Chapter IV

SECONDARY EDUCATION

In the previous chapter, thrust has been given on the growth and spread of primary education in the Khasi-Jaintia Hills and in the Garo Hills. Primary education, no doubt, is very important for, it is the basis of education where a child learns the three Basic R's - Reading, Writing and Arithmetic. But primary education alone will not open the door for brighter and better prospects unless it is continued to higher levels. The link between Primary Education and Higher Education is Secondary Education, which is imparted in the High School level and Middle School level. The Middle School level sometimes termed as lower Secondary Education, was of two types—the Middle English and the Middle Vernacular Schools. The second type was not very popular in these hill districts because Assamese or Bengalee vernacular was adopted as the medium. Moreover, in all the existing primary schools of these hill districts, the Roman character had been adopted to teach in the vernacular schools. Thus, most of the middle schools in the Garo, Khasi and Jaintia Hills were Middle English Schools.

Though the Middle English Schools played a significant role towards development of education, the same were not given historical importance, as proved by the scanty reports available to scholars. Except for a few, neither the year of establishment of the Middle English Schools nor the year of upgradation from primary level was duly recorded by the authorities concerned. This might be, because they might be looked upon as mere link between elementary and higher education. Scant materials which served as records before April 1, 1871 were lost by fire and some were lying in the Inspector's Office at Darjeeling and Dacca and are not available. From the scanty records

available, it seemed that to first. Middle School set up in to Khasi and Jaintia Hills was the Nongsawlia Middle English School!, as was stated by Dr. H. Bareh who asserted, « in 1869 scholars received instruction in the Middle English School or proceeding High School as it was sometimes called». Subjects taught were English, Khas, Arithmetic, Geometry, Hindian History and Algebra.- The Mission Middle English School located at Shillong was the second middle school to be set up in to Khasi-Jamua Hills. According to some old Bengal reports, there were four Middle English Schools in the Khasi Hills with 240 pupils on to roll as on March 31, 1.72. And by to report of 1881-1882 to number of Middle English Schools in Khasi Hills had increased to five, which shows a slow progress as during to last ten years only one Middle English School was added. Of these five, one was a Government Middle English School and to other four were aided Middle English Schools, to latter were to missions schools aided. government grant. Interestingly, girls’ Classes were attached to to Middle English Schools of Shillong, Jowai, Sheila and Cherrapunji. And according to statistics available, forty six girls attended those classes in all to schools. The standard of these schools was low keyed as none of them sent, nor passed anyone for to Middle English Scholarship Examination, an examination held annually only at Shillong.

In the beginning, it was to Welsh Mission which was to sole agency to cater to to needs of Middle English level education. It was only towards to end of to nineteenth century to. to Roman Catholic Mission started its own respective middle schools thus complementing to work of to Welsh Mission. The desire of to Catholic Mission to obtain better position made it imperative to establish a Catholic Middle English School. The answer was to St Antony’s School, opened as a middle school on May 1908 and to school adopted to syllabus of to Middle English Schools’...
to a more spacious building which comprised besides the classrooms, even rooms for boys of the Orphanage. The new building was inaugurated on August 15, 1911 and since then came to be known as StAnthony's School and Orphanage. The inauguration day was a day of celebration and rejoicing. Different kinds of amusing sports were organized to entertain the guests. One such sport was picking the copper coins with the mouth from a basin filled with flour. The competitors' faces smeared with flour was cause for hilarity and loud laughter by the spectators.

As an incentive towards diligence of the students, a prize distribution day was held every year at St. Anthony's School and Orphanage. The first one was held on May 9, 1912 on which the then Governor, Sir Archdale Earle and his wife Lady Earle were present. Other officials also, attended the function. The Mission right after its inception, had sought government approval for this school. Seeing the rapid progress and success achieved by this school, the Government granted official recognition on August 1, 1912 and since then St.Anthony's School and Orphanage had its own place in the list of Middle English Schools recognized by the government. Besides the main subjects taught, the school offered a half an hour class for gymnastics and music as optional subjects. The success of St. Anthony's School and the need for more Middle English Schools deeply impressed the Catholic Mission to either open new Middle English Schools or to upgrade its existing primary schools to middle schools, not only within the vicinity of Shillong but in other parts of the hill districts too.

Besides the Welsh Mission and the Catholic Mission, other agencies too came forward to work towards development and growth of education in the Khasi-Jaintia Hills. One such mission, is the Rama Krishna Mission which set up its own Middle School at Sohra. Though a late entrant, as it started its mission only in 1924, the Rama Krishna Mission had made tremendous contribution towards education and overall development of the hill district through its charitable works. The first half of the twentieth century witnessed the opening of more Middle English Schools. Of these,

---

208 ibid., p 266
209 ibid., p 267
20 H Bareh, Progress of Education in Meghalaya. p 94
mention may be made of the Khasi Jaintia National School which was given recognition up to the middle level by the government. This school located at Mawkhar was established in 1937. In all probability, the Khasi National Durbar was its patron. Surprisingly, though the school was in existence for many years, it was only in the nineteen nineties that it was upgraded to a high school level.21

To check the growth and spread of Christianity, an organization of local non-christians was formed with the aim to protect and promote Khasi religion. This organization came to be known as Seng Khasi and it grew from strength to strength. The Seng Khasi set up its own school catering to elementary and middle level learning to fulfil the educational needs of their own boys and girls. When it was set up at Mawkhar in 1921, it started as a Free Morning School providing free education to the poor and the needy. For the next forty years, it served as an elementary and a middle school till its elevation to High School in 1961.212

This period witnessed that minority communities in the districts stepped forward to establish schools catering to educational need of their respective communities. The government too, extended some financial aids towards education of these communities. Shillong being the provincial headquarter naturally would have people of different communities settling there. As such, the capital could boast of having a sizeable number of schools for the minorities. Of these, mention may be made of the Anupchand Hindi Marwari Middle English School, Shillong which received a government grant towards promotion of education among these minorities.213 Another such school was the Middle School for the Nepalis in Shillong which had received a government grant of Rs 100/- and a Municipal grant of Rs 40/- for promoting education among them. This school which also had primary classes attached to it had an enrolment of 211 boys during the closing year of this quinquennium.214 Even the Muslims who were in a small number at the time, started the Islamia Madrasa in Shillong and this school also received a

21 ibid., p 195
212 ibid, p 195
213 Proceedings. Education Department, 1910.
214 Quinquennial Review of the Progress of Education in Assam, 1937-38 to 1942-43.
government grant of Rs 100/- out of the discretionary allotment of the Minister of Education.215 Besides the Khasi Hills, the Garo Hills too had its share of non-Garo vernacular schools. It was no surprise that Garo Hills had schools adopting Bengali or Assamese as the medium of instruction, for, in the nineteenth century Bengali or Assamese was the medium adopted in those days. But in the Jaintia Hills, non-Khasi vernacular schools were set up after India's Independence.

The pre-independence period of the twentieth century witnessed the provincialization of six Middle English Schools- Cherra Middle English School provincialised on March 1, 1915; Laitkynsew Middle English School on March 1, 1961; Mairang Middle EngHsh School on March 1, 1942; Sacred Heart Girls School, Mawlai on March 1, 1943; Laitumkhrah Middle English on March 1, 1945 and Patrick King Memorial Middle English, Laitryngew on January 1, 1948.216 The provincialization of the above six mission schools belonging to the Welsh Missions or the Catholic Mission had offloaded the financial burden of these missions as the same was borne by the government from the day of provincialization. The post-independence era till 1972 witnessed the opening of more Middle English schools to cater to the needs of all the boys and girls who passed out from the primary schools.

With regard to the Garo Hills, it is reported, that, no middle school, let alone a high school, was started in the district in the nineteenth century. Despite having ninety four elementary schools and a Teachers' Training School in the district, a Middle English school was yet to be started. Different from the Khasi-Jaintia Hills, in the Garo Hills the government participated actively in opening and starting some primary schools. Such schools were completely managed and financed by the government. However, neither the Baptist Missionaries nor the government officials came forward to take the initiative to establish a Middle English school or upgrade an existing Upper Primary school. Surprisingly, it was only in 1905. that the very first middle school was started. It was in this year, that the Teachers' Training School, popularly known as the Normal

215 Proceedings. Education Department, 1932.
School, located at Tura was upgraded as a Middle English School. This Middle English School at Tura was the only school of a higher grade to cater to the needs of the Garo pupils who had passed out from the three Upper Primary Schools in the whole district.\textsuperscript{217} Though statistics of 1903-1904, show there were ninety four primary schools, of these, only three were Upper Primary Schools, while the rest were all Lower Primary Schools. Based on the statistics available, one can see that there was a very slow progress of pupils from the Lower Primary Schools to the Upper Primary Schools. Probably because of this slow progress, the concerned authorities did not deem it an urgency to set up Middle English schools. The main reason for this slow progress was due to the fact that the missionaries gave priority to proselytization over education. As Mr. Barrow, Inspector of Schools, Assam Valley and Hill Districts stated, "Education is not the primary object on which missionaries are engaged. It goes hand in hand with their religious work, but when the interests of the two are supposed to clash, education naturally must be content to take the second place." \textsuperscript{218} As education takes a second place, it undoubtedly resulted in the low level of education among the Garos. This low level of education was also caused by the appointment of poorly qualified Garo teachers in the numerous primary schools. The missionaries neglected higher education of the Garos, and as such, no middle schools were established in the 19\textsuperscript{th} century. The Tura Middle English, being the only higher grade of the existing schools at the time, became the centre of higher learning among the Garos. Boys and girls who had completed their upper primary level were admitted to the Middle English School. Having completed the course at the Middle English level, the doors of high school education were opened to them. From among the first batch to pass the Middle English School Examination in 1908, twelve Garo boys had proceeded to Shillong to continue their schooling at the Shillong Government High School. Of these twelve, eight obtained government scholarships and the other four supported themselves. These eight scholarships were the first the Garo pupils ever received above the primary

\textsuperscript{217} M S Sangma, \textit{History of Education in Garo Hills}, p 46
\textsuperscript{218} J R Barrow, 'Monograph on Education Among Hill Tribes' \textit{in Quinquennial Review 1901-02 tolW6-0, p108}
Besides the twelve who prosecuted their studies at Shillong, there were others who went to continue their studies either at Goalpara or at Calcutta till a high school was set up in the district. Despite not having a high school nor a middle school, some Garos showed a keen interest in pursuing higher studies. One such young man was Jobang D.Marak, who as early as 1905 had gone to the U.S.A. and studied at the Danison University. After a study period of more than five years, he returned to his homeland in February 1911 and accordingly, on his return he joined as a teacher in the school at Tura.

The year 1905 was a year of ups and downs combining hardships and financial constraints with an increased number of students. Three weeks after the school reopened in March 1905, a fire broke out which destroyed two of the boys' dormitories. Luckily, no one was killed nor wounded. However, destruction of the two buildings caused a suspension of school work for a week. Before reconstruction of the burnt buildings were completed, there was an outbreak of dysentery and beri-beri in the months of May and June, compelling a number of boys to return home. Towards the end of the year, during the harvest season, harvesting of rice was adversely affected due to failure of crops in the district. Situation worsened with the outbreak of a famine in Bengal, a province in close proximity with Garo Hills district. Because of shortage of supply, the price of rice continued to go up. Despite these drawbacks, the Mission Middle School functioned till the end of the year and as usual reopened in February 1906. However, the cost price of food grain did not come down. Instead, matters worsened with the onset of rains and by August 1906, the price of rice had risen to three or four seers a rupee. As there was no availability of rice, the school was temporarily closed after the second term examination. The expectation to reopen in October did not materialize and the school continued its closure till the end of the year causing the loss of third term to the students.

— Nettie Pursell Mason, "These Seventy-Five Years" in Report of the Eleventh Biennial Session of the Assam Baptist Missionary Conference; p62

ibid., p 62 ; M S Sangma, op cit., p 48

MS Sangma, op cit., p48

Notwithstanding these setbacks, the school slowly recuperated and could reopen for the next academic year. According to reports of Rev. W. C. Mason, the attendance was yet to reach the same mark as before. However, no effort was undertaken to increase the enrolment because the school was shortstaffed and accommodation was not available. At the same time efforts were made to improve the quality of teaching by the native teachers. During its status as a primary school, the school had functioned with five classes at this level, but, with its upgradation to a Middle English School, only four classes were required. Therefore, it was necessary for the school to adjust to the new middle school curriculum. To accommodate all the five classes, the fifth or extra class would be taken as the preparatory or the introductory class for the high school level. The Middle English School was fortunate to receive the guidance and supervision of two efficient Khasi officials, one was Nissor Singh and the other was A. MacDonald Kharkongor. Nissor Singh had previously served as a teacher and then as Headmaster of the Mission Middle English School, Shillong. In 1905, Nissor Singh was appointed as Sub-Inspector of Schools in Garo Hills District with direct supervision over Teachers' Training School at Tura. His experiences as a teacher and a headmaster were assets that helped him to discharge his duties and responsibilities effectively. To him went the credit of enforcing a sound and better management of the Tura Normal School as well as systematizing the educational affairs of the district. In 1908, the Government appointed A. MacDonald Kharkongor as the Deputy Inspector of Schools for all the Garo schools. The appointment of a Deputy Inspector would bring the schools closer to the Education Department of the Imperial Government. At the same time, this Deputy Inspector would be responsible for inspection of schools, submission of reports with recommendations if necessary, and would also act as adviser of the Deputy Commissioner in educational affairs. These two Khasi gentlemen efficiently discharged their duties and thus could contribute to the educational development of the Garos.
Hardly ten years of existence, the Middle English School at Tura could be credited with passing out more than a hundred Garo pupils, some of which served as teachers in village schools, some pursued higher education outside the district, while some entered government services. Even though there was only one Middle English School in the whole district, the fact remains that the Imperial Government's policy of granting scholarships for pursuing higher studies outside the district, acted as an incentive for the Garo pupils and was welcomed by Garo parents for it lightened their financial burden. Though the majority of scholarship holders were boys, there were some girls who were recipients of the same. One of the first Garo girls to avail the scholarship was Alice W.Momin who prosecuted her studies at the Mission Girls’ School at Shillong.226 With these government scholarships some students proceeded to Calcutta, some to Shillong, some to Gauhati, some to Serampore, some to Goalpara and some to Dibrugarh to pursue higher studies in high schools and colleges.

Among the first batch of the Tura Middle English School to pass the examination, Jimison Snal Sangma was the first to pass the Matriculation Examination in 1912 in the Second Division. His classmates Harrison W.Momin and Rangam G.Momin being unsuccessful in their first attempt in 1912, appeared again and passed the same in 1913.227 Though this was the only middle school in the whole district, for more than ten years no effort was made by the mission or by the government to set up a second middle school for the Garos. The reason for this indifference was due to the slow progress of education among the Garos.

