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Mr. S. Maimuddin to be Acting Eighteenth Assistant Master, vice Mr. Daji.

Mr. B. J. Dewanji to be Acting Nineteenth Assistant Master, vice Mr. Vazifdar.

Mr. J. B. Mehta, B.A., is confirmed as Twenty-third Assistant Master, and to be Acting Twentieth Assistant Master, vice Mr. Dewan.

Mr. S. H. Masani to be Acting Twenty-first Assistant Master, vice Mr. Maimuddin.

January 1894.—Mr. D. M. Sane, First B.A., is appointed substitute Fifteenth Assistant Master, Satara High School, in place of Mr. Sahiar.

Mr. N. N. Natar, B.A., is appointed substitute Assistant Master, Elphinstone High School, in place of Mr. Natar, continuing substantive *pro tem.* Second Assistant Master, until the return of Mr. Natar or until further orders.

Mr. G. K. Ambardekar, B.A., is appointed Third Assistant Master (Marathi Side), Elphinstone High School, in place of Mr. Natar continuing substantive *pro tem.* Second Assistant Master, until the return of Mr. Natar or until further orders.

Mr. R. R. Natu, B.A., is confirmed as First Assistant Master, Belgaon High School, in place of Mr. G. K. Ambardekar.

Mr. K. B. Bendigiri is appointed Second Assistant Master, Belgaon High School, in place of Mr. Natu continuing to be substantive *pro tem.* Second Assistant Master, Dharwar High School.

Mr. V. A. Salgar is confirmed as Third Assistant Master, Dharwar High School, in place of Mr. Bendigiri.

Mr. S. J. Kohnur is confirmed as Third Assistant Master, Bijapur High School, in place of Mr. Salgar.

January 1894.—Mr. G. S. Wagle, B.A., is appointed substantive *pro tem.* Seventh Assistant Master, Karwar High School, vice Mr. Dongre, or until further orders.

January 1894.—Leave, without pay, for three months and fifteen days, is granted to Mr. S. F. A. Edroos, Eighth Assistant Master, Elphinstone High School.

THE BOMBAY EDUCATIONAL RECORD.

Mr. V. C. Gore, Clerk, Deccan College, is appointed English Accountant in the Central Book Depôt, Bombay, on probation for six months.

Mr. N. V. Godbole, Third Clerk, Central Book Depôt, Bombay, is appointed Clerk, Deccan College, during the absence of Mr. Gore, or until further orders.

9th January 1894.—Privilege leave, on half pay, for two months, is granted to Mr. P. D. Unakalkar, Twelfth Assistant Master, Karwar High School.

10th January 1894.—Leave on medical certificate, for one month and seven days, is granted to Mr. N. V. Joshi, Eleventh Assistant Master, B. J. High School, Thana, and Mr. S. N. Kharkar is appointed in his place during his absence or until further orders.

11th January 1894.—One month's privilege leave, on half pay, is granted to Mr. R. N. Bade, Third Assistant Master, B. J. High School, Thana.

Mr. B. V. Klarkar, B.A., is appointed Acting Third Assistant Master, B. J. High School, Thana, during Mr. Bade's absence or until further orders.

Mr. A. R. K. Bhide is appointed substantive Second Assistant Master, B. J. High School, Thana, during the absence of Mr. Klarkar or until further orders.

Mr. F. B. Godbole is appointed substantive Assistant Master, B. J. High School, during the absence of Mr. Bhide or until further orders.

Mr. R. B. Atre, F. E. A., is appointed substantive *pro tem.* Fourth Assistant Master, Satara High School, during the absence of Mr. Godbole or until further orders.

Mr. B. D. Datar is appointed substantive *pro tem.* Eleventh Assistant Master, Poona High School, during the absence of Mr. Atre or until further orders.

Mr. A. M. Thakur is appointed substantive *pro tem.* Fifth Assistant Master, Elphinstone (Middle School Marathi side), during the absence of Mr. Datar or until further orders.

13th January 1894.—Furlough for one year is granted to Mr. S. P. Gothaskar, Fourth Assistant Master, B. J. High School, Thana.

Mr. R. K. Bhide is appointed Acting Fourth Assistant Master, B. J. High School, Thana, during the absence of Mr. Gothaskar or until further orders.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of Director of Public
Instruction, 19th January 1894.

shall, on his giving due notice in writing to the Secretary of such intention, pay an annual subscription of *One Pound* only during the continuance of such absence. If such Fellow returns to the United Kingdom, he may, on communicating the fact in writing to the Secretary, and on paying such sum as may be required to make up his subscription for the current year to the full amount of *Two Pounds*, be re-admitted to all the privileges of the Institute.

A Fellow who at the time of his election is resident out of the United Kingdom shall pay an annual subscription of *One Pound* only during the continuance of such residence. If such Fellow returns to the United Kingdom, he may, on communicating the fact in writing to the Secretary, avail himself, for a period not exceeding three months from the date of his arrival, of all the privileges of the Institute. If he resides within the United Kingdom beyond the said period, he will be required to make up his subscription for the current year to the full amount of *Two Pounds*.

A newly-elected Fellow shall not be entitled to exercise any of the privileges of the Institute until he has paid his first year's subscription, as the case may be, after provided.

The subscription due at election, shall be paid in the first instance by the Fellow. If, in the year, the Executive Council shall require the whole or such part as they may think fit of the subscription for the current year.

A Fellow may compound for his subscription and become a Fellow, either at his entrance by the payment of *ten Pounds*, or after the payment of five or more annual subscriptions.

In conformity with clause 67 of the Executive Council's Rules respecting the subscrip-

tion approved by Royal warrant, repeal, alter, or add to the Rules of Fellows.

[True Extract.]

(Signed) E. C. Buck,

Secretary to the Government of India."

By order of His Excellency the Right Honorable

the Governor in Council,

G. W. VIDAL,

Acting Chief Secretary to Government.

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MUSEUM.

1. The following new books and fresh additions are now available in the Library.

2. The Library and Museum are open every Saturday 12 to 5 (Bombay Time).

3. See notice on *Record* for February 1887, p. 44.

B. R. SAHASRABUDHE,
Acting Educational Inspector, C. D.

Poona, 17th January 1894.

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—By Romesh Chunder Dutt, C.I.E. The five readers are well
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The accommodation provided for the use of Fellows will include a Post Office and *Reste Restante*, Telegraph, Telephone, and Messenger Departments, Cloak Room and Parcel Office, and a Private Library.

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11. Galleries have been provided for the index collections are easily studied by interested visitors, rooms for detailed examination those connected with the trades to

12. Special arrangements have been set on foot, under the direction the object of facilitating the study of products by experts either at the laboratories have been provided at manufactories, chemical works, and Dr. Theodore Cooke, C.I.E., late Principal of the Institute and to superintend the investigation of new products in India and the Colonies.

13. All correspondence in connection with the Institute is supplied to the Institute is the Indian Museum, to whose office enquires or letters on the

14. The names of Government for the year 1893-94 will be appointed for the Indian Government of India.

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Bengal Educational Record.

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FEBRUARY 1894.

[Vol. XXX.]

THE MONTH.

RED CROSS, Director of Public Instruction, Bengal, has appointed Vice-Chancellor of the University of Calcutta in service in the Educational Department.

Started a new class with to 3 years during their course, and have some object of diminishing the and their work, hoping management.

Case of some 26 lads, boarding, lodging and established in the vicinity enable the boys to take

THE BOMBAY EDUCATIONAL RECORD.

advantage of both these institutions. The amount demanded for boarders is rather high, and it seems that many boarders take advantage of the convenience. We do not know of any boarding establishment requiring less costly terms than those started. Perhaps the New English School authorities are thinking of boys of well-to-do parents in the beginning. In their view, we hope that gradually they will find a way by some sort of arrangements might be made to provide for a boarding establishment at a lesser cost than they propose to make. This will reduce the boarding fee and make the institution more successful. The Training College institutions have been started, and they are cheaply managed. At Dapoli, the Mission School has a boarding establishment which is excellent as regards management, and the boarders get the generalities of the boys get at home, and so on. But perhaps the New English School may be able to start a boarding institution of a cheaper kind with a view to competition with their school, and that it will be able to make such arrangements as will cost less than those made by most such institutions, and the sum wanted for a boarding-house.

CONSTITUTION AND OBJECTS OF THE IMPERIAL INSTITUTE.

No. 4011.

DEPARTMENT.

Bombay Castle, 8th Nov 1893.

Resolution of the Government of the Department, No. 59-71, regarding the constitution and objects of the Imperial Institute.

RESOLUTION.—The Resolution and its accompaniment should be published in the *Gazette* for general information.

2. Copies of the Resolution and its accompaniment should be forwarded to the Commissioners of Divisions, the Commissioner in Sind, and all Collectors and Political Agents with a request that due publicity may be given to it. Copies should also be

forwarded to the Chamber of Commerce, Karachi, the Trades' Association, Bombay, the Principal, Sir Jamshedji Jijibhai School of Art, the Curator, Victoria and Albert Museum, Bombay, the Principal, College of Science, Poona, the Survey Commissioner, Director of Land Records and Agriculture, the Revenue, Political, and Educational Departments, the Sarvajanic Sabha, Poona, and the Bombay Presidency Association for information.

3 The instructions given in paragraph 6 of the Resolution should be noted and acted upon.

W. L. HARVEY,

Under-Secretary to Government.

THE COMMISSIONER IN SIND; THE COMMISSIONER, N. D.; THE COMMISSIONER, C. D.; THE COMMISSIONER, S. D., ALL COLLECTORS, AND THE COLLECTORS AND DEPUTY COMMISSIONERS IN THE DISTRICTS, AND THE POLITICAL AGENTS. With copies of the Resolution of the Government of India and accompaniment.

GENERAL DEPARTMENT.

Bombay Castle, 8th November 1893.

101. The following Resolution of the Government of India, General Department (Museums and Collections), dated 3rd October 1893, and its accompaniment, are forwarded for your information—

RESOLUTION

Following papers:

1. Her Majesty's Secretary of State for India 10th January 1887, and enclosures.
2. Her Majesty's Secretary of State for India 1st November 1887.
3. Her Majesty's Secretary of State for India 29th March 1888.
4. Her Majesty's Secretary of State for India 10th July 1890, and enclosures.
5. Her Majesty's Secretary of State for India 1st February 1891, and enclosures.
6. Her Majesty's Secretary of State for India 1891.
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99. Her Majesty's Secretary of State for India 1891.
100. Her Majesty's Secretary of State for India 1891.

Ordered, that a copy of the above Resolution be despatched to which

10. Despatch to Her Majesty's Secretary of State for India, No. 10, dated 10th February 1892.
11. Despatch from Her Majesty's Secretary of State for India, No. 24, dated 14th April 1892.
12. Circular to Local Governments and Administrations, dated 24th June 1892.
13. Circular to Local Governments and Administrations, No. $\frac{3}{15}$, dated 16th July 1892.

Many enquiries having been received by the Government of India on the subject, the following explanation of the constitution and objects of the Imperial Institute is published for general information.

2. In December 1886 an organising Committee, headed by His Royal Highness the Prince of Wales, with the Duke of Devonshire as President, submitted their report, copies of which were sent by the Government of India and circulated to Local Governments and Administrations in February 1887.

3. Lord Herschell's Committee recommended that the Institute should comprise two sections—one for the United Kingdom and other for the Colonies and India. They explained in the following paragraphs of their report that—

“(9) the object of the Colonial and Indian Section is to illustrate the great commercial and industrial resources of the Colonies and India, and to spread a knowledge of their products and social condition.

“(10) To this end provision should be made for—

- (1) the display in an adequate manner of the raw materials and manufactured products of the Colonies and India, and, in connection with this, the formation of collections throughout the United Kingdom;
- (2) a hall for the discussion of Colonial and Indian products and for receptions connected with the same;
- (3) the formation of Colonial and Indian intelligence rooms, and the establishment in connection therewith of such rooms;
- (4) the incorporation in the constitution of the Royal Colonial Society if, as is proposed, such a union;
- (5) the collection and display of Colonial products, with regard to the industrial resources of the Colonies, so as to enable all requisite knowledge to be obtained, and the chronological table to be advantageously supplemented.

and general information to the student with the life of the student, not but be

Sons, London),
 A., Principal of
 credited by C. M.
 student.

s), V. Kalyanram
 A., Principal of
 and full notes
 the chronological table to
 supplement.

instruction. An emigration office of this character should be in correspondence with the provincial towns, either through the free libraries or by other means, so that information may be readily accessible to the people. These objects would be greatly facilitated if, as may be hoped, the Government should consent to the transfer to the buildings of the Institute of the recently formed Emigration Department, which would, by a close connection with the Institute, largely increase its usefulness.

Facilities might be afforded for the exhibition of works of Indian and Indian Art.

2). It is also considered desirable that means should be provided, not for a general exhibition, but for occasional special exhibitions of Colonial and Indian produce and manufactures. At one time a particular Colony or portion of the Empire may desire to show its progress; at another time a general comparison of particular industries may be useful. Whilst the permanent series would exhibit the usual commercial or industrial products of the several Colonies and India, the occasional exhibitions would stimulate and attract the sympathies of Colonial and Indian producers, and keep up an active co-operation with the

of this resolution, the scope of the Indian Section has been enlarged by the arrangements for the teaching of Oriental languages at the Institute for 1892. A School of Modern Oriental languages, the very first of its kind which are now in vogue in France, Germany, and other countries, was established in 1872 at University College and King's College, London, which resulted in the co-operation with the Institute in the establishment of the School. A Special Committee having been appointed to organise a system of work, it was arranged that the necessary courses for instruction in the Oriental languages required by the candidates qualifying for examination for the Indian Civil Service should be held at University College, while Modern Oriental languages, other than the Indian languages, should be taught at King's College, and that the Imperial Institute should undertake the general administrative and financial work. The School was officially opened in January 1890, when an inaugural address was delivered by Professor Max Müller at the Royal Institution in the presence of His Royal Highness the Prince of Wales. The

daughters of the late Colonel W. J. Ouseley (Bengal Army), established and endowed in his memory three scholars, Arabic and Persian in connection with the Schools, each the value of not less than £50 per annum.

Since 1887 subscriptions to the amount of £101,550 raised in this country, and constitute more than one quarter of the total subscriptions received from all sources by the Committee in London. The entire sum contributed utilized partly for the constitution of a permanent endowment fund, which amounted, in 1892, to £141,520, and partly for the construction of the building.

The Institute, of which the foundation-stone was laid by Queen on the 4th of July 1887, was formally opened by Majesty on the 10th May 1893.

5. It was originally intended that a Committee of the Indian Section should be formed in India with the Viceroy as President and in 1887 the names of members were forwarded to the Secretary of State. This scheme was, however, superseded by the Committee framed in 1890, in pursuance of the charter granted to the Institute in May 1838, under which the Institute is controlled by a governing body or general Council of not less than 120 members or governors, of whom 15 are appointed to represent India. Indian Governors may be selected in such manner as the Government in Council for the time being may direct.

6. The following rules have been prescribed for the appointment of the Indian representatives :

Three are to be appointed annually by the Governor in Council, six by the Provinces, including Native States, and four by the Chambers of Commerce and other institutions : provided that no member shall be resident in England.

The term of office commences on the 23rd of June, and a fresh nomination may be made at any intervening date, or the event of office being vacated by the return of a member to his office, or for any other reason.

The Native States and Associations to be represented each will be selected by the Government of India after ascertaining what eligible candidates are resident in England, and after correspondence with the rulers of the Native States and with the Native States and with the Native institutions concerned.

Provinces and Chambers of Commerce, in the order below prescribed for the next three years, will forward to the Secretary of the Department of Revenue and Agriculture the names of proposed representatives on or before the 1st of June. In each case three names may be submitted in the order in which it is desired that the offer of a governorship for the ensuing year may be made to

Bombay Educational Record.

No. 3.]

MARCH 1894.

[Vol. XXX.]

THE MONTH.

THE Annual Convocation of the University of Bombay was held on the 20th of February 1894. The various facts connected with the administration of the University were reported upon by the Registrar, and Dr. Bhandarkar, the Vice-Chancellor of the University, was called upon by the Chancellor, Lord Harris, to deliver the address. He first referred in feeling terms to the untimely and unlooked-for death of the first native Vice-Chancellor, the Honorable Mr. Justice Telang, C. I. E. He showed that not only the University but the general public suffered in the loss of such a distinguished scholar, who had devoted his talents to the most important questions connected with the University and the people. Having referred to several other well known losses, especially to Dr. Gokhale, M. A., M. D., of the University, and Mr. L. R. Vaidya who, having passed the Advocate's Examination and compiled a useful Sanskrit Dictionary, died prematurely, the speaker alluded to the question of untimely death of University graduates. Dr. Bhandarkar from University statistics showed that the loss from premature death was not confined to the University, and expressed an opinion that it could only be remedied by improvement in marriage customs, by a resort to more nourishing food, and by various social changes. After referring to several other important matters connected with the University, Dr. Bhandarkar dwelt on the absence of any devotion to scholarly pursuits, and the small number of University graduates who have written any work of mark, or endeavoured to make any original important researches. He considered that this absence of original effort as mainly arising from half-digested and ill-formed ideas on social, material and political questions. He alluded here the instance of College Fellowships which in the European univer-

sities partly were given to encourage original research, and which were intended by Mr. Howard, when Director of Public Instruction, to answer a similar purpose in this University. He suggested that the Fellowships should be maintained for the purpose for which they had originally been intended; but he pointed out that the College Fellowships were based on the Dakshina Fund which was only a small source, and appealed to the enlightened Bombay public to assist in founding fellowships. The portion of Dr. Bhandarkar's address which points out how the graduates of the University, when properly trained, could promote the general interests of the community, and contribute towards the regeneration of India, is well worth reading, and we quote as follows:—

“An undergraduate of the University, after he has finished his course and taken his degree, claims to be called an educated man. The Sanskrit word that corresponds to the word educated is “sishta,” and according to the old Hindu idea a “sishta” is, in the words of the great grammarian, Patanjali, a man who does not store up wealth (literally one who keeps so much grain only as is contained in a jar), who is not greedy, and who disinterestedly without any further object, acquires perfect proficiency in some branch of learning. The idea, therefore, is that he who devotes himself to the pursuit of knowledge or truth for its own sake and disdains mere worldly prosperity is a man of education or culture. To deserve this title, therefore, it will not do for our undergraduates to study their books and subjects only with a view to the degree examinations and in a manner to achieve success. It will not do for them to choose their optional subjects only because the examination in them is likely to be easy. They should take a real and lively interest in the books they read and the subjects they study and choose their optional course only because they have a predilection for it. (Applause) With a sincere and humble desire to know and to improve, they should endeavour to find and appreciate the good that their books place before them, appropriate it and make it a part of their own nature. Mere success at an examination and the acquisition of a degree, and through its means the improvement of one's worldly prospects are not very high motives, and are certainly unworthy of any thoughtful man, and especially of the descendants of those who disdained riches to be able to devote themselves single-heartedly to knowledge and truth. At the same time to deserve this title of sishta or educated it will not do for

THE BOMBAY EDUCATIONAL RECORD.

