

NOTE
ON THE
STATE OF EDUCATION IN INDIA
During 1865-66.

'SELECTIONS

FROM THE

RECORDS

OF

THE GOVERNMENT OF INDIA,
HOME DEPARTMENT.

No. LIV

NOTE

ON THE

STATE OF EDUCATION IN INDIA

During 1865-66.

By A. M. MONTEATH, Esq.,
UNDER SECRETARY TO THE GOVERNMENT OF INDIA.

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GRANT-IN-AID RULES FOR BENGAL.

(Passed in March 1864)

THE Local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others and to the funds at the disposal of Government,) will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the Vernacular tongue.

2. In respect of any such school for which application for aid is made, full information must be supplied on the following points—

First—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly.—The proposed monthly expenditure in detail.

Thirdly—The average number of pupils to be instructed.

Fourthly—The persons responsible for the management.

Fifthly—The nature and course of instruction.

Sixthly—The number and salaries of Masters or Mistresses.

Seventhly—The nature and amount of aid sought.

Eighthly—The existence of other schools receiving aid within a distance of six miles.

3. Any school to which aid is given, together with all its accounts, books and other records, shall be at all times open to inspection and examination by any officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be, for any considerable period, unfavorably reported upon in this respect.

5. In giving grants-in-aid, the following principles will be observed —

- (a) The Government will always endeavor so to give its aid, that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.
- (b) Grants will be given to those schools only (with the exception of Normal Schools and Girls' Schools) at which fees of reasonable amount are required from the scholars.
- (c) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.
- (d) For schools educating up to the University Entrance standard the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.
- (e) For other schools in which the expenditure is more than Rs 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.
- (f) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will, in all cases, and as a matter of course, be sanctioned.
- (g.) The conditions of every grant will be subject to revision periodically at intervals of five years commencing from the date of sanction.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

GRANT-IN-AID RULES FOR THE NORTH-WESTERN PROVINCES.

(Passed in October 1864.)

ARTICLE I. The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by the Government.

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III Those conditions, generally stated, are—

- (1)—That the school is under competent management
- (2)—That the funds, on which the local expenditure is based, are stable.
- (3)—That the extended operations, to be brought into play by Government assistance, are justified by the wants of the locality, and by the school accommodation provided.
- (3) *a*—That schooling-fees are paid by at least three-fourths of the pupils; those exempted from payment being *bond fide* indigent; (excepting in cases of Normal, Orphan and Female Schools, in which no tuition fee need be exacted).

IV. Managers of schools desirous of receiving State assistance are, therefore, required to submit, with their application for a monthly grant (the amount being noted) a statement, through the Director of Public Instruction, which shall inform the local Government—

(1).—Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same, it being stated whether such person or persons are resident or non-resident, and how long he or they are expected to be responsible.

(2).—Of the following particulars—

(a).—The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for.

(b).—The number, qualifications, and salary of the Teachers employed, or to be employed, there being ordinarily a Teacher for every 30 boys in average attendance.

(c).—The average attendance registered or anticipated

(d).—The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.

(e).—The scholastic regulations (as to attendance, fees, fines, &c., in force or to be enforced.

(f).—The books studied or to be studied (detailed list).

V. The grant asked for must not exceed, as a general rule, the monthly income noted under (a) in the statement defined by Article IV above

N. B.—The monthly income may include the amount of fees collected.

VI The grants, after allotment, are payable month by month from the beginning of the official year next succeeding the submission

of application, provided that the Budget Estimates of the year admit of the expenditure*

N B—It is necessary that applications for new grants be registered in the Director's Office before the preparation of Budget Estimates in October

VII No grants are made to schools which are not open to examination by the Government Inspectors.

VIII "The Inspectors are to take no notice whatever of the religious documents which may be taught in any school, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, and to report the results"

IX. The continuance of a grant depends on the favorable report of the Inspector, submitted after his periodical visit before the end of the official year.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

(a.)—If the school is found to be held in an unhealthy, or otherwise undesirable, locality, after due notice from the Inspector.

(b.)—If the teachers have not been regularly paid, or are manifestly incapable.

(c.)—If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.

XI. In every aided school are to be kept, besides the ordinary register of attendance—

(a.)—A book in which the names of all scholars admitted, with date of admission and age at the time of admission are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(b.)—A log-book in which the Managers or the Head Teacher may enter occurrences of an extraordinary nature affecting the interests of the school. No entry once made can be removed or altered except by a subsequent entry of correction, and all entries are to be dated and attested.

XII. The Inspector will call for these books at his annual visit, and will enter in the latter such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII In cases of special excellence, the Teachers may be rewarded, on the Inspector's recommendation,—such reward to count as an adjunct to the grant for the ensuing year. A certificate of merit will be given to such Teachers at the discretion of the Director of Public Instruction.

In Collegiate aided schools the Students who pass the Calcutta University Examinations will be recommended for Scholarship allowances.

XIV *Female Education.*—Girls' Schools will receive liberal encouragement on the principles laid down in Article III, so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N.B.—The inspection of these schools by Government Officers will not, as a rule, be enforced.

XV. *Grants for building and other special purposes.*—Aid is not granted towards the erection of private Schools, unless the local Government is satisfied that the conditions for ordinary grants-in-aid laid down in Article III are fulfilled.

XVI. Grants made for building, enlarging, improving, or fitting up schools, do not exceed the total amount contributed for the same purpose by proprietors, residents, agents, or others, within the district where the school is located.

Such contribution may be in the form of—

- (a) —Individual subscriptions.
- (b) —Allotments from benevolent societies.
- (c) —Materials at the market rates.
- (d) —Sites given without valuable consideration.
- (e) —Cartage.

XVII. The sites, plans, estimates, &c., must be satisfactory to the local Government.

XVIII The extension of the area of existing school-rooms to receive more scholars is treated, *pro tanto*, as a new case under Articles XV, *et seq.*, above.

XIX. "In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by the Government, being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government."

GRANT IN AID RULES FOR THE PUNJAB

(Passed in June 1865)

ARTICLE I The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by Government, with a view to Government being thus enabled gradually to withdraw, in whole or in part, from the task of direct instruction through Government establishments, in compliance with the hope expressed by the Right Hon'ble the Secretary of State for India, "that private schools aided by Government would eventually take the place, universally, of the several classes of Government institutions"

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools

III. Those conditions, generally stated, are—

- (1.)—That the school is under competent management.
- (2.)—That the instructive staff is adequate,—there being ordinarily a Teacher for every 30 boys in average attendance
- (3.)—That the funds, on which the local expenditure is based, are stable
- (4.)—That the extended operations to be brought into play by Government assistance are justified by the wants of the locality (due regard being had to the relative requirements of the institutions seeking aid, and to the funds available to meet them), and by the school accommodation provided.

IV. Managers of schools, desirous of receiving State assistance, are, therefore, required to submit, with their application, for a monthly grant (the amount being noted), a statement through the Director of Public Instruction, which shall inform the local Government—

- (1.)—Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same,—it being stated whether such person or persons are resident or non-resident, and how long he or they are willing to be responsible.
- (2.)—Of the following particulars —
 - (a) —The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for. The resources as above may include the amount of school fees collected.

- (b)—The number, names, qualifications, and salaries of the Teachers employed or to be employed, and a statement of the total expenditure incurred or to be incurred in the maintenance of the school on its proposed footing
- (c)—The average attendance registered or anticipated.
- (d)—The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.
- (e)—The scholastic regulations (as to attendance, fees, fines, &c.) in force or to be in force
- (f)—The books studied or to be studied (detailed list).

V The grant asked for must not exceed the monthly income or half the expenditure, as noted under Clauses (a) and (b) respectively of Section 2 of Article IV. This amount is a maximum, and only such portion of it should be given as may be deemed proper, with reference to the circumstances of the case, the funds available, and the general requirements of the province.

VI The grants, after allotment, will be payable month by month, from the month succeeding each allotment. New grants will not be allotted till it is known that Budget provision is available; and it is distinctly to be understood that the expenditure on grants-in-aid for the year will be strictly confined within the Budget grant, and that no institution which cannot be provided for within that grant will receive any assistance until the close of the current financial year.

N.B.—It is necessary that applications for new grants be registered in the Director's Office, before the preparation of the Budget Estimates, in October.

VII No grants will be made to schools which are not open to examination by the Government Inspectors, and in which, with the exception of Female Normal and purely Vernacular Schools, some fee is not taken from at least three-fourths of the scholars.

VIII The Inspectors are to take no notice whatever, in the case of schools for children of other than Christian parents, of the religious doctrines which may be taught, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, to report the results, and to suggest improvements in the general arrangements of the school.

IX. Grants-in-aid will be withdrawn or reduced if, in the opinion of the local Government, the institution does not continue to deserve any or so much assistance from the public revenues.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

- (a)—If the school is found to be held in an unhealthy, or otherwise unlesirable, locality, after due notice from the Inspector

(b)—If the Teachers have not been regularly paid, or are manifestly incapable or otherwise unfitted for their posts

(c)—If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns

(d)—If from any cause the progress of the school is so unsatisfactory as to make it evident that it does not fulfil the educational objects for which the grant was given.

XI. In every aided school are to be kept, besides the register of attendance, the following books:—

(a)—An account book, in which all receipts and disbursements of the school shall be regularly entered and balanced from month to month.

(b)—A book in which the names of all scholars admitted, with date of admission and age at the time of admission are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(c)—A log book, in which the Managers or Head Teacher may enter occurrences of an unusual character affecting the interests of the school. No entry once made can be removed or altered, except by a subsequent entry of corrections, and all entries are to be dated and attested.