The progress of education till the second decade of the twentieth century can be well understood from the Inspection Report of Sir Nicholas Beatson Bell, the then Chief Commissioner, made during his visit to Garo Hills in April 1919 when he asserted. "...Taking things all round I was frankly disappointed. The missionaries have done some good work but one feels that it might have been better. The teachers throughout the district come from the Mission English School at Tura. The imperfect and almost

---

\(^{226}\) Nettie Purssell Mason, op cit., p 62.

\(^{227}\) M S Sangma, op cit., p49
slipshod teaching that prevails in that school is reflected throughout the district...The Training School is doing something to finish the incomplete education of the pupils of the Mission Middle English School. What is really wanted is that the Mission Middle English School should become a government institution (at least as far as boys are concerned) and that it should ultimately be worked up to the high school standard. The boarding houses for Christian boys should, however, remain under the control of the mission.”

Taking note of the Chief Commissioner’s recommendation, in 1920 the Boys’ Section of the Mission Middle English School was separated and brought under Government control directly. The Boys' School was shifted to a new premises. This separation of the Boys section could not be termed as the opening of a second middle school in the truest sense of the term. It was only after a gap of fifteen years, that is, in 1920, the Middle English Girls* School, later known as Christian Middle English School was started. This was soon followed by the establishment of one more Middle English School in 1923 and another two in 1924. After a gap often years, another nine such schools were opened in the Garo Hills. And again, the seven years before independence (1940-1947) another nine were opened, but these were yet to be recognized. Thus during the pre-independence era. Garo Hills could boast of hardly twenty-five Middle English Schools functioning within the state.

As mentioned in the previous chapter, the Pine Mount School for girls was again elevated to a middle school status by 1902-03. The monthly roll strength of the European and Eurasian Middle English school in Shillong had risen to 22 in 1903 from 10 in 1902. Though there was an increased in the number of pupils, there was no corresponding increase in the receipts of fees, due to grants of special concessions. The Government had already chosen a site for the permanent location of the school with hostel accommodations for the girls and residential quarters for the staff. To ensure quality education in the near future, construction works had already started. Not much was known about the progress and development of Pine Mount School from 1905 till

---

* ibid., p 51-52

General Report on Public Instruction in Assam. 1902-03, p27
1911 due to nonavailability of materials. The reason might have been the amalgamation of Assam with Eastern Bengal on account of the Partition of Bengal by Lord Curzon in 1905. The year of Partition saw a decline from 32 to 21 in the number of pupils.

Progress of the school could be seen from the second decade of the twentieth century. The Quinquennial Review of 1912-13 to 1916-17 categorically asserted that the school was classed as a secondary school with 64 pupils on the rolls on the 31 March 1917. Pine Mount School was staffed with one Headmistress, five teachers and a music mistress. Of these, two were graduates, one of Calcutta and the other of Aberdeen, one held the Cambridge Higher Local Certificate and the Local Cambridge Teachers' Diploma, and the other two had passed the High School Examination under the European code. Rates of the fees varied from Rs 21 to Rs 4/- per month, but where there were two pupils from the same family a reduction of five percent was made and if there were three or more from the same family a reduction of ten percent was given as concessions to the pupils. Hostel fees was included with the tuition fees at the rate of Rs35/- per month. Similarly for boarding fees, a concession was granted to pupils whose parents income did not exceed Rs350/- a month. The Inspectress of Schools had given the following description of the school,

"Pine Mount School was founded in 1900 as a Government institution for the education of children of European descent. The school-house, which has recently been extended and enlarged, was erected in 1903 on one of the finest and healthiest sites in Shillong. Separate accommodation is provided for cases of sickness. The school grounds are extensive and provide ample space for out-door recreation. A good supply of pure water is ensured by a pipe connection with the municipal waterworks; milk and butter are obtained from a dairy under Government supervision. The Civil Surgeon of Shillong supervises personally the hygienic arrangements of the school, and attends any boarder who is ill. Parents of day scholars make their own arrangements for medical attendance. The school is managed by a Committee approved by Government, consisting of the Deputy Commissioner, the Civil Surgeon and the Chaplain as ex-officio members together with unofficial members, two of whom are parents of children attending the school."  

Quinquennial Review- on the Progress of Education in Assam 1912-13 to 1916-17. p92.
The above description shows that the Government took a special interest in the overall establishment of the school. Pine Mount School prepared its girls to sit and pass the Junior Cambridge and Senior Cambridge Examinations. The quinquennium reports recorded a definite trend in the progress of the school, particularly when examination results showed the excellent performance of its pupil like Catherine Arakiel who secured an exceptional distinction from the Trinity College of Music. The school's achievement was proved by the continuous successes of the girls at the Cambridge Examinations, for which its Headmistress, Mrs. Tunstall, was awarded the Kaiser-i-Hind Gold Medal and Jubilee Medal in 1936 for her meritorious and excellent performance in the school. Pine Mount School was sanctioned a permanent secondary status in 1936. From thence onwards the school figured as one of the most sought after Government public school even till today.

Despite the attempts of the Government to diffuse Cambridge system of education through Pine Mount School to the European and Eurasian children whose parents were stationed in Shillong or elsewhere in Khasi, Jaintia and Garo hills, much remained to be done. During the initial years of its existence, the school did not attract much enthusiasm among the European and the Anglo-Indian communities. They preferred to send their wards to well-established schools in the Himalayan stations. Realizing this particular need of the European and Eurasian children, the Roman Catholic Mission in Shillong decided to set up its own school imparting education of European standard and curriculum. In 1908, the Prefect Apostolic requested the Loreto Sisters to set up a boarding-cum-day scholar school with the sole objective to provide English education to the girls. In response to his request, the Loreto Sisters in the same year visited Shillong to make a survey of the town and choose a site for its location. Impressed by the bracing and pleasant climate of Shillong, they responded positively. Wasting no time, the Prefect Apostolic donated six acres of mission land and Rs20,000/- for the

231 Quinquennial Review on the Progress of Education in Assam. 1927-28 to 1932-33, p28
purpose. He also instituted a scholarship for children of lesser income parents.\(^{233}\) The rapid speed at which the buildings were constructed made it possible to bless the schoolhouse and convent as early as 1\(^{st}\) May 1909. It was a day of jubilation for the Assam Mission to own an English School, Loreto Convent School, with boarding facilities for the girls. The English Catholic officials greatly appreciated the effort of the Catholic Mission. Though buildings were not fully complete, on 8th May 1909, five Loreto Sisters started classes with 23 day scholars and 3 boarders. This was the number present on the first day of the school existence. Worthy to note, was the fact that the school, unlike Pine Mount School did not confine its admission purely to Europeans and Anglo-Indians, but also extended admission to the children of the higher classes of local residents. C Becker’s quotation from the ‘Times of Assam’ claimed that the success of Loreto Convent reflected the poor state of the Government owned Pine Mount School. This cannot be taken as the truth, because available records showed the excellent performance of Pine Mount School during the past years.\(^{234}\)

On 2\(^{nd}\) November 1911, Sir Charles Bayley, Governor of Eastern Bengal and Assam, visited Loreto Convent during his visit to Catholic Mission in Shillong. He lauded the works of the Loreto Sisters and praised them for their endeavour to meet the real needs at the time.\(^{235}\) Loreto Convent went from strength to strength, and after only three years of existence an extension of the classrooms and the convent was urgently needed to house the increasing number of pupils. Considering the steady progress of the school, the Government in September 1913, put up a proposal for extending recognition of the Cambridge Junior School Certificate Examination to Loreto Convent.\(^{236}\) The proposal was approved and Loreto Convent was duly recognized as a Secondary school. The Assam Catholic Mission found it very difficult to meet all the expenses and therefore applied for financial assistance from the Provincial Government. On the basis of its good performance in educational field, the Government included it in the list of

---

\(^{233}\) C Becker, op cit., pp 272-273.
\(^{234}\) Ibid., p276.
\(^{235}\) Ibid., p277
\(^{236}\) Proceedings. Education Department, September 1913.
aided schools, thus entitled the school to receive substantial monetary grants from the it. Acceding to the request of the Mission, the Government contributed Rs 35,000/- towards the construction of the new building and the playground. Furthermore, the Government extended an annual grant-in-aid of Rs 2400/- to Loreto Convent which was enhanced to Rs 4800/- on the eve of India's Independence. The actual objective of the school was clearly expressed by the following report of the Inspectress of Schools which reported that,

"The object of this institution is to give to European girls a first-class education, to together with accomplishments suited to their sex, whilst devoting special attention to their moral culture and to the development of those qualities which will best fit them for their future life... The course of education comprises that prescribed by the Code of Regulations for European schools. Pupils are prepared for the Cambridge University Examination. The musical education of the pupils is an object of special care. Two instrumental lessons, one in theory are given weekly and special attention is paid to technique. Pupils are sent every year for the local examination in singing, theory of music and playing on the piano and violin, held in connection with Trinity College, London, to which the school is affiliated."

The girls of Loreto Convent performed exceedingly well in the Junior and Senior Cambridge Examinations as seen in the Quinquennial reports on the school. During the successive years of appearing the Examinations, the girls secured nearly a cent percent success, and at times achieved a place of Distinction. The success of the school, thus raised the name and fame of the Assam Catholic Mission as well as that of the Provincial capital as the centre of English Education. The Loreto Sisters sustained the success of the school throughout all the years and even at present, Loreto Convent is considered as one of the prestigious school not only in the Northeast but in Eastern India too.

The growth and spread of elementary education in the hill districts of Khasis, Jaintias and Garos during the nineteenth century was indeed rapid as compared to the growth of Middle English Schools. Dr.R.S.Lyngdoh in Ka History- Ka

\[p^2\]
\[p280, Quinquennial Review on the Progress of Education in Assam 1912-13 to 1916-17, \ p92; Quinquennial Review of Progress of Education in Assam during 1942-47, \ p50.\]
\[p288, Quinquennial Review of Progress of Education in Assam 1912-13 to 1916-17, \ p92-93.\]
Thoh Ka Tar, Bynta I appreciated and lauded the efforts of the Welsh Mission to introduce and spread education among the Khasis and Jaintias. On the other hand, he had his own reservations towards the Welsh Missionaries when he made a comment that the Khasis and Jaintias did not have the capacity to sit and pass the Entrance Examination. He criticized the missionaries for not opening the door to higher education by starting a high school. He also asserted that many were literate but not highly educated. 239

The credit to start a high school for the Khasis and Jaintias went not to the missionaries nor to the government, but to a local educationist, U Babu Jeebon Roy Mairom, a fact accepted by historians and other scholars. 240 Being a far-sighted man, he found that the people received only rudimentary education, qualifying them to be village school teachers or village pastors. Babu Jeebon Roy realized that if the Khasi-Pnars were to forge ahead they should be given higher education which, till then, was denied to them, their being no High school nor Entrance school as they were called at the time. 241 To realize his objective, he decided to start an Entrance School as early as possible. The first hurdle that he faced was lack of funds. His son, u Sib Charan Roy, later on informed that his father had started the school with a meagre amount of Rs 900/- only from his own pocket. Later, he was fortunate to receive some financial assistance from some businessmen of Calcutta. 242 Having raised the fund, Babu Jeebon Roy opened the first Entrance School in Khasi-Jaintia Hills in 1876 which he named 'Ka Jylla Skul' meaning A State School or A Provincial School.' In the beginning, this school functioned at the present Telegraph Office. The priority of this school was to prepare the students for the Entrance Examination conducted by the Calcutta University. It is worthwhile to note that the Entrance Examination was introduced at the Calcutta University in 1857 with the objective to bring the students to the standard of a University Examination. 243

240 ibid., p 48-49
242 R S Lyngdoh, op cit., p 51
When the Entrance School was first started, it had a few students. The first student of this school to pass the Entrance Examination of Catena University was U Sib Charan Roy, the eldest son of Jeebon Roy. As there was no examination centre in the hills at the time, Sib Charan Roy had to go to Sylhet to sit for the examination and this he did in 1881. The success of Sib Charan Roy triggered the minds of the other students and many came and enrolled themselves in this school. Seeing the success of the Entrance School, Rev. Jerman Jones, the then Welsh missionary, decided to start another Entrance school under the management of the Welsh Mission. The same was then opened and located at Mawkhar in Shillong. Babu Jeebon Roy highly appreciated this particular effort of the missionary as it would lighten the financial burden of Ka Jylla Skul which was privately financed. Though these two educationists opened their own separate schools, yet having the same objective brought them into close contact with one another. After a series of meetings and discussions, Babu Jeebon Roy and Rev J Jones decided to unite the two Entrance Schools including the Normal School. It was agreed that the Normal School of Sohra would be attached to the new Mission's Entrance School so as to avail the government grant which had already been extended to the Normal School. Eventually this joint Entrance School started to function in 1891. Both the parties had their own justifiable reasons for agreeing to the amalgamation. Jeebon Roy on his part felt that this union would off-load his financial responsibility as the financial aid granted by the government to the Normal School would automatically be extended to the Entrance school. On the other hand Rev J Jones viewed the union as a fillip to the mission and having a local and popular educationist to work with, would help him to counteract the popularity of the new entrant, the Roman Catholic Mission. The first Khasi pupil to pass the Entrance Examination from this joint venture was Hari Charan Roy, the brother of Sib Charan Roy. The precedent was set, and soon many others followed his footsteps.