If no one of the nominees accept, the Government of India may select a representative. If no communication is received from any Province or Chamber of Commerce within the specified time, either the offer will be made to the next nominee, or a representative will be selected by the Government of India.

Following is the rotation prescribed for the next three years:

	1893-94.	1894-95.	1895-96.
Members of the Indian Section of the governing body in the Indian Provinces and Native States—	Madras.	Burma.	Bengal.
	Punjab.	Central Provinces.	Punjab.
	Bengal.	Assam.	North-Western Provinces and Oudh.
Members of the Indian Section of the governing body in the Indian Provinces and Native States—	Bombay.	Madras.	Punjab.
	North-Western Provinces and Oudh.	A Native State.	Burma.
	A Native State.		Central Provinces and A Native State.
Members of the Indian Section of the governing body in the Indian Provinces and Native States—	Calcutta.	Northern India.	Kanahi.
	Bombay.	Calcutta.	Northern India.
	Madras.	Bombay.	Calcutta.
Members of the Indian Section of the governing body in the Indian Provinces and Native States—	Rangoon.	Madras.	Bombay.

7. The members of the Indian Section of the governing body in the Indian Provinces and Native States—

W. T. Thibodeau, B.A., Esq., C.I.E., C.I.E., F.R.S.

General James T. Walker, R.E., Esq., LL.D. (late Surveyor-General of India).

George S. Esq., M.B., C.I.E. (Resident of the Government of India).

Members of the Indian Section of the governing body in the Indian Provinces and Native States—

Madras—David F. Armichael, Esq. (late Madras Civil Service).

Bengal—Philip Nolan, Esq. (Secretary to the Government of Bengal).

North-Western Provinces and Oudh—W. S. Halsey, Esq. (late Bengal Civil Service).

Punjab—Baden H. Baden-Powell, Esq., C.I.E. (late Civil Service).

Native States (Jeypur)—Surgeon-Lieutenant-Colonel T. H. Hendley, C.I.E. (Residency Surgeon, Jeypur).

On behalf of Indian Chambers of Commerce—

Bombay—Sir Frank Forbes Adam, C.I.E. (of Messrs. Gram & Co., Manchester).

Rangoon—James Annan Bryce, Esq. (of Messrs. Wallace Brothers).

THE BOMBAY EDUCATIONAL RECORD.

Madras—George G. Arbuthnot, Esq.

Calcutta—Sir Alexander Wilson, Kt. (of Messrs. & Co., London).

On behalf of Indian Institutions—

Poona *Sarvajanic Sabha*—Dadabhai Naoroji, F.

Benqal *British Indian Association*—Sir W. Hunter, K.C.S.I., C.I.E.

8. Fellows of the Imperial Institute are elected, on which a copy is appended to this Resolution, and whose conditions and privileges attached to Fellowship. Applications for election as Fellow, or for any information that may be required regarding the Institute, should be made to the Secretary, Imperial Institute, South Kensington.

9. The Government of India have decided that the best way in which the Imperial Institute can be made to serve the interests of India is to utilise it both for the purpose of drawing attention to the various economic products of India, especially those which are little known, and for obtaining through the Institute the governing body the trial or analysis by experts of more or less new to commerce. The object is held in view of the more fully gathered from the following explanation in the preface to the series of Commercial Hand-books which have been provided to the Institute by the Department of Economic and Statistics, Government of India. The Government of India have arranged to provide the Imperial Institute for the illustration of the Economic Products of India—

- (A) a descriptive catalogue or dictionary;
- (B) an index collection of all products;
- (C) a commercial collection of special products;
- (D) a hand-book descriptive of C.

A. The descriptive catalogue is now completed, and the 'Dictionary of the Economic Products of India' compilation has occupied eight years, and has been made under the editorship of Dr. G. Watt, C.I.E., Reporter on Economic Statistics to the Government of India. It has been confined to the collection of facts and statistics available up to the date of the publication of the work.

To each product there is assigned in the dictionary a permanent number, which will be permanently maintained for purposes of reference.

B. The index collection will, when completed, comprise samples of every economic product of India, which will be numbered in the same manner as those assigned to the products in the dictionary on a larger scale.

C. The commercial collections are provided each year with a number of products of which a collection is provided each year, and will be limited to about 20.

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... refer to the hints which he gives in connexion with the solution
... Equations."
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 No. 8, dated 1/1/01
 Despatch from
 No. 25, dated 1/1/01
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 No. 60, dated 1/1/01
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7. Circular to Local
 No. $\frac{7}{21}$, dated 17/1/01
 8. Despatch from Her Majesty's Government
 No. 63, dated 17/1/01
 9. Circular to Local
 No. $\frac{25}{21}$, dated 24/1/01

India for Beginners.—By Abdul Karim, B.A., Calcutta. A short treatise on Indian History. It is fairly got up and the price is 12 annas. It is good for the price, and the British India is carefully treated of.

Description of Trees in Balbodh Character.—By the late Govind Govindan Madgaoker, and published by his son Narayan Govind Madgaoker. Second Edition. Price, 10 annas. Most of the ordinary Indian trees, their flowers, fruits, leaves, etc., are carefully described by the writer, and his son has printed the book with care and attention. The book is good for the price.

Ugolino (Bell's English Series).—By H. G. Keene, M.A. (Oxon), etc. The book is well got up. The price is 10 annas. Mr. Keene gives a short introduction and appendix of notes. The book is useful to University students.

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Elements of Applied Mathematics (George Bell and Sons), in 2 vols. The price is 10 annas. It is a very useful book to the students of Mathematics, including Kinetics, Statics and Hydrostatics. The price is not higher than the ordinary level of this series.

Shakespeare's Cymbeline (Indian University Series).—By E. Winckur, B.A., Madras, edited by E. Winckur, B.A., Madras, Tinnevely. The introduction and notes are useful. The price is not higher than the ordinary level of this series.

DEPARTMENTAL NOTICES.

NOTIFICATION.

The subjoined Government Resolution No. 4177 (Finance Department), dated 1st December 1893, is published for information and guidance of officers concerned.

Poona, 26th Dec.

[To be substituted by the Government Resolution of the 1st Dec 1893.]
Salaries and Allowances of Officers of the Government Departments in which the Civil Service is carried on.

Resolution of the Government and Commission

On 26th August, N. 26, 1893, the Government should have allowed a special leave to officers to the special leave to officers of the Government.

The object of the Government is to provide for the payment of salaries and allowances to officers of the Government who are absent from duty on special leave.

By order of the Secretary to the Government of Bombay.

Governments and Administrations, the several Departments of the Government of India, to the Comptroller and Auditor General, and to all Accountants General and Comptrollers for information."

Order from the Government of India to Her Majesty's Secretary to the Government of India, Finance and Commerce Department, Leave Allowances, No. 274, dated 22nd August 1893.

We have recently had under consideration the question of the extent of the application of the orders in Lord Cross' Despatch No. 125, dated 25th June 1891, regarding minimum leave allowances. Hitherto we have assumed that the orders were intended to apply only to members of what was formerly termed the Uncovenanted Service; and on receipt of the Despatch of June 1891, we embodied the orders in Chapters XIII and XIV of the Civil Service Regulations only, and did not make any alterations in the chapters which contain the Leave Rules applicable to special Departments or special officers in Part V of the Regulations.

We now explain that our assumption was based on the fact that the leave allowance was one of the conditions of the general body of the service, and that the members of the special Departments were not members of the general body. We are therefore of opinion that the orders in Lord Cross' Despatch of June 1891 were intended to apply to the general body of the service, and that the members of the special Departments were not members of the general body. We are therefore of opinion that the orders in Lord Cross' Despatch of June 1891 were intended to apply to the general body of the service, and that the members of the special Departments were not members of the general body. We are therefore of opinion that the orders in Lord Cross' Despatch of June 1891 were intended to apply to the general body of the service, and that the members of the special Departments were not members of the general body.

3. The classes of officers with special rules are—

- | | |
|-------------------------------|--------------------------------------|
| (1) Lieutenant-Governors. | (7) Law Officers. |
| (2) Members of Council. | (8) State Railway Establishments |
| (3) Judges of the High Court. | (9) Bengal Covenanted Pilot Service. |
| (4) Barristers. | (10) Port Blair Police. |
| (5) Statutory Civil Servants. | (11) Assam Military Police. |
| (6) Ecclesiastical Officers. | |

"Classes (1), (2), (3), (4) and (6) would not be affected owing to their high rates of pay or to the fact that better minimum leave allowances have been fixed by their own special rules. Law officers might in certain cases benefit by the concession."

RESOLUTION.—Copies of the Resolution of the Government of India and its enclosure should be forwarded to all Departments of the Secretariat and all Heads of Offices under them for information.

ation with reference to Government Resolution No. 4468, dated 19th December 1893.*

W. L. HARVEY,

Under-Secretary to Government

TO ALL DEPARTMENTS OF THE SECRETARIAT, ALL HEADS OF OFFICES UNDER THE SEVERAL DEPARTMENTS OF THE SECRETARIAT, except those under the Military Department and the Public Works Department, Railway, &c.

Chubb's Locks.

NOTIFICATION.

The subjoined Government Resolution No. 4468 (Financial Department), dated 19th December 1893, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction

Poona, 31st December 1893.

No. 4468.

FINANCIAL DEPARTMENT

Bombay Castle, 19th December 1893.

Letter from the Superintendent of Stationery, No. 5341, 5th December 1893:—

With reference to Government Resolution No. 3426, dated 10th October 1893, in which it has been ordered that Chubb's Locks required by Government officers in this Presidency to be obtained from England through this office, I have the

Government Resolution, Financial Department, No. 2029, dated 2nd June 1883.

Government Resolution, Financial Department, No. 4629, dated 24th December 1883.

Government Resolution, Financial Department, No. 3397, dated 14th October 1884.

Government Resolution, Financial Department, No. 1763, dated 21st June 1886.

Government Resolution, Financial Department, No. 1957, dated 9th May 1892.

suggest that the attention of all Heads of Offices be drawn to the orders of Government noted in the margin, which direct the use of country locks for all ordinary purposes, and that they be informed that the fresh orders are not intended to interfere in any way with the existing rules on the subject of country locks. In the absence of any such directions, it is likely that numerous demands for the costly Chubb's Locks, which, I presume, are to be used in case of absolute necessity only, will be made on this Department."

* See Record for February 1892, page 38.—Ed., B. E. R.

RESOLUTION.—Copy of the letter from the Superintendent of Schools should be forwarded to all Departments of the Secretariat and all Heads of Offices under the Civil Departments for their information and guidance.

W. L. HARVEY,

Under-Secretary to Government.

DEPARTMENTS OF THE SECRETARIAT; THE SUPERINTENDENT OF PRISONS; THE ACCOUNTANT GENERAL; All other Heads of Offices under the Civil Departments of the Secretariat, &c.

Books and Publications.

NOTIFICATION.

The Revised Government Resolution No. 4552 (Financial Department) dated 23rd December 1893, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

1st January 1894.

No. 4552.

FINANCIAL DEPARTMENT.

Bombay Castle, 23rd December 1893.

Letter of the Government of India, Finance and Commerce Department, Accounts and Finance—Stores, No. 5139-s.B., dated 24th November 1893:—

Recd again—

Resolution of the Government of India in the Finance and Commerce Department, No. 2980, dated the 25th August 1894, regarding the supply of books, periodicals and newspapers to Government Departments and Officers.

Recd—

Resolution of the Government of India in the Finance and Commerce Department, No. 5967, dated the 1st November 1893.

Letter from the Government of Bombay, Military Department, No. 1310-G., dated the 28th August 1893.

RESOLUTION—The following addition should be made to paragraph 10 of the Resolution of 25th August 1884:—

This ruling does not apply to any of those publications which are issued under the authority of Government by a private press and sold as a private enterprise, the Government paying for the number of copies taken. In such cases payment will be recovered by the press on bills submitted against the Department concerned or against the Superin-

tendent of Stationery, Calcutta, when the publications are obtained through the agency of that officer under the rules prescribed in the Resolution in this Department, No. 5967, dated the 1st November 1888.

“ORDER.—Ordered, that the foregoing Resolution be communicated to the Departments of the Government of India, to the Local Governments and Administrations, to the Comptroller and Auditor General, to the Comptroller, India Treasuries, to all Accountants General and Comptrollers, to the Heads of Departments under the Finance and Commerce Department, and to the Superintendent of Stationery, Calcutta.”

RESOLUTION—Copies of the Resolution of the Government of India should be forwarded for information and guidance to all Departments of the Secretariat and all Heads of Offices under the Civil Departments of the Secretariat with reference to Government Resolutions Nos. 3360, dated 13th September 1884, and 2200, dated 7th June 1889.

W. L. HARVEY,

Under-Secretary to Government.

TO THE MILITARY DEPARTMENTS, THE SECRETARIAT, ALL THE DEPARTMENTS OF THE SECRETARIAT, THE SUPERINTENDENT OF STATIONERY, THE ACCOUNTANTS GENERAL, AND ALL HEADS OF OFFICE under the Civil Department of the Secretariat, &c.

GOVERNMENT OF BOMBAY.

NOTIFICATION.

With regard to the notification issued by the Educational Inspector, Central Division, on Section 3 of the Scholarship Rules, published at page 240 of the *Educational Record* for October 1892, the undersigned gives notice, on the authority of the Director of Public Instruction, that boys who belong to a school in a District which is purely a feeder to a school of a higher grade in that District, and who are transferred to the school of the higher grade in the ordinary course of their Educational career, may compete for a scholarship, though they have not completed 12 months attendance at the school last joined. *Exempli gratia*—a boy in Standard III. of an Anglo-Vernacular School, which does not teach High School Standards, who is transferred to Standard IV. of a High School in the same District, may appear for a scholarship, though he has not attended the High School for 12 months. The same rule applies to boys who attend a Branch Vernacular School, and who are transferred to a school of superior grade because they have exhausted the curriculum of their first school.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 22nd December 1893.

APPOINTMENTS AND CHANGES.

THE FOLLOWING LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF DECEMBER 1893 TO THE 15TH OF JANUARY 1894.

16th December 1893.—Leave, without pay, for four months and five days, is granted to Mr. Shaik Jaffar Mahomed, Second Assistant Deputy Educational Inspector, Poona Sub-Division.

Mr. N. S. Mahajan, Third Assistant Deputy Educational Inspector, Poona, is appointed substantive *pro tem.* Second Assistant Deputy Inspector, Poona Sub-Division.

Mr. Shaik Sardar, Seventeenth Assistant Master, Poona High School, is appointed substantive *pro tem.* Third Assistant Deputy Inspector, Poona Sub-Division.

20th December 1893.—Privilege leave, on half pay, for six weeks, is granted to Mr. M. V. Kirpalani, Second Assistant Master, S. P. High School, Karachi.

Mr. B. G. Pahlajani, Third Assistant Master, Karachi High School, is appointed Acting Second Assistant Master in the Karachi High School.

21st December 1893.—An extension of one month's leave on private duty is granted to Mr. V. N. Sadhale, Eighth Assistant Master, Bhamblur High School.

21st December 1893.—The resignation of Mr. K. G. Deshpande, Assistant *pro tem.* Principal Assistant Master, S. P. High School, is accepted.

21st December 1893.—Mr. Narbadram Kanchan is appointed to teach gold and silver work in the Art Workshops of the S. P. J. School of Art.

Mr. G. N. Khare is appointed First Assistant Master, Dhulia High School, continuing substantive First Assistant Master of the B. J. High School, Thana, subject to the lien of Mr. R. B. Bhagwat.

24th December 1893.—An extension of ten days' privilege leave on half pay is granted to Mr. G. V. Kharkar, Thirteenth Assistant Master, B. J. High School, Thana.

The following appointments are made in the B. J. High School, Thana:—

Mr. C. R. De Lemos, Sixth Assistant Master, to be substantive *pro tem.* Fifth Assistant Master.

Mr. G. B. Jogalekar, Seventh Assistant Master, to be substantive *pro tem.* Sixth Assistant Master.

Mr. N. B. Degvekar, Eighth Assistant Master, to be substantive *pro tem.* Seventh Assistant Master.

Mr. A. B. Deo, Ninth Assistant Master, to be substantive

Mr. S. A. K. Ahmadi, Tenth Assistant Master, to be substantive *pro tem*. Ninth Assistant Master.

Mr. N. V. Joshi, Eleventh Assistant Master, to be substantive *pro tem*. Tenth Assistant Master.

Mr. V. V. Pandit, Twelfth Assistant Master, to be substantive *pro tem*. Eleventh Assistant Master.

Mr. G. V. Kharkar, Thirteenth Assistant Master, to be substantive *pro tem*. Twelfth Assistant Master.

Mr. G. R. Patkar, Fourteenth Assistant Master, to be substantive *pro tem*. Thirteenth Assistant Master.

Mr. N. R. Chitnis to be Acting Tenth Assistant Master, *vice* Mr. Joshi.

Mr. V. G. Kotwal to be Acting Twelfth Assistant Master, *vice* Mr. Kharkar.

26th December 1893.—Leave, without pay, for eleven months, is granted to Mr. H. B. Dave, Head Master, Godra Anglo-Vernacular School, and substantive *pro tem*. Fourth Assistant Master, Nariad High School.

Mr. K. A. Bala, B.A., substantive *pro tem*. Seventh Assistant Master, Nariad High School, is appointed substantive Fourth Assistant Master in the same School, during Mr. Dave's absence or until further orders.

Mr. C. H. Mehta is appointed substantive Assistant Master, Nariad High School, until further orders.

26th December 1893.—Mr. Syad Abdul Gaffor Kaderi, substantive *pro tem*. Eighteenth Assistant Master, School, during the absence of Mr. Shaik Sardar until further orders.

Mr. V. K. Bhat is appointed substantive *pro tem*. Seventeenth Assistant Master, Poona High School.

27th December 1893.—Two months' privilege leave, on half pay, is granted to Mr. D. H. Dastur, Lecturer in Physics, Deccan College, Poona.

3rd January 1894.—The following appointments are made in the Elphinstone High School until further orders:—

Mr. S. F. A. Edroos to be Acting Fifth Assistant Master, *vice* Mr. Billimoria.

Mr. K. F. Daruvala to be Acting Sixth Assistant Master, *vice* Mr. Desai.

Mr. F. K. Bajan to be Acting Seventh Assistant Master, *vice* Mr. Edroos.

Mr. W. K. Munshi to be Acting Ninth Assistant Master, *vice* Mr. Daruvala.

Mr. S. B. Doctor to be Acting Eleventh Assistant Master, *vice* Mr. Bajan.

