      |
| take my book           | my copy                     |
| go out                 | my ink-pot                  |
| go home                |                             |

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\*Palmer, p. 180.

3. I put the book on the desk  
 the chair  
 the floor  
 the table  
 the copy  
 the other book  
 my knees
4. I go to the door  
 the window  
 the desk  
 the corner  
 the table  
 Nagpur  
 England  
 the station
5. I put the chalk in the box  
 on  
 in front of  
 behind  
 at the side of  
 near  
 away from  
 under
6. I ought to learn this at once  
 wish to  
 can  
 cannot  
 ought not to  
 do not wish to  
 should  
 would  
 would be able to
7. I ought to learn this at once  
 now  
 this evening  
 tomorrow  
 on Saturday  
 for Monday  
 next week
8. I give it to the master  
 hand  
 lend  
 send  
 sell
9. I write something in my copy  
 my name  
 a word  
 a sentence  
 some words  
 some names

10. I touch my foot with my hand  
       my head  
       my ear  
       my nose  
       my mouth  
       my knee

A great number of such tables may be devised. In repeating them, (which may be done as quickly as is consistent with good pronunciation and clearness), the common elements (e.g. in table 1 'I am ready to') must of course be repeated each time. The tables should be written on the blackboard and copied by the pupils into their note-books. Each table must be thoroughly learnt by heart and frequently repeated before the class passes on to the next. The meanings must be understood in Vernacular, and whenever possible the appropriate action should accompany or precede the utterance of each phrase.

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### SIXTH, SEVENTH and EIGHTH WEEKS.

Continue the above methods.

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### NINTH and TENTH WEEKS.

Thoroughly revise the work of the past two terms.

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## Fifth Term.

### FIRST WEEK.

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#### A. Subconscious Comprehension : (7 minutes.)

[Keep this up unflinchingly, gradually advancing to more and more abstract themes, and demanding almost always a reproduction, either spoken or written, of what you have said.]

#### B. Reading and Writing : (18 minutes.)

[In the main keep on with these subjects in the conventional manner, but frequently vary the work by setting subjects for free *composition* (descriptions of objects, pictures and events), and by devoting time to free and rapid *translation* of selected passages. This latter will generally be oral, not written. Combine your pronunciation and ear-training drill with the reading. Do not on any account let it drop.]

#### C. Conversation : (15 minutes.)

Continue the method of substitution-tables, developing them progressively into a compound form\*, e. g. :—

- |    |                    |             |                       |
|----|--------------------|-------------|-----------------------|
| 1. | I cannot           | come here   | tomorrow              |
|    | I ought not to     | go there    | on Monday             |
|    | I do not wish to   | stay here   | next week             |
|    | You cannot         | do it       | next month            |
|    | Do you want to     | have it     | next year             |
|    | Must I             | see him     | on Tuesday            |
|    | You must not       | talk        | now                   |
|    | It will be best to | go out      | at two o'clock        |
|    | It is difficult to | go away     | next Saturday         |
|    |                    |             |                       |
| 2. | I put              | my book     | on the desk           |
|    | I see              | his pencil  | in front of the table |
|    | I leave            | your copy   | behind the chair      |
|    |                    | our paper   | the box               |
|    |                    | their stamp | the cupboard          |
|    |                    | the         |                       |
|    |                    | one         |                       |

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\*Palmer p. 182.

3. I say that	I am	here
He says that	you are	there
Tell me if	he is	at home
Do you know whether	we are	in Nagpur
I do not know whether	they are	in India
He thinks that		in England
That is why		tired
You see that		ready
They do not know that		busy
No one knows that		content

Numerous other such tables may be worked out. It is intended of course that every phrase in the first column should be combined with, and amply practised in combination with, every phrase in the second: and that each such combination should then be combined with every phrase in the third etc. Thus there is a large amount of work provided for in each table. There are over a thousand combinations possible, for example, in the first table given above.

The pupils must copy out these tables from the blackboard. Practise assiduously, till the combinations can be rattled off with perfect fluency coupled with exactly correct pronunciations.