---

\[244\] R S Lyngdoh, op cit., p 51
\[245\] ibid., p51
\[246\] ibid.,p51
Sadly, this unification did not last long as misunderstanding crept up between Jeebon Roy and Rev. J. Jones relating to management of the school. Piqued at the criticism of Jeebon Roy, Rev. J. Jones withdrew from this joint venture and reopened a separate Entrance School while the Normal School was relocated back to Sohra. Despite efforts by the Government to solve the problems, the two could not come to any sort of agreement. Eventually, the Government took a firm stand and issued an order directing a reunification of the two Entrance schools and at the same time ordered the mission to transfer the Normal School from Sohra and attached it to the reunited Entrance School. By this order, Jeebon Roy and Rev. Jones were compelled to reach an understanding on the basis of three principles. Firstly, it should be the Government and not the Welsh Mission to look after the management of the Shillong Government High School in accordance with Government rules and regulations. Secondly, all expenditures by Jeebon Roy and the Mission should henceforth be borne by the Government only. And thirdly, the Mission would assign one able and efficient missionary to be appointed as Headmaster of this school. This agreement came to fruition in 1891 and this was evident from the words of G. Angell Jones who ascertained that, "... in 1891 the Normal School at Nongsawlia was transferred to Shillong and attached to the existing High School there. The three schools were amalgamated and named as Shillong Government High School..." Undoubtedly, this High school was a providential blessing to the youths of Shillong and also of other adjoining places, for it opened the door to higher education ensuring better and brighter prospects for them. The success of the school can be seen in the 1892 Report of Rev. C. Evans which states that "...four young men of this school who passed the Entrance Examination conducted by Calcutta University were awarded scholarships valued at Rs. 20/- per mensem, tenable for four years in any of the colleges of Calcutta. Of these four, two were Khasis and two were Bengalees. Besides these, another Khasi boy was awarded a scholarship of Rs. 127/- per month, tenable for three years at the Dacca

---

\[\textit{ibid., p52}\]

\[\textit{H Bareh, op cit., pi 83,185; JFJyrwa, Reports of the Foreign Mission of the Presbyterian Church of Wales on Khasi-Jaintia 1864-1899. p242.}\]
School of Medicine. Unfortunately, the latter, though he had joined the school of Medicine, for some reasons, not known to us, he discontinued his study and returned home.249

The year 1896 was a memorable year in the history of Shillong Government High School, because this year's Annual Prize Distribution was presided by none other than Sir William Ward, the Chief Commissioner of the province; while his wife, Lady Ward distributed the prizes. Shillong, being the headquarters of the province of Assam, an occasion of this nature seemed very significant as the function was attended by a considerable number of Europeans, Bengalees and Officials of the government. Some of the government offices closed a little earlier to enable the officials to attend. Perhaps the reason for this big gathering might be, because this would be the last time the Chief Commissioner would preside over such a meeting as he was leaving India by the end of the year. The report presented at the function ascertained that out of the eleven candidates who sat for the Entrance Examination of Calcutta University, ten came out successful. Of the ten, six were awarded scholarships enabling them to continue their studies in the colleges of Calcutta.250 The words of praise and appreciation from the Chief Commissioner were proofs of the successes achieved by the Shillong Government High School under the able guidance of Rev. Ceredig Evans.

Considering the merits of having a high school within the vicinity of the villages, in 1892, the four Wahadadar (local chieftains of Sheila) contemplated to start a higher grade school within Sheila.251 Till then Sheila could boast of only primary schools and one Middle English School. The latter was under the Welsh Mission and at the time was not doing well. Rev. John Roberts, the Welsh missionary stationed at Nongsawlia with additional charge over Sheila, was greatly disturbed when he learned about the new proposed school. He viewed this move of the Wahadadar as an attempt to take over the education of Sheila from the hands of the mission. In opposing this move, he even sought the help of the Deputy Commissioner and of the Director of Public

---

249 ibid., p 242
250 ibid., p 392
251 ibid., p 252
Instruction of Assam. During his visit to Sheila, Mr. Prothero, the then Director of Public Instruction, failed to get a commitment from the chiefs to amalgamate their proposed new school with the existing Middle English School of the Welsh Mission. After much debates and discussions, Rev. Roberts and the chiefs came to an agreement, according to which, the school would be governed by a committee of five members, that is, two would represent the villagers, two would represent the Mission and the fifth would be appointed by the Director of Public Instruction. The chiefs agreed that the village would contribute Rs.3000/- annually, while the Mission would continue to render the usual Rs.780/- annually towards the school. Moreover, all building expenses would be borne by the villagers themselves. Accordingly, the agreement was carried out by both the parties and the unaided school was established at Sheila. It is heartening to note that Rev. E.H. Williams in his report ending December 31, 1894 mentioned that this High school at Sheila after a mere two years of existence had an enrolment of seventy-six boys. Sadly though, none of these boys were found fit to sit for the Entrance Examination of Calcutta University. It was only in 1895 that some were sent and of these only one passed, that too in the Third Division. This slow progress should not mean retardation but a giant step as a private unaided High school in a village could achieve some success. Notwithstanding its location and dearth of good students, the school functioned promisingly with a staff of six masters and one pundit. Of the six masters, two were graduates of Calcutta University. The diligence and efficiency of the staff was evident by the gradual progress of the school both in quality and in quantity. It is important to note that the Roman Catholic Mission considered as the pioneer of higher education during the twentieth century did not open any high school in any of these districts during the nineteenth century. Though the statistics of the Mission showed an immense increase in the number of school going children, that is, from 250 in 1861 to 1250 in 1871 to 2666 in 1881 and

\[\text{\footnotesize \footnote{\textsuperscript{252} ibid., p 252-253}}\]

\[\text{\footnotesize \footnote{\textsuperscript{253} Report on the Administration of Province of Assam I8\textsuperscript{73}-I8\textsuperscript{91}. p 183}}\]

\[\text{\footnotesize \footnote{\textsuperscript{254} J F Jyrwa. op cit.. p 338}}\]
upto 4625 in 1891 comprising all levels of education, the number of students studying in these two High schools, no doubt, would be a mere fraction of the total number.\textsuperscript{255}

Towards the close of the nineteenth century, the districts of the Khasi - Jaintia Hills and of the Garo Hills experienced a great catastrophe caused by an earthquake that shook almost the very foundation of these districts. It was officially recorded that on June 12, 1897 at about five in the evening, an earthquake of unprecedented severity shook the province of Assam causing great destruction and loss of lives.\textsuperscript{256} E.A:Gait in his 'Report on the Earthquake of June 12, 1897' reported that the extreme force of the earthquake was felt in these two hill districts. So severe was the intensity that even the ancient monoliths and menhirs in the Khasi and Jaintia Hills which had withstood the test of time bore the brunt of the earthquake. Many of these were broken or snapped or in some cases torn out of the earth.\textsuperscript{57} If such stone monoliths which remained standing from time immemorial were destroyed, one could well imagine the extent of destruction to buildings, roads, bridges and most importantly to human lives. A report of Arbuthnott then Deputy Commissioner of Khasi-Jaintia Hills District clearly specified that churches, schools and buildings, both government and private at Mawphlang, Nongkhlaw, Mairang, Nongrimai, Sheila and Cherrapunjee had all been destroyed.\textsuperscript{258} Besides these, school buildings located in Shillong and Jowai were razed to the ground.\textsuperscript{259} The very fact that after the earthquake, came the rains which continued till the next day made the victims susceptible to illness compelling the Government and the missionaries to look after the immediate need of the people, that is, their health, rather than on any long term assistance. As the earthquake caused great loss of human lives and property, therefore, the months following the disaster would, no doubt, be one without any proper functioning of the schools. However, it is heartening to say that education on the whole was not adversely affected. Efforts by the Government to sanction relief both

\begin{footnotes}
\footnotetext{\textsuperscript{255} G A Jones, \textit{Ka History Jong Ka Balang (1841-1966)}, p 72}
\footnotetext{\textsuperscript{256} C Becker, \textit{History of the Catholic Missions in Northeast India}, p 59; G A Jones, \textit{op cit.}, p 78}
\footnotetext{\textsuperscript{257} J F Jyrwa, \textit{op cit.}, p 426; Report of W.H. Nightingale, S.E-Assam, dated August 3, 1897}
\footnotetext{\textsuperscript{258} E A Gait, \textit{Report on Earthquake of June 12. ISV} dated August 14, 1897}
\footnotetext{\textsuperscript{259} Report by J.C. Arbuthnott, dated July 29, 1897. NA1}
\end{footnotes}
in cash and restructuring had greatly helped the Department of Education and within a short span of time, schools were back to normal and in many cases were functioning smoothly till the end of the session.

The year 1898 was a touchstone in the educational development of the Khasis and Jaintias. In this year, two Khasi pupils, Dohory Ropmay and Solomon Blah brought laurels to their native land by graduating from the Calcutta University.\textsuperscript{260} They were the very first graduates from among the Khasis and Jaintias. Both were the past pupils of the Shillong Government High School. Dohory Ropmay, a native of Sheila village joined the school at Shillong when he was merely ten years old. Rev.Ceredig Evans recounted that he was an exceptional bright student who never failed in any examination. In 1894, he topped the Entrance Examination of the Calcutta University and secured his Bachelor of Arts Degree with Honours in English in 1898 from the same University. His compatriot, Solomon Blah, was a resident of Shillong who also passed his Bachelor of Arts Degree in 1898. Though both desired to study the Master's Degree, but circumstances were not in their favour.\textsuperscript{261} Dohory Ropmay after graduation was absorbed into Government service first as a Deputy Collector and eventually was promoted as Chairman of Shillong Municipality. His efficiency, capability, combined with diligence to duty, secured for him the coveted post of Deputy Commissioner. He was also a zealous social worker contributing to the welfare of the society and that of the church. For his upright character and achievements he was awarded with the title "Rai Bahadur' and henceforth came to be known as Rai Bahadur Dohory Ropmay. Sadly, the other promising graduate, Solomon Blah, could not achieve much earthly success because he left for his heavenly abode while preparing for his Master's Degree in Calcutta.\textsuperscript{262}

The success of the two acted as a source of inspiration for other pupils who realized the benefits of higher education. In 1902 alone, thirty two Khasi students passed the Entrance Examination. In 1903, Ondromuni brought laurels to the Shillong

\textsuperscript{260} H Bareh , op cit., p 185; J F Jyrwa., op cit., p 497
\textsuperscript{261} G A Jones, op cit., p 82-83
\textsuperscript{262} ibid., p 83
Government High School and his tribe by being the first Khasi Gold Medalist at the Entrance Examination of the Calcutta University. He obtained the most prestigious award from the Chief Commissioner and a place of Distinction in the province of Assam. But because of ill-health, he could not continue his studies in a college. Despite this handicap, his talents were never wasted. In later years, he was considered as one of the most efficient teacher, an eminent educationist and a proficient writer as well.  

From this time onwards, nearly every year, students of this school sat and passed the Entrance Examination. In 1905, five more students passed the examination including Ka-Gloriasamon and U Jo Singh Rynjah, the latter was placed in the First Division. And in 1908, Rojen Rowland Thomas also passed this examination.

Because the Shillong Government High School catered mainly for the boys, the Welsh Mission realized the necessity of starting a High School for girls as there were quite a few numbers who had pursued their schooling up to the Middle English level. Moreover, the Welsh Mission Girls' School at Nongsawlia had categorically claimed that some of their students had completed the required course and passed the Examination since the year 1870. As there was no high school for girls, parents were reluctant to send their daughters to pursue the next higher level at the Shillong Government High School, as the same was clearly a boy's school. With the objective to impart higher education to the girls, the Welsh Missionaries shifted the Girls' School of Nongsawlia to Shillong. Accordingly, at the time of transfer, the school was elevated to a high school and since then came to be known as the Welsh Mission Girls' High School. During the initial stage, as there were no qualified lady teachers, the school took the help of the teachers of the Shillong Government High School. The need of a lady headmistress saw the arrival of Miss Bessie Williams in 1891 with the sole purpose to look after the Girls' High School recently transferred from Nongsawlia.  

---

^ H Bareh, op cit., p 185-186
** ibid., p186
265 A W Thomas, op cit., p 44
184: A W Thomas, op cit., p44;
locals had reservations for appointing a lady as the Headmistress. But Bessie Williams within a short span of time showed her capabilities and efficiency both as a teacher and as head of the institution. Unfortunately, she could served for only two years and once again a teacher of the Shillong Government High School became a caretaker till 1896 when Miss Annie Williams joined as the Headmistress of the Mission Girls' High School. Again misfortune struck when about three months after the earthquake, on August 31, 1897 Miss Annie Williams was a victim of cholera, a disease she contracted at the time she nursed three children suffering from this deadly disease.

It was towards the end of 1897 that Miss Annie Wosencroft Thomas assumed the office left vacant by the death of Annie Williams, after the former's arrival on December 11, 1897. 267 At the time of her arrival, Annie W. Thomas found that the school was in ruins as it was destroyed by the great earthquake. A small school-hut was erected over the same foundation of the Girls' High School. However, lack of space compelled functioning of lower classes only. For this reason, it was called an Upper Primary School, having an enrolment of about one hundred pupils. A year later the school was extended which accommodated even the higher classes, and a special wing for Kindergarten classes was erected. Though it was resolved to construct a new building, the process could not be executed due to the outbreak of the First World War. Finally, in 1926 the whole new building could be completed, and the same remained standing till today. It can be said that the rapid growth and success of this Girls' High School would certainly go to Annie W. Thomas who picked the pieces of the ruined school and after twenty-six years of service as the Headmistress could pluck and taste the sweet fruit of success. At the end of her service, she handed to her successor, Miss Hilda Jones, a school with eight hundred and fifty students under instruction.268

The success of this school was not limited only to the increasing number of students, but also produced many eminent women personalities. The girls of this school scaled exceedingly well in their academic performances. The first Khasi girl

267 A W Thomas, op cit., p 44-45; H Bareh. op cit., p188-189
268 Ibid., p 45. 76 H Bareh. p cit., p189;
to pass the Entrance Examination was, Ka Annamon Tham. An earliest product of this school, ka Annamon Tham lovingly called Kong Anna, passed the Entrance Examination of the Calcutta University in 1902 and was awarded a scholarship of Rs 25/- per month to continue higher studies at the Bethune College in Calcutta. She then passed her Intermediate Arts Examination in 1904 and stood 'First' in the whole province of Assam. For this outstanding success, she was awarded three scholarships, two by the Government of Assam and one by the Government of Bengal. Of the first two, one was a merit scholarship and the other was a special scholarship for girls only. In 1906 she sat for the final Bachelor of Arts Examination, but because she was suffering from a severe case of malarial fever, she did not pass. Though not a graduate, however, Annamon Tham is considered as the pioneer of higher education among the girls in the district of Khasi-Jaintia Hills and also of the Garo Hills.

The success of Annamon Tham paved the way for others to follow her footsteps. In 1905 the second Khasi girl, Glorisamon, passed the Entrance Examination conducted by the Calcutta University. Like Annamon, she too was awarded a scholarship of Rs. 25/- per month to pursue higher education in Calcutta. Sadly, Glorisamon could not make full use of her scholarship due to an attack of Typhoid Fever that cost her, her life. It is interesting to note that Glorisamon was the first Khasi girl to receive the 'silver clock' donated by Lady Fuller, wife of Chief Commissioner, Sir Bamfyld Fuller, in 1903 to the most diligent pupil of the school.

In 1906-07, the Calcutta University made Latin a compulsory subject for girls as well as for boys. Learning a foreign language proved to be an uphill task for the Khasi girls in particular. It was for this reason, during the subsequent years, no Khasi girl passed the Entrance Examination. Despite this hardship, not all doors were closed. Some meritorious girls could receive scholarships to pursue a Diploma course of Sub-Assistant Surgeon in the Campbell Medical School, Calcutta. The first Khasi girl to be awarded this scholarship was Flora Mohon Roy, who after completing the course, served

---

269 ibid., p47; G A Jones, op cit., p 116; H Bareh, op cit., p 89
270 ibid., p47
271 ibid., p 48
as a Lady Doctor in Gauhati for many years. The next two girls to be awarded the same scholarships, were Eribon Jyrwa and Sahin Rytathiang. Like Annamon, these three ladies can be called the pioneers in the field of Medicine and Nursing. Their success had a profound influence on other girls who began opting for a career in Medicine and Nursing as well. A number of the Khasi lady doctors and nurses served not only in their homeland but in other parts of the province of Assam and even beyond it.