XII. These books will be open to the Inspector at his annual visit, and he will enter in the appropriate place such remarks as he may have to make on the state of the school, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the official year.

XIII. In case of the excellence of a school being established to the satisfaction of the Director of Public Instruction, by success at such periodical examinations as he may from time to time determine, a special grant may be given not exceeding one month's average expenditure of the school, subject to the general limitation to the effect that the total aid given by the Government in any year shall not exceed half of the total expenditure on the school for that period. Such special grant will count as an adjunct to the grant for the ensuing year, and must be laid out by the Managers in rewards to the most deserving Teachers and Scholars in such manner as they may prefer, unless the particular mode of its distribution is prescribed by the Director of Public Instruction and agreed to by the Managers of the school. Besides making special awards to Teachers from extra grants, the Director may, with the consent of the Managers, bestow certificates of merit on them.

XIV. In purely Vernacular Schools which are unable to comply with all the conditions imposed by the preceding Articles, but which are found to impart adequate elementary instruction, special grants may be awarded from time to time on the recommendation of the Inspector of Schools. But the sum of such special grants to any one purely Vernacular School shall not exceed during the official year one-half the average annual cost of a Government Vernacular School of a similar size and standard.

XV. *Female Education.*—Girls' Schools will receive encouragement on the principles laid down in Articles III and V, so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N. B.—The inspection of these schools by Government Officers will not, as a rule, be enforced.

XVI *Grants for building and other special purposes*—Aid of this sort will not be granted to private schools, unless the local Government is satisfied that the conditions for ordinary grants-in-aid, laid down in Article III, are fulfilled.

XVII. Grants made for buildings, or enlarging, improving, or fitting up schools, must not exceed the total amount contributed from private sources for the same purpose, and the full amount will not be given as a matter of course

Such contributions may be made in the form of—

- (a.)—Individual subscriptions.
- (b.)—Allotments from benevolent societies
- (c.)—Materials at the market rates.
- (d.)—Sites given without valuable consideration.
- (e.)—Cartage.

XVIII. The sites, plans, estimates, &c., must be satisfactory to the local Government.

XIX. The extension of the area of existing school-rooms to receive more scholars is treated, *pro tanto*, as a new case under Articles XVI, *et seq.*, above.

XX. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by the Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

XXI. To school libraries, and libraries intended for the use of the Native community, grants will be made to such extent as may

seem fitting in each case, and subject to the condition that at least an equal sum shall be contributed towards the object from private sources

GRANT-IN AID RULES FOR MADRAS

(Passed in January 1865)

GRANTS-IN-AID of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools (so far as the funds at the disposal of Government may admit) which impart a sound secular education, upon the conditions hereafter specified. It will be essential to the consideration of applications for aid that the schools on behalf of which they are preferred shall be under the management of one or more persons, who, in the capacity of Proprietors, Trustees, or Members of a Committee elected by the society or association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for the permanence for some given time

II. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies, and registers of attendance, to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

III. Except in the case of Normal Schools for training Teachers, and of Female Schools, grants will be restricted to those schools in which a monthly schooling fee, of an amount to be approved by the Director of Public Instruction, and which in general is not to fall below one anna, is paid by at least three-fourths of the pupils

IV. It will be open to Managers of schools, who desire to obtain grants on the results of periodical examinations of the pupils, to submit their schools to examination according to the standards described in Schedule A. appended to this Notification, and to obtain grants at the rates provided for in Schedule B.

V. In other cases the grants will be made only for specific purposes, and not in the form of contributions in aid of the general expenses of a school; and it will be essential to the payment of the grants, that the proportion which, under the following Rules, the Managers are required to contribute for the purpose for which the grants may have been sanctioned shall have been duly paid. Subject to the conditions prescribed in these Rules, a grant, not exceeding in amount the sum contributed by the Managers of a school, will be given in aid of the salary of each School Master or School Mistress who may have obtained a certificate of qualification from the Director of Public

Instruction A grant, not exceeding one-half of the sum contributed by the Managers of the school, will be given in aid of the salary of each School Master or School Mistress in regard to whom the Managers may satisfy the Director of Public Instruction, either by the report of a Government Inspector of Schools, or by such other means as the Director of Public Instruction may consider sufficient, that the said Teacher is fairly qualified to perform the duties which are entrusted, or which it may be proposed to entrust, to him or her; provided that, in such cases, the amount of the grant to be given shall bear a due proportion to the amounts sanctioned in the following Rules for Teachers holding certificates, and that the exact amount to be assigned in each case shall be determined by the Director of Public Instruction.

VI. The following are the specific objects for which, and the conditions upon which, grants will ordinarily be given:—

1st.—The payment, in part, of the salaries of School Masters and Mistresses.

2nd.—The payment of Normal and certain other Scholarships.

3rd.—The provision of books of reference, maps, &c., and in some cases of school books.

4th.—The establishment and maintenance of school libraries and public libraries.

5th.—The erection, purchase, enlargement, or repair of school buildings.

6th.—The provision of school furniture.

VII. The tests to be passed by teachers to entitle them to certificates shall be of a threefold character.—*The first*, relating to general education, *the second* to theoretical knowledge of school management, and *the third* to teaching power, as practically exemplified by teaching a class in the presence of an Inspector of Schools.

VIII *Grants to School Masters*—The certificates to be awarded to School Masters will be of five grades; and, as regards the general education test, candidates for certificates of the first three grades will be required to have passed one of the *Moras University Examinations* according to the grade of certificate which the candidate may seek to obtain, viz.:—

For the 1st grade, the examination for the Degree of B. A.
 „ 2nd „ the 1st Examination in Arts.
 „ 3rd „ the Matriculation Examination.

IX. The general education tests for the 4th and 5th grades of School Masters will be those specified in Schedule C.

X. A certificate of the 1st grade will render the holder eligible to such grant not exceeding the amount contributed by the Managers of the school in which he is employed, as the Director of Public

Instruction, with the sanction of Government, may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the Managers of the school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted himself in the certificate examination —

A certificate of the 2nd grade, to a monthly grant not exceeding Rs.	75
" 3rd " " " "	" 50.
" 4th " " " "	" 25
" 5th " " " "	" 10

Ordinarily the maximum grant will not be assigned to a Teacher on being first employed in that capacity.

XI In the case of Masters employed in schools intended mainly for European or East Indian pupils, the examination for certificates of the 4th or 5th grades may be conducted in English, and in such cases the language test for the 5th grade shall be that which is prescribed in the Schedule as the English test for the 4th grade.

XII Graduates of Universities in Europe, America and Australia, and of other Indian Universities, and holders of certificates granted by the Councils of Education in England or Ireland, will be placed in such grades as, in the judgment of the Director of Public Instruction, their attainments and other qualifications may render appropriate

XIII *Grants to School Mistresses*—Certificates for School Mistresses will be of three grades

A certificate of the 1st grade will render the holder eligible to such grant not exceeding the amount contributed by the Managers of the school in which she is employed, as the Director of Public Instruction, with the sanction of Government, may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the Managers of the school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted herself in the certificate examination —

A certificate of the 2nd grade, to a monthly grant not exceeding Rs.	25
" 3rd " " " "	" 10.

School Mistresses holding certificates from the Councils of Education in England or Ireland will be placed in the 1st grade, and will be assigned such grants as the Director of Public Instruction may deem proper

XIV The general education tests for all grades of School Mistresses will be those specified in Schedule D.

XV. The examination of School Masters, candidates for certificates of the first three grades in the theory of school management, and the examination of all other candidates in all their subjects, will be held once a year in July, or at such other time as may be hereafter appointed.

XVI. All grants-in-aid of the salaries of School Masters and Mistresses will be paid monthly; their continuance will depend in each case upon the annual report of the Inspector of the division that the school or class under the Masters' or Mistresses' charge has been satisfactorily conducted during the previous year.

XVII. Grants made to elementary schools on the results of periodical examinations of the pupils, as provided for in Schedules A and B, will be paid annually, half-yearly, or quarterly, as the Director of Public Instruction may decide in communication with the Managers of the school, provided that the amount to be given for a single year shall not exceed the rates entered in Schedule B.

XVIII. Scholarship grants will be issued to well-organized Normal Schools conducted by certificated Teachers; each application will be disposed of on its merits.

XIX. Besides the Scholarship grants above mentioned, a certain number of Scholarships will be given each year upon the results of the University Matriculation Examination. These will be tenable for three years, under conditions to be laid down by the Director of Public Instruction, at such colleges or schools as may be so organized as to allow of the holders being educated up to the standard of the B. A. Examination.

XX. Grants for the provision of books of reference, maps, &c., for schools, will be made on the following terms:—

(a)—A grant will be made to every school favorably reported on by the Inspector at rates not exceeding those noted in the margin, provided that a sum equal to the amount of the grant be contributed for the same purpose by the Managers of the school.

In the case of a school in which the Head Master, or one of the Assistant Masters, may hold a certificate of the 1st grade, at the rate of 10 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the Head Master, or one of the Assistant Masters, may hold a certificate of the 2nd or 3rd grade, at the rate of 8 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the Head Master, or one of the Assistant Masters, may hold a certificate of the 4th or 5th grade, at the rate of 6 annas per head of the average attendance during the preceding quarter.

(b)—No further application for a grant of books of reference, maps, &c., will be complied with for a period of five years from the date of the previous grant.

(c)—After the lapse of five years from the date of the last grant, a renewal grant will be made at rates not exceeding those noted above, and with the proviso already laid down.

(d)—Grants for the provision of books of reference, maps, &c., will be made in money. Applications for such grants must be accompanied by a list of the books required, and, on the Director of Public

Instruction satisfying himself of the propriety of complying with the application, prospective sanction will be given for the issue of the grant, which will be paid on the Government Inspector reporting that the articles have been procured and are ready for use.