Mr. E. R. Sahiar to be Acting Twelfth Assistant Master, *vice* Mr. Munshi.

one who has got his degree to think that his work is accomplished and he has nothing more to do with books or knowledge. An educated native should continue through his life to take interest in the great subjects of knowledge which occupy the attention of man, and should go on closely watching the progress of ideas in Europe, where, of course, there is greater movement of thought than in our country. He will forfeit his claim to be considered a man of culture if he chooses to be ignorant of what the progressive nations of the West are thinking, doing, and admiring. But in the course of our progress in this life-long education we are likely, in consequence of our previous antecedents, to misunderstand and misapply European ideas. Against such a misunderstanding and misapplication we have to guard ourselves. For instance, the ideas of self-respect, personal independence, national independence, liberty of speech, and patriotism are constantly brought to our notice, and there is evidence that a good many of our men do not understand their proper limitations."

THE LATE M. WADDINGTON, whose death is announced, was a great French statesman and diplomatist. His father settled in France, and became naturalized, but his son received a double education. Having been early educated in France, he went up to Rugby in 1841, and to Trinity College, Cambridge, with an exhibition from his school in 1845. He graduated in 1849 first class in the classical tripos. He is still remembered at Rugby and Cambridge as a distinguished athlete. After completing his education he returned to France, where his valuable contributions towards the history and archæology of the country led to his election in 1865 as a Member of the Academy of Inscriptions and Belles Lettres. After a varied career in the French Legislative body he was appointed Minister of Public Instruction in 1876, and afterwards served as Foreign Minister at the Courts of Russia and England. He was very popular in England, and his thorough knowledge of the country in which he had been educated, combined with his own manly and states-man-like character went far to maintain the cordiality of the relations between England and France, which characterised the period of his term as Ambassador. His name is familiar in this Presidency, where one of his appointments was for a long time Educational Inspector of the Central Division,

and where another is now Acting Principal of the Rajkumar College at Rajkot.

THE MARATHI VERSION OF "DOMESTIC ECONOMY AND SANITARY SCIENCE," by Mr. B. P. Modak, is well done, and is worth the price the translator has fixed upon it. Students of the higher Marathi Schools and pupils of the Training College will greatly benefit by reading the book. The price is Re. 1-8-0, and the book can be had at the Government Central Book Depôt, Bombay.

We have pleasure in presenting our readers this month with the thirtieth annual issue of the Departmental Directory, showing all names on the Provincial List on the 1st November 1903.

THE FIFTY HIGHEST ON THE MATRICULATION LIST.

The following is a list of the schools which sent up the 50 highest on the Matriculation Class List :—

Institution,	No. passed.
St. Xavier's High School	9
Rajaram High School, Kolhapur	6
Elphinstone High School	5
New English School, Poona	4
St. Vincent's High School, Poona	4
Poona Native Institution	3
Scottish High School, Byewalla	2
Hyderabad High School (Sind)	2
Hiranand Academy, Hyderabad (Sind)	2
Cathedral Girls' High School... ..	1
New High School, Bombay	1
Shukarpar High School	1
Dhulia High School	1
Grammar High School, Karachi	1
St. Mary's Institution, Mazagaon	1
Sardar's High School, Belgaam	1
Private Tuition... ..	1
Surat High School	1
Indian Female Normal School and Instruction Society	1
St. Peter's Boys' High School, Mazagon	1
Ahmednagar High School	1
Byramji Jijibhoj High School, Thana	1

THE FIFTY HIGHEST ON THE UNIVERSITY
SCHOOL FINAL LIST.

The following is a list of the schools which sent up the 50 highest on the University School Final List:—

Institution.	No. passed.
Private Tuition... ..	12
New English School, Poona	4
London Mission High School, Belgaum	3
Surat High School	3
Mission High School, Surat	3
Ratnagiri High School	2
Dhule High School	2
Ahmedabad High School	2
Bijapur High School	2
Rajaram High School, Kolhapur	2
Basel German Mission High School, Dharwar	2
Savantwadi English School	2
Nasik High School	2
Baroda High School	1
Free General Assembly's Institution... ..	1
Dharwar High School	1
Navanagar High School	1
Sirdar's High School, Belgaum	1
Poona High School	1
Sholapur High School	1
Anglo-Vernacular School, Abrama	1
Proprietary High School	1

GOVERNMENT EDUCATIONAL LIBRARY AND
MUSEUM.

1. The following new books and fresh additions are now available in the Library.
2. The Library and Museum are open every Saturday from 12 to 5 (Bombay time).
3. See notice on *Record* for February 1887, p. 44.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 16th February 1894.

Author.	Title of Work.	Publisher.	Price.
	<i>Class 6. — Arithmetic.</i>		£ s. d.
S. Jackson, M. A....	Commercial Arithmetic ..	Macmillan & Co. ..	0 4 6
	<i>Class 11. — Chemistry.</i>		
Roscoe and Lunt ...	Inorganic Chemistry for Beginners.	Do. ...	0 2 6
	<i>Class 25. — English Lan- guage and Literature</i>		
K. Deighton ...	Shakespeare's Romeo and Juliet.	Do. ...	0 2 6
Do. ...	Do. King Henry IV., Part I.	Do. ...	0 2 6
Do. ...	Do. do Part II.	Do. ..	0 2 6
Charles Kingsley ...	Hereward the Wake ...	Do. ...	0 2 6
C. H. Wyatt ...	The English Citizen—His Life and Dut es	Do. ...	0 2 6
Macmillan ...	Recitation Books, Nos. 37— 42.	Do. .	0 2 6
	<i>Class 33. — German.</i>		
G. Eugène Fasnacht	Primary Series of French and German Readings.	Do. .	0 2 6
	<i>Class 38 —History and Biography.</i>		
Macmillan ...	History Readers, Book VII.	Do. ..	0 2 6
	<i>Class 46. — Mathematics.</i>		
Asutosh Mukhopa- dhyay.	Geometry of Conics ..	Do	.....
	<i>Class 43. — Sanskrit</i>		Rs. a. p.
K. M. Páthak	Śhāmadbhagavadgītā ..	K. M. Páthak ...	1 0 0
Shrinivas Govind Bhānáp.	The Nāgānandam—A Sanskrit Drama.	S. G. Bhānáp ...	1 8 0
Do. ...	The Uttararāmacharita— A Sanskrit Drama.	Do. ...	1 8 0
	<i>Class 64 — Science.</i>		£ s. d.
E. F. Willoughby ...	Public Health and Demo- graphy.	Macmillan & Co. ...	.....
.....	<i>Class 50 — Miscellaneous.</i> The Book-eller for Janua- ry 1894.	Whitaker & Co. ..	0 0 6

BOOKS SANCTIONED.

NOTIFICATION.

(By the Director of Public Instruction.)

FOR USE AS TEXT BOOKS.

SANSKRIT.		Rs. a. p.
Nayanandam—a drama by king Shri Harsha and edited by Shrinivas Govind Bhanap	1 8 0	
Uttara Ramcharit—a drama by Bhava Bhuti and edited by Shrinivas Govind Bhanap	1 8 0	

B. R. SAHASRABUDHE,
Acting Educational Inspector, C. D.

Poona, 2nd February 1894.

NOTIFICATION.

(By the Director of Public Instruction.)

FOR SCHOOL LIBRARIES.

	Rs. a. p.
Public-School Life in England—a Lecture, by H. P. Jacob	1 0 0
Sir W. W. Hunter's Series called "Rulers of India," 23 books. Price 2s. 6d. each.—	

1. Akbar.
2. Albuquerque.
3. Aurangzib.
4. Madhavarao Sindhia.
5. Lord Clive.
6. Dupleix.
7. Warren Hastings.
8. The Marquis Cornwallis.
9. Haidar Ali and Tipu Saheb.
10. The Marquis Wellesley.
11. The Marquis of Hastings.
12. Mountstuart Elphinstone.
13. Sir Thomas Munro.
14. Earl Amherst.
15. Lord William Bentinck.
16. Earl of Auckland.
17. Viscount Hardinge.

18. Ranjit Singh.
19. The Marquis of Dalhousie.
20. Clyde and Strathnairn.
21. Earl Cauning.
22. Lord Lawrence.
23. The Earl of Mayo.

B. R. SAIHASRABUDHE,
Acting Educational Inspector, C. D.

Poona, 7th February 1894.

Books sanctioned by the Director of Public Instruction.

MARATHI.

	FOR LIBRARIES AND PRIZES.	Rs. a. p.
Páni, or Water by Srinivasa Bhikaji Sirdesai ...	...	0 12 0
Mahárástra Bháshechi Lekan Kala, or Marathi Composition, by Gopal Narayan Shastri Sathye ...	...	1 8 0
Svaparákrama, or Self-Help, by Ganesh Bhikaji Gunjekar.	0 4 0	0 4 0

FOR LIBRARIES.

Masúrika va Tannivárnáarth Upáya, or Treatise on Small-Pox and Vaccination, by Sadashiv B. Desai ...	...	0 4 0
Hindusthanantil Sampattik Dravyen, Vol. I., by M. R. Mule ...	...	3 0 0

FOR PRIZES.

Subodha Goshti, Part II., by Hari Krishna Damle ...	...	0 2 0
Do. do. do. III., do. do. ...	...	0 2 0
Sáyankálchi Karmanúk do. do. ...	...	0 6 0
Thoranchya Akhyaika do. do. ...	...	0 1 6
Kathamrit, by J. N. Joshi...	0 7 0

FOR SCHOOL USE.

Shálentil Kaváyit, or School Drill, by Mahadeo N. Joshi.	0 4 0
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ANGLO-GUJARATI.

English Exercises, Part III., by Rev. T. Wells...	...	0 6 0
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GUJARATI.

Nalákhyán, by Narmadashankar Lalshankar	0 5 0
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G. B. NENE,
Curator.

*Gont Central Book Depôt,
Bombay, 15th February 1894.*

DEPARTMENTAL NOTICES.

Supply of Blue-Black Ink.

NOTIFICATION.

The subjoined Government Resolution No. 213 (Financial Department), dated 17th January 1894, is published for the information of Educational officers.

K. M. CHATFIELD,

Poona, 25th January 1894.

Director of Public Instruction.

No. 213.

FINANCIAL DEPARTMENT.

Bombay Castle, 17th January 1894.

Letter from the Superintendent of Stationery, No. 29, dated 5th January 1894:—

“ Government in sanctioning the use of country blue black ink by public officers, ordered in paragraph 2 of their Resolution No. 1261, dated 25th March 1889, that the ‘ink should ordinarily be bought locally and paid for out of the contract contingent grants of the officers who require it.’ These orders were intended to apply to such offices as did not get their supplies from the stationery stores, and it is believed that the blue black ink is, under the above ruling, at present obtained by officers in the Presidency Town, as also in the mofussil in considerable quantities. As I have already pointed out, a saving would accrue to Government if the blue-black ink powders referred to in my letter to Government, No. 3783, dated 27th July last, were made use of by these officers also in place of the liquid ink. I have the honour accordingly to suggest that the orders passed in Resolution No. 2929,* dated the 24th August 1893, be communicated to all the officers and Departments to whom the Resolution of March 1889, No. 1261, was circulated, as also to other ministerial officers (Mámlatdárs, &c.) who have been allowed fixed allowances for the purchase of stationery ”

RESOLUTION.—The suggestion made by the Superintendent of Stationery is approved.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT; THE SUPERINTENDENT OF STATIONERY, THE ACCOUNTANT GENERAL; ALL OTHER HEADS OF OFFICES UNDER THE CIVIL DEPARTMENTS OF THE SECRETARIAT, &c.

No. 2929.

FINANCIAL DEPARTMENT.

Bombay Castle, 24th August 1893.

Letter from the Superintendent of Stationery, No. 3733, dated 27th July 1893—Stating as follows :—

“In their Resolution No. 3063, dated 27th July 1892, Government sanctioned the purchase, up to the end of the current official year, of country, liquid blue-black ink from a firm of Parsee dealers in Bombay, working under the name and style of Hamilton and Company of Bombay. The ink is, under Government orders, issued for the use of such high functionaries only as have been authorized by Government to use it, and several complaints as to its inferiority have been received from some of them from time to time. None, however, has been so serious as that made recently by the Political Resident at Aden, from which it appears that Messrs. Hamilton's ink serves more as a copying ink than an ordinary writing fluid, and is capable of reproducing writing written with it on any paper with which it comes into contact. I send the spoilt paper received from the Political Resident, which will show that the defect pointed out is a serious one and likely to cause confusion in accounts and office matters.”

making remarks ; and adding as follows :—

“6. Taking the above facts into consideration, I would recommend that the ink powder manufactured by the Indian Ink Manufacturing Company be introduced immediately into Government Offices in place of Hamilton's ink. The Company state that they have quoted low rates on the understanding that the term of contract will extend over five years. But as it would not be advisable to enter into a contract for such a long period at once, I would suggest that the powders be tried up to the end of the next official year, and if at the close of that period they are found to succeed, the term may be extended for three years further.

“7. The black ink powders used for ordinary office purposes have also given rise to several complaints from officers, and as the contract in regard to the supply of these powders is just over, I take the opportunity of suggesting with a view to doing away, once for all, with the numerous complaints that are always being received, that the issue of the blue-black ink powders be made a general one, and they be substituted for the black ink powders hitherto supplied. The additional expense that will accrue by the substitution will, in my opinion, be more than counterbalanced by the saving that will be effected by the displacement of the liquid blue-black ink and by the satisfaction that the blue-black ink prepared from the powders will give to all indenting officers.”

Memorandum from the Superintendent of Stationery, No. 4005, dated 10th August 1893—Furnishing the information called for in Government memorandum No. 2712, dated 5th idem.

RESOLUTION.—The proposals made by the Superintendent of Stationery in paragraphs 6 and 7 of his letter No. 3783, dated 27th July 1893, are sanctioned.

W. L. HARVEY,

Under-Secretary to Government.

TO THE SUPERINTENDENT OF STATIONERY; THE ACCOUNTANT-GENERAL.

The use of Envelopes for Official Correspondence.

NOTIFICATION.

The subjoined Government Resolution No. 215 (Financial Department), dated 17th January 1894, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 25th January 1894.

No. 215.

FINANCIAL DEPARTMENT.

Bombay Castle, 17th January 1894.

Letter from the Postmaster General, Bombay, No. G-90, dated 27th November 1893:—

“The Director General of the Post Office has lately addressed me on the subject of the envelopes used for official correspondence. It is a matter of common Post Office experience that official correspondence is frequently enclosed in covers that are too loose and too long, and the result is that the covers arrive at the office of destination in a torn state, though this result is not unfrequently due to the flimsy paper of which the envelopes are made.

“2. The Postmaster General, Madras, has lately been in correspondence with the Madras Government on this subject, and, as the result of this, orders have been issued by that Government that closer supervision should generally be exercised as regards the covers of official letters. The attention of all officers has further been drawn to the following direction among others.—

‘The contents of a cover should, as far as possible, be always of the same size as the cover itself. The enclosure of a small packet in a large cover, besides involving wastage as regards both stationery and postage, renders the packet liable to damage in transit.’

"3. I have therefore the honour to suggest that if Government think fit, similar orders might be issued in this Presidency."

Memorandum from the Superintendent of Stationery, No. 5597, dated 22nd December 1893:—

"In reply to the foregoing, the undersigned has the honour to state that with a view to check waste of stationery, this office has had on several occasions to bring to the notice of officers (the misuse to which envelopes made of costly paper have been put by them. There have been several instances in which large bulky envelopes made of thick white cartridge paper are used for thin correspondence consisting of only a quarter sheet of foolscap. On the other hand, cases have come to notice, in which heavy correspondence is enclosed in small-sized envelopes, which necessarily get split during transit, and in that case complaints are made that the envelope paper is not tough enough to hold the enclosures. If envelopes made of the right description of paper were judiciously used complaints from every quarter would cease, as three sorts of paper both stout and thin are issued from the stationery stores for the purpose. The undersigned therefore fully concurs in the opinion expressed by the Postmaster General, and would suggest the issue of a circular in the terms indicated by that officer, as such a course would lead to economy as regards both stationery and postage."

RESOLUTION.—Copies of the letter from the Postmaster General and of the memorandum from the Superintendent of Stationery should be forwarded to all Departments of the Secretariat and all Heads of Offices under the Civil Departments for information and guidance.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT; THE SUPERINTENDENT OF STATIONERY; THE ACCOUNTANT GENERAL; ALL OTHER HEADS OF OFFICES UNDER THE CIVIL DEPARTMENTS OF THE SECRETARIAT, &c.

Exchange Compensation Allowance.

NOTIFICATION.

The subjoined Government Resolution (Financial Department), dated 23rd January 1894, is published for the information of Educational Officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, 1st February 1894.

No. 292.

FINANCIAL DEPARTMENT.

Bombay Castle, 23rd January 1894.

Memorandum from the Government of India, Finance and Commerce Department, No. 4-P, dated 6th January 1894—Forwarding, for information, the following extract paragraph 2 of a Despatch from Her Majesty's Secretary of State for India, No. 233 Financial, dated 23rd November 1893:—

"2. Under Rule 12, published with your notification, dated the 18th of August last, No 3624-A., exchange compensation allowance is to be drawn in the manner and under the rules under which pay is drawn, and it should be notified that arrears of the allowance not drawn in India cannot be issued by the Home Treasury.

RESOLUTION.—Copies of the extract should be forwarded to all Departments of the Secretariat and all Heads of Offices under the Revenue, Financial, General, Judicial, Political, Educational, Marine and Ecclesiastical Departments, for information and guidance, with reference to Government Resolution No. 3237, dated 20th September 1893.*

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT; ALL HEADS OF OFFICES UNDER THE POLITICAL, JUDICIAL, EDUCATIONAL, MARINE, ECCLESIASTICAL, REVENUE, FINANCIAL, AND GENERAL DEPARTMENTS OF THE SECRETARIAT.

Exchange Compensation Allowance.

NOTIFICATION.

The subjoined Government Resolution, No. 344 (Financial Department), dated 26th January 1894, is published for the information of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 5th February 1894.

No. 344.

FINANCIAL DEPARTMENT.

Bombay Castle, 26th January 1894.

Resolution of the Government of India, Finance and Commerce Department, No. 121-A., dated 12th January 1894 —

"Read—

No. 243 (Financial), dated 7th December 1893.

From—The Secretary of State for India.

To—The Government of India.

* See Record for November 1893, page 259.—ED., B. E. R.

" My attention has been drawn to two remittances included in the Madras Rolls for the weeks ended the 3rd and 10th of October last, from Surgeon-Majors S. H. Dántra and N. Chatterjee, respectively. Both remittances were converted at 1s. 4½d., the rupee.

" 2. I presume that these remittances were allowed, because these officers were not entitled, as Europeans or Eurasians not domiciled in India, to the exchange compensation allowance granted under your Notification, dated the 18th of August 1893, No. 3624-A.

" 3. It is, therefore, necessary to define the privileges, as regards remittances and furlough pay, of such officers, whether natives of India or Europeans or Eurasians domiciled in India.