Fortunately, in 1913 the hurdle faced by the girls at the Entrance Examination was removed, when in that year Latin ceased to be a compulsory subject according to a directive passed by the Calcutta University. This change in the syllabus enabled many of the girls to pass the Entrance Examination from 1914 onwards. The door was opened for the girls to pursue higher studies in the colleges of the country. The first Khasi girl to pass the Bachelor of Arts was Enola Khain in 1918. Having graduated, she served as a teacher in the Girls' High School, Shillong. Two years later, in 1920 Larian Khongwir followed her footsteps, when she obtained her Bachelor of Arts Degree. And in 1921 two more girls, Trophila Shullai and Hilda Bhajur too obtained their degree of Bachelor of Arts. All the three immediately, after graduation rendered valuable services as teachers of the Mission Girls' High School. Miss Hilda Bhajur later got promotion and assumed office as the Headmistress of the school from 1948 to 1955. The educational path paved by these girls, eventually helped a prominent Khasi Lady, Mavis Dunn, to achieve a milestone by being the first Khasi Lady to be a member of the Assam Legislative Assembly and was the first lady in the province to be inducted as Minister in the Assam Cabinet.

Though the primary schools established by the Welsh missionaries adopted the local language as medium of instruction, the middle schools set up by them were Middle English schools and not vernacular ones. The reason might be dearth of text books in the local language. Moreover, English was the court language and the lingua franca at the time. Therefore, English was made a compulsory subject at this level. But

\[7^a\] ibid p 48
\[7^b\] AW Thomas, op cit., p 49; G A Jones, op cit., p 185
\[7^c\] ibid., p 49; G A Jones, op cit., p 189
when Shillong was made the capital of the province of Assam, a number of Government employees belonging to other communities had been transferred to Shillong. Of the latter, Bengalis were in greater number, due to their proximity to the Khasis and Jaintias. The Bengali residents of Shillong felt the need to start a vernacular school for their children and wards. To meet this requirement, in 1886, Smti. Sarada Prova Dutta with a group of students and some Bengali residents opened a Bengalee vernacular school for the girls at Jail Road in Shillong called a Girls' Vernacular School. This school was maintained partly from Provincial and Municipal Funds and partly from fees and subscriptions. The school was first started as a primary school; with Bengali as the medium of instruction. But when the first batch had completed the primary course, where would they continue the next higher level, because the middle schools in existence were not vernacular schools but Middle English Schools. The Bengalis realized the need to upgrade the school to the middle standard, and the same was upgraded as a Middle Vernacular School. It is worth mentioning that this was the only Middle Vernacular School in the Khasi-Jaintia Hills. From its inception till the run of the century, this school had rendered exemplary services to the Bengali girls in particular, and to those others who studied in it as well. According to Cunningham, the then Director of Public Instruction, Assam, he was given to understand that many of the pupils of this Girls' Vernacular school had prosecuted higher studies and either completed the Matriculation or Intermediate or even the B.A. Examinations of the Calcutta University. He also learned that a native girl from Sylhet had gone to England to complete her education, after obtaining her Degree Certificate from India.

In 1905, Lord Curzon partitioned the province of Bengal, Bihar and Orissa. West Bengal, Bihar and Orissa would formed one province while Eastern Bengal would be annexed with Assam to form another province. The Partition was followed by the transfer of the capital from Shillong to Dacca. Shifting the seat of administration to

---

1. Details of the Government Girls' School as given by the Principal
2. Assam Secretariat Proceedings, Education Department, Education-Feb, 1914. Letter No 241
3. Dated Shillong, the 11th October 1912
4. Ibid,
Dacca, had an adverse effect on the Shillong Bengali Girls' School. Management of the school became loose and ineffectual. The Managing Committee of the school had failed to perform its duties. Funds from the Government were not punctually drawn nor were the accounts kept in order. Worst of all, teachers were not paid their salaries regularly. Because of all these irregularities, enrolment of the school had fallen to the lowest level, and eventually, on December 16, 1911 the authorities had to close it down temporarily. But in the same year, 1911, the Imperial Government declared the annulment of Partition of Bengal. Eastern Bengal was reunited with Western Bengal and Assam was again reverted to its Chief Commissioner's province including the hill districts in eastern India. With the reunification of Bengal, the capital of Assam and the seat of administration was retransferred from Dacca to Shillong. It was therefore natural that officials of Assam province who were transferred to Dacca, had to return back to Shillong. On their arrival, they found that the Shillong Bengali Girls' School was closed. These together with the other Bengali residents of Shillong submitted a petition to the Government wherein they appealed to the latter to reopen the school as a fullfledged Government school. They asserted that with the shifting back of the capital to Shillong, a good number of Bengali and Assamese girls wanted readmission, thus ensuring a good number on the rolls. On what status should it be reopened, because, majority of the parents, particularly Government employees, were hardpressed financially owing to curtailment of their income by the discontinuance of Hill Allowance. At the same time, there were heavy deductions on account of advances they withdrew to meet the heavy expenses incurred during their transfers from and to Shillong. They realized that, with limited means they could not afford to make the same amount as paid earlier. Therefore, they humbly requested the Government to reopen the Shillong Bengali Girls' School as a Government school at the same site where the former was located. They further assured the Government of handing over buildings, furniture and appurtenances, provided that the school was maintained at Government expense only for the education of Bengali and

---

^ P. Spear, *A History of India* 2, p. 79
^ Assam Secretariat Proceedings, Education Department. Education-A. Dated Shillong 29* May* 1912.
Assamese girls irrespective of classes and creeds. They also proposed that management of the school be invested with the Inspectress of Schools.\textsuperscript{280}

On receipt of the petition, J.R. Cunningham, Director of Public Instruction, Assam, accordingly made the necessary enquiries, after which, he put up his recommendations.\textsuperscript{281} The Director of Public Instruction accepted the fact that closure of the school adversely affected the Bengalis and Assamese in particular and the student community in general. The Government considered to reopen the school, but if the school be reconstituted on an aided basis, there was the fear that it might again fall into the same pit of mismanagement. To remove the fear of mismanagement, Government felt it would be better to re-establish it as a purely Government school. This proposal was favoured very much, as no Government school was in existence at the time. Moreover, the residents of Shillong had demanded the establishment of a school purely managed and controlled by the Government. Heeding the need for starting such a school, statistics were taken to find how many would enroll, should the Government open the same and it was found that not less than 51 would enroll themselves as pupils. Accordingly, J.R. Cunningham recommended that the school be reopened as a Government Girls' Vernacular School with effect from January 1, 1913. that is, the beginning of the next school year.

The reopening of the school would be operational after the Managing Committee of the school was reconstituted. The new members would be appointed by the Inspectress of Schools after being approved by the Director of Public Instruction. It was hoped that the Inspectress would be able to persuade some of the ladies of Shillong to show an interest in the school and serve as members of the committee which, hitherto, comprised of only male members. The Government officials after surveying the site and existing school building, reported that the same were in good conditions, and would suffice for immediate use. Apart from the quarters of the mistress which required small

\textsuperscript{280} Ibid.
\textsuperscript{281} Assam Secretariat Proceedings, Education Department. Education-A. Letter No. 108 Dated 17th June 1912.
\textsuperscript{2} Assam Secretariat Proceedings, Education Department. Education-A. Letter No. 24 J Dated 1st Oct. 1912
repair works, the school needed sanitary provisions for the girls. Moreover, there was enough room for extension in the future, should it be necessary. It was decided that construction, repair and maintenance of the buildings and the campus of the school would be handed over to the Public Works Department. The Government also sanctioned some small grants towards purchase of school articles and equipments for smooth functioning of the school. With regards to salaries of the staff of the school, the Government approved of the following scale:

1 Headmistress ... Rs.50/- a month
1 Second Mistress ... Rs.30/- a month
1 Servant ... Rs. 8/- a month

The above salaries and the contingency fund of Rs.8/- a month were categorized as Recurring Grants from the government while payments towards repairs and equipments would be considered as Non-Recurring Grants.²⁸³

The Chief Commissioner of Assam accepted the recommendations of the Director of Public Instruction, Assam. The former sanctioned the establishment of a Departmental Vernacular School for girls at Shillong, with effect from January 1, 1913, at a monthly cost of Rs.96/- as Recurring grants, being Rs 50/- salary of the Headmistress, Rs.30/- of the Second Mistress, Rs.8/- as salary of one servant, Rs.3/- for contingencies, Rs.3/- for prizes, Re.1/- for Library and Re.1/- as taxes. The Government would also sanctioned Rs 100/- as non-Recurring grants towards purchase of school articles and equipments.²⁸⁴ The Provincial Government accepted and approved that no fees would be charged from the girls studying at the school. The Chief Commissioner intimated the Public Works Department to take charge of the construction, repair and maintenance of the school. With the approval of the Provincial Government the Government Girls'Vernacular School was opened at Shillong on January 1, 1913, as a Departmental Middle Vernacular School for girls.

²⁸³ ibid.
²⁸⁴ Assam Secretariat Proceedings, Education Department, Education-A, No.3189E, Dated 14th November 1912
After one year of existence, J.R-Cunningham, a far sighted man, realized that it would be more advantageous for the girls if the school could be made a Middle English School. He therefore, submitted to the Chief Commissioner the proposal of converting the Middle Vernacular Schools for girls into a Middle English School with effect from January 1, 1914. He substantiated his proposal by referring to the meeting he had with some Bengali ladies of Laban in November 1913, who requested him to start a Middle English School for girls at Laban in Shillong. Furthermore, the Inspectress of Schools too, recommended the conversion of the Vernacular school to a Middle English school: Considering the aforesaid views, it was found that it was more practicable to make the Middle Vernacular school at Jail Road into a Middle English School, rather than to start a new and separate one at Laban. Moreover, the distance from Laban to Jail Road was not so great as to make it impossible for school attendance. Again on enquiry it was found that only five girls at The Vernacular Girls’ School at Laban passed the primary stage of instruction.

Cunningham visited the school site and found it adequate for immediate use, except for addition of a room to the school building and residential quarters for the whole staff. On inspection of records, it was foreseen that not less than seventy girls would be enrolled should the same be made a Middle English school. There was a need to create a new post, the incumbent of which should be able to teach English upto Middle English standard. Cunningham further added that such a lady was forthcoming, but would not accept the post if she was not paid Rs100/- per month. The lady recommended had read up to B.A.standard at Bethune College and at the time was the Acting Headmistress of the Comilla Government Girls’ School. Because competent mistresses for girls were very scarce, coupled with the high cost of living in Shillong, he suggested that she be appointed and paid the amount demanded. With regard to contingency grants, it was realized that the amount of Rs.3/- would not be sufficient for a Middle English School and therefore the same was increased to Rs1 l/-, the breakup of which was Rs.4/- for Fixed

285 Assam Secretarial Proceedings, Education Department, Education-A, No 484
Dated 2nd December 1913
Contiguity, Rs.4/- for the prizes and Rs.3/- for the Library. Besides these expenses, a maidservant was appointed to escort the Laban girls from and to their homes, and she was paid Rs.1OAa month. Regarding payment of fees, it was decided that at the vernacular stage schooling continued to be free, while those at Middle English level paid a nominal amount as laid down for Middle English Schools in Article 184 of the Assam School Manual, subject to the proviso that exemptions be allowed at the discretion of the Managing Committee. Like the Vernacular school, the Middle English School was placed under the control of the Inspectress of schools, while its management was vested in the committee appointed by the Inspectress and approved by the Director of Public Instruction. Thus, from 1914 the school continued to function as a Middle school till 1945 when the Government upgraded it to a High School. Year after year there was an increase in the number of enrolment and a situation was reached when many applicants were refused admission due to lack of space. At present the enrolment remained constant at about 1300. There was no excess from this strength stated the Principal of the school due to lack of accommodation and also the school buildings were in a deteriorating condition as they were too old.

Besides the Mission Girls' High School, another high school, StMarys' School was started by the Roman Catholic Mission to impart education to the girls. St.Marys' School was started as a primary school for Khasi girls by the sisters of the German Salvatorian in 1912. It started to function a year after it was inaugurated by Lady Earle, wife of the then Commissioner of the province, on June 3,1913. Barely settled, the Salvatorian sisters were ordered to leave the country on account of the outbreak of the First World War. Their forcible departure on November 21, 1914 left the school stranded and unattended. A year later, on November 21, 1915, the Sisters of Our Lady of the Mission at Chittagong arrived at Shillong, took control of the school and thus continued the work of the Salvatorian missionaries. The Sisters of Our Lady who came to take over from where their predecessors left, were Mother M.Berttle, Sr.

---

* ibid.
*7 Details of the school as given by the Principal.
** C Becker, op cit., p 340
M.Diongsins, Sr.MEmestine and a young girl named Mary Bernard. By dint of their hardwork, dedication and devotion to their work, the Sisters of Our Lady won praises and appreciation from the Government Officials such as, Cunningham, the Director of Public Instruction; Sir Archdale Earle, the Chief Commissioner and William Morris, the Governor of Assam. The latter during his visit on October 4,1921 greatly admired the manner in which the school catered towards imparting not only formal education but also informal education such as, Home Science classes of practical living. The school comprised not only classrooms but also a workroom, an orphanage, a dispensary and a hostel for boarders. So impressed was the Governor, that, he accordingly, contributed Rs.200/- towards the school welfare. Despite the school's rapid progress and development, the St. Marys' School was granted affiliation and recognition by the Calcutta University in 1935, twenty years after its inception. Permanent recognition was granted only on June 30, 1951.

Both the Welsh Mission and the Roman Catholic Mission did not confine their activities within the limits of Shillong. To promote education amongst all, both the missions opened schools in the rural areas of Khasi-Jaintia hills District. Till 1947, due to shortage of man-power, coupled with its emphasis on elementary education, the Welsh Mission could open only two more high schools, Mawkhar Christian High School at Shillong and Cherra Presbyterian High School at Sohra ,both in the year of independence. On the other hand, though the Roman Catholic Mission gave due importance to high school education, but being a late entrant could opened only a few high schools in the district. Besides St. Anthonys* and St. Marys' schools located in Shillong, the Catholic Mission established St.John Bosco Girls High School at Sohra in 1937. Witnessing the good services rendered by the aforementioned missions, some other religious organizations came forward to promote Secondary Education among the Khasi youths. The Muslim community started a school in Shillong in 1922 named Islamia High

---

290 C Becker, op cit., pp264 - 265, 340
In 1931, the Rama Krishna Mission set up the Rama Krishna Mission High School at Sohra. In 1944, a non-religious organization called Mylliem State Council set up the Pomlum High School at Upper Shillong. Soon after, the Gurkha High School was established in 1946 to cater to the needs of the Gurkhas who were residing within the vicinity of Upper Shillong.