XXI. A grant for the provision of school books will be issued to *bond fide* pauper schools, at a rate not exceeding 8 annas a head upon the average attendance of the preceding three months,—the Managers of the schools contributing in every case an equal amount. After the expiration of three years, a renewal grant will be issued upon the same terms.

XXII. Grants will be made in aid of school and public libraries to such extent as may seem fitting in each case, and subject to the condition that an equal sum shall be contributed by the Managers.

XXIII. Grants will be made towards the erection, purchase, or enlargement of a school building on the following conditions —

- 1st*—That in each case an equal sum shall be contributed by the Managers of the school for the same purpose.
- 2nd*—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement, in aid of which the grant is sought.
- 3rd*—That the amount applied for shall not exceed what may be considered reasonable, taking into account the Budget provision for the year, the importance of the school, and any previous grants which may have been issued to the Managers of the institution.
- 4th*—That the application shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged.
- 5th*—That previous to the disbursement of the grant, which will be made in two equal portions,—one after the execution of half the work, the other upon the completion of the whole,—it shall be certified by the Inspector of the division, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with as provided for in the plan and estimate previously sanctioned by the Director of Public Instruction. Also that, before disbursement, the Managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.
- 6th*—That, in the event of any building towards the erection, purchase, or enlargement of which a grant may have been made by Government being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be

determined by arbitrators, credit being given for so much of the grant as may bear the same proportion to the whole which the estimated value of the building bears to the total original cost.

7th—That in such cases the arbitrators shall be three in number, of whom two shall be nominated by Government, and one by the Managers of the school.

XXIV. Grants for the provision of school furniture will be made once in five years, on condition that the Managers of the school shall contribute an equal sum for the same purpose; and that, in the event of the school being permanently closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture towards the supply of which the grant was given at a valuation to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for the amount of the grant, allowing for depreciation due to wear and tear. All applications for grants must be accompanied by a list of the furniture required. A furniture grant will be paid on the Director of Public Instruction being satisfied that furniture to the full amount proposed to be expended, including both local contributions and the Government grant, has been made up and placed in the school.

XXV Application for grants-in-aid of Industrial Schools and for other purposes not provided for in this Notification will be disposed of on their merits, each case being determined, as far as possible, by an analogy of the foregoing Rules.

Schedule A.

STANDARDS OF EXAMINATION

A—European and Eurasian Schools

First (lowest) standard

- 1 Reading—Words of one syllable
- 2 Writing—Any letter or digital number on a slate.

Second (middle) standard.

- 1 Reading—Easy child's book intelligibly.
- 2 Writing—Large hand fairly
- 3 Arithmetic—First four rules.

Third (highest) standard

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Reading—(As of a newspaper) 2 Writing—(running hand) 3 Arithmetic | } Sufficient for a mechanic (or mechanic's wife) |
|---|--|

B — Native Schools

First (lowest) standard

Vernacular.

- 1 Reading—(easy school books) clear and intelligent
- 2 Writing—Legible to dictation in the ordinary current hand without gross mistakes
- 3 Arithmetic (inclusive of Rule-of Three), sufficient for market and household purposes.

Second (middle) standard

Vernacular

- 1 Reading—(advanced) and explanation
- 2 Writing—Good and correct to dictation.
- 3 Arithmetic—Complete

Third standard

Anglo-Vernacular.

- 1 English Reading (easy poetry and history)
- 2 Translation into Vernacular on paper
- 3 Writing English to dictation (such as Goldsmith's History of England) without three gross mistakes
- 4 Arithmetic (complete) and Mensuration.

Schedule B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS

A — European and Eurasian Schools.

	Hill Schools	Schools in the Plains
	Rs	Rs
To each pupil passed under	{ 1st standard . 4	2
	{ 2nd " . 8	5
	{ 3rd " . 12	10

B — Native Schools.

	Rs
To each pupil passed under	{ 1st standard . . . 2
	{ 2nd " . . . 5
	{ 3rd " . . . 10

Schedule C.

Writing Tests for School Masters' Certificates.

GRADES.	Subjects of Examination, and Text Books recommended.	REMARKS.
4TH GRADE.	<p><i>English</i>.—2nd and 3rd books of Lessons, Madras School Book Society— Selections in Poetry, No 1. Grammar (an elementary knowledge).</p> <p><i>Tamil</i>.—3rd book of Lessons, Public Instruction Press. Panchatantra. Pope's Poetical Anthology Nannul (by Savundranayagam Pillai) Verbs and Syntax. Pope's 2nd Grammar.</p> <p><i>Telugu</i>.—3rd book of Lessons, Public Instruction Press. Nita Chendrika. Nala Charitra. Venkiah's Grammar. Chinniah Sur's Grammar.—Chapters on Karaka and Samasa.</p> <p><i>Canarese, Malayalam, and Ooriya</i>, in accordance with Tamil and Telugu as far as practicable.</p> <p><i>Arithmetic</i>—Colenso's generally, omitting Duodecimals, Cube-root and Stocks. Also the chief Indian Weights and Measures.</p> <p><i>Geometry</i>.—Euclid, Book I.</p> <p><i>History</i>—Morris's History of India (generally). Brief Sketches of Europe.</p> <p><i>Geography</i>—The Manual. Asia and India in particular, general notions regarding the World and the outlines of Europe.</p> <p><i>Method</i>.—Fowler's Work, or Murdoch's Hints.</p> <p><i>N B</i>—Very shabby writing, figures or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.</p>	<p>The examination in the non-language subjects will be, in general, conducted in the Vernaculars.</p>
5TH GRADE.	<p><i>Tamil</i>.—2nd and 3rd Readers, Public Instruction Press, Panchatantra, Part I. Pope's Catechism of Grammar.</p> <p><i>Telugu</i>.—2nd and 3rd Readers, Public Instruction Press, Panchatantra, Part I. Sheshaya's Grammar.</p> <p><i>Canarese, Malayalam and Ooriya</i>, in accordance with Tamil and Telugu.</p> <p><i>Arithmetic</i>.—Four Simple and Compound Rules, with the principal Indian Weights and Measures.</p> <p><i>History</i>—Brief Sketches of Asia.</p> <p><i>Geography</i>.—India in general, with the Madras Presidency in particular; general notions of the World, and outlines of Asia.</p> <p><i>N B</i>—Fair proficiency in hand-writing, making of figures, and spelling will be required.</p>	

Schedule D.

Writing Tests for School Mistresses' Certificates

GRADES	Subjects of Examination, and Text Books recommended.	REMARKS
1ST GRADE.	<p><i>English</i>.—Selections in English Poetry, No 2 " " Prose Grammar, as in Sullivan or McLeod</p> <p><i>Tamil</i>—3rd book of Lessons, Public Instruction Press Pope's Poetical Anthology Pope's 2nd Grammar</p> <p><i>Telugu</i>.—3rd book of Lessons, Public Instruction Press. Vemana Selections. Venkiah's Grammar</p> <p><i>Canarese, Malayalam and Oryya</i>, to agree with Tamil and Telugu as far as practicable.</p> <p><i>History</i>—Morris's India and England. <i>Geography</i>—Manual. <i>Arithmetic</i>.—Colenso's, but omitting Compound Proportion, Duodecimals, Cube root and Stocks</p> <p><i>Method</i>—Fowler's Work, or Murdoch's Hints <i>Needle-Work</i>—Ability to cut out and make up a shirt or jacket.</p> <p><i>N B</i>.—Very discreditable writing, figures or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.</p>	
2ND GRADE	<p><i>English</i>.—2nd and 3rd books of Lessons, Madras School Book Society. Selections in Poetry, No. I Grammar (elementary knowledge)</p> <p><i>Tamil</i>—3rd book of Lessons, Public Instruction Press. Pope's Poetical Anthology. Catechism of Grammar</p> <p><i>Telugu</i>—3rd book of Lessons, Public Instruction Press. Vemana Selections. Sheshaya's Grammar</p> <p><i>Canarese, Malayalam and Oryya</i>, to agree with Tamil and Telugu as nearly as practicable.</p> <p><i>History</i>—Brief Sketches of Europe and Asia <i>Geography</i>—Manual, Europe and Asia generally, India in particular</p> <p><i>Arithmetic</i>—Colenso's, including Vulgar Fractions and Simple Proportions, but omitting Decimals, as well as what is not required for 1st grade</p> <p><i>Method</i>—Fowler's Work, or Murdoch's Hints <i>Needle-work</i>—Ability to make up a shirt or jacket which has been cut out.</p> <p><i>N B</i>—Very discreditable writing, figures or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers</p>	
3RD GRADE.	<p><i>Tamil</i>.—1st and 2nd Readers, Public Instruction Press. <i>Telugu</i>.— " " " " " "</p> <p><i>Geography</i>—India, outlines of Asia and general notions of the World.</p> <p><i>Arithmetic</i>—Four Simple and Compound Rules.</p> <p><i>Needle work</i>—Ability to hem neatly</p> <p><i>N B</i>—Fair proficiency in hand-writing, making of figures, and spelling will be required.</p>	

PROVISIONAL REVISED GRANT IN AID RULES FOR BOMBAY.

(Passed in February 1866)

Aid will henceforward be experimentally given to schools under recognized management in accordance with the following Rules, which supersede those published in the *Government Gazette* of the 8th June 1858 and the 26th November 1863, and which will remain in force for two years from the present date, being then subject to revision as experience may show to be needed:—

I. The Managers of schools who may be desirous of receiving aid from the State must, on their first application, be registered in the Office of the Director of Public Instruction, at least six months before the commencement of the official year then next following.