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## SECOND, THIRD, FOURTH and FIFTH WEEKS.

Continue the above methods.

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### SIXTH WEEK.

#### A. Subconscious Comprehension: (7 minutes.)

[As before.]

#### B. Reading and Writing: (18 minutes.)

[As before.]

#### C. Conversation: (15 minutes.)

[As before; but allow the pupils to take your place in asking questions or in leading Imperative Drill (p. 16 ff.). Also gradually introduce a regular system of 'conjugation exercises,' assigning different grammatical functions to the various pupils, e.g. give:—

- Ram Chandra* the Present Indefinite, first person plural  
*Shiv Charan* the interrogative form  
*Ram Lal* the Imperative  
*Ghulam Mohammed* the first person sing. with 'must'  
*Ishwar Das* Present Indefinite third person singular  
*Babu Lal* Future Indefinite first person plural  
*Sheikh Ahmed* Past Indefinite first person singular  
*Thakur Das* the same, interrogative form  
*Ram Prasad* Past Perfect third person plural  
*Shankar Rao* Present Indefinite Passive, third person singular  
 (in the case of Transitive Verbs)  
*Narayan Prasad* the same, interrogative form (in the case of  
 Transitive Verbs) etc., etc.

The lesson proceeds as follows :—

- Teacher* writes on board { I am ready to start  
 {(Vernacular translation of above) }
- Ram Chandra* says, We are ready to start (and Vernacular  
 translation of same)
- Shiv Charan*, „ Are we ready to start? (and Vernacular  
 translation of same).
- Ram Lal*, „ Be ready to start (and Vernacular trans. of  
 same)
- Ghulam Moh.* „ I must be ready to start (and Vernacular  
 translation of same)
- Ishwar Das*, „ He is ready to start (and Vernacular  
 translation of same)
- Babu Lal*, „ We shall be ready to start (and Vernacular  
 translation of same)
- Sheikh Ahmed*, „ I was ready to start (and Vernacular  
 translation of same)
- Thakur Das*, „ Was I ready to start (and Vernacular  
 translation of same)
- Ram Prasad*, „ They had been ready to start (and  
 Vernacular translation of same) etc. etc.

The functions assigned to the various pupils should be constantly changed about, so that in time every one gets a chance of learning thoroughly and fluently all the different parts of the verb.

The verbs and phrases employed may be constantly changed. The following\* are a few examples that may be used:—

1. I listen to the master.
2. I understand what I hear.
3. I have my book in front of me.
4. I know what I ought to do.
5. I hold my book.
6. I begin to read.
7. I cease reading.
8. I put my book on the desk.
9. I stand up.
10. I walk.
11. I stop.
12. I go to the door.
13. I open the door.
14. I shut the door.
15. I go out of the class-room.
16. I come into the class-room.
17. I come to the master's desk.
18. I step up on to the platform.
19. I take the chalk.
20. I hold it in my right hand.
21. I write something on the blackboard.
22. I read what I have written.
23. I rub it out.
24. I get down from the platform.
25. I let the chalk fall.
26. I pick it up.
27. I give it to the master.
28. I go back to my place.
29. I sit down.
30. I learn my lesson.

The pupils must not be allowed to repeat the English words alone. These must always be followed by their translation in Vernacular.

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## SEVENTH, EIGHTH and NINTH WEEKS.

Continue the above methods.

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## TENTH WEEK.

Revise the term's work.

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\*Palmer p 185. Note that complete sentences should always be used, never a verb only, by itself.

## Sixth Term.

### FIRST WEEK.

#### A. Subconscious Comprehension: (7 minutes.)

[As before. Choose the material for your talks very widely, from newspapers and books as well as from Readers and ordinary life. The talks should now always be reproduced by the pupils afterwards, either in writing, or—more often—verbally.]

#### B. Reading and Writing : (18 minutes.)

[As before ; but give more and more attention to *free composition* (i. e. short essays any subject under the sun, from cows to carpenters), and to *free translation* from English to Vernacular, e. g. from a Reader.]

