DARJEELING

The Background :

(Darjeeling, the picturesque mountainous district of West Bengal, stretches from the plains of Bengal in the South to the State of Sikkim in the north. Originally a part of Sikkim, the story of its transfer to the East India Company in 1835 is interesting. In 1780 Sikkim was invaded by the warlike Gurkhas who had seized power in Nepal. For the next thirty years Sikkim became the victim of several inroads by the Gurkhas. These disturbances in the northern frontier led the East India Company to declare war against the Gurkhas in 1814. Three years later in 1817 the Treaty of Titaliya brought the hostilities to an end. The tract that the Gurkhas had conquered from Sikkim was ceded to the Company. The entire region between the Mechi and Teesta was restored by the Company to the Raja. Henceforth the East India Company assumed a position of paramount importance in Sikkim. The arbitration of the East India Company was to be sought in any dispute between Sikkim and her neighbouring states. In 1827 when a dispute arose between Sikkim and Nepal, Captain Lloyd and J.W.Grant, the Commercial agent at Malda were sent by the East India Company to arbitrate in this dispute . They entered the region in 1829. Struck by the captivating beauty of Darjeeling they requested the Governor General Lord William Bentinck to acquire it. Several advantages of the station were pointed out; its central position between Tibet, Bhuten, Nepal and British India, the nearest road to Lasha from the British territory lay through Darjeeling by the Choomti Valley[1], its military importance as the 'key of a pass into Nepal'[2], its advantages as a

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1. Proceedings of the Lt.Governor of Bengal General Proceedings January 22, 1857. No.66.Letter from W.E.Jackson. Judge , Sudder Court on deputation on the State of offices, establishment and education. Dated September 21. 1853.
2. O.Malley, Darjeeling District Gazetteer 1907, Chapter I, P 20.

sanatorium, its cool bracing climate and finally its proximity to Calcutta. The Deputy Surveyor General, Captain Herbert was deputed to examine the country. The reports favoured the establishment of a sanatorium. Lloyd, who had by this time become a general, was directed to open negotiations with the Raja of Sikkim for the cession of Darjeeling in return for an equivalent in money or land. On the first convenient occasion in 1834-35 when some disturbances occured following the inroad into Sikkim Terai by some Lama refugees in Nepal, a deed grant was executed by the Raja ceding Darjeeling to East India Company. An allowance of Rs.3,000 per year was to be given to the Raja as compensation. Later in 1846 this was increased to Rs.6,000 per annum. In 1850, following certain altercations between the Sikkimese and the East India Company in India the Terai was annexed. Finally in 1866 the tract, now known as Kalimpong subdivision as well as Bhutan dooars was taken from Bhutan after the Bhutan war of 1864-65.[3] Thus gradually, stage by stage the hilly and the Terai tracts were annexed by the East India Company. Darjeeling was placed under an officer known as the Superintendent. In 1839 Dr Campbell of the Indian Medical Service, the British Resident in Nepal, was transferred to Darjeeling as its first Superintendent. In this capacity he was to be in charge not only of civil, criminal and fiscal administration, but also of the political relations with Sikkim. The post of Superintendent was abolished later; from 8th May 1850 the Superintendent was called the Deputy Commissioner.[4]

When first annexed the entire area was almost wholly covered with forest : Now under the East India it began to develop rapidly.

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3. Dash, A.J. Bengal District Gazetteer, p 40.
4. Ibid p 37.

By 1840 a road had been built from Pankhabari and hotels had been started at Darjeeling and Kalimpong. To attract Europeans here lands were sold at extremely low price. Applications for land began to pour in from the residents of Calcutta. General Lloyd was appointed as a local agent to deal with applications for land. The European community in the hills began to grow; from 419 Europeans and 32 Eurasians in 1872 the numbers soon rose to 1309 and 329 respectively due mainly to the development of tea industry and to the establishment of the town of Darjeeling as a sanatorium. There were the retired army men, senior civil servants and visitors who were temporarily at the station. Private houses were erected at Darjeeling. Bazars sprang up and barracks were formed for invalid European soldiers. Experimental cultivation of tea and coffee was introduced. The year 1856 is an important date in the history of the district's development, for, that year saw the introduction of the tea industry there. Acres and acres of forest lands were turned fast into tea gardens. The tea industry, by drawing numerous people both from inside and outside the district was ultimately to weave a new pattern in the socio-economic history of this region. "European capital introduced by the tea-planters" opened out "practically a boundless source of wealth.[5]" The process of integrating Darjeeling within the framework of British Indian market thus began. This plantation economy with its local system of agriculture for its sustenance and the allied growth of a network of trade, commerce and communication formed the background of the composite culture that grew up in this region.[6] To the Lepchas, the "aboriginal inhabitants[7]

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5. Hunter, W.W. Statistical account of Bengal. Vol. X p 69.
6. Barun De, B. Roy - Notes on the district of Darjeeling.
7. Hooker, Himalayan journal. Volume I. p 127.

of Sikkim and therefore the original inhabitants of Darjeeling, and the Bhutiyas, inhabiting particularly the tract of the Teesta were added the pushing thriving Nepalese, who flocked here in search of employment in the tea-plantations. By 1876 they formed 34% of the population.[8] In the terai, the region immediately below the base of the hills, were the Mech "a mild, inoffensive people[9]" and the Rajbansis or Coch, "a semi-aboriginal tribe.[10]" Their ranks were swelled by immigrant labourers on the tea plantation from the neighbouring districts. The currents and cross currents of the multi-lingual groups of people were to make this part of Bengal different from the rest.

(From an almost uninhabited place Darjeeling was gradually waking up to be a vibrant township. Dr.Campbell, the Superintendent of Darjeeling, worked untiringly for the development of this place, attracting immigrants to cultivate the mountainous slopes and stimulating trade and commerce.[11] The services rendered by Dr.Campbell for its development and improvement could be described in no little term. From an inaccessible tract of forest with a very scanty population[12] as he had found Darjeeling when he first came, he turned it by his exertion, into an excellent sanatorium. A hill corp was established for the maintenance of order and improvement of communication.) He was able to report that the population had risen from not more than hundred in 1839 to about 10,000 in 1849 chiefly by

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8. Hunter p 61.
9. Ibid p 67.
10. Hunter, Statistical Account of Bengal, vol X p 255.
11. Father Hosten's manuscript on the dawn of Catholic life in Darjeeling 1846-88 p 1.
12. Proceedings(A) of Lt.Governor of Bengal, General Proceedings January 22, 1857, No.66.

immigration from the neighbouring state of Nepal, Sikkim and Bhutan.[13] The annual administrative reports of the district testify to the continuous immigration of the Nepalese. The Darjeeling Municipality return recorded a population of 22,407 in 1869.[14] "The Government was indebted to Dr. Campbell for the formation of the district" wrote Jackson, lauding Campbell's services. A revenue amounting to Rs.50,000 was raised from the place; while a simple system of administration of justice, well adapted to the character of the inhabitants was introduced. The deliberation and forethought of Dr. Campbell thus went a long way in the development of Darjeeling as an attractive spot in the Himalayas.[15] In August 1853, in his recommendations to W.Jackson, Judge of the Sadar Diwani and Nizamat Adalat, on deputation at Darjeeling, for the improvement and better management of Darjeeling,[16] Campbell covered almost all important aspects like communication, administration of justice and education. His remarks on the state of education in Darjeeling bear testimony to the almost total negligence of the Government about it. "There is no provision whatever for the education of the people in my district"[17] he remarked. Again, "while Government had sanctioned Zilla schools at Rangpur, Purneah and the neighbouring districts with junior scholarships attached as prizes, no provision was there whatsoever for the education of the natives of the Darjeeling district".[18] Indeed, Darjeeling continued

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13. Father Nosten's manuscript p 2.
14. Hunter op.cit. p89
15. Proceedings of Lt.Governor of Bengal. January 22,1857. No.66
16. Ibid No.68.
17. Proceedings of Lt.Governor of Bengal, General Proceedings June 1856. No.241-242 June 5,1856. Letter No.367 dated August 31, 1853.
18. Proceedings of Lt.Governor of Bengal, General Proceedings January 1858. No.136-137 January 22, 1858.

to grow steadily in importance, but the lot of the common people, steeped in poverty and ignorance, hardly improved. Both from educational and social point of view, the district, like that of the rest of north Bengal, remained backward.

Jackson too, while reporting on the state of education in Darjeeling in 1854 spoke of the necessity of the establishment of schoolsthere. The population of the district was estimated to be nearly 50,000. Yet there was no school and no place of education within reach of its inhabitants. He pointed out that the children of the local corps of sapper and miner numbering one hundred and thirty seven were without any means of atteining the rudiments of education. To Jackson the corp was very important and the hill people were to be civilized through the corp itself. The moral and intellectual improvement and army discipline, which the Bhutias and Lepchas, though powerful and courageous could not be induced to undertake, were both necessary and desirable, and could be effected through education alone.[19]

An analysis of the growth and development of education can be made under three headings - the efforts made by Government , those undertaken by the Christian missionaries, and finally the interests taken by private individuals in this respect.

Government Efforts to spread education in the hills and the Terai :

Darjeeling became a part of British India in 1835; but it was not till 1856 that education featured in the development programme of the Government. In that year the Inspector of Schools of North East Bengal urged the need of the establishment of a school at Darjeeling. Jackson in his report on Darjeeling urged upon the

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19. Selections from the records of Bengal Government No.17. Report on Darjeeling by W.B Jackson 1854. p 27.

Government the expediency of establishing at least one school in the district for the instruction of the people in Hindi and English. He had felt that this was the only means of reforming the hill people and bringing them within the pale of civilization. Pointing out very rightly that as there was no prospect of the inhabitants taking the initiative to establish schools on their own, the D.P.I. said that the grant-in-aid system was absolutely meaningless here. The grant-in-aid rule was not only the most important feature of the Despatch of 1854, but the pivot upon which all other Governmental measures depended for their success.[20] But it presumed a high appreciation of the value of education by the people. This was something that was definitely lacking in the northern parts of Bengal. So, if there was to be a school at all in Darjeeling, it was to be the responsibility of the Government. The D.P.I. wrote that he concurred with Jackson, Dr.Campbell, Capt.James and Robinson that a Government school be set up without delay at Darjeeling under the immediate supervision of the Superintendent.[21] The Inspector during his last visit to Darjeeling had felt that the people were not totally apathetic to education. Besides, the establishment of a school at Darjeeling might serve as an incentive for the people of the neighbourhood for education.[22]

Campbell's successor, H.C.James, also spoke in the same strain. Communicating to the Government of Bengal about his enquiries of the native inhabitants, he spoke of the desire on their part that

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20. Report on Public Instruction 1856-57, p 17.

21. Proceedings(A) of Lt.Governor Bengal August 1856 No.118 dated August 21, 1856. General Deptt. Education.

22. Proceedings(A) of Lt.Governor of Bengal June 1856. General Deptt. Education. No.119 June 17, 1856.

a school be established. He had before him a list of fifty - five boys, nineteen Mahammedens, seven Hindus, twenty-five Nepalese, four Bhutias and Lepchas whose parents had personally expressed to him their desire to educate their children and their willingness to pay schooling fees as far as their means would allow. "Their readiness is worth noticing, which is ..... rarely met within stations of plains"[23] wrote H.C.James. Various propositions were made to the Lt.Governor by James, in which appointment of head - master on a salary not exceeding Rs.100 a month from Bihar(as Hindi was to be the medium of instruction), the languages to be taught, school building with a capacity to accomodate more than hundred boys, school fees ranging from one to two annas per month, etc. featured. James felt that somewhat higher salaries and other advantages, if necessary, be offered to the teachers as people in the plains objected to come up to the cold climate of Darjeeling.[24] All the Government officials including James, the Inspector of schools, Robinson, and Dr.Campbell, earlier in 1853 had spoken of the preference of the people for English and Hindi.[25] Bengali could be introduced, if the Lt.Governor wished, as an optional subject. The gradual introduction of English in all classes was proposed by the Superintendent. Campbell had suggested the opening of two schools, one at Darjeeling and the other at Phansidewa.[26]

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23. Proceedings(A) of the Lt.Governor of Bengal, June 1856. General Department Educn. Proceedings No.241-242 June 5, 1856 from Superintendent Darjeeling to Secretary Governor Bengal
24. Ibid
25. Proceedings(A) of the Lt.Governor of Bengal, August 1856 General Deptt.Educn.No.118 August 21,1856 from D.P.I. to Secy.Government of Bengal
26. Proceedings of Lt.Governor Bengal June 1856, General Deptt. Educn. No.241 and 242

DARJEELING GOVERNMENT SCHOOL

As a result of these efforts the establishment of the Darjeeling School was sanctioned by the Government of Bengal with the concurrence of the Government of India. It was opened on September 20, 1856 for the benefit of the Darjeeling people and for the children of Indian officials, and was placed under the immediate supervision of H.C.James. The Government sanctioned Rs.150 a month, to be expended in the following manner :

Head Master	Rs.100
Second Master	Rs. 25
Contingencies	Rs. 25
Total :	Rs.150[27]

The head master, W.V.Dunsmure was appointed by the Director of Public Instruction. The Second master, Moonshee Mahammad Hasheen had already been engaged as private tutor of the wards of some of the respectable inhabitants of Darjeeling prior to his appointment in the Government School.[28] The books prescribed for English for the First Class were Murray's spelling and Reader number I. Arithmetic was very elementary.[29]

The following is a table showing the list of students, their number, caste and the language studied by them.

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27. Proceedings(A) of the Lt.Governor of Bengal, August 1856. General Deptt.Educn. Proceeding No.118 August 21,1856 from D.P.I to Secretary, Government of Bengal.
28. Report on Public Instruction 1856-57 p 488.
29. Ibid

TABLE NO. I

Statistical Return of Government School of the Lower Class in the Lower Provinces for the year 1856-57

1	2	3	4				5	6					7
Name of Institution	Town or Zilla in which situated	When established	Number of pupils on the rolls at the end of the year				Average daily attendance during the year	Number of pupils on the rolls studying each language at the close of the year					Monthly rate of schooling
			H	M	O	Total		E	B	P	U	O	
Darjeeling School	Darjeeling	September 20, 1856	19	12	2	33	31	21	-	-	17	6	1 to 4 annes

H = Hindus, M = Muslims, O = Others

E = English, B = Bengali, P = Persian, U = Urdu

Source : Report on Public Instruction 1856-57, Appendix B No.III

The Darjeeling School, in 1856-57 received a total of Rs.1038-5-2 from the Government. The cost of the Government in educating each pupil was Rs.3-2-1 while the total cost was Rs.3-9-9 per month. Both these figures were the highest in the north of Bengal, as the following table, where a comparative study is made, will show :-

TABLE NO.II

Name of the Institution	Receipts from Government	Monthly cost of educating each pupil	
		Total Cost	Cost to Government
English Bazar School, Malda	Rs. 220- 8-4	Rs.0- 8-7	Rs.0-5-5
Sheebgunj School, Malda	Rs. 132- 0-3	Rs.0- 9-9	Rs.0-7-7
Mahadebpur School, Dinagepur	Rs. 206-15-6	Rs.0- 8-2	Rs.0-7-1
Khansamah School, Dinagepur	Rs. 204- 5-6	Rs.0-10-4	Rs.0-8-9
Churamon School, Dinagepur	Rs. 206-11-0	Rs.0-10-1	Rs.0-8-7
Sundish School, Dinagepur	Rs. 146-13-6	Rs.1- 2-4	Rs.1-1-4
Darjeeling School	Rs.1038- 5-2	Rs.3- 9-9	Rs.3-2-1

Source : Report on Public Instruction 1856-57, Appendix B No.III.

Certain initial difficulties obstructed the satisfactory progress of the School. The performance of the two teachers left much to be desired. The head master though sincere was without any experience. Hence little progress was made by the students of the School. In 1858 Campbell had expressed satisfaction at the performance of the School.[30] Of the 34 boys 18 were in the English and 16 in the vernacular classes. Mahammed Hasheen had become head master by then. Reporting in 1860 Campbell spoke of the general intelligence displayed by the students in their lessons.[31] But the school did not answer as well as was intended. In 1861-62, 1862-63 and 1863-64 it was classed as a "bad" school. The following table gives the number of students between 1856-57 and 1868-69.

30. Report on Public Instruction 1858-59, p 379.
31. Report on Public Instruction 1859-60, p 263.

TABLE NO.III

Year	Number of students	Hindus	Muslims	Others
1856-57	33	19	12	2
1857-58	17	7	10	-
1858-59	34	14	14	6
1859-60	37	23	12	2
1861-62	20	-	-	-
1862-63	18	-	-	-
1863-64	28	17	11	-
1865	29	-	-	-
1868-69	33	-	-	-

Source : Reports on Public Instruction 1856-57, 1857-58, Statistical return of Government Schools of the Lower Provinces, 1858 - 59 p 379, 1859-60 Statistical Return of Government School, 1861- 62 p 169, 1862-63 p 141; 1863-64, classified list of schools in North Eastern division 1863-64, 1865-66 and 1868-69 classification of Schools in North Eastern Division Appendix I.

Some details for the year 1863-64 will help us to understand the working of the school. The daily attendence was 20; all the students studied both English and Urdu. The monthly rate of schooling fee was 4 annas. Compared to Maldah or Dinajpur the rate was higher where it was between 1 to 4 annas and 1 anna respectively. The total expenditure during the year was Rs.666-9-8[32] of which Government contribution was Rs.631-1-8. This again, compared to Government contribution in Maldah and Dinajpur was higher. In 1872 a considerable reduction in the number of pupils is to be noticed. There were now 38 students of which 11 were Hindus, 13 Mahamedans, of the remaining 14

32. A reduction in Government expenditure is noticed, the reason for which is not available.

2 were Bhuties, 11 Nepalese and 1 Lepcha. The total expenditure during the year was Rs.1852 of which Rs.1678-8-0 came as Government contribution. The total monthly cost of educating each pupil was Rs.4-8-7, the Government bearing the major share i.e., Rs. 4-1-8. The monthly rate of fees had increased to 0-6-0.[33]

Originally an English School it was converted into an Anglo-vernacular school as it did not answer as well as was expected, and the establishment reduced. By 1861 it became the only Anglo-vernaculer school maintained by Government of Bengal.[34]

Decrease in attendance of the boys since the school first opened became a disturbing feature of the school. Several factors were responsible for this though dropping out was a feature of the schools elsewhere also. One was the withdrawal of the children from the school when the sepoys in the Sebundy Corps of Sappers left the station to go on command. Poverty of families from which the children were drawn was yet another reason. Though interested at first, they could not allow their children to attend school for long but were obliged to keep them at home to help them with menial work; even the small fees demanded could not be collected from them. The advantages of education was little understood by the hill people. The natural ineptitude of the hill tribes for learning under usual school condition was another impediment.[35] Opposed to steady employment of any kind they resented regular attendance at school. Atkinson, the Director of Public Instruction, had attempted to provide education for the Bhutias and Lepchas of Sikkim with whom he had long personal acquaintance, but found it extremely difficult. Sir C. Beadon, in

33. Proceedings (A) of the Lt.Governor of Bengal, April 1873, General Deptt.Educn.No.6. 16-22 Educational Report Coochbehar division 1871-72.
34. Report on Public Instruction 1859-60, p 63.
35. Report on Public Instruction 1856-57, pp 488-489.

particular, used his influence with the Chebu Lama, the influential rich men in the hills, who promised to set up two schools on his own estate and induce people to send their children. He declined Government aid. But the promises remained unfulfilled.[36] Another reason was the little appreciation of the advantages of education by the hill people. So long as the parents remained unware of the utility, advantages and value of education, all efforts in this direction were bound to fail. Yet another problem and a chronic one, that stood in the way of success to the school was non availability of teachers. For about three months in 1861 the school was closed for want of master, and reopened when a new teacher, Harish Chandra Chowdhury was available.[37] In 1872 Atkinson expressed his inability to find competent teachers of the kind the Local Committee in Darjeeling proposed to employ. Bengali gentlemen disliked this place and even if they did come they tried to get away on pretence of illness. Competent teachers were reluctant to serve an institution at so great a distance from home.[38]

In the memorial to the Lt.Governor of Bengal in 1872 by Dinanath Majumder and other Indian officials and residents of Darjeeling, the real causes of the unsatisfactory conditions of the school were elaborately stated. Injudicious selection of teachers and the absence of adequate supervision on the part of the local Committee were partly responsible for this. Ever since its establishment the school was under European teachers, whose meagre

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36. Proceedings(A) of Lt.Governor of Bengal. May 1870 General Deptt. Educn. Nos.48-50 Letter No.1991 dated April 22, 1870.
37. Reports on Public Instructions 1861-62, p 125.
38. Proceedings of Lt.Governor Bengal. September 1878 General Deptt. Educn. File 109 1-3. September 21, 1878.

knowledge of the vernacular made the whole teaching process unsuccessful. Educated Indian teachers were preferred. Besides, the hardworked European Government officials, who formed the Local Committee of Public Instruction hardly had the time for effective supervision of the school. They pointed out that while the school was in charge of a Mahamaden teacher the boys made considerable progress in their studies and filled situations in the Deputy Commissioners Office, the post office, the Police, and the tea-plantations in the hills.[39]

The same sentiment was echoed by no less a person than Col. Haughton himself in 1868. He attributed the highly deplorable educational condition in the district to the negligence of the Educational Committee or the Local Committee of Public Instruction in Darjeeling. The Committee was composed of busy officials like the Chaplain, the Deputy Commissioner, the Civil Surgeon, the Extra Assistant Commissioner and busy managers of tea plantations who resided some miles from Darjeeling. Very little could thus be expected from it unless it had a more popular constitution. Besides, there was another factor too. Education being the special affair of the Education Department, the local authorities, consisting of the Deputy Commissioner and Sub-divisional officer, ceased to take interest in education as before.[40]

In the meantime certain other developments took place which changed the fortune of the school. The Government of India's special interest in the school as a place for educating the Bhutanese

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39. Proceedings(A) of Lt.Governor Bengal. October 1872. General Deptt. Educn. Index No.21. Memorial to Lt.Governor Bengal dated July 1, 1872.
40. Proceedings(A) of Lt. Governor of Bengal. August 1869. General Deptt. Educn. Index No.29-30. Report on the State of Education in the Coochbehar division 1868-69.

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youth had resulted in an additional allotment of Rs.40 a month over the assignment of Rs.150 in 1866.[41]

The Lt.Governor of Bengal too was extremely desirous of maintaining at Darjeeling a school where Bhutias, Lepchas and others of the upper hill region might be attracted and be so educated " as to become intermediaries of communication with High Asia or Tibet."[42] The teaching of English was to be an important feature of this school. It was with this idea that the Government had rejected Reverend Macfarlane's (Scottish missionary) suggestion that the English department be discontinued and the funds allocated to it be transferred to the Mission for the establishment of new vernacular Schools. That again was the reason why the Director of Public Instruction was asked by the Government of Bengal to submit to it a scheme for rendering the English school more efficient and more attractive by getting competent teachers.[43] Atkinson in turn, requested the Local Committee of Public Instruction to favour him with its advice as to the best means of implementing the Government's policy.[44]

The Committee, at its meeting on 6th November at Darjeeling recommended a complete transformation of the existing system by which the school was being run. The very purpose of the school seems to have been defeated for, the Bhutias, Lepchas and other

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41. Proceedings(A) of Lt.Governor of Bengal October 1866. General Department, Educn.No.28 October 10, 1866. p 43-46.
42. Proceedings(A) of Lt.Governor of Bengal. November 1871 General Deptt. Educn. No.54 October 30, 1871. Letter from Secy. Govt.of Bengal to General Deptt. to D.P.I. No. 267 Darjeeling October 30, 1871.
43. Ibid. No.53
44. Proceedings(A) of Lt.Governor of Bengal. May 1872.General Deptt. Educn.No.35. Memorandum by the D.P.I. No.11T. Date of proceeding April 16, 1872.

natives of the hills could not be instructed in English. It was thus proposed that instruction should have to be so imparted as to appear least irksome to a race that was unaccustomed to sedentary life. Instruction in a language should be combined, it was proposed, with instruction in trade or craft so as to make the whole process of education more interesting. Appointment of an English mechanic as English master was suggested. Their suggestion of introducing craft had certain justification, for the artisan school, lately established by the Darjeeling Municipality, had achieved a fair amount of success. The introduction of Urdu and a language of their own instead of Bengali and Persian was urged. The Committee also proposed the introduction of boarding system. This would ensure regular attendance of the pupils and help them to acquire a fair knowledge of English, colloquial and written.[45] The Committee's scheme of the boarding school received the approval and sanction of the Government. This would adversely affect the Anglo - Vernacular school. Stipend was to be given and these stipendary boarders had to be Lepchas and Bhuties. English, as well as some trade featured in their curriculum.[46] The Government grant of Rs.150 per month to this school would mean a heavy-reduction of grant to the Anglo vernacular school leaving it with only Rs.40 as grant-in-aid.

This scheme therefore caused great concern among the Indian officials and residents of Darjeeling. They made a representation to the Lt.Governor for favourable consideration and presented a scheme for the improvement and not abolition of the school that

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45. Ibid

46. Proceedings(A) of Lt.Governor of Bengal, September 1872, General Deptt. Educn. Index No.30. Letter No.3255. September 12, 1872.

would cost very little to the Government but would rectify the shortcomings, particularly with respect to the efficiency of the steff and thereby fulfil the just expectation of such an institution.[47]

The Anglo-vernacular school or the Zilla school, contrary to the fear of the Indian residents, continued as before. In 1878 Croft, the Director of Public Instruction with reference to the Government grant of Rs.1,000 per annum for the Anglo-vernacular school, forwarded a proposal of the Inspector of schools, Rajsahi circle.[48] The Inspector of schools very rightly pointed out that the reluctance of the competent teachers to come and serve a school at so great a distance from their home, without prospect of the advantages held by Government employee's was one of the main obstacles standing in the way of success of the school. The aided school in Darjeeling, he therefore proposed, should be constituted as a Government school with an establishment costing Rs.158 (Head master - Rs.70, Contingencies - Rs.13, Second Master Rs.50, Munshi - Rs.25) to be met from the income of the school derived from :

		Rs.	an.	P
Government Grant	...	83	- 5	- 4
Subscription:-				
1.Municipality	...	50	- 0	- 0
2.Darjeeling District Committee	...	10	- 0	- 0
Fees and Fines	...	25	- 0	- 0
	Rs.	168	- 5	- 4

The Government approved this scheme in 1878.[49] In July 1890 a representation was made by the Darjeeling Association to raise the status

47. Proceedings(A) of Lt.Governor of Bengal October 1872. General Deptt.Educn.Index No.21. Memorial to Lt.Governor Bengal dated July 1, 1872.
48. Proceedings(A) of Lt.Governor Bengal.September 1878. General Deptt. Educn.file No.109-2. Letter No.63DAugust 29,1878.
49. Ibid. File No.109-3 Letter No.3361. September 21, 1878.

of the Darjeeling middle class Zilla School to a high school. Earlier in 1889 the Lt.Governor on his visit to the school on the occassion of the prize distribution ceremony had spoken about raising the status of the school.[50] The prayer was granted on November, 24 1890. The effect of raising the status of the school was remarka - ble, wrote the Lt.Governor on his visit to the school in July 1891. On 30 April of that year there were 132 students, three months later it had increased to 183, including 90 Nepalese, 10 Bhutias and 4 Lepchas. Four new classes had been added. Of the ten masters, including the head master, one was a graduate and four had passed the F.A. Examination. There was no boarding house, as none of the boys came from too great a distance. The desire to be educated seemed to have been stimulated among the people. Several students walked or rode to school everyday from Tukvar, Ghoom, and even from Sonadah The finances were in good order. The Government grant was raised from Rs.110 to Rs.193 - 5 - 9 per month when it became a high school The municipal contribution too was raised from Rs.50 to Rs.100 per month. The fees had risen to Rs.146-3 in May 1891 and was expected to rise higher. The salary of the establishment, 10 masters and 2 servants came to Rs.399-12 with Rs.30 for contingencies. It was suggested that the present building could be sold and with that money a good double storied building could be erected adjoining the Bhutia School.

The students came from all walks of life as the admission registers of 1906 and 1907 clearly show. There were the sons of Government officials on transferable service to Darjeeling, businessmen, employees of tea estates, medical practitioners and pleaders.

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50. Proceedings(A) of Lt.Governor of Bengal December 1890, General Deptt. Educn. file No.145 1-3 Letter No.73T dated October 20, 1890.

At the other end of the scale were boys who came from humble homes where the parent was washermen or milkmen or peon.[51]

TABLE NO.IV

Date of Admission	Name of Boy	Father's Name	Residence Occupation place of Residence during School term	Date of birth of the boys admitted	Class to which admitted
3. 9.06	Sudhir Chakraborty	Nabakumar Chakraborty	Faridpur Govt.Service,Darjeeling Town	March 1894	2nd Class
15. 9.06	Sriji Pelijor	Lete Yishey Bhutia Rajjee Lama	Alubari Darjeeling Priest, Alubari	March 1889	2nd Class
4. 9.06	Guney Tshering	Myle Dukpa (dead)	Judgebazar Darjeeling Milkman, Judgebazar	August 10 1896	8th Class
8. 3.07	Chhutta Ram	Mool Chand Ram	Muzaffarpur Washerman Bara Patabong	January 3.1895	4th Class
19.10.06	Janab Ali	Akloo Miya	Peon,Simla Bank,Chum	April 26 1898	8th Class
14. 3.07	Samarendra Pal	S.P.Pal	Pleader	May 1895	8th Class
10.12.06	Chhoder Bhutia	Jilmal	Curio dealer Judge Bazar		
10. 3.07	S.S.Sarkar	S.S.Sarkar	Medical Practitioner	January 16.1902	8th Class
4. 3.07	Indramoni Rai	Budhiman Rai	Clerk,Lal-jhora T.E.	November 1898	7th class
16.10.06	Sembe Tshering	Karma Bhutia	Shop Keeper Chum	May 1896	
10.12.06	Sangay Dorjee	Penja Cho Bakshu	Milkman Jore Bunglow	March 1891	2nd Class

Source: Extracts from Admission Registers 1906, 1907, Darjeeling Government School.

51. Proceedings(E) of Lt.Governor Bengal, July 1891, General Deptt. Educn. File No.35 1-4 June 16, 1891.
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BHUTIA BOARDING SCHOOL, DARJEELING.

The story of the Darjeeling Zilla School would remain incomplete without the history of the Bhutia Boarding school, Darjeeling. The school was established with a definite purpose in 1873 by Edgar, the then Deputy Commissioner of Darjeelin under the orders of the Government of Bengal conveyed to Director of Public Instruction.[52] Whatever the purpose might have been, before entering into the details of the school, it is necessary to stop here and consider the efforts made by the Government to reach the indigenous population of the district, the Lepchas and the Bhutias. There were indeed several religious and private institutions in Darjeeling for affording instruction to children of Christian descent, either from Darjeeling itself or from whole Bengal. These institutions were slightly connected with the welfare of the district in which they flourished and were in not under Government control. Therefore they do not in any way figure in the present discussion. Colonel Haughton's communications with the Secretary, Government of Bengal in 1868 and 1869 reveal the Government's apathy towards the education of the indigenous population. There were the Anglo vernacular school where English, Urdu, and Hindi were taught and three vernacular schools where instructions were imparted in Hindi. These schools were frequented by the sons of shopkeepers, Amlas, Nepalese coolies and employees of the tea plantations - none of whom belonged to the district

52. Proceedings(A) of Lt.Governor Bengal June 1887. General Deptt. Educn. File 99 1-5. Letter No.145 MST dated 10.6.87. The order of the Government was conveyed to the D.P.I in letter No.3418 dated September 19, 1873.

but had come from outside in search of employment. Not one of the indigenous inhabitants received education in the Govern - ment establishment. The attention of the Local Committee had been called to the desirability of opening schools for the Bhutias and Lepchas of the hills and Bengali and Mech of the Terai.[53] A few of the Bhutia and Lepcha children received some instructions in their own homes from itinerant Bhuddhist monks. Haughton pointed out in 1868 the need for inducing some of the Bhutias and Lepchas to send their children to school to be taught English, Bengali or Hindi. During his visit to Darjeeling he had found that the parents readily agreed to send their children to school. In 1871 it was again pointed out in clear, unambignous [illegible] term the negligence to which the Lepchas, the indigenous inhabitants of the district had been subjected to by the Government. In 1869a school for Lepchas supported by private subscription was opened at Lebong. It was said to have 11 pupils. In the schools run by the Church of Scotland 33 Lepcha lads were studying in their own language.[54]

Deprecating the Government stand with respect to educa - tion Colonel Haughton pointed out that even after thirty years occupation of Darjeeling into which a population of 80,000 had flowed, there were little more than 58 boys on the average receiving a civilizing education. Of these not a single one was

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53. Proceedings(A) of the Lt.Governor Bengal. July 1868 Index No.54-60. July 20. 1868. Annual General Report of the Coochbehar Division for 1867-68. Letter No.1538 June 24. 1868.

54. Proceedings(A) of the Lt.Governor Bengal. July 1871 General Deptt. Educn. No.31 July 19. 1871. Letter No.1498 dated June 5. 1871.

an indigenous inhabitent of the district. Of the children attending the Government schools 23 were Mahamedans, 13 Hindus and 38 Nepalese - all "foreigners to the district."[55]

It cannot therefore be denied that Government policy to educate the Lepchas and Bhutias was practically nil. A great advocate for the Lepcha cause was found in Colonel Mainwaring, a gentlemen so interested in the well being of the Lepchas that he was willing to make over his property and house to the Government for the establishment of a Lepcha institution. The Lepchas, he felt, had been altogether despoilt of their all and it was the duty of the Government to do all in its power to restore and uphold a people and a language which it ought never to have permitted to be crushed. The country belonged to the Lepchas; yet nothing had been done for their benefit. So bitter was he in his criticism of the Government that he burst forth saying " So Goths or Vandals ever acted more laboriously; the atrocities committed by the Portugese or Spaniards on the American Indians were not so bad as those perpetrated on the Lepchas. Far more merciful would it have been to have shot them down while in their state of innocence than thus alloving them to die away by degree to fall into degradation and moral corruption."[56]

The object of the school that he proposed to establish was to preserve the Lepchas from " the already too prevailing influence of the Hindusthani language and custom."[57] The

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55. Annual General Report of Coochbehar Division 1867-68, Letter from Col.Haughton to Secy.General Deptt.No.1538, dated June 28, 1868.
56. Proceedings of Lt.Governor Bengal.July 1877.General Deptt. Educn.File 83 1-4 Letter from Col.G.D.Mainwaring,Staff Corps,to J.W.Edgar(Deputy Commissioner,Darjeeling) November 10, 1876.
57. Ibid

Lepcha language was to be perpetuated as a living language. So strong was his desire to retain it in all its purity that he excluded the possibilities of Hindus, Muslims and others belonging to Hindusthan taking admission into the institution. If at all some were admitted as day scholars they would have to fulfil the condition of reading, writing and speaking the Lepcha language.[58]

The various conditions that Meinwaring put forth seemed unacceptable to the Government. Though his suggestions were not approved by the Deputy Commissioner the latter was anxious to provide the Lepchas and also the other Buddhist races of this region an opportunity of fitting themselves for employment on the tea-gardens and in Government offices. Educational advantages were to be offered to all the hill races in the shape of the Bhutia school. The Commissioner of Coochbehar division too shared the opinion of the Deputy Commissioner that the Bhutia school was to prove beneficial to the hill races and should thereby deserve the support and encouragement of Government.[59]

The Government of India too became particularly interested in educating some Bhutanese youth at Darjeeling with a view to improving intercourse between Bhuten and British India. The task was not an easy one; Colonel Haughton had found it impossible to " induce the Bhutanese to send some of their

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58. Ibid

59. Proceedings(A) of the Lt.Governor Bengal July 1877 General Deptt. Educn. File No.83 1-4 Letter No.1644 March 13, 1877.

young men to be educated."[60] As an alternative arrangement he placed three young Bhutia Lamas, natives of Sikkim, in the Darjeeling school, allowing them a subsistence of Rs.6 a month. One was aged 18, the son of a Lama of Rolung. The second aged 10 was also the son of a Lama of the same place. The third aged 10 was the son of the Deputy Commissioner's interpreter whom the Sikkim Raja wanted to appoint to be his agent . This went against the intention and orders of the Government which sought the admission of bonafide natives of Bhutan to the school with a view to improve the intercourse between Bhutan and the British Government.[61] But the Government was quick to realize the advantage it would derive from this arrangement and hence gave its approval.[62] Though natives of Sikkim the Lamas were Bhutanese and their Education would help to keep up friendly communication between the Government of India and Bhutan. Besides their knowledge of English, Bhutia and the vernacular of their own country would help them to render valuable service as interpreters both in Bhutan and Sikkim. The Deputy Commissioner of Darjeeling Edgar too had spoken in the same line when he suggested the establishment of an Anglo-vernacular boarding school whose object would be to train the Lepchas, Bhutias and Tibetan pupils as interpreters, explorers, geographers and surveyors in the trans-Himalayan region and employ them in Government service. They were to be the instruments for facilitating intercourse between British India and Tibet.[63] The

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60. Proceedings (A) of Lt.Governor Bengal. July 1870. Judicial (Political) Deptt. Index No.14. Letter No.1515 dated July 15, 1870.
61. Ibid
62. Ibid Index No.15. Letter No.2515 July 25, 1870
63. Proceedings (A) of Lt.Governor Bengal. June 1887. General Deptt. Educn. File No.99 No.1-5 June 10, 1887. Letter

motive of the Government was explicitly stated in the inspection note of Lieutenant Governor of Bengal on the occasion of his visit to the Darjeeling Zilla and Bhutia schools in 1891. The privilege of free boards he felt, should be more severely restricted to only those who showed promise or ability to perform useful services in line with the Government scheme. The Lieutenant Governor also mentioned the transfer to this institution some of the several Lepchas and Bhutias studying at the Zilla school for university education.[64]

The purpose of the Government was therefore clearly political and thereby special attention of the authorities was bestowed on this institution from the beginning. "The School will be a semi-political school and will have to be treated as such" said the Director of Public Instructionin May 1894.[65] The letter of A.Mackenzie, Secretary to Government of Bengal, General (education) department bear evidence to this. "There is much work to be done" he wrote in 1878, "in connection with this school which goes beyond the actual teaching of a number of Bhutia boys, such as the transcribing of manuscripts for the purpose of printing them. Consequently the Director of Public Instruction must take a special interest in the school.[66] It will not be out of context here to mention the difficulties that Government had to face in getting letters translated into Tibetan. The Deputy Commissioner of Darjeeling

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64. Proceedings(B)of Lt.Governor Bengal July.1891 General Deptt.Educn.File No.$\frac{38}{22}$ 1-4 16 June 1891.

65. Proceedings(A) of Lt.Governor Bengal May 1894 General Deptt. Educn. File No.$\frac{5C}{4}$ 34-40 May 14, 1894.

66. Proceedings(A) of Lt.Governor Bengal August 1878 General Deptt. Educn.File No.21 No.15 Letter No.2746 August 13, 1878.

Edgar had faced such difficulty; hence his determination to "give the boys a thoroughly good colloquial knowledge of English and while, not neglecting English book learning, to make sure of their getting a first class Tibetan educa - tion."[67]

The Government intended to attract the sons of the Kazis and similar classes in Sikkim with the view of their future employment in the service of the Government. But they refused to do so unless the school defrayed half their monthly expenses. Consequent upon the request of the Director of Public Instruction to increase the boarding allowance, the Government increased the annual grant from Rs.3,000 to Rs.4,000 per annum, in the budget for 1878-79.[68] This additional allowance would also help the school to secure the service of an additional teacher.[69]

Government took great interest in the various details of the institution ranging from free distribution of books,[70] arranging pleasure trips[71] and educational tours[72] to Raniganj coal mines or Sitarampur potteries for the students.

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67. Proceedings of Lt.Governor of Bengal September 1887 General Dept.Educn.File No.99 6-7.Letter No.5522 dated August 15, 1887.
68. Proceedings(A)of Lt.Governor of Bengal.November 1877 General Dept.Educn.File No.83.No.13.Letter No.3287 dated November 27,1877.
69. Ibid File No.83.No.12 Letter No.5340 November 9,1877.
70. Proceedings(B)of Lt.Governor Bengal July 1885. General Dept.Educn.File No.93 Serial No.B 1-3 July 27, 1885
71. Proceedings(B)of Lt.Governor Bengal July 27, 1885 General Dept.Educn. File No.42 Serial No. 6-7 December 23, 1866.
72. Proceedings (B)of Lt.Governor Bengal. February 1886 General Dept.Educn.File No.42. Serial No.1-5. February 24, 1886.

and providing all kinds of educational facilities e.g., the sanctioning of the expenditure of Rs.324 incurred by Director of Public Instruction for the purchase of photographic camera and chemicals for the institution.[73] There seems to be a significant difference in the Government policy towards this school and other schools in the province. The reason was obvious and has been stated already. Because of its particular nature the school was kept under the direct management of Government, exercising its authority through the Director of Public Instruction. The Deputy Commissioner was chosen to be the local authority for exercising discipline in the school. The Director of Public Instruction was to work in conjunction with the Deputy Commissioner[74] with regard to the nomination of masters, regulation of studies etc. The Deputy Commissioner was to hold the same authority and position that the District Committee held in respect to Zilla School.

The school was fortunate in getting Babu Sarat Chendra Das as the Headmaster, an excellent English scholer who showed his appreciation of the object of the school by mastering the Tibetan language. The Director of Public Instruction Croft by describing him as " probably one of the most indefatigable teachers in Bengal"[75] gave him very fitting

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73. Proceedings(B) of Lt.Governor Bengal. August 1878. General Dept. Educn. File No.95 Serial No. 1-2. August 29, 1878.

74. Proceedings(A) of Lt.Governor Bengal August 1878. General Dept. Educn. File No.21. Serial No.15. Letter No.2746. August 13, 1878.

75. Proceedings(A)of Lt.Governor of Bengal. November 1877. General Dept.Educn. Letter No.5340.

tribute.[76] A Lama was procured from the Pemiongchi monastry to teach the boys Tibetan. The highest class was taught English, history, arithmetic, Euclid and Tibetan.[77]

According to the headmaster the school started with 10 boys, 7 of whom were Sikkimites from the Bhutia Bustee. All, except 1, who came from Sikkim, were recruited from the Darjeeling district.[78] The number gradually increased to 20 in 1877-78, the majority of whom were Bhutias from Sikkim and few Lepchas also from Sikkim.[79] By March 1888 the number was 37 with an average daily attendance of 30, 35 were Buddhists and 2 were Christians. Two of the pupils were Tibetans, 3 Bhutias, 8 Sikkimese, 12 Nepalese, 5 Lepchas and 7 half Castes. The two Christians were originally Buddhists;on their change of religion, they were, by order of the Deputy Commissioner of Darjeeling, removed from the list of boarders,but allowed to continue in the school as day pupils. The cost of the school was Rs.4070 against Rs.4260 in the preceding year. The cost had decreased but was still beyond the sanctioned limit. A proposal to amalgamate it with the local Zilla School was negatived by Government. During the year under report 4 expupils of the school obtained Government service, 2

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76. Later in 1878 he was appointed the Deputy Inspector of Schools for the Darjeeling district on a salary of Rs.150 per month devoting special attention to the monastic schools there:-(Proceedings(A) of the Lt. Governor Bengal. January 1879 General Dept. Educn.File No.5-2 Letter No.11)
77. Reports on Public Instruction 1877-78, p 38.
78. Proceedings(A) of Lt.Governor of Bengal September 1877 General Dept. Educn. File No.99-6 Letter No.5522
79. Reports on Public Instruction 1877-78, p 39.

in the Survey Department, 1 as an interpreter, and 1 in the Darjeeling Income Tax Office.[80] By 1889-90 the school registered 44 students in all, 11 Tibetans, 1 Bhutia, 17 Sikkimese, 4 Nepalese and 11 Lepchas.[81]

From Table V it is clear that very few paid for their boarding. Writing to the Government of Bengal in 1877 Croft had said that though it was necessary to attract more paying students, this had not been possible. But more students, it was hoped, would join if the boarding allowance, as had been designed by Campbell, be increased. He was right; the number of students increased from 20 in 1877 to 31 in 1887 and to 68 in 1891.[82]

Under the tireless efforts of the headmaster, Sarat Chandra Das, the progress of the students were remarkable and creditable. Croft, the Director of Public Instruction, expressed much satisfaction at the progress of the boys in their English studies. He did not fail to notice the great ability of the headmaster, the cordial relation understanding between him and the pupils and the aptitude of the boys in the art of carpentry to which they devoted much of their leisure time. The progress of the school made it desirable that an institution of this kind be encouraged. The headmaster had accompanied some of his pupils to Sikkim The cordiality and respect with which he was received there testified to his popularity and the success of the institution

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80. Report on Public Instruction 1887-88, p 139.

81. Report on Public Instruction 1889-90, p 100.

82. Proceedings(B) of Lt.Governor of Bengal July 1891. General Dept. Educn. File No.38 Serial No. 1-4 July 1, 1891.

which he headed.[83] But there was much room for improvement. The headmaster's devotion to his duty left him occupied with his pupils "almost without intermission from six in the morning to ten or twelve at night."[84] But his lone unassisted efforts were unequal to the task before him. The number of classes in the school was nominally five but the work of the teaching was very heavy since in each class there were pupils who were in widely different stages of learning, "from ignorance of any language except Lepcha or Tibetan to a fair colloquial knowledge of English and the minor scholarship standard."[85]

The Director of Public Instruction endorsed the views of both the Deputy Commissioner, Darjeeling and the Inspector of schools, Rajsahi Circle, who were equally interested in the institution that if better accommodation were provided pupils from families of better class in Sikkim would join. It was pointed out that Government should rightly attach great weight and importance to this as it was a politically significant issue.[86]

How far the school fulfilled its objective remained to be seen. The Director of Public Instruction was however hopeful of good results. Ultimately, even if it failed to yield the anticipated results, i.e. if the young men trained in the school were unfit for political employ, the influence of these boys would have a good effect upon their people. This school was one of the two Bhutia schools in the hills. The one at

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83. Proceedings (A) of Lt.Governor of Bengal July 1877 General Dept. Educn. File No.83 No. 5-6. Letter No.2327 dated May 2, 1877.