II. The application for registration must be accompanied by one or other of the forms appended (*see* Schedule C.), which must afford full information on the points enumerated.

III. All registered schools will be inspected once, during the official year, by the Government Inspecting Officer, who will give notice to the Managers beforehand of the probable time of examination.

IV. Provided that, if the Inspecting Officer on his visit shall consider the arrangements of any schools to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining to the Director of Public Instruction and the school Managers.

V. The Inspecting Officer will examine all the pupils submitted to him according to the standard for which they may be respectively presented (*see* Schedule A.), and will furnish the Managers with a certificate of the number of pupils passed by him under each standard, and of the number entitled to capitation.

VI. The number of pupils presented for examination must in no case exceed the average number who have been in attendance during the previous twelve months, and no pupil will be examined who has not attended the school for at least the one month immediately preceding the examination.

VII. It is to be understood that no pupil, except in European and Eurasian Schools, shall be allowed to pass twice under the same standard, or to be examined for a certificate more than once during the official year.

VIII. No pupil will be examined, or have his attendance counted, in calculating the average attendance, who is below 6 or above 23 years of age.

IX. After each examination the Managers should forward to the Educational Inspector an abstract for the amount to which they may be entitled under Standards I. to V. of Schedule B, accompanied by the certificate mentioned in Rule V.

X. Grants for matriculation will only be awarded to a school in the case of boys who have attended that school for two full years preceding. Applications on this account should be forwarded to the Director of Public Instruction by the Managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boys' attendance at the school.

XI. Schools which at present receive aid from the State cannot, unless they elect to renounce such aid, present pupils for examination under these Rules. But this provision is not in any way meant to affect the allowances made by the State to soldiers' orphans.

XII. Aid may also be granted under the above Rules to such private schools as are considered by the Educational Department to be under proper management

XIII. All schools receiving aid from the State under the above Rules will be required to furnish all returns called for by the Government of India.

XIV. It is to be clearly understood that grants cannot be claimed under the above Rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

Schedule A.

STANDARDS OF EXAMINATION

For European and Eurasian Schools.

I.—Standard—

- 1st head.—Multiplication Tables and Simple Addition.
- 2nd " —Reading, easy child's book, and writing words of one syllable

II.—Standard—

- 1st head.—Arithmetic, first four rules.
- 2nd " —Reading easy narrative.
- 3rd " —Writing, large hand.

III.—Standard—

- 1st head.—Arithmetic to Rule-of Three inclusive
- 2nd " —Writing, fair small hand.
- 3rd " —(a) Repetition of 100 lines of easy poetry
(b) Reading as of a newspaper
- 4th " —Writing to dictation from the same

IV.—Standard—

1st book.—Mathematics—

- (a) Arithmetic to Vulgar and Decimal Fractions.
- (b) Euclid to the 10th Proposition, 1st Book.
- (c) Algebra up to Multiplication and Subtraction.

2nd " —English—

- (a.) Reading and explanation of easy English classics.
- (b.) Recitation of classical poetry, 300 lines.
- (c) Dictation, including hand-writing.
- (d) Grammar, rules of Syntax.

3rd " —Second language, i. e., either Latin, Sanscrit, or any Vernacular language.

Written translation into English of easy sentences.

V.—Standard—

1st book.—Mathematics—

- (a.) Arithmetic, complete with Mensuration.
- (b) Euclid, 1st Book, with Simple Deductions.
- (c.) Algebra to Simple Equations.

2nd " —English—

- (a.) Paraphrase of English poetry.
- (b) Grammar and analysis of sentences.
- (c.) Composition on a given subject.

3rd " —Second language, i. e., either Latin, Sanscrit, or any Vernacular language.

Written translation into English from any ordinary school book, and *vice versa*.

VI.—Standard—

Matriculation in the University of Bombay.

N. B.—Under each of the 3rd, 4th, and 5th standards pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I.—Standard—

1st book.—Arithmetic—Four simple rules.

2nd " —English—

- (a.) Reading of 1st and 2nd books, with explanation.
- (b) Spelling, easy words.
- (c) Writing, large hand.

3rd " —Vernacular.

- (a.) Reading 3rd book, with explanation.
- (b) Writing easy words.

II.—Standard—

1st book.—Arithmetic—Reduction and four Compound Rules.

2nd " —English—

- (a.) Reading and explaining 3rd book.
- (b) Writing half text.
- (c) Grammar —Parts of speech.
- (d) Written translation into English of easy sentences.

3rd " —Vernacular

- (a.) Reading 4th book, with explanation.
- (b) Writing
- (c) Grammar, Declensions and Conjugations.

III—Standard—

1st head—Arithmetic—To Simple Proportion and Interest inclusive

2nd „ —English—

- (a) Reading 4th book, with *read to be* explanation in English or Vernacular
- (b) Parsing easy sentences
- (c) Writing, fair small hand

3rd „ —Vernacular—

- (a) Reading senior school books, with explanation
- (b) Writing easy sentences to dictation
- (c) Easy parsing
- (d) Written translation into English from any ordinary school book

IV—Standard—

1st head—Mathematics—

- (a) Arithmetic up to Compound Proportion and Vulgar and Decimal Fractions
- (b) Euclid. To the end of the 10th Proposition, 1st Book
- (c) Algebra, Multiplication and Subtraction

2nd „ —English—

- (a) Reading senior school books, with explanation
- (b) Dictation, including hand writing
- (c) Grammar, common rules of Syntax

3rd „ —Vernacular—

- (a) Translation from English into Vernacular, or *vice versa*, of any senior school book
- (b) Writing to dictation from the same
- (c) Grammar and analysis of sentences

V—Standard—

1st head—Mathematics—

- (a) Arithmetic complete
- (b) Euclid, 1st Book, with Simple Deductions
- (c) Algebra, to Simple Equations

2nd „ —English—

- (a) Reading and explanation of the simple English classics
- (b) Paraphrase
- (c) Grammar and analysis of sentences

3rd „ —Vernacular—

- (a) Translation from English into Vernacular, or *vice versa*
- (b) Paraphrase of Vernacular poetry taken from ordinary school books
- (c) Vernacular grammar and idioms.

VI—Standard—Matriculation—

N.B.—The examination under the IVth and Vth standards will be conducted in English

For Vernacular Schools

I—Standard—

1st head—Arithmetic Addition and the Multiplication Tables

2nd „ Writing exercises

3rd „ Reading 1st and 2nd books.

II.—Standard—

1st head—Arithmetic, four simple rules.

2nd " —

(a) Writing, simple words.

(b) Reading and explanation of 3rd book.

III.—Standard—

1st head—Arithmetic up to Rule-of-Three

2nd " —Writing to dictation from a senior school book.

3rd " —Reading and explanation of 4th book.

IV.—Standard—

1st head.—Arithmetic, complete

2nd " —Vernacular writing from dictation.

3rd " —

(a) Reading current Vernacular literature, including newspapers.

(b) Paraphrasing Vernacular poetry taken from ordinary school books.

4th " (a) Vernacular grammar.

N.B.—Portuguese schools will be entitled to the same grants as Vernacular and Anglo-Vernacular Schools. As regards these, the words "Portuguese," and "Anglo-Portuguese" may be read throughout the Rules and Schedules for Vernacular and Anglo-Vernacular

Schedule B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For European and Eurasian Schools.

		1st head, 2nd head, 3rd head, 4th head, Total				
		Ra.	Ra.	Ra.	Ra.	Ra.
The total grants obtainable under this Schedule are greatly in excess of the amounts under the old Schedule.	I.—Standard	5	5	0	0	10
	II. "	5	5	5	0	15
	III. "	10	5	5	5	25
	IV. "	20	15	15	0	50
	V. "	30	30	30	0	90
	VI. "	...	(Matriculation)		...	150

In addition to the above, in the case of girls, Ra. 5 under the II. standard, and Ra. 10 under the III. standard, may be awarded for good plain needle work.

For Anglo-Vernacular Schools.

		1st head, 2nd head, 3rd head, Total			
		Ra.	Ra.	Ra.	Rs.
The total grants obtainable under this Schedule are greatly in excess of the amounts under the old Schedule.	I.—Standard	2	2	2	6
	II. "	3	3	3	9
	III. "	4	4	4	12
	IV. "	7	7	7	21
	V. "	10	10	10	30
	VI. "	100

With capitation allowance of Ra. 2 on the average attendance of pupils during the year.

For Vernacular Schools.

	1st head, 2nd head, 3rd head, 4th head Total				
	Ra.	Ra.	Ra.	Ra.	Ra.
I.—Standard	0	0	0	0	1
II. "	1	1	0	0	2
III. "	1	1	1	0	3
IV. "	1	1	1	1	4

With capitation allowance of 8 Annas on the average attendance of pupils during the year.

N.B.—No capitation allowance will be granted to private schools admitted to aid under Rule XII; nor will any school be entitled to capitation allowance as an Anglo-Vernacular School which does not educate pupils up to the 3rd Anglo-Vernacular standard.

Schedule C.

FORM I.

For Schools under recognized management

1.	2.	3.	4.	5.	6.
Locality	Description of School.	Persons responsible for its management.	Average annual expenditure on secular education	Probable number of pupils that will be presented for examination under each standard at the Inspection or Matriculation examination during the year for which a grant is requested	REMARKS

FORM II.

For Private Schools

1.	2.	3.	4.	5.	6.	7.	8.
Locality	Description of School.	Date of establishment.	Names, ages, and places of education of the Master and Assistant Masters.	Total amount of fees annually received for instruction.	Probable number of pupils that will be presented for examination under each standard as the Inspection or Matriculation examination during the year for which a grant is requested.	Names, and places of abode, &c., of parties to whom reference may be made	REMARKS.