Taking the number of High schools existing in the Khasi Hills till 1947, it is distressing to note that not a single high school was set up in the Jaintia Hills, either by the Welsh Mission or Roman Catholic Mission. At the same time, it is interesting to mention that, despite not having a high school in their hometown, a good number of the Pnars passed the Entrance Examination and some even pursued higher studies up to the Degree level. Is it not amazing that, of the first two graduates among the Khasis and Jaintias, Solomon Blah was a Pnar who hailed from Jowai and among the first lady graduates, Trophila Shullai too was a Pnar. The reason that some of the Pnars, especially those who hailed from Jowai, could continue their schooling to High school level in Shillong, was due to the fact that, Jowai was a mere distance of sixty five miles from Shillong. Eventually, the Government came forward and assumed responsibility of setting up a high school in Jowai. Thus, in February 1941, the Government established the first High School called the Jowai Government High School with Miss A.M. Barr as the Headmistress and Mr. D.R. Pohshna as the Assistant Headmaster. The school was inaugurated by Mr. G.A. Small, the then Director of Public Instruction of undivided Assam. Interestingly, this school differing from most of the existing high schools, comprised of classes only from class III onwards. During the year of its establishment, the school imparted education only from class III to class VIII. The total enrolment in all the classes in 1941 was 167. In 1942, the classes extended up to class DC and in 1943 up to class X. Thus the first batch to sit for the Matriculation Examination conducted by the Calcutta University, did so in 1944. Of the five who appeared, Tyrshain Gatphoh secured

---

291 H Barch, op cit, p 69-70
292 ibid, pi 94
Second Division and the other four, namely, Roslington Nongtdu, Efrington Tariang, v Gilbert Palay and Eriis Liting passed in the Third Division. Accordingly, the next subsequent years saw a gradual increase in the number of students passing the Matriculation Examination with some securing First Division and Distinction as well.

Because the Jowai Government High School was intended to impart Secondary Education, class III which formed part of Primary Education was operational only up to 1958. From 1959 onwards, the school imparted education only from class IV onwards. During the four years, 1944-1947, the school could send only forty candidates, of which seventeen passed- two in First Division, three in Second Division and twelve in the Third Division. Though lesser in quantity, the fact remained that the staff of the school had rendered exemplary services to be able to bring out qualitative students, who in latter years proved to be a blessing to the society and the country as a whole. The Jowai Government High School was the only high school in the Jaintia Hills till the year of our country's independence.

Turning our attention again to the Garos, we can see that they were lagging behind the Khasis and Jaintias as far as higher education is concerned. While the Khasi and Jaintia Hills District could boast of a high school during the last decade of the nineteenth century, the Garo Hills District could claim the existence of one as late as 1934. As mentioned earlier, it might be the low level of education and its tardy progress that a high school was not opened as early as expected. No doubt, the first step towards higher education was the opening of the Middle English School at Tura, This fact was evident with the first batch who passed the Middle English Examination, of whom, some pursued high school education either in Shillong, Goalpara or Calcutta. Among the latter, the successful one J'unison S.Sangma who appeared and passed the Matriculation Examination in 1912 after completion of high school at Shillong Government High School. His two classmates, Harrison W.Momin and Rangan G.Momin, who did not pass in the first attempt with Jimison, cleared the same the very next year itself. Because

---

294 Annual School Reports of Jowai Government Higher Secondary and Multi-Purpose School.
295 M S Sangma, op cit., p 49
Garo society is not a conservative society, girls were given equal rights to acquire education. From statistics available for the whole province, it was found that the ratio of girls to boys studying in schools is higher in Garo Hills than in any other district, except for Khasi-Jaintia Hills. Being a liberal society, a number of Garo girls studied in the Middle English School at Tura. One among them, Alice W.Momin had proceeded to Shillong to pursue high school education at the Mission Girls' High School. She was fortunate to be awarded a government scholarship while pursuing her studies at the said school. From records available, none mentioned that she passed the Matriculation Examination. Instead, Dr. Sangma claimed that Phoebe W.Momin, the sister of Harrison W.Momin, was the first Garo girl to pass the Matriculation Examination. To stimulate the young ones towards prosecuting higher studies, the Government started granting Scholarships to boys of the Middle English School who passed the required examination, to continue their high school education in some other school. This acted as an incentive to the Garo boys to compete for this scholarship, and as such a number of them pursued a high school education either in Shillong, Goalpara, Gauhati, Serampore or Calcutta.

It is a disappointment to know that even in the first quarter of the twentieth century, no high school was in operation in the Garo Hills. Both the Government as well as the American Baptist Mission did not feel the responsibility of imparting high school education to the Garos. For the Mission, the reason may be because they took education as a means to evangelization and not career oriented. On the other hand, for the government, it may be because of indifference of the officials or paucity of funds. Between these two educational agencies, it was the Mission who took the first step to open a high school for the Garos. The Garo Baptist Mission in its Convention in 1934 witnessed the aspiration of the Garos to have an institute of higher learning. At the convention, the issue of starting a high school was moved by Ramsing Sangma, one of the evangelists of the Garo Convention. Later, a resolution was adopted that a high school would be opened in Tura under the name 'The Sobha School' by the Garos themselves. Accordingly, the school was started with Mackenson Rongmitu and Jackson S.Momin as the first teachers to be appointed. As the prevailing system was to provincialize the
schools, this Shobha School, too, was taken over by the Government in 1938 and Kandura W. Momin was appointed as the Headmaster. After twenty years of existence, in 1958 it was elevated as a multi-purpose school. However, after achieving statehood, the Government of Meghalaya reverted it back to a Government Boys High School status.

A changing trend in education of this hill district was witnessed with the arrival of the Roman Catholic Mission in the 1930's. But as the Mission had arrived at a time when the country was up in arms against the foreign power, the Catholic Mission could set up only Primary and Middle English Schools till the year of independence. Differing from the Khasi-Jaintia Hills, wherein education was left in the hands of the missions and private individuals with Government financial assistance, in the Garo Hills the educational policy adopted, was to provincialize the mission or private schools, thus converting the latter into Government schools. Such schools, therefore, would be controlled and managed by the Government entirely. In pursuance of this policy, in 1940, about twenty-nine schools were provincialized in the Garo Hills. Thus by the year of India's independence, the American Baptist Mission was relieved of its financial responsibilities towards the schools along with control and management. The following Table shows the total number of students at the Primary and Secondary (Middle and High school) levels, in the Pre-Independence years of the twentieth century.

ibid., pp55-56
TABLE I: TWENTY YEARS DISTRIBUTION OF STUDENTS ENROLMENT

<table>
<thead>
<tr>
<th>Years</th>
<th>Khasi &amp; Jaintia Hills</th>
<th>Garo Hills</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Secondary</td>
<td>Primary</td>
</tr>
<tr>
<td>1920-1921</td>
<td>11142</td>
<td>1813</td>
<td>4378</td>
</tr>
<tr>
<td>1921-1922</td>
<td>11866</td>
<td>1854</td>
<td>3920</td>
</tr>
<tr>
<td>1922-1923</td>
<td>11613</td>
<td>1956</td>
<td>3918</td>
</tr>
<tr>
<td>1923-1924</td>
<td>11108</td>
<td>2012</td>
<td>5489</td>
</tr>
<tr>
<td>1924-1925</td>
<td>12143</td>
<td>1987</td>
<td>5333</td>
</tr>
<tr>
<td>1925-1926</td>
<td>12010</td>
<td>1874</td>
<td>4723</td>
</tr>
<tr>
<td>1926-1927</td>
<td>12216</td>
<td>2035</td>
<td>4529</td>
</tr>
<tr>
<td>1927-1928</td>
<td>13172</td>
<td>2184</td>
<td>4770</td>
</tr>
<tr>
<td>1928-1929</td>
<td>13032</td>
<td>2725</td>
<td>4901</td>
</tr>
<tr>
<td>1929-1930</td>
<td>13291</td>
<td>2962</td>
<td>4901</td>
</tr>
<tr>
<td>1930-1931</td>
<td>13493</td>
<td>3240</td>
<td>6567</td>
</tr>
<tr>
<td>1931-1932</td>
<td>13469</td>
<td>3305</td>
<td>5161</td>
</tr>
<tr>
<td>1932-1933</td>
<td>14128</td>
<td>3422</td>
<td>5301</td>
</tr>
<tr>
<td>1933-1934</td>
<td>14023</td>
<td>3563</td>
<td>5579</td>
</tr>
<tr>
<td>1934-1935</td>
<td>14425</td>
<td>3793</td>
<td>5785</td>
</tr>
<tr>
<td>1935-1936</td>
<td>14687</td>
<td>4099</td>
<td>5820</td>
</tr>
<tr>
<td>1936-1937</td>
<td>15714</td>
<td>4256</td>
<td>6094</td>
</tr>
<tr>
<td>1937-1938</td>
<td>15842</td>
<td>4618</td>
<td>6408</td>
</tr>
<tr>
<td>1938-1939</td>
<td>15749</td>
<td>4850</td>
<td>6649</td>
</tr>
<tr>
<td>1939-1940</td>
<td>14719</td>
<td>4954</td>
<td>6998</td>
</tr>
</tbody>
</table>

Sources: Reports on the Administration of Assam, 1920-21 to 1939-40
Appendix : A

No. 16

No. 473-3P-51, dated Shillong, the 14th July 1909.

From - Colin H. Browning, Esq., M.A., Offg. Director of Public Instruction, Eastern Bengal and Assam,

To - The Chief Secretary to the Government of Eastern Bengal and Assam.

With reference to your memorandum No. 8015C, dated the 8th July 1907, forwarding copy of your letter No. 8014C, of the same date, to the address of the Deputy Commissioner, Garo Hills, and an extract from paragraph 9 of the Annual Administration Report of the Garo Hills for 1906-1907, and asking for a report on the progress of education among the Garos and the effect thereon of the introduction of the system of capitation allowance, I have the honour to forward herewith copy of a special report No. 14, dated the 3rd March, 1909, from the Deputy Inspector of Schools, Garo Hills.

2. As the position has become somewhat confused it may be better to give a short history of the progress of education in the Garo Hills. In 1905 the number of Garo schools was ten and Government under its orders. No. 4684G., of 8th June 1905, sanctioned the increase of these schools to twentyfive. These schools were to be opened gradually in villages which were unprovided with schools by the American Mission, in whose hands the bulk of the education in the Garo Hills still lies.

3. At the same time annual grants were allotted to the Mission : (I) for the Middle English School at Tura, (ii) for capitation to the Primary schools under its direct management, and (iii) for a Training Class at Tura, which was opened in accordance with the instructions contained in that letter.
For the Government Lower Primary schools it was decided that the rate of pay should vary from Rs. 4 to Rs. 5, according to the qualifications of the teacher, plus a capitation allowance. For the first two years of their establishment the teachers were to draw Rs. 2 a month in lieu of capitation. The letter of Government under reference closes with a statement that these regulations do not affect schools in the Goalpara district, including the Garo hills, which are maintained for the use of the Bengali-speaking inhabitants.

This last clause led to a misconception on the part of Major Playfair, which has resulted in the existence of an anomalous state of affairs in these Hills. It is presumed that Government intended the Bengali Lower Primary schools to be maintained either by the Mission, i.e., the Goalpara Mission, or by the Goalpara Board as elsewhere in Assam. The Deputy Commissioner, however, being perhaps unaware of the usual system of Primary education in Assam, took the letter to mean that while the number of schools in which the Garo curriculum and Garo language was used should be limited to 25 and that only these should enjoy the capitation allowance (temporarily commuted into Rs. 2 per month) there need be no limit to the number of the Bengali schools opened.

The Deputy Commissioner consequently proceeded to open schools freely of two classes, carefully distinguishing between Bengali schools and Garo schools, whereas it is, I think, clear that Government did not propose the opening of State schools with the Bengali medium at all. On August 4th 1908, he reports the existence of 30 schools, 25 of which are Bengali and 5 Garo, the pay in the Bengali schools averaging Rs. 7 (no capitation allowance being given). What has happened to the original ten Garo schools spoken of as existing in 1905 by Government in its letter of 8th June of that year is not known, as Major Playfair in his letter under reference says that no Garo school existed previous to April 1907. He also proposed the raising of the fixed salaries of the Gurus at Ghorapota and Bongpara from Rs. 5 to Rs. 6 in supersession of the original orders of Government limiting the fixed pay of Garo teacher to Rs. 4 or Rs. 5, in order to
put them on a level with other teachers trained at Tura who were employed in Mission schools. It is curious that no accounts objection had been taken to the rates of pay allowed in the Bengali schools and the mistake of the Deputy Commissioner in thus opening Bengali schools had not been discovered or corrected by this office.

7. On September 26th, 1908, a letter, No. 768, was address to Government, and Government sanction was obtained for the increase in the number of schools to 40. This covered all the State schools opened or soon to be opened in the Garo Hills.

8. It would appear that the estimate of the Deputy Commissioner was, however, optimistic, as he reports on January 15th, 1909, that there are only 23 schools in existence altogether. Finally, I would ask for a reference to the enclosed copy of a special report made by the new Deputy Inspector of Schools for the Garo Hills, who was appointed last year, the work of his predecessor having been unsatisfactory.

9. Since this has been received, we have received applications from the present Deputy Commissioner, Garo Hills, and the Deputy Inspector of Schools asking that the capitation system might also be extended to the Government Bengali schools in the Garo Hills, which shows that the misconception about the two classes of schools still exists. The misconception I have attempted to set right by a letter to the Deputy Commissioner reviewing the situation and similar in tenor to this letter; pointing out that Government letter No. 4684 of June 8th, 1905. refers to all Government schools in the Garo Hills.

10. The matter has become further complicated by the difficulty of preparing a Garo curriculum which will suit both aided and Government schools, since the Mission insist on their right to included Scripture as part of the regular course of instruction in school hours, while Government in their order communicated in letter No. 750E., dated the 24th March, 1909, have laid down that no religious
instruction should be given in school hours. I am, "however, addressing a separate letter to Government on this subject.

It seems to me that the time has come for revising the present system with a view, if possible, to abolishing the anomalies which at present exist. I would therefore suggest that, either, (1) the Mission be asked to take over the existing Government schools, and that a suitable increase in the grant-in-aid be made to them to cover the additional expenditure, or (2) that the system in force with regard to schools in Khas Mahals be introduced, and a lump sum be made over annually to the Deputy Commissioner to be spent on primary education in the best way he thinks fit.