84. Proceedings (A) of Lt.Governor of Bengal, November 1877. General Dept. Educn. File No.83 No.12. Letter No.5340.

85. Ibid.

86. Ibid.

Kalimpong was mainly a Tibetan school; no other language was taught,[87] whereas here not only was there emphasis on English but practical training in carpentry, gardening etc.formed part of the curriculum to ensure a balanced development of personality. The Deputy Commissioner of Darjeeling had very strong hopes of its ultimate success and of the great benefits which the school would confer on the people of the hill. He earnestly begged the Government to lend its support to the school and give its consent to the purchase of a building for Rs.9000 as the school had outgrown its capacity and additional accommodation was required. If the amount was not available, the Deputy Commissioner suggested that arrangement should be made to transfer a certain amount from the Darjeeling Local Improvement Fund by special order of the Government and if possible sanction a grant of Rs.2600 from the Government Education Funds. In response to this appeal the Government in 1877 sanctioned, in addition to the already sanctioned amount of Rs.5,000, the transfer of Rs.4,000 from the savings in the education budget of the current year to the Public Works Department budget to enable it to meet the cost of Rs.9,000 for purchasing a new building. The Lieutenant Governor felt that maintenance of the school was important, the purchase of the house would not be a bad investment.[88]

But doubts were gradually being expressed as to the ultimate success of the school in achieving the object for which

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87. Proceedings(A)of Lt.Governor of Bengal. July 1877.General Dept.Educn.File 83 No.5-6.Letter No.10D dated April 23, 1877.
88. Ibid File 83-7. Letter No.1851 dated July 2, 1877.

it had been established. Attracting the boys of the higher class had been a primary motive; the relatives of the King of Sikkim was expected to join the school.[89] The statement furnished in Table V however shows that the school was not anywhere near that target. With the exception of one boy from independent Sikkim and two from the bordering district of Nepal, all the boys belonged to the Darjeeling district, seven of the boys being of mixed parentage with European fathers. In his inspection note the Lieutenant Governor of Bengal, after visiting the school in 1891, expressed concern about the fulfilment of the object of the institution, i.e. the training of interpreters and explorers for political and transfrontier works. "I am afraid", he said, "the Government is not getting much in return for the money it expended to this end ..... at present only three boys in the two upper classes can be looked on as likely to be of service in this capacity ..... . I think the Deputy Commissioner, without whose sanction no one is admitted to the school, should be very careful to admit no one who does not give promise of service to Government in such a capacity which can hardly be said of any of the thirty four boys in the lowest class. There are many Lepchas and Bhutias in the Zilla School, some of whom perhaps be diverted to this school instead of aiming at a University education."[90] The political motive of the Government in the Bhutia school was fully revealed in 1891-92 when it did not hesitate to remove from the rolls certain pupils who did not seem like to serve

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89. Proceedings(B) of the Lt.Governor of Bengal, July 1891. General Dept. Educn. File 3-S/22 No.1-4 July 16, 1891.

90. Ibid

Government in the capacity to which the school was intended to educate. The number of pupils, as Bellet said, fell from 58 to 40 in that year.[91]

The Deputy Commissioner of Darjeeling, Oldham, in his letter to the Commissioner of Rajshahi in 1886, expressed a similar concern. He spoke of the several Lepchas and Bhuties studying in the Anglo-vernecular school and commented that the Anglo-vernecular School was doing "without any special effort or stimulus, much of what the Bhutia Boarding School intended to do and the Bhutia Boarding School is doing a great deal of what the Anglo-vernacular school could do and very little of what it has intended to do;"[92] the pupils belonging almost without exception to the station or its immediate neighbourhood.

Oldham felt that the Bhutia Boarding School should no longer be continued. In order to justify his contention he furnished a statement showing the number of boys of the hill races other than Nepalese attending the Anglo-vernecular school.

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91. Report on Public Instruction 1891-92, p 72.

92. Proceedings(A) of the Lt.Governor of Bengal June 1887. General Deptt. Educn. File No. 99. No.115 Letter No.1077 J dated 27 November 1886.

The following table shows the names, nationality, nature of support and profession of parents or guardians of the pupils in the Bhutia Boarding School in 1887.

TABLE - V

Number	Name	Class	Age	Nature of Support	Rs.	an.	p.	Nationality	Residence	Profession of Parents
1	Dan Samdeep	First	18	Free Boarding Also paid Rs.10 per month as a pupil teacher				Bhutanese	Ging	Milk Trade
2	Lhopa Tsiring	Second	18	Free Boarding				Sikkimese Lepcha		Land holding
3	Gozing I	Third	16	Gets a stipend	3	8	0	Nepalese Sherpa	Toong Soong	Carpentary
4	Shempa	Third	16	Gets a stipend	3	8	0	Mixed father European Mother Sikkimese		
5	Lopzung	Third	17	Gets a stipend	3	8	0	Sikkimite	Bhutia Bustee	Agriculture
6	Devi	Fourth	13	Gets a stipend	3	0	0	Mixed father European Mother Lepcha		Government Service
7	Tempa I	Fourth	16	Gets a stipend	2	8	0	Sikkimite	Bhutia Bustee	Contractor
8	Gozing II	Fourth	11	Gets a stipend	2	0	0	Nepalese Sherpa	Toong Soong	Common Labour
9	Nim Darzi	Fifth	13	Free Boarding				Sikkimite	Darjeeling	Common Service
10	Tele	Fifth	15	Free Boarding				Mixed father European Mother Lepcha		
11	Tsiring	Fifth	13	Free Boarding				Sikkimite Lepcha	Darjeeling	Common Service
12	Isha	Fifth	16	Free Boarding				Bhutanese	Toong Soong	Agriculture
13	Shokpa	Fifth	15	Free Boarding				Sikkimite	Sikkim	Common Service
14	Tsiring I	Fifth	16	Free Boarding				Bhutanese	Ging	Milk Trade
15	Jumla	Fifth	15	Free Boarding				Mixed		Railway Service
16	Namgyal	Fifth	15	Free Boarding				Bhutanese	Jorepakri	Milk Trade
17	Duda	Fifth	16	Gets a stipend	1	0	0	Bhutanese	Jorebunglow	Milk Trade
18	Tendula Tsiring	Sixth	16	Gets a stipend	1	0	0	Mixed father European Mother Bhutanese		Land Holding
19	Dorzi	Sixth	17	Gets a stipend	1	0	0	Sikkimite	Bhutia Bustee	Agriculture
20	Nokchung	Seventh	10	Unsupported				Sikkimite	Bhutia Bustee	Orphan
21	Migwar	Seventh	12	Free Boarding				Mixed father European Mother Bhutanese		Tea Plantation Service
22	Lhaluk Tsiring	Seventh	14	Unsupported				Sikkimite Lepcha		Land holding
23	Phrpa	Seventh	8	Unsupported				Mixed father European Mother Bhutanese		Land holding
24	Rongkong	Seventh	11	Gets a stipend				Sikkimite	Bhutia Bustee	Contractor
25	Gunten Gatcho	Seventh	7	Gets a stipend	0	8	0	Sikkimite Lepcha		Government Service
26	Tempa II	Seventh	6	Gets a stipend	0	8	0	Tibetan		Common Labour
27	Nim Pabzor	Seventh	7	Gets a stipend	0	8	0	Nepalese Sherpa		Service
28	Phumtsho	Seventh	7	Unsupported	0	8	0	Sikkimite		Contractor
29	Acchuk Tsiring	Seventh	10	Unsupported				Sikkimite		Contractor
30	Laden	Seventh	8	Unsupported				Sikkimite		Trade
31	Thepchi	Seventh	9	Unsupported				Sikkimite Lepcha	Bhutia Bustee	Common Service

Source : Proceedings(A) of Lt.Governor of Bengal June 1887
File 99, No.1/5.

TABLE - VI

Statement showing the names, places in the school, age, profession of parents and residence of the Bhutia students of the Darjeeling Zilla School :

No.	Names	Class	Age	Profession of Parents	Residence	Remark
1.	Jampay	1	15	Shopkeeper	Jorebunglow	No student receives any stipend from school. They are mainly supported by their guardian or parents.
2.	Nima	3	14	"	Darjeeling	
3.	Tenjee	3	15	Service & Milk Trade	Jalapahar	
4.	Sangay Dorjay	4	12	Shopkeeper	Jorebunglow	
5.	Gulay	5	13	Service & Milk Trade	Jalapahar	
6.	Kajee	5	10	"	"	
7.	Chhesang	5	11	"	Jorebunglow	
8.	Mingara	5	12	"	"	
9.	Tanding Nugia	5	10	Service	"	
10.	Tanding Dorjay	5	10	"	"	
11.	Sarbar	5	12	Shopkeeper	Ghoom	
12.	Kooksay	5	8	"	Darjeeling	
13.	Bammoo	5	9	Service	Darjeeling	
14.	Dutento	5	6	"	Ghoom	
15.	Ram Bahadur	5	8	"	"	
16.	Nazeersung	5	12	Service	"	
17.	Awatar	5	10	Contractor	"	
18.	Santay	5	10	"	"	
19.	Santay	5	11	"	"	
20.	Sarkhaj	5	11	"	"	

Source : Proceedings(A) of Lt.Governor of Bengal June 1887. General Department Education File No.99 No.1/5.

This charge against the Bhutia Boarding school by Oldham was not accepted by Tawney, the officiating Director of Public Instruction. How far the school had achieved success in training surveyors and explorers was difficult to ascertain because of the secrecy involved in it. But Alfred Croft's supposition that " with only one or two exceptions all the native surveyors, pandits etc. known to the Survey Department and Geographical Society, who had done the survey and exploration work of the upper Himalayas in the last few years have been pupils of Darjeeling school"[93] could not have been without a basis. In 1887 two students of the school, Norpo and Shempa were sent to the Survey Department at Simla. The former, on his return to Darjeeling, was employed as Sub-Inspector of Excise. Next year in 1888, two more boys, Lozan and Gazing were sent to Simla and were later employed in the work of surveying Sikkim. In the following years in 1889 and in 1890 four more students Rim, George (a Christian), Lakpa and Tempa were sent to Simla.[94] The institution had not entirely failed to achieve its objective but there was much left to be desired.

Oldham however was absolutely convinced of the non-utilitarian character of the Bhutia Boarding School. He suggested its continuation on a restricted basis, as a technical school for the training of explorers, surveyors etc. The savings effected by this could be switched over to the Anglo-vernacular school which was very much pinched for funds; with more money it could widely extend its influence.[95]

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93. Proceedings (A) of Lt. Governor of Bengal. September 1887. General Dept. Educn. File No. 99-6 Letter No. 5522 dt. 15.8.87
94. Proceedings (A) of Lt. Governor of Bengal, December 1890. General Dept. Educn. File 145 No. 1-3. Letter No. 737 dated October 20, 1890.
95. Proceedings (A) of Lt. Governor Bengal. June 1887. General Dept. Educn. Letter No. 145 dated June 10, 1887, File 99 1-5.

At about this time, came the request that the middle class Zilla school be raised to high school to which reference has been made already. The Director of Public Instruction was asked to give his opinion. Three questions were raised in this connection namely the increased cost as a result of the change, the provision of additional accommodation for the high school and finally the possibility of amalgamating the school with the Bhutia Boarding School, as this would reduce the expenses to be incurred by the Government. The then establishment cost of the school was Rs.251-12-0; when raised to a High School the cost was estimated to be about Rs.500.[96]

The following figures speak of the increased expenditures when the school was raised from the middle English standard to the High School status in 1890 .

TABLE - VII

1890 Middle English School	Rs.	an.	P	1890 High School	Rs.	an.	P
Establishment Cost	251	- 12	-0				
Government Grant	110	- 0	-0	Government Grant	193.	5 -	9
Municipality Grant	50	- 0	-0	Municipality Grant	100-	0 -	0
Income from fees	80	- 0	-0	Income from fees	146-	3 -	0
	240	- 0	-0		439-	8 -	9
Pay of Teachers							
Head Master -	93	- 12	-0	Pay of 10 Masters and two servants	399-	12 -	0
Second Master	50	- 0	-0				
Vernecular Teacher	50	- 0	-0				
First Additional Master	25	- 0	-0	Contingencies	30-	12 -	0
Second Additional Master ...	20	- 0	-0				
Third Additional Master	15	- 0	-0				
	253	- 12	-0	The establishment cost therefore amounted to more than Rs.400 per month.			

Source : Proceedings(B)of Lt.Governor of Bengal,General (Education)Deptt. 3-5/22 1-4,July 16,1891.

96. Proceedings(A)of Lt.Governor of Bengal,December 1890 General Dept.Educn.File 145 1-3 Letter from D.P.I to Secy.Govt. Bengal.No.737 October 20, 1890.

The question of increased expenditure necessarily came in. Taking into consideration the various aspects of the problem it was felt that amalgamation of the two institution would provide the best solution. While arranging for this the Director of Public Instruction suggested that to prevent any decline of its usefulness the Bhutia department should be kept up as a distinct section or department of the amalgamated school.[97] A teacher of drawing or surveying with a monthly salary upto Rs. 70 per month was to be employed to prepare the Tibetan and Bhutia boys for employment as explorers, surveyors and interpreters.[98]

A moderate reduction in the Government expenses was made as the following table would show :

TABLE - VIII

Amalgamated Darjeeling Zilla and Bhutia Schools

Scale on November 6, 1892

Darjeeling Zilla School	Rs.	an.	P	Bhutia Boarding School	Rs.	an.	P
Head Master(class VI)	93	-12	-0	Head Master(Class V)	137-	8	-0
Second Master ...	68	-12	-0	Second Master ...	50-	0	-0
Third Master ...	50	- 0	-0	First Tibeten Teacher	30-	0	-0
Fourth Master ...	40	- 0	-0	Pupil Teacher ...	15-	0	-0
Fifth Master ...	30	- 0	-0	Peon	8-	0	-0
Sixth Master ...	25	- 0	-0	Chowkidar ...	8-	0	-0
Seventh Master ...	20	- 0	-0	Sweeper	6-	0	-0
Eighth Master ...	20	- 0	-0		254-	8	-0
Additional Master ...	18	- 0	-0	Contract Contingencies	37-	8	-4
Ninth Master ...	15	- 0	-0	Regular Contingencies(boarding charges, fire wood etc.)	83-	5	-4
Head Pandit ...	35	- 0	-0	Prizes	4-	2	-8
Clerk & Librarien ...	10	- 0	-0	Library	4-	2	-8
Peon ...	8	- 0	-0				
Sweeper ...	3	- 0	-0				
	436	- 8	-0				
Contingencies(including firewood) ...	16	-10	-8				
Library ...	8	- 5	-4				
Prizes ...	5	- 0	-0				
	466	- 8	-0		383-	10	-8

Total for both Schools Rs.850-2-8

97. Proceedings(A)of Lt.Governor of Bengal December 1890, General(Education)Deptt.December 1890,File 145, 1-3 No.73T,October 20, 1890.

98. Proceedings(A)of Lt.Governor of Bengal.July 1893 General

TABLE - IX

PROPOSITION STATEMENT

Amalgamated School

A General Establishment

Designation		Rs. an. P
Head Master	...	100- 0 - 0
Second Master	...	75- 0 - 0
Third Master	...	50- 0 - 0
Fourth Master	...	40- 0 - 0
Fifth Master	...	35- 0 - 0
Sixth Master	...	35- 0 - 0
Seventh Master	...	25- 0 - 0
Eighth Master	...	25- 0 - 0
Ninth Master	...	20- 0 - 0
Tenth Master	...	20- 0 - 0
Eleventh Master	...	15- 0 - 0
Clerk and Librarian		10- 0 - 0
Drill and Gymnastic		10- 0 - 0
Peon ...	...	8- 0 - 0
Chowkider	...	8- 0 - 0
Sweepers	...	6- 0 - 0 3- 0 - 0
		485- 0 - 0

B For Special Bhutia Branch

		Rs. an. P.
Teacher of Drawing and surveying		70 -0 -0
Head Lama	...	30 -0 -0
Second Lama	...	15 -0 -0
		115 -0 -0

C Contingencies

(including boarding & fire wood)		125 -0 -0
Prizes	...	9 -0 -0
Library & Gymnastic apparatus	...	16 -0 -0
		150 -0 -0

The total cost of the amalgamated School would be Rs.750-0-0

A Rs.485-0-0 - General eslablishment
B Rs.115-0-0 - Bhutia Branch
C Rs.150-0-0 - Contingencies and other expenditures

TOTAL : Rs.750-0-0

Source : Proceedings(A)Lt.Governor Bengal.July 1893 File 35/16 S Letter No.1546

A comparison of the two tables would indicate a saving of Rs.100-2-8. The amalgamation took place on November 7, 1892.[99]

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99. Proceedings(A)of Lt.Governor of Bengal. December 1890. File 145, 1-3, Letter No.73 T dated October 20, 1890. From D.P.I. to Secretary, Bengal Government.

The Director of Public Instruction was informed by the Government that it was to be designated as "Darjeeling High School"[100] with two sections, the general and the Bhutia departments. The students were prepared for Entrance Examination of the Calcutta University. Two in 1894, the same number in 1895 and three in 1896 appeared and passed successfully.

In the Bhutia Department the five upper classes with 2, 2, 1, 4 and 7 pupils respectively were taught English by the Headmaster. The three lower classes were taught by Tibetan teachers. While the junior classes learnt Bhutia instead of Hindi or Bengali, the senior classes learnt Tibetan instead of Sanskrit. The difference between these students and the rest was that they were provided with free boarding and paid no fees. But if any of decided to appear for the Entrance Examination he was to be transferred to the General Department, but would lose the double benefits of free boarding and exemption of tution fees.[101] In 1889-90 there were 44 students in all, 11 Tibetans, 1 Bhutia, 17 Sikkimese, 4 Nepalese and 11 Lepchas.[102]

The school was to enjoy a different position from other schools. It was a semi-political institution. Hence the Director of Public Instruction suggested in 1894 that it should be under the control of the Deputy Commissioner, instead of

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100. Proceedings (B) of Lt. Governor Bengal May 1893. General Dept. Educn. 38/16 40 - 41 May 15, 1893.

101. Proceedings (A) of Lt. Governor Bengal. December 1890. General Dept. Educn. File No. 145 1-3 No. 73T October 20, 1890.

102. Report on Public Instruction 1889-90, p 100.

the District Committee of Public Instruction. The dissolution of the District Committee was not however accepted by the Government. As a consultative body representing the residents whose children are taught at the school it was desirable that it should stay to encourage public interest in education. If no committee existed, public interest slight as it was, would have no apparent existence.[103]

So the two schools were amalgamated, and that is how it presently stands, as the Darjeeling Government School.

MODEL SCHOOLS IN DARJEELING

The Lieutenant Governor of Bengal's Minute of March 24, 1859 proposed the ways and means by which indigeneous schools were to be aided. Establishment of model schools throughout the province was planned. In the backward districts the object was to accustom the people to the idea of education and awaken them to the advantage of certain degree of mental enlighten - ment. In the more advanced districts the object was to show the people how their own schools may be improved. Thus they were to provide examples for those indegenous schools which were stated to be in a very low and unsatisfactory state.[104] At the same time they were established with the view to opening up those parts of the country where education was so little appreciated that it was found impossible to induce people to

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103. Proceedings (A) Lt. Governor of Bengal. May 1894. General Dept. Educn. File No. $\frac{5C}{4}$ - 5 No. 40 Letter No. 6TG May 14, 1894.

104. Report on Public Instruction 1856-57, p 32.

establish schools on the grant-in-aid principle . Fifty-two such schools at a cost of Rs.25 per month were established. The decision was taken in 1863-64.[105]

The opening of two model schools in Darjeeling was experimentally sanctioned by the Lieutenant Governor of Bengal in August 1864, one at Jore Bunglow and the other at Tukvar. But as the latter proved a failure, it was transferred to Singtam where it was opened on November 1, 1865. The expenses were to be met from the Supplementary budget estimates of the Education Department.[106]

The Local Committee at Darjeeling, when deliberating on the course to be pursued in introducing measures for education of the hill people, were unanimously of the opinion that the instruction given must be altogether gratuitious and that the entire charge must be borne by the State. No fee was imposed and no local assistance was obtained except the buildings in which the schools were held.[107]

The following is a statement of the monthly attendance at these two vernacular schools in Darjeeling, from August 15, 1864 to April 30, 1865.

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105. Report on Public Instruction 1863-64, p 55.

106. Proceedings(A) of Lt.Governor of Bengal General Deptt. Educn. No.10. Letter No.2283, June 1865.

107. Ibid

TABLE - X

Name of Schools	1864 August	September	October	November	December	1865 January	February	March	April
Jore Bunglow	19	19	19	17	18	9	7	8	7
Singtam	-	-	-	18	13	13	10	13	10

Source : Proceedings(A) of Lt.Governor of Bengal May 1865 (Education) Department. No.10 June 1865. Letter No.2283 dated May 22, 1865. From D.P.I. Atkinson to Secretary to Government of Bengal.

In 1865 the Director of Public Instruction applied to the Government of India for sanction of three additional model vernacular schools besides the two already in existence in the district of Darjeeling at an aggregate cost of Rs.125 per month for the 5 schools or Rs.1500 per annum. The Lieutenant Governor approved of the proposal of the Director of Public Instruction and recommended its sanction by the Governor General in Council. On 19 March 1866 the proposal received this sanction of the Government of India.[108] Later these schools were transferred to Scottish Church Mission. These 3 schools were Matigara model, Chandmari model and Jorebunglow model schools.[109]

GHOOM MONASTIC SCHOOL :

The motivating force behind the establishment of the Ghoom Monastic School in 1882 was not purely educational. The school was a primary school.[110] The object was threefold - a) to perpetuate friendly relations with

108.Proceedings(A) of Lt.Governor of Bengal.October 1870. General Deptt.Educn. No.7-9 October 12, 1870.Government letter No.1612 dated March 19, 1866 and No.4895 dated December 11, 1866
109.Report on Public Instructions 1869-70, p 193.
110.Report on Public Instruction 1886-87, p 104.

the Tibetans and other transfrontier peoples, b) to assist the monks in their contributions to the Buddhist literature, and c) to induce the Lamas to settle and educate their youth in Darjeeling. In 1905 the school applied for a grant - in - aid of Rs.15 with only Rs.5 from private source. Under Rule 11 of the grant -in - aid rule the Government grant was not to exceed the amount expended from private sources except in special cases under special orders of the Government. At the recommendation of the Director of Public Instruction[111] the grant was sanctioned.[112]

SCHOOLS IN THE TERAI:

The records, both official and private, throw little light on the progress of education in the Terai region of the district of Darjeeling. Till 1874 all the schools in the Terai were managed by the Scotch Mission.[113] The reason for giving up these schools by the Mission has been mentioned in the section dealing with missionary activities.

Education in the Terai, after 1874, became the responsibility of the Government. Some efforts on its part to educate

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110. [illegible] 1874.

111. Proceedings(A)of Lt.Governor Bengal February 1902.File No.$\frac{2G}{3}$ 123-124. Letter No.2021 February 24, 1902.

112. Proceedings(A) of Lt.Governor Bengal March 1902 File No. $\frac{2G}{3}$ No1248 Letter No.1301 March 13, 1902.

113. Report on Public Instruction 1873-74. Proceedings(A) of Lt.Governor of Bengal April 1875. General Deptt. Educn. File No.93 1-3.

the people were visible.[1135b] In 1879 a Sub-Inspector was appointed for the inspection of the Terai Schools. An English School at Bagdogra was established either between 1869-70 or before this period, for, in the Report of Public Instruction of that year we find that this school received a Government grant of Rs.14.[114] In 1878-1879 the Terai had 10 schools with 166 pupils.[115] Within a year the number had increased to 14 schools with 217 pupils. Of these, 13 were aided by the Government. Of the 51 schools of primary education 27 were in the Terai in 1886-87. These schools were managed by the special agency of a Sub Inspector while the Deputy Inspector of Jalpaiguri was charged with their supervision. Those in the hills were under the management of the Scottish Mission.[116] The average income from fees and fines of these schools was Rs.9-50 per month for each school.[117] These schools received aid from the primary grant alloted to the district which amounted to Rs.5 per month, and from a local source called the Two Percent Improvement Fund.[118] Later the one anna cess fund was instituted to which the jotedars had to contribute on account of education. These however proved inadequate for the remuneration of competent

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1135b Proceedings B. of H. Governor Bengal General Dept. Educn. September 1879 File 5,20-21

114. Report on Public Instruction 1869-70 p 191. The Director's order sanctioning the grant was 4597 of Nov. 25, 1869

115. Report on Public Instruction 1878-79, p 63 para 179.

116. Proceedings(A) of Lt. Governor of Bengal. September 1887. General Deptt. Miscellaneous File No.138 1-4. September 3, 1887. Annual General Report Rajshahi division 1886-87

117. Report on Public Instruction 1879-80, pp 66-67.

118. Report on Public Instructions 1878-79, p 63.

gurus. The primary grants were accordingly raised. The First class schools with an attendance of 18 boys or more were to receive Rs.8 per month; while the second grade schools with less than 18 were to receive Rs.6 per month.[119]

In 1880-81 the number of schools had risen to 12 with 181 pupils;[120] a year later to 14 with 201 pupils.[121] Of the total district primary grant of Rs.1,200, Rs.420 were allowed to the Terai. During these two years a marked decrease in the payment of local fees could be noticed. It came down from Rs.136 to Rs.93 and then to Rs.12 only per annum. The reasons were not difficult to seek. As the jotedars were required to pay the one anna cess they declined to render the same amount of assistance as formerly to the Gurus, whether in cash or in kind. The condition was a serious one and deserved full consideration of those who would substitute compulsory cess for voluntary fee payment.[122]

Though the number of primary schools continued to increase in 1886-87 there were 27, and in 1887-88 there were 31- education in the Terai was in a backward state. The reasons for this backwardness were the scattered state of the population, their indifferent to the benefits of education and the lack of supervision. Some further stimulus was wanted for the administration of the primary grant. The stipend of Rs.8 to the Gurus for maintaining a first class school with a regular

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119. Report on Public Instruction 1879-80, pp 66-67.
120. Report on Public Instruction 1880-81, p 60.
121. Report on Public Instruction 1881-82, p 66.
122. Report on Public Instruction 1880-81, p 60 and 1881-82 p 66.

attendance of 18 boys, and of Rs.6 for schools with less than 18 boys was not sufficient to attract competent teachers. The Sub-Inspector of schools suggested that the fixed stipend varying from Rs.8 to Rs.12 a month ought to be supplemented by rewards. The Deputy Commissioner of the District suggested the introduction of the chief Guru system with the payment of rewards to teachers for success at periodic examinations. If a class of men fit to be made chief Gurus could be found, their appointments in some way could have removed the existing defects.[123] The Deputy Commissioner's remark that no school could exist unless the Government supported entirely the Guru was quite significant. Education in the Terai had been quite gratis. An interesting information was furnished by him. He said that there was not much difficulty in getting a few students when a school was established. The real difficulty was to maintain the Guru by private sources.[124]

Candidates were sent for the Lower Primary Scholarship Examination. In 1880-81 only three pathsalas sent candidates. How many had appeared is not known; but only 2 obtained scholarship.[125] In 1884-85 twenty five schools presented 191 pupils, of whom 172 passed. 2 were girls.[126]

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123. Report on Public Instruction 1880-81, p 61.

124. Proceedings(A)of Lt.Governor of Bengal, General Deptt. Miscellaneous, January 1886, File 22 1-2, dated December 31, 1885. Annual General Report, Rajshahi Division 1884-85. No.402 RCT p 40.

125. Report on Public Instruction, p 61.1880-81

126. Report on Public Instruction, p 62.
Proceedings(A)of Lt.Governor of Bengal General Deptt. Educn. December 1885. File No.34 18-22 December 23, 1885.

On April 1896 the Deputy Commissioner of Darjeeling in a letter to the Inspector of Schools, Rajsahi and Burdwan circle, proposed the establishment of a Government middle vernacular school at Siliguri. The Deputy Commissioner expressed deep concern at the backward and unsatisfactory condition of the state of education in the Terai, and hoped that the establishment of a school in Siliguri would help to improve the situation. To cover the cost of erecting suitable buildings, funds were to be made available from subscription and from Darjeeling Improvement Fund. This was being proposed as a special case, in view of the backward state of the Terai tract. The Deputy Commissioner expressed the hope that the joint supervision of the Inspector and the Deputy Commissioner of the work of the school would improve matters.[127] The proposal of Greer gained the support of Dr. Martin, the Inspector of Schools, on the ground that grant-in-aid middle school had been tried here but had failed for want of local support. "The people" are "eminently apathetic from an educational point of view." It was felt that for some years to come it was useless to try to work a grant-in-aid school here. "Nothing short of a Government school will have a chance of success" thought Martin.[128] The Government sanctioned the establishment of the middle vernacular school at Siliguri with a net grant of Rs.25 a month, to be met from the allotment for grants for native schools.[129] An encouraging feature to be noticed was the keen interest evinced by

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127. Proceedings (A) of Lt. Governor of Bengal, July 1896. General Deptt. Educn. File $\frac{38}{27}$ -1 No.26-27. Letter No. 352T dated May 12, 1896.

128. Ibid

129. Ibid File $\frac{38}{27}$ -2 No.28. Letter No.135 TG. May 29, 1896.

the jotedars of Siliguri in 1905 in education. They had been the largest contributors to the fund collected in Siliguri for the celebration of the coronation of George V. The balance of the fund was invested in Government security. The jotedars were in favour of establishing one scholarship, from the interest, of Rs.6 a month tenable for two years at the Jalpaiguri Zilla School by the students of the Middle English Schools at Siliguri.[130]

The Scotch Missionaries had a School in Siliguri. In 1905 it received a Government grant of Rs.600 as building aid.[131] Another instance when Government extended help to spread education among the masses in the Darjeeling district was in 1908. In that year it sanctioned the allotment of Rs.2,400/-for the construction of two upper primary and one lower primary school buildings. While the sites for the former were selected at Matigara and Dumrigiri the location for the latter was yet to be decided. As the sum sanctioned was insufficient the Government was to be requested to make some additional allotment, while a drive was to be made to raise some money by the Sub-divisional officer at Siliguri by local subscription. Fully aware of the backwardness of the Terai people generally and specially in education the Deputy Commissioner of Darjeeling expressed his concern to the Commissioner of Bhagalpur Division as to how far their efforts would be successful. Instead of relying on the people for funds he suggested the payment of the additional amount to be made from the savings of the Darjeeling

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130. Proceedings(E) of Lt.Governor of Bengal, March 1905 File No.$\frac{57}{I}$ 165 - 167.

131. Proceedings(E) of Lt.Governor of Bengal, July 1905. General Deptt. Educn. 150-151.

Improvement Trust on understanding that any amount paid by the local men would go to recoup that fund.[132] There was however one relieving feature in this episode; the people of Matigara wished to have their school raised to the upper primary stan - dard and hence the decision to choose Matigara as one of the sites for a upper Primary school.[133]

The Terai Schools compared unfavourably with the hill Schools. The teachers appeared to have little interest in the work and the inspection of departmental officers were frequen-tly carried out in a perfunctory manner.[134]

In 1907 a very positive step was taken in the direction of improving education in this region. The construction of Gu-ru Training Schools at Phansidewa and Bagdogra at an estimated cost of Rs.4050 each was sanctioned by the Finance Department of the Government.[135] Phansidewa, incidentally, had a middle English School(1906).[136]

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132. Proceedings(S) of Lt.Governor Bengal. September 1908. General Deptt. Educn. 3P/3 No. 95-103. Letter No. 2599-J February 1908.

133. Proceedings(A) of Lt.Governor Bengal. File No. 3-P/3 No. 25-38. General Deptt. Educn. Letter No.2676 J February 8, 1907.

134. Annual General Administration Report. Rajsaha Division 1893-94. Rajsahi Division. p
A proceedings of the Lt.Governor of Bengal. October 1894. General Deptt. Miscellaneous 5R/5 15 - 17.

135. Proceedings(S) of Lt.Governor Bengal. June 1907 General Deptt. Educn. File No.10 T/1 No. 144 - 149.

136. Proceedings(S) of Lt.Governor Bengal. October 1906. General Deptt. Educn. File No.2B/8 28 - 29.

VICTORIA SCHOOL, KURSEONG:

The story of Government effort to encourage education in this part of Bengal would remain very much incomplete without an account of the Victoria School at Kurseong. This institution, in fact was the only Government school for the Europeans and Eurasiansin the province of Bengal.

The establishment of this school was a direct effect of the Government's policy of patronising education for the Euro - pean and Eurasian in the country. There were various motivating forces that gave rise to this particular school system.An enquiry into those underlying forces is necessary before any detailed study of the Victoria school is attempted.

Education of the Eurasian or Anglo-Indian children hadnot been a subject of any serious concern for British Indian administration. An attempt to draw the attention of the Government to this fact was made in 1844 by the heads of the schools for Europeans that had been established either by the different Christian Missionary bodies or by philanthropic individuals.These isolated efforts were unable to meet adequately the demand for education of the Anglo-Indian Community. Macaulay's famous Minute had no reference to the need of giving the Anglo-Indian community a sound socio-economic footing. The Education Despatch of Wood too did not give any thought to it.

The arrival of Rev. Bishop Cotton as the Second Metropoliten of the Church of England in India in the post mutiny period marked a turning point in Anglo-Indian education. He felt that the most befitting manner in which this community could be rewarded for the immensely valuable service they had rendered

by standing steadfastly behind the British in the critical days of 1857, was by establishing schools for them.[137] Bishop Cotton and Archdeacon Pratt took a leading role in the movement that led to the promotion of education of the Eurasian community. An all India survey made by the Bishop led to the establishment of hill schools at Simla, Darjeeling and Mussorie where the bracing climatic conditions were favourable to the growth of the European children.

Meanwhile Lord Canning shortly after the Mutiny in 1860 understood the gravity of the situation. An uninstructed Eurasian population was liable to become a burden to the Government. It would grow into a profitless, unmanageable community and thus become a source of danger rather than of strength to the state, he warned.[138] Little or no action was taken on Canning's minutes. A few years later the Government findings on the state of education among the Eurasians justified Canning's assumption. In 1874 the local Governments were directed to furnish detailed information about the exact state of education for the Europeans, and also to suggest certain measures for its promotion and improvement to facilitate education for the poorer section of the community. The enquiries revealed that more than 11,000 European and Eurasian children went without any inspection. They were either very poor residing in the Presidency or in other large town or were children of employees at outstations which could not support a school. On the basis of these facts Lord Lytton, as Viceroy, took up the question in 1879. In the face

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137. A.A. D'Souza - Anglo-Indian Education, p 100.
138. A. Croft - Review of Education in India p 294.

of increasing competition from Indians it was not easy to find out a remedy but there were still some avenues open in which they could be considered the fittest e.g. in railways, plantations and in manufactures and trade where Englishmen took the lead.[139] He prepared a scheme which outlined a comprehensive plan for elementary schools in the plains, boarding schools in the hills, industrial schools, girls' schools, training of teachers and an effective supervision over all these institutions. The several advantages that the Government drew from this class could not be overlooked Serving the Government more efficiently than the Indians at a cheaper cost than the Europeans, they drew no advantages from England. What was of utmost importance was the fact that their roots in the Indian soil was not deep.[140]

The question of education for the Anglo-Indians and Europeans unable to go to England, was referred to a Committee in which Archdeacon Baly was a leading member. Baly's recommendations revealed his zeal to ameliorate the conditions of the European races in this country. The Government of India, after consulting the local Governments on the Archdeacon's preliminary report,[141] published the results of its enquiries and declared the policy it intended to follow in a Resolution dated October 8, 1881. It appeared that in Bengal Presidency out of 13,000 European and Eurasian children of school going age some 5,000 were growing in absolute ignorance. State support to Eurasian education was justified on the ground that it would ultimately mean much saving to the Government as it would provide an alternative to the employment of Englishmen in India. The

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139. A. Croft - Review of Education in India, p 295

140. A. Croft - Review of Education in India, p 194

141. Proceedings of Lt.Governor Bengal December 1879. File 13. No.27-29.General Dept.Educn. dated 22 November 1879.

Resolution spoke of imperial or provincial funds coming to the aid of local efforts for the building and maintenance of schools where they were genuinely needed. It also had a reference to technical education and of reserving certain percentage of employment in public service for youths of European extraction. A small committee was appointed to draft a code for regulating the conduct of education of the Europeans in the Bengal Presidency.[142] In conformity with Government policy to provide European scholars better and more useful practical education than the courses the University offered, subjects like drawing and physics were included in their curriculum. Attendance of European scholars increased. Between 1875-76 and 1885-86 the number of European children at school increased a little over 50%.[143] Government expenditure on these schools also increased. In 1885-86 the Government expenditure was 25% of the total expenditure on these schools.[144]

There were certainly some defects in the Code but it positively gave healthy stimulus to European education in India. Bishop Cotton's Minutes which can very well be regarded as the magna carta of European education in India thus opened up new avenues of employment for the Europeans and Eurasians in the country.

The figures below indicate the total cost of education for Europeans in Bengal and the total expenditure by Government.

	1887-88	1888-89	1889-90	1890-91
Government Expenditure	Rs.1,73,018	1,84,084	1,72,168	1,65,302
Total Expenditure	Rs.7,40,115	7,06,561[145]	6,50,812	6,17,285[146]

142. Croft op.cit p 298.
143. Ibid p 305
144. Ibid p 307
145. Lawrence, A.J. Report on the existing schools for Europeans and Eurasians throughout India (Calcutta 1873), p 5; also Report on Public Instructions 1888-89 p 59.
146. Report on Public Instruction 1890-91, p 81.

This policy of the Government to create facilities for the education of the Europeans and Eurasians came in for criticism by a certain section of the Indians. Some very interesting and relevent points were raised by the editor of the Indian newspaper Neva Vibhakar in 1879. The Government's "indifference to the well being of hundreds of millions of enlightened well behaved, poor natives of the country presented a contrast to the concern it expressed for this comparatively well to do community." Criticism was levelled against Archdeacon Baly who drew his pay from the revenues raised from the people of this country and yet was labouring for those "ignorent uneducated" who "enjoyed a practical monopoly of the high appointments in the public service which remained after providing for Europeans, while "able, educated and helpless natives pined away for want of employment."[147] The Indians were being superceded and deprived of their just rights, the editor claimed. The editor further questioned the need for special educational opportunities for the Eurasians. They chiefly resided in towns where there were good schools. By mixing with the Indians, which they did not, their moral character could improve.[147a] This view was echoed by Nolony, the Commissioner of the Rajsahi division in 1875 while submitting to the Government a statement calling for a report regarding the provision of education for the poorer classes of Europeans and Eurasians, he stated the impossibility of supporting schools for their separate education. In each district there was a Government school where the standard was sufficiently high. To these schools, the Eurasian and European boys, who were unable to go

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147. Report on native Newspapers 1880 No.1 January 3,1880 from "Neva Vibhakar". December 29, 1879.

147a. Ibid.

to Calcutta or to other boarding establishments, should be educated as day scholars. The Commissioner did not fail to point out the prevailing prejudice against it but it was not founded on any good and reasonable grounds.[148] His suggestions however was not accepted by Government. The establishment of the Government Boarding School for Europeans at Kurseong was the direct result of the Government policy described above. In 1874 the local Governments were asked to enquire into the exact conditions of European education in their respective areas and to suggest measures for promoting education of the poor Europeans and Eurasians.

Accordingly, the Commissioner of Rajshahi Division reported that in the Dinajpur district there were no European and Eurasian inhabitants except the Government employees. The native Christians sent their children to ordinary school . In the Maldah district too there were no families coming within the scope of enquiry. The few European planters residing were able to pay for the education of their children.

Similarly, the Commissioner of Coochbehar Division, Herschel, in reply to circular No.20 dated November 24, 1874 submitted the following report.

		Men	Women	Boys	Girls
Darjeeling Town & neighbourhood	...	195	142	65	70
Kurseong	...	40	17	7	8
Terai	...	11	1	-	-
Jalpaiguri	... about	28	8	9	8
		274	168	81	86

148. Proceedings(A)of the Lt.Governor of Bengal, June 1875. File 70, No.32 Letter dated 1S1 Ct February 6, 1875.

of these, the Commissioner felt that, none were growing up in a way as to cause anxiety of the kind mentioned in Lord Canning's Minutes. In Darjeeling, he reported, there were no Europeans with an income of no less than Rs.100 a month. In Jalpaiguri, the families were well off except two. He felt the need of one or two well-conducted boarding establishment for the monied residents in Darjeeling. Private efforts would be forthcoming, and if a good scheme was devised, there would be no dearth of funds. However what really mattered was whether anything could be done to create hill schools in Darjeeling for children, coming from not so well-to-do families.[149] The matter was taken up and the result was the establishment of the Boarding School at Kurseong by the Government. Darjeeling seemed to be the only district of the Rajshahi Division which had a sufficiently numerous European population to demand any special educational provision at public expense.[150]

The history of the school goes back to 1879 when Sir Ashley Eden, the then Lieutenant Governor of Bengal, conceived the of establishing a Government institution for boys and girls. The plan was to enable parents in the lower rank of Government service to send their children to schools in the hills, which would have been almost impossible under ordinary circumstances. It was meant primarily for the benefit of persons of European descent employed on state railways in Bengal. Many of these men had

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149. Proceedings(A) of Lt.Governor Bengal June 1875. File 70. Serial No.54. Letter No.695 dated March 23, 1875.

150. Proceedings(A) of Lt.Governor of Bengal, May 1876.General Deptt. Educn. File 26 No.55. May 29, 1876.

been directly engaged from England and it seemed that the Government had some definite responsibility towards them. By offering them the means of securing a good education for their children at a cheap rate something at least could be done in this direction.[151]

The site chosen for the Government Railway school was "Constantia" then in possession of the Lord Bishop of Calcutta. It was the Dak Bunglow about which Hooker spoke when he made his Himalayan journey in 1848. The Lieutenant Governor sanctioned an expenditure of Rs.18,000 for the purchase of the site.[152] Soon this was followed a fresh a sanction of Rs.10,000 by the Lieutenant Governor for the repair of 'Constantia', for the erection of some necessary out offices in connection with it and for constructing a new school house.[153] The money was to be provided from the Public Works Department budget. The school was to be under the immediate supervision and control of the Inspector of Schools, Rajsahi Circle.[154]

Originally intended for the children of European employees on the State Railways in Bengal, it was extended to the children of all persons of European descent employed on state railways in Bengal, the General and Irrigation Branches of the Government of

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151. Proceedings(A) of Lt.Governor,Bengal. General(Education) Deptt. April 11, 1882 Index No. 4-7. File 1-4.

152. Proceedings(A) of Lt.Governor Bengal. September 1878 General Education Dept. File 32 Serial No.32 Letter No.3312 dated September 18, 1878.

153. Ibid File No.32 Serial 40 - 42.

154. Proceedings(A) of Lt.Governor Bengal. General Deptt. (Educn) July 1879. File 13. 17-20. Letter No.167 June 2, 1879.

Bengal, P.W.D. and subsequently to the children of parents employed in the Telegraph Department, at the rates of Re.15 to Re. 20 per month, varying according to the income of parents of guardians.[155] The Director of Public Instruction suggested that the school be established by Government for the benefit of its European and Eurasian employees. This would be in line with the Government of India's desire that the employees of European labour will co-operate with Government in promoting Eurasian education. The railway companies acknowledged their obligation in this respect.[156] Under the altered condition the name "State Railway School" dropped out of use. Out of 32 children on the rolls in 1880 -81, the parents of seven were employed in the Northern Bengal Railway, four in Public Works and Telegraph Department, twelve in Eastern Bengal Railway, four in Darjeeling Steam Tramway and five were outsiders.[157]

A plain English education suited to the requirements of boys leaving school at sixteen to follow some practical calling was given in the school. It was to include English, arithmetic, History of England, geography, drawing and elements of mathema - tics. A scheme for practical education in accordance with Government policy where boys would be taught the use of tools was also provided for preparing them for admission to the technical schools to be established by Government. Sewing and household management were included in the curriculum for girls. Music was

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155. Proceedings(A) of Lt.Governor Bengal April 1882. General (Educn) Deptt. File 1-4. Index No.4-7.

156. Ibid. Letter No.1587. March 10, 1882.

157. Report on Public Instruction 1880-81, p 80

given a special place in the curriculum. In the proposed conditions of the appointment of two teachers from England training in music was mentioned as a requisite qualification. Pegler and his wife, trained and certified teachers from England with considerable experience, were appointed as Head master and Head mistress of the school on a salary of Rs.200 and 150 respectively in 1879.[158] Other teachers were to follow at Mr. Pegler's recommendation. Starting with about fifteen children, the school, under the fostering care of Mr. and Mrs. Pegler began to prosper and grow.

The Director of Public Instruction, on his visit to the school in 1880, expressed satisfaction at the condition of the school " in every respect". Under the painstaking instruction and vigilant superintendence of the Peglers the children made "the most creditable progress in their studies."[159] The financial condition too was sound. The Director of Public Instruction felt that in future the school will develop into " one of the most useful and best conducted educational foundations of its kind."[160]

Constantia, it was felt, was too small for the purpose for which it was intended. So in 1880 the school was transferred to a more extensive building at Dowhill. Dowhill proved better in every way, better climate, ... abundance of water and

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158. Proceedings(A)of Lt.Governor Bengal July 1879.General Dept.Educn.File 13.No.17-20 No.458T July 2, 1879.

159. Proceedings(A)of Lt.Governor of Bengal, August 1880. General Deptt.Educn. File No.26. Serial No.26-29. August 3,1880 Letter No.4427 dated July 15, 1880.

160. Ibid.

away from bustee settlement. The school now had a cricket ground, a gymnasium, a hospital, a workshop, a laundry and a new cook-house with an English cooking range.[161]

The school rapidly grew to include more and more children. The staff was scarcely sufficient for the number of scholars now in school, in fact it was at or below the lowest limits consistent with efficiency. Till 1886 the work was carried on by the Peglers with but little other help. With Pegler taking the maximum number of classes, in addition to his other duties as the headmaster, the situation became difficult. Moreover the impossibility of filling a vacancy in the country if one of the teachers became ill was considered a serious problem.[162] Pegler's application supported by Nash, the Inspector of European Schools, for an increase in the teaching staff was given a sympathetic hearing by the Director of Public Instruction who requested the Government that a trained and certified master and a mistress on a joint salary of Rs.150 a month may be sent out from England.[163] The request was sanctioned. The school, as per the Code regulating the European schools, was under the immediate direction of the Inspector of European schools who took much interest in it. The staff of this Government institution in 1885 was increased to include, apart from Mr. and Mrs. Pegler, two assistant teachers and two additional master and mistress.[164] Mr. and Mrs. Chapman arrived at Calcutta from London in 1886.[165] The creation of a third mastership on

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161. Report on Public Instruction 1880-81 , p 80.
162. Records of Victoria School 1907
163. Proceedings(B)of Lt.Governor Bengal November 1884. General Deptt.Educn.File No.33. Serial No.31-35 October 21,1884. Letter No.6056 July 28, 1884.
164. Proceedings(B)of Lt.Governor Bengal.April 1885.General Deptt. Educn.File No.16.Serial No.6-7.Letter No.1988.
165. Proceedings(B)of Lt.Governor Bengal.February 1886.General Dept.Educn.File No.34 1 & 2 February 12, 1886.

a salary of Rs.100 a month with effect from July 30, 1888 was sanctioned by Government.[166]

The Government took care to provide for the accommodation of the teachers. It can be easily guessed that without adequate provision for accommodation it was difficult to attract trained and qualified teachers for this institution at a remote place in the hills. The circuit house of Kurseong, at present the bunglow of the Headmistress Dowhill, was made over to the Kurseong Boys school authorities for accommodating teachers of that school.[167] At a still later date, in 1905, Government arranged for the transfer of the Forest Rangers' bunglow, to the school authorities for converting it into a residence of European teachers of the Victoria Boys School.[168] The Director of Public Instruction at the instance of the Inspector of European school, submitted an estimate amounting to Rs.4,200.Then again, to provide a comfortable and more commodious accommodation for the headmaster of Kurseong Boys school, the Government of India on the suggestion of the Director of Public Instruction sanctioned the revised estimate of Rs.24,957, which was Rs.4,016 in excess of the original amount estimated by the P.W.D.[169]

The school fees, in keeping with the original purpose of the establishment of the school, was cheaper than it should have been otherwise. The fee rates varied with the father's

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166. Proceedings(B)of Lt.Governor December 1888.Serial No.18-21 General Educn. Deptt.
167. Proceedings(B)of Lt.Governor Bengal.December 1885.File 16. 32-33 December 23, 1885.
168. Proceedings(B)of Lt.Governor Bengal May 1905.General Dept. Educn.File 3S/7 6-7.
169. Proceedings(B)of Lt.Governor Bengal.July 1896.General Dept. Educn. 6B/1 13-16 July 10, 1896.

income, ranging from the lowest rate of Rs.10 to the highest rate of Rs.20, the former being fixed for income of Rs.100 and under while the latter was for Rs.400 and above. For others, who were not in the service of Government the rate was fixed at Rs.20 for each child. The general rule was that for every additional child the fee charge was little less.[170]

A rough estimate of the monthly expenditure of the school to the Government of Bengal was Rs.736. The cost per head amounted to Rs.13 per mensem instead of Rs.9, the cost originally estimated.[171] Still later, the monthly rate of the boarding charges per child was raised at the proposal of the Director of Public Instruction to Rs.14-4 annas.[172] It was the only Government institution for Europeans in Bengal at that time and the Government of Bengal spared no pains to develop it into an ideal institution. All kinds of financial assistance were given for equipping the school with new constructions, furnitures,[173] and for meeting various miscellaneous expenses.