GRANT-IN AID RULES FOR O'UDE.

(Passed in November 1864)

I. The local Government, at its discretion and upon such condition as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise to any school under adequate local management, in which a

good secular education is given through the medium either of English or the Vernacular tongue. The erection, enlargement, and repairs of school-houses are included among the objects for which aid may be given. Whenever a building grant is asked for, it must be borne in mind that a plan and estimate of the building, and the number for whose accommodation it is required, should accompany the application.

II In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

III. In respect of any such school for which application for aid is made, full information must be supplied on the following points.—

Firstly—The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly—The proposed monthly expenditure in detail.

Thirdly—The average number of pupils to be instructed.

Fourthly.—The persons responsible for the management.

Fifthly—The languages and subjects included in the course of instruction.

Sixthly—The number and salaries of Masters and Mistresses.

Seventhly—The nature and amount of aid sought.

Eighthly—The existence of other schools receiving aid within a distance of six miles.

IV. Any school to which aid is given, together with all its accounts, books and other records shall be at all times open to inspection and examination by any officer appointed by the local Government for the purpose.

V. Girls' Schools will receive liberal encouragement on the above principles, but the inspection of the schools by Government Officers will not, as a rule, be enforced.

VI The Government will not interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid from any school which may be for any considerable period unfavorably reported upon in this respect.

VII In giving grants-in-aid the following principles will be observed —

- (a) —The Government always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education
- (b) —Grants will be given to those schools only, with the exception of Normal Schools and Girls' Schools, at which *some fee* is required from at least two-thirds of the scholars
- (c) —The Government grant will not in any case exceed the expenditure defrayed by contributions from private persons and *bodies*.

VIII —It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein

IX. The Inspectors shall not make any enquiry, in the course of their periodical inspection, into the religious doctrines which may be taught at the schools, but will understand that their duty is strictly confined to matters concerning the secular purposes of the school.

GRANT IN AID RULES FOR THE CENTRAL PROVINCES

(Passed in March 1865)

PART A.—*Rules applicable to Schools for General Education*

I The local Government, at its discretion and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium, either of English or the Vernacular tongue, to males or females, or both, and which is under adequate local management.

II. In respect of any such school for which application for aid is made, full information must be supplied on the following points —

1stly —The pecuniary resources, permanent and temporary, on which the school will depend for support

2ndly —The proposed average annual expenditure on the school.

3rdly —The estimated average number of pupils that will receive instruction, the ages of the pupils, and the average duration of their attendance at the school.

4thly.—The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

5thly.—The nature and course of instruction that will be imparted.

6thly.—The number, names, and salaries of Masters and Mistresses, and subjects taught by each. (In the case of schools whose establishment is contingent upon the reception of a grant-in-aid, this information will be furnished so soon as the school is opened.)

7thly.—The books to be used in the several classes of the school.

8thly.—The nature and amount of aid sought, and the purpose to which it is to be applied.

III. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its current accounts and lists of establishment and scholars, by any officer appointed by the local Administration for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

IV. The Government will not, in any manner, interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its Inspectors, to judge from results, whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be for any considerable period unfavorably reported upon in this respect.

V. In giving grants-in-aid, the Government will observe the following general principles: Grants-in-aid will be given to those schools only (with the exception of Normal and Female Schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI. No grant will, in any case, exceed in amount the sum expended on the instruction from private sources, and the Government will always endeavor so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

PART B—*Rules for Training Colleges.*

I. Before a grant-in-aid for a Training College can be given, the Director of Public Instruction must determine that such an institution is necessary for the district in which it is proposed to be established.

II. A Normal School shall include—

1stly.—A school for training adults.

2ndly.—A practising department in which Masters under training may learn to exercise their profession.

III. No grant shall be made to a Normal School, unless the Director of Public Instruction is satisfied with the premises, management, and staff.

IV. To every adult of more than 18 years and of good moral character, who shall sign a declaration that he intends *bonâ fide* to adopt and follow the profession of a School Master, and that he will submit to the discipline of the school, and also shall pass an examination prescribed by the department, the sum of Rs. 4 per mensem will be paid. This grant will continue for one year only; and should the School Master infringe any of the conditions of his declaration, he will be required to re-pay to the State all the money that he has received, together with 1 Rupee a month during the time he was in attendance for schooling fees. A clause to this effect will be inserted in the declaration.

V. As the demand for School Masters is limited, stipends will not be paid to more than 30 pupils at any one Normal School.

VI. At the end of the year all the stipendiary pupils of the Normal School will undergo an examination in the theory and practice of their profession, and in certain subjects to be prescribed by the Educational Department.

VII. For every man who shall pass the test prescribed for Town School Masters, the Normal School Masters shall receive the sum of Rs. 50; and for each of those who pass the test prescribed for Village School Masters, Rs. 25 shall be paid.

VIII. The Normal School Masters shall receive no payment for any man who has been less than one year under instruction, and who shall not have attended school for at least 200 days.

IX. Grants-in-aid will be given to the practising school in the same manner, and on the same system, as to Vernacular indigenous schools.

X. To enable Normal School Masters to procure the necessary school furniture and educational apparatus, an advance of one-half of the outlay on these materials will be made. The advance will be adjusted at the end of one year.

XI At Normal Schools where English is taught, and men are prepared for Zillah Schools, double the rates prescribed in Rule VII. shall be paid on the students under training passing the necessary examination.

XII The State will, in every case, contribute one-half of the expense incurred on the erection of a Training College, after an approved pattern,—the building so erected being regarded as subject to the conditions specified in Section 5 of IX. of the Rules (A) applicable to Schools for General Education.

XIII Double the rates contained in paragraph 7 will be paid for trained School Mistresses. Their subsistence allowance, whilst under instruction, will be the same as that allowed for men.

PART C—Rules for indigenous Schools.

I. To money provided locally for school buildings, furniture, &c., Government will add an equal sum—

(1)—Provided that building sites be approved of by the Deputy Commissioner.

(2)—Provided that the house be made over to Government, when the object for which the grant was made ceases to exist

II. For each boy who passes an examination, according to the 1st or lowest standard, as noted at the end of these Rules, the Teachers shall receive payment at the rate of one anna per mensem—

(1).—Provided that the pupil is not more than 10 years of age.

III. For each boy who passes an examination according to the 2nd standard, the Teacher shall receive payment at the rate of two annas per mensem—

(1).—Provided that the pupil is not more than 12 years of age.

IV. For each boy who passes the examination prescribed by the 3rd standard, the Teacher shall receive payment at the rate of three annas per mensem.

V. For each boy who passes the examination prescribed in the 4th or highest standard, the Teacher will receive payment at the rate of four annas per mensem.

VI. No Teacher will receive payment for any boy who shall not have attended his school for a period of six months prior to the examination, and payment will be made for the period the boy may have been in the school

VII The same scale of payment will not be made for any boy for more than two successive years.

VIII. If a boy fails to pass all subjects of the accompanying tests, no allowance will be paid to the School Master for the pupil so failing.

IX. The Teacher shall keep a register of admittance according to prescribed form.

X. At the recommendation of the Examiner, a portion of the total payment, and not exceeding one-fourth, will be given to the Teacher in the shape of maps and books.

XI. On the first examination, after the promulgation of these Rules, payment will be made for the previous twelve months; but future payments will be calculated from the date of the former examination. Such examinations will be annual.

XII. No Master shall receive payment for more than 50 pupils, unless he keeps an Assistant or Pupil Teacher for every 25 boys above 50.

XIII. In the case of Girls' Schools, the payments mentioned in Rules II, III, IV, and V, will be doubled.

Revised curriculum of studies prescribed for the examination of Scholars in indigenous Schools.

	Standard I	Standard II.	Standard III	Standard IV
Reading	Easy narrative ..	A paragraph from an elementary reading book used in a Government Village School.	A few lines of prose or poetry from a reading book used in the 1st class of a Government Village School.	A short ordinary paragraph in a newspaper or other modern narrative.
Writing	Copy in manuscript character, a line of print.	A sentence slowly dictated once, by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the 1st class of a Government Village School	Letter.
Arithmetic	Form, on black board or slate from dictation, figures up to 100, name at sight figures up to 100, add and subtract figures up to 100 orally from examples on black board, and the Multiplication Table up to 12	A sum in any simple rule as far as Short Division (inclusive)	A sum in the four simple and compound rules as far as Division	A sum in Rule-of-Three and in the four simple and compound rules

GRANT-IN AID RULES FOR BRITISH BURMAH.

(Passed in August 1864)

The Grant-in-aid Rules for British Burmah are the same as those for Bengal, with the modifications indicated in the following letter from the Chief Commissioner of British Burmah, dated the 23rd July 1864.—

“I have the honor to acknowledge the receipt of extract from the Proceedings of the Government of India, in the Home Department, No. 585, dated the 22nd of May last, together with copies of the various Rules under which grants-in-aid are now made to schools.

(b) — ‘Grants will be given to those schools only (with the exception of Normal Schools and Girls’ Schools) at which fees of reasonable amount are required from the scholars’

(c) — ‘For other schools, in which the expenditure is more than Rs 30 per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources’

“2 With reference to education in British Burmah, I beg to state that the revised Rules, recently promulgated in Bengal, appear to me to be well adapted to British Burmah with two exceptions The exceptions are the Rules noted in the margin. The reasons why I do not wish to include them in the Rules for grants-in-aid to schools in British Burmah are as follow —

“3 Hitherto grants-in-aid have been made exclusively to schools established and supported by Missionary Societies at the towns and stations But it is now proposed to extend the grants-in-aid to Village Schools Now it will not be easy to establish regular fees in such schools The parents of the scholars will support the Master by presents in kind; but, if fees are rigidly to be established, I fear the usefulness of the grants-in-aid would be very much restricted.