" 4. As regards remittances, I consider that they should not be deprived of any privileges which they possessed when the above-mentioned Notification was issued, since such a deprivation would be inconsistent with the terms of contract of service referred to in paragraph 3 of the Notification. For the current financial year such remittances may be allowed at 1s. 4½d. the rupee, as was temporarily permitted by my Despatch, dated the 15th of June 1893, No. 115, but, after the 1st of April next, it is necessary to revert to the rate of exchange for the adjustment of financial transactions between the British and Indian Governments. In all future contracts the right to make remittances through the Government will be omitted, except in special cases where it may seem desirable to retain it.

" 5. Passing to the rate of exchange at which furlough allowances stated in rupees are issued from the Home Treasury, paragraph 4 of your Notification above referred to does not limit the rate of 1s. 6d. the rupee to European and Eurasian officers not domiciled in India; and in my Despatch, dated the 7th of September last, No. 181, it was stated generally, at the end of paragraph 4, that 'Furlough pay issued from the Home Treasury will also be granted at that rate' (1s. 6d.). The furlough pay of natives of India and of Europeans and Eurasians domiciled in India will, therefore, when stated in rupees, be issued in this country at the privileged rate of 1s. 6d. the rupee.

" ORDERED, that copies of the Despatch be forwarded to all the Departments of the Government of India, to the several Local Governments and Administrations, to the Comptroller and Auditor General, to all Accountants General and Comptrollers, and to the Heads of Departments under this Department, for information."

RESOLUTION.—Copies of the Resolution should be forwarded to all Departments of the Secretariat and all Heads of Offices under the Revenue, Financial, General, Judicial, Political, Educational, Marine, and Ecclesiastical Departments, for information and guidance, with reference to Government Resolution No. 3237, dated 20th September 1893.*

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, ALL HEADS OF OFFICES UNDER THE POLITICAL, JUDICIAL, EDUCATIONAL, MARINE, ECCLESIASTICAL, REVENUE, FINANCIAL AND GENERAL DEPARTMENTS OF THE SECRETARIAT, &c.

Income Tax.

NOTIFICATION.

The subjoined Government Resolution No. 401 (Financial Department), dated 30th January 1894, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 14th February 1894.

No. 401.

FINANCIAL DEPARTMENT.

Bombay Castle, 30th January 1894.

Letter from the Government of Bombay to the Government of India, No. 3990, dated 20th November 1893.

Letter from the Assistant Secretary to the Government of India, Finance and Commerce Department, No. 193-s.r., dated 13th January 1894:—

“I am directed to acknowledge the receipt of your letter No. 3990, dated the 20th November 1893, suggesting the publication of a rule prescribing a period of six months after the close of the financial year as the limit of time within which a person, whose monthly salary is Rs. 1⁰ or more, but whose total income in the year from all sources is, owing to absence on leave or degradation to a lower post, less than Rs. 500 for the year, should apply for the refund of Income Tax deducted from his monthly salary.

“2. I am to say that the Governor-General in Council does not consider it expedient at present to frame any formal rule on the subject, but that each case should be dealt with as it arises, the claim for refund being admitted if good cause is shown on the merits.”

* See *Record* for November 1893, page 259.—ED., B. E. R.

RESOLUTION — Copies of the letter from the Government of India should be forwarded to the Commissioner, C. D., and the Collector of Poona for information and guidance, with reference to Government Resolution No. 3788, dated 31st October 1893.

2. Copies should also be forwarded to all other Heads of Offices under the several Civil Departments and to all Departments of the Secretariat for information and guidance.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, THE COMMISSIONER, C. D.,
THE COLLECTOR OF POONA, ALL OTHER HEADS OF OFFICES
UNDER THE SEVERAL CIVIL DEPARTMENTS OF THE SECRETARIAT,
&c.

NOTIFICATION.

It is hereby notified that an examination of Matriculated candidates for Teacherships in Government High and Anglo-Vernacular Schools will be held at Dharwar on Monday, the 1st October 1894, and the following days.

2. This examination is for Canarese and Marathi candidates.
3. It is voluntary and is open to all persons who have Matriculated.
4. The subjects of examination will be—
 - (a) Written translation from English into Canarese or Marathi and from Canarese and Marathi into English. Also, if the Candidate desires it, written translation from English into Latin or Sanscrit and from Latin or Sanscrit into English.
 - (b) *Vivá-voce* translation from and into the same languages.
 - (c) *Vivá-voce* examination in Elementary History and Geography and in Elementary Astronomy. (Matriculation Standard)
 - (d) A paper in Arithmetic and the first two books of Euclid.
 - (e) A paper and *vivá voce* examination in "Fowler's Discipline and instruction," which is the Text book on the Art of Teaching appointed for this examination.
5. Candidates who present themselves at this examination and obtain certificates will be selected for appointments in preference to uncertificated Matriculates.
6. Persons already holding appointments as Teachers in High or Anglo-Vernacular Schools are not compelled to appear at this examination, but by appearing and obtaining a certificate, they will establish a claim to promotion over uncertificated teachers.
7. The Committee of Examination will be presided over by the Educational Inspector, S. D.

8. Certificates will be given only to those candidates who get at least 30 per cent. of the marks in each subject, and 50 per cent. of the total number of marks for all subjects. The certificate will indicate the relative merit of the candidate by a number showing his place in the list of successful candidates. A register kept in the office of the Director of Public Instruction and Educational Inspector, S. D., will show the marks obtained by each candidate in each subject, and will be used as a guide in making appointments.

9. Candidates who intend to offer at the examination in October 1894, are requested to send their names to the Educational Inspector, S. D., on or before the 1st September 1894 and to state whether they desire to be examined in Sanscrit or Latin.

S. V. PATWARDHAN,
Educational Inspector, S. D.

Dharwar, 2nd February 1894.

Miss Mary Carpenter Scholarships for 1894.

NOTIFICATION.

The Miss Mary Carpenter Scholarships (founded by the National Indian Association) for the year 1894 have been awarded as follows:—

Two Scholarships of Rs. 6 each, per mensem—

- | | |
|----------------------------|-------------------------------------------------|
| 1. Gangabai H. Talpade ... | { English School for Hindu Girls,
Girgaon. |
| 2. Dhanbai B. Lam ... | { Sir Cowasji J. Readymoney's
Girls' School. |

One Scholarship of Rs. 5 per mensem—

- | | |
|----------------------------------|------------------------------------------------------------------------------|
| 1. Krishnabai Harischan-
dra. | { Students' Literary and Scientific
Society's Anglo-Vernacular
School. |
|----------------------------------|------------------------------------------------------------------------------|

One Scholarship of Rs. 4 per mensem—

- | | |
|-----------------------------|----------------------------------|
| 1. Dhanbai Fakerji Vakil... | Meerwanji Setna's Girls' School. |
|-----------------------------|----------------------------------|

The additional Scholarships opened by the Ladies' Branch Association, Bombay, for the year 1894, have been awarded as follows:—

* Two Scholarships of Rs. 6 each, per mensem.

One Scholarship of Rs. 5 per mensem—

- | | |
|---------------------------|----------------------------|
| Motibai Hormasji Dahu ... | Charni Road Girls' School. |
|---------------------------|----------------------------|

One Scholarship of Rs. 3 per mensem—

- | | |
|----------------------------|------------------------------------------------------------------------------|
| 1. Shantabai Kashinath ... | { Students' Literary and Scientific
Society's Anglo-Vernacular
School. |
|----------------------------|------------------------------------------------------------------------------|

* No candidate came forward to compete.

2. The Scholarships will be held under the conditions laid down in this Office Notification, dated 2nd December 1893, published at page 293 of the *Bombay Educational Record* for the month of December 1893. The Deputy Educational Inspector, Gujarati Schools, Bombay, will from time to time ascertain and report to this office that those conditions have been complied with, and will submit monthly bills for the amount due on account of the Scholarships.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 20th February 1894.

Election of Scholars for the High and Middle Schools Scholarships for 1894, in the Central Division.

The subjoined notice is published for the information of the Educational officers in the Central Division.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 20th February 1894.

NOTICE.

The following Scholars have been elected in the Central Division—

Collectorate.	Name of Scholar.	School attended.
	<i>High and Special Schools</i>	
Bombay ...	Kunjevchhari Bhagavantrao Vagal.	Elphinstone Middle School.
	Ismael Mahomed Merchant.	Elphinstone High School.
Poona ...	Vinayak Krishna Rajvade ...	Nutan Maráthi Vidyalaya.
	Shankar Krishna Katari ...	} Poona High School.
	Abdul Husein Abdulali Hakim.	
Sátára ...	Moro Ramchandra Godbole...	} Sátára High School.
	Govind Krishna Pavar ...	
	Shek Usman valad Abdul Nabi	
Sholápur ...	Keshav Damodar Tambekar ...	} Sholápur High School.
	Shankar Ganesh Chavan ...	
	Valli valad Ghadubhai Sepoy.	

Collectorate	Name of Scholar.	School attended.
	<i>High & Special Schools—cont</i>	
Ahmednagar.	Martand Narayan Subnis ...	Education Society's City School
	Malati Tatyaba Bhosale ...	American Mission Girls' School.
	Abdul Samad Jaffar Khan Pathan.	American Mission High School.
Násik ...	Krishnaji Pandurang Vaidya.	} Násik High School.
	Vishwanath Ganesh Navale...	
	Badizaman Habib Kazi ..	
Khándesh ...	Sudashive Vyankatesh Koranne.	New English School, Dhulia.
	Keshav Ramayya Ayya ...	Jalgaon Anglo-Vernacular School.
	<i>Middle and Special Schools.</i>	
Bombay ...	Pandurang Wasudeo Joshi ...	Amerchand Vadi School
	Vishwanath Krishna Ranade	Gurgaon Second Grade Anglo-Vernacular School
	Mukuud Ramchandra Mhatre.	Vithalvádi School.
Poona ...	Keshav Nagesh Bapat. ..	Poona School No II.
	Kalu Fulji Yeke ..	Sásvad School.
	Gangaji Mukundrao Kulbhar	Otur School.
	Raghunath Motiram Shedje	Sásvad School.
	Patban Mussakhán Tambat ..	Poona School No I
Ebrahim Haji Haroom. ..	Poona Camp Government English School.	
Sátára. ...	Vasudev Shridhar Khare ...	Sátára School No 1.
	Kashnath Shridhar Khare ...	Do.
	Sakharam Kundalik Nhavi ...	} Sátára School No II.
	Gyanu bin Tukaram Pavar ...	
	Gulab valad Shamakhán ...	
	Abdul valad Sayad Usman ...	
Sholápur ...	Narayan Ramchandra Kulkarni.	Sholápur School No. II.
	Narayan Krishna Gogte ...	Do. No I.
	Balbhdm Ganesh Chavan ...	Do.
	Pandharnath Hanhumant Fulmali.	Sholapur Camp School.
	Kasam valad Abdul Nabe ..	Sholápur School No I.
Mabelab Ismail Kalburgi ...	Do. No. II.	

Collectorate.	Name of Scholar.	School attended.
	<i>Middle & Special Schools—cont.</i>	
Ahmednagar.	Kanakmal Dalichand Bahare	Ahmednagar School No 1
	Balkrishna Vishnu Bhagwat...	Pärner School
	Krupa Rajaram Shelke. ...	American Mission Girls' School.
	Keshav Narayan Kurbade ...	Ahmednagar School No I.
	Shaik Usaf valad Shaik Rahim.	Do. No. VIII.
	Miya Saheb valad Khubani Saheb.	Dayare Hindustáni School
Násik ...	Sudashiv Annaji Joshi ...	Yeola School No. I.
	Nagesh Vishnu Sane.	Násik School No. III.
	Narayan Gopal Gujarathi .	Yeola School No I
	Trimbak valad Rama Gayakwad.	Sinnar Second Grade Anglo-Vernacular School.
	Abdul Rahaman valad Mahomed Saheb.	Yeola School No. I.
	Ahmadulla valad Miyabhai.	Do.
Khándesh ...	Sadashiv Mahadeo Panet ...	Dhulia School No. II.
	Vasudeo Parashram Joshi ...	Do. No I.
	Bapu Devji Sangle ...	Do. No. II.
	Hiraji Dhanaji Teli ...	Do. No. I
	Amir valad Shaik Karim ...	Dhulia Hindustáni School.
	Farid Shaik Amir ...	Dhulia Practising School.

R. G. OXENHAM,

Acting Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th October 1893.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF JANUARY TO THE 15TH OF FEBRUARY 1894.

16th January 1894.—Mr. R. H. Nadkarni, B.A., confirmed as Fifteenth Assistant Master, Ratnagiri High School.

20th January 1894.—Mr. B. K. Honavar is appointed substantive *pro tem*. Seventh Assistant Master, Karwar High School, until Mr. Wagle joins or until further orders.

23rd January 1894.—Mr. V. V. Deodhar is confirmed as Second Clerk in the Office of the Deputy Educational Inspector, Nasik, S. D.

24th January 1894.—Privilege leave, on full pay, for two and a half months, is granted to Mr. V. R. Dalal, Eighth Clerk, Government Central Book Depôt, Bombay.

25th January 1894.—One month's privilege leave is granted to Mr. T. V. Papat, Head Clerk to the Educational Inspector, C. D.

26th January 1894.—Leave, without pay, for six months, is granted to Mr. V. N. Sadhale, Eighth Assistant Master, Elphinstone High School.

The resignation of Mr. G. L. Kopaikar, Eleventh Assistant Master, Elphinstone High School, is accepted.

The following appointments are made in the Elphinstone High School until further orders :—

Mr. G. R. Wagle to be permanent Eleventh and substantive *pro tem.* Eighth Assistant Master, *vice* Mr. Sadhale. Mr. G. V. Dhurandhar to be permanent Twelfth Assistant Master, and substantive *pro tem.* Ninth Assistant Master, *vice* Mr. Papat.

Mr. A. M. Athavankar to be permanent Thirteenth Assistant Master and substantive *pro tem.* Tenth Assistant Master, *vice* Mr. Patwardhan.

Mr. V. R. Patki, B.A., to be permanent Fourteenth Assistant Master and substantive *pro tem.* Eleventh Assistant Master, *vice* Mr. Wagle.

Mr. S. G. Bhanap to be substantive *pro tem.* Twelfth Assistant Master, *vice* Mr. Dhurandhar.

Mr. A. N. Khare, B.A., to be substantive *pro tem.* Thirteenth Assistant Master.

Mr. G. B. Ghrud to be Acting Fourteenth Assistant Master.

Mr. B. V. Chakradeva, B. A., to be Acting Fifteenth Assistant Master.

Mr. N. G. Chapekar, B.A., to be substantive *pro tem.* Sixteenth Assistant Master.

26th January 1894.—Leave, on Medical Certificate, for three months, is granted to Mr. G. M. Kher, substantive *pro tem.* Fourteenth Assistant Master, Elphinstone High School.

Mr. V. P. Churpatkar is appointed Acting Fourteenth Assistant Master, Elphinstone High School.

27th January 1894.—Privilege leave, for two months, on half pay, is granted to Mr. A. M. Thakur, Sixteenth Assistant Master, Ratnagiri High School.

30th January 1894.—Mr. B. B. Lele, Eighth Assistant Master, Ratnagiri High School, is appointed substantive *pro tem.* Fifth Assistant Master, Elphinstone Middle School, until relieved by Mr. A. M. Thakur.

Mr. B. B. Lele is appointed permanent Sixth Assistant Master, Bijapur High School.

30th January 1894.—Privilege leave, on half pay, for one month, is granted to Mr. N. G. Maitre, Assistant Teacher of drawing in the Sir J. J. School of Art, and Mr. A. C. Vaz is appointed to act for him.

Leave, on Medical Certificate, for three months and fifteen days, is granted to Mr. R. A. Sethna, substantive *pro tem.* Fourth Assistant Master, Ahmedabad High School.

31st January 1894.—Privilege leave, on half pay, for one month and fifteen days, is granted to Mr. S. K. Vanavale, Second Assistant Master, Satara High School.

The following appointments are made in the Elphinstone High School :—

Mr. K. F. Daruvala to be Acting Fifth Assistant Master, *vice* Mr. Billimoria.

Mr. F. K. Bajan to be Acting Sixth Assistant Master, *vice* Mr. Desai.

Mr. U. K. Munshi to be Acting Seventh Assistant Master, *vice* Mr. Kadri.

Mr. N. M. Pavri to be substantive *pro tem.* Eighth Assistant Master, *vice* Mr. Edhoos.

Mr. S. B. Doctor to be Acting Ninth Assistant Master, *vice* Mr. Daruvala.

Mr. E. R. Sahar to be Acting Tenth Assistant Master, *vice* Mr. Lord.

Mr. F. P. Desai to be Acting Eleventh Assistant Master, *vice* Mr. Bajan.

Mr. R. L. Damania to be Acting Twelfth Assistant Master, *vice* Mr. Munshi.

Mr. N. K. Daji to be substantive *pro tem.* Thirteenth Assistant Master, *vice* Mr. Pavri.

Mr. S. M. Vazifdar to be Acting Fourteenth Assistant Master, *vice* Mr. Doctor.

Mr. U. G. Diwan to be Acting Fifteenth Assistant Master, *vice* Mr. Sahar.

Mr. S. Mainuddin to be Acting Sixteenth Assistant Master, *vice* Mr. Desai.

Mr. R. J. Dewanji to be Acting Seventeenth Assistant Master, *vice* Mr. Damania.

Mr. J. B. Mehta to be substantive *pro tem*. Eighteenth Assistant Master, *vice* Mr. Daji.

Mr. S. H. Masani to be Acting Twenty-first Assistant Master, *vice* Mr. Mainuddin.

Mr. P. M. Karkhanawala to be Acting Twenty-second Assistant Master, *vice* Mr. Dewanji.

Mr. B. M. Bahadary, B. A., to be substantive *pro tem*. Twenty third Assistant Master, *vice* Mr. Mehta.

2nd February 1894.—Mr. V. S. Joshi is confirmed as Clerk in the Poona High School.

Mr. N. B. Souche is confirmed as Thirteenth Assistant Master, Satara High School.

3rd February 1894.—Two months' extension of privilege leave, on half pay, is granted to Mr. R. N. Bade, Third Assistant Master, B. J. High School, Thana.

5th February 1894.—Sick leave for three and a half months is granted to Mr. R. A. Sethna, substantive *pro tem*. Fourth Assistant Master, Ahmedabad High School, and Mr. M. H. Kumbhavala is appointed to act for him.

7th February 1894.—The following appointments are made in the Ahmedabad High School:—

Mr. B. N. Dave to be Third Assistant Master.

Mr. D. N. Pandya to be substantive *pro tem*. Eighth Assistant Master, until further orders.

The following appointments are made in the Nariad High School.—

Mr. C. V. Patel, B. A., to be Second Assistant Master.

Mr. H. B. Dave, B. A., to be Third Assistant Master.