The Government was not niggardly about its special charge. The Director of Public Instruction sent proposals, following inspection, to the Government for the improvement of the

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170. Proceedings(A)of Lt.Governor Bengal April 1892.General Deptt. Educn.File 1-4.Index No.4-7 April 11, 1892.

171. Proceedings(A) of Lt.Governor of Bengal May 1880.General Deptt.Educn.File No.26. Serial No.15-17. May 10, 1880. Letter No.372 May 15, 1880.

172. Proceedings(B)of Lt.Governor Bengal April 1892. General Deptt.Educn. $\frac{2B}{1}$ No.11 April 2, 1892.

173. Proceedings(B) of Lt.Governor Bengal April 1881. General Deptt. Educn. File No.42 Serial No.24 & 25 April 20,1881.

School for the comfort of both the teechers and the students. These proposals were accepted and grants were sanctioned accordingly by the Government.[174] Often the savings from the Education budget was diverted for the development of the institution. Plans of development included in its range improvement of hostel accommodation, supply of fittings for blacksmiths shop and designing room,[175] providing facilities for all kinds of extra-curricular activities to the boys by sanctioning construction of play shed in 1899, a gymnasium in 1903, and providing it with gymnastic apparatus and cricket[176] pavilion, in 1905 establishment of a suitable library and reading room in the school in 1906,[177] looking after the students' comforts by providing hot water for which Rs.3,940 was sanctioned in 1897.[178]

There were times, as in 1894-95 when Government sanctioned expenditure in excess of budget provisions up to the limit of Rs.2,216.[179] The Government even went to the length of sanctioning grant from budget savings for items, for which there was no provision for the current year, and adjusting it in the departmental estimates in future. Such an occasion occured in 1891, when on the proposal of the headmaster and Inspector of schools Rs.100 was sanctioned for prizes for boys of the School.[180]

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174. Proceedings(B)of Lt.Governor Bengal.April 1895.General Deptt.Educn.File $\frac{2B}{1}$ 12-13 April 9, 1895.

175. Proceedings(B)of Lt.Governor Bengal.January 1904.General Deptt.Educn.File $\frac{3S}{13}$ No.65-66.

176. Proceedings(B)of Lt.Governor Bengal February 1906.File $\frac{3S}{20}$ 46-49 General Dept.Educn.

177. Proceedings(B)of Lt.Governor Bengal August 1906.General Deptt.Educn. File $\frac{3S}{62}$.

178. Proceeding(B)of Lt.Governor Bengal March 1897.General Deptt.-Educn.File 6B/2

179. Proceedings(B)of Lt.Governor Bengal. April 1895.General Dept.Educn.File 2B/1 12-13.

180. Proceedings(B)Lt.Governor BENGAL.October 1891 General Dept.

The religious beliefs of the students were taken care of; administrative sanction to the construction of the chapel in the school at an estimated cost of Rs.27,850 was given on the decision of Sir James Bourdillion, the acting Lieutenent Governor of Bengal, himself.[181]

The opening of a carpentry class in 1899 marked a milestone in the history of the school. The object, in line with the Government policy of imparting practical education in these schools, was to cultivate mannual dexterity among the students. Bamford, the Inspector of European schools, took a lively interest in the project having consulted Messrs. Slate and Macdonell of Sibpur Engineering College. The class was to be under the direct superintendence of Hardman, who had some experience of carpentry classes in England before joining Victoria as a member of the staff. The initial expenditure of the scheme was Rs.1,414-7, while the annual cost of mainteining it was Rs.920. This was to be met from savings in the budget grant for 1898-99.[182]

In 1887, the constitution of the school underwent a change. A school for boys and girls ever since its inception, it was closed for the girls and became purely a boys' institution. By the end of the century, the school was in a flourishing condition, refusing admission to students for want of space.[183]

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181. Proceedings (B) of Lt. Governor Bengal June 1905, General Deptt. Educn. File $\frac{38}{36}$ No. 39.

182. Proceedings (A) of Lt. Governor Bengal, July 1899, General Deptt. Educn. File $\frac{36}{4}$ 5-11. Letter No. 199 March 22, 1899.

183. Report on Public Instruction 1887-88. Para 179.

In 1897 the name of the school was changed from Kurseong Boarding School to Victoria School in commemoration of the Diamond Jubilee of Queen Victoria.[184] The change was ultimately to help the school to be distinguished from the Dow Hill school for Girls.

No little money was spent on behalf of the Government of Bengal for its maintenance. Till 1884 the Government expenditure towards the construction of the school was Rs.51,904 while the major contribution of the total initial cost of establishment(Rs.15,286 out of Rs.28,281) came from the Government of Bengal.[185] In very explicit term the Government admitted that since the school was a gift of education to the children of certain public servants, its extension was made at some financial sacrifice.

The following figures give an account of the money spent on each scholar by the Government :

Table No. XI

	Total Cost	Government Cost
1887-88	Rs. 340	Rs. 184
1891-92	Rs. 355	Rs. 179-13-11
1892-93	Rs. 331	Rs. 152
1893-94	Rs. 330	Rs. 164
1894-95	Rs. 324	Rs. 142

Source : Reports on Public Instruction 1887-88, 1892-93,p90; 1893-94, p122; 1894-95, p103.

184. Proceedings(B)of Lt.Governor Bengal,October 1897,General Deptt.Educn. File 68/2 41-43.

185. Proceedings(B)of Lt.Governor Bengal, August1898. General Deptt.Educn. File 55 No.16-17.

The reduction of the total cost from Rs.355 in 1891-1892 to Rs.331 in 1892-93 was to some extent the natural result of an increased number of scholars there being an average of 90 boys in 1892 against 81.7 in 1891; a credit no doubt, of Mr.Peglor, the headmaster.[186] The increase in the Government cost in 1893-94 was solely due to the greater number of scholers paying fees on reduced scale as per rules applicable to Government servants.

Evidently the school, the only Government school for Europeans in Bengal was costly. This was admitted by the Government officials themselves. Whereas many middle class schools for Europeans cost only about a rupee a month per pupil, the cost here was more than Rs.10 a month, against Rs.3 a month for a high school at Darjeeling.[187]

Academically the institution had achieved certain standards . The records reveal the creditable performance of the school in the examination of the middle and primary departments and the instruction grants obtained by the scholars records the advance made by the students academically.

The Code for European schools in the Bengal Province as adopted in February 1883, was based on the principle of payment according to results. Grants were given for attendance and instruction grant was payable to each scholar, who, after competing a prescribed number of attendance (two hundred and fifty in the year) passed the examination in the subjects of his standard. They were classified as "elementary", "class" and "special". The grants

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186. Report on Public Instruction 1892-1893 p 90.

187. Proceedings(B)of Lt.Governor Bengal. August 1888 General Deptt.Educn. August 1889. File No.55. Nos. 16 & 17.

were of Rs.5, Rs.3 and Rs.3 respectively for each scholar passing in any subject of those branches. The elementary subjects were reading, writing and arithmetic. The class subjects included the subjects taken up by every scholar in a class - English, geography, history, mathematics, elementary science and needle work and domestic economy for girls. If 50% of the scholars examined satisfied the Inspector, a grant was payable for each that passed. The grant however was reduced or cancelled if the school as a whole did badly in elementary subjects. The special subjects comprised an Indian vernacular a European language, botany and drawing.[188]

In 1889-90, the school secured 100% of the instruction grant in the Primary department. This was the first time that any department had earned the maximum instruction grant.

Table No. XII

Instruction Grant earned by the school in Primary and Middle departments

Year	Primary Department	Middle Department	Remarks
1888-89	95.2%	85.6*	*The highest obtained by any school
1889-90	100% *	52.7	*The first time that any department had earned the maximum instruction grant.
1890-91	94% *	69%	* Highest
1892-93	94.6%	62.8%	
1893-94	95.4% *	69.9%	* the highest secured

Source : Reports on Public Instruction 1889-90, P 90 1890-91, P 85 ; 1892-93, P 100.

188. Croft, A. Review of Education in India 1886 p 298.

The results of Middle Scholarship Examinations and Primary Department Examinations between 1906 and 1907 also bear testimony to the good academic standard of the school.

In 1906 the first and the eighth positions in the Primary School examination were taken by two students, O'Piperno and Richardson.[189] In the same year, in the middle Scholarship examinations, four scholarships out of a total of twelve awarded to Bengal were gained by the school. The third, seventh, tenth and twelvth position were taken by the boys.[190]

In the Middle Scholarship Examination of 1909, four secured First Class, one second class and six third class.[191]

Success was achieved by the Victorian boys at different open examinations for admissions to various courses. In 1906 at the open examination admission into the Medical College, Calcutta for the subordinate medical service, A.D. Abren of Victoria school secured the second position in the list.[192]

While the institution earned a good reputation academically, atheletics was by no means neglected. The school had a play ground of magnificent proportion for playing cricket, football, hockey and other games. Cricket and hockey matches were often held with other hill schools like St. Pauls, St. Joseph's, Goethals[193] and also with the Royal Artilley, Jalapahar.[194] The

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189. Victoria School Centenary Volume 1879-1979. Head Master's Diary. 1905-1953 April 4, 1906.
190. School Records. Victoria Headmasters Diary April 6, 1906
191. Ibid March 18, 1909.
192. Victoria Centenary Volume 1879-1979 April 4, 1906
193. School Records. Victoria Headmaster's Diary, March 8, 1908.
194. Ibid. March 15, 1908.

activities of the school boys were also channelized in other directions too. In the open essay competetion held in the district in 1908, the first place was taken by C.Lualkue a boy of Victoria. Three other boys received honourable mention.[195]

The Victoria school was fortunate in having a set of loyal staff taking a keen interest in the welfare of the school. The school owed much to the integrity of character and devotion to duty of Edward Pegler. His long term of service for twenty one years had enabled the school to achieve so grand a success. He combined excellently the supervision of teaching and the numerous duties connected with boarding school. Besides, he succeded in running the institution more economically while fully maintaining its efficiency and even adding to the comfort of the boys.

The school in the first decade of the 20th century had a good academic record with an efficient school staff of twelve teachers, a nurse, two matrons, a steward, a gymnastic instructor, a clerk, a carpenter and a doctor in medical charge of the institution.

Apart from studies good care was taken of the extra - curricular activities, food etc. The headmaster of the school himself looked into the matter to ensure that good and palatable food was served to the children.[196] His sincere interest in the boys led him, as A.Barn the headmaster said, in 1905 "to spend every moment of my spare time out and emongst the boys."[197] With a staff working splendidly throughout

195. Ibid. September 24, 1908.
196. Headmaster's Diary, 10 August 1905.School Records Victoria
197. Headmaster's Diary, September 26,1905. School Records Victoria.

the year, and good discipline, the school earned for itself the reputation of being one of the best managed schools of Bengal. So popular had the school become that in 1909 a hundred had to be refused admission for want of accommodation. It was thought that the peculiar position and comparative importance of the domiciled community demanded Government's special attention, in the form of liberal grant for their education; the school met this pressing need in a satisfac - tory manner. In 1913 the Director of Public Instruction, on his visit to the school recommended that Victoria school be raised to a Secondary school. It received the sanction ofthe Government. In 1912 the Cambridge Junior Examination was introduced. Six years later, in 1918, the school took for the first time the Senior Cambridge or School Certificate Examination.[198]

In general it must be said that Victoria School acquitted itself well; it obtained and continued to hold a high standard of educational endeavour; its boys, on leaving the school, gave evidence of the soundness of the teaching in the school. In 1927 there were 62 institutions for the education of the Europeans and Anglo-Indians in Bengal. Of these the Government directly controlled three institutions, the Victoria, Dowhill and the Dowhill Training College.[199]

Victoria has and is still continuing to impart an all round education to boys. It enjoys the distinction of being a non-sectarian school and an institution for Anglo-Indian education in Bengal.

198. Victoria Centenary Volume 1879-1979.
199. Quinquennial Report of Progress in European schools in Bengal 1922-23 1926-27. Government of Bengal, p 8.

TRAINING COLLEGE AT KURSEONG

The decision of the Government of India in 1898 to open a training college for teachers at Kurseong was a landmark in the history of European education in India. The most conspicuous drawback of the entire education system in India, including that of the European, was the dearth of well qualified teachers. Bringing European teachers from England was a very expensive affair too. Without efficient teachers the schools for the domiciled community was bound to degenerate rapidly. The Resolution of the Government of India 1904 spoke of the establishment of a training college for teachers of European schools in Allahbad, and ensuring their proper qualification before their appointments.

Uptill 1896 there was provision for training vernacular teachers only. Arrangements were made since that year for training of English teachers for secondary schools by opening classes in connection with the training schools at Calcutta, Hooghly, Dacca, Patna and Cuttack.[200] But there was no full-fledged training College for teachers in Bengal for schools for Europeans.

The issue was an important one. The question of establishing training colleges for teachers of European schools was discussed in the Resolution of Lord Elgin's Government of May 8,1896. This was done on the report of the Committee appointed in 1895 under the Resolution of the Government of India dated

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200. Proceedings of Lt.Governor of Bengal, December 1897. Review of education in Bengal 1892-93 - 1896-97, p 351.

February 7, 1895 to revise the Code of Regulations for European schools in the Bengal Presidency.[201] The Committee passed unanimously a general resolution affirming the necessity of training Colleges. The scheme formulated by A.Croft and Bamford in 1896 was approved by the Government. The previous plan of establishing two separate schools for men and women at St.James school and Free School at Calcutta was abandoned It was now proposed that a training college for students of both sexes should be opened in connection with the Government Boarding School at Kurseong. This would be economical for it would combine the work of the two institutions at less then half the cost. Moreover the practical training would be of the highest type at present possible, for the Kurseong Boys school was the best of all the schools in Bengal.[202]

The college was intended primarily for the training of teachers of both sexes for the European schools of the Province of Bengal, but provision was made for the admission of a few selected Indian teachers who could later be placed in charge of the training schools for Indian teachers or of the Zilla schools. Thus an improved method of teaching would be diffused in Indian as well as European Schools.[203]

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201. Proceedings(A)of Lt.Governor Bengal.April 1900.General Deptt.Educn.File 4C 3-6. April 4,1900. Letter No.425 dated December 21,4 1899 from Government of India finance and commerce Deptt. to Secretary State for India.

202. Proceedings of Lt.Governor of Bengal. May 1899.General Deptt. Educn.File 9C 1-20 May 5, 1899
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203. Proceedings(A) of Lt.Governor Bengal.March 1901 File 4-C 1-2 Nos.44-45
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The students at the Kurseong College were to be supervised and assisted in their study of the ordinary branches of education, but this was to be subbordinated to the special object of the College, that is the training of the students in the best methods of teaching and conducting schools. It was to be a training college and a practising school combined the latter contained seven classes, standard I to VII inclusive. The duration of the course was to be of one year. To meet the requirements of the training college, the teaching staff at the Victoria consisting of headmaster and seven assistant headmasters were to be strengthened by the addition of a principal with a salary of Rs.400 to Rs.750 in the Provincial Service with furnished house and other facilities like free board and lodging. The principal was to be responsible for the proper working of the whole institution so as to raise it into a model of " what a school ought to be in organisation, discipline and in the methods of teaching employed".[204] A standard was set by the Department of Public Instruction for the selection of the candidate who was to be somewhat above the average boarding school master in attainments. The nature of his duties demanded that he was to be an excellent organizer, disciplinarian and teacher and that he should preferably have considerable experience in English training school. His salary was to be Rs.400 to Rs.750 in the Provincial Service. The Principal was to combine in himself the supervisory work of teaching in the Victoria School and the training of teachers.

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204. Proceedings(A)of Lt.Governor Bengal,General Department, May 1899 No.196

As Mr. Pegler's aquirements was not conducive to the requirements of a modern teaching college,[205] a new principal, R.Delaney was chosen as the Principal in 1901.[206] Arrangements for training women teachers were made because in Bengal women teachers in the schools for Europeans greatly outnumbered the male teachers. The latter were not attracted to this profession because of the low salaries and poor prospects. They used it as a mean of subsistence until they get more lucrative employment.[207] The women students were to be quartered at the Dow Hill. A sharp distinction was made between the European and the few selected Indian candidates as the arrangements made for the latter would testify. While the European male students were to be accommodated at the Victoria School, the Indians were to be housed in a building originally intended for drying and ironing clothes.[208] The system of training schools in Bengal, though good in theory, was far from satisfactory in actual practice. It was one of those branches in of educational work in the province which called for urgent and immediate reform. It was hoped that the training college at Kurseong would enable teachers trained under European supervision to be drafted into the local training schools and thus pave the way for reforms in these schools.[209]

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205. Proceedings(A)of Lt.Governor Bengal,June 1900, General Educn.Deptt.File 4C 20-23. Letter No.445T, May 20, 1900.
206. Victoria School Centenary Volume.
207. Proceedings of Lt.Governor Bengal May 1899.General Dept. Educn.File 9C 1-20 dated December 2,1898.
208. Ibid. Letter No.196.
209. Report on Public Instruction 1899-1900 p 96.

So, with a view to diffuse improved method of teaching in school the training college was established. The object was to supply male and female teachers for schools for Europeans and Eurasians in Bengal and Assam.[210]

The college served Bengal for nearly forty years sending out trained teachers to the middle and primary schools for Europeans in the Bengal Province. In 1903, after Delany's departure from India, the Training College ceased to accept male students. Only women students were accepted. It came to be located at Dow Hill, where it remained till it closed down in 1940.[211]

COMMERCIAL CLASSES:

The decision to open commercial classes in Victoria, another milestone in the history of the school, had an interesting prelude. Upto 1901 the Victoria school taught only upto the middle standard for European schools. In 1901 the Director of Public Instruction obtained permission for introducing the high school standard. The opening of this new course produced a remonstrance from the authorities of St.Pauls' on the ground that the Kurseong school with low rate of fees would compete seriously with it.[212] To avoid such an unpleasant situation the course was reverted to middle school stage but

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210. Proceedings(A)of Lt.Governor Bengal, April 1900,General Deptt.Educn.File 4C 3-6, April 4, 1900, Letter No.425 dated December 21, 1899.

211. Proceedings(B)of Lt.Governor Bengal,November 1904. File 3S/8 40-53

212. Proceedings(A)of Lt.Governor Bengal,April 1903, General Deptt.Educn.File 3S/13 18-20 1903.

with a difference. A new class was introduced which would provide the boys with a commercial education based on the line prescribed by the London Chamber of Commerce.[213]

It was not till May 1906 that the commercial classes had begun.[214] As to the course of study to be pursued there were certain differences of opinion between the Director of Public Instruction on the one hand and Bamford the Inspector of European schools and Delaney the Principal of the Kurseong Training College on the other. The last two, in a careful analytical study pointed out that the adoption of the full course prescribed by London Chambers of Commerce, as suggested by the Director of Public Instruction, would be more expensive to Government as it would require more teachers and expert ones too. What they proposed was a scheme not only based on the lines of the London Course but having some relation to the course prescribed for the " C " classes opened two years ago in connection with certain Government High schools. The Kurseong classes would apparently supply the same want in the case of European boys, as the "C" classes were intended to supply in the case of Indian boys. Both classes of students would seek employment of the same kind in mercantile firms. From the point of practicability and usefulness this course was to be superior to the London Scheme it was claimed. The course suggested by Bamford and Delany made all the subjects obligatory. It included English, arithmetic, book keeping, algebra, geography, French, vernacular, shorthand and typing.[215] The course extended for a period of three years.

213. Ibid.
214. Proceedings (A) of Lt. Governor Bengal, April 1906 File. 38 32. General Dept. Educn, Letter No. 2517 dated March 1906. 9
215. Ibid.

The first 2 years roughly devoted to High School work combined with instructions in the rudiments of Indian business knowledge, the third year strictly to business work.[216]

The opening of the commercial class was to be viewed in the context of the Government's policy towards the education of Europeans and Eurasians. The need to pass in this country some standard examination so as to qualify for employment in Great Britain if so desired was emphasized. The Government of India felt that the local Government should arrange to give every assistance to the holding of the Cambridge Senior Local Examination and the Senior London Chamber of Commerce Examination. Wherever there was a local demand for either of them. The University Commission in their Report(paragraph 149-151) recommended that studies useful to commercial pursuits should be encouraged as far as possible both by the University and by Government. It approved of the commercial classes to be instituted in the Kurseong school for preparing students for the London Chambers of Commerce.[217]

With an initial cost of Rs.40,320 and yearly cost of Rs.3,000[218] the commercial class was opened in 1907. The course began with 8 students in a new building complete with equipments. On the completion of the three years course Government

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216. Proceedings(E)of Lt.Governor,Bengal November 1904,General (Education)Deptt.File $\frac{3S}{8}$ Nos.40-53 November 1904.

217. Proceedings(A)of Lt.Governor Bengal,April 1903 General Deptt. Educn.File $\frac{3S}{13}$ 18-20, 1903.

218. Proceedings(A)of Lt.Governor Bengal,September 1902 General Deptt. Educn.File $\frac{3S}{13}$ 18-20.

certificate was awarded to successful candidates.[219] The new commercial course held promises of being a success but it did not fulfil the hopes and aspirations with which it had been established. The results in 1911 was most unsatisfactory and Government took the decision of closing down the department. This step was fully justified by its dwindling number and evident lack of popularity.[220]

TECHNICAL CLASSES:

The technical side was another important feature of the Victoria Institution. The opening of the Technical Classes was sanctioned in 1902.[221] The progress in the Technical Department was good; so much so that the Headmaster spoke of them of being above the average of the Sibpur candidates intellectually.[222] The results secured by the students were commendable.

In 1906 5 candidates from the Technical department were presented at the open examination for the sub-overseer's certificate at the Civil Engineering College, Sibpur. Out of over a hundred candidates Victoria school secured the 1st., 7th and 16th places.[223] The names of several Victoria boys

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219. Victoria School Records 1908, Headmaster's Report 1907
220. Ibid 1911
221. Proceedings (A) of Lt. Governor Bengal, December 1900 General Deptt. Educon. File 6R 41-42 Government order No. 594 dated February 1902 II
222. Victoria School Records. Headmaster's diary August 26, 1905
223. Victoria School Records. Headmaster's Diary 1906

appeared in the prize list of the Civil Engineering College Sibpur. In the final examination of the 5th year apprentices course the first place was taken by A.Pottle. It carried with it a Government appointment of the post of an overseer in the State Railway Department. C.Fox, also of Victoria School obtained a state scholarship while at Sibpur College. Later he joined the Birmingham University. In the final examination of the Joint Technical Board two boys, H.Durrel and N.Benett passed 2nd and 3rd on the list respectively.[224]

Victoria had a good record of passing nearly 70% of its candidates into Sibpur College inspite of a heavy handicap which it experienced, that of parting with its candidates three months before they presented themselves for their examinations. No wonder that the Principal of Civil Engineering College, Sibpur was highly pleased with the teaching equipment, general tone and educational abilities of the Technical Department of Victoria. He admitted that Victoria had supplied Sibpur Engineering College with some of the best students during that period. Comparing the rates of fees with the Civil Engineering College, the rate at Victoria was cheaper.[225]

The Engineering Department of the Victoria school at the end of the course held the Joint Technical Board Examinations. It was decided by the Board to hold a special examination at the school at the end of the school year provided a minimum of ten candidates was guaranteed by these schools

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224. Victoria School Records 1909. Headmaster's Report 1908.
225. Victoria School Records 1911.

of this district with engineering department attached to them.[226] The suggestion of the Principal of the Civil Engineering College, Sibpur of closing to Europeans students the Ist and 2nd year classes for apprentice at Sibpur College[227] was perhaps made with a purpose, to help to fill the Engineering department attached to schools for Europeans.

In the Sibpur Engineering College Sports the old Victorian boys were in the forefront. W.Durrel, a Victorian boy, carried off for the third time the Silver Challenge Cup for swimming offered for competition to the senior European students of the College.[228]

As is evident from the facts mentioned above, close link was maintained between the Technical Department and the Engineering College at Sibpur. The department came to be affiliated to the Civil Engineering College and propared students for the II year examinations of the Apprentice Department of that college. The course of instruction extending over two years included the following subjects : Engineering, Surveying, Drawing, Estimating, Science and Mathematics. Carpentry and blacksmith's work were also part of the course. In 1911 there were ten boys in the department, eight of whom were preparing for the forthcoming sub-overseer examination.[229]

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226. Victoria School Records 1911, Headmaster's Report 1910.
227. Victoria School Records 1911, Headmaster's Report 1910.
228. Victoria School Records 1909, Headmaster's Report 1908.
229. Victoria School Records 1911.

DOWHILL SCHOOL, KURSEONG

Ever since its inception the Kurseong Boarding School accommodated both boys and girls. In 1883, the Lieutenant Governor during his inspection of the school expressed satisfaction at the administration and teaching generally, but felt it would be better if a separate institution for girls could be established.[230] At the end of 1887 it was considered best, in the interest of the school, to discontinue this system and the school was closed for the girls.[231]

In 1894 the Director of Public Instruction represented to Government the want of a middle class school for European girls at Kurseong and suggested the use of the building now occupied by the boys school, i.e. the Dowhill school, for its accommodation and the erection of a new building for boys with larger accommodation.[232]

Administrative sanction[233] was given to the proposal[234] for which a heavy expenditure of Rs.2,76,592 was incurred. As the expenses largely exceeded the limit within which expenditure could be incurred without the sanction of the Government of India, it needed its sanction. This testifies to

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230. Proceedings (A) of Lt.Governor Bengal.October 1883 General Deptt.Educn File 38 No.27 October 10.1883.Letter No. 1202 T-C.

231. Proceedings (B) of Lt.Governor Bengal.October 1887.General Dept.Educn.File No.23 Serial No.15-16.October 1887. No. $\frac{48\ T}{6329}$.

232. Proceedings (B) of Lt.Governor Bengal March 1895.General Dept.Educn.File $\frac{1G\ 71-72}{3}$.March 1895.Letter No.5499.

233. Government Order No.4194 dated December 15, 1894.

234. Proceedings (B) of Lt.Governor Bengal.July 1896. General Deptt. Educn. $\frac{6B\ 13-16}{1}$ July 10, 1896.

the interest and care taken by the Government, both at the centre and local level for the education of children of Anglo-Indian origin.

The boys' school shifted to its new building in the Jubilee Year of Queen Victoria. In 1898 the girls' school was started again in the old building of the school with seven teachers.[235]

The definite purpose for which the Girls' School was to be opened was clearly stated in the prospectus. The school was to be maintained by Government for the education of the European girls whose parents were employed in any department of Government service. If there were any spare accommodation after providing for these, non-Government employees would get a chance. The school was to be under the control of the Director of Public Instruction, Bengal and under the supervision of the Inspector of Schools. The students were prepared for the annual primary and middle school examinations. The Government officials paid fees according to their income as follows :-

Class	Fathers Income	Fee
I	Rs.120 and under	Rs.13 per month
II	Rs.121 - Rs.200	Rs.16-8 Per month
III	Rs.201 - Rs.300	Rs.20
IV	Over Rs.300	Rs.25

Persons other than Government officials paid fees at the uniform rate of Rs.30 a month. In practice however the girls in school were nearly[236] all daughters of Government officials who

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235. Government Order No.737.February 17,1897, para 4.
236. Proceedings(A)of Lt.Governor Bengal.April 1898.General Dept.Educn.File $\frac{3S}{3}$ 34-81 March 29,1898.No.67.

could not afford the fees of the hill schools. The remeinders were daughters of people of limited means not in Government employ.[237] That the scholars came from the poorer class of Government servants could be gathered from the fact that the average monthly fee per scholar in 1901 was Rs.15-8-0. There was much difference between the income and expenditure of the school. As the following chart would show the fees did not even cover half the expenditure of maintaining the school. A comparison is[238] made with the Diocesan Girls' High School in Darjeeling. It shows the relatively less expense of the Dow-hill School.

TABLE - XIII

Expenditures and fees received for 1901-1902 in the case of Dow Hill and Diocesan Girls' High School in Darjeeling

	Expenditure		Fees Received	
	Total for the year	Monthly per Scholar	Total for the year	Monthly average per Scholar
Dow Hill	Rs.30,823	Rs.29-8-0	Rs.12,157	Rs.15-8-0
Diocesan	Rs.48,000	Rs.56-8-0	Rs.33,103	Rs.39-0-0

Source : B Proceedings of Lt.Governor of Bengal.
File No.$\frac{35}{10}$ No.171-173 June 1902.

Mrs.E.Peglar wife of Edward Peglar was appointed the first headmistress of the Dow Hill School. Elinor Greene took over from her in 1901.[239]

The school had a flying start. All the seats were full, numerous applications for admission had to be refused.The need

237. Proceedings(B)of Lt.Governor Bengal.June 1902. File $\frac{35}{10}$ No.171-173 Letter No.3608
238. Ibid.
239. Dow Hill School Centenary Magazine 1879-1976-"The story of Dow Hill School."

for an additional building to provide for classroom, teachers' quarters and dormitory was keenly felt. "The school now has an excellent staff of teachers and is certain to do well" - was the comment made in the Report in 1898-99.[240]

The Training Section was introduced in 1904 with the object of training women students of European descent to become teachers. Candidates must have passed the High School or some other equivalent examinations. The course of studies extended for a period of two years during which time students received instruction and lodging free of all charges.

Edith C.Davies who took over the charge of the school as the headmistress in 1907 made a beginning in a new direction. She set up a school for the education of the children of the Dow Hill school servants. Now known as the "Davies Primary School", it gets a grant from the Government.[241]

Amongst the girls' school of Bengal, Dow Hill was the best equipped with provision for games and physical welfare. The excellent system of domestic science was an important feature of the school curriculum. All conditions were of the kind the best that could be provided.[242]

Till 1926 no Indians were admitted in the school. The first Indian student to be was admitted as day scholer in

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240. Report on Public Instruction 1898-1899, p 138.

241. Dow Hill School Centenary Magazine 1879-1979 - "The Story of the Dow Hill School".

242. Quinaquennial Report of Progress in European schools in Bengal, 1922-23 to 1926-27, Government of Bengal, p 136-137 Calcutta 1928.

1927. Priscilla Ladenia became the first Indian boarder in 1939.[243]

Both the schools Dow Hill and Victoria celebrated their hundred years of useful existence in 1979.

Efforts made by the Government to promote education in the tea plantations in the district of Darjeeling

The dedication of the Church of Scotland to the cause of promoting education in the hills of Darjeeling was a fact that was fully recognized by the Government of Bengal. It was indebted to the Scotch Mission for the educational work which it had hitherto carried on. In fact whatever primary education had been imparted or was now being imparted in the Darjeeling hills was almost entirely the work of the mission of the Church of Scotland and they were entitled to the greatest possible credit for what they had been able to effect. As early as 1872 three schools at Soom, Takood and Lebong had been established by the missionaries for the children of the coolies in tea plantations.[244] But the time had come, as was felt by the Director of Public Instruction, for the Government to take up the important question of education of children on tea and other plantations in the district of Darjeeling. The co-operation of the managers of the tea-gardens were to be sought in this respect. The inadequacy of educational facilities for children of tea estate had attracted the attention of the Government. An enquiry was made in the British Parliament in May

243. Dow Hill school Centenary Magazine 1879-1979-"The story of the Dow Hill School".

244. Proceedings of the Lt.Governor of Bengal April 1873. General Dept.Educn.Proceedings 16-22.No.6.Educational Report Coochbehar Division No.2784 dated October 21,1872.

1905[245] on the state of education of children of school going age on tea and other plantations in Ceylon. This seems to have started the Government into activity and enquiries were made as to whether primary schools could be established on tea estates in India. At the request of the Secretary of State, the Government of Bengal made an enquiry. Its findings are furnished below.

Consolidated Statement for the Province of Bengal showing the number of children of school going age on the plantations and the number of them that were receiving or had already received education.

Division	Name of the Tea Garden	Number of Children of school going age	Number of Children receiving education	Number of children who have already received education and do not now attend School
Bhagalpur	Bannockburn Tea Estate	77	3	-
	Pandam Tea Estate	90	6	2
	Tekvar Tea Estate	131	21	-
	Ditto (Mumphil)	139	29	2
	Baraosbeg	128	-	12
	The British Darjeeling Co.	450	56	5
	Bloomfield Frederick sburgh and Orange Valley	72	-	30
	Lingie T.E.	79	-	9
	Fagu T.E.	145	15	30
	Nagri T.E.	108	6	-
	Badamtan Division	293	56	17
	Runglu-Rungliet T.E.	56	12	7
	Government Cinchona Plantation, Mangpoo	1041	49	42

245. Proceedings of the Lt.Governor of Bengal, General Educn. Dept. August 1906. File 1E 7, No.18, p 129 Letter from Secretary to Government I of Bengal to Secretary, Darjeeling Planters' Association and others.

Division	Name of the Tea Garden	Number of Children of school going age	Number of Children receiving education	Number of children who have already received education and do not now attend School
Bhagalpur	Singtam Tea Estate	250	7	135
	Oak T.E.	62	-	-
	Phoohsing	141	6	11
	Pegoke T.E.	89	39	-
	Koel T.E.	112	1	6
	Chamong T.E.	60	-	4
	Lower Pagoo T.E.	26	-	-
	Gopaldhura T.E.	53	-	3
	Liza Hill T.E.	85	-	1
	Mian Tea Estate	70	-	-
	Tarzam Tea Estate	108	13	2
	Moondakotee T.E.	250	8	42
	Lower Giag	156	44	8
	Darjeeling Tea & Cinchona Association Limited, Peong, Singtam & Namsing	65	11	30
	Lapchoo T.E.	41	-	41
	Runagmook T.E.	229	19	-
	Pussambing T.E.	91	-	7
	Government Cinchona Plantation, Mansingh	230	-	2
	Gielle T.E.	230	6	37
	Arongrove	45	-	-
	Cedar	40	-	-
	Tukdah	150	33	-
	Chongtong	200	20	100
	Slopetown Tea Estate	30	-	-
	Rangaut	29	6	2
	Gleaburn	104	2	3
	Seairipani	120	-	-
	Pashok	361	51	16

Division	Name of the Tea Garden	Number of Children of school going age	Number of Children receiving education	Number of children who have already received education and do not now attend School
Bhagalpur	Tunsong	54	7	-
	Giag Tea Estate	40	18	-
	Tukvar Tea Estate	350	24	19
	Passabong	76	26	1
	Thealand	13	2	-
	North Point	20	4	-
	Steinthal T.E.	13	-	4
	Reshihat	20	20	-
	Happy Valley	21	-	7
	Soom T.E.	85	30	-
	Dooteriah	200	-	-
	Lebong Mineral Spring	181	-	-
	Belgachi T.E.	41	-	-
	Springside T.E.	52	9	41
	British Darjeeling Tea Company, Negali Dursion ...	273	56	-
	Badhearan Tea Estate	26	-	-
	Castleton T.E.	50	1	1
	Darjeeling Consolidated Tea Company	200	-	-
	Darjeeling Consolidated Tea Company.	130	-	19
	D.H.Tea Company	131	1	9
	Deomoni Tea Estate	5	-	-
	Damdamjhar Tea Estate	18	-	-
	Eden Vale T.E.	4	2	-
	Muleetar and Pagooter Tea Estate ...	67	-	-
	Ghyabaree Tea Estate	23	1	-
	Ghamti Tea Estate	55	5	5
	Gangaram T.E.	96	-	-
	Gairigong Tea Estate	7	2	-
	Hasqua T.E.	15	-	-
	Hindu Tea Company	25	12	13

Division	Name of the Tea Garden	Number of Children of school going age	Number of Children receiving education	Number of Children who have already received education and do not now attend school
Bhagalpur	Jangpana Tea Estate	34	-	-
	Kamalpur Tea Estate	29	-	-
	Kristopur T.E.	25	-	-
	Liazipur T.E.	82	-	-
	Lohagar T.E.	112	-	-
	Majhna Tea Estate	32	-	-
	Mahalderam T.E.	49	-	13
	Matiaram Tea Estate	13	2	-
	Matigara T.E.	3	3	-
	Mohurganj T.E.	27	-	-
	Manjha Tea Estate	8	-	-
	New Chamta T.E.	67	-	-
	Nexalbari T.E.	20	-	-
	Panchenai T.E.	16	-	-
	Puttinbari T.E.	15	-	-
	Rhoni Tea Estate	623	3	-
	Simulbari T.E.	40	-	3
	Tindheria T.E.	94	-	1
	Taipoo T.E.	15	-	4
	Bagdograh T.E.	39	-	4
	Shapore Tea Estate	19	-	4
	Main Tea Estate	34	-	-
	Grand Total :	9821	746	753

Source : Proceedings of the Lt.Governor of Bengal, August 1906 General Department, File $\frac{15}{I}$ 5. Nos 15-16. From D.P.I. to Secretary to Government of Bengal, General Department No.3850 March 29, 1906.

From the above statistics it appeared that of the 9821 children of school going age, only 746 received education and 753 were children who had already received education. This gave a percentage of 7.6 actually attending school and 15.2 as receiving or having already received education.[246] These informations however were inadequate as no light was thrown as to the arrangements made for imparting instructions to the children, the agency that administered it, the expenditure incurred and finally, the provision for funds. Besides, there were the questions of accommodation and finance if the 8,322 children of school-going age who were uninstructed, were brought under instruction. The figures, it was also pointed out, were defective both in column 4 (under instruction) and in column 5 (left school); but more specially the latter due to some misapprehension on the part of those who filled up the return as to what the column really meant. Moreover there were cases of exclusion. In the hills alone five estates on which schools were actually located did not appear on the list. The defective statistics did not therefore give an adequate representation of the extent to which education was imparted. This explained why the total number of children of school-going age (excluding 1,271 children on the Government Cinchona Plantations) was only 9.9 per cent of the total population of 86,725 ascertained at the last census.[247]

Accurate informations regarding the number of primary schools on or near the tea plantations were lacking. Milgour

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246. Proceedings of the Lt.Governor,Bengal August 1906,General Deptt.File I-E 14 Proceeding of the conference held at Darjeeling I on 29 June, 1906.Nos.29-31 Letter No.925-J dated July 20, 1906.

247. Ibid.

of the Scotch Mission gave a list of those located on plantations and of the distance of the nearest school from each of the other estates. From this it appeared that out of 69 tea plantations in the hills, 18 actually had schools in in them; other 17 had schools within one mile of them, and 11 schools within two miles. A considerable amount of the Government grant, for primary education administered by the Scotch mission, i.e. Rs.375 out of Rs.771 per month, was spent on schools on or near plantations. (In the Terai, out of the 26 estates, 5 had schools on them and 7 had schools near them, but how near was not clear. Coolie lines on a single estate were scattered over a considerable area and the children therefore must have walked a distance of $1\frac{1}{2}$ to 2 miles in the hills to attend schools.[248] Practically all the schools in the hills had both day and night sections, attended by different sets of pupils. The usual hour of attendance of the night school was from 6 to 8-30 p.m. It would appear from above that roughly speaking half of the tea-plantations in the district of Darjeeling had schools on or near them.

One point that emerges from the various criticisms levelled against the statistical figures was that the existing educational facilities were inadequate. The Government of India attached considerable importance to the question of improving the educational facilities for the children of this class. It expressed a desire to know whether the Government of Bengal could do anything to improve the situation.[249]

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248. Ibid. para 3
249. Proceedings of Lt.Governor of Bengal August 1906.General Dept.File 1E 13 No.28 Letter No.411, From Deputy Secretary, I Govt.of India to the Secretary,Govt. of Bengal. Dated June 14, 1906. Para 2.

In any case the matter called for more vigorous action and the Lieutenant Governor was requested by the India Government to select an officer for a short time on special duty for the purpose of enquiring into the whole subject. He was to be asked to submit in consultation with the planters, proposals for improving the existing condition of education upon the tea estates. To assist him in his findings he was to be supplied with a copy of the sessional papers published by the Ceylon Government in 1905 regarding the education of Tamil coolie children in Ceylon. His enquiries, which were to be on the pattern of S.S.Burrow, who had been placed on special duty for a similar purpose in Ceylon in 1904, were to be carried out to ascertain the following points :-

a) the proportion of children employed in the tea plantations that have already acquired the the rudiments of education

b) the character of the existing schools and how far they were being utilized

c) whether any children were sent to receive education to places other then on the estates

d) finally to enquire into the causes which had prevented the spread of education, and to report upon the extent and means by which the hither to uninstructed children could be brought under instruction.[250]

There was the fear of a recurrence of infanticide, previously common among the coolies in Ceylon plantations, if educating their children resulted in a reduction of the family

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250. Ibid.

income. Whether such a possibility was there in Bengal was also to be found out.[251]

The attitude of the planters towards this issue was of utmost importance, for, despite all assistance given by the Government the entire scheme would fall through without the co-operation and assistence of the planters.

The planters were not without apprehension. As was pointed out in the "Englishman" dated December 18, 1905, on "Primary education on Tea Estates", a few planters were indeed disturbed by the prospect of the coolie being able to read and write as that might mean loss of child labour; for an educated coolie would no longer be of any use as a cultivator of the soil. But this fear could be dispelled, for the actual statistics of persons (not only children between the ages of 5 and 13) who could read and write were 177, -

Sardars	- 11
Chuprassies	- 5
Duffadar	- 21
Teamen	- 17
Coolies	- 118
Girls	- 5

- These figures, it was claimed, showed that that "the idea of education had already caught on with the tea estate workers". Whether there were any school or not there were a "considerable number of literate persons, mostly these men were overseers but on some estates they were ordinary cultivators."

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251. Ibid.

It was further asserted that there had been instances, when, in the absence of a school on the estate, the sirdars and other headmen put their funds together and started a school of their own, for educating their children. Whether these schools succeeded or not was another story; in fact they failed to succeed in the absence of necessary supervision and technique; but the fact remains that education did have some value for them. This did not presuppose however that the parents were not interested in the earnings of their children. Thus the planters need not be afraid of opening schools in their establishments. The planters were warned that it was in their interest that they should deal with the question sympathetically. Public conscience in England had been aroused about the condition of the coolie children on tea estate. It was useless to stem the tide of progress which was going all over the world, it was better to try and direct it if possible. If the planters conveyed the impression that they were unsympathetic and indifferent there was the possibility that home authorities might put pressure upon authorities in India to formulate some plans of compulsory education, which under present condition would be extremely unfortunate.[252]

The attention of the Government of Bengal was drawn by the Government of India to make a thorough enquiry into the question of educating the children of school-going age on tea and other plantations in the districts of Darjeeling. In his endeavour to attain the object and to spell out the various problems that may arise in this connection, the Lieutenant Governor proposed to summon a conference where he hoped to receive the full co-operation of the planting community.

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252. Proceedings of Lt.Governor of Bengal, August 1906. General Deptt. Educn. Extract from the "Englishman" December 18, 1905.

The conference was held at Darjeeling on 20th June 1906. Below is given a list of the members participating in its deliberations :-

1. D. J. Macpherson Esq.C.I.E. I.C.S.
Commissioner of Bhagalpur Division ... President

2. C. Bald Esq.
Manager, Lebong Tea Company Limited

3. Dr. W. Booth
Inspector of Schools, Bhagalpur Division

4. A. Earle I.C.S.
Director of Public Instruction

5. Reverend J.A.Greham Kalimpong
Church of Scotland Guild Mission

6. G.Grant Gordon Esq.
Manager, Teesta Valley Tea Corporation Ltd.

7. H.H.Irwin Esq.
President & Honorary Secretary
Church of Scotland Mission ... Representing the Darjeeling Planters Association.

8. Reverend R.Kilgour, Darjeeling
Church of Scotland Mission

9. L.S.S. O'Malley I.C.S.
Deputy Commissioner, Darjeeling

10. The Hon'ble Mr.T.W.Richardson, I.C.S.
Officiating Secretary to the
Government of Bengal in the Judicial
and General Departments

11. A. Shennon Esq.
Lebong Tea Company Limited

12. H.E.Spry, Esq. I.C.S.
Sub-divisional Officer, Kurseong.

13. G.W.Steward Esq.
Honorary Secretary, Terai Planters' Association. ... Representing the Terai Planter's Association.

14. W. S. Milne Esq. I.C.S.
Under Secretary to the
Government of Bengal ... Secretary[253]

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253. Proceedings of the Lt.Governor,Bengal,General Department. August 1906.File $\frac{1-E}{1}$ 14 Nos.29-31, p 143. From Commissioner of the Bhagalpur Division and S.P. to Secretary, Government of Bengal.Letter No.925 J dated July 20, 1906.

The Government objectives and views on the subject were clearly stated in the proceedings of the conference. Education had not been made compulsory by the Government in any part of Bengal, and it did not propose to introduce compulsory education in the tea-gardens of Darjeeling and the Terai. But the Government had in mind to accelerate the extension of the advantages of primary education on a voluntary basis to children who had not yet been receiving such education, so that it could not be said that due to the negligence on the part of the Govern - ment children had remained illiterate and uneducated.[254]

The earnest desire of the Government to provide such schools was there but with limited and insufficient funds, it invited the co-operation of the proprietors and managers of the tea estates in establishing and maintaining schools. It was anxious and willing to give every encouragement to the establishment of schools on tea-plantations with considerable concentration of labourers by giving liberal recurring grants-in-aid. In fact there was ample room for liberal encouragement to these voluntary schools if the Government so wanted, in the shape of providing for furnitures, books, appliances, etc.

In view of the defective character of the statistical statement it was decided that fresh returns were to be called from each plantation. The headings under which the informations were to be furnished were carefully considered in details by the conference. They bore testimony to the seriousness and well thought out manner by which the Government tried to tackle the situation.

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254. Ibid p 145

The following information were to be furnished :-

1. Total number of labourers and their dependants(including children) resident on the Estate.

2. Number of children between the age of 5 and 13 resident on the Estate.

3. Number of children between the age of 6 and 13 resident on the Estate who were able to read and write and do simple arithmetic but had left school.

4. Number of labourers and their dependants exceeding the age of 13 resident on the Estate who had been receiving education at night schools or otherwise.

5. Whether there was an elementary school already on the Estate itself.

6. a) If not, was there an elementary school sufficiently near the estate which the children resident on the Estate might reasonable be expected to attend?

   b) If so, what was its name ?