“4 Further, I look forward to the time when the Buddhist monks, who instruct children in their monasteries as a part of their duty, will accept books on Astronomy, European History, and other subjects to be used as a recognized portion of the course of instruction in their monasteries. Some Buddhist priests who have been educated in our schools have told me that they would have no objection to such a plan. But fees from scholars in such cases could not be expected, and no grant-in-aid could properly be accepted on such conditions The children are instructed, as a matter of religious duty, according to the rules of the Buddhist monks when they take their vows. They depend for their support on the voluntary alms of their flock.

“5 Under the circumstances, I beg to request that His Excellency the Governor General in Council will be pleased to allow me to adapt the revised Rules for Bengal to British Burmah, with the modifications

‘Sixthly—The salaries of Masters, above mentioned. I may also add that the sixth heading of Rule II, as per margin, will have either to be modified, or to be applied in practice, with reference to the foregoing remarks’

Appendix B.

RULES FOR THE GRANT OF AID TO SCHOOLS FOR EUROPEAN AND EURASIAN CHILDREN—COMMONLY KNOWN AS THE RULES CONTAINED IN “LORD CANNING’S MINUTE OF OCTOBER 1860”

Statement by the BISHOP OF CALCUTTA on the subject of Schools for European and Eurasian children in India (for circulation in the United Kingdom).

RAVENSWOOD, SIMLA, 30th July 1860.

Considering the interest which has lately been shown in every subject connected with India, and the general acknowledgment that Englishmen have no more pressing national duty than to promote the good of a people providentially committed to their trust, no apology is necessary for bringing to their notice one of the greatest wants of this country, especially as it is one which, from its simplicity, is very likely to be overlooked among enterprises of wider and more exciting importance.

Whatever may be our hopes of benefiting the Natives of India by direct missionary efforts, by education, by good government, and by contact with European thought, it is quite certain that the conduct and character of the Christians settled among them must have the most direct influence on their estimate of Christianity and western civilization. If a generation calling itself Christian, and descended wholly or partly from European parents, grow up in ignorance and evil habits, the effect on the Heathen and Mahomedan population will be most disastrous.

But besides this obvious evil, it is nothing less than a national sin to neglect a class who are our fellow Christians and fellow subjects, whose presence in India is due entirely to our occupation of the country, but who, unless real efforts are made for their good, are in great moral and spiritual danger.

The class to which I refer consists of a large number of persons of European or mixed descent, some employed by Government in the uncovenanted service, others seeking a livelihood from some of the sources of profit which are now opening in the country, for whose children there are no adequate means of education; when these children are of wholly European origin, they could not be properly reared in the plains, even though efficient schools existed there, when they are Eurasians, they would at least be much benefited in many ways by removal to the hills.

As my evidence on this subject may be undervalued from my short residence in the country, I think it well, before I state what has been done, or what we are desirous to do for the education of such children, to cite the testimony of men of experience who have addressed either to myself or to my Chaplain letters in answer to a circular which I lately issued on the subject. The following are extracts from these letters, all written by persons who have lived long in India, who are holding important situations under Government, and are well acquainted with the circumstances and wants of the class in question :—

I. *From the Commissioner of a Division in the North-Western Provinces.*—The question is, indeed, one of vital importance, and those who are thrown among the class of writers, and see boys and girls growing up among Native servants, in most cases picking up a very imperfect acquaintance with the English language but too well instructed in things which it would be better if they never knew, have long felt the urgent necessity of providing them with schools. The great obstacle to the success of any local scheme in India is the absence of permanent residents, and therefore the want of a permanent foundation; we seldom have the same society for many months together. Those who are in a position to afford the largest pecuniary aid are generally approaching their period of retirement from the service, and the customary changes of appointment or promotion are perpetually breaking up the society in Indian stations. For this reason, I think that the comprehensive scheme proposed by the Bishop will meet with general support. The class of people who require most looking after are writers who receive on an average from Rs. 100 to 150 per mensem. It is a very numerous body, and where there are several children, the cost of necessaries under the most economical management will leave a very small margin for education, and on the other hand it is a great object to remove them from intercourse with Natives, which is attained by the proposal to place the school in the Himalayas.

II. *From a Member of the Sudder Board*—There are immense hindrances in the way of establishing an efficient and permanent school. Society is so flitting, and the resources and income of a school are so uncertain that unless it be taken in hand by some permanent body, and has a main, spring of existence beyond a local committee, it is vain to hope for the establishment of an efficient institution—meanwhile the young are “perishing for lack of knowledge.” The Christian reader’s scheme, originated by your Lordship when you were at Allahabad, promises to be useful for visiting and instructing the lower classes and the Europeans, &c, attached to the Railway at Kuchpoorwa; but there is no school for their children, and, until such is available, we cannot but expect the rising generation to grow up careless, ignorant, and unchristian.

III. *From a Commissioner.*—It will give me very great pleasure to carry out to the best of my ability your Lordship’s wishes, and I trust that the result of my enquiries may be, in some degree, equal to the importance of the object in view. At present, for want of some insti-
tu-

tion of the kind contemplated, many of the sons of our uncovenanted officers are educated by Jesuits, not because the parents are hostile to our Church, but from absolute dearth of schools conducted on Church principles at a moderate cost. Your Lordship will probably find it necessary to have two schools, one accessible to the residents of the Cis and Trans-Sutlej, and the other for the North-Western Provinces; and in each school it will perhaps be advisable to have a higher and lower departments, under one Principal, but at a different rate of yearly payment.

IV. *From the Principal of a Government College.*—I am extremely happy to hear of the movement which the Bishop is making to establish good schools for the children of European parents. That the want is a real one is apparent to all who have had much opportunity of being acquainted with boys brought up in this country. I confidently hope and believe that His Lordship's efforts will be largely responded to. Certainly few objects can be more worthy of the support of all Christian residents in India and well-wishers of the country. Whilst so many direct efforts are made for Christianizing and improving the people around us, it is too often forgotten how enormously important, with reference to this work, is the indirect or unconscious influence of the resident Christian population, more powerful perhaps, or rather *certainly*, one way or other, than all the missionary labors in the country; and thus, for the sake of those around us, as well as for our own, whilst we urgently need for the present generation a large increase to the spiritual agency at work among the adult Christian residents, both the present and succeeding generations, Christian and Heathen, will, under the blessing of God, reap the benefit of such schools as His Lordship has proposed.

V. *From a Chaplain in the Punjab.*—I return the Bishop's papers, and am sorry that but few have put down their names as able and willing to send their children to school. But this is not a proof of any indifference to the subject, for the want is so universally felt that few who could at all afford it would refuse to avail themselves of such an opportunity for the education of their boys. Several have withheld their names from the idea that it is a prospect too remote to be of much interest to them personally; but there is every thing to encourage the Bishop in the good work, and many in this station would resort to such a school if once established.

VI. *From a Deputy Commissioner.*—Knowing that such a school is the crying want of India, as far as the clerks and that class of society are concerned, I warmly second the Bishop's project myself, and hope that he may be able to establish a good school in the hills, to the support of which I shall gladly contribute. There are several clerks here with families; their children are growing up; they can never hope to send them to England; and I do not know to what school they can send them in India. They would be glad enough to send them if a good and cheap school were established, but men of this class are unable to assist in carrying out such a project. As regards

the rates of schooling, Rs 10 per mensem should be the lowest, and Rs. 30 per mensem the highest.

VII. *From a Judge*—Does the Bishop fully appreciate the slender means of the public on whose behalf he proposes, the school? He must have an endowment, providing for a certain number of poor scholars annually, and I think that 10 per cent. of income is all that can be expected from a clerk for the education of one child, 15 per cent for two, and 20 per cent. for three. The average income of people sending their children to such a school as is required in India would be under Rs. 200 a month.

VIII. *From a Commissioner*—As the seat of Government, Allahabad has drawn to itself the miscellaneous homeless Christian population whom the rebellion rendered dependent on the Government, or on charity; among these are widows and orphans of mixed blood who, in many cases, speak Hindoostanee only,—a large and much neglected class. There are persons so ignorant of the first principles of Christianity (though nominally Christians) as to be utterly unable to teach their children. There are no schools for them; no one has time to do more than relieve their temporal wants, and the consequence is that many lapse into Mahomedanism, or lead lives which shock the professors of any religious belief. We are utterly helpless as to dealing with this evil; many cases have come under my notice in consequence of applications for pensions when husbands and fathers were killed during the mutiny, in which whole families of children, unable to speak a word of English, and utterly uneducated, growing up in the city among Mahomedans and idolators, are learning all that is bad. The probable future of the girls especially is painful to contemplate.

IX. *From the Director of Public Instruction in the Punjab*—The object should be to found schools in the Himalayas for the children of European and Eurasian residents in India of the poorer classes. If for Rs 10 or Rs. 15 a month a child could be boarded, clothed, and really well educated at a good school in the hills, where he would live in a healthy instead of a debilitating climate, and would at all times associate with boys of his own class instead of running wild among Natives of the lowest order, where he would be brought up in a healthy moral atmosphere, and freed from the many pernicious influences which would be acting on his youthful mind elsewhere, I cannot imagine that there would be any lack of candidates for admission. In founding such a school we could not do better than take that admirable institution the Lawrence Asylum at Sunawur for our model. It provides for the care and education of 500 children of soldiers, and what is now wanted is just such another asylum for the children of the poorer non-military classes. And by means of Government aid and private liberality, I should hope that the cost to the parents of each child at such an institution might be reduced to sums varying from Rs 10 to Rs 15 a month, according to circumstances. The prime object must be to raise by private donations and subscrip-

tions the requisite funds for buildings capable of accommodating say 100 children for with that number the experiment can be fairly made, and it will soon be evident how far the success attending it warrants its further extension. Considering that the object in view is directly to aid the hard-working classes of Government servants in educating their families, and indirectly to raise up a most efficient body of candidates for subordinate Government employ, it is pretty certain that Government aid will not be withheld; and if the nature of the school be once clearly defined, and the really useful and benevolent aim of its promoters be only properly understood, there seems every prospect of the project meeting with liberal support from the English public both in India and at Home.