Mr. M. I. Kadri, B. A., to be substantive *pro tem*. Third Assistant Master, until further orders.

8th February 1894.—Privilege leave, for seventeen days, is granted to Mr. B. N. Hallikeri, Acting Third Clerk to Educational Inspector, S. D.

Mr. Bhujang Krishna is appointed Acting Twelfth Assistant Master, Karwar High School, during the absence of Mr. Unkalkar, on privilege leave.

8th February 1894.—Mr. P. D. Avas is appointed substantive *pro tem*. Twelfth Clerk, Government Central Book Depot, Bombay, during the absence of Mr. V. R. Dalal, on privilege leave.

9th February 1894.—Two months' extension of leave on Medical Certificate, is granted to Mr. N. V. Joshi, Eleventh Assistant Master, B. J. High School, Thana, and Mr. V. G. Kotwal is appointed to act for him.

10th February 1894.—Privilege leave on half pay, for seventeen days, is granted to Mr. K. B. Joshi, Eleventh Assistant Master, Ratnagiri High School.

Mr. M. B. Bhandarkar is appointed Acting Eleventh Assistant Master, Ratnagiri High School, during the absence of Mr. Joshi, or until further orders.

10th February 1894.—The following appointments are made in the Poona Training College:—

Mr. R. K. Alekar to be Acting First Assistant Master.

Mr. N. P. Sathe to be Acting Second Assistant Master.

Mr. M. B. Dharap to be Acting Third Assistant Master.

Mr. N. D. Joshi to be Acting Fourth Assistant Master.

Mr. Vajjudin Adul Latib to be Acting Fifth Assistant Master.

Mr. B. V. Joglekar to be Acting Sixth Assistant Master.

Mr. M. H. Patil to be Acting Head Master, Practising School.

10th February 1894.—Leave, without pay, for one year, is granted to Mr. J. M. Gulrajani, Eighth Assistant Master, Karachi High School.

12th February 1894.—The following appointments are made in the College of Science, Poona, until further orders:—

Mr. S. G. Paranjpe to be substantive *pro tem.* Second Assistant Master.

Mr. W. Datton to be substantive *pro tem.* Librarian.

Mr. Mahomed Umer to be substantive *pro tem.* Assistant Overseer.

12th February 1894.—The following appointments are made in the Satara High School, until further orders:—

Mr. D. B. Sane, First B A., to be Acting Second Assistant Master.

Mr. S. G. Gharpure to be substantive *pro tem.* Fifteenth Assistant Master.

Mr. D. V. Anturkar to be Acting Eleventh Assistant Master.

13th February 1894.—Mr. K. H. Abhyankar is confirmed as Assistant Deputy Educational Inspector, Kanara.

15th February 1894.—L. N. Hailgol, B.A., is confirmed as Fourth Assistant Master, Dharwar High School.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th February 1894.

DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT

FOR

1893-94



BOMBAY :
PRINTED AT THE GOVERNMENT CENTRAL PRESS.

1894.

DIRECTORY
OF THE
BOMBAY EDUCATIONAL DEPARTMENT
FOR THE YEAR 1893-94.

No. 2162 of 1864-65.

MEMORANDUM.

1. The Directory of the Department of Public Instruction, as it stood on the 1st November 1864, has been officially drawn up with the following objects in view :—

(a) To show at a glance the personal resources of the Department, and to facilitate a comparison of the claims of different persons for any appointment that may be vacant.

(b) To lead the way to future organization and order, by pointing out anomalies where they exist in pay or position.

2. It is expected that this Directory will be useful both to the Government and to the Educational Authorities, and that it will be an encouragement to Students to aim at University distinctions, when they see that these are officially recorded and made to constitute a claim to promotion. It is, however, by no means intended to introduce any sudden revolution, or to set aside the claims of those who ably served in the Department perhaps before the University of Bombay came into full operation. Besides length of service, which will always be duly recorded, there are personal qualifications, often more valuable than University distinctions, but which can find no record in a Directory. It is hoped, then, that while the Directory will tend to correct many mistakes, the personal knowledge of Educational Inspectors, and other authorities, may also serve to correct the Directory.

A. GRANT,

Acting Director of Public Instruction.

Bombay, 6th December 1864.

No. 4900 of 1893-94.

*Office of the Director of Public Instruction,
Poona, 16th December 1893.*

MEMORANDUM.

Reprinted to accompany the Directory of 1893-94.

2. The Directories of the Educational Inspectors are to be read with this Directory.

K. M. CHATFIELD,

Director of Public Instruction.

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The Head Master, High School, Satara	4	8	0
Do. do. Rajkot	4	8	0
Do. do. Thana	4	8	0
Do. do. Nariad	4	8	0
Do. do. Nasik	6	0	0
Do. do. Poona	4	6	0
Do. do. Bhavanagar	4	8	0
Do. do. Ratnagiri	4	8	0
Do. do. Dharwar	4	8	0
Do. do. Sholapur	4	8	0
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Do. do. Ahmedabad	4	8	0
Do. V. J. do. Pandharpur	4	8	0
Do. N. J. do. Karachi	4	8	0
The Manager, Mission High School, Ahmedabad	4	8	0
The Head Master, 1st Grade Anglo-Vernacular School, Nowsari	4	8	0
Do. do. Ramdung	4	8	0
Do. do. Kagal	4	8	0
Do. do. Lumbdi	4	8	0
Do. do. Balsar	4	8	0
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The Rev R Winsor, Saur	4	8	0
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Do. J Small, Poona	4	8	0
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Dubhashi and Company, Bombay	3	4	0

In arrears.

The Educational Inspector, Northern Division	15	0	0
Do. Southern do.	59	8	0
Total..	526	5	0

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* Surname not known.

S. A. denotes superior appointment.

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* Surname not known.

S. A. denotes superior appointment.

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* Surname not known.

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S. A denotes superior appointment.

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* Surname not known.

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S. A. denotes superior appointment.

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* Surname not known.

S. A. denotes superior appointment.

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Rahalkar, H. V.	595	Shastri, G. G.	22
Rajanna Mahadu*	632	Shastri, J. G.	80
Raje, G. A.	112	Shastri, J. N.	600
Rajmahomed Imambhai*	182	Shekh, J. H.	197
Ranade, N. B.	618	Shekh, J. M.	219
Randeria, K. K.	478	Sheth, C. J.	586
Ratnagar, N. J.	66	Shouche, N. B.	608
Rege, A. R.	681	Shriwadkar, N. G.	490
Rege, K. S.	180	Singit, B. M.	489
Rege, R. V.	681	Slater, J. S.	208.A.
Risbud, T. V.	145	Sohoni, A. V.	118
Rishi, G. B.	99	Sohoni, E. A.	732
Rodda, S. K.	14	Sohoni, K. V.	288
Rosario, M. A.	570	Sohoni, V. A.	136
		Sohoni, W. R.	740
S		Boman, H. T.	611
Sadanani, U. S.	125	Sontaké, D. D.	227
Sadarangani, T. K.	304	Sorabji, M. M.	688.A.
Sadarangani, T. T.	808	Souche, G. A.	550
Sadhale, V. N.	214	Subnis, R. V.	32
Sagar, H. S.	495	Sudke, M. J.	702
Sahaarabudhe, B. R.	3	Sujan Singani, B. T.	461
Sahaarabudhe, D. B.	381	Sujan Singani, S. D.	606
Sahaarabudhe, G. A.	448	Sukthaneekar, G. R.	683
Sahaarabudhe, G. D.	800	Supekar, H. A.	326
Sahaarabudhe, R. P.	660	Surti, M. J.	23
Sahaarabudhe, S. S.	664	Surti, S. R.	608
		Sutaria, D. P.	311
		Sutaria, G. P.	613
		Suvernapatki, D. R.	614

* Surname not known.

S. A. denotes superior appointment.

T			V—continued.		
	No			No	
Takkalkar, D. M.	638	.. ..	Vaidya, V. K.	186	.. ..
Takti, R. S.	60	.. ..	Vachharia, V. B.	40	.. ..
Talati, K. D.	548.A	.. ..	Vakil, N. M.	605	.. ..
Talati, M. D.	351	.. ..	Vanavale, S. R.	213	.. ..
Talpade, S. B.	421	.. ..	Vangikar, A. G.	513	.. ..
Tankshali, M. A.	300	.. ..	Varudkar, C. S.	353	.. ..
Tarkhad, M. A.	415 A.	.. ..	Vasu, L. A.	286	.. ..
Tarkhadkar, D. R.	12	.. ..	Vasu, V. K.	536	.. ..
Tatke, S. P.	310	.. ..	Vasvani, D. K.	516	.. ..
Telasang, C. S.	499	.. ..	Vazifdar, S. M.	321	.. ..
Thadani, T. M.	646	.. ..	Vellankar, H. M.	274	.. ..
Thakore, G. K.	743	.. ..	Venkatrao Ramchandra*	683.A.	.. ..
Thakar, U. D.	168	.. ..	Vimavala, M. K.	83	.. ..
Thakur, G. K.	439	.. ..	Vin, S. G.	680	.. ..
Thakur, A. M.	371	.. ..	Virkar, V. P.	389	.. ..
Thatte, P. H.	549	.. ..	Vohora, M. D.	252	.. ..
Thomson, A.	453 A.	.. ..	Vyas, D. W.	5	.. ..
Thorat, B. K.	711	.. ..	Vyas, J. M.	301	.. ..
Tikhe, G. S.	248	.. ..	Vyas, J. M.	542	.. ..
Timsa, K. D.	673	.. ..		
Toke, G. K.	492	.. ..	W		
Tolani, B. V.	488	.. ..	Waddington, C. W.	403.A.	.. ..
Tolani, P. K.	24	.. ..	Wadhvani, A. T.	521	.. ..
Toupe, G. S.	539	.. ..	Wadhvani, D. S.	515	.. ..
Travadi, G. A.	83	.. ..	Wadhvani, N. N.	509	.. ..
Trilokkar, V. S.	226	.. ..	Wagle, G. R.	261	.. ..
Trandade, A. X.	533	.. ..	Wagle, M. B.	469	.. ..
Trivedi, K. P.	175.A.	.. ..	Walkers, Miss A. G.	73	.. ..
Trivedi, M. G.	162	.. ..	Walters, Miss G. L.	77	.. ..
Tukaram Ramkrishna*	87	.. ..	Wasudeo, W. A.	194	.. ..
Turner, A. K.	235	.. ..	Waswani, J. N.	92	.. ..
			Waswani, J. T.	190	.. ..
U			Wells, D. B.	69	.. ..
Udgatti, G. M.	527	.. ..	Woodrow, G. M.	563.A.	.. ..
Udgatti, S. M.	373	.. ..	Wright, S. D.	159	.. ..
Unakalkar, P. D.	685	.. ..		
Upasani, R. B.	529	.. ..	Y		
Uresi, B. A.	222	.. ..	Yevalekar, G. G.	273	.. ..
Uttaachand, J. G.	694	.. ..	Yogi, N. D.	105	.. ..
V			Z		
Vachha, D. H.	140	.. ..	Zalakikar, B.	155	.. ..
Vachha, E. M.	115	.. ..	Zalakikar, W.	204	.. ..
Vadekar, K. B.	329	.. ..		
Vader, N. N.	615	.. ..		

* Surname not known.

N. A. denotes superior appointment.

DIRECTORY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, 1ST NOVEMBER 1893.

B 1263-1

A.—SUPERIOR APPOINTMENTS.

Nb.	NAME.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
1	K. M. Chatfield ..	M.A.	Oxford ..	.....	27 7 3	Director of Public Instruction	2,500 0 0	2,500 0 0	On leave.
	1st Grade (3)—Rs. 1,250 to Rs. 1,500.								
2	R. G. Oxenham ...	M.A.	Oxford ...	.....	30 1 22	Principal, and Professor of English and History, Elphinstone College	1,500 0 0	1,500 0 0	Also draws Rs. 500 as Acting Director of Public Instruction.
3	C. Macnaghten...	M.A.	Cambridge.	Hindi and Persian.	22 9 27	Principal, Rájikumar College.	1,500 0 0	1,500 0 0	Paid by Káthmáwár. On Furlough.
4	E. Giles	M.A.	Oxford ...	Hindustáni and Gujaráti.	20 5 16	Acting Educational Inspector, Central Division ..	1,250 0 0	1,250 0 0	Also receives Rs. 100 travelling allowance and Rs. 11-1-9 tentage allowance.

No.	NAME.	Degree, if any	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
5	T. B. Kirkham, Barrister-at-Law.	...	University College, London.	Maráthi and Gujaráti	31 4 10	Educational Inspector, Central Division	1,250 0 0	1,250 0 0	Also receives Rs 100 travelling allowance and Rs. 11-1-9 pence allowance. On furlough.
6	S. Cooke... ..	M.A., L.C.E.	Dublin	....	24 10 5	Principal and Professor of Chemistry and Geology, College of Science.	1,250 0 0	1,250 0 0	
7	J. T. Hathornthwaite	M.A.	Cambridge	Hindustáni.	21 0 26	Acting Principal and Professor of Mathematics, Elphinstone College	1,000 0 0	1,000 0 0	Acting in the 2nd Grade.
8	P. Peterson	M.A., B.A., D.Sc.	Edinburgh, Oxford.	.....	20 9 30	Acting Professor of English Literature, Elphinstone College	1,000 0 0	1,000 0 0	
9	F. G. Selby	M.A.	Oxford ...	Maráthi ...	16 8 22	Principal and Professor of Logic and Moral Philosophy, Deccan College	1,000 0 0	1,000 0 0	On furlough.
10	M. MacMillan	B.A.	Oxford ...	Hindustáni.	15 4 19	Acting Principal and Professor of Logic and Moral Philosophy, Deccan College	1,000 0 0	1,000 0 0	Acting in the 2nd Grade.

11	H. P. Jacob	...	Oxford	Maráthi	26 11 11	Educational Inspector, Sind	900 0 0	900 0 0	Also receives Rs. 125 travelling allowance and Rs. 20 tentage allowance.
12	A. Barrett	B.A.	Lampeter	Maráthi and Gujarát.	28 2 6	Professor of English Litera- ture, Deccan College.	750 0 0	750 0 0	
	<i>4th Grade (5)—Rs. 500 to Rs. 750.</i>								
13	Sitaram Vishwanath Patwardhan.	B.A.	Bombay	.....	26 9 18	Educational Inspector, Southern Division	500 0 0	500 0 0	Also receives Rs. 100 travelling allowance and Rs. 11-1-0 tentage allowance. Act- ing in the Third Grade.
14	G. V. Karkaray	B.A.	Cambridge	.....	15 5 8	Professor of Mathematics, Deccan College	500 0 0	500 0 0	Acting in the Third Grade.
	<i>Officers acting in the 4th Grade.</i>								
15	J. Oliver	.....	.....	Hindustáni, Maráthi andSindhí	20 2 6	Acting Educational Inspec- tor, Northern Division	700 0 0	700 0 0	Also receives Rs. 100 travelling allowance and Rs. 11-1-0 tentage allowance.
16	H. M. Page	.....	.....	Maráthi and Hin- dustáni.	15 2 27	Acting Professor of Civil Engineering, College of Science	350 0 0	350 0 0	
17	Kamala Shankar Pran- shankar Trivedi.	B.A.	Bombay	Sanskrit	14 3 17	Acting Professor of Oriental Languages, Elphinstone College	233 5 4	233 5 4	

No.	NAME.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	<i>Rajdrām College, Kolhapur.</i>				Y. m. d.		Rs. a. p.	Rs. a. p.	
18	C. H. Candy	B. A., LL. M.	Cambridge	Maráthi (Higher Standard).	18 7 0	Principal and Professor of English Literature... ..	1,000 0 0	1,000 0 0	Paid by Kolhapur.
19	Shivram Bapuji Pa- ranjpe.	B. A.	Bombay ..	Sanskrit ...	26 6 5	Vice-Principal and Professor of Oriental Languages ..	350 0 0	350 0 0		Do.
	<i>Law School.</i>								
20	J S Slater, Barrister-at- Law.	B. A.	Cambridge.	.....	5 9 9	Government Professor of Law	300 0 0	300 0 0	
21	R. D. Sethna, Barrister- at-Law.	B. A., LL. B.	Bombay ...	Maráthi ...	7 7 15	Government Professor of Law	300 0 0	300 0 0	
22	J. J. Gazdar, Barrister- at-Law.	M. A.	Bombay ...	.....	1 7 7	Perry Professor of Juris- prudence	250 0 0	250 0 0	

Grant Medical College.									
23	G. A. Maconachie	M.D.	Aberdeen...	Hindustani (Lower Standard)	21 9 12	Principal and Professor of Ophthalmic Medicine and Surgery Professor of Zoology and Comparative Anatomy ...	1,600 0 0 200 0 0	1,800 0 0	
24	W. K. Hatch	M.B.	Aberdeen...	Hindustani (Higher Standard)	14 5 5	Professor of Surgery and Clinical Surgery	1,150 0 0	1,150 0 0	
25	R. Manser	M.D.	Durham ...	Hindustani (Lower Standard).	11 4 6	Professor of Medicine and Therapeutics	1,150 0 0	1,150 0 0	
26	C. H. L. Meyer	M.D., B.S.	London ...	Hindustani (Lower Standard)	4 9 13	Professor of Histology and Physiology Professor of Hygiene	925 0 0 200 0 0	1,125 0 0	
27	T. D. C. Barry	...	.....	Hindustani and Per- sian(High- er Stand- ard).	4 5 2	Professor of Chemis- try Professor of Medical Jurisprudence and Toxicol- ogy	925 0 0 200 0 0	1,125 0 0	On leave.
28	H. F. Dimmock	...	.....	Hindustani (Lower Standard).	2 4 16	Professor of Midwifery and Diseases of Women and Children	1,050 0 0	1,050 0 0	
29	L. F. Childe	M.B.	London ...	Hindustani (Lower Standard)	3 11 0	Professor of Pathology and Morbid Anatomy	850 0 0	850 0 0	On leave.

No.	NAME.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department	Present Appointment.	Monthly Salary.	Total	REMARKS
1	2	3	4	5	6	7	8	9	10
	<i>Grant Medical College</i> —continued.				Y. m. d.		Rs. a. p.	Rs a. p.	
80	W. H. Quicke ... ..	...	.....	Hindustáni (Lower Standard).	0 9 1	Professor of Anatomy ...	850 0 0	850 0 0	
31	M. A. T. Collie... ..	M.B., C.M.	Aberdeen	Hindustáni (Lower Standard)	4 2 19	Professor of Materia Medica.	800 0 0	800 0 0	
32	J. G. Hojel	B.A., M.B., B.C.	Dublin ...	Hindustáni (Lower Standard)	1 0 25	Acting Professor of Materia Medica	725 0 0	725 0 0	
33	D. Macdonald	M.D., B.Sc., C.M.	Edinburgh.	.....	13 4 10	Professor of Biology, Elphinstone College .. Professor of Botany ...	800 0 0 200 0 0	500 0 0	
	<i>Sir Jamsetji Jijibhoy</i> <i>School of Art and</i> <i>Industry.</i>								
34	J. Griffiths	Science and Art De- part- ment Certi- ficates 1,2,4,5 and 6.	.....	.....	27 11 0	Principal Personal allowance ..	800 0 0 250 0 0	1,050 0 0	Also receives Rs. 100 house- rent.