7. If there was no such school on or within a reasonable distance of the Estate, would the Estate be prepared to co-operate with Government in establishing an elementary school on the Estate.

8. If so, would it be willing to assist to the following extent :-

   a) Providing a site and building, and the simple equipment required.

   b) Keeping the school in repairs.

   c) Making a monthly contribution towards the expenditures involved in carrying on the school, and if so how much.

The Government, as the above enquiries showed, invited full co-operation from the estates. Roughly speaking there were schools on or sufficiently near the estates in half the tea plantations in the district. But the other half would have to be provided for with schools, if the directives of the Government of India, were to materialise.[255]

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255. Ibid

Grant Gordon, the manager of the Teesta Valley Tea Company, raised certain specific points in the event of the estates' managers participation in the proposed scheme. He wanted to know about - a) the future liability of proprietors of estates who might undertake to establish schools,

b) whether the funds which Government would provide would be made over the mission of the Church of Scotland, which carried on almost all the schools on or near the tea gardens in the hills at that time.

c) whether fees would be levied.

The conference, accepting the views of the Director of Public Instruction, felt that the maximum expenditure on an ordinary elementary school would be Rs.20, the emoluments of each teacher in Scotch mission school being Rs.15 per month. The Government contribution was fixed at Rs.12, although under the Grant-in-aid rules Government grants could not exceed half the expenditure, except in special circumstances. The maximum liability of a tea garden in maintaining a school was Rs.8 a month or about Rs.100 a year. It was further assured that Government would not withdrew its grant except on ground of gross mismanagement or bad attendance. The conference expressed the opinion, which all the members confirmed, that all initial expenditures, including the site, building and equipment and the maintenance of the school would be provided by the tea-estates. No fee was to be levied. Lastly it was decided that the Government would make over its funds directly to the managers of gardens and not to the Scotch mission. This was mainly due to two reasons; the unwillingness on the part of many estates to establish schools if control was to be entrusted to the mission. However the proprietors and managers were to have the option of dealing direc-

tly with the Government or arrange with the missionaries to conduct their school. Secondly, it was felt that it was high time that Government should open and maintain school on its own account. However, if any manager of gardens so desired, he was free to utilize the mission in carrying out the work of education in their schools. Dr. Graham and Mr. Kilgour had no objection to these arrangements but said that nothing should be done to draw away teachers from mission schools. They expressed the desire that the entire scheme should thrive in a healthy atmosphere unmarred by the unhealthy spirit of competition.

The planters reserved the right of dismissing a teacher as a kind of measure against the possible interference of the teacher with the labourers. The initial appointment, as well as all subsequent appointment of teachers, however, were subjected to the approval by the Department of Public Instruction. Besides, all the schools were to be subject to inspection and supervision of the Education Department.

As regards the number of hours during which children should be taught in school, the minimum was three hours and the maximum four, depending on what the syllabus of instruction would be. It was mentioned that night schools were preferred to day schools by the children as that would not present them from working as labourers. Dr. Graham of the Scotch mission, while praising these night schools, said that he had found the children quite alert and attentive at night . The Government policy however, was to encourage day schools, at any rate for the younger children. Because of the diversity of races to which the coolies in the Terai belonged special arrangements would have to be made

about the syllabus in the Terai. No children, it was agreed, were to attend school more than two miles away from their home.[256]

Following the circulation of the questionaire prepared by the conference 85 tea-gardens sent informations relating to education of the children of the labourers. The total number of resident labourers and dependents on these tea estates numbered 46,288. The number of children between the ages of 5 and 13 was given as 8,428; of these 803 were receiving education, 746 had left school. The percentage of children between the age of 5 and 13 who were actually attending school was therefore 9.52, as compared with 27.4, the average for the province as a whole. Of the 803 children under instruction 461 were attending schools situated on the estates to which they belonged and 342 outside schools in the neighbourhood.Besides these 698 persons above the age of 13 received instructions in night schools or otherwise.[257]

Of these 85 gardens, 1 had no resident coolies and 1 was about to be closed. There were 16 estates with schools, 32 had schools in the neighbourhood, while 37 had no schools at all.[258] A very interesting feature that emerged from these investigations was that there was practically no education in the Terai tea-gardens which employed labour from Chhotanagpur and Santhal Parganas./Among the Nepali labourers there was some willingness to learn.[259]

256. Ibid.
257. Proceedings of the Lt.Governor Bengal.July 1907.General Dept.File $\frac{1-E}{1}$ 8.No.183.Letter No.2609J dt.January 31.1907.
258. Ibid.File $\frac{1-E}{1}$ No.185-186.Letter No.472J dt.May 28.1907.
259. Ibid File $\frac{1E}{8}$ No.183.

The 85 tea estates mentioned above were :-

1. Panchnai Tea Association
2. Simulbari Tea Estate
3. Steinthal Tea Estate
4. Kumai Tea Estate
5. Goyabari Tea Estate
6. Belgachi Tea Estate
7. Bangdubi Tea Estate
8. Kamalpur Tea Estate
9. Tindharia Tea Estate
10. Mokaibari Tea Estate
11. Tiger Hill Tea Estate
12. Mahalderam Tea Estate
13. Chumti Tea Estate
14. Deomoni Tea Estate
15. Kristapur Tea Estate
16. Goomba Tea Estate
17. Cheropukhria Tea Estate
18. Fagoo Tea Estate
19. Darjeeling Hill Tea Estate
20. Rishihat Tea Estate
21. Loopchoo Tea Estate
22. New Chamta Tea Estate
23. Murmah Tea Estate
24. Balason Tea Estate
25. Badamtam Tea Estate
26. Lamas Garden Tea Estate
27. Moharganj Tea Estate
28. Hanegua Tea Estate
29. Selim Hill Tea Estate
30. Giddapahar Tea Estate
31. Singell Tea Estate
32. Rohini Tea Estate
33. Putinbari Tea Estate
34. Sahapore Tea Estate
35. Windsor Tea Estate
36. Limbu Basti Tea Estate
37. Liggipur Tea Estate
38. Mallooter Tea Estate
39. Kolbung Tea Estate

40. Singhi Jhora Tea Estate
41. Atal Sath Saia Tea Estate
42. Darjeeling Tea and Cinchona Association
43. Dagdogra Tea Estate
44. Demdum Jhar Tea Estate
45. Gangaram Tea Estate
46. Hindu Tea Estate
47. Lohagur Tea Estate
48. Matigara Tea Estate
49. Manjha Tea Estate
50. Moneo Tea Estate
51. Old Terai Tea Estate
52. Nexelbari Tea Estate
53. New Terai Association
54. Paharguniah Tea Estate
55. Toonah Tea Estate
56. Jaipoo Tea Estate
57. Harianbari Tea Estate
58. Passingbing Tea Estate
(British Darjeeling Tea Estate)
59. Phoobsering Tea Estate
60. Seeyok Tea Estate
61. Tongsung Tea Estate
62. Simorapani Tea Estate
63. Rangeet Tea Estate
64. Duturiah Tea Estate
(British Darjeeling Tea Company Limited)
65. Thurbu and Nigih Tea Estate
66. Kyel, Marybong and Sidrapong Tea Estate
67. Gopaldhara Tea Estate
68. Teesta Valley Tea Estate
69. Bengal Limited Tea Company Springside
70. Castleton Tea Estate
71. Amalgomation Tea Estate
72. Pachok Tea Estate
73. Gille Tea Estate
74. Mondakotee Tea Estate
75. Delaram and Sepoydhura Tea Estate

76. Singtam Tea Estate
77. Negri Tea Estate
78. Darjeeling Company Limited Ging Factory
79. Monteviot Tea Estate
80. Hopetong Tea Estate
81. Poobong Tea Estate
82. Pullong Dang Tea Estate
83. Bloomfield Tea Estate
84. Rungmukh Tea Estate
85. Ding Company Limited Takdah

Source : Proceedings of Lt.Governor,Bengal July 1907,File 1-E No.472 J dated May 28, 1907. From D.C.,Darjeeling to Under Secretary to the Government of Bengal, General Department.

The name of the 16 tea estates which had schools on them were :

1. Kumai Tea Estate
2. Cheropukhria Tea Estate
3. Fagoo Tea Estate
4. Rishihat Tea Estate
5. Badamtam Tea Estate
6. Shahapore Tea Estate
7. Atal Bath Dala Tea Estate
8. New Terai Association
9. Seeyok Tea Estate
10. Thurbu and Nigih Tea Estate
11. Teesta Valley Tea Estate
12. Pashok Tea Estate
13. Gille Tea Estate
14. Pondakotee Tea Estate
15. Monteviot Tea Estate
16. Ding Company Limited, Takdah

There were 34 tea estates which had no schools at all. With a view to encouraging the opening of tea-garden schools, the Bengal Government offered a grant of Rs.12 a month to any garden which would give a site, a building and a contribution of at least Rs.8 a month for the school.

A) 11 were not in a position to take any action. These were, - Gayabari, Murmah, New Balasan, Old Terai, Pehergumiah, Toonah, Amalgamated Tea Company, Nungmukh, Liggipore, Mallootar etc.

B) 8 proposed to give a site only. These were, - Simulbari, New Chamta, Kolbong, Gangaram, Lohager, Poobsering, Deomani and Makaibari.

C) 15 were ready to give site, a building and a contribution. Coomti, Coomba, Marienbari, Passingbong, Toongsung, Simoreponi, Duturieh, Kyel, Dilaram, Singtam, Poobong, Sidrapong promised Rs.8 a month or more. The Tiger hill tea estate was to give Rs.50 a year while Mohorgang and Putinbari were ready to give Rs.2 and Rs.3 a month respectively.

The Scotch mission in the meantime had become active and opened schools at once under its management in the following 6 tea-gardens in the group which had complied with the terms of the Government and received grants from the Director of Public Instruction - Sidrapong, Kyel, Passingbong, Poobong, Sepoydhura and Singtam. The Director of Public Instruction was requested to open schools at once in the other six.[260] As regards the remaining 22 for which no schools were available, the

260. Proceedings of the Lt.Governor Bengal, General Deptt. July 1907. File $\frac{1-E}{1}$ 8 No.183, p 179.

Commissioner of Bhagalpur Division (under which the district of Darjeeling now belonged) was requested by the Government to impress on the proprietors and managers of these gardens their responsibilities in the matter and induce them to give sufficient aid to earn the Departmental Grant.[261]

From the informations furnished above there can be no doubt that the question of the education of children upon tea estates had been neglected in the past. The parents of these children belonged to a class which was slow to recognize the advantages of education, more so because attendance of the children at school meant a cut in the family income. The planters, on the other hand were afraid that education would make them unfit for labour in the garden, for they become conscious of their degraded position and rights. In fact the Committee of the Darjeeling Planters Association had dismissed the question of imparting education in the tea estate in July 1904 with a want consideration which was hardly becoming. The dictum that a coolie who can read and write is spoilt as an estate cultivator was almost an exact echo of what was said by prejudiced persons of the English middle class in the mid nineteenth century.[262]

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261. Proceedings of Lt.Governor,Bengal.General Deptt.July 1907.File $\frac{1-E}{1}_{14}$ No.1219 T-C.From Under Secretary to Government of Bengal to Commissioner,Bhagalpur Division, July 20, 1907.

262. Proceedings(A)of the Lt.Governor of Bengal.May 1905. General Dept.Educn. File 18 4. No.11-18. From the "Indian Planting and gardening" of January 14,1905 : Special article on Primary Schools on tea estates by a Darjeeling Planter.

The Darjeeling Planters' Association at an Extraordinary General Meeting held at Darjeeling on August 11, 1906 discussed and endeavoured to arrive at an unanimous decision as to the steps to be taken on this important question. Addressing the meeting, the chairmen, Irwin, referred to the principle of the responsibility of the employer for the care and welfare, both physical and moral, of his employees in the British Empire. One of the great objects of the scheme was to rescue the future generation of coolies from the unscrupulous money-lenders. Enlightening the poor and ignorant coolies was thus a duty towards humanity. Besides, a rudimentary education was absolutely necessary to a thoroughly efficient discharge of duties. Irwin of the Teesta Valley Tea Estate, and one of the leading planters of the district spoke of his experience of opening a school on his estate which was conducted by Graham of Kalimpong. Nothing but good had resulted. Whatever little education so far given tended to make the "men more intelligent and useful class of labourer which is a distinctive gain to the estate", Graham Gordon added.[263]

The actual need for some primary education on tea estates, as was pointed out by another Darjeeling planter, was greater than some people were apt to think. There was quite a large staff of overseers whose duties demanded that they should be able to read and write. There were a few planters who for many years had treated this matter from an enlightened point

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263. Proceedings of Lt.Governor of Bengal August 1906,General Dept.Educn.File 1-E Nos.189-190. No.1313T-G 6/20 July 1907. Proceedings of an Extraordinary General meeting of Darjeeling Planters' Association August 11, 1906.

of view, there were some tea companies which gave grant-in-aid to certain philanthropists who had established schools in their estates. The planter further pointed out that there were dozens of men working regularly in field and factory who had learned to read and write and figure in their own language. The intelligence of these people generally was much above that of the newcomers from Nepal and Sikkim. No doubt one of the first results of the introduction of primary education could be that the few people who got the rudiments of knowledge may refuse to do mannual labour, or in an effort to better his position a coolie might leave for another estate where education was not so common and where his accomplishment would secure for him the coveted appointment of overseers. These problems however would disappear automatically once education became general.[264]

Gordon was strongly in favour of the scheme and wanted the Board of Director to reduce the work for small children during the cold weather months so as to enable them to attend schools speaking from his experience Gordon said that the maximum cost of a school on an estate was Rs.20 per month, the maximum grant of Rs.12 per month by Government would leave the estate with the little expenditure of Rs.8 a month. Thus while willing to bear 60 to 75% of the current outlay, the Governm - ent was prepared to leave the direction and entire control of the matter in the hands of the planters. This was no small thing.

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264. Proceedings(A) of the Lt.Governor of Bengal. May 1905 General Deptt. Educn. File 1E 4. 11-18. Special article on primary schools on tea estates by a Darjeeling Planter.

A note of warning was sounded for those who were opposed to the Government scheme. It was " absolutely useless to attempt to stem the tide of progress .... going all over the world; it is better to try and direct it, if possible." Instead of allowing the Government to have full control over the entire scheme of education, it was better that the planters contribute a small percentage towards the cost and retain entire control in their hands. Government interference could make the life of the planter very difficult. A semi educated native as a school master, planted in the midst of the coolies, ... whom you cannot dismiss, over whom you have no control and who, if thwarted ..... would foment strike, incite coolies to strike and rebel and make a manager's life unbearable and his position almost untenable for purpose of revenge warned Irwin, who was in the chair. Non-conformity with general plan would result in the entire control being taken out of their hands and an educational rate imposed on them.[265]

Anything above the primary education in the vernacular was neither envisaged nor advocated; for a smattering of English did more harm than good. Everyone present, with the exception of one, signified their approval to the resolution passed in the meeting accepting the principle of providing education in the vernacular to children of coolies on tea-gardens. The scheme drawn up in the conference in Darjeeling on June 20, 1906 was supported.[266]

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265. Ibid.

266. Ibid.

Reporting to the Government of Bengal in November 1907 the Director of Public Instruction, A.Earle, spoke of the school that had been opened in Ghunti Tea Estate, while one each at Marianbari, Tongsong, Simaripani and Duturia was to be opened from January 1908. The last three, as decided by the manager, were to be placed under the Scotch mission. The case of Mohargang and Dutinbari estates were referred to by Earle. The estates, as may be remembered, agreed to give a site and a building but not the full contribution required. On an enquiry by the Inspector of Schools, following the recommendation of the Commissioner of Bhagalpur Division that Rs.8 a month may be given as grants-in-aid to these two estates, it was found that the amount was sufficient for opening night schools, which the managers proposed to do. The Government was requested by Earle to sanction the plan as this seemed to be the only feasible plan of bringing education within the reach of the children. The proposal was sanctioned.[267]

In Government letter No.1311 T G dated July 1907 85 tea gardens had been referred to. There appeared to be other tea-gardens in the district which had apparently escaped attention because they did not belong to the Tea Planters' Association. The Director of Public Instruction furnished the Government with a list of 72 additional gardens with the request that these cases be considered.[268]

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267. Proceedings of the Lt.Governor of Bengal,January 1908. General Department. File $\frac{1-E}{3}$(p 3-5) Nos.1-4. From D.P.I Bengal to Secretary to Government of Bengal No. 19849 dated November 13, 1907.

268. Ibid. File $\frac{1-E}{3}$ (p 6) No.6, From Under Secretary to the Government of Bengal,General Deptt. to the D.P.I.,Bengal

List of additional tea estates in the Darjeeling District

	Name of Estate		Name of Management
			Darjeeling Post Office
1.	Allobari	...	Indian Owned
2.	Arya Tea Company	...	C.W. Angell
3.	Barnesbeg	...	George Dominy
4.	Fredricksburgh	...	R.D. Mackie
5.	Orange Valley		
6.	Happy Valley	...	Captain T.A. Keble
7.	North Point	...	F.H. O'Donoghue
8.	Phoolbaree-Aloobari	...	Indian Owned
9.	Puttabong	...	C.R. O'Donoghue
10.	Pandam	...	F. Wernicke
11.	Soom	...	G. Nash
12.	Thealand	...	F.H. O'Donoghue
13.	Mumfik, Takevar	...	Indian Owned
14.	Takvar (Lebong Tea Company Limited)		M.J. Halder
15.	Vah, Takvar	...	M.R. Halder
16.	Tukvar Tea Company Limited		P. Mooler
17.	Tukvar (Singla Div.)	...	D.D. Macey G. Davis
18.	Glenburn	...	F. A. Bruce Cowley
19.	Seembong	...	P. Mooler
			Ghoom Post Office
20.	Mim	...	A. T. Dominy
			Lebong Post Office
21.	Lebong and Minchu	...	A. P. Brown
22.	Mineral Springs		
23.	Bannockburn and Minchu	..	E. A. Wernick
24.	Lower Ging	...	T. F. Partridge
			Chongtong Post Office
25.	Chongtong	...	M.D. Mackie
			M.J. Flytter
			H.M. Glenville
26.	Lingia	...	Cardew
27.	Tun Song	...	E.C.O. Graham

	Name of Estate		Name of Management
			Rungli-Rungliot Post Office
28.	Jinglam	...	J.D. Daniel
29.	Namring	...	B.A. Simson
30.	Rungli-Rungliot	...	W.J. Judge
31.	Poomong	...	J.S. Hewitt
			Sonada Post Office
32.	Avongrove	...	E.G. and Birch
33.	Oaks T.E.	...	H.A.S. Pullan
			Stalkark
			K.M. Riendle
34.	Kalij Valley	...	P.G. Griffin
35.	Ringtong and Baladum	...	Jukes
36.	The Cedars	...	J.O.Johnston
			Mungpoo Post Office
37.	Mungpoo,Government Cinchona Plantation	...	R. Pantling
			G.E. Shaw
			J.F. Richardson
			P. Russell
			Kalimpong Post Office
38.	Munsong (Government Cinchona Plantation)	...	Henry F. Greene
			Nagrispur Post Office
39.	Chemong	...	F. Buckley
40.	Dhapia	...	George L. Willes
41.	Okaitey	...	S. Davonport
42.	Sungma	...	C.E. Brown
43.	Salimbong	...	J. Calvert
44.	Tuesum	...	O. Lindgreen
			Captain Willes
45.	Nagri Farm	...	G.A. Kneebone
			Kurseong Post Office
46.	Ambootia	...	A. O'B Weble and family
			G.W. Young (Eng.)
47.	Karbie	...	Allcord
48.	Singballi	...	H. Dominy
			G.H. Dominy
49.	Ting Ling	...	F.D. Noone
50.	Phaguri	...	P.G. Shaw

	Name of Estate		Name of Management
			Toong Post Office
51.	Gyree gong	...	McArthur
52.	Maharanee	...	J.Kenay
53.	Margaret's Hope	...	G.D. Cruikshanks
			Frisch
54.	Eden Vale	...	E. Kirby
			Goomti Post Office
55.	Fegoter	...	T.F. Agar
56.	Jungpumnah	...	C.W. Whitemore
			Garidhura Post Office
57.	Garidhura	...	Stewart
58.	Seelitiguri	...	Not reported
			Punkhabaree Post Office
59.	Long View	...	H.W. Girling
			R.H. Certwright
60.	Punkhabaree Bungalow	...	W.D. Boodi Brown (Engineer)
			Tindharia Post Office
61.	Narbong	...	Douglas
			Sukhna Post Office
62.	Methebaree	...	Indian Owned
			Panighata Post Office
63.	Gyaharee Tea Company	...	T.W. Davonport
64.	Patong	...	Not reported
65.	Awa and Serceeia	...	Indian Owned
66.	Cambrian	...	S.C. Chatterjee
67.	Meehee	...	C. H. Field
68.	Tirri Banna		Siliguri Post Office
69.	Jhobra	...	Col.G.E. Devye
70.	Napaniar		
71.	Daomreon	...	Not reported
72.	Salbari		

The Scotch missionaries alone had so long taken the initiative in educating the poor and the neglected children in the hills. The Government uptill the year 1907 had expended all its grants for primary education in the hills through Scotch missionaries. The ground was already prepared, the initial difficulties were overcome; the mission felt that it had reached the maximum of the financial contribution to this work. The Government while acknowledging the pioneer work done by the missionaries, now came forward to shoulder a responsibility which was very much its own. Schools were to be opened in the tea gardens with Government grant-in-aid In this task it sought the cooperation of the tea planters; way back in 1877-78 when Macfarlane was "beginning to despair of making anything of the children of the coolies in the tea garden" he had felt that the Deputy Commissioner should endeavour to induce the planters to cooperate with him.[269] They were now made conscious of their responsibilities and duties. The response from the tea gardens was not overwhelming, but a breakthrough had been achieved.

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269. Annual General Administrative Report of the Rajsahi and Coochbehar division 1877-78.
Proceedings (A) of Lt. Governor Bengal, General Deptt. Miscellaneous File No.144 Serial No.1-4 September 24, 1878.

THE MISSIONARY CONTRIBUTION TO THE DEVELOPMENT OF EDUCATION IN THE DISTRICT OF DARJEELING

The pioneering work of the Christian missionaries in the field of education in Bengal forms an interesting study. The education given by the missionaries was inspired by religious rather than by socio-political motives. To them education was merely an "evangelico praeperatio" - a preparation for ultimate evangelization. If Macaulay had been inspired by the spirit of cultural imperialism, the missionaries were imbued with a spirit of religious imperialism and wanted to Christianize the people of the country. Both utilized education for their purpose but with a difference.[1] The missionaries had entered the land with Bible in their hand but soon realised that illiteracy among the people in general was a serious obstacle to their plans of preaching the Gospel. Education thus became a tool in their hand for the realization of their objective. A very frank admission by them was made to this effect in the general conference on foreign missions in London in 1878, "the subject of Indian education comes before us only in one aspect - its bearing on religion".[2] Again in 1884 at the Bangalore Missionary Conference this point was stated in clear, unambiguous term in a paper that was read, "upto a certain point the work of the educationist and the missionary go hand in hand, the two are not to be identified. Education was necessary to enable the natives to understand and appreciate divine truths. So far it was

1. Basu Anathnath: Education in the early pages of the Calcutta Review. The Calcutta Review Centenery Volume, May 1944 p 95
2. Proceedings of the General Conference on Foreign missions held in London in October 1878. Edited by the Secretaries to the Conference, London 1879.

alright, but when pursued further the missionary was wandering beyond his own particular province".[3]

Thus whenever the missionaries stepped into the " heathen lands" they endeavoured to establish schools in order to get a footing in the land for they afforded a large field for the preaching of the Gospel to "members of impressionable minds".[4] The sole object in keeping a school at all was to make converts to Christianity.[5] The secular education which the Indians desired and prized was given "to secure their attendance that opportunities may be gained of imparting scriptural knowledge to them."[6]

The ultimate purpose was thus evangelical. This explains the concern of the missionaries that the learning process should be meaningful to the students, so that they realise for themselves " the absurdity of their religion".[7] The enlightening influence of the school ..... were to help the rooting out of a mass of heathen prejudice ..... and prepare the way for Christianity".[8] " It is, they believed by means of

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3. Report of the Indian Commissioners. May 1885, Edinburgh
4. The Quarterly Missionary Intelligencer 1855, p 33
5. Report on Public Instructions 1857-58 p 30
6. J.Mullens - "Results of Missionery Labours in India". The Calcutta Review, Vol.XVI, No.31, 1851 p 287
7. Laird, M.A. Missionaries and Education In Bengal 1793-1837, p 21
8. Christlieb - "The Foreign Mission of Protestantism", London 1880. p 179

Christian education that Hinduism is to be uprooted and destroyed. No other agency is adopted to the work to be accomplished .... The great event, the fabric of Hinduism tottering to its fall, is to be brought about through the blessings of God, accompanying thorough and general Christian education."[9]

However, as things turned out, it was not among the Hindus, but among the tribes and aboriginals that the preaching of the Gospel was successful. Dr. Alexander Duff, the well-known Scotch missionary admitted that the narrow evangelestic and missionary agency had not touched the citadel of Hinduism.[10]

The district of Darjeeling with its virgin soil and its simple hill folks untouched by civilisation was to provide, as events proved, an excellent ground for missionary enterprise. The Christian missionaries were not slow to realise the importance of Darjeeling - its vital strategic position, the meeting place of many tribes and mountainous people the Lepchas, Bhutiyas, Tibetans and Nepalese. If these people could be indoctrinated in Christian principles they could be very good agents for carrying the Divine Truth to their own lands. In fact Darjeeling had become an important frontier station.[11] And so the missionaries came, one by one flooding this mountainous district with Christian ideas and principles and winning over the simple hill folks to the Christian faith easily.

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9. Literary Fruits of Missionary Labour-The Calcutta Review, Volume III 1845
10. Church of Scotland.Report of the Indian Commission May 1835 Edinburgh. p 34
11. Jackson W.S. Report on Darjeeling.Bengal Government Selections No.XVII 1854, p 8

Ever since 1835 Darjeeling continued to grow steadily in importance, but the lot of the common people, steeped in poverty and ignorance, hardly improved. Both from educational and social point of view, the district, like that of the rest of the northern districts of Bengal, remained backward.

No serious effort was made to educate the local, indigenous people; it was both meagre and inadequate. Not till the arrival of the Christian missionaries that any progress in this direction was really made. In fact, without reference to the Christian missionaries, much of the story of the progress of education in this district would remain untold.

The missionary enterprise in education here was channelised in two directions - a) to spread elementary education among the illiterate and ignorant people living in the hills and in the Terai, as a means of ultimately winning them over to Christienity b) to provide educational opportunities in the healthy, salubrious climate of Darjeeling to the European and Eurasian children who could not be sent to England.

Darjeeling saw the dawn of Christian life in 1841 when the first attempt to reach the hill people by education was made by Reverend William Start,[12] a private missionary. With the original intention of establishing a mission in Darjeeling, on the Moravian or self-supporting industrial system, several German Baptist missionaries had begun work among the

12. Rennie, D.F. Bhootan and the story of the Dooar War p 374

Lepchas at Tukvar, west of Darjeeling station in 1842. The experiment did not succeed and some of the missionaries like Treutler, Stoelke, Hermide left for more profitable operations.[13] It is interesting to note that some of their descendants became the oldest tea-planters in the district. However, these German missionaries made no insignificant contribution to the Lepcha language. They also composed some Lepcha primers which were taught in the school they had established. With the object of converting the Lepchas the work of the mission, for some years, was confined to studying the language and compiling dictionaries.

Whatever their object might have been, the Christian missionaries were undoubtedly the pioneers in the field of education in the hills and the terai regions of this district. The role of the Church of Scotland in meeting the primary educational wants of the hill people[14] remains unparalleled. In fact no other missionaries had given so much thought to find out ways and means of reaching the ignorant masses.

The initial difficulties of the missionaries were many.
a) There were, apart from the barriers built by nature, the difference in language, customs and mentalities.

b) The concept of popular education was practically unknown when the British took over the district. A few of the better class had often private tutors for their boys, those few who could themselves read handed it down to their families, while

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13. Dozey B.C. Concise history of Darjeeling District since 1855. p 73.

14. O'Malley, Bengal District Gazetteer, p 170.

in the Buddhist monasteries novitiate monks were taught to chant the Tibetan Text.[15] These monasteries could have become centres of teaching. But very little was done in this direction. The Nepalese immigrants with very poor background in education, failed to introduce anything in the shape of indigenous education.[16] Hence the people in general were lacking in the tradition which would make education, when offered to them, readily acceptable.

c) Poor socio-economic condition was another great obstacle. For the economically handicapped agriculturists and tea-plantation workers, with hand to mouth existence, education was a luxury they could hardly afford. Older boys working in the field, younger ones attending to the cattle and plucking tea leaves during the plucking season were the reasons for the slender attendance in schools.[17] This was one of the thorniest problems faced by the teachers.[18] Frequent disappearance of the most promising pupils was another serious handicap. In 1878-79 Macfarlane, the Scotch missionary, reported of the difficulty of keeping pathsalas in the neighbourhood of a tea-plantation because the demand for labour in tea-gardens caused a great falling off in attendance at these schools. Five tea-garden schools and one village school had been closed down consequently.[19] The common belief prevailed that if children learnt to read they

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15. Ibid. p 176
16. District Census Report, Darjeeling 1891. p 8
17. W.W.Hunter. A statistical account of Bengal Vol. X p 194
18. O'Malley. Bengal District Gazetteer. p 171
19. Report on Public Instruction 1878-79 p 63

would be rendered useless.

d)(Geographical factors were of no less importance in influencing the growth and development of education. In a rugged mountainous terrain organization of educational schemecould not be easily planned. Lack of population concentration in one particular area made the choice of location of school difficult.Attendance in schools, even when established became a problem; particularly during the monsoons, when incessant rain was often followed by landslips. This made communication very difficult. Again, the long cold winter months had its own disadvantages. Biting cold and inadequate clothing stood in the way of regular attendance to schools by the children.)

Reporting in 1884 Turnbull, attached to the Darjeeling mission spoke of the difficulties in getting the boys to come to school. The parents, with very few exceptions, were indifferent. Punishing of boys severely for coming to school by parents was not unknown. There was much truth in what Turnbull had said about the students, (" they had to be caught before they could be taught"),[20] Reporting on the schools, Bellet, the Inspector of schools said in 1879-80thatthe hunting up of boys by the master still continues". One can thus well imagine the almost uphill task of the missionaries to bring home to the people the benefits of even a rudimentary education.

The year 1869 is to be remembered in the history of the district; for, with the arrival of Reverend William Macfarlane

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20. Church of Scotland, Darjeeling Mission Report 1883, Darjeeling Division.

of the Church of Scotland Darjeeling definitely stepped into a new era, very different from the one before. A broad scheme of vernacular education was drawn up for the district by him.

The circumstances under which Macfarlane began his work in the hills is very interesting. On his arrival in India he had joined Clarke, another missionary in Gaya. But, as no headway could be made by the missionaries there, the idea of establishing a preaching station in the hills among tribal people began to take shape in his mind. His convictions that the hills would respond more favourably was not without a basis. He had noted the difference between the twenty orphan boys sent from the hills by a Darjeeling tea-planter, Jerden (of Soom), and the local boys of Gaya. The frankness, childlike simplicity of the former to receive the teachings of Christ presented a sharp contrast to the sickening company of the Gaya boys who laughed, opposed and reviled[21] when missionaries preached. Macfarlane even dreamed of sending these tribal boys if possible, back as missionaries to the tribes from which they came.

In his search for an alternative station, therefore, Darjeeling seemed to be the most suitable place. Several other factors were also there. One was the warm welcome that he received from the tea-planters of the district and the other was the absence of any competing mission in this part of the country. Macfarlane's experience of work in Gaya had convinced him that schools must form a part of his vocation. Education was

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21: a) Church of Scotland. Eastern Himalayan Mission Darjeeling, Kalimpong, Sikkim News. October 1895
b) Church of Scotland. Home and foreign missionary Record, October 1, 1867; Vol.VI, Pp 488-489.

of utmost importance for the development of the district and its people and incidentally, for obtaining a peaceful lever for his mission work. A highlander himself he could work out for these highlanders in Darjeeling a scheme of education that would be within the reach of every child.[22] Macfarlene's well thought out plan spoke eloquently of his organising ability as well as his insight. Realizing that his entire scheme of education would fail to bear any fruit unless there were teachers, he collected some hill lads around him and gave them training in teaching for the first few years of his missionary life in the hills. This proved to be the nucleus of the famous training School of Kalimpong. Another very well calculated move was taken by him. He was aware of the poverty of the hill people. Engagement of the boys in the training as teachers would mean a cut in the family income. He therefore induced the Government to award scholarships to the students undertaking the course so as to compensate for the deficit in the family income.

The medium of instruction was another vital question. Hindi was chosen because of its similarity to Nepali, the language of the majority of the hill people. Availability of school books in Hindi was another reason for the choice.[23] Besides, Macfarlene had taken note of the fact that the Lepchas and Bhutiyas did not take long to pick up the Hindi language.[24] Preparation of Hindi books were undertaken. Some of these books were in use even in the beginning of the present

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22. O'Malley. op. cit., p 171

23. Proceeding(A)of the Lt.Governor of Bengal.November 1871 General Dept.Educn.Nos.53 and 54.October 30, 1871

24. O'Malley. op. cit., p 171

century. At three of the mission schools however Lepcha boys were taught in their own languages.[25]

Macfarlane, with the assistance of his equally devoted sister, continued to labour under tremendous odds and in the face of many discouragements. Yet he never lost heart. He himself taught for long hours. His efforts did not go in vain, for he was ultimately able to establish primary schools all over the district.

The story of his untiring efforts is both interesting and fascinating. Government came forward to assist him in his task. The tea-planters gave him full sympathy and support. Macfarlane was able to win his way to the hearts of the cultivators and village headmen so that they were willing to build school rooms if only Macfarlane could supply the teachers.[26] By the end of the century the missionaries could well boast of saying " the natives are more ready than ever to hear our messages, we have at last conquered their prejudices. The missionaries and mission agents have a distinct place amongst them."[27]

A clear picture of the state of education in Darjeeling and the efforts made by the Government to disseminate education among the masses, prior to the coming of the Scotch missionaries emerge from the various records of the time.

Education here was in a backward state. Between 1856-57 and 1860-61, as already stated there was only one school

25. Report on Public Instruction 1870-71, p 53.
26. O'Malley 1907. op. cit, p 71
27. Church of Scotland, Foreign Mission. Minutes of meeting of the missionary council of Darjeeling, Kalimpong and Sikkim. July 25, 1900.

in the district receiving Government aid." This was the Government English school which had only a handful of students, thirty three in 1856-57(19 Hindus, 12 Mahomadens and 2 others) and sixteen in 1860-61(8 Hindus, 7 Mahomadens and 1 others). In 1866 five model vernacular schools were established but these were in miserable conditions, as the Government records speak for themselves. An average of 40 pupils were taught both very irregularly and indifferently by teachers who were ignorant of the art of teaching. Two middle English schools aided by the Government were also established. The Government institutions were not for the local people, but was for the benefit of the immigrants in the districts who come as clerks, Munshis or held other appointments in the Government offices. (Prior to the coming of the Scotch missionaries nothing worth while had been done to promote primary education among the people of the district.) To conclude that Government had made no effort to educate the local children at the primary level would be wrong." In 1867-68 the Commissioner Col. Haughton had pointed out the need for inducing some of the Bhutias and Lepchas to send their children to school. The report of the Director of Public Instruction, Atkinson in 1870 spoke of the several attempts made to establish schools for Lepcha but without success. "All possible assistance by the Department was therefore promised to the Scotch missionaries."[28] To this Government grant of Rs.125 was added Rs.400 a month by the mission, most of which was contributed by the residents of

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28. Proceedings(A) of Lt.Governor Bengal, May 1870. General Education Deptt.Nos.48, May 1870. From D.P.I. to Secretary, Government of Bengal.

the district. With the hope of getting an increased grant the mission made a representation to the Government in 1870 explaining their plan of extending education among the Lepches in the Teesta Valley for whom nothing had been done so far, and among the children of labourers in the tea plantation. Sixteen new schools could be opened to provide education for some three hundred boys had the Government responded to the appeal.[29] Though the Government appreciated the landable efforts of Macfarlane to enlighten the people in the hills, and though both the Commissioner and Deputy Commissioner of the Rajsahi Division supported the representation of the mission, it refused to incur any additional expenditure in view of the poor state of educational funds. Thus despite the promises made in the Despatch of 1854 for the promotion of mass education instances of Government in differences were not too infrequent.[30]

In 1872 the transfer from Darjeeling of Thomas, who combined in him the double appointment of the Headmaster of the Anglo-vernacular school as well as the inspector of vernacular schools, afforded the mission an opportunity to propose to the Government that his duties as inspector be transferred to the mission together with the allowance of Rs. 50

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29. Proceedings(A) of Lt.Governor of Bengal.November 1871 General Educn.Deptt. No.53-54 October 30, 1871.

30. On the same ground of limited fund the Government's financial help was not extended to the school at Chyabari that the Deputy Commissioner Wace had established in 1883. It was an attempt to open primary schools on the tea gardens during the slack season, November to March(Annual General Administration Report,Rajsaha Division 1884-85, p 40 Proceedings(A)of Lt.Governor Bengal January 1886 File 22, 1-2)

that Thomas received. This money, it claimed, was to be expended in spreading elementary education in the district.[31]

The picture between 1870-71 and 1872-73 was somewhat like this -

From 19 schools, in 1871-72 with 539 pupils(401 Hindus,69 Mahamadans, 69 others) the number increased to 29 with an average monthly attendence of 788 students in 1872-73. The maximum number of these schools i.e. 25 out of 29 schools were under the Scotch Presbyterian Mission.

TABLE - XIV

Schools in Darjeeling 1870-71 to 1872-73:

1870 - 71	1872 - 73	
1. 16 Aided vernecular schools run by the mission	1.23 Lower schools	These schools were managed by the Church of Scotland
2. 1 Government English school	2. 1 Normal school	
3. 2 Aided English schools	3. 1 Girl's school	
	4. 1 Higher class English school- the St.Paul's School	
	5. 3 Middle schools	2 middle Government English schools and 1 aided English school

Source : W.W.Hunter - A Statistical Account of Bengal Volume X, Educational Statistics p 189

This point to no small credit on the part of the Christian missionaries.

31. Proceedings(A)of Lt.Governor,Bengal.January 1872,General Deptt.Educn.Letter No.17 from D.P.I. to Secretary,Covernment of Bengal,January 4, 1872. Nos.37-38.

Soon after the mission was established, the Local Committee of Public Instruction in Darjeeling made a strong representation to the Director of Public Instruction drawing his attention to the very backward condition of education in the district. It proposed as a means of improvement the transfer of all the schools in the district to the Scotch Mission as they were "generally more successful in dealing with wild tribes than any other agency".[32] This application received the support of the Inspector of Schools, North Eastern Division and also of the Deputy Commissioner of the District of Darjeeling and the Director of Public Instruction. Reverend Macfarlane was keen on this transfer. He assured the Government better teaching and maintenance of these schools as well as improved attendance. The Director of Public Instruction was ultimately successfull in getting the sanction of the Government to transfer all the vernacular schools, i.e. the five model vernacular schools to the charge of the mission. The grant-in-aid of Rs.125 per month was given to the mission on condition that an equal sum be spent by it. Only one school, the Darjeeling Anglo-Vernacular School was retained by the Government on the ground that there should be at least one Government institution where purely secular education would be imparted.[33]

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32. a) Proceedings (A) of the Lt. Governor, Bengal, November 1871 General Dept. Educn. Nos. 53-54 dated October 30, 1871.

    b) Church of Scotland, Report of the Indian Commissioners May 1885, p 449. Edinburgh.

33. Proceedings (A) of Lt. Governor Bengal, November 1871, General Deptt. Educn. No. 53-54, October 30, 1871.

Within a short period, between 1869 and 1874 Macfarlane after fighting against terrible odds was able to establish nineteen schools. There were 238 boys and 55 girls attending the schools and the daily attendance during September 1874 was 195 boys and 43 girls. These figures did not include the schools and the pupils of the Terai, for, they were given up by the Scotch mission in 1874.

The list below gives the name of the 19 schools :-

1. Darjeeling Boys' School
2. Darjeeling Girl's School
3. Tukvar School
4. Soom Pathsala
5. Langden Pathsala
6. Nor Pathsala
7. Lebong Pathsala
8. Kalimpong Pathsala
9. Chongtong Pathsala
10. Sidayang Pathsala
11. Kalimpong Bhutia Pathsala
12. Kalimpong Lepcha Pathsala
13. Jorebunglow School
14. Kurseong Vernacular School
15. Kurseong Anglo-Vernacular School
16. Bunglotar Pathsala
17. Cielle Pathsala
18. Mongpoo Pathsala
19. Boterish Pathsala[34]

The dates of establishment of all these schools were between 1872 and 1874.

Some schools like those at Soom, Tekood and Lebong, were for the children of the coolies on tea-plantation. They were

34. Church of Scotland Foreign Mission, Darjeeling Mission School, Report for the two months ending September 30, 1874.

well attended during the cold season when they were not employed. But during the plucking season they were nearly empty. More schools in tea-plantations, though necessary, could not be established unless the various tea-companies could be induced to pay the salary of teachers out of their funds.[35]

In 1872 certain observations were made by Reverend Macfarlane while forwarding the mission school report for the year as Superintendent of the mission schools. Both interesting and informative they have particular reference to the Terai region. He spoke of an increase in the average daily attendance which rose from 278 in 1871 to 376 in 1872. The number on the roll increased from 436 to 506. This increase in attendance was almost entirely in the Terai school.[36] In 1873 Macfarlane remarked " the boys in the Terai schools are far ahead of those in the hills, as regards the progress made in schools."[37] The truth of this remark was revealed when a comparison was made of the number of boys studying Bengali with those of the Lepchas. While the former showed an increase of 96 boys(from 182 to 278) the latter registered a decrease from 33 to 23 in 1872. One of the reasons for this enlarged attendance in the Terai was due to the interest taken in them by the principal jotedars in their neighbourhood. Macfarlane had realized that the best way to make these schools work was to involve the chief jotedars in it. He also felt that Government appreciation of the jotedars' interest in education would

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35. A Proceeding Govt.of Bengal,April 1873,General(Education) Deptt.Educational Report 1871-72.Coochbehar Division. Proceeding No.6
36. Church of Scotland. Mission School Returns 1872.
37. O 'Malley op. cit, p 175

have a stimulating effect on the schools.[38] This method was tried by him in four schools in the Terai, at Phansidewa, Khaberi, Heatmoori, and Devigange. Here, the jotedars, Sham Lal Saha, Shogodut Dass, Rasiklall Sarker and Jay Bahadur Singh in the four respective places were in charge of the schools. These four schools were in a satisfactory state, but not so every school in the Terai. The school at Metigara was particularly in an unsatisfactory condition. The teacher wrote to Macfarlane that things would not improve unless one of the chief jotedars became its manager. At Boxalbari, none of the jotedars were willing to undertake any responsibility or management of the schools. However, a few years later things were reversed and the educational progress in the hills was more marked than in the Terai region. Till 1874 all the primary schools in the Terai were managed by the Scotch mission. In fact, viewed merely from the educational aspect, their work in the Terai was marked with more success than in the hills. Between 1870 and 1874 the schools had considerably increased in number from one to twentyfour and the students, from less than twenty in number to four hundred boys and girls. But it was increasingly felt that these schools should be handed over to the Government as the mission was facing difficulties in running these schools according to their schemes and plans The people, in the Terai, in contrast with those in the hills, refused Bible teaching. It was difficult to get the children in the hills to schools. But once they were in school they did not object to the Bible teaching. In the plains it was

38. A Proceeding, Govt.of Bengal, April 1873.Educational Report, Coochbehar Division 1871-72, Proceeding No.6.

just the reverse. There was no difficulty in getting the children to school, but both teachers and parents objected to Bible teaching. The Government on representation of the Deputy Commissioner, on behalf of the Scotch Mission, finally agreed to take control of these schools. The object and purpose of the missionaries were seldom so openly confessed as done with respect to the Terai schools. " Had our object been purely educational we should never have given up these schools, but we are here not primarily or principally for education but for Christian missionary purposes and for that reason it was advisable to give up these schools."[39] This was in 1874. Later, in 1895, when a proposal was given by the mission to resume the management of primary education in the Terai, it was not immediately granted by Government.[40] According to administration Reports of 1877-78 both the number of primary schools and scholars suffered a set back. From 36 schools with 797 pupils in 1876-77 the numbers came down to 26 with 658. The cause for this is not known. Macfarlane described the attendance at the Mission School as irregular. Out of the pupils at these schools 80 were girls. Lepcha was no longer taught in any school while Roman Urdu was discontinued everywhere in the district except in Darjeeling town itself. The 479 Hindus formed the majority of the students; then followed the Buddhists with 67, the Christians with 28 and the Mahammadans with a mere 4. The overall picture was rather a gloomy one. Only 210 boys and 80 girls could read and write.

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39. Church of Scotland. Darjeeling Mission School Reports for the year ending 30 September 1874.

40. Church of Scotland Darjeeling Mission.Report for the year ending 30 September, 1874.

The school curriculum, apart from the teaching of the 3 R's, was that of a religious character, from the first book up to the Bible, which was used as a class book in the higher classes of schools. In 1883 Reverend Sutherland M.A. from the Kalimpong divisions reported, " there are two catechisms, one for the little children, the other for more advanced. The children commit hymns to memory and are taught to sing. As a rule the schools are opened with a hymn and closed with a prayer."[41]

The Scotch Missionary spoke of plans to widen the curriculum and raising the standard of education gradually by introducing various other subjects like grammer, history or geography the school curriculum was limited to the rudimentary 3R's.