The former is the system in vogue in the Khasi and Jaintia Hills. But I am inclined to think that it does not secure to Government a sufficient guarantee that the money is being efficiently spent. In view of the fact that Major Cole has recently proposed the introduction of a new system in the Lushai Hills where the conditions are very similar, it might be as well to take up the question of education in the Hill Districts and the relations of Government to the missionary bodies who at present administer it as a whole and to establish certain principles and lines on which we should act in future. If Government think fit I will undertake the work of collecting the necessary data, and of consulting the Missions on the general question, but it will necessarily be a work of sometime.
Extract:
No. 20

No. 515G., dated the 31st March 1910
From - The Deputy Commissioner, Garo Hills,
To - The Commissioner of the Assam Valley Districts, Gauhati.

Grants to Mission for Mission Garo Schools

A. Garo Hills Mission -
   a) Grant-in-aid to Tura Middle English School (the only Middle School) of the district) 1,200
   b) Three Shillong scholarships 288
   c) Capitations for Mission Upper Primary Schools (3 in number), i.e., 2 in Garo Hills and 1 in Goalpara District 249
   d) Grant-in-aid of teachers’ pay in Lower Primary Schools 1,200
   e) Capitation for Lower Primary Schools 1,832
   f) Upper Primary Scholarships 108
   g) Lower Primary Scholarships 216
   Total 5,093

B. Goalpara Mission
Grant for Rabha Schools in Garo Hills District (2 in number), vide No. 10111C, from the Chief Secretary to the Director of Public Instruction of 6th September 1907. 180
### Grants to Deputy Commissioner for the State Schools

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Grant-in-aid to Bengali Upper Primary School at Mahendraganj</td>
<td>120</td>
</tr>
<tr>
<td>Capitation ditto ditto</td>
<td>60</td>
</tr>
<tr>
<td>b) State Garo Schools, Lower Primary, Pandits' pay</td>
<td>204</td>
</tr>
<tr>
<td>Capitation ditto ditto</td>
<td>108</td>
</tr>
<tr>
<td>c) State Bengali Lower Primary Schools, Pandits' pay</td>
<td>2,121</td>
</tr>
<tr>
<td>Capitation ditto ditto</td>
<td>936</td>
</tr>
<tr>
<td>d) Contingencies, including repairs to State Schools</td>
<td>110</td>
</tr>
<tr>
<td>d) Subvention to Tura Middle English School for upkeep of Bengali classes for Bengali population of Tura</td>
<td>360</td>
</tr>
</tbody>
</table>

**Total** 4,022

### Grants to Deputy Commissioner for Educational Staff and General Education work

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Deputy Inspector's establishment</td>
<td></td>
</tr>
<tr>
<td>Deputy Inspector pay</td>
<td>1,200</td>
</tr>
<tr>
<td>Clerk's pay</td>
<td>240</td>
</tr>
<tr>
<td>Peon's pay</td>
<td>72</td>
</tr>
<tr>
<td>Travelling allowance of Deputy Inspector</td>
<td>450</td>
</tr>
<tr>
<td>Ditto of Peon</td>
<td>20</td>
</tr>
<tr>
<td>Contingencies</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,032</td>
</tr>
</tbody>
</table>
b) Training School

<table>
<thead>
<tr>
<th>Item</th>
<th>Rs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's pay</td>
<td>480</td>
</tr>
<tr>
<td>Mali's pay</td>
<td>72</td>
</tr>
<tr>
<td>Repairs and furniture</td>
<td>140</td>
</tr>
<tr>
<td>Stipend of pandits under training</td>
<td>648</td>
</tr>
</tbody>
</table>

\[ \text{i'" Total} \ 1,340 \]

Grand total of State expenditure on education in this district (including Goalpara, Garo Schools and Rabha Schools under Goalpara Mission). Rs. 12,487/-

Note: I have given above the figures of actual expenditure at the present day; under some items (e.g., lib and c, S. Ill, ba stipends a heavier expenditure has been sanctioned, but it has not yet been found practicable to take full advantage of the sanction).

Sources: Government of Eastern Bengal and Assam, Education Department, Education A, November, 1911.
Appendix : B

Increase of the grant made annually to the Welsh Calvinistic Methodist Mission towards the extension and improvement of Primary Education in the Khasi and Jaintia Hills.

No. 1.

Dated Jowai, the 15\textsuperscript{th} August 1913

From - The Rev. E. Williams, L.R.O.P., Jowai, Shillong,

To - The Hon’ble Sir Archdale Earle, Chief Commissioner of Assam.

With reference to your proposed visit to Jaintia in September I have the honour to invite you to inspect the institutions of the Welsh Mission in Jowai - Schools, Dispensary, etc. I shall be glad to be informed of the exact date of your visit. I also wish to thank you very sincerely for the grants towards Medical work in the Khasi and Jaintia Hills recently sanctioned by you. With reference to the grant of Rs. 4,500 towards extending the Jowai Dispensary, it is my intention to ask the Mission to supplement it, so as to enable me to build a new hospital on a more suitable site.

As Secretary of our District Committee kindly permit me to express the hope that our application for an increased grant for Primary Education on these hills will receive favourable consideration, as in the case of the Medical grant, I venture to think that we have made out a good case. Leaving out the account of Rs. 100 per month for apparatus, we now get Rs. 7,000 per annum from Government towards supporting over 450 schools with 11,000 pupils, as compared with Rs. 6,000 received in 1882 for about 100 schools. Out of the above Rs. 7,000, we pay between Rs. 2,000 and Rs. 3,000 a year in the shape of capitation grant to teachers, thus diminishing to that extent the amount of help really given to the Mission. The Mission expends about Rs. 80,000 a year on
Primary Education, so that the Government contribution is considerably less than one-tenth and less than Re. 1 per month per school. As our District Committee at which estimates for the forthcoming year are presented, meets in Shillong on September 5th, it would be a great convenience if we could be informed of the prospects of an increased grant, before that date. Some of us are already in a predicament having opened new schools from the 1st April in anticipation of receiving the enhanced grant for which we made application.

No. 2.

No. 412, dated Shillong, the 3rd October 1913.

From - The Hon'ble M.J.R. Cunningham, M.A., Director of Public Instruction, Assam

To - The Second Secretary to the Hon'ble the Chief Commissioner of Assam.

I have the honour to address you with proposals for an enhanced grant-in-aid to the Welsh Calvinistic Methodist Mission for the extension and improvement of Primary Education in the Khasi and Jaintia Hills.

2. From the past records it appears that the Welsh Mission began their educational work in these hills as far back as 1841, a time when the Khasi language had not yet been reduced to writing and there was no such thing as a school in the hills. Teaching had for a long time in the circumstances, to be imparted orally or from manuscript sheets prepared by the Missionaries. The first educational institution which they organised was a "Day School" at Cherra. The movement was not immediately popular. For many years there was but little progress and no assistance was given by Government until 1854, in which year a grant of Rs. 50 was sanctioned for the Cherra school. Six years later the number of schools had risen to 18 with an enrolment of some 400 pupils and grant was raised to Rs. 150 a month. By this time the Mission had established themselves as a force in the hills and were beginning to reap the fruits of their years of labour. Progress became rapid and in 1864 the grant was raised to Rs. 500 a month on account of the further
increase in the number of their schools and in appreciation of the loyalty shown by the Christian and educated Khasis during the rising of the hill tribesmen in 1862-1863. In 1867 the grant of Rs. 6,000 was reduced to Rs. 4,800 by the diversion of Rs. 1,200 to the maintenance of a Government training school for teachers and the grant to the Mission was not restored to its former figure of Rs. 6,000 until 1882 by which date the number of vernacular schools had risen to 96, and the advance of the movement was further evidenced by the existence of four schools which carried education on to the Middle English standard.

The total expenditure on primary education in that year inclusive of the Government grant amounted to Rs. 15,753. At this stage therefore Government was bearing nearly 40 percent of the cost of primary education in the district.

3. For more than twenty years in spite of rapid educational progress and a correspondingly rapid increase in the Mission expenditure, the grant remained fixed at the figure of Rs. 6,000. Of recent years small additions have been made. In 1901, a grant of Rs. 100 a month was sanctioned to enable the Mission to improve the equipment of their schools (vide the Local Administration's letter No. 307 P.I.-5265 dated 16th June 1904), and in 1907 a second supplementary grant of Rs. 1,000 per annum was given for the introduction of the capitation system prescribed in Rules 15 and 16 of the Assam School Manual (vide the Government of Eastern Bengal and Assam's letter No. 933G., dated 30th January 1907).

The Government grant which stood at Rs. 6,000 in 1864, half a century ago, when the work of the Mission was in its infancy now stands, therefore, at only Rs. 8,200. And even this small increase is more nominal than real, as the Mission are now obliged to expend, against their will, on capitation, a sum, which, is in excess of the difference. Meantime the number of primary schools and scholars under the Mission has increased until now they have between four and five hundred schools with about 10,000 pupils in attendance.
In 1882, as already noted Government contributed Rs. 6,000 out of Rs. 15,753. At present they contribute only Rs. 8,200 although the total expenditure has now risen to Rs. 85,865.

4. In these circumstances it is not unreasonable that the Mission should present, as they have done, an application to share in the benefits of the recent grants which have been received for the advancement of popular education. A copy of their application, is enclosed. The reasons which they urge for liberal assistance are summarized below:

i. That the increase of the grant from Rs. 6,000 in 1882 to Rs. 8,200 at the present time has not kept pace with the increase of the Mission responsibilities, the cost of living having risen very considerably, and the number of schools having been quadrupled in the interval,

ii. That the increase is illusory on account of the compulsory introduction of the capitation system which more than absorbs the whole amount in unproductive expenditure,

iii. That the Mission at present receive only about Rs. 1 per month per school a very inadequate contribution,

iv. That they have troubled Government but little with requests for assistance and have themselves borne all charges for buildings etc., except on the occasion of the earthquake,

v. That there is a demand for further schools which they are unable to meet, on account of the large sums which they are at present expending and of the fact that they have other responsibilities in the hills and are extending their Mission work to a new field of labour in the plains.

These are strong reasons, and there cannot, I think, be any question of the propriety of extending further help to the Mission in their work.

5. Before considering the question of the amount of increase to be recommended, I would discuss the objection which the Mission have taken to the expenditure on capitation grants.
Reference is invited in this connection to Mr. Kershaw’s letter No. 4045G., dated 13th May 1905, extending the capitation system to the Lower Primary Schools in the Khasi and Jaintia Hills. According to the terms of this letter the whole of the Government grant of Rs. 6,000 (excluding the equipment grant of Rs. 1,200) was to be distributed in the shape of capitation grants of pro rata grants in capitation earning capacity of the schools amounting to only Rs. 3,100 as against Rs. 5,019 originally estimated. A redistribution of the grant was accordingly made reserving only this sum - Rs. 3,100 for capitation purposes. The minimum was further reduced in 1910 to Rs. 3,000, at which figure it now stands.

I have endeavoured by a comparison of statistics to arrive at a justification or condemnation by results of the capitation system in its working in these hills. The tables in which the annual returns are recorded are not however, very helpful. All that can be done is to compare, year by year, the numbers of the pupils who were, and who were not, "reading in printed books" and to reinforce by a comparison of the annual comparison beginning with the year before that in which the capitation system was introduced and closing with 1912 18 the last year for which returns have been submitted.
<table>
<thead>
<tr>
<th>Year</th>
<th>Lower Primary Stage</th>
<th>Percentage of the number of pupils reading in printed books to the whole number of pupils.</th>
<th>Lower Primary Passes</th>
<th>Upper Primary Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readin-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gin printed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in printed books.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>&lt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906-07</td>
<td>3,662</td>
<td>6,927</td>
<td>52-86</td>
<td>83</td>
</tr>
<tr>
<td>1907-08</td>
<td>3,436</td>
<td>7,212</td>
<td>47-64</td>
<td>98</td>
</tr>
<tr>
<td>1908-09</td>
<td>3,407</td>
<td>7,200</td>
<td>47-31</td>
<td>99</td>
</tr>
<tr>
<td>1909-10</td>
<td>3,554</td>
<td>7,931</td>
<td>41-81</td>
<td>77</td>
</tr>
<tr>
<td>1910-11</td>
<td>3,739</td>
<td>8,436</td>
<td>44-32</td>
<td>62</td>
</tr>
<tr>
<td>1911-12</td>
<td>4,323</td>
<td>9,174</td>
<td>47-12</td>
<td>41</td>
</tr>
<tr>
<td>1912-13</td>
<td>4,263</td>
<td>9,536</td>
<td>44-7</td>
<td>69</td>
</tr>
</tbody>
</table>

The result are at first sight very damaging to the system and were they to be taken without qualification would justify an absolute condemnation. But it has to be borne in mind that during the years of observation there has been a rapid and continuous increase in the number of pupils. Such an increase must naturally manifest itself most markedly in the lowest class and tend to keep the percentage of pupils in the lower classes above the normal, until equilibrium is attained. Further, the promotion of pupils from class to class which was made by the schools themselves prior to the introduction of the capitation system has since been made by the inspecting staff who are probably a little more strict. Lastly, the figures with regard to the numbers of pupils in the Upper Primary state in 1911-12 and 1912-14 are not really in the same series as the figures for the preceding years, as they belong to a time of transition from a syllabus with two classes in the Upper Primary stage to a syllabus with only one. Allowing, however, for these disturbing factors, the results are not encouraging and do not in my view justify the
Department in recommending that the system should be continued against the wishes of the Mission who after five years of experience are still strongly in opposition.

The Inspector of Schools, Surma Valley and Hill District, after a special tour in these Hills, support the Mission in their views, urging the following reasons:

i. That the capitation system provides a temptation to dishonesty on the part of teachers;

ii. That it involves a large expenditure of the time of the Sub-Inspectors in checking figures;

iii. That it provides excuses for unnecessary journeys in inspection;

iv. That it has not, as the Missionaries say, produced any noticeable improvement in the schools; and

v. That it diverts money which might be applied to increasing the number of teachers.

4. In these circumstances, I propose the abolition of the capitation system in the Khasi Hills. This will involve the discontinuance of the special grant which was given for its introduction thus reducing the Mission grant to Rs. 7,200. The Mission have applied for double their present grant. This I am prepared to recommend. The amount may be set in round figures at Rs. 15,000.

5. I regret that I have been quite unable, owing to the pressure of more important demands, to find time to tour in the Hills that I might satisfy myself by personal observation of the educational value of the Mission control. Indeed it would seem that much requires to be done to put education on a sound footing in the Khasi Hills. But it is unlikely that I shall be in a position to deal with the problem for some considerable time to come. Meantime, there can be no question of the importance of the work which the Mission have done in civilizing the district, nor of the propriety of extending to them, in due proportion, all the assistance which the Administration is in a position to render. I am of opinion therefore that the opportunity of the present plenty should not be permitted to pass without allowing
the Mission and the Khasi Hills to share in the benefit of the Imperial grants which are swelling the allotment of all the plains district in the province.