35	E. Greenwood	Science and Art Department Certificates 1, 2, 3 and 6	.....	.....	11 1 3	Vice-Principal	700 0 0	700 0 0	
36	J. Adams	.....	.....	.....	13 2 23	Instructor in Architectural Drawing	200 0 0	200 0	
<i>Veterinary College, Bombay.</i>									
37	James Mills	M R C., V.S., Highland and Agricultural Society, Scotland.	.....	Hindustani (Lower Standard).	2 2 18	Principal and Professor of Veterinary Science	1,100 0 0	1,100 0 0	Also receives Rs. 60 house-rent and Rs. 35 carriage allowance.
38	S. K. Naranna	M D., B Sc., L V.Sc L, M. & S	Bombay	.....	7 6 0	Resident Veterinary Officer and Assistant Professor of Veterinary Science	300 0 0	300 0 0	On leave.
39	Navroji Dorabji Dhakmarwala.	G B., V. C.	.....	.....	3 7 0	Acting Resident Veterinary Officer and Lecturer on Anatomy	200 0 0	200 0 0	

No.	NAME.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	<i>Miscellaneous.</i>				Y. m. d.		Rs. a. p.	Rs. a. p.	
40	C. W. Waddington ..	B.A.	Oxford	1 5 29	Acting Principal, Rájkmár College Special Allowance	700 0 0 150 0 0	850 0 0	Paid by Káthmáwár. Paid by Káthmáwár. Also receives Rs. 100 travelling allowance and Rs. 50 house-rent.
41	Moreswar Atmaram Tarkhad.	...	.....	.....	22 9 29	Assistant Educational Inspector, Káthmáwár ...	700 0 0	700 0 0
42	Richard Delabere Prior.	M.A.	Cambridge.	Maráthi ...	9 10 12	Principal, Elphinstone High School	700 0 0	700 0 0	
43	W. H. Sharp	M.A., B.A.	Oxford ...	.....	2 5 29	Professor of Logic and Moral Philosophy, Elphinstone College	700 0 0	700 0 0
44	F. V. Müller	B.A.	Cambridge.	.....	1 8 21	Professor of History and Political Economy, Elphinstone College	700 0 0	700 0 0
45	A. W. Thomson...	D.Sc.	Glasgow ...	.....	2 9 25	Professor of Engineering, College of Science	600 0 0	600 0 0
46	F. W. Bain	M.A.	Oxford ...	.....	1 5 0	Professor of History and Political Economy, Deccan College	600 0 0	600 0 0

47	Vithal Narayan Pathak.	M.A.	Bombay ...	.....	27 9 5	Head Master, Poona High School	500 0 0	500 0 0	
48	Abaji Vishnu Kathavate.	B.A.	Bombay ...	Sanskrit ...	28 8 11	Professor of Oriental Languages, Deccan College	500 0 0	500 0 0	
49	Mirza Hairat ...	...	..	...	21 6 10	Professor of Persian, Elphinstone College	500 0 0	500 0 0	
50	Miss A. Hurford	...	.....	.....	9 1 21	Lady Superintendent, High School for Native Girls, Poona	500 0 0	500 0 0	
51	Hargovindas Dwarkadas Kantavala.	Matriculated.	Bombay ...	..	27 9 11	Director of Vernacular Instruction, Baroda	450 0 0	450 0 0	Paid by Baroda.
52	Uttamaram Narbheram Mehtaji.	Matriculated.	Bombay ...	.....	32 8 2	Acting Head Master, Ahmedabad High School	500 0 0	500 0 0	
53	Tapidas Dayaram Mehta.	M.A., 1870.	Bombay ...	.....	23 7 14	Professor of Mathematics, Baroda College	410 0 0	410 0 0	Lent to Baroda.
54	Edulji Dorabji Talati...	B.A.	Bombay .	.....	22 2 19	Acting Head Master, Surat High School	400 0 0	400 0 0	
55	Kavaseji Dadabhai Nalgamwala.	M.A.	Bombay ...	Persian ..	11 7 14	First Master, College of Science Curator of Observatory and Lecturer in Optics and Astronomy	250 0 0 150 0 0	400 0 0	
56	G. M. Woodrow	...	.....	.....	9 4 0	Lecturer on Botany and Agriculture, College of Science	400 0 0	400 0 0	Also receives Rs 30 traveling allowance.

Nd.	NAME.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of Service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS
1	2	3	4	5	6	7	8	9	10
	<i>Miscellaneous—contd.</i>				Y. m. d.		Rs. a. p.	Rs. a. p.	
57	Gopal Balvant Nene ...	Matriculated.	Bombay	....	33 10 0	Curator, Government Central Book Depot . . .	350 0 0	350 .0 0	
58	Hari Bhagwant Keskar.	B.A.	Bombay .	.	29 6 7	Head Master, Dhárwár High School . . .	350 0 0	350 0 0	
59	E. H. Hoogwert	...	. .	Acquainted with Ká-ná-re-se, Tamil and Malayá-lam.	29 1 9	Head Master, Sardárs' High School, Belgaum	350 0 0	350 0 0	
60	Falanji Adarji Mistri ...	F. E. A.	Bombay .	.....	27 7 10	Head Master, N. J. High School, Karachi . . .	350 0 0	350 0 0	
61	H. W. Lewis	South Kensington First Class Queen's Prize and Certificate of Merit in Mechanical and Machine Drawing	Birmingham School of Art and Midland Institute.	Hindustáni.	17 7 0	Superintendent, School of Industry, Ratnágari ..	350 0 0	350 0	Also served in the Gun Factory, Dhárwár, and Indian Marine.

62	Dorabji Edalji Gimi	...	B.A.	Bombay	.....	20 7 21	Head Master, Rajkot High School...	325 0 0	325 0 0	Lent to Kathiawar.
63	Mrs F L McAfee	...	...	.....	Marathi and Gujarati.	18 2 6	Lady Superintendent, Mahalaxmi Training College, Ahmedabad ..	300 0 0	300 0 0	Also receives Rs. 50 carriage allowance. On leave.
64	Nanabhai Moos	Ardeahar	L.C.E., B.Sc.	Bombay, Edinburgh.	...	14 9 18	Lecturer in Experimental Physics, Elphinstone College ..	250 0 0	250 0 0	
65	Byramji Framji Patel	...	B.A.	Bombay	.....	20 7 11	Acting Vice Principal, Elphinstone High School,	220 0 0	230 0 0	
66	Miss Mary Sorabji	...	First Class Certificate from Educational Department, London.	...	Gujarati	14 6 28	Acting Lady Superintendent, Mahalaxmi Training College, Ahmedabad ...	210 0 0	210 0 0	Also receives Rs. 50 carriage allowance.
67	Mirza Mook Cowsar	...	...	.....	.....	7 11 9	Professor of Persian, Gujarat College ...	200 0 0	200 0 0	Also served 7 years 2 months and 5 days in the High Court of Bombay. Lent to Gujarat College.
68	Rao Sahib Venktrao Ramchandra	...	...	.....	.....	5 5 29	Law Lecturer, Deccan College ...	125 0 0	125 0 0	

B.—GENERAL

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	
<i>CLASS I.—Rs. 150 to</i>						
1	Narayan Vinayak Sathe ..	49	Bráhman ..	Poona ..	Deccan College	Maráthi
2	Alumal Trikarnadas Bhojwani	47	Hindu ..	Karáchi ..	Elphinstone College.	Sindhi ..
3	Balvant Ramchandra Sahasrabudhe.	44	Bráhman ..	Poona ..	Deccan College ..	Maráthi ..
4	Dewan Kowramal Chandamal Khilnani.	40	Hindu ..	Bhara ..	Elphinstone Institution.	Sindhi ..
5	Dhirajram Wishwanath Vyas	39	Bráhman ..	Surat ..	Elphinstone College.	Gujaráti ..
6	Raoji Balaji Karandikar ..	39	Bráhman ..	Hángal ..	Deccan College ..	Maráthi ..
7	Madhavlal Harilal Dosá ..	38	Kshatri ..	Ahmedabad ..	Elphinstone College.	Gujaráti ..
8	Miss A. E Brooke ..	33	Christian	Bombay ..	Bombay ..	English
9	Khandubhai Indrají Desai	37	Bráhman ..	Vesma ..	Elphinstone College.	Gujaráti ..
10	Vinayak Krishna Gore ..	55	Bráhman ..	Poona ..	Deccan College ..	Maráthi ..
11	Narayan Krishna Gole	51	Bráhman ..	Poona ..	Poona College ..	Maráthi ..
12	Dwarkanath Raghoba Tarhadkar.	48	Vaisya ..	Karáchi ..	Deccan College ..	Maráthi ..
13	Hiralal Narotamdas Dalal ..	46	Vánia ..	Surat ..	Elphinstone College.	Gujaráti ..
14	Shrinivas Konher Rodda ..	43	Bráhman ..	Dhárwár ..	Deccan College ..	Kánárese ..
15	Sadikali Fredunbeg Mirza ..	45	Mahomedan ..	Hyderabad ..	Elphinstone College.	Persian
16	Kashinath Narayan Sane	42	Bráhman ..	Dáhánu ..	Deccan College ..	Maráthi ..
17	Ganesh Janardhan Agahe.	41	Bráhman ..	Poona ..	Deccan College ..	Maráthi ..

DIRECTORY.

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
<i>Rs. 300 inclusive.</i>					
		Y m d		Rs. a p	
English and Gujaráti	B.A., 1867	25 11 18	Head Master, High School, Sátára	300 0 0	
English, Hindustáni and Persian	B A, 1867.	25 0 0	Deputy Educational Inspector, Karáchi.	300 0 0	
English and Sanskrit.	B.A., 1873.	22 4 7	Principal, Poona Training College.	300 0 0	
English, Hindustáni, Persian and a little of Maráthi	Trained	19 9 0	Principal, Training College, Hyderabad, and the Sindhi Transakot, Educational Department.	300 0 0	Also served in the Revenue Department for 10 years
English and Sanskrit	E.A., 1876..	18 9 6	Head Master, High School, Junggad.	300 0 0	Lent to Káthiáwár.
English, Sanskrit, Kánarése and a little of Hindustáni	B.A., 1874 .	18 2 0	Principal, Training College, Dhárwar.	300 0 0	
English, Sanskrit and Maráthi.	B A, 1876.	17 4 21	Principal, Gujarát Training College	300 0 0	
French and Gujaráti (Higher Standard), Hindustáni colloquial	Matriculated.	9 4 10	Lady Superintendent, Girls' School, Bhávnagar.	300 0 0	Lent to Bhávnagar.
English and Sanskrit.	B A, 1875..	17 4 26	Head Master, High School, Navánagar.	275 0 0	Lent to Káthiáwái.
English ..	Matriculated, 1862.	23 11 9	Deputy Educational Inspector, Poona.	250 0 0	
English ..	"	28 9 22	Head Assistant, Director of Public Instruction.	250 0 0	
English, Sanskrit, Latin and Gujaráti	F.E.A., 1865	25 4 22	Head Master, High School, Násik.	250 0 0	
English, Latin and a little of Sanskrit	B.A., 1873	22 5 0	Deputy Educational Inspector, Surat.	250 0 0	
English, Maráthi, Sanskrit and Hindustáni	Matriculated, 1870.	21 2 5	Deputy Educational Inspector, Dhárwar.	250 0 0	
English, Hindustáni, Arabic, Sindhi and a little of Latin.	B A., 1872 ..	20 8 0	Deputy Educational Inspector, Hyderabad.	250 0 0	
English, Sanskrit and colloquial Hindustáni.	B A., 1872 .	20 1 23	Deputy Educational Inspector, Khándesh.	250 0 0	
English and Sanskrit.	B.A., 1874..	19 9 27	Head Master, Dhulha High School	250 0 0	

No	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
18	Ibrahim Mahomed Sayani ..	41	Khoja .	Bombay .	Elphinstone College. /	Cuteh ..
19	C N. Contractor . . .	36	Parsi	Brach . . .	Elphinstone College	Gujarati ..
20	Dhanjshah Hormasji Dastur.	34	Parsi	Broach	Elphinstone College.	Gujarati ..
21	Bamanji Hormasji Pavri .	34	Parsi	Bombay ..	College of Science.	Gujarati ..
22	Ganpatram Gowrishankar Shastri	47	Bráhmán	Surat . . .	Surat High School.	Gujarati ..
23	Maneklal J. Surti ..	47	Vánth	Broach . . .	Elphinstone College.	Gujarati ..
24	Prtamdas K. Tolani ..	46	Hindu	Hyderabad	Normal College, Hyderabad.	Sindhu ..
25	Ramchandra Anaji Savanur .	47	Bráhmán	Belgaum	Belgaum High School.	Kánarose .
26	Jamsetji Cursetji Dubash	48	Parsi	Bombay	Elphinstone College.	Gujarati ..
27	Narayan Balkrishna Godbole.	42	Bráhmán	Chauk	Elphinstone College.	Maráthi
28	Ganesh Venkatesh Joshi .	42	Bráhmán	Miraj . . .	Elphinstone College	Maráthi ..
29	Titus Costa	50	Christian	Bangalore .	Basol College	Kánarose ..
30	Kashinath Ganesh Kelkar ..	44	Bráhmán	Poona . . .	Deccan College.	Maráthi ..
31	Annsaji Ramchandra Atre .	39	Bráhmán	Máthe (Sholápur.	Deccan College .	Maráthi ..
32	Raghunath Venkaji Subnis .	36	Parbhu	Kágal . . .	Elphinstone College.	Maráthi .
33	Baji Narayan Nabar ..	42	Goud Bráhmán.	Bandawade	Elphinstone College.	Maráthi
34	Kaikhoshru Kuvarji Kapadia.	38	Parsi . . .	Surat . . .	Elphinstone College	Gujarati ..
35	Damodar Ganesh Kelkar .	40	Bráhmán	Poona . . .	Deccan College.	Maráthi ..
36	Fardunji Mancharji Dastur .	37	Parsi	Surat . . .	Elphinstone College.	Gujarati ..
37	Nowroji Mehrwanji Fajni-gar.	35	Parsi	Bombay . . .	Elphinstone and Free General Assembly's Colleges.	Gujarati ..
38	A. W. M. Hussanly . . .	32	Musalmán	Hyderabad	Elphinstone College.	Sindhi ..

Other Languages known	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment	Monthly Salary	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Latin and Gujaráti.	B.A., 1871, and Elhs Scholar.	17 7 24	Head Master, Broach High School.	250 0 0	
English and Persian.	B.A., 1877.	14 1 0	Head Master, Hyderabad High School.	250 0 0	
English and Persian.	M.A.	11 11 0	Lecturer in Physics, Deccan College.	250 0 0	
English ..	L.C.E. ..	9 11 0	Sub <i>pro-tem</i> , Head Master, College of Science.	250 0 0	
English, Hindustani, Sanskrit and Persian.	.	28 10 14	Deputy Educational Inspector, Ahmedabad	200 0 0	
English ..	Matriculated, 1864.	28 6 9	Provisional Extra Assistant Master, Rájkumar College.	200 0 0	Lent to Rájkumar College.
English, Persian and a little of Gujaráti	Trained, 1865.	27 0 6	Deputy Educational Inspector, Shikárpur.	200 0 0	
English, Maráthi and a little of Hindustani.	Matriculated, 1866	26 8 29	Deputy Educational Inspector, Boigauin.	200 0 0	
English and Latin.	B.A., 1867.	25 8 1	Head Master, Elphinstone Middle School.	200 0 0	
English and Sanskrit.	B.A., 1874	22 8 22	Vice-Principal, Poona Training College	200 0 0	
English and Sanskrit.	B.A., 1872	19 2 28	Head Master, Sholápur High School.	200 0 0	
English and German.	.	17 4 0	Head Master, High School, Kárwár.	200 0 0	
English, Sanskrit and Kánarese	B.A., 1874 ..	17 1 6	Deputy Educational Inspector, Sátára.	200 0 0	
English and Sanskrit.	B.A., 1875	18 11 21	Deputy Educational Inspector, Ahmednagar.	200 0 0	
English and Sanskrit.	B.A., 1878	15 8 6	Head Master, B. J. High School Thána.	200 0 0	Lent to Kolhápur.
English and Sanskrit.	B.A., 1874	15 4 6	Sub, <i>pro-tem</i> , Head Master, B. J. High School, Thána.	200 0 0	
English and Latin.	M.A., 1878	14 6 22	Sub, <i>pro-tem</i> , Head Master, High School, Nadiád.	200 0 0	
English and Latin.	M.A., 1876..	14 8 29	Head Master, Ratnágiri High School.	200 0 0	
English and Persian.	M.A.	18 0 16	Mathematical Master, College of Science.	200 0 0	
English, Persian, Hindustani and Sindhi.	B.A., 1876 ..	10 10 23	Sub <i>pro-tem</i> , Head Master, Shikárpur High School.	200 0 0	
English, Urdu, Persian and Gujaráti.	B.A., 1883..	10 4 0	Head Master, Shikárpur High School.	200 0 0	Lent to the Madrasa.

No	NAMES.	Age	Caste or Religion.	Birth place	Where educated.	Vernacular
1	2	3	4	5	6	7
38	Sayed Sirajudin Abdul Fatta Molvi	31	Mahomedan ..	Dhulia	Elphinstone College.	Hindustani.
40	Viccaji Edulji Vakharia	24	Parsi ..	Surat	Bombay Veterinary College.	Gujarati ..
41	Ranchodlal Lalubhai Kham-bati,	39	Vania ..	Surat ..	Elphinstone College	Gujarati ..
42	Tarachand Shoukiram Advani	43	Bráhman	Hyderabad	Elphinstone College.	Sindhi ..
43	Chhabilaram Dolatram Dixit.	43	Bráhman	Surat	Elphinstone College.	Gujarati ..
44	Ramchandra Vyankatesh Gadre.	43	Bráhman	Wai	Deccan College	Maráthi ..
45	Babacharya Y. Kerur ..	38	Bráhman	Kaladgi ..	Deccan College	Kánarese
46	Karamaji Rahim Nanjiani	39	Musalmán	Bombay ..	Elphinstone College.	Cutchi
47	Nilkantb Vinayak Chatre	42	Bráhman	Bombay	Deccan College.	Maráthi ..
48	Shivram Sadashiv Nadkarni,	37	Goud Bráhman,	Mandren	Elphinstone College.	Maráthi
49	Ramchandra Hanmant Deshpánde,	32	Bráhman	Narendra	Deccan College.	Kánarese
50	Ramchandra Shankar Takli.	36	Goud Bráhman,	Bombay	Elphinstone College.	Maráthi ..
51	Varajai Santokrai Desai ..	38	Bráhman	Thársa ..	Elphinstone College.	Gujarati
52	Balvant Hari Logbate ..	51	Bráhman	Poona ..	Poona High School.	Maráthi ..
53	Trimbak Narayan Kirtane .	51	Bráhman	Rájuri ..	Elphinstone College.	Maráthi
54	Pestonji Kavasji Sanjana ..	49	Parsi ..	Bombay ..	Elphinstone College.	Gujarati ..
55	Chaturbhuj Lalchand Oza .	46	Bráhman	Tatta ..	Elphinstone College.	Sindhi ..
56	Nasarwanji Jamshedji Ratnagar.	44	Parsi ..	Gandavia	Elphinstone College.	Gujarati ..