In the seventies the Scotch Mission put forward a proposal to the Government of abolishing the Anglo-Vernecular school and utilizing the money spent on it in spreading vernacular education among the hill people. The argument put forward was that half the students of the schools were not the natives of the hills; that instead of teaching a smattering of English to the thirty boys of the school, half of whom were not natives of the hills, it would be far more beneficial to enlighten instead three hundred Lepchas and tea plantation labourers in their own languages. Besides, the learning of English was hardly of any practical benefit to them, only three native boys from the school, it was pointed out, had learnt enough English to secure employment.[42]

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41. Church of Scotland, Darjeeling Mission, Kalimpong Division, Report for 1883.
42. A Proceeding of Government of Bengal, November, 1871, General Department (Educn), Nos. 53 and 54 October 30, 1871

The Government rejected the proposals on the ground that the keeping of an English school would not only serve to bring the hill people in contact and communion with the Government, but it was hoped that in future the Bhutiyas and Lepchas would be so educated " as to become intermediaries of communication with 'High Asia' (Tibet)".[43]

The arguments of the Scotch Mission brought out a very important aspect of the type of education it imparted. It was purely vernacular in character. Reporting about the schools of Kalimpong in 1883 Sutherland said, "These schools are all elementary. When a boy has learned to read, write and count fairly, he is supposed to have all that can be obtained in the way of good education, and for people like this I think such an education is the best that can be supplied to them".[44] This admission of Sutherland was of great significance, for missionary educational enterprise in the hills and Terai region of the Darjeeling district did not visualise anything more than this. Another admission in the same tune was noticed in one of the missionary reports, "English teaching would have involved much trouble and expense without there being any adequate compensating influence in promoting the great object of the mission."[45] To the missioneries education was only a means to an end. The goal was conversion and with it, to create an intelligent labour force, just enough intelligent to do as they were told, but

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43. Ibid
44. Report of the Committee for the propegation of the Gospen in foreign parts especially in India. To the General Assembly Church of Scotland given by Rev. James C. Herdman. May 1891. Darjeeling Mission, Kalimpong Division. Report for 1883
45. Ibid, Darjeeling Division

perhaps not to be so intelligent as to have aspirations for themselves. Towards the attainment of these goals an elementary knowledge of the 3 Rs. was enough. The mission however was forced to change its stand about English education. An Anglo-Vernacular department was added to their Darjeeling school. This was because the more advanced boys in their school began to drop off and go to the Government school to learn English. Boys after attaining certain standards in Hindi and Urdu were allowed to learn English provided they were regular in their attendance.[46] The object for which they were in the hills was expressed once again in their great concern for the Sunday schools. In 1893 there were thirteen Sunday schools with three hundred and ninety three children." But much more was to be done," for " thirteen sunday schools will never teach the thousands of children who must be taught of Christ. In the day schools of course, every lesson bears on Christianity; but it is to the Sunday schools that we must look for the most powerful influence on the young heart."[47] However this scheme of purely vernecular education was well suited to the masses and was of great practical value in their life. Keeping this fact in mind the Inspector of Schools, Bhagalpur Division, M. Prothero while inspecting Darjeeling Girls' school in 1908 had criticised the method of teaching the girls to write the weights and measures in English and not in the vernacular. Unable to check the baniyas on their bazar account they were thus deprived of an opportunity which they could have derived from their education.[48]

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46. Church of Scotland,Darjeeling Mission. Miss Macfarlane's Report,Darjeeling December 16, 1874.
47. Church of Scotland, Eastern Himalayan Mission,Darjeeling, Kalimpong, Sikkim News. Darjeeling Mission, July 1893
48. Report of the Inspector of Schools, October 21, 1908, Darjeeling Girls' Boarding School Records

The missionary efforts to educate continued but the overall picture of the district in the seventies was not a satisfactory one. The system of primary education failed to reach the coolie population.[49] The main reason for this was to be found, as has already been pointed out, in the poor socio-economic condition. The demand for labour, and the early engagement of the children to add to the family income seemed to be greatly responsible for it. Small attendance often led to the closure of schools as in 1877-78 when two schools were closed. Macfarlane resolved not to open or maintain any school unless there was an evident desire for them. The villages must provide a house both for the school and the teacher before a school was started. In the tea-gardens a subscription was to be paid as well. Apart from this, there were other reasons too for this unsteady development. Urgent financial necessity, the result of the famine and the war of the seventies, compelled the Government to exercise strict economy in all the departments. Education was destined to suffer most. A reduction amounting to rupees one and three fourth lakhs was made in the budget grant. So drastic a reduction of the available funds resulted in an overall arrest and a decline in the progress of education in all the districts of Bengal. Primary education was the worst affected. A sharp decline in the number of aided schools and students could be noticed. A succession of circulars were issued by the office of the Director of Public Instruction urging all inspectors of schools and district committees to effect great economy

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49. Report on Public Instructions 1873-74, p. 11
Proceedings (A) of Lt. Governor Bengal. April 1875
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in primary education. The urgency of the case demanded no half measures and schools were deprived of there stipends at an unprecedented rate. This drastic cut led the Director of Public Instruction to express his fear that all the money spent on the schools since 1872 would bear little fruit. Fortunately however this financial embarassment of the year 1876-77 was not carried over to the next year when things became better.[50]

The expenditures on these schools may now be examined. From the very beginning of its efforts the Scotch missionaries received financial aid, both from the tea-planters and the Government. An examination of the returns of schools in Darjeeling for the years 1870-71 and 1872-73 would show that the Governme-nt extended monetary help to the 23 primary schools run by the mission. The total expenditure for these schools amounted to £ 433-3-9 in 1872-73 of which Government contribution was £ 198-16-0. This was less than half the total amount. This was an increase of £ 79-10-4 and £ 240-19-8 in Government grant and total expenditure respectively of the year 1871.[51]

A comparison of the Government aid to the different schools in Darjeeling district reveal the little amount that was reserved for primary education. The Government aid to the middle aided English school was £ 16-16-0, to the higher aided English school £ 261-16-0 and to the 23 lower aided vernecular schools, including the 5 aided vernecular pathsalas, only £198-16-0 per year.

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50. Report on Public Instruction 1877-78 p 1

51. W.W.Hunter - A statistical account of Bengal. Vol.x 1876 p 191

The Government grants came in several chennels : grant-in-aid, pathsala grant and scholarships. In the beginning of 1880s the total Government grant amounted to Rs.20,003-4-4. To this was added European subscription of Rs.650 and that of the Indians' Rs.120-1-6.[52] This was definitely an improvement over the situation in the seventies. Patronization of local education by rich local people was somewhat unknown in the hills of Darjeeling. A lone example of such assistance came from Tenduk, the manager of the estate of Tcheebu Lama. He took great interest in education and paid a regular monthly subscription for supporting the three missionary pathsalas at Langden, Mor and Darrumden which were situated on his lands.[53]

The year 1883-84 saw an increase in the amount of primary grant. It was raised from Rs.1,200 to Rs.2,000 and then to Rs.3,126 in 1884-85.[54] Wace, the Deputy Commissioner, was able to assign to education a larger sum than hithertofore from the 1 anna cess levied in the Terai. Consequently the subsidy to the Scotch mission schools was augmented from Rs.65 to Rs.125 per month. The other institutions received additionel aid in proportion.[55]

Towards the beginning of 1880 Macfarlane's hands were strengthened by the arrival of two more missionaries, Reverend

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52. Report of the Committee for the propagation of Gospel, 1882, p 177. Home General Accounts. Statement of accounts from December 1882 to 1883.Church of Scotland Foreign mission.
53. A proceeding of Govt.of Bengal,General(Educn.)Deptt. 1871-72 Coochbehar Division. April 1873
54. Report on Public Instruction 1884-85 pp 62-63
55. Annual General Report Rajsahi and Coochbehar Division 1883-84. p 52
Proceedings(A)of Lt.Governor Bengal,General Deptt. (Miscellaneous) File No.5, Serial No. 2-4 October 20,1884

Turnbull and Reverend Sutherland. The mission reports enable us to understand the zeal and devotion of the missionaries and the grand network of activities which their patience and sincere efforts had built up.

The Darjeeling division came under the charge of Turnbull. He was assisted in his work by two very efficient catechists, Nand Lall Roy, the manager of the Printing Press and Ganga Prasad, the translator. In the Kalimpong Division Sutherland began his work with the help of three catechists, Sukhman at Kalimpong, Ramthak at Mangwa and Dyongshi at Sitong. The contributions of these local Christians were no less outstanding. Referring to them as " honest, hardworking " men Sutherland remarked that it is to the education of men like Ram, that the missionaries' energies should be bent. The work of evangelisation was zealously undertaken by these catechists, engaging themselves in house to house visiting, exhorting the Christians, and looking after the sick. Between 1879 and 1885 the number of baptisms increased from 130 to 368. In 1889 the baptised Christians in Kalimpong numbered 522. The conversion of Ganga Prasad, with whose help the missionaries were to translate the Bible into Nepali, and Lokeman Singh, the principal teacher in the training school at Kalimpong were events of great significance to the missionaries. Nine native churches had been established in the Darjeeling Mission with six local catechists; N.L.Roy at Darjeeling, Ganga Prasad at Ging, Surajman at Kurseong, Lakshman Singh at Nagri Buddhiman at Daramden and Atti at Salom. All the 32 teachers of the schools in the Darjeeling division of the Scotch mission were Christians.[56] So,

56. Church of Scotland. Report of the Committee for the propogation of the Gospel May 1883 given by Rev. Archibold Scott.

hand in hand with the educational projects went the proselytising efforts of the missionaries.

Apart from the schools, the printing press was another valuable agency through which the mission carried out its activities. The translation of the scriptures into Nepali had been undertaken by Ganga Prasad. Not only the scriptures but 250 Christian books and 4,560 Christian tracts and picture cards in Hindi had been printed for missionary purpose in 1883. School books and the monthly mission paper in Hindi "Masik Patrika", which was the literary organ of the mission church and a kind of parish magazine for the whole of Darjeeling mission, were also issued from the press.[57]

In the decade between 1880 and 1890 a slow growth marked the progress of education in the hills. From 18[58] schools with about 460 children[59] in 1880-81 the number rose to 22 with 1037[60] pupils in 1884-85 and then to 32 in 1890.[61]

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57. Church of Scotland, Report of the Committee for the propogation of the Gospel in foreign parts especially in India by Rev. James C. Nerdman. May 1881, p 27

58. Report on Public Instruction 1880-81 p 61

59. Church of Scotland, Report by James Nerdman May 1881 p 27

60. Report on Public Instruction 1884-85 p 62-63.

61. Church of Scotland Mission Council of Darjeeling. Report for 1890.

The names of schools in 1890. With the names of teachers are given below.

TABLE - XV

Darjeeling Division

	SCHOOLS		TEACHERS
1.	Darjeeling Hindi English School		D. Isaac
2.	Darjeeling Hindi School		Guman Singh
3.	Darjeeling Bhutia Bustee School		Chhobo
4.	Kurseong School	...	Buddhibal Rai
5.	Jorebunglow School	...	Mangal Singh
6.	Sonada School	...	Dharam Lall
7.	Peteriah School	...	Santu
8.	Nagri School	...	Randhoz Rai
9.	Tukvar School	...	Kantu Singh
10.	Kainjilia School	...	Chandra Dhan
11.	Ging School	...	Ring Chhen
12.	Soom School	...	Dhan Sunder
13.	Tukdah School	...	Achhap
14.	Gumba School	...	Sonam Tarbo
15.	Tindharia School	...	Dhanjit Philemon
16.	Mirik School	...	Bhuddi
17.	Namring School	...	Jemsring
18.	Dedamtam School	...	Langchhem
19.	Patanjhar School	...	Bhola Singh
20.	Siliguri School	...	Emma Mark
21.	Awwal School	...	Daniel Toppo

Source : Church of Scotland Mission, Darjeeling Report for 1890.

The table above points out the fact that all the schools were one teacher school. Except for the English Hindi school all the others were vernacular or Hindi schools. All the schools received Government aid. All who came to the vernacular schools were taught without fees. In the morning the teacher went to seek his pupils and bring them to school. "Heathens" and Christians were taught together from Christian text books. The

schools were nearly all on tea gardens.

TABLE - XVI

Kalimpong Division

	SCHOOLS	TEACHERS	
1.	Kalimpong Anglo Hindi School	Narkadhoz	Nepali
2.	Kalimpong Vernacular School	Prabhu Chand Sangya	Plainsman Lepcha
3.	Sunathong Vernacular School	Snam Cherring	Lepcha
4.	Pudung Vernacular School	Nirmal	Nepali
5.	Chhobo Vernacular School	Ateng	Lepcha
6.	Bam Vernacular School	Chhering	Lepcha
7.	Tasiding Vernacular School	Dingba	Lepcha
8.	Mangwa Vernacular School	Anambo	Lepcha
9.	Mongpoo Vernacular School	Halo	Lepcha
10.	Siteng Vernacular School	Tyangdo	Lepcha
11.	Looksan School(Boars)	Naiman Chota	From Nagpur

Source : Church of Scotland, Report for Kalimpong 1890.

//The number of children on the roll of these eleven schools was 300 (71 Christians, 229 non-Christians including 40 girls) The average number in daily attendance was 204 boys and 29 girls. Chhobo, Bam and Tasiding were night schools. The teachers of these schools were also pupil teachers in Kalimpong Vernacular School. The Looksan school teacher was supported by the proprietor of Looksan Tea garden.

Scanning through the names of the schools between 1874 and 1890 one feature that strikes us is the unstable nature of the schools. The names of several schools that appear in the school returns of 1872 and 1874 were missing from the list of 1890. Only a few, that of Jorebunglow, Doteriah, Tukvar and Soom seem to have continued throughout these years. The others disappeared. In fact the closure of old schools and opening

of new ones was a constant occurance during the period under review. An enquiry into the matter reveals certain factors responsible for it. Reduced attendance of pupils was a principal reason, e.g. the school at Mangzhung.[62] Another reason was the lack of enthusiasm and support of the local people which are very necessary to run a school on a permanent basis. The inhabitants of Chidam, for example, refused to repair the school building. Perhaps financial inability prevented them from doing so, but whatever be the reason, the school had to be closed. The mission authorities were well aware of this fact. That is why when one, Jangbir Nawalder of Toong built a school house and the local inhabitants were willing to pay a monthly subscription for the school, it was clearly stated by the mission that unless the money promised, was received regularly it would have nothing to do with it. The School at Mirik had to be closed from July 1891 owing to the failure of the residents to implement their undertaking to contribute Rs.5 per month.[63] Non-availability of teachers was as much a cause as non-cooperation of the local people in closing down of the schools. The Chidam Girls' school was closed down as the only available teacher had left the district. Dearth of teachers was still a problem though to a great extent it had been relieved by the training school.

However, there was a brighter side of the story too. In 1892, for instance, the teacher after the closure of the school at Gumba, was sent to open a new school at Pokribung,

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62. Church of Scotland Foreign Mission Report 1890.
63. Report of Proceedings at a meeting of the Church of Scotland Mission working in the Himalayas, July 26, 1891.

where people themselves were willing to contribute for the building of the school.[64] Again, in 1896 at Pankhabari, on a petition from a shop-keeper, a teacher was appointed to teach English as well as Hindi. The growing demand for learning English had touched these small stations too in the hills. The pupils learning English had to pay fees while the manager of a tea garden paid Rs.20 per month for the teachers' pay.[65] The unstable character of both the number of schools and the pupils attending them was positively a sign of unsteady growth of education in the district and a proof of the lack of awareness of the people about the value of education." Comparison with other districts of Bengal found Darjeeling trailing behind.[66]"

The advancement made in the sphere of spreading education seem to have been more marked in the decade of the nineties than in the previous period. An increase both in the number of schools and pupils is noticed.

During the years between 1890 and 1891 important decisions were taken regarding the future line of work. Graham in 1891 pointed out the necessity of establishing a Church in Darjeeling and the continuation of the control of vernacular education in the district. Vernacular and primary education had been entrusted to the Scotch mission ever since 1870 by the Government. But now, more then one attempt had

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64. Church of Scotland Mission Report 1892.

65. Minutes of the meeting of the Mission Council of Darjeeling, Kalimpong and Sikkim, July 1896.

66. Report on Public Instruction 1884-85. p 61.

been made from other quarters to get it out of the mission's control. To let the Roman Catholics share it with them in Darjeeling would not be advisable warned Sutherland.

The Government indeed had great confidence in leaving the entire responsibility of primary education under the charge of the Scottish Missionaries. It had reiterated more than once that no other agency could be trusted so much. Within the framework of the general policy of the Government towards primary education it did what it could to help missionary activities in the district. The missionary report of 1893 spoke of 57 mission schools, 34 in Kalimpong division with 1042 pupils and 34 teachers and 23 in the Darjeeling division with 1206 pupils and 23 teacher, 15 pupil teachers were engaged to help these institutions.[67] In 1895 there were 62 schools with 2528 pupils.[68] These however did not meet adequately the needs of the district. Several requests for schools from the planters and from local people met with no response because the mission could not undertake any fresh responsibility without financial support.[69] In 1895 the Government gave an additional grant-in-aid of Rs.100 per month to the mission. With this monetary assistance and the co-operation of the local people new schools were opened at Turzum, Pankhabari, Ambootie, Saureni, Dhajea, Rishihat and Gington, thus filling important gaps in the education system of the district. All were successful, and one of them had an attendance of 173 children. But, it was feared that this inaugural flourish was not

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67. Church of Scotland Eastern Himalayan Mission Darjeeling Kalimpong and Sikkim News, August 1893
68. Ibid April 1895
69. Ibid. November 1894

likely to be maintained due to lack of funds. Those in the tea gardens were helped generously by the tea-garden authorities.[70] In the same year Government consent was given for the construction of the teachers' residence, at a cost of Rs.250 and a two room school house for the mission by the kind proprietors of Rishihat tea garden on the Government Rishihat Khasmahal.[71]

The three new schools at Nagri, Turzum and Dhajea went a long way in removing illiteracy among the people. The report of 1895 says, most of the Christian women, some of them Lepchas, can read. There were also night schools and Sunday schools.[72]

Towards the end of the 19th century and the beginning of the next the missionaries extended their work to the Terai region from where they had withdrawn about twentysix years back. Schools were established at Panighata (January 1901)[73], Nexelbari(1895)[74], Khaprel(1901)[75], Siliguri(1893)[76], Rishihat (1895)[77], Teesta Bridge(1901).[78]

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70. Church of Scotland, Eastern Himalayan Mission, (E.H.M) Darjeeling, Kalimpong and Sikkim Mission News, April 1895.
71. Church of Scotland. E.H.M. Darjeeling, Kalimpong & Sikkim Mission News, Letter No.1243 dated February 1895.
72. Church of Scotland E.H.M. Darjeeling, Kalimpong & Sikkim News. May 1895.
73. Minutes of meeting of E.H.M. Council, Church of Scotland Foreign mission. Chidam. January 27, 1904.
74. Church of Scotland E.H.M. May 1895.
75. Minutes of meeting E.H.M. Council, Chidam January 27, 1904
76. Church of Scotland. Darjeeling, Kalimpong & Sikkim News March 1893.
77. Church of Scotland. Darjeeling, Kalimpong, Sikkim News. April 1895.
78. Minutes of meeting of E.H.M. Council January 27, 1904.

The school at Siliguri was under the charge of Rachael Sen, the wife of the catechist. It had thirty pupils on its rolls. In addition to her work as teacher, Rachael Sen visited the Zenanas of Siliguri with the object of preaching Christianity to them.

// For the first time a Bengali school was opened by the Mission in 1893 in Darjeeling obviously to cater to the educational needs of the children of those Government officials or businessmen who came up to the hills. This was a lower primary school under the control of the Womens' Association of the Church of Scotland.[79] There was much room for improvement here. 'Barnaparichay' and 'Kathamala' were part of the curriculum.[80] Attendance to this school was few and irregular. In 1906 there were only thirty children, twentythree girls and seven boys. With the opening of the Maharanee School in 1908 the number of students further dwindled. The Inspector of Schools, Honeyburne while visiting the school in 1909 expressed his doubts about continuing the school since only a few children attended the infant class.[81]

The inspection report of . Prothero, the Government Inspector while visiting the Tukver school give an idea of the working of the mission schools. This school was one of the very best schools under the Mission. . Prothero expressed satisfaction at the progress made by the school and the

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79. Report of the Inspector of Schools . Prothero 13.3.1901 School Inspection Book, Girls' School Darjeeling.
80. Church of Scotland E.H.M.Darjeeling, Kalimpong, Sikkim News. March 1895. Miss Longhurst's Report.
81. Report of the Inspector of Schools. June 8,1909. School Inspection Book Girls School, Darjeeling.

performance of the students (46 boys and 11 girls) in the various subjects like Hindi, geography, reading, dictation. " I was excessively pleased with what I saw and heard " he said.[82] "

The energies of the missionaries were also directed towards the establishment of several night schools. Often, each day school had its counterpart at night. By 1894 there were sixteen night schools. Existence of these night schools was an excellent sign, for, when the adults begin to see the advantage of acquiring a little knowledge they would eagerly send their children to the mission pathsalas. Some of these night schools were at Doteriah, Nagri, Mirik, Moondakothi, Soom, Kainjila, Sidayung, Gotok and Chesang, to name a few.[83] Kalimpong, with its many Lepcha villages drew Macfarlane's attention soon after his arrival from Gaya. It was still a virgin soil where a rich harvest could be reaped. He had marked out the Lepchas as the most hopeful people in the hills and Kalimpong was chosen as the centre for missionary activity. With Sutherland's arrival to Kalimpong in 1880 a period of great activity was ushered in. Proselytization and education were the two parallel paths on which the missionary activities made rapid progress there. Two other Missions, the Scottish University Mission and the Guilds Mission carried out their activities there. On Macfarlane's death the double duty of superintending the work of Kalimpong mission and that of Scottish University Mission fell on Sutherland.

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82. Church of Scotland, Eastern Himalayan Mission, May 1893 Darjeeling, Kalimpong, Sikkim News.

83. Church of Scotland Mission Report 1892, Eastern Himalayan Mission.

The opening of the Anglo-Hindi school at Kalimpong on March 30, 1890 marked an important departure from the general policy followed by the missionaries. It was the result of a joint appeal made by Christians and Hindus to the Mission to establish a school where English could be taught. The desireto learn English was becoming so much popular that several parents in Kalimpong were sending their children to Darjeeling or elsewhere to acquire it. Harkadhoz, a Nepali Christian who had completed his studies in Calcutta General Assembly's Institution was appointed teacher.[84] Later in 1902 this school was raised to the position of a high school, so as to enable pupils to go up to the University Entrance Standard.

Between 1890 and 1895 the number of schools had increased from 10 with 240 students to 31 with 909 students. The chart below gives the names of the schools or pathsalas.

TABLE -XVII

Grant-in-aid schools	District Grant schools	Unaided schools
1. Kalimpong Vernacular School	1.Pethong School	1.Anglo-Hindi school
2. Kalimpong Girls School	2.Sunsthong School	2.Mangwe School
3. Bam School	3.Yok School	3.Tankling School
4. Chhobo School	4.Samalbong School	4.Namring School
5. Pudung School	5.Samthar School	5.Mangpoo School
6. Bidyang School	6.Pemtung School	6.Sitong School
	7.Syong School	7.Tasiding School
		8.Tanyek School
		9.Namkyung School
		10.Sindipong School
		11.Dongro School
		12.Peshok School
		13.Piskar School
		14.Saitigal School
		15.Rinchingbong Girls
		16.RinchingbongSchool Boys School
		17.Gorubathan School
		18.Sandak School

Source: B Proceedings Government of Bengal September 1893, General Dept.Educn 2E No.22-27, August 29, 1893. 3

84. Church of Scotland Report, March 1890.

All these schools, the the exception of the Anglo-Hindi School were usually one teacher school. The teacher was helped by the pupil teacher.

To these schools came both Christian and Non-Christian pupils. The following is a list of the names of the Hindu children, according to their caste in the Kalimpong Mission schools.

Khambu	-	73
Limbu	-	66
Murmi	-	66
Khami	-	33
Mangar	-	31
Sherpa	-	31
Kshatri	-	29
Uraon	-	26
Gurung	-	22
Brahman	-	20
Newar	-	13
Lunwar	-	10
Darji	-	6
Sarki	-	4
Sanniasi	-	1 [85]

In 1893, following a petition made by Reverend J. Graham of Scottish Mission, Kalimpong, the Commissioner of Rajsahi Division made a recommendation to the Government of Bengal that an increase of Rs.100 to the grant of Rs.200 per month be sanctioned. The request was granted.[86]

TRAINING SCHOOL - KALIMPONG

The establishment of the Training School was enother notable feature of Scotch missionary activities in the hills of

85. Church of Scotland, Eastern Himalayan Mission Report March 1892

86. B Proceedings for September 1893, Government of Bengal, General Educn. Deptt. 2 E 22-27. August 1893.

Darjeeling. It was to be the very heart of all the mission work imparting both spiritual and intellectual training to the boys.

The beginning of the training school can be traced back to the early years when Macfarlane had first set his foot on the district in 1870 when the Normal School was established. With a keen understanding of the problem that confronted him, Macfarlane realized that training of teachers was the necessary corollary and first requisite of a successful education system. It was entirely under the management of Miss Macfarlane. By the end of 1874 there were 17 male and 2 female students including 4 Lepcha Boys.[87] It had a monthly attendance of 26 pupils in 1886. Macfarlane's preoccupation with other things led to the appointment of Nand Lall Roy, a catechist as the headmaster of the training School.[88] When Miss Macfarlane had become sufficiently acquainted with the language, she took up the charge of the Training Institute. Miss Macfarlane had come to Darjeeling in the beginning of 1871 after having gone through the Normal School at Glasgow, in order to fit her for doing the work of teaching in India. She came out in connection with the Ladies Association of the Church of Scotland.[89] From 11 students in 1886[90] the number increased to 24 in 1886,[91] 35 in 1889, 40 in 1891[92] and then decreased to 32 in 1898-99[93]. The total expenditure in 1889-90 amounted to Rs.2595 of which Rs.2219 came from

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87. Church of Scotland Darjeeling Mission Institution Report for the year ending September 30,1874.
88. Church of Scotland foreign Mission Report of Proceedings at meetings held at Chidem,Sikkim on January 17,1891. Council Minute Book 1890-1909.
89. Church of Scotland.Report of the Indian Commissioners May 1885 p 449 Also, Church of Scotland, Home and Foreign Missionary Report, February 1, 1872, P584
90. Report on Public Instruction 1885-1886 p 82
91. Report on Public Instruction 1888-89 p 47
92. Report on Public Instruction 1889-1890 p 64
93. Report on Public Instruction 1898-99 p 94

provincial fund and Rs.376 from public fund.[94] In 1892-93 the total expenditure decreased to Rs.1249. It may be mentioned here that the total cost in 1886 was Rs.815.[95] The cost to Government per pupil per annum was Rs.54 in 1892-93. Much impressed by Kalimpong, Macfarlane thought it to be a better and centrally located for his work. In 1887 the school was transferred to Kalimpong under the charge of the Scottish Universities Mission.

The school trained teachers to provide the mission schools with a regular supply of teachers both in the Darjeeling and Kalimpong divisions. Students from the Normal school replaced the untrained teachers. The major part of the expenditure of this school came from private fund (e.g. in 1888-89 out of the total amount of Rs.2,095 the private contribution amounted to Rs.1,712) Government aid was comparatively small.

The training institute acquired additional significence since on it depended the entire region for its native Christian preachers. The question of training of catechists was of utmost importance. The real object of the missioneries were categorically expressed in 1890. The Government had entrusted to them the responsibility of imparting vernecular education in the hills. The still greater responsibility, the Mission felt, was that the whole district depended on the training institute for its native Christian preachers. The best lads were picked up and sent to the institute where they under went a systematic training to become teachers and ultimately catechists. The aim was to make them strong Christians

94. Report on Public Instruction 1889-90 p 64
95. Report on Public Instruction 1885-86 p 82

so that they could be instrumental in spreading Christianity successfully.

The improvement of the standard and organization of the training school was never lost sight of by the missionaries. The year 1906 was to be remembered in the history of the training school. In that year the Government, by making a particular proposal to the Mission, accorded to it the highest recognition for its services in the district. The Government invited two of the missionaries to a conference on the subject of education in the tea-gardens. Here, while acknowledging gratefully the good work done by the mission, it promised to continue their support to it. The Government further put forward the proposal of sending their teachers for training in the Institute. The teachers would be serving in the schools that the Government proposed to establish in the Darjeeling hills. The proposal was accepted by the Scotch mission for it was felt that the scheme would conserve the influence of the mission on the education of the district.[96]

The Training School, as has been seen, was an integral part of the entire educational complex of the Scotch Missionaries in the district of Darjeeling. The school came to consist of two separate divisions. The boys under regular training were taught along with boys of the Middle English School (which also happened to be the practising school of the Training Institute), but they got extra practice in the art of teaching. In 1910 there were 31 boys in this division.[97] The special division was taken up separately and

96. The Church of Scotland Foreign Mission. Minutes of meeting of the Eastern Himalayan Mission Council, Darjeeling July 26, 1906

97. Report of the Deputy Inspector of Schools Darjeeling 26.9.1910 from school records of Scottish University Mission Institute (S.U.M.I.)

consisted of Guru pupils who were deputed for a month's training. The method by which the prospective gurus were trained meant heavy expenditures on the part of the mission and the Government as well. In the Government Guru training school in other districts the course was for one year only; the gurus admitted were generally M.E. passed candidates qualified for receiving instruction. In the hills a sufficient number of Matric or M.E. passed gurus were not available; here the prospective gurus were made fit by general education given in the lower classes of the Middle English School upto standard VI and were then put in Guru training school proper. Opinion was expressed that instead of spending so much on the prospective gurus, a part of it should be spent in giving refresher's course to the already trained gurus to eneble them to brush up their knowledge. This was suggested by the visiting Inspector of Schools in 1927who felt that the schools far from being in satisfactory condition, were in a sorry plight.[98]

A good deal of money was spent after the Training Department. Its total monthly expenditure is 1913 was Rs. 963, exclusive of the stipends.

The following list gives the qualification and pay of the staff of the Training School in 1910.

1. Reverend S.W.Sutherland, M.A. Superintendent ...Rs.300
2. G.C.Kinghorn M.A. Rs.312
3. Lachmen Singh(no degree),Teacher,Hindi & Science ..Rs. 40
4. Devid Tshering(no degree),Teacher,Arithmetic ...Rs. 26
5. Deshnag(Passed Entrance Exam.of Punjab University) Rs. 40
6. Narsa Das(Passed Entrance Examination) Rs. 10
7. Ram Tewari(Vernacular mastership Exam.passed) Rs. 50[99]

98. Report of the Assistant Inspector Schools,Rajshahi Division 27.3.1913 From School records of S.U.M.I.
99. Report of the Inspector of Schools 1910,From School Records of S.U.M.I.

The majority of the students, as the records show, were Hindus.

Year		Number of Students		
1908	...	Hindus	- 33	
		Christians	- 20	
		Buddhist	- 9	
		Muslim	- 2	64[100]
1909	...	Hindus	- 25	
		Christian	- 18	
		Buddhist	- 7	
		Muslim	- 3	53[101]
1911	...	Hindus	- 18	
		Christian	- 19	
		Buddhist	- 6	
		Muslim	- 1	44[102]

Attached to the Training School was the practising school where the students were given practice in the art of teaching.

The principal of the institution was missionary as the following statements would show, -

Reverend W. Macfarlane	
Reverend W.S.Sutherland	(1887-99)
Reverend J. Macara	(1900-02)
Reverend T. Taylor	(1902-05)
Reverend G. Mackcan	(1905-07)
Reverend W.S.Sutherland	(1908-20)
Reverend G. Ogg	(1921-26)
Reverend G.S.Mill	(1927-41)

100. Report of the Inspector of Schools 27.5.1908, From school Records of S.U.M.I.

101. Report of the Inspector of Schools 25.5.1909, From school Records of S.U.M.I.

102. Report of the Deputy Inspector of Schools 18.3.1911 From Schools Records of S.U.M.I.

Apart from the European teachers, there were teachers who were locally appointed e.g.

Daldhoz Mukhia	(in 1887)
Singbir Pradhan	(in 1883)
David Mohan	(in 1889)
Ramlal Tewari	(in 1890)
Kala Pradhan	(in 1897)
Rapcha	(in 1899)
Akang	(in 1906)
Apun	(in 1887)
Birdhoz	(in 1888)
N. Pradhan	(in 1890)
Indradhoz	(in 1893)
K. Pradhan	(in 1897)
Nakchhang	(in 1899)
Pasang Mark	(in 1907)

All these were formerly students of the Institution.[103]

The members of staff, their qualification, and pay are given below (1910) :-

1.	Dr. Sutherland M.A. Headmaster ...	Rs.300/-
2.	Kiran Chandra Sarkar read upto Entrance, Passed M.E. ...	Rs. 40/-
3.	Ugyen Sring Higher Guru Training certificate holder ...	Rs. 26/-
4.	Bahadur (uncertificated) ...	Rs. 20/-
5.	Ado Singh Lower grade Guru Training certificate holder ...	Rs. 12/-
6.	Dawa Namgye, Lower grade Guru Training certificate holder...	Rs. 10/-
7.	K. Bahadur, Drill Master ...	Rs. 13/-[104]

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103. Scotch University Mission Institute Magazine 1887

104. Report of the Inspector of Schools, P.Chatterjee, June 1, 1914.

The poor pay of the teachers failed to attract the services of the graduates. Consequently the teaching process suffered. The Inspector of Schools suggested in 1908 that efforts should be made to improve teaching and the library be better equipped with books in the art of teaching.[105]

The hint was obviously taken as the records speak of much improvement. Two years later in 1910 the visiting Inspecto of Schools commented that the " bright and cheerful methods of teaching followed in the classes should be adopted in all village 'pathsalas' in the hills." He spoke of the "very good work" that was being done" in a remote and inaccessible hill station like Kalimpong, and thereby deserved " every encouragement from the Government."[106]

Reporting after his inspection of the school the Deputy Inspector of Schools, Preonath More described it as " at present the best Middle English School in the district."[107]

In 1914 the Inspector too had words of praise for the institution - " The school is unquestionably doing excellent work." So impressed was he that he wanted some teachers in the plains to come and see the work done here.[108]

Similar account testifying to the efficiency of the school was left by Allan Cameron, professor of Scottish Church college and Fellow of the Calcutta University, who visited the

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105. Report of the Inspector of School, Lambert, Bhagalpur Division dated 24.3.1908
106. Report of the officiating additional Inspector Schools, 1910
107. Report of the Deputy Inspector of Schools dated 22.8.1912
108. Report of the Inspector of Schools, Rajsahi Division, dated 1.6.1914

school in 1928. He felt that the school was rendering a very valuable service to the community of Kalimpong and the districts around it and as such deserved every encouragement and support. He was greatly impressed by the " careful organization, excellent discipline, and sound educational efficiency under the guidance of the Principal.[109]

In 1916 the Inspector of Schools recommended the raising of this Middle English School to the status of high school.[110] It has to be remembered that the School had been raised to High English School in 1903. Six years later it was proposed to reduce the school to the Middle English status as the school had been anything but a High School; neither the qualification of the staff nor the attainments of the boys were sufficient to justify that claim to the title of a high school.[111] The School was lowered (by 1911) to the M.E. standard.

The success of the school apparently caught the attention of the Government. The Deputy Commissioner of Darjeeling Rankin, while visiting the institution in 1915 suggested that the school should apply to Government for land for the extension of play ground and for carrying agricultural experiments. The prayer was granted by Government when four acres of land were sanctioned. Later a silk rearing house was also erected.[112] Government came forward again to help the venture by giving

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109. S.U.M.I. School Records.Cameron on his visit to the School on 5.11.1928
110. Report of the Inspector of Schools, 19.7.1916
111. Report of the Inspector of Schools, 2.5.1909
112. Church of Scotland.Minutes of meeting of E.H.M.C. July 21, 1915

financial assistence. Kalimpong was adopted, after the visit of the Director of Agriculture, Bengal and the Superintendent of sericulture, Baharampur, by the Agricultural Department as an experimental station for research. It was to be branch of the Berhampur Agricultural Research work. The work was to be done in close collaboration with the Training School where the students received training in agricultural and silkwork rearing.[113]

The Director of Public Instruction, Oaten was so much impressed by the school that not only did he think of giving all kind of assistance to it but even thought of the possibility of its development as an intermediate college. He even dreamt of Kalimpong becoming the nucleus of a hill university catering to the needs and requirements of the hill community. He genuinely felt that the rather " shabby " grant of Rs. 125 against the mission contribution of Rs.400 should be increased.[114]

The institution was often visited by dignitaries like the Lieutenent Governor Carmichael and Lady Carmichael in 1915 and the Deputy Commissioner of Darjeeling in 1914.All of them expressed deep satisfaction at the way the students were taught to utilise their eyes and hands in the study of nature. "It was the best which he had seen with any school in Bengal"[115] wrote Carmichael, while the Deputy Commissioner insisted that Sutherland put his ideas in writing so it might serve as a

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113. Church of Scotland,Minutes of Meeting of S.M.M.C. July 25, 1917
114. S.U.M.I. School Record, Oaten on his visit to the school on 21.10.1927
115. S.U.M.I. School Records, Visit to school by Carmichael 15.4.1915

guide to other schools. He promised to give Sutherland all kinds of help for the extension of the institution.[116]

The majority of the students were Hindus. In 1908 for instance, out of the total of 64 boys, 33 were Hindus, 20 were Christians, 9 Buddhists and 2 Mahammadans.[117] The admission register of the school show that students were drawn from different walks of life: sons of marchants, traders, businessmen, agriculturists and the learned profession all flocked to the School.[118]

In 1921 the first batch of candidates for the matriculation examination of the Calcutta University was sent up and a hundred per cent success was achieved. In 1922 it was permanently recognized as a High School. In 1933 the Government recognised the Institution as an Intermediate Arts College.[119]

The reputation of the missionaries as educationists had spread beyond the frontiers of Darjeeling. In 1914 the Maharaja of Bhutan, through his chief Secretary, Raja Ugyen Dorjee, requested the Scotch Missionaries to send a teacher to Bhutan for opening a school there for the sons of the chiefs. In response to this, two teachers of the Training Institute, Ugyen Toring and Dawa Nangye were sent to Ha in June to begin a school there with thirty two students. The basis of teaching, as elsewhere, was Christian instruction. In 1915, 45 pupils from Eastern and Western Bhutan arrived at Kalimpong to be taught in the Middle English School.[120]

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116. S.U.M.I. School Records. Visit to School by the Deputy Commissioner. December 1, 1914
117. Report of the Inspector of Schools, Bhagalpur Divn. May 27, 1908
118. S.U.M.I. Admission Register 1908
119. "Sumite"-School magazine of the S.U.M.I. 1970
120. Church of Scotland. Minutes of Meeting of E.H.M.C. Kalimpong July 22, 1914

CONTRIBUTIONS OF THE TEA PLANTERS OF DARJEELING:

The story of the growth and development of education in the hills of Darjeeling would be left incomplete without mentioning the role of the tea planters. The twenty one schools in the Darjeeling division in 1890 were nearly all on tea-gardens and almost every school house had been built for the Mission by the managers of tea-gardens.[121]

There were numerous instances when one kind of help or the other was given to the Missions by the sympathetic planters. Sometimes the teacher was supported by the proprietors of tea-gardens, e.g. Lookoan school[122] and the Pankhabari School.[123] Assistance was given by planters to repair the school houses at Tukver, Ging and Tukdah.[124] At Peshok the manager built a large airy school house in 1894 providing comfort to both the teachers and scholars whose numbers were encouraging.[125] The site for the school at Giellé was given by Giellé Tea Company, while the construction of the pucca school building was undertaken by the managers of four tea-gardens, messrs. Fergusson, Baker, Gordon and Nicholson.[126] A new school was opened at Chongtong in 1895. It was a private school supported principally by a planter there, but the Mission undertook to superintend it.[127]

The Mondakoti Tea School was entirely supported by Mondakoti Tea Estate. Taught by two teachers it had 47 boys in

121. Church of Scotland, Foreign Mission Report for 1890.
122. Ibid.
123. Ibid.
124. Church of Scotland, Eastern Himalayan Mission Report, Darjeeling, Kalimpong, Sikkim News for 1894.
125. Ibid.
126. Ibid.
127. Church of Scotland, Eastern Himalayan Mission Report 1895.

1884. The school was originally a mission school but was taken over altogether by the manager of the tea-estate.[128] At Soom too a new school was opened in 1895 by the generous manager Nash.[129] Monetary assistence to the mission from the tea-planters was often forthcoming. To the Ging school attended by 11 boys and 2 girls, the Darjeeling Tea Company gave Rs. 5 a month. The manager of Badamtan tea estate helped the construction of a new school house there.[130] The tea planters, who were the principal employers of labourers in the district, were not thus totally apathetic to the idea of spreading education among them. This was not so at the beginning; the mission schools were viewed with much apprehension and prejudice; but when no harm was forthcoming their attitude changed.[131] They must have given a serious thought to it and realized that the conversion of the coolies to Christianity would ultimately be of advantage to them. Besides the question of controling the labourers through the missionaries rendered the task easier. On one point however they were very strict; on no account should be education of the children of the labourers cross the primary limits. An educated labour force was never the objective of the European masters. The missionaries were at one with them in this opinion.

Obviously the relationship between the tea-planters and the missionaries was marked by cordiality and a good understanding of each other. The majority of the mission schools had

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128. Church of Scotland, Eastern Himalayan Mission Report 1884
129. Church of Scotland, Eastern Himalayan Mission Report 1895
130. Church of Scotland. Minutes of the Mission Council of Darjeeling, Kalimpong and Sikkim. July 1896.
131. W.W. Hunter. Volume X 1876, p 194.

the support, both moral and financial, of the tea-planter. The address which G.W.Christison, the leading tea-planter of the district, gave on his return to his native parish of Kinkinner, contained a high tribute to the pioneering work of Macfarlane.[132]

FEMALE EDUCATION:

In the field of female education in the hills the Christian missionaries again were the pioneers. The district had no indigenous system of education and it is in this background that female education should be reviewed. Women, as elsewhere in India in the 19th century were looked upon as chattels and goods, the private property of the males. The Nepalese, who were supposed to be the most advanced group among the hill people, refused to send their daughters to school. Various arguments were set forth by the parents chief among which was the question of utility in sending the girls to school. There was the problem of refusal on the part of the girls to obey their parents and the inability of the bigger girls to attend schools due to the household chores which they had to attend to when their mothers were away at work. Moreover as soon as the girls became big enough to carry a little load they were engaged in it to do their share in earning money for the family. To the bitter disappointment of the missionaries, some of the brightest girls were taken away from school, just as they were beginning to get on well with their lessons.[133]

The spread of education among the females, although slow, was due to the efforts of Miss Macfarlane. In 1872 -73

132. Church of Scotland, January 1896, "Mr.Christison on the Mission"- from one of the Home papers.
133. Church of Scotland : Ladies Zenana Mission Report for the year 1890.

there were only fifty-six girls attending 24 mission schools.[134] Within the next few years a little improvement was registered. By 1877-78 the number of girls studying in schools had risen to only 80,[135] a miserable figure when compared to the total population of 95,000 of the district. As late as 1890 only 40 girls were attending the eleven mission school in the Kalimpong division. Their attendance was irregular and their progress very little. It was a matter of some importance to have the people familiarized with the idea of girls' schools. The account would remain incomplete without some reference to the Scottish Ladies Association for the promotion of female education in India. It was formed in 1837 by the Ladies of Church of Scotland in response to an appeal made by an officer in the Indian army.

It had as its objective both education and evangelisation They worked with remarkable earnestness and self sacrifice and carried the Christian influence more directly into the very centre of the family circle.[136]

The Womens' Association of the Church of Scotland for foreign mission undertook several educational activities to promote education among the girls. They included the day and boarding schools, the Nepali school in the Darjeeling bazar, a Bengali school and a training class for girls for training up teachers.[137]

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134. Hunter, op. cit., "Educational Statistics, p 193.
135. Report on Public Instruction 1877-78, p 20.
136. Church of Scotland, Darjeeling Mission Institution Report for the year ending 30.9.1874.
137. Report of Inspector of Schools, Bhagalpur Division 21.10.1908. School Inspector Book, Girls' School Darjeeling.

New schools for girls were opened by the Ladies Mission at Kegjhora in 1914,[138] under Elizabeth Das, at Bhutia Basti[139] and at Tindharia. The plans for the school at Tindharia was approved by the Government and an application for a Government grant was sent[140] with what result is not known.

Of the two divisions of the Darjeeling mission, Darjeeling and Kalimpong, it was the latter which witnessed a greater activity in the development of female education.

In 1891 a separate Girls' School and night school for women was started by Mrs. Graham in Kalimpong. From 30 girls attending the school in 1891 the number increased to 100 in 1914. Hindi, geography and arithmetic were included in the curriculum. The First, Second, Third and Fourth Hindi Readers were used for teaching the language. Sewing, knitting and singing formed parts of the curriculum. Bible instruction was compulsory. With a view to preparing the more capable pupils as teachers for the schools, a training class for girls, corresponding somewhat to that of the boys in the Training Institute was started.

In 1894 an industrial school for the girls was started by Mrs.Graham. Gathering round her, on saturday afternoons,the women connected with the mission she began instructing them in knitting and crochet work. Three years later in 1897, the 'Kalimpong Home Industries' were started to help the development

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138. Church of Scotland,Darjeeling Mission,Report on the working of schools, February 6, 1914.
139. Church of Scotland,Darjeeling Mission,Report on the working of schools, February 13, 1914.
140. Minutes of the meeting of the Advisory Board held in the Zenana Mission House, Kurseong June 7, 1913.

of industries among the people, particularly the women of the Eastern Himalayas. A beginning was made with knitting, Crochet, stockings, tea clothes, silk-ties, bed-spreads and other articles made here found a good market. Lace-making in the early 20th century became the outstanding industry of the school. Exceedingly good work was done and it earned such a fame that women from as far as Ranchi in Behar and Sikkim, both Christians and non-Christians were sent to Kalimpong to learn this art.

Weaving, which was indigenous to the district, became the most important of the Kalimpong industries. A tailoring department was also opened which provided the finishing required for the lace and embroidered articles before they were marketed.[141] Government grant was given to this lace making and wool weaving school at Kalimpong. In March 1904, Rs.500 was forwarded for the months of January, February and March.[142] The weaving school was further enlarged with help of handsome monetary assistance given as gifts by a Hindu friend of the mission and a lady, Mrs. M'kean.

The efforts of the missionaries to educate the females did not go in vain. The opening of a school by Budhimaya, a very bright pupil of the Girls' school at the Eleventh Mile on the road to Tibet was both interesting and encouraging. Under her careful supervision and teaching the number of students soon rose to 25. employment was provided for those who were

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141. Ibid.
142. Proceedings of the Lt.Governor of Bengal, General (Educn.) Deptt. March 1904. $\frac{35}{39}$ 143 and 144

successful in the Industrial School. By 1911 sixty-five girls and women (twenty seven from the district of Darjeeling, four from Sikkim, and thirty four from the various missions in the plains) had acquired sufficient skill and many of them were employed as teachers in the lace schools, that had by 1914, increased to eight.

A great incentive was thus provided to improve the socio-economic conditions of the hitherto neglected peoples in the hills. Poultry rearing, for instence, was introduced to secure the Christian hill folks egainst unscrupulous creditors. It positively improved their economic position Mrs. Graham spoke of one Christian women whose successful rearing of turkey gave her an opportunity to afford medical education for her son. The poor, socially neglected women were thus being given splendid opportunities to establish for themselves an identity and status of their own in society.

However, behind all these efforts the real purpose was to develop Christian characters. This was never forgotton by the missionaries. Attendance in Bible lesson classes every day was compulsory. No one was given the opportunity of learning to work with hand without receiving Bible instruction.[143] Industrial efforts were only just the means towards a higher end. The real object of the mission could not have been expressed in more clear terms.