#### C. Conversation: (15 minutes.)

About now it ought to be possible to proceed somewhat as follows\* in the 'conjugation exercises':—

*Teacher* (speaking in Vernacular): 'Ram Chandra, you will give orders to Shiv Charn, Ram Lal and Ghulam Mohammed. Shiv Charn, you will refuse to obey the orders. Ram Lal, you will be obedient, and do as you are told to do and will tell me what you are doing. Ghulam Mohammed, you will also do what you are told, and, will tell me what Ram Lal and you are doing. Ishwar Das, you will tell me what Ram Lal is doing. Babu Lal, you will tell me what Ram Lal and Ghulam Mohammed are doing. Sheikh Ahmed, you will tell me that you cannot do the action. Thankur Das, you will tell me that you are not doing the action, but that you will do it tomorrow. Ram Prasad, you will ask Shanker Rao whether you are to perform the action ; and you, Shanker Rao, will tell him that he mustn't. You, Narain Prasad, will tell me that you would do it if you had to.' etc. etc.

*Teacher* writes on board  $\left. \begin{array}{l} \text{I stand up} \\ \text{(Vernacular translation)} \end{array} \right\}$

*Ram Chandra* : Stand up !

*Shiv Charn* : I won't stand up !

*Ram Lal* : I stand up.

*Ghulam Mohammed* : We stand up.

*Ishwar Das* : He stands up.

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\*Palmer p. 187.

*Babu Lal*. They stand up.

*Sheikh Ahmed* : I cannot stand up.

*Thakur Das* : I will not stand up now ; but I will stand up tomorrow.

*Ram Prasad* : Ought I to stand up ?

*Shanker Rao* : No, you must not stand up.

*Nawān Prasad* : If I had to stand up, I would stand up. etc. etc.

The changes may be rung on this method to an infinite extent by varying the functions of the speakers, and \*the phrases to be utilised.

Also use free conversation about pictures, incidents etc. and try to rouse conversation (though this will be difficult) out of the matter in Readers and Text-books. Never relax your strictness regarding Pronunciation.]

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## SECOND to EIGHTH WEEK.

Continue the above methods.

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## NINTH and TENTH WEEKS.

Revise the work of the last two terms.

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\*for list (which the teacher should add to as need arises) see p. 38

## APPENDIX.

\*We may append here a x x x list of most of the types of exercises which will be found of use during the (six terms). While many of them are suitable for work in the class-room, they will generally be utilized as material for *homework* and for private study'. The list is by no means exhaustive.

1. **Second Term.** The teacher to pronounce various sounds : the pupil to call out their respective numbers as he does so (v. page 19).
2. **Second Term.** Nonsense dictation (p. 22)
3. **Third and Fourth Terms.** Giving Vernacular equivalents of English terms and phrases already learnt in sentence drill, e. g. 'Next week', 'the window', 'look at your book', 'two or three', 'a little more' etc. etc.
4. **Third and Fourth Terms.** Giving English equivalents of simple Vernacular terms and phrases similar to the above. [Strictly restrict this exercise to the conversion into English of Vernacular terms and phrases the English equivalents of which have already been learnt, in Sentence Drill or in some other way].
5. **Third and Fourth Terms.** Declining Pronouns, e. g. I, me, my : We, us, our : He, him, his etc.
6. **Third to Sixth Terms.** Answering questions.
7. **Third to Sixth Terms.** Forming suitable questions for given answers : e.g. 'Form questions to which the following sentences are answers :—  
 I came at two o'clock  
 He has gone to Jabalpur.  
 It is a red book.  
 Yes, it is big.  
 I stayed there three hours.  
 He cuts with a knife.

---

\*Palmer pp. 207 ff. The list has been adopted in some particulars

8. **Third to Sixth Terms.** Turning affirmative sentences into the negative form : e. g. turn the following sentences into the negative :—

I write  
 I wrote the letter  
 I have seen my friend  
 I went to the station  
 I can come here  
 Come here !  
 Take this !