6. The Inspector of Schools, Surma Valley and Hill Districts, who has recently toured in the Khasi Hills recommends that the following condition, should be attached to the grant of Government aid :-

i) That no Lower Primary School should be conducted otherwise than in conformity with a syllabus and regulations approved by the Department,

ii) That the additional grants should be applied primarily to the improvement of the existing schools by appointing additional teachers where required and by providing better building the equipment for those schools.

iii) That in future the sanction of the Department should be obtained before any new Lower Primary school is opened,

iv) That the grant may be drawn quarterly as hitherto, a statement of the Mission's expenditure of Primary schools being submitted up to date with each grant-in-aid bill.

I agree that these conditions are necessary and would ask that they may be approved for the present, subject to modification and extension if shown necessary by further enquiry.

The schools in the Hills have not been notable in the past for these conformity to regulation, but it is hoped that a more efficient and helpful control will be exercised now that the Administration has sanctioned the appointment of a Deputy Inspector for the District.

7. I am forwarding a revised curriculum to the Deputy Commissioner, Khasi and Jaintia Hills, and the Roman Catholic Mission for an expression of their views, and shall in due course issue it without troubling the Local Administration in the matter. The authority to do so, is I take it. vested in me by the terms of the Assam Administration's letter No. 307 P.I. - 5265. dated 16th June 1904. paragraph 4.
8. The additional charge of Rs. 6,800 may be met from the Imperial recurring grant of Rs. 1,77,000 communicated in Education Department Memorandum No. 1778E, dated 5 April 1913, which includes a considerable sum for Primary Education.

Enclosure A to Progs., No. 2.

Dated Shillong, the 22nd March, 1912 -

From - The Rev. J. C. Evans, Local Treasurer, and T.W. Reese, Secretary
To - The Director of Public Instruction, Eastern Bengal and Assam (through the Inspector of School, Surma Valley and Hill Districts).

In accordance with a Resolution passed at our Committee a few weeks ago we have the honour to approach your with reference to the grant given to our Mission for Primary Education in these hills.

In the year 1882, when the number of schools was about one hundred, a grant of Rs. 500 a month was given to the Mission.

When Sir Bamfylde Fuller was Chief Commissioner of the Province, we received a special grant for Rs. 100 a month towards supplying furniture and apparatus for the schools. Then a little later, a further grant to Rs. 1,000 per annum was added to the Rs. 6,000 per annum granted in 1882.

The number of schools at present is about four hundred, a grant of Rs. 500 a month was given to the Mission.

When Sir Bamfylde Fuller was Chief Commissioner of the Province, we received a special grant of Rs. 100 a month towards supplying furniture and apparatus for the schools. Then a little later, a further grant of Rs. 1,000 per annum was added to the Rs. 6,000 per annum granted in 1882.
The number of schools at present is about four hundred. Owing to the general rise in the cost of living during these past years the pay of teachers has risen considerably.

Leaving out of account the Rs. 100 per mensem for apparatus which sum amounts to Rs. 3 per school per year, we now receive Rs. 7,000 per annum towards the support of four hundred schools, as compared with Rs. 6,000 received in 1882 for about one hundred schools.

Further, owing to the introduction of the capitation grant system, which is compulsory we are paying at present between Rs. 2,000 and Rs. 3,000 a year, in the shape of grants to teachers, thus diminishing to that extent the amount of help really given to Mission Funds.

The part of the grant which goes into our funds thus amounts to but little more than Rs. 1 per month per school. This we consider a very inadequate recognition on the part of the Government of the work which we do in connection with education.

We may further say, that as a mission we have never received or nor asked for any building grants, except at the time of the Earthquake, when all our buildings were destroyed. The only exception to this, so far as we know, was a grant of Rs. 1,000 made in the early eighties made by the then Chief commissioner, at the personal of the shillong Missionary, towards the enlargement of the Mission High School buildings.

We may also call attention to the fact that we do a good deal to further Female Education, and that we have in shillong one of the largest and most efficient girls' schools in the province. Several of our girls are now engaged as Hospital Assistants, while others have passed the University Entrance Examination. Government has recently done much to encourage Female Education, but the Mission has appealed for no help on this account.

Considering the amount of money we devote to educational purposes in this country, we feel, we are quite justified in asking you to be pleased to take into your consideration the question of enlarging the grant now made to us.
In view of all the considerations which we have endeavoured to set forth, we feel that to ask that the present grant be doubled is not an unreasonable request.

We may add finally, that we have during this year opened a large number of Primary Schools among the Namasudras in the districts of Sylhet and Cachar. The Mission Authorities have already made a grant of Rs. 320 a month for this purpose, and probably will be prepared to enlarge this sum later on, if funds permit.

In most districts in these hills, there are still many villages in which we would like to establish schools but at present this is impossible through lack of funds.

We therefore trust that you will kindly give this matter your most sympathetic consideration.

No. 3

No. 79E., dated the 9th January 1914.

From - The Hon’ble Mr. A.W. B. Tham, I.C.S., Second Secretary to the Chief Commissioner of Assam, Education Department.

To - The Director of Public Instruction, Assam.

I am directed to acknowledge the receipt of your letter No. 412, dated the 3rd October 1913, and to say that the Chief Commissioner sanction your proposal to increase from Rs. 8,200 to Rs. 15,000 (Rupees Fifteen thousand) the grant made annually to the Welsh Calvinistic Methodist towards the extension and improvement of Primary Education in the Khasi and Jaintia Hills, subject to the conditions specified below :-

i) That no lower primary school should be conducted otherwise than in conformity with a syllabus and regulations approved by the Education Department.

ii) That the additional grant should be applied primarily to the improvement of the existing schools by appointing additional teachers where required, and by providing better buildings and equipment for whose schools,

iii) That in future the sanction of the Education Department should be obtained before any new lower primary school is opened.
iv) That the grant may be drawn quarterly, as hitherto, a statement of the Mission expenditure on primary schools being submitted up to date with each grand-in-aid bill.

These conditions will, however, be liable to modification and extension hereafter, if necessary.

2. Your recommendation to abolish the system of capitation in the lower primary schools in the Khasi and Jaintia Hills, the introduction of which was sanctioned in Mr. Kershaw's letter No. 4045G., dated the 13\textsuperscript{rd} May 1905, is also approved.

3. The extra expenditure involved should be met from the Imperial recurring allotment of Rs. 1,77,000 in the Education budget.

Sources: Assam secretariat Proceedings, Education Department, Education - A, January, 1914.
Appendix : C

No. 13

No. 241, dated Shillong, the 11th October 1912.

From - J.R. Cunnigham, Esq., M.A. Director of Public Instructor, Assam,
To - The Second Secretary to the Hon'ble the Chief Commissioner of Assam.

In continuation of this letter No. 108, dated the 17th June 1912, I have the honour to forward a petition praying for the establishment of a Government Girls' Vernacular School in Shillong. The petitioners are for the most part Government employees in the Secretariat and other offices.

2. More than 30 years ago, the Bengali residents of Shillong opened a Girls' Vernacular School for the education of their girls. This school, which was maintained partly from Provincial and Municipal grants amounting to Rs. 65 a month and partly from fees and subscription, continued until the close of last year. It did very useful work. Some its pupils I am given to understand are now prosecuting their studies for the Matriculation, Intermediate and B.A. Examinations of the Calcutta University, and one, a native of Sylhet having obtained her B.A. degree in India, went to England to complete her education. Latterly, especially after the transfer of the seat of the Eastern Bengal and Assam Government from Shillong to Dacca, the management of the school became loose and ineffectual. A committee existed, but did not do its work. Accounts were not properly kept. The Government and Municipal grants were not punctually drawn and the teachers' salaries were paid irregularly. The public lost confidence in the management, the enrolment fell off, and in December 1911 the school was closed.
3. If the school be constituted on an aided basis it will probably, for similar reasons to those which caused its discontinuance be irregularly and unsatisfactorily managed in future. There is no Government Girls' School in Shillong, and it would be well that Government should open one. As to the demand for such a school there is no doubt. I have had a census taken of the children who will be enrolled if the school be opened as a Government concern. The number is no less than 51 and the children range in advancement through all the stages of the Vernacular course of education. I recommend therefore that a Government Girls' Vernacular School be opened at Shillong with effect from 1st January 1913, i.e., the beginning of next school year.

4. In the event of the proposal commending itself to the Administration, I suggest that it may receive effect on the lines indicated in the following paragraphs.

The School will be under the control of the Inspectress of Schools, Assam, and will be managed by a local and representative committee nominated by the Inspectress and approved by the Director of Public Instruction. The Managing Committee of the school as it previously existed was entirely male. I have no doubt the Inspectress will be able to persuade some of the ladies of Shillong to signify their interest in female education by consenting to serve as members of the reconstituted committee.

I turn now to the question of site, buildings, and equipment. The present school building, which is situated on a plot of freehold Government land near the Police lines, of about an acre in extent, will be handed over to Government free of cost. It is a fairly satisfactory structure and in fairly good repair, standing upon a pucca plinth and with a corrugated iron roof. It offers about 500 square feet of accommodation. This will suffice for the immediate present and there is ample room for extension upon the
site should this be found necessary later. The mistress’s quarters and out houses need repair, but a small sum will suffice to put them in order. A latrine will have to be constructed for the use of the girls. Should the proposals be approved, I would recommend that the site and buildings should be handed over for maintenance to the Public Works Department. I should of course be prepared to find the money of the work necessary to complete them and put them into thoroughly good condition.

The next question to consider is that of equipment. In this regard the school is fairly well provided and the various articles will be handed over to the Government free of charge. A very small sum will suffice to provide the school with the few additional articles which are required.

So much for the non-recurring expenditure. In regard to recurring charges, I would propose the following scale:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Head Mistress on</td>
<td>Rs. 50</td>
</tr>
<tr>
<td>1 Second Mistress on</td>
<td>Rs. 30</td>
</tr>
<tr>
<td>1 Servant on</td>
<td>Rs. 8</td>
</tr>
<tr>
<td>Contingencies</td>
<td>Rs. 5</td>
</tr>
<tr>
<td>Prizes</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Rs. 1</td>
</tr>
<tr>
<td>Taxes</td>
<td>Rs. 1</td>
</tr>
<tr>
<td>Total</td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>
The lady who formerly held the post of Head Mistress, and who enjoys the confidence of the community, will be appointed to the post of head Mistress. If a second mistress cannot be found, an elderly pandit will be appointed in her place.

5. A Summary of recurring and non-recurring charges is given below:

<table>
<thead>
<tr>
<th>Recurring</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching</td>
<td>-</td>
<td>80 a month</td>
</tr>
<tr>
<td>2. Menial servants</td>
<td>-</td>
<td>8 a month</td>
</tr>
<tr>
<td>3. Contingent grants</td>
<td>-</td>
<td>8 a month</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>% ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Recurring</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Repair, etc., of premises (say)</td>
<td>-</td>
<td>159</td>
</tr>
<tr>
<td>2. Equipment</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-</td>
<td>250</td>
</tr>
</tbody>
</table>

Against this there will not be any receipts to set off. I propose that the principle of free vernacular education which I shall propose separately throughout the province and which has already received effect in all Board Lower Primary Schools may be applied to the case of this institution.

6. The usual proposition statement in duplicate is submitted.

7. The recurring expenditure for the two months of the current financial year amounting to Rs. 192 may be met by re-appropriation from the lump provision of Rs. 3,000 for additional appointments under the head "Government High Schools for boys" in my budget for 1912-13. The amount required for equipment may be met from the same source. A re-appropriate statement is enclosed. Provision for the cost of repair will be made as soon as I receive the necessary estimate from the Public Works Department.

8. I shall estimate in anticipation of sanction in the budget which is now in preparation.
Enclosure A to Proceeding No. 13.

Dated Shillong, the 29th May 1912.

From - Babu Chandra Nath Sarma and others,

To - The HoiTble the Chief Commissioner of Assam (through the Inspectress of Schools Assam).

The humble petition of the undersigned

Bengali residents of Shilkng most

respectfully showeth;

1. That for the education of the Bengali and Assamese girls, including Muhammadan girls, a school called the Shillong Girls' School was started at Shillong more than 3 years ago, and that it was maintained partly from fees and subscriptions and from Government grant till the removal of the Heads of Department to Dacca in 1911.

2. That the school has done very useful work in the past, having trained Hindu, Muhammadan, Christian and Brahmo Girls to the Upper Primary, and not unoften to the Middle Vernacular standard. That some of the girls who passed from the school are now receiving higher education in the Intermediate and B.A. courses in the Calcutta University. It may also be mentioned that the school counts in its past pupils Miss Sarojini Das, B.A., who is now an Assistant Inspectress of Schools in Bengal.

3. That, owing to a great fall in the number of girls in consequence of the transfer of the headquarters and for want of a suitable lady teacher, the school had to be closed from the 16th December 1911.
4. That the re-establishment of the seat of the Assam Administration at Shillong has brought in a considerable number of Bengali and Assamese girls who are now seeking education; but the majority of the parents, who are Government servants, are of limited means and cannot afford to pay as much as they used to do before for the maintenance of the girls’ school for their children, owing mainly to the curtainment of their income in the loss of hill allowance and by rather heavy deductions on account of advances which they could not but draw to meet the heavy expenses of their transfer from and to Shillong. They therefore beg to approach Your Honour with a humble prayer that Government be pleased to establish a Government Middle Vernacular School on the site where present buildings of the Shillong Bengali Girls' School are situated.

5. That the School authorities will be glad to make over to Government all buildings, furniture, appurtenance, etc., belong to the school provided -

   a) that a school is maintained at Government expense only for the education of the Bengali and Assamese girls. The properties of the school comprise in one school building suitable to accommodate 50-60 students, one mistress’s quarters with cook-shed and a piece of garden land:

   b) that the management of the proposed State school may rest with the Inspectress of Schools, whom it will be the pleasant duty of your humble petitioners to assist in all possible way;

   c) that the school be not a sectarian one, but be open to all classes and creeds of Bengalis and Assamese.

6. That the keen and lively interest always taken by Your Honour in spreading education among all classes of people has emboldened Your Honour’s humble petitioners to come forward with this humble prayer, which they venture
respectfully to submit is an urgent need of the people and will receive Your Honour's favourable consideration.

7. That Your Honour's humble petitioners take the liberty to suggest that, should the Government be pleased to grant the prayer, the services of the former Head Mistress, who has returned to Shillong with her husband and who was a very successful teacher for a long time, may be available to start the school.

And for which act of kindness your humble petitioners, as in duty bound, shall ever pray.