The Ladies Zenana Mission, another organ of the Scotch Mission, carried out its activities among the women. The

143. Church of Scotland, Ladies Zenana Mission, Report for 1890

agencies through which the Zenana mission worked were the English-Hindi school for girls, and Sunday schools. In 1890 following the baptism of a Brahmin lady by Mrs. Graham, a very unhappy situation was created for the Ladies Mission. Several Hindu gentlemen refused their wives to be taught by the missionaries. Fortunately for them this hostile attitude did not persist for long. The ladies of the Zenana Mission visited the families, Bengali and Nepali, and provided secular instruction to the ladies on condition that they also received Bible lessons and paid a fee for the secular instruction.[144] One advantage that this mission enjoyed was that it could reach the secluded women who could never have been reached by the catechists. In 1895 twelve Bengali homes with 19 pupils were visited for regular instruction. 37 Nepali pupils were also given instructions. The work was extended to Kurseong; 18 houses with 29 pupils were visited. The mission news reveal interesting details about a Bengali lady at Tukver, wife of a doctor and a Bengali Mahammaden lady, strictly "Pardenashin", being instructed by the ladies.[145] Adoption of destitute children by the Zenana Mission was also a part of the Zenana Mission Programme. The Hindi school which was branch of the Christian Girls School was attended by students of the coolie class; the standard here was rather low. The ladies mission extend their activities in the Terai too for the mission news of January 1927 spoke of a Bengali school for girls at Siliguri. This incidentally was the only school for the girls here.[146]

144. Ibid.
145. Ibid.
146. Church of Scotland, Eastern Himalayan Mission, Report for 1927.

DARJEELING GIRLS' BOARDING SCHOOL:

The Darjeeling Girls' Boarding School, now known as Nepali Girls' School, was established in 1890 with the idea of giving the Christian girls of the whole Eastern Himalayan Mission a good sound, practical Christian education specially with a view to prepare them for definite Christian work, at a small fee or, in exceptional circumstances, without fees. No tuition fee was charged. The style of training was geared to this end.[147] In keeping with this object all the students admitted to the school were Christians.

The trained mistress of the school Corbett, took a lively interest in her work. Her excellent knowledge of the Nepali language and of Hindi facilitated her task as an efficient teacher. Her able guidance was responsible for the excellent progress of the training class. Speaking highly of her performance the visiting inspector of schools said, " the Church Mission is to be congratulated for having such an able and devoted coadjutor. She has done wonders in the way of introducing the new system of education among the students under her charge; all those who are interested in the education of the hill children cannot be sufficiently thankful to Miss Corbet."[148] Again, "Miss Corbet is to be congratulated upon the success that has attended her efforts."[149]

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147. Church of Scotland. Minutes of the meeting of the Advisory Board on the Ladies Mission held at Darjeeling on August 3, 1906.
148. Report of the Deputy Inspector of Schools, Darjeeling District, 15.5.1907
149. Report of the Assistant Inspector of Schools, Bhagalpur Division 15.10.1907

The reports of the various inspectors of schools spoke of the satisfactory condition of the school. The performance of the students in the different subjects, particularly arithmetic, was appreciated by the visiting Inspector Booth in 1905 and in 1906. " It is much better then any primary school in this division"[150] he remarked.

Teaching included a comprehensive course of reading,writing, arithmetic, English, Hindi, Grammar, needle work and training in domestic duties e.g. cooking.[151]

The efforts of the missionaries in educating the women in Darjeeling did not in the long run meet with much success. The attendance in the day section was poor. Miss A.D.Wallace of the Darjeeling Girls School now known as Nepali Girl's School writes how, while going through the old school Minute Book of 1890, she found that the reluctant girls had to be given one anna per day to induce themto come to school.[152] The guardians did not see the advantage of regular attendance,with the result that the progress of the boarding school was hampered.

In 1908 the Advisory Board of the Ladies Mission expressed the opinion that instead of increasing the contribution to the cost of education, everything should be done to reduce it. Primary schools were no doubt important for imparting Christian education at an impressionable age, but any development of primary schools should become more the concern of the Government than that of the mission.[153]

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150. Report of the Inspector of Schools,W.Booth.June 7,1905
151. Report of the Inspector of Schools,Hallward 31.10.1902
152. Eastern Himalayan Church News.Volume XIII No.1, 1967
153. Church of Scotland. Minutes of the Advisory Board of Ladies Mission held at Darjeeling on 7.5.1908.

The training class too did not yield the expected results and ultimately in 1909 it was dropped for want of students. Yet, the urgent need for trained teachers to work in the different mission schools was very much felt.

MISSIONARY ACTIVITIES IN THE EARLY 20TH CENTURY:

The work of the mission continued unabated. In 1910 there were 32 day and 26 night schools while the average number of pupils on the rolls was 919.[154] Six months later the number of schools had increased to 63 with 1049 pupils.[155] More and more schools were opened both in the hills and the Terai regions. In 1906 foundation for the Turnbull Memorial School was laid in Darjeeling. Government helped the schools with aid. New schools were opened at Manaqua, Gangaram and Munsong in 1913[156] and in Lhasa village within Darjeeling Municipality in 1914,[157] and at Sonada and Singamari in 1916.[158]

The Government, as before, extended its support to the missionary efforts in educating the people. A special grant of Rs.340 for special school purposes was received in 1911. The same year a monthly grant of Rs.125 for the Womens' Industrial School and Rs.45 for Boys Technical School were sanctioned.[159] The new schools at Sonada and Singamari received Government grant of Rs.2,200 and Rs.2,500 respectively.[160] Government aid

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154. Church of Scotland. Minutes of meetings of Eastern Himalayan Mission, Kalimpong. January 20, 1910.
155. Church of Scotland, Foreign Mission. Minutes of meeting of E.H. Mission Council, Darjeeling. July 27, 1910.
156. Minutes of E.H. Mission Council, Darjeeling, July 23, 1913
157. Church of Scotland. Minutes of meeting of E.H. Mission Council, Kurseong, January 21, 1914.
158. Church of Scotland, Minutes of meeting of E.H. Mission Council, Kalimpong, July 19, 1916
159. Church of Scotland, Minutes of meeting, Eastern Himalayan Mission Council, Darjeeling July 26, 1911. p 1
160. Church of Scotland, Minutes of meeting, Eastern Himalayan Mission Council, Kalimpong, July 19, 1916. p 1

was also received in constructing school houses. Half the construction cost for the building of upper Primary school at Sukhia Pokri was contributed by Government.[161] Government sanctioned a grant of Rs.600 each for rebuilding school houses at Sepoydhura, Panighata and Mansqua.[162]

Not only did the Government come to the aid of the missionaries, the municipality, the Railways and private individuals extended their helping hands too. Of the estimated cost of Rs.4,000 for building the new school at Sonada Rs.2,200 was given by Government, while the rest was raised by private subscription.[163]

Regular grant was given by the Darjeeling Municipality. In 1914 it decided to increase its grant from Rs.150 to Rs. 200 per month. In the same year the Kurseong Municipality made a grant of Rs.400 for equipping and repairing the Kurseong school.[164] Donations from private individuals came from time to time, e.g. in 1912 one, Ramchandra Mintri Bahadur made a gift Rs.12,000 towards the equipment of the Industrial Department of the Mission.[165] Aid from unexpected quarters also came, e.g.Rs. 30 per month was sanctioned by the Darjeeling Himalayan Railway for schools at Kurseong and Tindharia.[166]

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161. Church of Scotland.Minutes of meeting.E.H.Mission Council Darjeeling, July 23, 1913.
162. Church of Scotland, Minutes of Meeting.E.H.M.Council, Kalimpong.July 19, 1916
163. Church of Scotland, Minutes of Meeting.E.H.M. Council, Kalimpong.January 24, 1917.
164. Church of Scotland, Minutes of meeting of E.H.M.C., Kalimpong, July 22,1914.
165. Church of Scotland,Minutes of the meeting of E.H.Mission Council,Kalimpong, July 17,1912
166. Church of Scotland, Minutes of the meeting of E.H.M. Council, Kalimpong July 22, 1914.

The estimates for 1918 would give an idea of the expenditure incurred by the Mission [illegible]. The grant from abroad was supplemented by Government and private aid. It has to be remembered that school fees never formed a large source of income. In the night schools and lower primary schools no fees were charged; while in the upper primary a very paltry sum was charged, but some were unable to pay even this.[167]

Estimates for 1918

Place	Total Expenditure	Grant from Home
Darjeeling	Rs.24,188- 0 - 0	Rs. 5,671- 0 - 0
Kurseong	Rs. 6,696- 0 - 0	Rs. 3,465- 0 - 0
Kalimpong	Rs.16,969- 8 - 0	Rs. 8,905- 0 - 0
Duars	Rs. 6,227- 7 - 5	Rs. 3,811- 7 - 5
Medical Mission	Rs.15,400- 0 - 0	Rs. 6,000- 0 - 0
Training Institute	Rs.13,504- 0 - 0	Rs. 2,150- 0 - 0
Sikkim	Rs. 6,488- 0 - 0	Rs. 4,698- 0 - 0

Source : Minutes of Meeting of Eastern Himalayan Mission Council, July 25, 1917.

The figures in the following table would give an idea of the progress of education under the care of the Mission.

167. Church of Scotland, Mission News, March 1938.Volume LIV, No.1 p 3.

EDUCATIONAL STATISTICS 1918 AND 1926

1918 :

Centres	Day School	Night School	Teachers	Pupils		
				Boys	Girls	Total
Darjeeling	32	27	56	1573	46	1619
Kurseong	9	9	13	284	29	313
Guild Mission						
Kalimpong	34	39	67	1039	181	1220
Tibetan ...	1	-	1	15	-	15
Kalimpong Girl's	1	-	11	10	154	164
Kalimpong Industrial Institute	15	-	29	116	225	341
Duars ...	5	-	5	80	7	87
Scotch University Mission						
Training Institute ...	-	-	-	-	-	45
High School Kalimpong ...	-	-	-	-	-	220
Bhutan ...	2	-	-	70	-	70
Sikkim ...	9	10	11	211	33	244
Total	108	85	193	3663	675	4338
1926 :						
Darjeeling	40	32	84	1650	307	1957
Kurseong ...	10	2	28	287	221	508
Guild Mission						
Kalimpong District ...	35	46	81	1628	242	1870
Girl's High School and Training College..	1	-	13	13	256	269
Girl's Morning School ...	1	-	9	-	84	84
Girl's Hostel	1	-	-	-	59	59
Duars Western	-	-	-	-	-	-
Duars Eastern	7	3	9	234	61	295
Industrial School	-	-	-	114	-	114
Boys Morning Hostel ...	-	-	-	29	-	29
Outstation Schools	3	-	3	56	-	56
Universities Mission, Sikkim	11	8	17	310	68	378
Total	109	91	244	4321	1098	5619

Source: Church of Scotland, Eastern Himalayan Mission Council, Minutes of Meeting, July 24, 1918.
Church of Scotland, Eastern Himalayan Mission Council, Minutes of Meeting, January 27 and 28, 1927.

This therefore is an account of the various activities of the Scotch missionaries in the district of Darjeeling. The services of the Church of Scotland in the hills of Darjeeling was recalled with much gratitude in 1895 when a meeting was held to commemorate the conclusion of twenty-five years of service. The occasion was graced by eminent visitors like the Lieutenant Governor of Bengal, the Deputy Commissioner of Darjeeling, the Chief Education Officer and the tea-planters of the district.[168]

Greer, the Deputy Commissioner of Darjeeling, referred to the excellent work carried out by the mission. Primary education throughout the district was now in their hands. In fact the Scotch missionaries in Darjeeling occupied the position of Government agents; a part of the allotment for primary education was made over to them for promoting education in the hills.[169]

The laudable efforts of the Scotch Mission was acknowledged by the Government. In 1895 it thought of supporting the extension of education in the Terai by the missionaries. This meant a reversal of their former stand.[170]

The Deputy Commissioner also recalled with deep gratitude the role of the missionaries in helping the poor and ignorant people to protest against economic exploitation. Two instances in 1895 point out to the miserable plight of the

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168. Church of Scotland,S.H.M.Darjeeling,Kalimpong and Sikkim news.Mission's Silver Jubilee.
A report of their activities, 5.10.1895 and 12.10.1895.
169. Croft, A, A review of education in India 1886, p 228
170. Darjeeling News. 5.10.1895 and 12.10.1895

poor borrowers in the hands of the rapacious money lenders. In one, a poor Lepcha was asked to pay Rs.40 for Rs.6 he had taken as a loan to buy a piece of cloth six years ago. The ignorant cultivator never thought of either questioning or defending himself, although, when he was willing to pay the original amount he was told not to do so. The missionaries came forward to help him and advised him to go to court.[171]

Another more inequitous instance was when a Nepali cultivator borrowed Rs.49 to buy a bullock in 1875. In seventeen years he had paid, in small sums, over Rs.11,000. The missionaries tried to make these people aware of certain points relating to court of law so that they could defend their positions. In this context, the Lieutenent Governor of Bengal, Charles Eliot spoke of the help extended by the missionaries to the Deputy Commissioner of Darjeeling in relieving the indebtedness of the ryots and carrying out proposals of the Government.[172]

Dr. Martin, the Government Inspector of Schools spoke of the humanizing influence of the mission schools. Speaking of the training school, he said "very little of real education in this district could be given without it".[173] High tribute was paid to the missionaries when he said that the missionaries have "contributed more that their share".[174] The excellent arrengements of inspection of the mission schools and the thoroughness of the instruction given were testified to by Dr. Martin. He concluded his speech by saying that those who were

171. Church of Scotland, Eastern Himalayan Mission April 1895
172. Ibid. Darjeeling News.
173. Church of Scotland, Eastern Himalayan Mission 1895
174. Ibid.

long acquainted with the district would realize the extent and progress in all the branches of mission work. The Lieutenant Governor acknowledged the most solid and satisfactory work of the mission - " very few missionaries could show a greater contrast between the paucity of their beginning and the success they had achieved."[175]

A convert recalled gratefully how there was not a single village school in the district prior to the coming of the missionaries. Barring a few Nepalese who knew their own native letters, the people were absolutely illiterate. The Lepchas and Nepalese totally unfit for any service of the Government, were employed only as coolies in tea plantation. Twenty-five years of mission work produced 80 village mission schools. Education brought in its trail social and economic security. Many of the men were now employed by Government in the court, Public Works Department and on tea-gardens as writers, munshis and babus.[176] One such Hindu ex-pupil who found employment as a clerk on a tea-garden gratefully remembered the missionaries for the schooling which had enabled him to secure the honourable position.[177] Similar was the case of a native of Nepal of the Dewan caste, who later became a police sub-Inspector. The students of the Training school at Kalimpong, on completion of their course, were appointed as teachers and catechists in different corners of the district. One such catechist was Prabhu Putri, who was appointed on a salary of Rs.10 at Kalimpong.[178]

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175. Church of Scotland, Eastern Himalayan Mission, Darjeeling News, October 1895.
176. Ibid.
177. Church of Scotland, Eastern Himalayan Mission, April 1895.
178. Church of Scotland, Foreign Mission, Mission of Missionary Council, July 24, 1895.

Students found employment at Dalapchen, Dussimbing, Mangwa, Morme, Mirik, Panighata, Meabing, Nimbong, Rode, Vok, Jorebunglow, Sukhna, Sadamtam, Pemling, Bhutiya Busti, Ghoom, Gangaram, Pedong, Sibong and several other places. In the Training Institute at Kalimpong there were 20 students in 1915, 24 in 1916, 26 in 1917 26 in 1918, 19 in 1919, 15 in 1924, 10 in 1925. All secured employment after passing out from the School.[179]

In 1938 the numbers of teachers employed in the mission schools in the Kalimpong district was 89. There were 62 primary schools, 13 upper primary with classes upto standard IV, 20 lower primary with classes upto standard II and 29 night schools. These teachers were drawn from a very wide circle, some coming from very humble homes. Though Christians were preferred, it was not always possible to find Christians with necessary qualifications Non-Christian teachers however formed a very small portion of the whole. Salaries ranged from Rs.3-8 annas per month for the assistant teachers to the highest paid teacher with Rs.26-8annas a month according to the qualifications of the teachers. Because of the poor salary well qualified men were not available as teachers.[180]

Names of several candidates appeared on the Medical Mission News as having passed the Government's Compounder Examination, e.g. Buddhi Singh, Dhankumar, Sita and others. Sushila Sarker, a nurse came out successfully in an examination in midwifery and as an anaesthetist in 1906.[181]

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179. Training School, Kalimpong. Admission Registers 1915, 1916, 1917, 1918, 1919, 1924 and 1925
180. Church of Scotland, Mission News, March 1938, Volume LIV, No.1 p 3
181. Church of Scotland, Eastern Himalayan Mission Report for 1895.

Without any reference to the medical mission at Kalimpong the story of missionary activities would remain incomplete. As early as 1871 Henry Faulds had joined Macfarlane at Darjeeling as the first medical missionary appointed by the Church. Since then medical work was largely adopted as most valuable aid to mission work especially in the villages.[182] The statistics for six months ending June 30, 1906 show that 7,263 outdoor and 224 indoor patients were treated. A first sessions course class was started in the same year (1906) for the hill boys who were to be sent by Government for medical training at Patna.[183] The Church of Scotland Womens' Guild supported the medical work in the Charteris Hospital which was opened in 1895. The medical department as a result, was greatly benefitted. A large number of people in distant parishes received medicine through the Catechists The Government's Compounder's Examination enabled many students to pass the test and secure employment.[184] Indeed, a definite change in socio-economic conditions of the hill people had been brought about by these missionaries.

In the foregoing pages an attempt has been made to indicate the various activities of the Scotch missionaries in the hills of Darjeeling. They brought with them the science of education, the art of printing and above all, the doctrine of the Bible. The work of the missionaries here becomes all the more meaningful when placed in the context of missionary activities

182. Handbook of Church of Scotland.

183. Church of Scotland Foreign Mission. Minutes of Missionary Council, Darjeeling, Kalimpong and Sikkim. July 24, 1895.

184. Church of Scotland, Eastern Himalayan Mission, Darjeeling, Kalimpong and Sikkim News. October 1895.

in Bengal as a whole, where the first comprehensive plan for education was laid out by them. The Christian missionaries had always been champions of mass education for mass illeteracy stood as an insurmountable obstacle to the spread of Christianity. Hence their preference for the vernecular. It was no use preaching to those who could not understand or to put the Bible into the hand of those who could not read it.[185]

A comparative study of the situation that existed before and after the arrival of the Scotch missionaries bear testimony to their zeal and sincerity to reach the mass through education. Though efforts had been made by the Government to introduce a system of education, the concept of popular education reaching the masses was left untouched. By 1918 the number of mission schools had increased to 108 with 4338 students of which 675 were girls. Incidentally, the Scotch missionaries were the first to step into the field of female education under the superintendence of women missionaries. Wherever possible technical instruction and industrial training were imparted. Dr. Graham's name in this connection, would be ever remembered.

The missionaries left their mark in the development of the Nepali and Lepcha languages too. Though their object was not purely secular their services to the development of vernacular education cannot be denied. As elsewhere, here too they were the first to prepare and publish vernecular school books and news papers. Ganga Prasad Pradhan rendered valuable service in aiding successive missionaries in the translation of

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185. Church of Scotland. Mission News March 1938 Vol LIV No. 1

the Bible. Much work was done by him in the preparation of Christian tracts and booklets and compiling books for the mission schools. Reverend Turnbull devoted much of his time in preparing a Nepali grammar and dictionary.[186] In 1901 the question of translating school books into Nepali came up. With the first Reader in Nepali under print, steps were taken to issue a Second Reader.[187] The idea of giving instructions in Nepali medium, which materialised much later, was positively an important step taken in the development of the language. The contributions of the German missionaries in developing the Lepcha language is not to be forgotten. A Lepcha grammar was prepared by them. In this connection the Government incentive towards the development of the Lepcha language may be mentioned. The Government of India sanctioned Rs.5,000 in 1867 for publication of a grammar and a dictionary of the language compiled by Major Mainwaring.[188] The Hindi monthly"Masik Patrika", the English weekly "Darjeeling News" and the English monthly - "Eastern Himalayan Mission Darjeeling, Kalimpong, Sikkim News" were published from the Scotch mission press.[189]

The extent to which they were successful in their ultimate object of proselytisation will now be examined. Evangelical work of the Scotch missionaries commenced from 1870. Under the influence exerted by them in the various departments of their operations, educational, evangelical, medical and industrial, the

186. Church of Scotland.Foreign Mission Committee March 1898
187. Minutes of meeting of Eastern Himalayan Mission Council at Kalimpong January 25,1906. Church of Scotland
188. A proceedings of the Lt.Governor of Bengal in the General Department.Index No.33 and 34 March 1867.
189. Annual General Administrative Report 1891-92 File $\frac{S-N}{30}$ 1 No.429 R.

Christian community gradually grew. There were 14 preaching stations in the district with 50 Christian local agents. An indigenous ministry had come up, while most of the school teachers assisted the catechists with bazar preaching which formed an important feature of the mission work. Among the native catechists were Nande Lal Roy, Ganga Prasad Pradhan of Darjeeling, Lakshman of Negri and Suryaman of Kurseong. Often, the same house was used as a preaching house and a school. The Darjeeling Bazar preaching house, for instance, was used as a book depot for the sale of Bible and other books as well as for conducting an Anglo-vernacular school in 1888.[190] In 1880 the number of Christians was 680. By 1898 it rose to 2,400 and by 1909 it was 4,203.[191] Though the Church claimed that direct preaching had brought much success in Darjeeling, one wonders how much success they had really achieved, for the Census reports of 1881 and 1901 give the population of Darjeeling at 155,179 and 249,117. In 1891 the percentages of Hindu and Christian population were 1.1 and 76.1 respectively.[192] Most of the success that had attended the proselytizing efforts had been among the Lepchas. Caste was a strong barrier in the way of the Nepalese accepting Christianity. They had behind them deep rooted socio-religious traditions.

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190. Eastern Himalayan Church News, October 1962, Vol. VIII No. 3
191. Handbook of the Church of Scotland, p 30
192. District Census Record, Darjeeling, 1891 p 6

The religious instruction given in schools did not go absolutely unchallenged by the people. In 1882 the Deputy Commissioner Wace while praising the missionary activities, expressed doubt about the reaction of religious teachings in school on the parents of children attending them.[193] Perhaps he was not wrong. In 1895 there was an instance when the parents of six children refrained from sending them to school out of fear that they would become Christians.[194]

Generally speaking however these mission schools were attended by both Christians and non-Christians. In fact there were, as the table below shows, more non Christian than Christian students.

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193. Report on Public Instruction 1881-82 p 67

194. Church of Scotland, Darjeeling Kalimpong Sikkim News July 1895.

TABLE NO. XVIII

KALIMPONG MISSION SCHOOLS

Roll and average daily attendance for March 1893

	Number on the roll				Average daily attendance			
	BOYS		GIRLS		BOYS		GIRLS	
	Christian	Non-Christian	Christian	Non-Christian	Christian	Non-Christian	Christian	Non-Christian
Training Institute	21	2	-	-	18	2	2	-
Kalimpong School (Girls)	-	-	27	13	-	-	18	5
Kalimpong School	19	99	-	3	12	45	-	1
Bom School	7	9	3	1	4	4	2	1
Chhobo School	21	14	8	-	16	11	6	-
Pudung School	9	51	6	2	5	27	4	-
Bidyung School	2	12	-	-	1	7	-	-
Pethong School	2	42	4	1	1	27	3	1
Sunathong School	6	14	12	4	5	8	11	4
Yok School	5	6	-	-	3	5	-	-
Samalbong School	1	25	4	3	1	12	3	2
Samthan School	-	21	-	-	-	16	-	-
Pemling School	-	6	-	-	-	6	-	-
Byong School	-	9	-	2	-	5	-	1
Anglo Hindi School	17	15	-	-	7	13	-	-
Mangwa School	8	23	11	-	8	17	9	-
TankingSchool	12	27	7	1	10	21	6	1
Namring School	2	39	-	7	1	29	-	6
Mongpo School	6	23	7	-	5	14	7	-
Sitong School	21	6	8	-	16	1	5	-
Tasiding School	6	3	4	-	4	2	4	-
Tunyek School	6	3	2	3	5	3	2	3
Nemkyung School	1	12	2	-	1	6	1	-
Sindipong School	-	19	-	9	-	14	-	7
Dongro School	3	5	3	-	2	5	3	-
Pashok School	-	30	-	-	-	19	-	-
Piskar School	2	20	-	2	2	15	-	2
Baitigal School	2	22	-	-	2	13	-	-
Rinchingbong School	-	-	-	15	-	-	-	12
Rinchingbong Boys School	-	20	-	-	-	11	-	-
Gorubathan School	2	35	-	-	1	24	-	-
Sandak School	-	58	-	-	-	37	-	-
Total :	171	670	108	66	130	423	84	46

Source: B Proceedings of Lt.Governor of Bengal, September 1893
File No. 2E/3 22-27

The missionary attitude could hardly be described as one that was broad and secular but undoubtedly it left permanent marks on more than one field, on education, development of the vernacular languages and on the social history of the district.

PRIVATE ENTERPRISE IN PROMOTING EDUCATION IN DARJEELING

MAHARANI GIRL'S SCHOOL, DARJEELING

The establishment of the Maharani Girl's School in Darjeeling in 1908 was the an example of private enterprise in encouraging education in this region. There had been cases in the Terai where encouragement to education was provided by land - lords occassionally. But no consistent effort like that which led to the establishment of the Maharani Girl's School was made.

In the late 19th or early 20th century Dr. Bipin Behari Sarkar with his wife Hemlata and five children arrived in Darjeeling. Hemlata faced a serious problem in educating her three daughters, the sons having been admitted to the Government school. Loreto convent and the Diocesan school refused to admit Indian girls, Queen's Hill agreed to admit them but demanded very high fees. Thus there were no schools for educating the Indian girl's in the Darjeeling hills. Yet, a sizeable number of Bengalis, serving in the Post Office, the Court, Municipality and other Government and non-Government departments, formed a part of the Darjeeling population. Hemlata Devi, by way of conversation with Sunity Devi, the Maharanee of Coochbehar,[195] whom

195. The Maharaja of Coochbehar had vast properties in Darjeeling. He with his family paid occasional visits to this place.

she met every Sunday at the prayer congregration, at the Brahmo Samaj hall, spoke about the need for establishing a school for Bengali girls in the station. Sunity Devi immediately assured Hemlata Devi of all economic help for such a school. The Maharani of Mayurbhanja, who happened to be in Darjeeling at that time, also gave much encouragement to that scheme and a beginning was made by opening classes for six days a week in the Brahmo Samaj hall on September 1,1908 under the guidance of Hemlata Sarkar with twenty one girls (19 Hindus and 2 Brahmos). A year later the school was shifted to Oak Lodge. The cost of maintenance of the school including the salary of teachers and the rent of Rs.150 per month for the school building proved rather expensive. Ultimately the Maharanees of Coochbehar, Mayurbhanj and Burdwan decided to contribute Rs.150, Rs.100 and Rs.50/- per month respectively. By way of gratitude the school was named Maharanee School. Without the benevolent patronage of the maharanees it would have been impossible to maintain and continue the institution.[196]

The following figures would show the numbers admitted to the school in the successive years.

Year		Number of students
1908	...	21
1909	...	22
1910	...	8
1911	...	56
1912	...	35
1913	...	50
1914	...	38
1915	...	40 [197]

196. Letter written to Sm.Bina Nandi, presently teaching in Maharanee School by Sm.Bina Basu, daughter of Hemlata Sarkar, dated 4.6. 69.

197. Admission Register of the Maharani Girls' School. No explanation found for the fluctuations.

The students came from all castes and community - Brahmins, Kayesthas, Vaidyas, Kshatriyas, Brahmos and Sudras. There were Parsee, Nepali, Bhutia and Christian students too. Engineers, Overseers, Contractors, Barristers, Professors, Zemindars, Government Servants, headmasters, managers of the tea estates sent their daughters to this school. The first Nepali woman to become a matriculate was a student of this School, while the first Bhutanese lady too passed the matriculation examination from this School in 1940.[198]

Education in the district of Darjeeling, as described in the foregoing pages was the result of the combined efforts of the Government and the Christian missionaries. The district being backward in point of education the Government encouraged the stipendiary method of aid here for the encouragement of primary education. Whether the school was bad or good the guru received a fixed monthly grant. Payment by result, i.e. payment of teachers according to their success had little scope of fulfilment here. Even at the close of the 19th century, in 1898-99 all the primary school in the district were stipendiary.[199] The Darjeeling district, like other districts of Bengal, received primary allotment grant for the development of primary education. In 1888-89 it received Rs.4,183 for 39 schools which had a total of 931 pupils. Six years later in 1894-95 the primary grant had increased to Rs.6,792. By then the number of schools had increased to 98, 6 were upper primary while the rest belonged to the lower primary category. In 1899-1900 the allotment

198. Admission Register of the School
199. Report on Public Instruction 1899-1900 p 77

of primary grant was further increased to Rs.12,363. There were now 97 lower primary and 4 upper primary schools. The rate of expenditure in the primary schools here was higher than that of the other districts of Rajsahi division. In 1888-89 for instance, while the average annual cost for each school was Rs.18-3 and for each pupil Rs.0-12-2 the corresponding figures were Rs.76-9 and Rs.0-55-5 respectively in Darjeeling.[200] A comparison of Darjeeling with Jalpaiguri would show the difference. The causes of the variations were many. The highest cost

	Cost per school in Rupees	Cost per pupils in annas	
Darjeeling	Rs.69	Upper primary Rs.33-5	Lower Primary Rs.18-4
Jalpaiguri	Rs.141	Rs.80	Rs.60

per school was usually at the backward regions. Here, the schools were mainly dependent on aid from public funds. In the more advanced places the people contributed a large share of the cost of their own education. The upper primary schools cost on an average Rs.82 per annum in Bogra, Rs.32 in Rongpur, Rs. 43 in Malda and Rs.117 in Bhagalpur. The progress of education in the district may be gathered from the statistics given below.

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200. Report on Public Instruction 1888-89 p 35.

Year	Number of Schools	Number of students	
1879-80	38	802	In the 1870s Darjeeling had a population of 95,000.
1880-81	42	1248	
1881-82	46	1644	In the 1881 Census Report Darjeeling had a population of 155,179
1882-83	47	1744	
1883-84	51	1664	
1884-85	60	1908	
1885-86	56	1811	
1886-87	61	1744	
1887-88	66	2002	
1888-89	63	1910	
1889-90	72	2304	
1891-92	92	2701	In 1891 the population was 223,314.
1892-93	102	3229	
1894-95	109	3831	
1895-96	91	3307	
1896-97	117	3392	

Source : Report on Public Instruction 1879-80 p 67, Annual General Reports on the Rajsahi division 1881-82 p 52, 1883-84 p 38, 1884-85 p 38, 1887-88 p41, 1889-90 p 38, 1892-93p92, 1891-92, 1896-97 Statement showing State of education.

The figures below will help us to understand the situation further. Here, the percentage of boys at school to boys of school going age reckoned at the ordinary estimate of 15% of the male population as in England has been given :-

Year	Percentage of boys at School going age		Remarks
1880-81	7.8		The divisional percentage was 9.0
1881-82	10.8		The divisional percentage was 10.6
1882-83	13.2		Comparative percentage in the rest of the Rajsahi division. Dinajpur - 12.7 Rajsahi - 16.7 Jalpaiguri - 10.5 Rangpur - 10.8
1883-84	10.3		
1884-85	12.01		
1885-86	12		
1886-87	11		
1887-88	15	(10)	
1888-89	14	(10)	
1889-90	16	(14)	
1890-91	14	(11)	
1892-93	17.4		
1894-95	20.7	(17.8)	
1895-96	17.9		
1896-97	18.3		
1898-99	16.2		
1899-1900		(15.5)	

Source: Annual General Administration Report Rajsahi division. 1881-82 p 52, 1883-84 p 51, 1884-85 p 39, 1885-86 p 53, 1887-88 p43 , 1888-89 p 33, 1889-90 p 39, 1890-91 p 41, 1894-95, p53, 1896-97 P46, 1898-99 P 44. The figures in bracket indicate those given in the Reports on Public Instruction. These vary from the figures given in the Annual General Administration Reports on Public Instruction 1888-89 p 33, 1889-90 p 47, 1890-91 p 44, 1893-94 p51, 1894-95 p 57, 1899-1900 p 82.

The figures indicate the backward state of education in the district in the 19th century. This was however a characteristic feature of nearly all the districts of the Rajshahi division which occupied a rather poor position due to the lack of zeal and interest taken in education there. The most advanced districts in 1888-89 with 40% of the boys at school were Hooghly, Howreh, Calcutta, Dacca, Midnapur, Cuttack, 24 Parganas, Burdwan, Bankura, Chittagong etc. Next came the districts with 21% to 38% of their boys at School. These were Beerbhoom, Nadia, Murshidabad, Jessore, Khulna, Mymensing, Puri etc. Of the five districts at the bottom ranging between 10 and 15% and less, Darjeeling was one.[201] But compared to other districts of the Rajshahi division Darjeeling was not lagging far behend. In fact, as the figures above indicate, Darjeeling's position in 1882-83 was better than Dinajpur, Jalpaiguri and Rangpur.

Female education in Darjeeling, in the context of the general backward condition, could hardly be expected to be satisfactory. The people there were yet to be aware of the benefits of female education and overcome their prejudices against it. There were just a handful of girls' schools in the entire district. In 1887-88, for instance, there was just one school in the district managed by the Scotch mission. The majority of them attended the schools or pathsalas for boys. The figures below between the years 1881-82 and 1889-90 would drive home this fact.

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201. Report on Public Instruction 1888-89 p 33.

Year	Number of girls attending schools for both boys and girls
1881-82	197
1882-83	127
1883-84	109
1885-86	161
1886-87	170
1887-88	181
1888-89	134
1889-90	197
1890-91	199

Source: Annual General Administration Reports, Rajsahi division 1881-82 p 52, 1883-84 p 51, 1885-86 p 53, 1888-89 p 38, 1889-90 p 39, 1890-91 p 42

Campbell's object to turn Darjeeling into a commercial centre of the hills and induce the people of the neighbouring districts had no doubt succeeded. The population rose from 10,000 in 1850 to 249,117 in 1901. Educationally too, as has been indicated already, some advancement had been made. From only 1 school with 16 pupils in 1860-61 the numbers rose to 28 schools with 680 pupils in 1872-73 and 109 schools with 3830 pupils in 1894-95. The extent of secondary, primary and female education in Darjeeling district, excluding the schools for Europeans, was as follows in 1892-93; below 2½% at the secondary level, between 15 to 20% at the primary level and below 2½% in the case of female education. The corresponding figures at the maximum level were in Hooghly, Howrah and Calcutta where it was 10% and upward, Hooghly and Howrah where it was 50% and upward, Bankura, Howrah and Calcutta where it was between 2 to 5%.[202]

202. Bengal Administration Report 1892-93. Map analysis following p 564
A map showing the position in 1896-97 is given at the back.

Gradually things became better. By 1904-05 there were 142 schools including 2 high schools and 5 middle schools with 3950 pupils . Altogether 19.8% of boys of school going age received instruction while the percentage of girls attending the school for boys was not too unsatisfactory. These figures did not indicate any general diffusion of knowledge.

But when compared with the rest of the provinces Darjeeling occupied a high place. In 1901 an enquiry was made of those able to read and write any language. The ability to do so became the yardstick for literacy and illeteracy. The qualification was simple but only 1 male in 10 and 1 female in 200 was able to satisfy it in the whole of Bengal. In Darjeeling the number was 1 in 6 in male and 1 in 71 in female. This was a ratio surpassed by no other district in Bengal outside Calcutta.[203]

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203. O'Malley op. cit., p 173.

ESTABLISHMENT OF SCHOOLS FOR EUROPEAN AND ANGLO-INDIAN CHILDREN BY THE ROMAN CATHOLIC AND PROTESTANT MISSIONARIES IN DARJEELING.

The efforts of the Christian missioneries to cater to the educational requirements of Europeans and Eurasian Children will now be examined. Darjeeling grew up as a health resort and sanatorium. In this cool, bracing climate was established several schools for the domiciled community. These institutions were entirely private and were designed and maintained for the European and Anglo-children only. Initially they were slightly connected with the welfare of the district in which they were situated.

After Calcutta and the Presidency divisions, Rajsahi division had the highest number of schools for Europeans.[1]

LORETO CONVENT:

Founded in 1846 by the Loreto Nuns, who have their mother house in Rathfarnem at Dublin, Ireland, Loreto Convent in Darjeeling enjoyed the prestige of being the earliest of the European schools in the district. The opening of Loreto Convent in Darjeeling coincided with the missionary efforts of the Roman Catholic Church. These efforts were closely connected with the establishment of schools for the Europeans and Anglo-Indians. In fact, the "Catholic community grew round the Loreto Convent and St.Josephs school and

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1. Report on Public Instruction 1890-91 p 82

soon had their own churches.[2] The idea of starting a hill school in Darjeeling for girls first occurred to Archbishop Carew. The excellence of this hill station was brought to the notice of Carew by R. Loughnan, a retired senior civil servant of Patna who along with two other gentlemen residing in Darjeeling, W. Moren and Major F. Samler were to prove in after years, very good friends and firm supporters of Loreto Convent.[3] Carew actually had plans of opening a Jesuit College and later a mission in the district of Darjeeling. But, as this plan never materialised he undertook the establishment of schools there first. These schools would provide cheap sanatorium for the Jesuit priests whose failing health in the tropical climate of the plains had become an increasing concern of the archbishop.[4]

The prospect of opening a school at Darjeeling was far from being bright. "There were only thirty European families"[5] in the station. It seemed a desolate spot, high up in the Himalays, to reach which meant covering four hundred dusty miles, much of it through jungle tracks, where wild animals abounded.[6]

Yet this arduous and perilous journey was undertaken and a small party started for their destination on August 10, 1846 "for their voyage into the unknown"[7] reaching it two months later on October 10. This date is surely important for

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2. Dash, A J -Bengal District Gazetteer, Darjeeling, Calcutta 1947, p 275
3. Father Hosten Henry S.J.-Manuscripts on the dawn of Catholic life in Darjeeling. Convent Chronicle p 41.
4. Mother Colmcille-Annals of Loreto Convent Darjeeling. Notes. The original annals of Loreto Convent were destroyed at some date after the Golden Jubilee of the Convent in 1896. They had been extensively used by Fr. Hosten.
5. Ibid
6. M. Colmcille, "First the Blade" p 57
7. Ibid p 59

it not only marked the beginning of the venture of establishing the Darjeeling branch of Loreto House, Calcutta, but also the launching of the Roman Catholic enterprises in the hills. The prospectus of the school published by Archbishop Carew appeared on April 25, 1846 in the Bengal Catholic Herald. This was followed by the publication of a new prospectus on August 1, 1846, where the date of opening October 2, 1946[8] was announced.

The system of education in the Girl's school was to be the same as that of Calcutta Loreto House establishment. The course would include Greek, Latin, Classics, French, instructions in writing, arithmetic, English, grammar, reading, geography, history, Chronology, the use of the globe, needlework etc. The boarding charge of Rs.30 included all charges for medical attendance, school books, stationery and washing. Extra charge was made for drawing, printing, pianoforte, guitar and for Italian. For day boarders the charge was Rs.21 per month while for day pupils it was Rs.14/-.[9]

Sufficient funds for the school was to be subscribed in shares of Rs.200 each. One third of the receipts of the school, provided that the remaining two third was sufficient for the current expenses of the institution, was to be appropriated at the end of each year to the repayment of the outlay. The rate of interest was not to exceed 4%. When the repayment was made in full the property was to belong to the Loreto ladies wholly. The public responded splendidly to this plan. Fifty four shares amounting to Rs.10,800 were subscribed had been taken and

8. Father Hooten's manuscript. p 11
9. Ibid.

Rs.2,140 were received as donations. Among the generous supporters were R.J. Loughnan, W. Moran, Captain Bishop, Count Lackersteen, P.S. D'Rozario, Captain Gordon, J. Hayes, C. Murphy, Madame Gonslaves, Reverend Kenny, Captain Boothby etc. This generosity however did not continue for long.[10]

By May 1847, the new building on the present site was ready for occupation.[11] Till then the nuns had put up at a place known as "Snowy-View", not far from the present Government house. It was the only educational establishment in Darjeeling for the Europeans till St. Paul's moved to Darjeeling in 1854.

A boys' school and an orphanage were also begun by the Loreto nuns. In this small orphanage soldiers' children and orphans from tea-gardens were cared for. A beginning was made for the instruction of the would be converts among the hill people. The Bishop hoped that a separate native orphanage would be established by the nuns, as this would facilitate the work of conversion in the mountains. The Loreto orphanage had a rather short existence in Darjeeling from 1868-1887 when the orphans were transferred to Entally in Calcutta.[12] An infant school for boys was founded in 1855 in a small house called Tara Hall in the convent grounds. At the beginning of the present century a school for Nepalese girls was opened. But it was unable to complete with the schools of the firmly established Scotch Mission. It was not till the twenties of the 20th Century

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10. Ibid p 6-8
11. Ibid. Convent Chronicle p 61
12. M. Colmcille : First the Blade p 146

that work in this direction was seriously begun and St.Teresa's Nepali Girl's School was established.[13] Though work among the poor and indigenous population was not totally neglected the main work of the mission was directed to the educational needs of the European and the Anglo Indian Children of the higher income group.

The convent had to face certain initial difficulties which came mainly from the Protestants who wanted to keep Darjeeling an exclusively Protestant station. They disapproved the efforts of the Catholic nuns and priests and persuaded one,Gristenwaite and his wife to open a rival school. This gentlemen was from Cambridge and had acquired popularity. The Calcutta papers teemed with his praise.[14] The school did not long survive the retirement of Gristenwaite from the school in May 1848.[15] With his departure the Loreto Nuns were left in the "undisputed possession of the field".[16]

Once these initial difficulties were overcome,the Convent took long strides ahead to weave a glorious future for itself. Mother Mary Teresa Mons, under whose able guidance the Convent thrived, was a lady of great talents, virtue and solid judgement.[17] Ideally situated in the salubrious climate of Darjeeling the Convent became one of the most outstanding schools in the hills, its popularity increasing year by year as the following figures would show.

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13. Ibid.
14. Fr. Hosten. p 23
15. Ibid pp 68-69, also, Colmcille -Anuals of Darjeeling.
16. Father Hostens Manuscripts. Convent Chronicle, p 62
17. Ibid p 136

Year	Pupil
1846	2
1847	5
1848	10
1849	11
1850	14
1851	7
1852	19
1853	18
1854	17
1855	30
1856	30
1857	39
1858	32
1859	22
1860	41
1861	40
1862	45
1863	46
1864	47
1865	50
1866	57
1867	58
1868	58
1869	65
1870	60
1871	56
1872	64
1873	50
1874	89
1875	107
1876	130
1877	No record.
1878	
1879	
1880	

Year	Boarders	Dayscholars	Total
1881	...	...	130
1882	...	...	147
1883	...	...	143
1884	...	...	141
1885	...	...	122
1886	...	...	154
1887	...	...	156
1888	...	...	127
1889	...	...	120
1890	...	...	115
1891	...	...	130
1892	...	...	130
1893	120	34	154
1894	120	42	162
1895	121	18	139
1896	123	50	173
1897	122	27	149
1898	101	18	119
1899	128	31	159
1900	107	28	135
1901	157	21	178
1902	139	30	169
1903	138	27	165
1904	141	27	168
1905	143	33	176
1906	130	36	166
1907	149	28	177
1908	133	26	159
1909	135	26	161
1910	122	38	160
1911	110	26	136
1912	134	25	159
1913	136	26	162
1914	137	27	164
1915	140	26	166
1916	143	28	171
1917	145	38	183
1918	148	36	184

Year	Boarders	Dayscholars	Total
1919	154	40	194
1920	151	37	188
1921	144	46	190
1922	164	44	208
1923	156	23	179
1924	162	36	198
1925	168	62	230
1926	167	45	212
1927	189	57	246
1928	179	42	221[18]

Much care was taken of the children by the nuns, with an eye not only on the physical but also on the moral and religious training of the youths. In a letter written to the Editor of the Bengal Catholic Herald a "delighted Spectator" spoke of this healthy, happy looks of the children. The proficiency of the children in English, and French languages, in music and drawing was also noted by the visitor. Every public occasion drew forth comments on the "cheerful rosy faces that caught the eye at turn ...."[19] Excellent standards in music and drama were attained by the students of the school.

The decades following the sixties were one of peaceful expansion and stability. By way of recognition to this school, maintained for religous and charitable purposes, the Lieutenant Governor of Bengal, Cecil Beadon exempted Loreto Convent from income tax. Moreover such sums as had already been paid were to be refunded.[20]

The improvement of communications and construction of the Darjeeling Himalayan Railway linking the hills with the plains

18. Annals of Loreto Convent, Darjeeling. Notes
19. M. Colmcille, First the Blade p 122
20. Ibid.

in 1881 meant more students for the Convent. In 1881-82 the School had a role strength of 130 of which 36 were little boys.[21] It was already flourishing, when compared with other institutions. In 1876 when the Diocesan Girl's School had only 16 pupils, and St. Paul's with its magnificent site was yet to become a fine educational establishment, Loreto Convent was a "successful and well known institution", with 130 on the role. "It was doing well".[22] Apart from all this the Convent played a very significant role in exercising a moderating influence on the Christian community of the 19th Century, riddled with sectarian bitterness. The Protestant children studying at Loreto Convent suffered no interference with their religous beliefs. On June 23, 1876 the Statesman's own correspondent writing from Darjeeling gave a good idea of the state of European education at this time.[23] Till 1880 the Convent was an unaided institution[24] but it did not long remain so. By 1884-1885 it was again an unaided school. It preferred to remain outside Government control which naturally accompanied the Government grants-in-aid. However it continued to receive monetary aid from Government from time to time. In 1881-82 Rs.1,904,[25] in 1883-84 Rs.1,400,[26] Rs.10,000 in 1892-1893, were granted by Government. The latter amount was taken as a loan on the security of the new building of the Convent and was repayable in ten years by instalment.[27] As the

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21. Report on Public Instruction 1881-82. p 91
22. Annual General Administration Report. Rajsahi and Coochbehar division 1881-82, p 55
23. Fr. Hosten, - op. cit; P 117.
24. Report on Public Instruction 1879-80, p 81
25. Report on Public Instruction 1881-82, p 91
26. Report on Public Instruction 1884-85, p 105
27. B Proceedings of the Lt.Governor of Bengal. August 1893. General Deptt.(Educn) File 4L 1-3 / 1

school did not come under the Code (for Regulation of European schools) the loan was given not through the Department of Public Instruction. In 1903 the Convent received a building grant of Rs.5,000.[28]

By 1884-85 Loreto Convent which was one of the two middle schools for girls in Darjeeling (the other being the Darjeeling Girl's for Protestants)[29] was raised to the status of a high school. Candidates were sent up for the Entrance Examination of the Calcutta University. Very few candidates were sent as the records between 1887 and 1895 would show. No candidates appeared in 1887, in 1890-91, in 1894 and in 1895 as the records reveal. In 1888 two candidates appeared, only one passed in the II division.[30]

In 1888-1889 2 candidates appeared in which one failed.[31] In 1892 five candidates appeared, 3 passing in division I and 2 in division II No scholarship was gained.[32]

Students of Loreto Convent appeared for middle scholarship and primary scholarship examinations and were successful. In 1889 for instance 1 candidate appeared for the Primary Scholarship Certificate and 6 for scholarship examinations. All 7 were successful while the one that appeared for the Scholarship Examination succeeded in getting it.[33] In 1888 out of the 7 candidates that appeared for Primary Certificate examination 4 were successful.[34]

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28. Proceedings (A) of Lt. Governor of Bengal October 1903. General Deptt. (Educn) file 6-8/8 64-71.
29. Report on Public Instruction 1880-81 p 78.
30. Report on Public Instruction 1887-1888 para 177.
31. Report on Public Instruction 1888-89 p 61.
32. Report on Public Instruction 1892-93 p 93.
33. Report on Public Instruction 1889-90 p 89.
34. Report on Public Instruction 1888-89 p 64

In the Middle School Scholarship examination of 1888 and 1889 five out of six and all three that appeared came out successfully respectively.[35]

The increasing expenditure of the school was indicative of the gradual growth of the school. The total cost in 1881-82 came to Rs.20,584.[36] In 1899-1900 the Convent expenditure had risen to Rs.92,495.[37]

ST. PAUL'S SCHOOL, DARJEELING:

St. Paul's School, Darjeeling is one of the oldest schools of its type in India[38] and the second oldest in Bengal.[39]

Although the well known school took its name St. Pauls in 1846, its origin and early history dates as far back as the year 1823. John William Ricketts, a prominent Anglo-Indian leader thought of establishing a public school to meet the needs of the growing Anglo-Indian population in Calcutta. With this object in view a circular was issued to convene a meeting of parents, guardians and friends of the community. This was held on March 1, 1823, in a building at 25 Kalinga Street, now known as Ripon Street.[40]

In that meeting it was resolved that to promote the education of the Anglo-Indian children the participating members would form a society and establish an institution. It was decided that pecuniary aid in the form of donation was to be accepted. As a result of this meeting, the Parental Academic

35. Report on Public Instruction 1888-89 p 63.
36. Report on Public Instruction 1899-1900 p 140.
37. Report on Public Instruction 1881-82 p 91.
38. Calcutta University Calender 1956 p 903.
39. Birney W.S.Notes on a history of St.Paul's School,Darjeeling
40. Crown Records. Volume XIV - 307. Commemorative Volume St. Paul's School 1823-1973 p 1.