9. **Third to Sixth Terms.** Turning positive sentences into their interrogative form : e. g. 'turn the following sentences into the interrogative' :—

It is a book.  
 You talk English.  
 He understood.  
 You have given it to him.  
 I take it.  
 I do not take it.  
 My brother is here.  
 The ceiling is white.

10. **Third to Sixth Terms.** Turning positive sentences into their interrogative-negative form : e. g. 'turn the following sentences into the interrogative-negative form' :—

You love him (Do you not love him ?)  
 It has come (Has he not come ?)  
 You have done it.  
 My brother has gone to Jabalpur.  
 You will come too soon.  
 The other boys do not like Mathematics.

11. **Third to Sixth Terms.** Replacing nouns by pronouns : e.g. 'replace the words in italics (underlined) by appropriate pronouns' :—

I take the *book*.  
 I see the bad *boy*.  
 I give the *book* to the bad *boy*.  
 I row the *boat*.  
 I give the *mangoes* to my *sister*.  
 Ram Chandra and Narain Das are writing *letters* to their *friends*.



12. **Third to Sixth Terms.** Supplying missing verbs : e. g. 'replace the dashes by suitable verbs':—

He thinks that I—  
 I must—  
 I believe that—  
 I do not think that—  
 It is a pity that—  
 I wish that you—  
 I hope that you—

More difficult verb constructions can be introduced later; e. g. after 'if' or in indirect speech.

13. **Third to Sixth Terms.** Conjugating verbs : e. g. 'conjugate the following verbs in all their moods, tenses and persons' :— love, receive, give, go, hear, come, sell, etc. etc.

14. **Third to Sixth Terms:** Find English synonyms for English terms and phrases : e. g. 'find terms or phrases having the same, or nearly the same, meaning as :—

People, I must go, I wish to go, attempt to, now-adays, altogether, I forget, as far as possible, whatever, greatly, return, etc. etc.

15. **Third to Sixth Terms.** Simplification of long sentences : e. g. 'reduce the following sentences to the shortest possible form consistent with leaving a complete sentence' :—

The others came immediately (others came).

The red book is on the white table (the book is on the table).

You will find a lot of them in the top drawer.

I went there six times to buy books.

The letter which I received yesterday was sent me by one of my friends.

He is very big and not very beautiful, etc. etc.

16. **Third to Sixth Terms.** Turning English words into another kindred grammatical form : e. g.

(a) turn the following past participles into the corresponding infinitives :— gone, given, told, shot, hurt, written, got etc.

- (b) turn the following singulars into their corresponding plurals :— cow, mouse, goose, ox, book, glass, box, duty, hero, etc. etc.
- (c) turn the following adjectives into adverbs :— easy, gentle, sweet, bad, difficult, good, etc.
- (d) turn the following present indefinites into past indefinites :— I love, he sees, we like, they tell, you go, she hit, it rains, he feels etc.

This familiar exercise may with advantage be extensively employed for home-work purposes. At first, of course, the work should be very simple.

17. **Third to Sixth Terms.** Replacing dashes by words : e.g. 'replace each dash by an appropriate word :—

Come .....

Has . . . . gone ?

We often go.....Jabalpur

I..... ..not go tomorrow

I have not ... ..it to him etc. etc.

At first only give matter with which the pupils are already familiar, e. g. sentences learnt by heart in sentence-drill.

18. **Third to Sixth Terms.** Completing unfinished sentences, e. g.—'complete the following sentences' :—

I cannot.....

Why have you.....

Give me some.....

I have seen them.....

I have been here for.....

.....because the door is open

.....if you will go

.....that he would go

Whenever we go to Jabalpur..... etc. etc.

19. **Fourth to Sixth Terms.** Repeating substitution-tables after the teacher (page 32).

20. **Fourth to Sixth Terms.** Reading substitution-tables as written on the blackboard (page 32 ff. & 35 ff.).

21. **Fourth to Sixth Terms.** Copying out Substitution-tables in full : i. e. from a given Substitution-table writing out each separate combination of clauses contained in it.
22. **Fourth to Sixth Terms.** Repeating Substitution-tables, the substitutive elements of which are suggested by the teacher orally in Vernacular :— e. g.