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian, Arabo, Maráthi and Gujaráti.	B.A.	8 9 9	Lecturer in Persian and Arabic, Deccan College.	200 0 0	
English ..	Graduate B.V.C.	3 7 0	Lecturer in Chemistry, Veterinary College.	200 0 0	
English and Sanskrit.	B.A., 1880	16 10 13.	Principal, Rájkot Training College.	180 0 0	Lent to Káthua.
English, Persian, Hindustáni and a little of Arabic.	Matriculated, 1866.	24 1 3	Vice-Principal, Training College, Hyderabad.	175 0 0	
English and Sanskrit.	F.E.A., 1868	22 5 0	Deputy Educational Inspector, Kaira	175 0 0	
English and Sanskrit.	B.A., 1884	17 3 14	Deputy Educational Inspector, Tháua.	175 0 0	
English, Sanskrit, Maráthi and a little of Hindustáni	F.E.A., 1875.	17 2 2	Deputy Educational Inspector, Bijápur.	175 0 0	
English, Persian, Gujaráti and Hindustáni.	B.A., 1871.	13 11 0	Deputy Educational Inspector, Panch Maháls and Rewa Kántha.	175 0 0	Includes Rs. 100 from Rewa Kántha.
English and Sanskrit.	B.A., 1876; L.C.E., 1878	12 4 21	Deputy Educational Inspector, Násik.	175 0 0	
English, Sanskrit and Gujaráti.	B.A., 1878	12 4 5	Deputy Educational Inspector, Ratnégiri.	175 0 0	
English, Sanskrit, Maráthi and a little of Hindustáni and Telegu	M.A. ..	8 9 4	Vice-Principal, Training College, Dhárwár.	175 0 0	
English, Latin, Gujaráti and Kánarese.	B.A., 1883.	12 6 29	Deputy Educational Inspector, Maráthi Schools, Bombay.	155 0 0	Also receives Rs. 25 as carriage allowance Lent to Municipality.
English and Sanskrit.	B.A., 1868	9 9 4	Deputy Educational Inspector, Gujaráti Schools, Bombay	165 0 0	Also receives Rs 25 as carriage allowance Lent to Municipality.
English ..	..	28 4 13	Head Clerk, Elphinstone College and Librarian Government Law School.	164 0 0	
English and Kánarese.	Matriculated, 1861.	30 11 0	First Assistant Master, Poona Training College.	160 0 0	
English ..	Matriculated, 1863.	29 2 15	Acting First Assistant Master (Gujaráti side), Elphinstone High School.	160 0 0	
English, a little of Sanskrit and Hindustáni.	Matriculated, 1866.	25 3 16	First Assistant Deputy Educational Inspector, Hyderabad.	160 0 0	
English and Latin.	F.E.A., 1868	24 2 28	Acting Second Assistant Master (Gujaráti side), Elphinstone High School.	150 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
57	Sangappa M. Ankle ..	43	Jain ..	Belgaum	Belgaum High School.	Kánarese ..
58	Anna Moreshtar Kunte ..	49	Bráhmañ ..	Mábuli	Elphinstone and Grant Medical Colleges.	Maráthi ..
59	Govind Krishna Amberdekar	43	Bráhmañ ..	Ratnágiri	Elphinstone and Deccan Colleges.	Maráthi ..
60	Balvant Vishnu Bhide ..	43	Bráhmañ ..	Tásgaon	Deccan College	Maráthi ..
61	Martin Amor	38	Christian ..	Poona ..	College of Science.	English ..
62	Hormasji Kirbadji Bharucha.	36	Páret ..	Broach ..	Elphinstone College.	Gujaráti ..
63	Moro Waman Kirtane ..	40	Bráhmañ ..	Supa (Poona)	Deccan College	Maráthi ..
64	Fazal Manji Khimjani ..	37	Khoja ..	Bháj ..	Elphinstone College.	Cutchi ..
65	Hari Ganesh Godbole ..	39	Bráhmañ ..	Wái ..	Deccan College	Maráthi ..
66	Bhaekar Yeshvant Jathar ..	35	Bráhmañ ..	Dhárwár	Deccan College	Maráthi ..
67	Ganpat Kedari Kakade ..	32	Simpli ..	Bombay ..	Elphinstone High School and Sir J. J. School of Art, Bombay.	Maráthi ..
68	Sunderrao Gajanan Jayakar.	38	Parbhu ..	Bombay ..	Elphinstone College.	Maráthi ..
69	Deoji Brijlal Wells ..	34	Christian ..	Surat ..	Free General Assembly's Institution, Bombay.	Gujaráti ..
70	Vasurmal U. Lalvani ..	31	Hindu, Amil	Hyderabad	Elphinstone College.	Sindhi ..
71	Bulchand Kodumal Jagtiani.	30	Hindu, Amil	Hyderabad	Elphinstone College.	Sindhi ..

Other Languages known.	University Standing or Training or College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Maráthi.	Matriculated, 1869.	23 9 0	Deputy Educational Inspector, Kánara.	150 0 0	
English, Sanskrit, Gujaráti and Hindústáni (colloquial).	B.A., 1866; M.D., 1874.	22 9 0	Demonstrator of Anatomy, Grant College.	150 0 0	Also draws Rs. 200 from Medical Department.
English, Kánarese and Sanskrit.	B.A. 1858 ..	21 7 18	Second Assistant Master, (Maráthi Side), Elphinstone High School.	150 0 0	
English, Sanskrit and a little of Kánarese.	B.A., 1881.	18 2 21	Head Master, Dhulia Training School.	150 0 0	
Maráthi ..	....	17 5 0	Superintendent of Workshops, College of Science.	150 0 0	
English and Persian.	B.A., 1878 ..	17 2 13	First Assistant Master, Surat High School.	150 0 0	
English and Latin.	B.A., 1877..	16 4 20	Deputy Educational Inspector, Sholápur.	150 0 0	
English, Latin, Brájháshá, Persian, Sindhi, Gujaráti and a little of Maráthi and Sanskrit.	B.A., 1877 ..	15 11 5	Deputy Educational Inspector, Broach.	150 0 0	
English and Sanskrit.	B.A., 1876 ..	15 7 15	First Assistant Master, Poona High School.	150 0 0	
English, Kánarese, and Sanskrit.	B.A., 1878 ..	13 4 25	Head Master, Bijápur High School.	150 0 0	
English..	3rd Grade Art Certificate.	12 11 0	Teacher of Drawing, Sir J. J. School of Art.	150 0 0	
English, Latin and Gujaráti.	M.A., B.Ec	10 10 14	First Assistant Master, (Maráthi Side), Elphinstone High School.	150 0 0	
English, Latin and Maráthi.	M.A., 1885..	10 6 29	Sub. <i>pro-tem.</i> First Assistant Master, Ahmedabad High School.	150 0 0	
English and Persian.	B.A. .	10 1 20	First Assistant Master, N. J. High School, Karáchi.	150 0 0	On deputation to Judicial Department.
English and Persian.	B.A. ..	9 9 6	Sub. <i>pro-tem.</i> First Assistant Master, N. J. High School, Karáchi.	150 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
72	Miss Laura Brooke . . .	35	Christian . .	Bombay .	Bombay .	English .
73	Miss A. G. Walters . . .	25	Christian	Belgaum	Bombay and England.	English
74	Miss Emily Corkery . . .	28	Christian	Poona . . .	Wanage . .	English . .
75	Hormasi Matekji Masani	30	Parsi	Bombay .	J. J. Parsi Benevolent Institution and Grant Medical College.	Gujarati . .
76	Gopal Venkatesh Panandikar.	42	Gond Brahman.	Goa	Elphinstone College.	Marathi . .
77	Miss G. L. Walters . . .	21	Christian . .	Khondala .	Bombay and Poona.	English . .
<i>CLASS II.—Rs. 100</i>						
78	Dowlatram Bhachech. Maniram	50	Brahman . .	Ahmedabad .	A h m e d a b a d High School.	Gujarati . .
79	Krishmalal Mehta Govinddas	48	Kayastha	Surat	High School, Surat.	Gujarati . .
80	Jamiatram Bhastru. Gourishanker	32	Brahman . .	Surat	Elphinstone College.	Gujarati . .
81	Miss I. Bhowe	28	Christian . .	Ahmednagar .	St. Peter's Girls' School, Bombay.	English . .
82	Gurudinalal L. Pahlajani .	40	Hindu	Shewan . . .	Normal College, Hyderabad.	Sindhi . . .
83	Ganpatram Travadi. Anupram	45	Brahman . .	Amol	High School, Surat.	Gujarati . .
84	Vasanlal J. Manukhani . .	47	Hindu	Hyderabad . .	Hyderabad High School	Sindhi . . .
85	Nawroji Rastanji Mama . .	47	Parsi	Bombay . . .	Elphinstone High School	Gujarati . .

Other Languages known.	University Standing or Training or Certificate Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Maráthi and French.	...	9 7 26	First Assistant, Female Training College, Poona.	150 0 0	Also receives Rs. 40 as carriage allowance. Lent to Navanagar.
Gujarati and a little of Hindustani.	...	8 0 24	Sub <i>pro-tem</i> First Assistant, Manalaxmi College, Ahmedabad.	150 0 0	Also receives Rs. 20 as carriage allowance.
Maráthi, French, Latin and Greek.	Matriculated	8 0 10	Acting First Assistant, Female Training College, Poona.	150 0 0	Also receives Rs. 40 as carriage allowance. On leave.
English, colloquial Persian, Hindi s t & n i and Maráthi.	L.M. & S .	5 7 20	Tutor in Surgery, Grant College.	150 0 0	
English, Latin and Gujarati.	F.E.A., 1870	2 10 16	Deputy Educational Inspector, Kolaba.	150 0 0	Also served in Sávantvádi.
A little of Hindi s t & n i and Gujarati.	Matriculated 1890.	0 3 14	Sub <i>pro-tem</i> Second Assistant, Mahalaxmi College, Ahmedabad.	150 0 0	Also receives Rs. 20 as carriage allowance.
<i>and below Rs. 150.</i>					
English and a little of Sanskrit.	Matriculated, 1865.	30 7 1	Deputy Educational Inspector, Gohelvádi Pránt.	135 0 0	Lent to Bhávnagar.
English ..	Matriculated, 1865	30 1 1	Deputy Educational Inspector, Jhálavád Pránt.	180 0 0	Lent to Káthiáwár
English and Sanskrit.	B.A., 1886 .	13 11 4	Acting Vice Principal Gujarát Training College.	130 0 0	
Maráthi and Sanskrit.	Matriculated, 1883.	8 11 13	Acting First Assistant High School for Native Girls, Poona.	130 0 0	Also receives Rs 25 as carriage allowance.
English and Persian.	Trained ..	30 11 0	Acting First Assistant Deputy Educational Inspector, Shikárpur.	125 .0 0	
English, Urdu, French and a little of Sanskrit.	Matriculated, 1865.	27 4 1	Deputy Educational Inspector, Sorath Pránt.	125 0 0	Lent to Bhávnagar.
English, Persian and Urdu.	Matriculated, 1867.	25 7 30	Head Master, Anglo-Vernacular School, Sukkur.	125 0 0	Lent to Municipality.
English, Maráthi, Hindi s t & n i and Arabic (colloquial).	....	23 8 2	Head Master, Aden Residency English School.	125 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
86	Kashinath Bapu Fathak ..	42	Bráhmaṇ ..	Hubli ..	Elphinstone and Deccan Colleges.	Kánarése ..
87	Tukaram Ramkrishna ..	36	Marátha ..	Sávantvádi ..	Sir J. J. School of Art.	Maráthi ..
88	Ghulam Mahomad Ghulam-ah Akhund.	27	Mahomedan ..	Karáchi ..	Elphinstone College.	Sindhi ..
89	Narayan Daso Banhatti ..	30	Bráhmaṇ ..	Miráj ..	Elphinstone College.	Maráthi ..
90	Kanialal Girdharlal Dhru ..	49	Bráhmaṇ ..	Ahmedabad ..	Ahmedabad High School.	Gujarátí ..
91	Bamanj Sorabj Sett ..	58	Pársi ..	Bombay ..	Elphinstone High School and College.	Gujarátí ..
92	Jhamatmal N. Waswani ..	46	Hindu ..	Hyderabad ..	Elphinstone and Deccan Colleges.	Sindhi ..
93	Maḡanbhai Kasturchand Vinawala.	45	Jain ..	Surat ..	Elphinstone College.	Gujarátí ..
94	Jamsedji Ferdunji Madon ..	43	Pársi ..	Bombay ..	Elphinstone College.	Gujarátí ..
95	Kundandas A. Asarpota ..	46	Hindu ..	Khairpur ..	Church Mission High School, Karáchi.	Sindhi ..
96	Morarji Narayanji Adhyaru.	34	Bráhmaṇ ..	Koth ..	Elphinstone College.	Gujarátí ..
97	Dinsha Dosabhai Sanga ..	34	Pársi ..	Bombay ..	College of Science.	Gujarátí ..
98	Bhaaskar Dhonddeo Gokhale	51	Bráhmaṇ ..	Tale Khájan ..	Belgaum High School.	Maráthi ..
99	Gopal Balkrishna Eishi ..	37	Bráhmaṇ ..	Poona ..	College of Science.	Maráthi ..
100	Miss Mary Bhoré ..	30	Christian ..	Ahmednagar ..	S. P. G. Ladies School, Bombay.	Engleish ..
101	Govind Madhav Pundalik ..	54	Bráhmaṇ ..	Belápur ..	Yeola School ..	Marátha ..
102	Gulabdas Gopaldas Mehta ..	59	Vánia ..	Surat ..	Surat Engleish School and Training College.	Gujarátí ..
103	Rewashankar Ambaram Bhat.	55	Bráhmaṇ ..	Mehmedabad ..	Ahmedabad Normal Class.	Gujarátí ..
104	Balsaji Mahadeji Bandivadekar.	56	Bhandári ..	Máivan ..	Máivan Vernacular School.	Maráthi ..

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	B.A. ..	15 5 12	Assistant to the Professor of Oriental Languages, Deccan College.	125 0 0	
English and Gujaráti.	Third Grade Art Certificate	18 2 0	Drawing Master, College of Science.	125 0 0	
English, Persian and Hindustáni.	B.A., 1886..	6 8 15	First Assistant Deputy Educational Inspector, Shikárpur.	125 0 0	On leave.
English and Sanskrit.	B.A. ...	9 9 18	Superintendent and Librarian, Elphinstone College	125 0 0	
English and Sanskrit	...	20 8 0	Deputy Educational Inspector, Gohelvád Pránt	120 0 0	Lent to Bhávnagar. On leave.
English and a little of Maráthi.	Matriculated, 1861.	26 4 5	Head Master, Camp School, Poona.	120 0 0	Previously served for 1 year 9 months and 17 days.
English, Persian, Sanskrit and Hindustáni	Matriculated, 1866.	24 6 14	Curator, Government Central Book Depot, Karáchi.	120 0 0	Transferred to Revenue Department.
English and Latin.	F.E.A., 1868	23 1 25	Second Assistant Master, Ahmedabad High School.	120 0 0	
English and Latin.	F.E.A., 1868	21 2 20	Acting Third Assistant Master, (Gujaráti Side), Elphinstone High School	120 0 0	
English, Persian, Urdu and Gujaráti.	Matriculated, 1869.	20 9 29	Head Master, Anglo-Vernacular School, Lárkhána.	120 0 0	Lent to Municipality.
English and Sanskrit.	B.A., 1890..	9 6 7	Head Master, Pálanpur High School.	120 0 0	Lent to Pálanpur.
English ..	Matriculated and Agricultural Final Examination	6 3 4	Lecturer on Veterinary Science, College of Science	120 0 0	
English and Kánarese.	Matriculated, 1897.	28 5 0	First Assistant Master, Bujápur High School.	110 0 0	
English ..	L.C.E. .	1 4 6	Third Master, College of Science.	110 0 0	
Maráthi .	....	8 8 8	Acting Second Assistant Lady Superintendent, Female Training College, Poona.	105 0 0	Also receives Rs. 20 as carriage allowance.
....	....	87 5 9	First Assistant Deputy Educational Inspector, Khándaesh	100 0 0	
English and Urdu.	Trained, 1859	87 4 19	First Assistant Deputy Educational Inspector, Surat.	100 0 0	
English and a little of Sanskrit and Maráthi.	Trained .	87 3 24	First Assistant Deputy Educational Inspector, Ahmedabad.	100 0 0	
A little of Sanskrit.	....	86 10 10	First Assistant Deputy Educational Inspector, Raínágirí.	100 0 0	On leave.

No.	NAMES.	Age	Caste or Religion.	Birth-place	Where educated.	Vernacular.
1	2	3	4	5	6	7
105	Narayan Damodar Yogi	57	Bráhmañ .	Mahád . .	Poona Training College	Maráthi
108	Vinayak Konddev Oke	64	Bráhmañ . .	Hedvi,Ratnágiri	Sátára English School.	Maráthi . .
107	IshvartalVrñdevandasShah	52	Váña	Ahmedabad . .	A h m e d a b a d High School.	Gujarátí
108	Nikant Moreswar Sathe	52	Bráhmañ . .	Poona . . .	Poona High School	Maráthi . .
109	Ratanlal Trimbaklal Divetia	48	Bráhmañ . .	Ahmedabad . .	Deccan College .	Gujarátí .
110	Govind Tatya Dixit.	50	Bráhmañ . .	Poona . . .	Poona Mission School.	Maráthi .
111	Atmasbankar Tripurashankar Dase.	47	Bráhmañ . .	Surat . . .	Surat High School.	Gujarátí
112	Gopal Abaji Raje . . .	52	Párbhu . .	Thána . . .	Deccan College .	Maráthi
113	Udharam Bhojraj Bhakhru	45	Hindu . .	Rohri . .	Sukkur Anglo-Vernacular School.	Sindhi
114	Ranchodlal Malukchand Goghar.	51	Váña . .	Goghar . .	Bhávnagar English School.	Gujarátí
115	Edulji Manekji Vatcha	50	Pársi . .	Bombay . . .	Elphinstone High School.	Gujarátí .
116	Murijmal Vairam Kirpalani	46	Hindu Aml .	Hyderabad .	High School, Hyderabad.	Sindhi . .
117	Gopal Rowji Mulay . . .	53	Kásár . .	Ahmedabad . .	Poona College	Maráthi .
118	Anant Vinayak Soboni . .	51	Bráhmañ . .	Junnar (Poona.)	Poona Mission School.	Maráthi
119	K. M. Raghavendrarao . .	51	S á r a s v a t Bráhmañ.	Mangalore . .	M a n g a l o r e German Mission School.	Konkani .
120	Ramchandra Bhikaji Gunjkar.	50	G o u d B r á h m a n .	Bolgaum . .	Elphinstone College.	Maráthi
121	Shaik Hayat	49	Mahomedan	Poona . .	Free General Assembly, Bombay.	Hindustani
122	Shrinwas Ramchandra Sowadi.	46	Bráhmañ . .	Bolgaum . .	Bolgaum High School.	Kánarese .
123	Khando Krishna Garde . .	45	Bráhmañ . .	Gurjohsur . .	Kolhápur High School.	Maráthi . .
124	Gulam Ross F. Mirza . .	46	Mahomedan . .	Hyderabad . .	Elphinstone College.	Sindhi .
125	Udhanmal Satramdas Sadana.	40	Hindu . .	Tatia . .	Elphinstone College.	Sindhi .