No. 15

No. 3189E., dated Shillong, die 14* November 1912

From - Major W.M. Kennedy, I.A., Second Secretary to die Chief Commissioner of Assam,

To - The Director of Public Instruction, Assam.

I am directed to acknowledge the receipt of your letter No. 21, dated the 11* October 1912, and to communicate sanction to the establishment of a Departmental Vernacular School for girls at Shillong, with effect from the 1st January 1913, at the monthly cost noted on the margin.

Recurring

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Mistress</td>
<td>50</td>
<td>a month (Outside the graded service)</td>
</tr>
<tr>
<td>Second Mistress</td>
<td>30</td>
<td>a month</td>
</tr>
<tr>
<td>1 Servant</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Contingencies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Prizes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Rs.96
1. The school will be located in the buildings of the old girls' school, which, with all its appurtenances and equipment, will, it is understood, be made over free of cost to Government, after which the school buildings will be borne on the books of the Public Works Department.

2. Your proposals regarding the control and the management of the school are sanctioned, and the recommendation that no fees should be charged for tuition of the girls is also approved.

3. The expenditure for the current year should be met by transfer, which is hereby sanctioned, from the lump provision of Rs. 3,000 for additional appointments under the head "Government Schools - General - High Schools for boys" in your budget for 1912-13.

I am to add that the Chief Commissioner is extremely pleased that you have been able to submit this scheme.

No. 18

No. 484 dated Shillong, the 14th November, 1913.

25-7 of 1913

From - The Honble Mr. J.R. Cunningham, M.A., Director of Public Instruction, Assam.

To - The Second Secretary to the Honble the Chief Commissioner of Assam.

I have the honour to submit proposals for the conversion of the Departmental Middle Vernacular School for girls at Shillong into a State Middle English School with effect from 1st January 1914. The sanction of the Administration to the establishment of
the existing school was communicated in Education Department letter No. 3189 E., dated the 14th November 1912.

2. In November of last year some of the Bengali ladies of Laban approached the Hon'ble the Chief Commissioner, with a prayer for the establishment of a Middle English School for girls at Shillong and were given a favourable hearing. A petition to the same effect was subsequently submitted to me by the male residents. The petition was forwarded to the Inspectress of Schools for consideration and the submission of definite proposals. The Inspectress has, after consultation with principal residents interested in the matter, submitted recommendations for the development of the existing Jail Road Departmental Vernacular School into a Middle English School instead of for the establishment of a new school. I agree that this will meet requirements. The great majority of the Bengali-speaking people of Shillong are accommodated in the Jail Road district, and it is out of the question to create a separate school for the contingent residing in Laban. The distance is not so great as to render attendance from Laban at the Jail road School impossible, or even difficult.

3. I have visited the site and buildings of the existing Vernacular School. It is adequate for immediate necessities, but extension or the acquisition of another site in the neighbourhood be necessary to permit of residential arrangements being provided for the whole staff. This will engage further consideration. Meantime until the extension is effected and residential quarters for all the school staff have been put up, it will be necessary to sanction the grant of house rent allowances for the assistant mistresses.

4. The existing school building is not sufficiently commodious. To meet the requirements of a Middle English School it should be extended immediately by the addition of a room to the north, and I have ordered the preparation of the necessary plans and estimates. The cost will be within my power of sanction. For
the present I would state it in rough approximation at Rs. 1,500, a sum which I shall have no difficulty in providing from allotments at my disposal.

5. The equipment of the school is meagere. I should like to see it well furnished and equipped in accordance with the scale of accessories for this class of schools recommended by the last Conference of Educational Officers. On a rough estimation Rs. 400 will be required for this purpose.

6. The present enrolment is 62 distributed among the various stages of instruction as below:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>29</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are 5 girls in the existing Vernacular Girls' School at Laban who have passed beyond the infant stages of instruction. It may be hoped that, on the conversion of the Jail Road School, these children will join it. It is improbable, however, that the enrolment for next year will be in excess of 70. A staff of three teachers should therefore suffice.

The existing staff of the school consists of one Head Mistress on Rs. 50 a month outside the graded service, and the second mistress on Rs. 30 a month. All that is necessary therefore by way of increase in the present establishment is to add a post which will suffice to attract a lady qualified to teach English up to the Middle English standard. Such a lady is forthcoming, but will not accept the post on a smaller initial pay than Rs. 100 a month with free residence in the Head Mistress's quarters attached to the school. She had read upto the B.A., standard in the Bethune College, Calcutta, and is at present acting as Head Mistress of the Comilla Government Girls' School. Considering her qualifications, the dearness of living in Shillong, the fact that competent mistresses for
girls’ schools are very scarce, I consider the terms reasonable—similar terms have been sanctioned in the case the Sylhet Girls’ School. I accordingly recommend the creation, with effect from the date of conversion, of a post in Class V of the Subordinate Educational Service in addition to the existing posts on Rs. 50 and Rs. 30. I may say that, should this course recommend itself to the Local Administration, I should prefer the creation of an ungraded post on Rs. 100 to 150 to the creation of a post in the graded service. I am not prepared, however, to press this against opposition.

7. With regard to menial service, a maid servant should be appointed to escort the Laban girls from and to their homes. She should be given Rs. 10 a month.

8. The present contingent grant is Rs. 8 a month as detailed in the margin. This grant will not suffice for the Middle English School, and should be raised to Rs. 11 a month as shown below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Fixed Contingencies</td>
<td>-</td>
</tr>
<tr>
<td>(ii) Prizes</td>
<td>-</td>
</tr>
<tr>
<td>(iii) Library</td>
<td>-</td>
</tr>
<tr>
<td>(iv) Taxes</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Description</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Fixed Contingencies</td>
<td>-</td>
</tr>
<tr>
<td>(ii) Prizes</td>
<td>-</td>
</tr>
<tr>
<td>(iii) Library</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>
Taxes are a provincialized charge, and need not therefore be considered in connection with the fixed scale of recurring charges.

9. The question of conveyance arrangements comes next. It is settled that no arrangement will be necessary for the children resident in the Jail Road neighbourhood, and the Laban children may walk for the present, under the escort of a maid servant. Should the numbers increase largely in the future and the cost of conveyance decrease (it is at present quite prohibitive), the question of omnibus may be considered.

10. With regard to fees it has been decided, in concurrence with the Committees of Management of both the Jail Road and the Laban Schools, to recommend that education in the vernacular stage should continue to be free, but that in the classes in which English is taught fees should be charged according to the minimum scale laid down for Middle English Schools in Article 184 of the Assam School Manual, subject to the provision that exemptions should be allowed liberally in the discretion of the Managing Committee to meet the case of children whose parents are indigent. A limit of 15 per cent may be set.

11. Like the present Vernacular School, the Middle English School will be under the control of the Inspectress, and managed by a committee nominated by the Inspectress and approved by the Director of Public Instruction. It will be fully representative of the various localities and the different communities interested in the institution.

12. I give below a summary of the recurring and immediate non-recurring charges which the scheme of conversion involves:—
## Recurring

1. **Teaching staff**
   - (i) Head Mistress - - 100
   - (ii) Second Mistress - - 50
   - (Hi) Third Mistress - - 30
   \[ \text{Total: 180} \]

2. **Menial Service**
   - (i) Servant - - 8
   - (ii) Maidservant - - 10
   \[ \text{Total: 18} \]

3. **House allowance for two Assistant Mistresses at Rs. 15 a month for each**
   - - - 30

4. **Contigencies**
   - - - 10
   \[ \text{Total: 239} \]

## Non-Recurring

1. **Building extension (say)**
   - - - 1,500

2. **Equipment and furnishings**
   - - - 400
   \[ \text{Total: 1,900} \]

As a set off against the expenditure there will be the very small fee-income and the present recurring charges of the Vernacular School amounting to Rs. % a month. The extra budget expenditure will, therefore, work out to Rs. 239-Rs.93 for Rs. 143 a month.

13. If the scheme is sanctioned, the extra expenditure for the current year amounting to Rs.686* will be met by re-appropriation from the grant under the "Government
Schools, General-Lump Provision for the supply of Union Jack Flag Staff and National Anthem" in the Education Budget for 1913-14. As for the expenditure in 1914-15 the necessary provision has been made in the Budget Estimates at present under the consideration of the Administration.

- Apparatus, etc. - 400
  Increase of Rs. 143
  in maintenance charges
  for two months - 286
  686

Sources: Assam Secretariat Proceedings, Education Department, Education-A, February, 1914.

Appendix: D

No. 76

No. 252, dated Shillong, the 25th June 1914
From - The Hon'ble Mr. J.R. Cunningham, M.A. Director or Public Instruction, Assam,
To -The Second Secretary to the Hon'ble the Chief Commissioner of Assam.

I have the honour to invite a reference to Eastern Bengal and Assam Government orders No. 428E., dated the 5th April 1911, conveying sanction to the payment of a maintenance grant of Rs. 60 a month for a period of three years with effect from 1st April 1911, to the Roman Catholic Mission in the Khasi and Jaintia Hills for the improvement of the following schools:-
i) Upper Primary School at Laitumkhrah

ii) Lower Primary School at Laitumkhrah.

iii) Lower Primary School at Mawkhar

iv) Lower Primary School at Cherrapunjee.

v) Lower Primary School at Laitkynsew

vi) Lower Primary School at Raliang.

vii) Lower Primary School at Lamin.

2. Since the date of the Government orders referred to in the preceding paragraph the following changes have taken place:

i) The Upper Primary School at Laitumkhrah has been raised to the Middle English standard and named St. Anthony's Middle English School. As an Upper Primary School, it was aided to the extent of Rs. 20 a month from the grant of Rs. 60 sanctioned to the Mission. This grant was then supplemented by an additional grant of Rs. 30 a month for a period of one year from 1st April 1913.

ii) The Lower Primary School at Laitumkhrah has been replaced by St Mary's Girls' School, which has been aided to the extent of Rs. 15 a month from the grant of Rs. 65 sanctioned for St Mary's Orphanage in the Local Administration's orders No. 929 E., dated the 11th March, 1914.

iii) A sum of Rs. 40 from the grant of Rs. 60 sanctioned in Eastern Bengal and Assam Government orders No. 428 E^ dated the 5th April 1911 is now available for the remaining five schools.

3. The Mission now apply that as the period of three years for which the grant of Rs. 60 was sanctioned as also the period of the one year's grant given to St. Anthony's Middle English School expired on 31st March 1914, the renewal of these grants may be sanctioned so that St. Anthony's Middle English School may receive Rs. 50 and the other five schools at the rate of Rs. 8 each, per mensem.
which comes to the same amount as they got last year (As given below). In addition to these grants they have also applied for a new grant of Rs. 8 a month for each of the following schools :-

i) Lower Primary School at Nongbah.
ii) Lower Primary School at Thangroin.
iii) Lower Primary School at Syndai.
iv) Lower Primary School at Smit.

<table>
<thead>
<tr>
<th>General Grant</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional for St. Anthony's</td>
<td>50</td>
</tr>
<tr>
<td>Ditto St. Mary's</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

The sanction of grants for these schools would bring up the total grant to Rs. 137, or excluding St. Mary's and St. Anthony's, Rs. 72 a month.

St. Mary's and St. Anthony's are being separately provided for. This communication will confine itself therefore to the question of increasing the general grant from Rs. 60 to Rs. 92 a month.

4. The Inspector of Schools in forwarding the application of the Mission reports a state of rivalry between the Protestant and the Catholic Mission Schools in the outstations and advises that the Department should go no further than it has done in aiding schools of opposing denominations in one and the same place, on the ground that the granting of such aids would help to promote the unhealthy competition which already exists.

5. It is undoubtedly undesirable as the Inspector advises to encourage rival schools in villages where a single school would suffice for the educational requirements of the people. But the situation is somewhat complicated by the character of the
Presbyterian Mission Schools, which are almost as much religious as educational institutions and whose religious teaching being denominational is naturally offensive to the Catholic Mission. The education of the children of Catholic converts has therefore to be provided for. The most satisfactory course would probably be to exclude all religious teaching during the school hours proper. But this would mean books. The problem is a considerable one and I do not propose to attempt to deal with it until I have found time to undertake an extensive tour in the hills and an examination of the present system at work.

Meantime it will be obvious that in the interest of peace as well as of economy and educational efficiency, the opening of new schools where schools already exist can only be authorized when a good case can be made out for the proposal. In this connection reference may be made to paragraph 1 (iii) of the Local Administration's Order No. 79E., dated the 9th January, 1914, in which it is ordered in connection with the educational work of the Protestant Mission that no new schools should be opened except with the explicit authorization of the Department. I would now ask that this order should be made general i.e., that no schools should be opened in the Khasi and Jaintia Hills without the consent of the Department. If this is a more general order than the Administration is in a position to issue and enforce, its scope may be restricted to Mission or other bodies receiving aid from the public purse.

6. It may be noted in this connection that according to the most recent returns there are no fewer that 472 schools in the district. As the population of school going age, estimated on the basis of 15 percent, of the total population, is only Rs. 35,260, this provides one school for every 75 children of school going age. It will appear from this that the restriction which I proposed is not likely to have any adverse effect on the advance of education in the district. Effort is already unduly diffused. A movement toward concentration could do nothing but good.
7. According to the statistics of the census of 1901 and 1911, the numbers of Protestant and Catholic Khasis in the hills were:

<table>
<thead>
<tr>
<th></th>
<th>1901</th>
<th>1911</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>16,568</td>
<td>29,663</td>
<td>13,095</td>
</tr>
<tr>
<td>Catholic</td>
<td>557</td>
<td>1,268</td>
<td>711</td>
</tr>
</tbody>
</table>

Both bodies therefore made a large advance in the period 1901 -11, and, while the Protestant Mission were first in the field, it is impossible to neglect the work which is being done by the Catholic.

8. As I have already indicated, the Protestant Mission Schools are offensive to the Catholics and vice versa. The Catholic Mission are endeavouring to provide for the educational needs of a population, of 1,268 Catholic Khasis. In respect of a population of 29,663 Protestant Christians, the Welsh Mission receive a grant of Rs 15,000 a year for primary education, the grant having been practically doubled from the Imperial subsidies. This exclusive of the grant to the Mission High School for girls in Shillong; and the Welsh Mission receives further consideration by the commitment to the charge of one of their Missionaries of the Government High School and the Government schools for the training of teachers.

In the circumstances it will not be disproportionate to make an annual lump grant of Rs 750 to the Catholic Mission for their primary schools in these hills exclusive of the grants which have been sanctioned by the Department for St. Anthony's and St. Mary's; and I recommend that this grant may be made for a period of three years from 1st April 1914.
The charge will be met from the grant under the head grant-in-aid in the education budget for the current year.

Sources: Assam Secretariat Proceedings, Education Department, Education - A, December, 1914.