*Teacher* I cannot come here tomorrow  
*Pupil* I cannot come here tomorrow  
*Teacher* (in Vernacular) Next week  
*Pupil* I cannot come here next week  
*Teacher* (in Vernacular) On Monday  
*Pupil* I cannot come here on Monday  
*Teacher* (in Vernacular) Next month  
*Pupil* I cannot come here next month  
*Teacher* (in Vernacular) At two o'clock  
*Pupil* I cannot come here at two o'clock.

A very valuable form of fluency exercise.

23. **Fourth to Sixth Terms.** Composing simple substitution-tables: e.g.—‘develop each of these sentences into a simple substitution-table by replacing the words enclosed between the vertical lines by appropriate equivalents’ :—

I | give | it to my friend.  
 I | have stayed here | for three days.  
 They | came here | every day.  
 I | want to | go there.  
 Where have you | seen | my book etc., etc.

24. **Fourth to Sixth Terms.** Composing compound substitution-tables (see p. 35): e. g. develop the following sentences into compound substitution-tables by replacing the words enclosed between vertical lines by appropriate equivalents :—

I cannot | go to Jabalpur | to-day.  
 I have seen | three books | on | the table.  
 I have stayed | here | for three days.  
 I gave | him | your | green | umbrella | etc.

25. **Fifth and Sixth Terms.** Reading aloud in English.

'This will constitute a most valuable form of subconscious assimilation.' No carelessness in pronunciation etc. must on any account be allowed,

26. **Fifth and Sixth Terms.** Expressing the sense of a given sentence in other words: e. g.—'express in other words (English of course) the meaning of':—

It doesn't matter.	How well you look !
It is too late now.	What terrible weather !
Won't you come in ?	That is far too hard for you.
How do you do ?	I am not particularly pleased with him etc., etc.

This exercise approximates to the time honoured 'paraphrasing'; but must be done with infinitely more promptitude and correctness. The reaction to the sentence altered by the teacher must be instinctive and immediate, and the paraphrase mechanically accurate.

27. **Fifth and Sixth Terms.** Composing matter in English in the form of a conversation with the teacher. This method must be developed as informally and easily as possible. The teacher starts some interesting topic, e. g. a hockey match, and draws the pupils out by means of well-directed question to express their thoughts freely and naturally in English, always in the form of complete sentences.

28. **Fifth and Sixth Terms.** Composing matter in English in order to illustrate the uses of various terms and phrases: e. g.—'compose sentences in order to show the use of *shall*, *I, whenever, otherwise, must not, Monday, no sooner, merely, solely, until etc., etc.*

29. **Fifth and Sixth Terms.** Expressing in Vernacular ideas supplied by an English Reader or Text. Difficult phrases and ideas must be selected for *idiomatic* translation into the Vernacular, \*e. g. 'For some reason or other,' 'I have often wondered,' 'I haven't been there for three years,' 'I'm very anxious to know.'

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\*These examples may be too hard till well on in the Sixth Term.

30. **Fifth and Sixth Terms.** Expressing in English ideas suggested by Vernacular phrases and sayings. Choose distinctive and striking Vernacular expressions for *free and idiomatic* translation into genuine English, (on no account let the pupils practise a slavish substitution of English equivalents for Vernacular terms.)

31. **Fifth and Sixth Terms.** Retranslation.

\*'The student will choose, or the teacher will choose for him, a short passage from an authentic (English) text. He will translate it (into Vernacular) to the best of his ability; the teacher will read the result and suggest corrections and modifications. The next day the student will translate the passage back (into English). On its completion he will compare the result with the original, make the necessary corrections, and repeat the operation until the re-translation is word-perfect.'

32. **Fifth and Sixth Terms.** The missing-word exercise.

'As a modification of the preceding exercise and with a view to facilitating it, the student, after translating the text (into Vernacular), will make a fresh copy of the (English) original, replacing, however, a certain number (of words and phrases) by blank spaces. The next day, instead of retranslating the (Vernacular) text book (into English) as suggested in the preceding exercise, he will merely fill in to the best of his ability the blank spaces.'