To these testimonies I may add an extract from the Report of the Select Committee on European Settlement and Colonisation in India, ordered by the House of Commons to be printed, 9th August, 1859:—

“It has been suggested that asylums, like those founded by the lamented Sir Henry Lawrence, might be advantageously formed on the hills, where in a climate like that of our own country, children might be trained with a special view to the practical improvement of India, and to the acquisition of a knowledge of the people and the country. Mechanics and practical agriculturists are much wanted in India. The planters state that young men acquainted with the Native languages are much required for their establishments. Thus educated, they might also be employed for extending the commerce and manufactures of Great Britain and Europe in the East.”

The above extracts are quoted as going more or less into detail, but they are a very small number of the expressions of sympathy and promise of co-operation which I have received, either in writing or conversation, from persons whose judgment is of the greatest value. They are all from the letters of Government officers in the Punjab or North-West; for although I have been strongly urged to try to establish a school for Bengal at Darjeeling, yet, as there are good schools in Calcutta, I thought that this object, however desirable, might be postponed till the wants of the Upper Provinces were in some degree supplied. The extracts prove three points in particular—(1) that the want of education is most real and pressing; (2) that it can only be supplied by the munificence of those who care for India; and (3) that there is abundance of secular employment open for well educated persons in this country, while we might hope that some trained in a good school in the hills, and transferred in early manhood to the foundation of Bishop's College, might, in their turn, by God's blessing, become useful as school masters and as ministers of the Anglo-Indian Church.

The want, to the reality of which such ample testimony is borne, was first brought to my notice before I arrived in my Diocese, by letters from some of my Clergy. It appeared that a proposal had been set on foot in 1857 by Mr McLeod, the Financial Commissioner of the Punjab, for the establishment of a school at Lahore, and active steps were being taken for this object, when the mutiny broke out, and the

scheme was necessarily suspended; the very small amount of subscriptions actually collected for this school was subsequently handed over to me for a school in the hills

Before the day of general thanksgiving for the suppression of the mutines, July 23rd, 1859, I issued a pastoral letter to the Clergy of the Diocese, proposing that a collection should be made in all English congregations on that day for the foundation of a public school at some station in the Himalayas, as a thank-offering to Almighty God and permanent memorial of the great deliverance then commemorated. Accordingly a general collection was made, amounting to a total of Rs 35,000, including a munificent donation of Rs. 10,000 from His Excellency the Viceroy, who has kindly expressed to me his warm interest in the scheme, to the collection at the Cathedral Calcutta. This money has been invested in 5½ per cent. Government Securities in the name of the Bishop and Archdeacon of Calcutta for the time being, and is called the *Indian Public Schools Fund*. At the same time a great number of letters were sent to me, promising support and donations as soon as a definite scheme should be drawn up and placed before the public. As soon, therefore, as the site of the school is fixed, I hope to send out another appeal for subscriptions in India.

When I arrived at Simla, after the incessant occupations of my visitation tour in the North-West and the Punjab, I at once turned my attention to the subject, and issued another circular to the Civil Authorities of these provinces, requesting information as to the rate of payment for schooling which could generally be expected from persons for whose benefit the scheme was intended, and a number of papers were kindly circulated in the different stations by the Magistrates and Deputy Commissioners among the clerks and other residents. A few of these have put down their names as able to afford sums which would nearly defray the cost of a boy's board and education.* But the rates of payment generally mentioned are 15, 12, 10, or even 6 Rupees per mensem, and a large number have declined entering their names at all, either from attaching little value to the systematic education of their children, or from inability to pledge themselves on the subject.

From the facts and suggestions now collected, I think that the course of action which ought to be pursued, in hopes of gradually remedying the great and crying evil with which we have to deal, is tolerably plain—

First, we must endeavour to found one school at a central station

† No promise of this has been given nor can any be asked till the plan has assumed a more definite shape

in the Himalayas, probably either Simla or Mussoorie, with buildings and endowments provided by private liberality, and assisted, we may hope, by a Government grant-in-aid,† so as to receive a certain number of children at a low rate of payment. The necessary school buildings must be

erected entirely by donations, and the institution, in accordance with my pastoral letter to the Clergy, will be directly connected with the thanksgiving day, and dedicated to God's service as a thank-offering for his mercy, by the erection of a chapel for the use of the scholars within the school precincts, in which the circumstances of its foundation will be recorded. The school should be placed under the direction of a small body of Governors, partly official and partly elected. Among the official Governors would be the Lieutenant Governor, the Bishop and Archdeacon of Calcutta, and the Commissioner of the division. Should the Punjab or North-West be separated from the Diocese of Calcutta, the Archdeacon would yield his seat among the Governors to the Bishop of the new See, the Bishop of Calcutta retaining his as Metropolitan of India. As soon as possible a Girls' department should be added to the institution, as is the case in the Lawrence Asylum at Sunawur, and the whole should be placed under the care of a clergyman of the Church of England as Principal. The education, of course, should be as comprehensive as possible, with due reference to the wants and circumstances of the class for whose benefit the school is especially designed, *viz*, the uncovenanted servants of Government receiving small salaries, and others who cannot send their children to Europe.

Secondly, it will afterwards be desirable to found day schools of a humbler kind for the children of Christian residents in the great cities in the plains, for it is evident from some of the extracts above quoted, especially II and VIII, that a hill school would not do all that is immediately required for the lowest and poorest class of Eurasians. Local efforts are now making to establish such schools at two of the largest cities in the Punjab, and the wants of Lucknow would be amply supplied by the noble Martinière, if a Girls' department were added to the Boys' school there. * But these schools could be maintained at a comparatively small cost, and probably a Diocesan Education Society would suffice for the purpose, to give stability and encouragement to attempts made in the cities themselves. From these schools, by means of scholarships, promising scholars could be drafted to the central institution in the hills.

Thirdly, it is hoped that hereafter other schools might be founded at hill stations at two extremities of our Empire; at Darjeeling probably and Murree, just as the Lawrence Asylums at Ootacamund, Murree, and Mount Aboo are the daughters of Sir Henry's parent foundation at Sunawur.

But the second and third parts of the scheme need not yet be submitted to the public. At present our object is, with the aid of the nucleus already contributed on the thanksgiving day, to found one school as a beginning, to be at once a memorial of our great deliverance, and an earnest that by God's blessing we will try henceforth to train up in India children who shall be living members of Christ's Church, and fitted to do their duty both to Him and their country.

It may no doubt be said in England that Europeans in India are numerous enough and rich enough to found such an institution by their

own unaided efforts; but it may be remembered that India is not a colony, almost independent of the mother country, which English settlers make their permanent home, but a province of the British Empire, in which all Englishmen are as directly interested as those who are sent out for a time to administer the Government; that many in England owe as much to India personally, and are as closely connected with it as those who are actually living and working there; that the wealthier classes in this country are exposed to most heavy expenses for the education of their own children in England; and that in these days of high prices, financial deficits, and new taxes, their means are not what they were; and that the class for whom the school is specially designed are unable to pay the whole cost of their children's education at it, much less to contribute to its endowment. While, therefore, the obligation which rests upon us in India to do our utmost to help them is not denied, and will not be evaded, it is not unreasonable to hope that as aid has always been forthcoming in England for other Indian objects, it will not be refused for this, certainly not among the least pressing or important.

Donations for this object may be paid to

Any person or religious society contributing £200 might, if he pleases, direct it to be invested for the foundation of a scholarship, reducing the school expenses by £10 per annum. A donation of £300 would found one of £15 a year, and so on. Smaller donations may be made either to the building or to the endowment fund, or to be given generally without specifying either, to be used for whichever object stands most in need of help.

G. E. L. CALCUTTA.

Minute by the Governor General, dated 29th October 1860.

I received the accompanying paper from the Bishop of Calcutta in August last. It has been sent by His Lordship to England for circulation, and has probably reached the hands of the Secretary of State for India. It will be well that, without waiting for any reference from the Home Government, the Government of India should give its opinion of the Bishop's scheme; for, if action is to be taken upon it by the Government, the sooner this is declared the better.

2. Of the want of some more extended and effectual means of education than at present exist for European and Eurasian children, there can be no doubt. The necessity is shown in the extracts from letters quoted in the Bishop's statement, and it meets the eye of the traveller at almost every station, from Calcutta to Peshawur. Moreover, it is a necessity which is rapidly growing stronger. Besides the ordinary rate of increase in Eurasian births and in the births of European children in India (whatever that may be, for there are no means

of ascertaining it accurately,) there is the fact that the influx of Europeans into India is gradually becoming larger; and that with the augmentation of our English Army and with the advancement of works of English enterprise, the births of English children, and of children of mixed marriages in India cannot fail to be enormously increased.

3. If measures for educating these children are not promptly and vigorously encouraged and aided by the Government, we shall soon find ourselves embarrassed in all large towns and stations with a floating population of Indianized English, loosely brought up and exhibiting most of the worst qualities of both races; whilst the Eurasian population, already so numerous, that the means of education offered to it are quite inadequate, will increase more rapidly than ever.