Institution, to be known later in 1854 as the Doveton College was established. The school began to function from May 1,1823.[41]

The institution had great hopes for a brilliant future, but within a very short time, dissension rose among its promoters over ecclesiastical supervision, leading to a split among the members of the committee, and consequently the establishment of two schools, "The Institution" and the "Calcutta Grammar School." Thus the original idea of establishing an institution where the children of the community would receive a good education did not materialise.[42]

The Grammar School was closed in 1830 to be revived again under a new name, the High School, by Archdeacon Daniel Corrie in 1830. Bishop John Mathias Turner, who was keenly interested in the welfare of the school, decided to improve its standard of education. With this aim in view the service of an able Rector was engaged, the course of instruction regulated and proposals were drawn up for establishing it by proprietory shares.[43] Advertisements appeared in the Calcutta papers for raising money for the school by transferable shares of Rs.250 each.[44]

From the very beginning Archbishop Corrie took a keen interest in the school. A handsome amount of Rs.54,000, part of which Rs.24,000 was collected for the establishment of a Christian College and the rest (Rs.30,000) donated by an English gentlemen for the cause of education, was appropriated for the High School.[45]

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41. Berneys notes.Volume XXIV-303 and XIII Commemorative Volume p 3.
42. Commemorative Volume,Crown Records Vol.XIV 307 p 4.
43. Commemorative Volume,Memoirs of Bishop Turner Holnes. Crown Records Vol.XIII-457 & Vol.XXIV-64 p 4.
44. Commemorative Volume,Asiatic Journal,June 1830 Vol.III-175
45. Commemorative Volume,The Indian Gazettee p 5. June 23, 1830, p 6.

However, lack of proper administrative arrangement had weakened the institution from the very onset. The boarding establishment and education were entrusted to two different persons. This strange separation of the institution into two parts "seems to have been a cause of its wants of complete success."[46]

Financial difficulty was a chronic problem for the institution. The difficulty was faced in 1846 but was fortunately tided over by the handsome gift of Rs.10,000 by Bishop Wilson. This enabled the authorities to resuciate the school and purchase a more commodious premise on Chowringhee which was vacated by St. John's, now known as St. Xaviers. The name of the school was changed to St. Paul's by the Bishop and it was brought more closely in to connection with the Cathedral Church. The School had the privilege of using for its crest the coat of arms of the Bishop of Calcutta. Under the supervision of the excellent Rectors the school began to flourish.[47]

Difficulties of a different kind was faced by St.Paul's from 1863. Calcutta, by this time, had quite a few good schools and St.Paul's was finding it difficult to complete with Doveton College and La Martiniere, each endowed by private liberality. St. Paul's was unable to complete with their superior resources and was getting fast into debt. Besides, the want of good schools in the hills was being very much felt at that time. There were now two alternatives before the school,either

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46. Lawrence, A.G. -Report on the existing schools for European and Eurasian throughout India, p 10.

47. Commemorative Volume. p 6. Asiatic Journal Vol.III-185. Crown Records Vol.XII 64.

to amalgamate it with one of the more flourishing school or to transfer it to the hills. Linked with the memories of Archdeacon Corrie and Bishop Wilson and having district Anglican influence in its teaching, it was not considered wise to unite it with any other school.[48]

In 1863 Bishop Cotton appointed a committee of eminent citizens of Calcutta to make full investigation of the state of affairs of the school. The Bishop took personal interest in the matter and gave his consent to transfer the school to Darjeeling at a site known as Jalapahar where he had intended to open a second hill school the first having been established at Simla.[49] The school was to bear the same name it had in Calcutta. St. Paul's was thus incorporated into the general chain of hill schools. The sale of their building at Chowringhee enabled them to purchase one of the most beautiful estates in Darjeeling at Brianstone, to open their school there with thirtyone boarders and a few day scholars. J.C. Nesfield, formerly scholar of Merton College, Oxford and Assistant Master in Highgate School, was to arrive from England to be the head - master of the school.[50]

At its new home in Darjeeling St. Paul's could pride itself over the fact of being situated at the highest altitude in the world at an elevation of 7,400 to 7,600 above the sea level. The stone buildings with their beautiful lawns and cloisters and the extensive playing fields comprised something like 55 acres. The school was managed by a Committee of which

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48. Commemorative Volume , p 10.
49. Ibid.
50. Proceeding A of Lt.Governor of Bengal,General Deptt.Educn. March 1865 No. 19-21.

the Bishop of Calcutta was the president and the Archdeacon Vice President and Secretary.[51]

Lord Canning's Minutes of October 29, 1860, which may be considered as the charter of a system of public schools for Anglo-Indians of moderate or small incomes, had spoken of grant-in-aid to schools for Europeans and Eurasians in the form of an equal amount to that collected from private subscription. St. Paul's came under this condition but the school faced much economic crisis initially. The managing committee of St. Paul's had asked Government contribution for an equal amount which they had with them from the proceeds of the sale of the Calcutta building. The Government refused it on the ground that the intention of the system was to draw out fresh liberality from the public, and not to enhance old endowments.[52]

Consequently the Bishop determined to raise new subscription for endowment of St. Paul's, for without a revenue independent of school fees it would be difficult to make the institution permanent and useful.[53]

Even before the school had shifted over to Darjeeling, it had experienced serious financial crisis. In 1851, for example, the interest on the Begum Sumroo Trust consisting of Rs.1,50,000, which had remained unused and had accumulated over the years, was made over to the school.[54]

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51. Calcutta University Calendar 1892, p 240.
52. Proceedings(A)of the Lt.Governor of Bengal March 1865, General Deptt.Educn. No.19-21.
53. Ibid.
54. Commemorative Volume p 7.

Subscriptions for the purpose of endowing Bishop Wilson Scholarships at St. Paul's School were raised during 1858 as a permanent memorial to the Bishop who had been a warm friend of the school. Two scholarships worth Rs.20/- a month were founded.[55]

In 1863 Patrick Arson of Calcutta bequeathed to the school Rs.3,500 to establish Arson Scholarship.[56] The question of placing the school on a sound financial footing had thus been an important one throughout the period.

The initial difficulty of securing aid from the government was soon overcome. Under the promise made in Lord Cannings Minute of 1860, the Government of India agreed to contribute a sum equivalent to whatever the public may subscribe as an endowment during a period of three years.[57] Accordingly the school received from the Government Rs.16,820,[58] Rs.19,320[59] and Rs.24,258[60] in 1866, 1867 and 1868 respectively.

The hill nomination scheme was also available for the school. It enjoyed a Government grant of Rs.238 monthly, calculated on fees and subscription, provided it did not exceed more than half the educational expenditure.[61]

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55. Calcutta University Calendar 1882-83 p 137.
56. Ibid
57. Proceedings(A) of the Lt.Governor of Bengal, April 1865. General Dept.Educn.No.11-12 1865. Letter No.3268 dated April 7, 1865.
58. Proceedings(A)of the Lt.Governor of Bengal, March 1866, General Dept.Educn, March 16, 1866 No.27.
59. Proceedings(A) of Lt. Governor of Bengal, January 1867. General Dept.Educn.Letter No.19. January 3,1867.
60. Proceedings(B) of the Lt.Governor of Bengal.General Dept. Educn.File No.66. Serial No.23-25 November 1885.
61. Lawrence A.G. Op.cit, p 71.

Henceforth there was no dearth of Government aid for that school. It was given either in the form of building grant or maintenance grant. The promptness with which the Government sanctioned Rs.25,000 in aid of a scheme of extensive repairs in 1885 speak eloquently of the eagerness on the part of the Government to help the school. A gap of only 12 days had lapsed between the date of application (November 9, 1885) by the Venerable Archdeacon of Calcutta and Honorary Secretary of the school and the orders of the Lieutenent Governor giving effect to it (November 21, 1885, No. 353)[62] St. Paul's received aid not out of the district allotment but from the general educational budget of Bengal as it was intended to offer European education to all Bengal as well as to the Darjeeling district.[63]

In 1891 the Inspector of European Schools in a letter to the Director of Public Instruction spoke highly of the "thoroughly efficient state" of the School. The proposal that St. Paul's should, under article 33 of the Code of Regulation for European schools, be placed on the special list of schools receiving fixed grants from November 1, 1891 was accepted. From that date St. Paul's was to received Rs.3,772 annually for the next five years. The grant earned by the school between 1888 and 1891 was Rs.11,317-6-3. This was inclusive of the High School grant.[64]

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62. Proceedings(B) of the Lt.Governor of Bengal.General Dept. Educn.November 1885.File No.66, Serial No.23-25
63. Report on Public Instruction 1875-76, p 112
64. Proceedings(B) of Lt.Governor of Bengal.November 1891. General Dept.Educn.2G 4-6 November 2, 1891
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Besides in 1893,[65] 1894,[66] 1896,[67] 1898,[68] 1899 and 1900[69] Government came forward to help the school with handsome grants of money for carrying out. The grant that was given in 1894 was to help the school to carry on work of extension so as to house not less than two hundred boys. Because of want of space and accommodation the school committee had been refusing applications. This spoke of the growing popularity of the institution.[70] In 1875-76 attendance rose from 37 to 55, following the reduction of fees from Rs.40 to Rs.25. In the years that followed the number gradually increased. In 1892-1893 many admissions were refused due to shortage of accommodation. The chart below gives the roll strength in the years between 1887 and 1900

Year	Number of boys	
1887	128	71
1888	105	
1892	144	72
1893	173	
1898	154	73
1899	108	
1900	83	74

65. Proceedings(B) of the Lt.Governor of Bengal July 1893 General Deptt.Educn.6B 76-78 June 23, 1893. 15

66. Proceedings(A)of the Lt.Governor of Bengal March 1894. Letter from Secretary to Government Bengal No.335 February 17, 1894.

67. Proceedings(A)of the Lt.Governor of Bengal.General Dept. Educn.May 1896 File 6B 53-55 dated May 19, 1896. 2

68. Proceedings of Lt.Governor Bengal General Dept.Educn. January 1898 File 6B 44-49 January 17, 1898. 2

69. Proceedings(A)of Lt.Governor Bengal.July 1900.General Dept. Educn.File 6B 27-28 July 30,1900. Letter No.F 1131 June 30, 1900. 3

70. Report on Public Instruction 1875-76

71. Report on Public Instruction 1887-88 p 173.

72. Report on Public Instruction 1892-93 p 81.

73. Report on Public Instruction 1898-99 p 135.

74. Report on Public Instruction 1899-1900 p 140.

Under the successful management of the headmaster, R.Carter the school to prospered.[75]

A comparison with the other European schools at Darjeeling e.g. Darjeeling Girl's, St.Joseph's Seminary, St.Helen's Kurseong,would show that St.Paul's had a higher number of students than the others. Thus allotment of governments grants calculated on attendance was accordingly higher in St.Paul's[76] The table below would prove the point :-

Name of School	A Monthly Government grant	B Actual Receipts from Government	C Total Expenditure	D Year	E Number of pupils		
St.Paul's	Rs.328-3-5	Rs.11,194 (inclusive of building grant of Rs.7,500)	Rs.1,03,425	1887-88	1887-128 1888-105	233	
Darjeeling Girl's		Rs.2,910	Rs. 4,177	1887-88	1887- 67 1888- 43	110	77
St.Paul's		Rs.6,591	Rs. 64,580	1891-92	1892-144		
		Rs.3,772	Rs. 69,085	1892-93	1893-173		
Darjeeling Girl's		Rs.3,600	Rs. 45,313	1891-92	1892- 90		
		Rs.6,000	Rs. 38,470	1892-93	1893- 76		
St.Helens' Kurseong		Rs. 630	Rs. 5,809	1891-92	1892- 39	78	
		Rs. 765	Rs. 6,112	1892-93	1893- 52		
St.Paul's		Rs.6,951 (inclusive of cadet grant of Rs.444 and a special Boarding grant of Rs.636)		1897-98	1897-98-154		
		Rs.8,680 (inclusive of a cadet grant of Rs.510 and a building grant of Rs.2,550)	1,32,218	1898-99	1898-99-108		
Darjeeling Girl's		Rs.3,116		1897-98	1897-98- 87	7	
		Rs.8,462	Rs. 53,505	1898-99	1898-99- 94		

75. Annual General Report,Rajsahi and Coochbehar Division 1879-80 p 30
76. Proceedings(A)of Lt.Governor of Bengal,General Dept.Educn.May 1896 File 68/2 53-55 dated May 19,1896.
77. Report on Public Instruction 1887-88 p 173.
78. Report on Public Instruction 1892-93 p 81.
79. Report on Public Instruction 1898-99 p 135.

The total expenditure of the above school indicate that St. Paul's was no doubt an expensive school. It will appear from the available informations that the children educated at this school seemed generally to belong to a better position in society. The table below gives informations about the condition and social position of the parents and guardians of the pupils of this school.

TABLE -XIX

Name of students	Amount of fees paid as per account	Parents' or Guardians' occupation	Exact or appropriate income	Boarder or day scholar
George Faithful	Rs.40	Deputy Commissioner Aracan		Boarder
Edward King	Rs.40			
Arthur King	Rs.35		Rs.400	Boarder
Charles Mcmillan	Rs.40	Merchant	Not known	Boarder
K. Sharpe	Rs.40	Orphan	Charity boy	Boarder
H. Bradley	Rs.40	Widow	Very small	Boarder
Francis Bowers	Rs.40	Indigo	not known	Boarder
Cliff Downings	Rs.40	Zamindar	Rich	Boarder
P. Hopkins	Rs.40	Public Works	not known	Boarder
W. Weskin	Rs.40	Attorney	not known	Boarder
F. Oidders	Rs.40	Board's Office	about Rs.300	Boarder
K.V.Ingels	Rs.40	School Master	Rs.300-Rs.400	Boarder
T. Curtis	Rs.40	E.I.Railway	Not known	Boarder
L. Boilard	Rs.40			
E. Boilard	Rs.35	Widow	not poor	Boarder
J. Boilard	Rs.35			
John Price	Rs.40	Widow	Very small	Boarder
S. Russel	Rs.40	Central provinces	about Rs.400	Boarder
E. Dobson	Rs.40	Alipur Jail	Rs.400-Rs.500	Boarder
R. Pogson	Rs.40	Magistrate	Rs.400-Rs.500	
F. Wood	Rs.40	Hotel	Not known	Boarder

Name of students	Amount of fees paid as per account	Parents' or Guardians' occupation	Exact or appropriate income	Boarder or day scholar
Victor Savi	Rs.40	Indigo	Not known	Boarder
G. Nicholson	Rs.40	Opium agent	Not poor	Boarder
G. Moffell	Rs.40	Police	Rs.400-500	Boarder
W.C. Costley	Rs.40	Magistrate	Rs.400-500	Boarder
O.P. Querres	Rs.40	Agent	Not known	Boarder
S. Cooper	Rs.40	Indigo	Not known	Boarder
F. Forbes	Rs.40		Rs.700-Rs.800	Boarder
R. Forbes	Rs.35			
J. Forbes	Rs.40			
C. Jackson	Rs.40	Engineer	Not known	Boarder
J. Wernicke	Rs.14	Widow	Poor	Day Scholar
F. Kemp	Rs.14	Judge of High Court		Day Scholar
George Ravenscraft	Rs.40	Kidderpur		Day Scholar
Henry Smith	Rs.40			Day Scholar
George Field	Rs.40			Day Scholar
W.Leadbeater	Rs.40			Day Scholar
A. Meyer	Rs.40			Day Scholar

Source : Proceedings(A) of Lt. Governor of Bengal General Dept. Educn. April 1867. Index No.25-30. No.29.

St. Paul's, as all school in the hills, was "intended for pupils of the well to do class".[80] The scheme propounded in Lord Canning's Minute evidently intended that the schools on the hills, which were to benefit by its provisions, were to be of higher class than those established on the plains. The staff included at various times graduates from Oxford and Cambridge.

80. Report on Public Instruction 1879-80 p 81.

The course of study followed in school was that prescribed by the Code of Education for European Schools with the addition of religous training upon the principles of the Church of England.[81] Some of the books that were in use were Colenson's Algebra, Colenson's Arithmetic, Pott's Euclid, Gleig's England, Cornwell's Geography and Poetical English Reader. Apart from these subjects Urdu and Latin were also in the syllabus.[82]

The school, being a high school, sent candidates for the University Entrance Examination. Compared to the numbers that appeared from the different schools in South Bengal and also some places in North Bengal, e.g., Dauleah, Rangpur, Bogra, there were few candidates sent up from Darjeeling. Between 1868 and 1878 only seven candidates passed from the school in the Entrance Examination 6 in second division and 1 in first division.[83] The number of candidates increased in the next ten years. Between 1879 and 1889 a total of thirty six candidates appeared at the Entrance examination.[84] Between 1889 and 1901 the total number of students that passed were 72; 20 passed in first division, 35 in second division and 17 in third division.

Candidates for F.A. Examination was sent from St. Paul's[85] Darjeeling. The only other institution in this region from where

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81. Calcutta University Calendar 1892 p 240.
82. Proceedings(A)of the Lt.Governor of Bengal.General Deptt. Educn.September 1865.Letter No.3 from Secretary to Offg. D.P.I. August 9,1865.
83. Calcutta University Calendar 1870-71 p 277, 1872-73 p 292, 1874 pp 271, 294, 299, 1879-80 pp 276, 284.
84. Calcutta University Calendars 1880-81 p 254, pp 273-294; 1881-82, pp 282, 287, 299, 305; 1883-84 pp 112, 119, 126, 133, 135, 138, 142, 148; 1880 pp 139, 166, 168, 186, 1884-1889.Part II list of candidates that passed Entrance Examination.
85. Calcutta University Calendars 1890,1891,1892,1894, 1896, 1899, 1901. Part II,list of students passing Entrance Examination.

candidates were sent for this examination was the Victoria College, Coochbehar. In 1869 there was just one candidate from this region who passed in the Division II and he belonged to St.Paul's.[86] The period between 1870 and 1888 was rather unfruitful. The educational progress was practically nil between 1878 and 1885, only 3 candidates passed.[87] This appears so all the more when one takes note of the several candidates that appeared for the examination from the rest of Bengal. For the next 8 years from 1889 to 1897, St. Paul's regularly sent up boys for the F.A. examination.

In 1891, St. Paul's secured one second grade (i.e., Rs.20 a month) senior scholarship awarded on the result of this examination. A total number of 50 senior scholarships were awarded that year. In the same year Herbert Middleton from St. Paul's was awarded the Duff Scholarship. He was one of the six Duff scholers that year. The other five were from Presidency College, Calcutta, Ripon College, Calcutta, Free Church of Scotland's Institution and Duff College, Calcutta. In 1896 among the most successful colleges under municipal, missionary, or other private management, St. Paul's with 72% pass in F.A. Examination came next to Bishop's College Calcutta with 91%.[88]

The University Department of St. Paul's prepared students for B.A. Honours and Pass Examination of the Calcutta University. The only two educational institutions that sent candidates for this examination from the northern part of what is now West

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86. Calcutta University Calendar 1870-71 p 277.
87. Calcutta University Calenders 1878-1885 1882 p 99, 1884 pp 123, 125;
88. General Report on Public Instruction 1895-96 p 29.

Bengal, were St. Paul's of Darjeeling and Victoria College of Coochbehar. Not till 1894 did St. Paul's send its only candidate P.E.F. Shattock to the B.A. Examination.[89] He obtained Honours in Division II in English and Latin. He happened to be the only candidate from this region out of a total of 110 that graduated that year from the whole of Bengal. His result was good, having secured the 11th position in order of merit. Two years later in 1896 3 more candidates secured Honours in English and Philosophy.[90] It is indeed a pity that when the total number of graduates between 1885 and 1888 was 499, there was none from this part of Bengal.

Candidates from St. Paul's also took the B.A. Degree in Pass in 1891,[91] 1894.[92] They were J.F. Vaughan, E.R.N. Vaughan and E.P. Jones. The number again was extremely poor when compared to the number that appeared from other Colleges of Bengal. But the roll strength of the institution must also be taken into account. Whereas there were 545 and 533 pupils in the Presidency College, Calcutta in 1895 and 1896 the College department of St. Paul's had only 14 and 16 students respectively.[93]

The monthly fees of the College department was Rs. 10. The number on the rolls were 12,15,26,18,14 in 1891, 1892, 1893, 1894, 1895 respectively. The cost per annum of each student was Rs.160-4-9.[94] The Department continued for some years and was eventually discontinued in 1901.

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89. Calcutta University Calendar 1897 p 188.
90. Calcutta University Calendar 1900 Part II p 142.
91. Calcutta University Calendar 1893 p 140
92. Calcutta University Calendar 1897 Part II p 159.
93. Report on Public Instruction 1895-96 p 25.
94. Ibid.

Thus, from a modest beginning in Calcutta in 1823 St.Paul's developed into a sound academic institution building up a fine tradition and standard for the Eurasian and domiciled communities for whom it was originally meant. High academic standard, with strict discipline and various extra-curricular activities like the Debating Society, Historical society, Dramatic Society, Photographic Society, Science Society formed the high lights of this public School.

DARJEELING GIRL'S SCHOOL:

This school was established for the benefit of European and Eurasian girls professing Protestant religion in the year 1875 by the Chaplain of the Church of England in Darjeeling.[95] Like St. Paul's it was an aided school; though a middle school it aimed at giving a high school education in the near future. From the very inception government help was forthcoming. A sum of Rs.200/- per month was contributed by Government. In 1875-76 it received an additional grant from Government following the concern expressed by Sir Richard Temple in the minute of May 18, 1875 about the education of the poor Europeans and Eurasians. The aid was given not out of the district allotment but from the general education budget of Bengal, as the school intended to offer European education to all Bengal as much as to the district of Darjeeling.[96]

The growing popularity of the school could be judged by the gradual increase in the number of students, from 16 in 1876-77 the number had increased to 45 in 1877-78. A great impetus was given

95. Proceedings(A) of the Lt.Governor of Bengal, May 1900 General Department Education, File $\frac{6B\ 1}{3}$ Nos. 4-5

96. Report on Public Instruction 1875-76 p 112.

to the institution with the wife of the Deputy Commissioner, Lewin, becoming the Secretary of the School Committee. The great interest taken by this lady in the school and the general improvement of the school resulting from the appointment of an additional mistress, a pupil teacher and a matron, did not go unnoticed by Bellet, the Inspector of European Schools. "I am very sanguine", he said, "as to the prospects of the school which should fill what is very serious want in Bengal" following the inspection of the school in 1876. "The girls are not very advanced in the second class but it seems to me what ever they have learnt has been learnt well ... the school has now outgrown its new home" he added.[97]

Finance was one of the important questions that faced the institution from the very beginning. Government help was often sought to rescue it from its "not so prosperous condition".[98] The Diocesan Board of Education came forward too with a helping hand; Rs.1,200 and Rs.2,500 were given in 1876 in 1878.[99]

The school was fortunate in securing the services of a most competent and experienced headmistress in Miss Roby who arrived from England in January 1881. It had also the advantage of a strong and active committee appointed partly by Government and partly by the Diocesan Board of Education. Altogether it promised to become one of the best and most successful hill schools of its class in India.[100]

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97. Report on Public Instruction 1877-78 p 86.
98. Report on Public Instruction 1876-77 p 109.
99. Proceedings(A) of the Lt.Governor Bengal,General Dept.Educn. File $\frac{68}{3}$ 4-5. May 1900.Letter No.2464 dated March 30, 1900.
100. Annual General Administration Report Rajsahi division 1882-83 p 49.

In the meantime the school had been able to tide over the difficulties caused by certain unfavourable reports spread about it (in 1880) and the success of the school rendered it necessary to make large additions to the accommodation.[101] Government help was forthcoming again. In 1882 the Government premises at Darjeeling, known as "Vale Pleasant" and the "Retreat" were made over in trust to the Secretary of State and the Bishop of Calcutta for the use and occupation of the Darjeeling Girl's School. The school was at the same time placed under a committee of management, to consist of seven members to be appointed as follows :-

3 by the Lieutenant Governor of Bengal, 3 by the Diocesan Board of Education, of whom the Chaplain of Darjeeling was to be one. The seventh was to be jointly elected by the other six.[102] The Government further gave Rs.75,000 to the school to carry out necessary repairs at Vale Pleasant, which was in a ruinous condition. To meet the expenditure in connection with the increased accommodation of the school a loan of Rs.31, 000 was taken of which Rs.26,000 was borrowed from the Coochbehar state and Rs. 5,000 from the Begum Samroo Fund.[103] Ample financial assistance was given to the school both by government and non government agencies among whom were the Bishop of Calcutta and the Society for the Propogation of Christian knowledge (S.P.C.K.).

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101. Report on Public Instruction 1881-82, p 91.
102. Proceedings (B) of the Lt.Governor Bengal, March 1883 General Dept.Educn.File 45, Serial No. 1-2. 9.3.'85. Letter No.1123 dated February 27,1885.
103. Proceedings (B) of the Lt.Governor Bengal, January 1891 General Dept.Educn.File No.15. 1-5. Letter No.5749. From Secretary, Government of Bengal to D.P.I. December 25, 1890.

In 1898 the Government grant of Rs.5,000 that was given to the school amounted to one sixth of the total government allotment for private educational buildings.[104] All this, together with the Government sanction of an increased grant of Rs.400 to help the school to tide over its financial problems in the shape of loans, and a special grant of Rs.7,000[105] point out to the liberal and sympathetic attitude of Government towards this particular school. In 1897 too the Diocesan school was among the five institutions that received special grants of Rs.3,458 under Article 33 of the Code to certain European Schools in Bengal, in addition to the grants calculated on the attendance during 1896.[106]

The school was able to prove its ability for in July 1894 the Government announced the continuation of the grant of Rs.400 for another two years.[107]

On September 24, 1899 the school was put to an enormous loss by the cyclone which swept over Darjeeling. The site was condemned as unsafe. The managers therefore proposed to remove the school to another site in Darjeeling, sell the old property and devote the proceedings towards the cost of erecting a new building for the school. This would entail a cost of Rs.1,80,000.

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104. Proceedings(A)of Lt.Governor Bengal,May 1900. General Dept.Educan.File 6B-1/3 Nos.4-5. May 1900.Letter No.2464 dated March 30, 1900.
105. Proceedings(B) Lt.Governor Bengal, January 1891 General Dept.Educn.File 15. 1-5. January 1891(Letter No.112 T.C. dated 30-10-'88 by which the grant was made).
106. Proceedings(A) Lt.Governor Bengal,August 1897. General Dept.Educn.File 16/6 20-22. July 31,1897.Letter No.275 May 1897.
107. Proceedings(A) of Lt.Governor Bengal July 1894. File 16/6 9-10 July 1894.

The sympathy with which the Director of Public Instruction viewed the situation was seen in his recommendation to the Government that under the circumstances in which the school had been placed the Government should forego the mortgage on the buildings and property of the school in respect of the buildings grant of Rs.9,000 that had been made to it earlier in 1888-89 and 1899-1900.

The Bishop Chaplain Reverend H.O.Moore asked the Government for a grant of one lakh of rupees for rebuilding the school. The new building was to accommodate about a hundred and twenty girls. But as many had been refused for lack of accommodation in the past, there were to be provisions for extension for the accommodation of two hundred girls in future. Through the generosity of the government a new site was acquired. The plan for the new building was of a simple nature; but owing to high prices both of labour and building material in Darjeeling it was impossible to construct the school in accordance with the requirements of Government. The Government sanctioned Rs. 50,000; it was to be provided in the budget for 1901-1902.[108]

The participation of the school in middle or primary scholarship examination was more or less regular from the year 1884.

A survey of the results of these examination and the performance of the students in the Entrance and High School examination would give an indication of the academic progress achieved by the institution.

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108. Proceedings(B) of Lt.Governor Bengal. April 1901. File No.$\frac{68}{1}$ Nos.79-82. General Deptt. Educn.

The results of the middle and primary school examination are given below. In 1884-85 for example, of the three candidates that appeared for the primary school scholarship examination, 2 were successful.[109] The number of candidates for the middle scholarship examination was five. None qualified for scholarship; only one passed in the third division.[110] In 1887-88 all the 9 candidates that appeared for the middle scholarship examination passed; 2 secured scholarships.[111]

Instruction grants were earned by scholars for elementary subjects. A look at the percentage of instruction grant earned would show the scholastic attainments of the students which was average in the middle school department and above average in the primary department.

Middle School Department			Primary Department		
1884-85	...	60.43	1884-85	...	80.02
1886-87	...	69.01	1886-87	...	79.02
1887-88	...	73.88	1887-88	...	84.00
1889-90	...	52.07	1889-90	...	77.02
1890-91	...	62.07	1890-91	...	63.09
1891-92	...	68.09	1891-92	...	79.07
1892-93	...	51.00	1892-93	...	94.04 [112]

The school made progress not only in number but in the standard of education and the general tone of the pupil. Candidates were sent for High School examination and Entrance examination, the school having come under the category of High school in 1887.[113] The financial position of the school too was better in the nineties.[114]

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109. Report on Public Instruction 1884-85 p 111
110. Ibid
111. Report on Public Instruction 1887-88 Para 108
112. Report on Public Instruction 1884-85 p 116, 1887-88 Para 191, 1888-89 p 64, 1892-93 p 95
113. Report on Public Instruction 1887-88. Para 173
114. Proceedings(E)of Lt.Governor Bengal,General Deptt.Educn. File No.15.1-5. January 1891.

For the first time in 1891 two candidates from the school passed the Entrance Examination in the first division.[115] The success of the school financially and otherwise became the subject of favourable comment by the Lieutenent Governor in a speech which he delivered at the annual prize distribution of the school in 1891.

The school achieved great success at the High School examination of 1893. Of the 28 candidates at that examination from all the girl's school in Bengal, 7 passed in the first division, 7 in the second division, while 14 failed. Among these candidates, six were presented from the Darjeeling Girl's School; of these six, four passed in the first and one in the second division; only one failed. These figures spoke for themselves as to the excellence of the school in the High School Department.[116]

In 1905, Senior Cambridge Examination system was introduced, as an alternative for high school examination.[117]

The name of the institution underwent several changes. It was placed under the management of the sisters of the Order of St. John the Baptist, Clewer, England, in 1895. The same year it was made the Diocesan school with the metropolitan as the President. In 1929 the name of the school was changed again from the Diocesan Girl's School to St. Micheal's School.[118]

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115. Ibid
116. Proceedings(A)of Lt.Governor Bengal. General Dept.Educn. File $\frac{1-C}{4}$ 1 No.9 July 1894. 329T. May 29, 1894
117. Proceedings(A)of Lt.Governor Bengal. March 1905. General Dept.File $\frac{33}{35}$ 1. No.5 Letter No.3710 from D.P.I. to Secretary to Bengal Government. General Deptt. March 4,1905
118. Nash, Darjeeling Gazetteer p273

ST.JOSEPH,NORTH POINT DARJEELING:

The year 1888 is yet another landmark in the history of Anglo-Indian education in Bengal, for, in that year was established St. Joseph's School at Darjeeling.

The beginning of the school however has to be traced to an earlier date when it was yet to come under the direction and control of the Jesuits. On December 1846, soon after the coming of the Loreto Nuns to Darjeeling, the prospectus of the Boy's School appeared. It was to be directed by Reverend J. McGirr, Chaplain of the Darjeeling Convent. The prospectus was an ambitious one. The course was to comprise Greek, Latin, Classics, reading and writing, arithmetic, English Grammar, geography, algebra, geometry, and French language. The boarders were to be charged Rs.30 per month, day boarders Rs.21 per month and day pupils Rs.14 per month. In other respects the charges and conditions were the same as the Darjeeling Convent School.It seems that the idea behind the establishment of the Boys' school by McGirr was to provide for the bigger boys', for, the boys school in the Convent grounds was meant for very small boys.[119] As the boys school was yet to be built the boys were provisionally accommodated in a bunglow,[120] just above the convent where the Bishop's House now stands. St. Gregory's Seminary was established and by 1848, it was a living organism.[121] Judged from Loughnan's letter that appeared in the "Englishmen" of December, 20 1848 it seemed that little boys at the Convent were made over

119. Father Hosten's manuscripts on the dawn of Catholic life in Darjeeling 1846-48, p 23
120. Josson Henri. La Mission du Bengale occidental ou archidiocese de Calcutta. Volume I p 231
121. Ibid. p 474

to St. Gregory's once they were seven years old. It was this St. Gregory's Seminary which was to be the cradle of St. Joseph's. This school did not survive long and by 1850 it was closed down.

On March 1, 1877 the Capuchians reopened this school under the new name "The Catholic Boy's School". By the end of the year there were 12 boys. By 1878 the school was known as St. Joseph's Seminary. Father Lewis gave a vivid description about the establishment of this school. Because of failing health he was sent to Darjeeling sanatorium in 1875. While at Darjeeling he was assigned the care of the depot of convalescent soldiers from Bengal. In 1876, when Dr. Tosi, the Vicar Apostolic, came to Darjeeling for the pastoral visit he felt the need of a boys school. The Loreto Nuns had a school for small boys; but as soon as these boys reached the age of ten, the parents sent them either to the extreme heat of Calcutta or to the Protestant school at Darjeeling. It was for these boys that the Capuchians decided to open a school.[122]

The prospectus, which appeared on September 15, 1877 spoke of the purpose, objective and the staff of the school. The Patron was Right Reverend Dr. P.Tosi, Bishop and Vicar Apostolic of Patna. The Rector was very Reverend Fr. Accursio. This gentleman was one of the oldest inhabitants of Darjeeling. He was the Roman Catholic Chaplain for long twenty-one years. A quiet, unostentatious man, he was very active in establishing and superintending St. Joseph's Seminary.[123] The masters

122. Fr. Hosten's manuscripts p 231.
123. Ibid, p 149 "Indo-European Correspondence" March 24,1880.

were E.M. Baptist, St. Xavier's College, Calcutta and A.M.Vouch, St. Joseph's College, Belgium.

The object of the school was to offer the Catholic children a sound and liberal education in the remarkably fine climate of Darjeeling at a moderate cost and instil in them useful Christian knowledge. It was hoped that in the course of one year the school would be in a position to accommodate about a hundred boys. An adjoining piece of ground, "Sunny Bank" was acquired for this purpose by the mission. Plan for the addition of qualified masters from Europe was also in the scheme. Roman Catholic boys alone were to be received as boarders but children of other religous denominations were admitted as day scholars. The course of study included the full classical course and comprised all the branches upto the B.A. degree e.g. English, Composition, Latin, Persian, Urdu, Bengali, history, Geography, arithmetic, book keeping, Algebra, Geometry, Trigonometry, Greek, French, Italian, Singing and drawing were also teught to the boys but extra charges were to be demanded for it. Religious instruction for Roman Catholic was given. The fees for boarders were Rs. 30 per month, while for day scholars was Rs.10 per month.[124]

The number of boys increased quite rapidly so that two years later an addition in the house had to be made to lodge them. In 1880 there were 24 boys and in 1881 34.[125] In order to

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124. Fr. Hosten's manuscript p 130

125. Ibid. p 143 "Indo-European Correspondence" 1881

encourage those who might wish to embrace the ecclesiastical state, the school was called a Seminary.[126]

Father Joseph Peacock was appointed Principal in January 1879 but ceased to be so by March 26, 1884 as "he was suspected of being, directly or indirectly, the author" of what was called "treasonable letters" published against the institution in the local newspaper - "Darjeeling News".[127] There seems to have been some trouble in St. Joseph's Seminary at that time.[128] This is proved by the printed paper (now in the Archives of Archbishop's House Darjeeling) in which was found extracts from an address to Bishop Tosi, signed by Catholic parents.[129]

St. Joseph began with three classes. By 1882 it compri - sed seven classes with the Infant class at one end and Entrance Class at the other.

The following were some of the books prescribed for the different classes.

Entrance class
1. Edith Thompson's History of England
2. Lethbridge's History of India
3. Hunter's Brief History of India
4. Blanford's Physical Geography
5. Clark's Annual Geography
6. Riley's Large English Grammar
7. Tod Hunter's Algebra and Mensuration
8. S. Smith's Arithmetic

In the 3rd, 4th, and 5th classes were used Lenin's English Grammar and Riley's Abridged English Grammar.[130]

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126. Ibid p 231.
127. Ibid p 136 Writing about "The Darjeeling News" Fr.Hosten wrote that he made a search for these old papers, but had no hope of discovering them.The oldest collection of this paper which he found was dated 1897
128. Ibid p 176.
129. Ibid p 176.
130. Ibid p 181.

The performance of the students, as testified to by the records was commendable; their health good and their conduct "invariably edifying.

The Director of Public Instruction, Croft, during his presence at the prize distribution ceremony in November 1881, expressed satisfaction at the Inspector's report that "conditions of all classes is thoroughly sound and good. The devotion of teachers consisting of six trained teachers to grounding the boys in their work .... is most gratifying."[131] The good results of the boys at the Entrance examination helped the school to earn a good name for itself and justified the assistance which Government extended to the school by a substantial grant in aid in 1880 and a special grant-in-aid of Rs.7,500 for the extension of the school-building.[132] Among those who made private contributions was the Raja of Rangpur who donated Rs. 100. A Government grant of Rs.100 a month, recommended by the Director of Public Instruction, was sanctioned to the school with effect from January 1, 1885.[133]

The following testify to the good academic standard set up by the students.

Maximum number of marks in all classes-4,000

A. Wollaston 1st in Entrance Class - 3050 marks
J. Kenoy 1st in 5th Class - 3334 marks
A. Wollaston 1st in 4th Class - 3759 marks

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131. Ibid. p 168 from "Indo European Correspondence Calcutta" January 25, 1881.
132. Ibid.
133. Proceedings of Lt.Governor of Bengal, December 1885, General Dept. Educn. File No.97. No. 4-6 December 17,1885

C. Pyne 1st in 3rd Class	- 3753 marks
A. Cockburn 1st in 2nd Class	- 3400 marks
A. Walker 1st in 1st Class	- 2072 marks
A. Walker Infant Class	- 3028 marks [134]

Of the three pupils that appeared for the Entrance Examination, two passed in Division I, A. Wollaston and V. Webber; and one in Division II - C. Murphy.[135] Out of 98 boys who had passed the Entrance Examination from various Christian institutions, only four obtained scholarships. Two of them belonged to St. Joseph's Seminary. Carl Wollaston carried off a first grade scholarship of Rs.20 a month tenable for two years. He had come 4th in order of merit among the 10 boys who received first grade scholarship. Valentine Web received a second grade scholarship of Rs.15 a month tenable for two years. The Indo European Correspondence lauded this event - "So St. Joseph's seminary is the only Catholic Institution that has kept up the honour of Catholic education ...."[136]

The school took equal interest in extra-curricular activities and sports.

The list of boys attending the seminary in 1882 show that the majority of them were Catholics, and a few were Protestants. They were from Tirhut, Bhopal, Calcutta, Darjeeling itself, Barisal, Nednipur, Beerbhoom, Benares, Fyzabad Lucknow, Nowgong, Saugor, Buxar, Muree, Purneah, Raniganj, Allahabad, Ranikhet, Chunar, Muzaffarpur, Jalpaiguri, Dinapur, Berrackpur, and from far off Akyab.[137]

134. Fr. Hosten Op. cit.p182.
135. Ibid p 186
136. Hosten,Op .cit "Indo European Correspondence February 1, 1882 p 104
137. Ibid p 182

It was not without reason that the name Catholic Boys' School was changed to that of St. Joseph's Seminary; for the primary object of the institution was to train up young men for the Catholic Ministry. There were already three boys studying for the purpose.[138]

In an address to the Director of the Central Council for the work of Propogation of Faith Dr. Pesci, Bishop Vicar Apostle of Patna and Allahabad, recommended Darjeeling as a highly suitable place for the establishment of a seminary for training Catechists and indigenous priests of whom a great need was felt. With the opening of railways Darjeeling was becoming a delightfully summer resort for the Europeans in Calcutta and 'a trade centre for all the mountain tribes.'[138a] Before this exclusively local seminary was to be established, the missionaries were to be directed to "select and bring up with all possible care the boys of their districts who show special disposition of virtue and talent"[139] for such an institution. Dr. Pesci pointed out that the indigenous mission had already begun; the Loreto Nuns, had been receiving and educating in their small orphanage some girls who were baptized and had been effectively preaching Christianity in Darjeeling.[140]

The Capuchian fathers made great sacrifices, and by making 'almost superhuman effort'[141] had been able to raise the seminary to a high standard. There were critics, presumably gentlemen from Calcutta whose expectations soared higher than

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138. Ibid, p 165 138a. Ibid.
139. Ibid, p 199 "Indo European Correspondence" March 26,1884
140. Ibid
141. Ibid, p 212

Fr. Accursio and his colleagues could reach. It was probably due to their representation at Rome that a change of jurisdiction from Patna diocese to Calcutta was brought about in 1887. The official news concerning this cession of the Darjeeling diocese was announced in August 10, 1887. A sum of Rs.35,000 was to be paid by Calcutta as indemnity for the transfer of properties. Once the formalities were over, the Capuchians left. Dr. Goethals and Father Grosjean the superior of the Calcutta mission arrived in Darjeeling on 10th December 1887.[142]

In 1887 during the stay of the Papal delegate, Agliardi in Calcutta, the plan of a college at Darjeeling was examined and approved. It was a happy coincidence that the Jesuits, who had no plans even to establish a school, in the hills, now made their appearance in the Darjeeling. The Rector of the new institution Henry Depelchin, had already left Belgium on his way to Bengal.[143]

How far the small building of Sunny Bank would suit the requirement of the vast established that St. Joseph proposed to be was a question. It was decided to occupy it provisionally and open, in February next i.e. 1888, four lower classes. The classes opened with 18 boarders and 7 day scholars in 1888. By the end of the year 52 boys were on the rolls.[144] Only 14 of the boys of St. Joseph's Seminary joined the new school.

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142. Ibid p 243
143. Ibid p 236
144. Josson op. cit, Vol. II pp 83-84

The Jesuit Missionaries were on the lookout for a proper site for their college. In February 1888 the Rector of St. Joseph's College Father Depelchin S.J. made a humble petition to the Government of Bengal "asking for the grant upon easy terms of a piece of land in Darjeeling for the purpose of building a new school for Europeans".[145] The inspector of European schools, Nash, strongly supported the application. There were reasons for increased boarding accommodation too, for within a very short time of its existence it had scholars to its full capacity. Fee was raised to Rs.50 a month with the object of reducing the demand and keeping it within the limits of accommodation. The fees in St. Paul's Darjeeling and at St. Xaviers' Calcutta were Rs.40 and Rs.35 respectively.

Even in those days it was difficult to find a good site. Exorbitant prices were demanded. The choice lay between two properties, one was the north point, lying almost at the northerns limits of the Darjeeling Municipality and the other was the Lebong property of General Mainwaring. Though fine and extensive it was abondoned because of its difficulty of access. The former which had belonged to [illegible] O'Donoghue of Patabong Tea Estate, had recently been bought by the government, with a view of establishing the recruiting depot for the Gurkha regiment. This land was not sufficient; one side of north point lay on a plateau known as Landbrook Farm belonging to Burdwan Raja; on the other lay a stretch of forest land owned by a planter. These two plots were acquired on a long lease; that of the Burdwan

145. Proceedings(D)of the Lt.Governor Bengal, May 1889, General Dept.Educn.File 75, 4-7.Letter No.2341 dated April17, 1888

Raja at an annual rental of Rs.250.[146] The government of Bengal however refused to part with North Point. A vague long drawn negotiation dragged on without any effect, till Dr.Goethals,who was a good friend of the Viceroy of India intervened. Laying stress on the need of a large school for the Catholic children of Bengal he pointed out that Darjeeling was the only sanatorium in his Diocese and the North Point the only ideal site for such an institution. He spoke of the difficulties that Depelchin feced in negotiating with Bengal Government and begged him to look into the affair. Lord Dufferin most graciously made over the North Point to the Jesuits.[147]

Government assistance to the institution was given from its very inception. The value fixed for the land was at half its estimated value of Rs.12,000 and then further reduced to Rs. 5,916. But as no Government land could be bestowed as a free gift it was decreed that the price paid by the Jesuits for the land be refunded to them as the Government's grant towards College building fund.[148]

To avoid Government inspection of their institution, the Jesuit fathers did not want to come under the Code of Regulation for European School. They wanted that the grant be given without this condition being attached to it. This was a feature common to the missionaries. On this same ground St.Xaviers' College, Calcutta had refused to accept a grant under the Code. In 1872 St. Joseph Darjeeling decided in the sameway to forego

146. Proceedings(B)of Lt.Governor Bengal.January 1890. General Dept.Educn. File No.15. Serial No. 1-6
147. "The North Point Annual" p 166.
148. Ibid.

the grants that the School department could have earned by being placed under the Code.[149]. Hence by way of helping the Jesuits, the clause relating to the inspection of school by Government Officers was omitted from the trust deed to be executed by the Jesuit Fathers. While recommending to the Government to do away with the inspection clause, A Croft the Director of Public Instruction spoke highly of the efficiency of this "excellent institution" and of "every guarantee that it will continue to be well managed".[150] At North Point, the free gift of the Bengal Government, was to be built the new St. Joseph's College, Situated on the crest of the Darjeeling spur, beyond Birch Hill and looking directly towards the snowy ranges of the Himalayas, a splendid building of stone in Gothic style with a facade of 250 and two wings of 200 each was completed in 1891 at a cost of over Rs. 2 lakhs. With an accommodation for 200 boys, St. Joseph's seemed to "surpass in size, and excellence of design, anything of the kind in Indian hill stations."[151] The dormitories, study rooms, library, the cricket field in fact all the arrangements of the College left little to be desired. A careful and efficient planning could be noticed in the arrangements relating to food, clothing, exercise, general hygiene of the buildings occupied by the boys.[152] A library was placed within the reach of the children.