4. I can hardly imagine a more profitless, unmanageable community than one so composed. It might be long before it would grow to be what could be called a class dangerous to the State; but a very few years will make it, if neglected, a glaring reproach to the Government, and to the Faith which it will, however ignorant and vicious, nominally profess. On the other hand, if cared for betimes, it will become a source of strength to British rule, and of usefulness to India.

5. The Eurasian class have an especial claim upon us. The presence of a British Government has called them into being; they serve the Government in many respects more efficiently than the Natives can, as yet, serve it, and more chiefly and conveniently than Europeans can do so: and they are a class which, whilst it draws little or no support from its connection with England, is without that deep root in and hold of the soil of India from which our Native public servants, through their families and relatives, derive advantage.

6. But the Government of India cannot undertake to provide education for either Europeans or Eurasians. It has other things to do, and it would not do that work well.

7. The Missionaries cannot do it. Their task lies with those who are not Christians.

8. To wait till private enterprise shall supply schools of the kind required will be to wait indefinitely. It is only in very exceptional instances that teachers of good character and training will bring their talents to so uncertain, and, in many respects, so discouraging a field of labor; and meanwhile the evils of a dearth of education will be growing upon us. Moreover, no system sufficiently comprehensive and widely spread to meet our necessities can rest on the isolated efforts of individuals alone.

9. Therefore the case seems to be exactly one in which a system such as has been proposed by the Metropolitan of India may fitly be encouraged and aided liberally by the Government. It may be hoped that it will be supported by the British Public in India and in England; but the principle of self-support should be carefully kept in view, to the fullest extent to which it may be attainable.

10. The scheme proposed by the Bishop of Calcutta in the accompanying paper is, so far as it goes, a thoroughly sound and practicable one. I say so far as it goes, because it does not profess to supply the wants of those Christian children who are not of the Church of England, and because even as regards children who are of that Church, or whose parents are willing to accept for them the teaching of the Church of England, it will not, as I understand, put education within the reach of the poorer of them until those whose families are more at ease shall have been provided with it.

11. His Lordship contemplates the establishment in the plains of schools of a humbler and cheaper class than those in the hills, but it is proposed that the former shall be day schools only, and that they shall be treated as a future and subsidiary step in the scheme.

12. I am strongly of opinion that schools in the plains should be provided as soon, at least, as schools in the hills. The expense of education at a hill school must, at the lowest, be beyond the means of a vast number of Eurasian families settled at the great provincial stations. The climate of the hills is not a necessity to Eurasian children, indeed it is held to be injurious to them, if at all weakly. A school of a lower class than that proposed for the hills could, if placed at a well-chosen station in the plains, receive the day scholars of that station, and boarders from many other stations, on terms not too high for the earnings of their parents. I believe that the cost to boarders at such a school could be brought down to less than Rs. 10 a month. Such a school might receive European as well as Eurasian children; for, although the advantage of a hill climate would be wanting, the children would not be worse off in this respect than at their homes, where they would remain if the alternative of sending them to a hill school should be too expensive; which, in the cases of some European parents, it certainly would be. It would be an excellent measure to attach to such a school scholarships which should enable the boys obtaining them to continue their education at the higher class school in the hills. But in any case I should be sorry to see the humbler and cheaper schools in the plains postponed to those in the hills. The error into which (as will be seen in the opinions quoted by the Bishop) we are most likely to fall is that of constructing a scheme above the reach of those whom it is most necessary to benefit; and this being so, we ought not to begin to construct from the top only.

13. The suggestion that mechanics, the industrial arts, the practical horticulture and agriculture should be taught is very judicious. All of these may be taught in the climate of the hills, and much of them in that of the plains. Hitherto education has done little more for the Eurasians than to turn them into clerks and copying machines.

14. I concur in the Bishop's opinion that the first schools should be established in the North-Western Provinces or the Punjab,—and that the claims of Lower Bengal may be considered later.

15. As to the form and extent of the aid to be given by the Government of India, I recommend that it be as follows —

That to the sum collected from private subscriptions as a building, and foundation fund an equal sum be added by the Government.

That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the rules.

That if the school be built where ground is at the disposal of Government the ground be given.

That the head master of the school, if a Clergyman, be placed on the footing of a Government Chaplain in regard to pension.*

16. Other unforeseen modes of aid may prove advisable; but these appear to me to be all that can be prescribed beforehand.

17. In regard to the management of the schools, I have nothing to add to the Bishop's proposal. If, as His Lordship suggests, certain Government officers be included, *ex-officio*, amongst the Governors, I should not wish to see any further authority by the Government, as such, exercised in the management. Of course, as receiving a grant-in-aid, the schools would be subject to inspection by Government Officers of the Educational Department.

18. I have said that the scheme does not profess to supply the wants of Christian children who are not of the Church of England. I did not mean to impute thereby any fault to the scheme. It is right and prudent that, in this case, nothing more should be aimed at than to meet those wants.

19. Recently, in the case of the new Lawrence Asylum in the Neilgherries, the Government of India insisted, as a condition of its support, that the rules should be such as should admit Roman Catholic and other Christian children as well as children of the Church of England. But that was the case of a charitable institution, founded for the children of soldiers, who are habitually taught in the same regimental schools without distinction of Church, and dedicated to the memory of Sir Henry Lawrence, from whose large and generous views, as shown in the constitution of the original Lawrence Asylum in the Himalayas, any departure would have been unpardonable.

20. The schools now contemplated are not charitable institutions; they are designed for the use of a class, the families composing which can supply abundance of scholars of the Church of England, and which, for the most part, would not willingly pay for the teaching of a school which was not essentially of that Church. I have no doubt that an attempt to accommodate such schools to the teaching of children of all Churches would lead to its failure.

* Judging from the sum already collected by the Bishop in India, and in expectation of the success which, it may be hoped, will attend His Lordship's appeal to England, these aids would probably suffice for the establishments of one school of the higher class in the hills, and one to the plains of a lower class, but situated to be,

21. But though the proposal of the Bishop goes to the full length which, in the circumstances described, as desirable, I am of opinion that the Government of India cannot with justice limit its support to these schools alone. The very large number of Eurasian Roman Catholics scattered through the Upper Provinces, and employed under the Government, and the not inconsiderable number of Presbyterians settled in the country have their claims upon this Government as well as the members of the Church of England.

22. I recommend, therefore, that, besides grants-in-aid (which under certain rules may be claimed by any schools) assistance in the same form, and in the same proportion as have been proposed for the Church of England School, should be extended to any Roman Catholic or Presbyterian School which, with the same view, may be founded in the hills; and to any school of a lower class connected with it which may be newly established in the plains.

23. I have written of schools to be established in Bengal only, because the Bishop's scheme applies only to Bengal and to the Himalayas. But if a scheme similar to that which His Lordship has proposed should be originated in Madras or Bombay, I recommend that the Government take the same part in supporting and executing it. I do not, however, think it advisable that such a scheme should emanate from the Government.'

CANNING.

Despatch to the Secretary of State, No., 24, dated 23rd November 1860.

In the 23rd paragraph of the Bishop's Annual Report, which was transmitted to you with our letter in the Ecclesiastical Department, No 8, dated the 2nd of August, allusion was made to a design entertained by His Lordship of establishing a school in the hills for European and Eurasian boys, the children of clerks and others, whether employed in the service of Government or otherwise, and in the 10th paragraph of our reply, dated the 2nd idem (forwarded with the same letter), we intimated to His Lordship our cordial concurrence in the project.

2. We have now the honor to transmit, for your consideration, the enclosed copy of a statement by the Bishop, submitting a scheme for the establishment of such a school either at Simla or Mussoorie, with the Minutes which we have recorded upon it. We trust that the views which are expressed in the Governor General's Minute as to the part to be taken by Government in promoting the general object which the Bishop has at heart will meet with your approval.

Despatch from the Secretary of State, No. 3, dated 16th January 1861.

I have considered in Council your letter dated 3rd November (No 24) 1860, on the subject of a design entertained by the Bishop of Calcutta for the establishment of a boarding school in the hills, and of day-schools at the several stations in the plains, for the children of Europeans and Eurasians of limited means, whether in the service of Government or otherwise.

2. I entirely concur in the sentiments expressed by the Bishop and your Government, as to the great and increasing importance of some systematic measures being adopted for promoting the education of this class of children, and I agree with you that the object is one well deserving the encouragement and assistance of Government.

3. I entertain no doubt of the great advantage to be expected from the establishment of the proposed institution in the hills, in which the European and Eurasian children of the non-military classes will enjoy the benefits, which have already been extended to the children of soldiers of European origin in the Lawrence Asylums—and with the exception of the proposal as to the Head Master's pension, I approve the manner in which you propose that the assistance of Government shall be afforded to the institution. If it is intended that the pension of the Head Master, "on the footing of a Government Chaplain," shall be paid by Government, I cannot sanction the proposal, a similar recommendation regarding the Principal of the Lawrence Asylum having already been negatived, although that institution, unlike the proposed school, has been formally taken over as a Government institution.

4. I concur in your remarks as to the inexpediency of delaying the formation of the proposed small station schools in the plains; and the suggested establishment of a central school in the plains, of a lower order than that proposed for the hills, will no doubt receive every consideration from the Bishop and those associated with him in this laudable undertaking.

5. I approve the intention expressed in the concluding paragraphs of the Minute of the Governor General, as to the assistance to be given to schools for the children (when they are sufficiently numerous) of those Europeans and Eurasians who are not members of the Church of England; and I agree with His Lordship that, if any measures are taken in the Madras and Bombay Presidencies for establishing schools for European and Eurasian children, the same support and assistance should be rendered to the movement as has been sanctioned for Bengal.

C. WOOD.