The object of the institution as mentioned in the Prospectus was to give Catholic youths a full course of classical education and inspire the boys to be morally, intellectually and

149. Proceedings(B)of Lt.Governor Bengal.May 1894 File 4C Ser. No.44-46 May 17,1894.Letter No.2522 April 20,1894 17
150. Ibid.
151. "The North Point Calendar"1889-1908.Report of J.O.'Brien Civil Surgeon Darjeeling Medical Officer.October 21,1891
152. Ibid.

physically fit. The college was affiliated to the Calcutta University and taught upto the Entrance Examination. It aimed at a sound knowledge of English, Latin, history, geography, arithmetic, algebra, geometry, mensuration, the elements of Physics and political economy. To keep the parents abreast of the wards' progress monthly cards were kept informing them of their conduct, application, rank in competition, and progress.[153]

In 1888 all the 51 boys were Anglo-Indians as the names suggest. In 1890 this figure rose to 70 and in 1893 to 137. By 1896 the number had increased to 183 including the special department.[154] The steady increase of students year by year was a clear evidence of the growing popularity of the school, both for healthy growth of the children and efficient system of education. Many pupils came from great distances. With the liberal concessions granted by some railways and the Assam steamers, sending the children from Burma and Assam came within the easy reach of many.[155]

Catholics formed the majority of the students as the following figures would show.

In 1888 of the 51 boys 32 were Catholics; rest were Protestants
In 1889 of the 83 boys 45 were Catholics; rest were Protestants and Armenians
In 1891 of the 70 boys 41 were Catholics; rest were Protestant Armenians and others[156]
In 1892 of the 74 boys 45 were Catholics; rest were Protestants Armenians and other.
In 1893 of the 138 boys 91 were Catholics, rest were Protestants Armenians and others.[157]

153. "North Point Calendar" 1889-1908. Prospectus 1890
154. North Point Calendar. Annual Report for 1896.
155. "North Point Calendar" 1894. Annual Report for 1893, p 9
156. Ibid, pp 26, 27.
157. North Point Calendar 1893

The following were the staff in 1890

Very Reverend H.Depelchin S.J.	-	Rector
Reverend E.Younen S.J.	-	Prefect of Studies
Reverend J.Schaeffer S.J.	-	Prefect of discipline
Reverend E.Younen S.J.		Entrance class - and Preparatory Entrance
Reverend J.Seitz S.J.		
Reverend E.Francotte S.J.		Standard VII and VI
Reverend C.Fressanges S.J.		Standard V
Reverend J.Schaeffer S.J.		Standard IV
Reverend A.Verschraeghens J.		
Reverend J.Fierens S.J.		Sub Prefects of discipline[158]
Reverend A.Verschraeghens S.J.		

The programme of studies from Standard IV to the Entrance Class was arranged very systematically. English, History, Latin, Geography Arithmetic formed the curriculum in all the classes. Religious Instruction was introduced from Standard VI and continued upto the Entrance Class.[159]

A notable increase in the total expenditure can be also noticed; it being Rs.33,504 in 1892-93, Rs.35,066 in 1893-94,[160] Rs.74,598 in 1897-98 and Rs.98,310 in 1898-99.[161]

St. Joseph began to send candidates for the Entrance examination soon after its establishment. In 1890 a total of 5 candidates were send; 4 were successful, Two scholarships, one second grade and one third grade[162] were gained. H. Craven and V. French were placed in Division I.[163]

158. "North Point Calendar" 1889-1908 p 20.
159. Ibid, p 17,19.
160. Report on Public Instruction 1893-1894 p 124.
161. Report on Public Instruction 1898-1899 p 135
162. Ibid
163. North Point Calendar 1889-1908. Entrance Examination p 19.

In 1893 the High School Examination was introduced in place of the Entrance Examination. In 1894 four appeared three of whom passed in Division I and one in Division II.[164] In 1896, eight appeared; six passed in the Division I and two in Division II.[165] The High School examination was introduced because it offered the "same and additional advantage (when compared to Entrance examination) and was calculated to raise the standard of studies". This was being adopted by the Schools for Europeans in India. As an inducement towards its adoption the Government had awarded a certain number of scholarships to the High School examination, namely two of Rs.20, two of Rs.15 and four of Rs.10 a month tenable for two years.[166]

In 1907 the High school course was replaced by the Senior Cambridge Course. In 1906 the last batch of 7 candidates, all of whom were successful, were sent up for the High School Examination. There were reasons for this change. The standard of the various papers were no longer uniform with no board of examiners to control the setting of papers. Little care was bestowed on the printing of the papers. Moreover, it was found that High School Certificate had no value whatever in England. On the other hand Cambridge Local Examination offered every possible advantage regarding these points.[167] The Cambridge Local Examination was gradually replaced by the School Certificate Examination. This was much better adopted to the purpose of the school. A further change was later introduced with the introduction of the New Senior Examination to take effect from 1917.[168]

164. North Point Calendar 1889-1898
165. North Point Calendar
166. Ibid
167. The North Point Annual, Rector's Report 1908
168. The North Point Annual, Rector's Report 1916

Physical education was far from being neglected at North Point. Sports, accompanied by gymnastic performance was a part of regular extracurricular activities. By way of providing the boys means of spending their leisure hours an amateur workshop was set up. Fret work, carpentry, model shipbuilding, wood and metal work, modelling on leather were taught.[169] Literary abilities of the students were explored. The students particularly of the special department took great interest in the Academy of Literature, and participated in debates, essay competition etc.[170]

SPECIAL DEPARTMENT

In addition to the general curriculum followed in the school, the North Point had a special department. Here, the students, after going through a sufficient amount of preliminary and general education, prepared themselves for examination for admission to the various Government services e.g. the Public Works Department, superior services of the Accounts branch, the Provincial Civil Service, the Opium Department, the Indian Police Force, subbordinate executive service. Admission was sought at the Engineering College at Roorkee, the Imperial Forest School at Dehradun. Classes were held for Civil Service, Sandhurst, Cooper Hill, Roorkee, and London Matriculation.[171]

The outstanding performance of the students of this department is worth mentioning as the following facts would show.

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169. The North Point Annual Report for 1899, p 12.
170. The North Point Annual No.VII 1902, p 69.
171. The North Point Annual. Annual Report for 1896.

In 1892 two students secured admission to Thomason College securing the first and second position on a list of 52 candidates from all parts of India.[172]

In 1894 F.Boxwell passed the superior Police Force Examination taking the third place in the list. T.Talbot secured the second place in Examination for the Opium Department.

M. Snee and S. Lecun were admitted into the Roorkee Civil Engineering College. Both were reported to be doing well.

Besides, three others after a preparatory course in the college proceeded to England to continue their studies for the Medical and Civil Service Examination.[173]

In 1896 A.R. Giles took second place in Superior Bengal Police Force.

C.O. Power headed the list in the examination to fill three vacancies in the Opium Department of North West Province.

Two of the boys obtained admission in Roorkee, one passed in the Division I.

F.P. Wood stood first in the list for Accounts Examination. Wood's result deserve particuler mention; he not only headed the list in the Whole Accounts Examination, which was perhaps the most difficult in the Public Service Tests, but was at the same time first in each group of subject P.V.A. McInerny stood second in the list for Traffic.[174]

1903 - Two first places were secured by the boys of this department, one in the examination for U.P. Police and the other for admission into the Opium Department. These two results raised the number of first places secured by the College at the public

172. The North Point Calendar, Annual Report for 1894.
173. The North Point Calendar Annual Report for 1895.
174. The North Point Calendar Annual Report for 1896.

examinations to fourteen within ten years. This was, as the Annals of the North Point pointed out, perhaps an unparalleled success in the history of the school; more so, for North Point was only a few years old.[175]

The performance of those who left North Point for England to appear at various examinations there was also creditable. This fair record of success went a long way to popularize the North Point.

The Special Department rendered a very valuable service to the cause of higher education of the Eurasians. The need of the day was not an increase of graduates and post graduates; what the European boys needed was special training for pursuing special avenues of employment. The prohibitive cost of two years coaching at England for these special examinations had prevented many parents from choosing it as a career for their children. The North Point by providing these facilities not only saved a great deal of expense but provided opportunities for Eurasian children.[176]

The matter of European Education was given a serious thought in the closing years of 1896. A committee of experts, presided over by the Director of Public Instruction, Alfred Croft considered the best means of aiding and encouraging it. Certain recommendations were made among which an important proposal was to encourage schools which took up courses of studies other than those leading to the High School or University Entrance Examination. Hopes were expressed that had it been sanctioned, schools like St. Paul's and St.Joseph in Darjeeling would have benefited greatly by it.[177] But as later

175. "The North Point Annual" Rector's Report No.VIII January 1903
176. Ibid.
177. "The North Point Annual" No.II January 1897 P 6.

developments were to reveal nothing much was done in this direction. The North Point authorities expressed concern in 1900 at the little prospect of seeing the Special Department improved because of stringent government policy. The best government situations, among the few to which the Anglo-Indian boys educated at North Point could aspire, were being gradually closed. For instance, the Police Examination superior grade offered only one vacancy while formerly there were three appointments opened for candidates in India. The reason was not because fewer vacancies had occurred in the department but because appointments were given in England. The government was not encouraging candidates educated in India. The Rector disapproved of this policy saying that students from India should be excluded on the basis of a fair competition and should be excluded only if found unfit physically or intellectually.[178]

By 1900 the number of vacancies was considerably decreased. At the Opium examination the only vacancy was secured by a North Point student. The first place at the Accounts Examination, Public Works Department was also taken by a North Point student. At the Roorkee Entrance examination the seventh position was secured by a North Point boy.[179]

The effect of the official prejudice continued and it was more and more felt that all facilities for securing appointment in the public service were being ruthlessly curtailed from those educated in India. There were apprehensions that before long there would be no avenues left open for candidates in India.[180]

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178. "The North Point Annual". No. V Jenuery 1900 p 60.
179. "The North Point Annual". No. V January 1900 Rector's Report. p 61
180. "The North Point Half Yearly 1907.

What was apprehended turned out to be true. Admission to Cooper's Hill and the Superior Police Service was closed in 1304. In 1308 the Opium Entrance Examination was stopped. The most covered branches of the Public Civil Service was thus closed to those educated in India. The only opening that was left was the Superior Accounts Service but since the new regulations were published it was so much remodelled that it was hardly attractive to those educated in India. The Government of India gradually took full control of it including the final nomination under which competitors were allowed to sit for the examination as well as the selection of candidates.[181] The line that was still open to the Eurasians was the Engineering Department both in the Provincial and the Imperial service. The two years course at the special department not only prepared the boys for entering the Roorkee C.E. College but was also of the highest advantage to those who wished to proceed to England to study there in any of the recognised Engineering Colleges. Paul Bruhl, a brilliant boy secured one of the State Technical Scholarships and left for Birmingham to study metallurgy.[182] Fourteen boys in the Special Department were admitted in the Preliminary Course at North Point to qualify in England for "Engineering and Superior Forces."[183] The preliminary training for mining Engineering College too was imparted there. With the object of helping this branch some technical scholarships were offered by the Bengal Government.[184] These were of the value of 150 a year tenable for two years. One scholarship was reserved for an Indian. The scheme raised some hope on the part of the

181. "The North Point Annual."No.XIII Rector's Report 1908, p 76.
182. "The North Point Annual."No.XIII January 1908, p 57.
183. The North Point Annual 1913 Rector's Report Vol.II, No.I.
184. The North Point Annual Rector's Report 1908,No.XIII, January 1908, p 76.

college authorities that the possibilities of good social standing were not entirely shut upon those educated in India.[185] The future of the respectable class of Anglo-Indian students seemed rather bleak. On the one hand was the increasing number of educated Indians and on the other there were the English students in England. Parents of good social standing, seeing this handicap in education in India, withdrew them from schools and sent their children home, so that they might have the finish of English upbringing, which in official circles, seemed the sole test of efficiency. The number of boys in 1913 in the North Point dwindled. Fifteen boys were withdrawn from the school.[186]

The remarks of the Lieutenant Governor of Bengal, Sir Andrew Fraser, on the occasion of his farewell visit to the College had raised the hope that the Government might come to the rescue of the college by making some satisfactory arrangements for suitable openings for the Durasians, but these hopes were soon belied.[187]

The demand for the Special Department gradually fell away and the college authorities thought of replacing it by a University Department which would offer the people of the hill district the opportunity of university education. In 1927 the College was affiliated to the Calcutta University upto the Intermediate Arts and Intermediate Sciences standard. Later this affiliation was extended to B.A. in 1948 and B.Sc. in 1951 making the institution a full fledged degree college under the Calcutta University.[188]

185. Ibid, No.XIII January 1908, p 16.
186. Ibid, No.XVIII January 1913.
187. Ibid, Rector's Report 1910, p 64.
188. Calcutta University Calendar 1956 p 904.

In conclusion it might be said that St. Joseph did excellent work for the education of the Europeans and Eurasians. The boys received the greatest care and attention from the school authorities. This was admitted by the Lieutenant Governor who visited the college in 1904. He was struck with the excellent building, equipments and the general conduct of the school. A donation of Rs.500/- was made by him for better equipment of the college library and for other improvements.[189] Physical training and extra curricular activities without which no education is complete, were given considerable importance at North Point. The gymnasium provided the most beneficial training for the boys, particularly during the rainy season when continuous downpour made outdoor games impossible. Games like cricket and football were regular features of school life. There were other activities too. Organizing the college band, arranging shooting competition, participating in essay competition were interesting features of North Point. Much encouragement to these were given. In 1892, for instance, the Attorney at Law of Calcutta, C.N.Manuel offered a gold medal to the best English Composition on a given subject.[190]

As for the health and physical training the college maintained the reputation as one of the healthiest institutions in India.[191] The North Point Annual was yet another feather on its cap. It evoked much favourable editorial comments. "The Englishman," wrote, "Those who know what kind of a school St. Joseph's Darjeeling is cannot do better than study the North Point

189. The North Point Annual 1910 Rector's Report p 65.
190. The North Point Calendar 1892. Report of A.Neut S.J.Rector. December 10, 1892 p 13.
191. The North Point Annual Report of Dr. E.G. Russel, the Civil Surgeon of Darjeeling. November 28, 1892.

Annual .... it gives an admirable account of the school and the attainment of the scholers."[192]

The Indian Planter's Gazette spoke highly of the services rendered by St. Joseph. "The North Point Annual is the admiration of every public school in India. It is an edifying record of progress and achievements in all branches of school life and eloquent testimony of the educational methods of the Jesuit Fathers" - it said.[193]

The Saturday Journal too wrote a long and landatory article on St. Joseph's. The "English Time" mentioned the thorough and liberal education imparted in this institution.[194] Father Depelchin, while making a petition to the Government of Bengal, had argued that the establishment of the educational institution of the kind that the Jesuit fathers contemplated would not only be a boon to the European and Eurasian parents but would be a work of humanity and would ultimately benefit the place. The establishment of such an institution could lead to the development and prosperity of Darjeeling by drawing the parents, guardians and friends to the station; some of whom attracted by its bracing climate, might even decide to settle down. The government too was likely to profit from this scheme; for it would produce a class of men mentally and physically equal to that imported from England. These men with their roots in India could be expected to serve the country better both in private and public capacity, than those coming from England.[195]

192. The North Point Annual January 1908, No. XIII p 1
193. The North Point Annual XIII January 1908, p 2
194. The North Point Calendar Annual Report for 1893, p.g. 1894
195. Proceedings(B) of the Lt.Governor of Bengal March 1888. General Dept.Educn. File No.3. Memorial dated February 23, 1888.

Perhaps, Father Depelchin's assumptions were not altogether wrong. St. Joseph did serve a big cause in the education of the Eurasians and its presence in Darjeeling did enhance the importance of the place. A very high tribute was paid .... to it by the India Planter's Gazette when it said that if the Bengal Government were to solve the problems of hill schools for the wealthy section of the domiciled community they should take North Point as the model.[196]

The account on St. Joseph's School will remain incomplete if no reference is made to its efforts, though meagre, to educate ... the poorer section of the community. This was in 1925 when Fr. Mac Donough opened a school for the boys in the bustee dependent on St. Joseph's. Both Catholics and non Catholics were admitted and religion was taught to all. The Inspector of Schools paid a visit to the school and promised government aid to it.[197]

ST.ALPHONSUS M.E. SCHOOL, KURSEONG

The cession of Darjeeling from the Patna Diocese to the Archdiocese of Calcutta in June 1887 brought about certain new developments. One was the decision to transfer the Jesuit scholasticate from Asansole to Kurseong. This was done in January, 1889 and came to be known as St. Mary's Seminary. Later, in 1914 the name was changed to St. Mary's College. It became the theological college of all the missions of the Society of Jesus in India.[198] Uptil 1971 when it was transferred to Delhi the college contributed much to the expansion work in the district. The names of

196. The North Point Annual, XIII January 1908, p 2
197. "Our Field", A.M.D.G. March 1925, No. 2 p 7.
198. Fr. Hosten's manuscripts. p 237.

Father M.Wery and Father Bossaert are to be remembered for their work in the area, the former may be called the "Apostle of the Nepalese".[199]

Education has always been used as a missionary agency in India; the Christian missionaries had no pretensions about it. "The evangelization of the pupils is and always ought to be the special aim of English missionary education. We repudiate any other system than that which makes the conversion of Sinners to God the chief and, and all other machinery of the school subbordinate to this."[200] As a necessary corollory to all missionary activities in Bengal therefore schools became a vital part of the total scheme. Thus, when the Jesuit Scholasticate came to be established in Kurseong an orphanage was opened at the end of 1890. This is what is now known as St. Alphonus School.The first pupils, ten in number, arrived on January 15, 1891 from Darjeeling. For many years the school remained a reel orphanage, the orphans coming from everywhere. Whensome conversion had taken place and the Catholic families began to have children, these children were sent to the school as boarders. Here they were fed, clothed and taught gratis by the Fathers.

The school did not receive any Government grent. It never asked for it too. A few Hindus, only a handful, attended it. On May 26, 1913 Father Lenain, had the school inspected for the first time by the local Sub-Inspector and by the subdivisional magistrate of Kurseong. The school described as lower primary had thirty seven pupils on the roll with two teachers. A Government grant was applied for and in 1914. The Government of Bengal

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199. Directory. Diocese of Darjeeling. Roman Catholic Church.
200. Murdoch John - Education as a missionary agency in India.p 39

sanctioned Rs. 9 per month which was supplemented by Rs.14 from the mission fund, the total expenditure thus amounting to Rs.23 per month. This of course did not take into account the expenditure incurred on behalf of the orphan boarders.[201]

Certain steps were taken by Father Lenain to improve the standard of the school at about this time. All those who had parents to support them were refused boarding. A very small fee, one anna per month was demanded from the day scholars. Hindu boys and girls were also admitted. The imposition of fees raised the school in the esteem of the people. The roll strength was fifty-five in 1915, eighty four in 1916 and seventy six in 1918, rising to 100 in 1929. The Government gave a substantial monthly grant of Rs.66 per month. A grant of Rs.500 was received for erecting a new building which was ready by 1916.[202]

In 1928 the school had become a full fledged middle English School largely due to the zeal and enthusiasm of Father Augustine Verelst, the superintendent of the school. The Superior of the mission was not very keen at first about it for,the first M.E. class would, it was argued, have only Hindu pupils. However with an eye to the possibility of ultimate conversion the scheme was undertaken. All the five boys in the M.E. Class were "heathens", but some of them were soon baptised Christians. The missionaries were successful in creating some interest in education among the paharis, for when new accommodation in the school was wanting the pahari Catholics subscribed Rs.100 and

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201. 'Our field'. A.M.D.C. March-April 1930. No.2 Editor Requiers. S.J. St. Mary's Kurseong.

202. Ibid.

when told to collect at least another Rs. 500 they promised they would. One interesting point to be noted is that by 1912 there were hardly eight orphan boys in the orphanage, while St.Margarate's Orphanage, the girls' orphanage was always full with orphans averaging between the ages of one month and seventeen years. The reason was simple, while the paharis very willingly parted with girls, they did not readily give up the boys.[203] In 1936 the school was upgraded to a high school by the Belgian missionary Father M.Wery S.J. The first batch of 7 candidates appeared for the matriculation examination of the Calcutta 6 passed.

ST. HELEN'S KURSEONG

The school, founded in 1890 in Kurseong in a small rented house "Charleville" was conducted by the Daughters of the Cross of Leige. The nuns had come to Bengal in 1868 at the earnest request of the Vicar Apostle of Bengal who wanted their help in his vast missionary labour. They began their work in Calcutta by opening a hospital for homeless women. Soon, at the request of the Catholic residents in Kiderpur, Hastings and Garden Reach to open a school for their children in their locality. St.Teresas' School was established in 1884 in Kiderpur, Calcutta. The hot, humid climate soon began to tell upon the health of the nuns. Between 1868 and 1888 they had lost more than 50% of their members. It was finally decided to open a boarding school in Kurseong. Thus a double advantage would be secured, the health of the sisters would be consered while the cause of Catholic

203. Our Field. A.M.D.G. March 1925. No.2. p 7.

education would be furthered. And so, in April 1890 a beginning was made of the school that came to be known as St.Helen's School. As more and more application for admission began to increase, the school was shifted to a new site - Helensborough - a fairly large property which was bought from the Jesuit Fathers of St. Mary's Seminary. Under the skilful organisation and forethought of the Principal, Mother Marie, the school began to thrive. Progress in studies and examination result's were particularly good. The pupils were presented for the Government Middle School and High School examinations. The first High School candidate from the School, Mildred Martin, passed first in Bengal.

The Inspector of European schools, Pedlar, expressed much satisfaction at the progress of the school when he visited it on September 22, 1898.[204]

The earthquake of 1897 proved that the school house was not safe. A suitable site was found and under Mother Marie's courage, ability and confidence the school began in its new building on February 19, 1900. The addition of a technical department was a new feature of the School. Here young women, after their academic career received practical instructions in needle work, cookery and nursing. The visit of the Lieutenant Governor of Bengal on June 6, 1900 accompanied by the Director of Public Instruction, resulted in a Government grant of Rs.20,000. In 1909 a Commercial course was included in the Technical Department's curriculum. Later in May 1937 a college department was opened and St.Helen's was affiliated to the Calcutta University.

204. Golden Jubilee Number. St. Helen's Kurseong.

An account of St.Helen's would remain incomplete if mention is not made of the orphenage that was established by it for the Paharî girls.

It was opened in 1898 by the Archbishop of Calcutta. As the work of evangelization went on the opening of such an orphanage had become an absolute necessity. The children were given primary instructions at first. Later a bold scheme of building and equipping a high school was undertaken by the Sister Superior. By 1900 this scheme had become a reality.[205]

DARJEELING HOME SCHOOL

The school was established on March 1, 1892.[206] Though styled "undenominational" it was only intended for and attended by non conformist children. At the proposal of the Inspector of European schools and the recommendation of the Director of Public Instruction a grant-in-aid of Rs. 25 per month was alloted to the school.[207] The school sent candidates for Middle Scholarship and Primary Scholarship examinations.[208]

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205. Ibid.

206. Proceedings(A) of Lt.Governor of Bengal. July 1894. Continuous Note Sheet. Letter from the D.P.I. Bengal No. $\frac{T}{514}$ of June 11, 1894.

207. Proceedings(A) of Lt.Governor of Bengal. General Dept. Educn. July 1894. File No. $\frac{1g}{3}$ B 47-49.

208. Report on Public Instruction. pp 109 - 110.

MOUNT HERMON

This educational institution too was started primarily to meet the needs of the Protestant and Evangelical families of the Anglo-Indian community. The children of the Missionaries were served well by the school.[209] It was one of three leading schools for European and Eurasian girls, the other two being Loreto Convent and the Darjeeling Girl's School.

Two miles out from Darjeeling, Mount Hermon is situated on a beautiful hundred acre spur in the Himalayas 6,500 above sea level and facing the most majestic snowview that Darjeeling affords. It had its origin in Queen's Hill school which was established in 1895 in a rented house in Darjeeling called "Arcadia" by the Calcutta Christian Schools Society. This society controlled among other schools, the Calcutta Girls' School; the object of starting a school in Darjeeling was to open a branch in the hills of the Calcutta Girls' School.[210]

Its founder principal was Emma L. Knowles an educational missionary under Womens' Foreign Missionary Society of the Methodist Episcopal Church. Born in New Jersey in 1840 in a family with strong methodist trend, she had deep religious background, the experiences of which were vividly noticed in her teaching career. She was remarkable as a character builder and had the rare ability of bringing out and developing the best in a pupils' nature. Thirty five years of her life were spent fruitfully in India during which period she founded two schools in the Himalayas, Wellesley Nainital and Queen's Hill in Darjeeling

209. Mount Hermon School Magazine, 'Hermonite' 1978. p 67
210. Proceedings of the Lt.Governor of Bengal February 1907. General Dept. File 68 1. No.37 From D.P.I. to Secretary to Government of 2 Bengal. General Dept. Educn.

for Ango-Indian girls. She remained the Principal of Queen's Hill from 1895 to 1918.[211]

The school was patterned after the public boarding school of England. Instruction was based on the standards of British education. It was likewise modelled on the need of that new age of industry and science, while adhering at the same time to the Judeo-Christian heritage. The atmosphere in the school was definitely a Christian one.[212] The curriculum included English, history, geography, mathematics, scrupture and science.

The school records bear evidence to the fact that the school definitely catered to the educational demands of the Anglo-Indian Community. Between 1895 and 1900 barring two exceptions in 1899 (Biman and Nirmal Ghosh from Calcutta) and five (Satyen Gupta from Calcutta Girl's and Arune, Amiya, Nalini Gupta and M.Das from Loreto House, Calcutta) all were Europeans.[213] The number admitted in the school, increased gradually; 5 in 1901, 43 in 1902, 30 in 1903, 25 in 1904, 42 in 1905, 58 in 1906, 37 in 1907 and 60 in 1908. The students camefrom all parts of India and also from outside, e.g. Burma.[214]

On 24 September 1899 the school faced a calamity when the building was totally destroyed by the landslip which had also weakened the Diocesan Girl's School. Ten of its pupils were killed and the school had to disperse. Many doubted the continuance about the school, but under the able guidance of Miss Knowles the school reopened in 1900 in the two rented houses, called

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211. "Hermonite" 1978 p 23.
212. Ibid. p 67.
213. Attendance Register of the School 1895-1900.
214. Admission Register of the School 1901-1909.

"Queens' Hill" and "The Repose". Later these two houses were purchased by the Governors of the School for Rs.60,000. As the existing buildings were not suitable for school purpose it was resolved to add a new wing to the Queens' Hill which would provide dormitory and extra class rooms. The Womens' Foreign Missionary Society of the Methodist Episcopalian Church of America, which had made a contribution of Rs.15,000 earlier, promised a second contribution of the same amount. The school applied to the Government for a building grant of Rs.40,000 and received two grants of Rs.10,000 each.[215] The school in the meantime had incurred a debt amounting to Rs.44,000. The Director of Public Instruction recommended sanction to payment of a further grant of Rs.22,000 to help it tide over the difficulty on the ground that the Queens' Hill School fulfilled a distinct want, as being a hill school to which European or Eurasian parents who did not care for the religious atmosphere of the other two leading institutions for girls in Darjeeling, the Loreto Convent which was a Roman Catholic establishment and the Diocesan Girl's school which had a distinctly Anglican tone, could send their daughters. The Lieutenant Governor sanctioned the grant. Part of it was to be paid from the special grant of Rs.65,000 alloted by the Government of India in aid of European and Eurasian education and part, the major one, from anticipated savings in the sanctioned allotment of Rs. 7,80,000 for grants in aid.[216]

As the demand for more and more admission to the school grew the accommodation at Queens' Hill seemed inadequate.

215. Proceedings (A) of Lt.Governor of Bengal February 1907. General Deptt.Educn.File $\frac{6B}{2}$ 27-38.

216. Proceedings of the Lt.Governor of Bengal, February 1907. General Deptt. Educn. File $\frac{6B}{2}$ 1 No.37

Finally, it became imperative that a more spacious site be provided. It was all the more necessary to find a suitable new site for available land space for any additional building was restricted. Moreover the land on which the school stood, was held only on leases from the Burdwan Raj. This lease had to be renewed every thirty years.

Every possible sites in Darjeeling was investigated and finally in 1920 the Mission authorities through the initiative of Bishop Fisher bought a large plot of land, on the ridge just beyond North Point, from Lebong Tea Company for Rs.50,000. This plot, having 63 acres of land, it was felt, would be amply adequate and excellently well situated for the future development of the school. The dream of establishing a school with "all the equipments for a great, educational, recreational and spiritual centre along evangelical lines", was on its way to fulfilment.[217]

On March 1926 Queen's Hill School moved into its beautiful new building. Later in 1930 the school was renamed Mount Hermon School. The Womens' Foreign Missionary Society's monetary aid had made the building possible.[218]

In 1914 the school was nearly closed down due to severe shortage of funds. The Womens' Foreign Missionary Society, unable to raise money at a short notice, advised the then Principal, C.J. Stahl to shut down the school. This however she did not do. Rather she succeeded in persuading the Government Education Department, to see the necessity of a school like this in Darjeeling and its important role in educating the Anglo-Indian

217. Hermonite, p 43. Notes on the purchase and development of the Mount Hermon Estate and the New Queens' Hill School.
218. Hermonite, p 24.

Community. Thus Government aid was taken when no other aid was forthcoming to pull it out from its dark and troublesome period.

The history of the school from 1895 till the present day is the history of a "vigorous growing community".[219]

The institution believes in "all round education for the whole of life, physical, social, cultural, mental and spiritual."[220] Thus, there is place for everything in the school curriculum - sports, studies, music, art and drama and above all it has inspired its students to build up a true Christian character and ideals of service.

ST.ANDREW'S COLONIAL HOMES OR GRAHAM'S HOME:

This institution was the most important establishment for European education in Kalimpong.

In 1900 Reverend J.A.Graham felt the need of providing care and training for destitute children of the domiciled European community who had no hope of education and a happy future. To provide education and suitable openings for the Eurasian and poor European children was a pressing problem for the Government. The idea was to remove the children from a tropical climate and bring them up in a surrounding that would ensure both physical and moral upliftment. The environment -physical, mental and moral - of the poor European and many Eurasian children was such as to seriously hamper their development. There was a growing conviction among them that the only

219. Hermonite p 37.
220. Fr. Hosten's Manuscripts p 237.

real hope of permanent amelioration lay in emigration to more wholesome environment in the colonies of North America or elsewhere.[221] It was with the idea to raise the poor Eurasians by book education based upon Protestant principle and by industrial training that Dr. Graham took into his care six small children on September 24, 1900. This was to be the nucleus of what was later to develop into the institution known as Graham's Home, originally called St.Andrew's Colonial Homes.

The Government had given the Church of Scotland a commodious bunglow and two hundred acres of land at Nimbong, a healthy site, situated on an outer spur of the Eastern Himalays in the Darjeeling district between the Western Duar and Kalimpong. Arrangement was made to open a branch for the bigger boys at Nimbong and a branch for girls and smaller children at a hired bunglow at Kalimpong. An appeal was made by the Board of management of Bengal for a grant of land at Kalimpong, a grant-in-aid for building homes and a capitation grant for each child.[222]

The course of study was to be technically oriented but care would be taken to give a sound elementary English education. Graham aimed at making the inmates as self-supporting as possible, so that they might learn the true dignity of mannual labour. Consequently children performed all the chores of house work from scrubbing and keeping the cottages clean to preparing the meals. Self suffiency was the keynote of the institution. A farm was established which supplied the cottages with essential goods like milk, butter, meat, vegetables etc. In 1903 was

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221. Proceedings of the Lt.Governor of Bengal, General Deptt. November 1900. File $\frac{6-8}{5}$ 52-58. October 24, 1900.

222. Ibid.

established the Clothing Department and in 1905 the workshop. This not merely provided household requirements but was extremely necessary for the maintenance of the several buildings that were being constructed yearly.[223]

Industries for boys were developed. The credit of being the pioneer in industriel and technical education goes to a lady F.C. Fooks of Tsong. Fooks, in 1880 had established an institution the St.Agnes Industrial Home for the education of the orphans and the children of the planters. Lack of adequate support forced her to close it. Earlier this philanthropic lady was asked to transfer her field of work under the Church of Scotland to Kimbong in the Dooars. But want of proper road communication during the rainy season made the scheme unpracticable. The Colonial Homes introduced a well thought out scheme for developing the industrial capabilities of the boys of the institution. Nearly all the carpentry work at that time was done by tradesmen coming up from the plains. With the idea of training up the boys in this direction a carpentry and wood school was established in 1906 and Government grant-in-aid was secured. In the beginning of 1914 the apprentices numbered thirty three. Training in agriculture, farming, and the keeping of poultry and cattle were also included. Suitable industries were to be taught to the girls. Graham also gave a thought to the possibility of starting a silk industry. To investigate into the possibilities he sought the help of Nitya Gopal Mukherjee,a distinguished student and convert of the General Assembly's Institution, Calcutta. He was employed by Government to stimulate

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223. "Graham's Home" 1962, School Magazine.

silk industry in Bengal. Finally, with the prospect of starting more locally important industries in Kalimpong, the plan of silk industry was given up.[224]

The idea behind the whole enterprise was to train the Eurasians with a view to their emigrating to some colony where suitable occupation and maintenence could be found.[225] Children, unfit for colonial life, were to be trained for opening in India, such as the Sibpur Engineering College in the case of the boys, and nursing and teaching in the case of the girls. The scheme had the support of many distinguished men like the Lieutenant Governors of Bengal John Woodburn, and Charles Elliot, the Chief Secretary to the Government of Bengal, the Deputy Commissioner of Darjeeling, the Inspector General of Police, managers of tea-gardens and many others.[226]

The appeal for a grant of land by the Board of Menage - ment was granted by the Government of Bengal and a piece of land measuring hundred acres was given. The Lieutenant Governor also sanctioned a capitation grant of Rs.5 per month for each child in the home upto the number of fifty; a building grant of Rs.3,750 was also sanctioned.[227]

Initially the institution began with a technical bias. By 1903 however stress was given on formal education. A head-master and five teachers were given appointments. By 1910

224. Manuel D.G. A gladenning River
225. Church of Scotland Foreign Mission Committee, Edinburgh, July 10, 1900, p 17
226. Proceedings of the Lt.Governor, Bengal, General Dept. November File $\frac{6B}{5}$ 52-58
227. Ibid. Letter No.169 T-G from Under Secretary to the Govern-ment of Bengal, General Department to the Commissioner of Rajsahi Division. October 24, 1900.

there were a dozen teachers. Soon the number of staff rose to 21 and by the forties candidates were being prepared for the Cambridge School Certificate Examination. The education was conducted in accordance with the Government code and the school was placed under the care of the Inspector of European Schools. The motto of the school - "Thorough" - seemed to be a very worthy one for it sumnes up beautifully and adequately the training it gives to its children.[228]

GOETHALS' MEMORIAL ORPHANAGE, KURSEONG.

European education in Bengal was not confined merely to the traditional means and methods of passing the high school examination. Due considerations were given to vocational training too. The railway school at Kurseong was one such school. Goethals' Memorial too was originally intended to be a school with a close alliance between the classroom and the workshop.

On the death of the most Reverend Paul Count Goethals S. J., the Archbishop of Calcutta, a large and influential committee of the clergy, presided over by the Advocate General of Bengal J. Woodroffe decided to commemorate the deceased prelate by the erection, in Kurseong, of an educational institution for boys in technical and industrial training. Subscription for this was raised. With liberal contribution from Government both in money and land, forty two acres having been secured from Government, a substantial three storied building containing an accommodation for two hundred boys was built. One hundred and forty eight acres of land were purchased from the Maharaja of Burdwan.[229]

228. "Grahams Home" 1962. School Magazine.
229. School Records. Goethals Memorial School. Log Book 1907

The school curriculum, in view of the affiliation of the school to the Sibpur Engineering College at Calcutta was technically oriented. The ordinary course of study which did not exceed that prescribed by the middle school examination of the European Code in Bengal, was largely to be supplemented by subjects like type writing, phonography, commercial geography, book keeping, mannual instruction, drawing and such other subjects that are necessary to fit boys for commercial life or for engineering profession. In other words the course was so designed as to entitle the students having training in the technical department of the school for two years to apply for admission in the Sibpur Engineering College. A further study of three years in that college would mean the completion of the full course of five years in the apprentice department of that college.[230]

Thus Goethals was to become a school with the special feature of imparting mannual and technical training under duly qualified teachers holding diplomas from the Agricultural and Technical Departments from Dublin. There was provision for opening commercial and agricultural classes if considered feasable in the future as affording opening for the boys.

The boarding fees for the school year 15th February to 15th December was Rs.260/- payable in ten monthly instalments covering board, tution, medical attendance, washing and repair of clothes. The fee for the day scholars varied being low in the junior and high in the senior classes.[231]

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230. School Records - The first Prospectus of the school issued in August 1906.

231. School Records. Log Book 1907

The school was formally declared open on February 15,1907 with the arrival of 110 students from Calcutta. The first principal was Reverend Brother M.S. O'Brian, a very devoted and sincere person to which the school owed much. There were in the beginning ten brothers and four lay teachers. Two of the brothers devoted their time to the special (technical) classes. Not all the teachers were highly qualified, but all were industrious and keen on their work.[232]

The following is a list of the staff and their qualifications.

Brother M.S.O'Brien	- Principal
Brother S.P.Suddert	- Prefect of Discipline
Brother A.L.Aherne	- Special or Technical class
Brother T.C.Dutt	- Engineer, Assisted Br. Aherne
J.A.Flynn	- Class VIII. Junior Cambridge class
J.N.Lynch	- Class VII. Preparatory Junior Cambridge
J.E.Mecaun	- Class VI.
R.E.Butler	- Preliminary Cambridge Class
W.M.B.Shovers	- Class IV. Preparing for matric Examination Calcutta University. Salary Rs.50 all found.
W.B.Quentin	- Class III. Passed the High School. Preparing for Intermediate Arts of Calcutta University. Salary Rs.75 all found.
J.Wood	- Class II. Passed middle school Examination. Salary Rs.75 all found.
Harold Dessa	- Class I. Passed Middle School and Infants. Studied for two years in technical classes.[233]

The institution, as the name indicated was supposed to be an orphanage. But Brother Fabian of the Irish Christian Church

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232. Report of the Inspector of School. School Records. May 31, 1910
233. Report of Inspector of European Schools, Bengal 18.6.11 School Records.

stated in a letter to the Inspector of European schools in 1902, when preparations for the opening of the school was afoot, that besides poor boys "it will also receive paying boarders of limited means" and certain number of non orphans (not necessarily Roman Catholics) on a sliding scale of fees from Rs.20/- downwards.[234]

The Irish Christian Brothers Charity had several schools educating 1,500 children in Bengal Province; there were the St. Joseph's High School, St. Joseph's Free and the Catholic Male Orphanage Calcutta, St. Patricks' Asansole and St. Michaels' Coorjee, Bankipur. The Goethals Memorial Orphanage was intended to remove the strain on their overcrowded schools.

The institution from the very beginning received very liberal treatment from the Government. This was probably because it was felt that the problem of even the poorest Eurasian was to be the concern of the institution.[235] It was thought that the Goethals Memorial was to do for the Catholic Eurasian Community what St. Andrews' Colonial Home, Kalimpong was doing for the rest of the Christian Community.[236] But as it turned out the aim of the institution seemed to be different. The majority of the inmates of Goethals' were to be Europeans, though there were to be a few selected Eurasians. Brother Brian stated clearly that it was not his intention to trouble about the Eurasian boys by giving them technical training. The Eurasians, he stated, were

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234. Proceedings of Lt.Governor of Bengal, March 1906, General Dept. Educn. File 6B 3 1. Letter No.38 dated January 12, 1906

235. Proceedings (B) of the Lt.Governor of Bengal April 1906 General Dept. Educn. File 6B No.116-119. Also Hornell's note of 27.5.05 which dealt 10 with the matter exclusively.

236. Ibid.

practically fairly well placed in well paid employment. It was pointed out further that there were sufficient number of schools to provide for their education - the Kurseong Government School, the Railway school at Mussorie, the Lawrence Military Asylum, the St. Andrews colonial Homes. His institution was to be for the Europeans though a few selected Eurasians were to be admitted.

The object of school thus seemed quite different. It was feared in the official circle that this would possibly bring the school into direct rivalry with the Technical and Commercial departments of the Victoria School, Kurseong. The school should be an orphenage in fact as well in name.[237]

The institution however did not waver from its proposed scheme and thereby gave rise to much speculation. Various questions, like the objective of the school finance and other corelated questions were raised by the Government officials of the Education Department.[238]

In the early years admission was restricted only to the Europeans except a few as the following figures would suggest

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237. Proceedings of Lt. Governor of Bengal, General Department (Education) File $\frac{6B}{3}$ 1, No.28-29, Letter No.38 dated January 12, 1904.

238. Hornell's Note, 27.5.05

In 1910	59 students were admitted	- all except a few were Europeans.
In 1912	54 students were admitted	- all except two were Europeans.
In 1913	58 students were admitted	- all except one were European.
In 1914	58 students were admitted	- only six were non Europeans.
In 1919	41 students were admitted	- many Armenians were admitted.
In 1920	52 students were admitted	- Mainly European.
In 1921	36 students were admitted	- Europeans and Americans.
In 1922	55 students were admitted	- Europeans and Americans.
In 1923	58 students were admitted	- Europeans and Canadians.
In 1925	46 students were admitted	- Europeans and Anglo Indians.[239]

The manual and technical departments formed a special feature of the school. Boys desirous of preparing for the apprenticeship department of Sibpur Engineering College were allowed to join the technical department provided they had already passed the Middle English examination. The smaller boys were provided with lighter and more suitable technical work. The condition of admission into the institution was that everyone without distinction, shall do some manual work as was suitable to their age and capacity.[240]

Strange to say, from the beginning the Sub-Overseers' course was not very popular with either parents or students and consequently the annual number of entrants to the technical department grew smaller. It became clear that some

239. School Records, Goethals' Memorial School. Admission Register
240. School Records. Log book. Prospectus of the school. August 1906.

other arrangements would have to be made. The Bengal Education Department felt that this method of introducing students to Bengal Engineering College Sibpur through certain affiliated schools was uneconomical. It decided therefore to close down the technical classes in all such affiliated schools. The Cambridge Local Examination, which had just been introduced in India, seemed to be the most suitable and popular substitute for the sub overseer classes. This was adopted by the school enthusiastically.

Academically the performance of the school was almost uniformly good except for the year 1915 when twelve failures out of 25 candidates were seen. From 1921 the school had reason to be proud of its results of Cambridge examination. In that year 9 candidates for Senior Cambridge and 12 for the Junior Cambridge were presented. Of the 9, 7 passed, one gaining first class honours with distinction in Latin and mathematics. All the Junior Cambridge candidates passed, 2 gaining first class Honours with 5 distinctions and 1 gaining second class Honours. One, D.N. Pines was awarded a senior secondary scholarship of Rs.20, while S.N.Hogan and Dalton were awarded Junior Secondary Scholarship of Rs.12.[241]

The Cambridge Examination Results in 1925 were even better than the brilliant achievements of the two previous years, when 100% pass was secured with 3 Honours, 5 distinctions and 11 school certificates.There was not a single failure in the Junior Cambridge Examination from 1921 to 1925.This was a record to be proud of. It spoke the efficient teaching in the school and of the high standard achieved by the students.[242]

241. School Records, December 12, 1921
242. School Records 1925

Thesis Dilip kumar Sarkar, Deptt. of ~~Geography & Applied Geog~~ Political Science, 1988, SMALL & MEDIUM TOWNS Development in W.B: A Study of Selected Towns of North Bengal.

one of the dominant growth centres in the region.

E) LAND USE PATTERN.

The river Karala bisects the town of Jalpaiguri into two parts. The town is located to the South and West of the said river. The most important access road to the town is National Highway No. 31. The main direction of the growth of the town, therefore, has been in this direction. The road coverage is 4.2 per cent of the total area. The commercial activities, are concentrated to two main approach roads to the town. The administrative complexes are located along river Karala to the east of the town. Located at the centre of the town, the business centres and commercial places cover 4.65 per cent of the total area. The small scale industrial units cover 0.61 per cent of the total area. The town has predominantly well density residential development. Residential neighbourhoods are at present located largely within 3 to 4 kilometers of the town and shares a heavy percentage. The town is poorly served by undergound water supply system. It covers only 3 per cent of the total area, whereas, public utilities cover 10 per cent of the total area which include hospitals, medical centres, Cinema, Banks and other financial agencies etc. (19)

F) INTEGRATED URBAN DEVELOPMENT PLAN.

Before the commencement of the Integrated Development Plan, there was no plan made for the town of Jalpaiguri. It

Ref:

(19) Data on Landuse have been collected from the land use planning cell, Govt. of W.B, Development & Planning Department, Calcutta.

20) IDSMT Project Report of the Town of Jalpaiguri, P, 31, 1983, Govt. of W.B, Housing & Urban Development corporation Limited.

1) Ibid.

2) Ibid

~~3)~~

may be mentioned that the Siliguri - Jalpaiguri Development Authority has recently extended its work to the town of Jalpaiguri and is in the process of finalising a development plan. The project report on integrated development was formulated by the Housing and Urban Development Corporation Limited, an authorised agency of the government. The schemes undertaken for IDSMT Project were formulated in consultation with the local agencies and the people. According to the project report, the town would be able to play a positive role in creating and generating growth impulses, if the schemes are implemented.(20) In consonance with this objective, the plan project aims at : (a) developing the economic characteristics of the town; (b) improving existing institutional characteristics; (c) developing existing land use patter ; (d) generating and rebuilding infrastructural services and (e) giving an urban form by making a balances in the basic urban services and opportunities to the people.(21)

The details of scheme taken under IDSMT programme in Jalpaiguri town may be projected as under:-(22)

Table - 16

Name of the scheme as per project Report.	Cost (Rs. in lakh	Name of the schemes actually taken.	Cost (Rs. in lakh)
1. Improvement of Bus Stand.	9.45	Improvement of Bus stand.	9.45
2. Installation of Traffic singnals	1.00	Construction of Go-down.	1.01
3. Redevelopment of Dinbazar market	11.00	Redevelopment of Dinbazar market	11.00
4. Development of Beilkhana market	10.23	Dormitory cum-Tourist Lodge.	10.70
5. Development of Bow Bazar market.	2.23	Development of Bow Bazar market.	2.23
6. Development of Race-coursepara market.	2.95	Development of Race-coursepara market.	15.05
7. Kadamtala market	3.40	Kadamtala market-cum-Flatted factory	8.50
8. Housing at Municipal trenching ground site.	15.93	Housing at Municipal Trenching ground site.	15.93
9. Housing at land adjacent at Sadar behind B.D.O's office.	20.99	Western Bountary road.	6.30
10. Development of Industrial Estate at Assam More phase-I	15.08	Nil	
		Low Cost sanitation	20.01

The institution received very liberal treatment from Government so far as financial aid was concerned. The total building cost for the institution was estimated to be Rs.1,86,000. Of this Rs.60,000 had been given by Government and Rs.96,000 subscribed by the public. The sympathy with which the Government treated the institution could be seen from the way it granted Rs.60,000 to it. When Brother O'Brien was technically debarred from drawing this full amount, a special order of the Lieutenant Governor sanctioned the grant to be drawn in full at once, treating it as special case.[243]

243. Proceedings(B) of Lt.Governor Bengal, January 1905,General Deptt. Educn. File No.$\frac{6B}{2}$ 180-181 1905.