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
English..	....	Y m. d. 34 4 15	First Assistant Deputy Educational Inspector, Ahmednagar.	Rs. a p 100 0 0	
English .	....	32 3 15	First Assistant Deputy Educational Inspector, Nasik.	100 0 0	
English	Matriculated, 1886.	31 8 0	Head Master, Ahmedabad Middle School	100 0 0	
English and Sanskrit.	....	30 6 0	First Assistant Deputy Educational Inspector, Poona.	100 0 0	
English and a little of Sanskrit	Matriculated, 1885.	30 0 14	First Assistant Deputy Educational Inspector, Broach	100 0 0	
English..	Matriculated, 1888.	29 10 28	First Assistant Deputy Educational Inspector, Sátára.	100 0 0	
English..	Matriculated, 1894.	29 8 16	Head Master, Middle School, Surat.	100 0 0	
English .	....	29 5 0	First Assistant Master, (Maráthi Side), Elphinstone Middle School.	100 0 0	
English, Persian, Urdu and a little of Maráthi.	....	29 4 7	Second Assistant Deputy Educational Inspector, Hyderabad.	100 0 0	
English..	....	29 4 7	First Assistant Deputy Educational Inspector, Kaira.	100 0 0	
English ..	....	28 8 0	First Assistant Master, Elphinstone Middle School	100 0 0	
English and Persian.	....	28 3 5	Second Assistant Master, N. J. High School, Karachi.	100 0 0	
English and Gujaráti.	....	28 1 15	First Clerk, Director of Public Instruction.	100 0 0	Served also in Judge's office, Poona, 3 years and 6 months.
English	Matriculated, 1894	27 9 29	First Assistant Deputy Educational Inspector, Thána.	100 0 0	
English and Kánarese.	Matriculated at Madras, 1898.	27 1 4	First Assistant Master, High School, Kárwár.	100 0 0	
English, Sanskrit, Kánarese and Gujaráti and a little of Urdu.	Matriculated, 1894.	26 7 27	First Assistant Deputy Educational Inspector, Belgaum.	100 0 0	
English, Persian, Maráthi and Arabic	Matriculated, 1893.	25 4 0	First Assistant Deputy Educational Inspector, Sholápur.	100 0 0	
English, Maráthi, Colloquial Hindústáni and a little of Sanskrit and Gujaráti.	Matriculated, 1896.	24 8 0	First Assistant Master, Training College, Dhárwár.	100 0 0	
English, Sanskrit and Kánarese.	Matriculated, 1893.	24 6 11	First Assistant Deputy Educational Inspector, Bijápur.	100 0 0	
English, Persian, Arabic and Hindústáni.	Matriculated, 1897.	22 3 16	First Assistant Deputy Educational Inspector, Karachi.	100 0 0	
English, Persian and a little of Gujaráti.	Matriculated.	21 3 13	First Assistant Master, Training College, Hyderabad.	100 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
126	Framji Rastomji Billimoria .	44	Parsi ..	Billimoria ..	Sir Jamsetji Jijibhoy Institute	Gujarati ..
127	L. M. Gomes ..	46	Christian ..	Goa ..	Sir Jamsetji Jijibhoy School of Art.	Portuguese.
128	Narayan Raghunath ..	55	Parbhu ..	Bombay ..	Elphinstone College.	Marathi ..
129	Rustomji Dhanjibhai Patel ..	41	Parsi ..	Surat ..	Elphinstone College.	Gujarati ..
130	Navaraji Palanji Desai ..	41	Parsi ..	Bombay ..	Elphinstone College.	Gujarati ..
131	Mahadev Shivaram Apte ..	37	Bráhmañ ..	Asolipal (Sávantvádi).	Deccan College	Marathi ..
132	Waman Bhikaji Parchure ..	38	Bráhmañ ..	Guhágar (Ratnágur).	Elphinstone College.	Marathi ..
133	Shumbhu Chandappa Ankundikar.	37	Bráhmañ ..	Bijápur ..	Deccan College	Kánarese ..
134	Ramchandra Parshuram Godbole.	35	Bráhmañ ..	Poona ..	Deccan College	Marathi ..
135	Vinayak Sakharam Deebmukh.	34	Parbhu ..	Nizámpur ..	Deccan College	Marathi ..
136	Venkatesh Abaji Sohoni ..	35	Bráhmañ ..	Poona ..	Deccan College	Marathi ..
137	Maheshwar Dhondadev Joshi.	33	Bráhmañ ..	Ratnágiri ..	Free Church College, Bombay.	Marathi ..
138	Ramchandra Raghunath Natu.	34	Bráhmañ ..	Rájápur ..	Deccan College	Marathi ..
139	Keshavlal Dhruva Harsudras	34	Bráhmañ ..	Behole ..	Elphinstone College.	Gujarati ..
140	Dorabji Hirjibhai Vachha ..	32	Parsi ..	Bombay ..	Elphinstone College.	Gujarati ..
141	Ramchandra Balkrishna Bhagwat.	33	Bráhmañ ..	Poona ..	Deccan College	Marathi ..
142	Ganesh Narayan Khare ..	32	Bráhmañ ..	Poona ..	Elphinstone College.	Marathi ..
143	Ganesh Vishnu Dange ..	35	Bráhmañ ..	Usar (Kolába) ..	Elphinstone College.	Marathi ..
144	Vinayak Babaji Joshi ..	31	Bráhmañ ..	Dhundashi, Dhárwár.	Deccan College	Kánarese ..
145	Trimbak Vaman Risbud ..	33	Bráhmañ ..	Poona ..	Poona High School.	Marathi ..
146	Anandraso Sadaashiv Dalvi ..	30	Goud Bráhmañ ..	Bombay ..	St. Xavier's College.	Marathi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Latin.	F.E.A., 1870	20 7 27	Acting Fourth Assistant Master, (Gujarati Side), Elphinstone High School.	100 0 0	
English..	Second Grade Art Certificate.	17 8 20	Teacher of Elementary Modelling and Casting, Sir Jamsetji Jijibhoy School of Art.	100 0 0	
Colloquial Gujarati, Hindustani and English.	....	17 6 0	Head Clerk and Librarian, Grant College.	100 0 0	
English and Persian.	F.E.A., 1873	17 3 0	Sub <i>pro-tem</i> Second Assistant Master, Surat High School.	100 0 0	
English and Latin.	B.A., 1874..	18 4 21	Acting Fifth Assistant Master, (Gujarati Side), Elphinstone High School.	100 0 0	
English and Sanskrit.	B.A., 1878..	14 8 26	First Assistant Master, High School, Satara.	100 0 0	
English and Sanskrit.	B.A., 1880..	14 4 22	First Assistant Master, Nank High School.	100 0 0	
English, Sanskrit and Marathi.	F.E.A. ..	13 11 2	Head Master, Municipal First Grade Anglo-Vernacular School, Hubli.	100 0 0	Lent to Municipality.
English and Sanskrit.	B.A., 1881 ..	12 4 0	Sub. <i>pro-tem</i> Third Assistant Master, (Marathi Side), Elphinstone High School.	100 0 0	
English and Latin.	B.A., 1884..	11 9 21	Second Assistant Master, Poona High School.	100 0 0	
English and Sanskrit.	B.A., 1882 ..	11 8 0	First Assistant Master, Sholapur High School.	100 0 0	
English and Sanskrit.	B.A., 1881 ..	11 7 17	First Assistant Master, Ran-nagin High School.	100 0 0	
English, Sanskrit and Kannarese.	B.A. ..	11 7 11	First Assistant Master, Sirdar's High School, Belgaum.	100 0 0	
English and Sanskrit.	B.A., 1883 ..	11 6 24	Sub. <i>pro-tem</i> First Assistant Master, Gujarat Training College.	100 0 0	
English, Persian and colloquial Hindustani and Marathi.	M.A., 1887 (Physical sciences).	11 5 0	First Assistant Master, Broach High School.	100 0 0	
English and Latin.	M.A., 1886..	11 4 10	First Assistant Master, B. J. High School, Thana.	100 0 0	Lent to the Education Society, Ahmednagar.
English and Sanskrit.	B.A., 1883..	10 10 0	Substantive First Assistant Master, B. J., High School, Thana.	100 0 0	
English and Sanskrit.	B.A., 1882..	10 9 26	Sub <i>pro-tem</i> . First Assistant Master, Dhulia High School.	100 0 0	
English, Sanskrit and Marathi.	B.A. ..	9 7 5	First Assistant Master, Dharwar High School.	100 0 0	
English..	....	9 5 15	Head Clerk, Sir J. J. School of Art, Bombay.	100 0 0	Also served in the Military Department.
English and Latin.	M.A., 1884..	8 8 25	Sub <i>pro-tem</i> . Fifth Assistant Master (Marathi Side), Elphinstone High School.	100 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
147	Sayed Shamsuddin Sayed Mia Kadri.	29	Musalman ..	Ahmedabad ...	Gujarati College.	Hindustani.
148	Ibrahimkhan Ismailkhan Pathan.	37	Musalman	Banda (Savant-vadi).	Belgaum High School.	Hindustani.
149	Premchand Awatrai Jhangani.	25	Hindu, Aml.	Hyderabad ..	Sind College ..	Sindhi ..
150	Khubchand JetmalChhanani	27	Hindu, Aml.	Hyderabad ..	Elphinstone and Sind Arts Colleges.	Sindhi ..
151	Sayed Fakhruddin Abubakar Edroos.	24	Mahomedan .	Surat ..	Elphinstone and St Xavier's Colleges.	Hindustani
<i>CLASS III.—Rs. 75</i>						
152	Sobharaj H. Daswani	38	Hindu..	Hyderabad ..	N. J. High School, Karachi.	Sindhi ..
153	Narayan V. Patwardhan ..	44	Bráhmañ ..	Kalyán .	Deccan College	Maráthi ..
154	Allikul F. Mirza	37	Mahomedan.	Hyderabad .	High School, Hyderabad.	Persian ..
155	Bhimaobaya Zalakkár ..	57	Bráhmañ ..	Zalaki in Karnatak.	Nargund and Poona Schools	Kánarese .
156	Annaji Ramchandra Jalhal	39	Bráhmañ ..	Jalhal	Deccan College.	Kánarese .
157	Malharao Bhikaji Belsare	40	Bráhmañ ..	Pen ..	Elphinstone College.	Maráthi ..
158	Uttamram Dhirajram Thakore.	31	Bráhmañ	Broach ..	Free General Assembly's Institute.	Gujarati ..
159	S. D. Writer	32	Parsi ..	Bombay..	Sr J. J. School of Art.	Gujarati ..
160	Vandrvandas Girdhardas Dalal.	41	Vania .	Umreth ..	Elphinstone College	Gujarati ..
161	Fatehchand Vasantlal Butani.	46	....	Hyderabad ..	Hyderabad Normal School.	Sindhi ..
162	Motinarayan Gowrinarayan Trivedi.	46	Bráhmañ ..	Surat ..	Surat High School and Elphinstone College	Gujarati ..
163	Hariraj Laxmanraj Majumdar	44	Bráhmañ	Pátan ..	Elphinstone College	Gujarati ..
164	Manekji Hormasji Kanga	44	Parsi	Bombay..	Elphinstone College.	Gujarati ..
165	Narayan Laxuman Phadke	33	Bráhmañ	Rájápur (Ratnagiri).	Elphinstone College.	Maráthi ..
166	Kharsetji Framji Daruvala..	30	Parsi ..	Bombay .	Elphinstone College.	Gujarati .

Other Languages known.	University Standing, or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian, Arabic, Gujarati and Marathi.	B.A.	7 11 0	Acting Sixth Assistant Master, (Gujarati Side), Elphinstone High School.	100 0 0	
English, Marathi, Kannarese and Persian	Matriculated, 1890.	7 9 0	First Assistant Deputy Educational Inspector, Dhárwár.	100 0 0	
English and Persian	B.A., 1890.	4 7 26	Sub <i>pro-tem</i> . First Assistant Master, Shikárpur High School.	100 0 0	
English, Persian and Hindustani	B.A., 1889	3 8 18	Sub. <i>pro-tem</i> . First Assistant Master, Hyderabad High School	100 0 0	
English, Persian, Arabic, Gujarati and Marathi.	B.A., 1890	1 7 23	Acting Seventh Assistant Teacher (Gujarati Side), Elphinstone High School.	100 0 0	
<i>and below Rs. 100.</i>					
English, Persian and Urdu.	....	20 4 25	Acting Curator, Government Central Book Depot, Karachi	99 0 0	
English and Sanskrit.	Matriculated, 1870.	18 4 16	Head Clerk, Government Central Book Depot.	98 0 0	
English, Sindhi and Urdu	....	14 3 24	Acting Second Assistant Deputy Educational Inspector, Shikárpur	95 0 0	
Sanskrit, Marathi and Gujarati	....	25 8 10	Sanskrit Teacher, Elphinstone College.	90 0 0	
English, Sanskrit and Marathi.	Matriculated, 1870	19 7 12	Head Master, Municipal First Grade Anglo-Vernacular School, Gadag.	90 0 0	Lent to Municipality.
English and Sanskrit.	F.E.A.	18 1 11	Sub <i>pro-tem</i> . Third Assistant Master, Ahmedabad High School	90 0 0	
English and Sanskrit.	B.A., LL.B., 1892.	7 9 29	Sub <i>pro-tem</i> Third Assistant Master, Surat High School	90 0 0	
English ..	Third Grade Art Certificate.	3 9 0	First Assistant Master, College of Science.	90 0 0	
English and Sanskrit.	Matriculated, 1878.	18 3 22	Deputy Educational Inspector, Palanpur	85 0 0	Lent to Palanpur.
English and Persian.	Matriculated, 1876.	26 7 7	Third Assistant Deputy Educational Inspector, Hyderabad.	80 0 0	
English and Latin.	Matriculated, 1864.	24 2 14	Head Master, Sir Jameson Jijibhoy English School, Surat.	80 0 0	Lent to Parsi Panchayat. On leave.
English ..	Matriculated, 1869.	23 0 9	Deputy Educational Inspector, Mahi Kantha.	80 0 0	Lent to Mahi Kantha.
English and Persian.	Matriculated, 1869.	22 2 7	Sub. <i>pro-tem</i> . Fourth Assistant Master, Surat High School,	80 0 0	
English and Sanskrit.	B.A., 1892	10 9 0	Sub <i>pro-tem</i> Third Assistant Master, Poona High School.	80 0 0	
English, Persian and Hindustani.	B.A., 1882	8 4 5	Acting Eighth Assistant Master (Gujarati Side), Elphinstone High School.	80 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
167	T. Evans	37	Protestant ..	Oricknowell ..	Bombay Veterinary College.	English ..
168	Govrishankar Dayaram Dave.	56	Bráhmañ ..	Kaira	Kaira School ..	Gujarátí ..
169	Trimbak Janardan Sawargaokar.	52	Bráhmañ ..	Yeola	Poona Training College.	Maráthí ..
170	Bhimaji Dhondo Prabhu ..	52	Gond Bráhmañ ..	Kalghatgi ..	Dhárwár Normal School.	Konkani ..
171	Hari Bhaskar Damle	53	Bráhmañ ..	Ratnáguri ..	Poona Training College.	Maráthí ..
172	Nasarwanji Ukarji Menty ..	53	Fársí	Surat	Elphinstone High School.	Gujarátí ..
173	Keshav Hari Abhyankar ..	49	Bráhmañ ..	Airani(Ránobenur).	Belgaum Training College.	Maráthí ..
174	Sayedman*Ahmed Kadri ..	58	Muslimán ..	Ahmedabad ..	A h m e d a b a d	Urdu ..
175	Narasaya Kalleppa Moralvar.	46	Komítí	Sholápur ..	Sholápur High School.	Telugu ..
176	Vishwanath Dhondeo Devdhar.	54	Bráhmañ ..	Ratnágiri ..	Poona High School.	Maráthí ..
177	Vinayak Daji Behere	53	Bráhmañ ..	Poona	Poona College..	Maráthí ..
178	Gulám Mahomed G. Afgan ..	44	Mahomedan ..	Shikárpur ..	Normal School, Hyderabad.	Sindhi ..
179	Govind Shankar Shastri Bapat.	49	Bráhmañ ..	Pulan	Poona Path shala and Training College.	Maráthí ..
180	Keshav Shridhar Roge	46	Gond Bráhmañ ..	Rájápur	Elphinstone College.	Maráthí ..
181	Shankar Ramchandra Bhagwat.	46	Bráhmañ ..	Wái	Deccan College.	Maráthí ..
182	Rajmahomed Imambhai	43	Mahomedan ..	Nagar	Nagar	Urdu ..
183	Ganpatrao Mahadevrao Dhauryavan.	47	Parbhu ..	Bombay	Elphinstone and Grant Medical Colleges.	Maráthí ..
184	Krahnaji Raghunath Kalkar	46	Bráhmañ ..	Somechvar ..	Poona College ..	Maráthí ..
185	Gagal Vanamali Pathak	43	Bráhmañ ..	Kathlai	Elphinstone College.	Gujarátí ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Welsh .. ..	....	1 6 0	Farrier and Instructor in Shoeing, Veterinary College.	80 0 0	Also receives Rs. 25 as house-rent.
A little of English.	....	38 5 17	Head Clerk, Educational Inspector, N. D.	75 0 0	
English	Trained ..	37 4 23	First Assistant Master, Dhaha Training School.	75 0 0	
Kánarés and Maráthi.	....	35 7 20	Second Assistant Deputy Educational Inspector, Dhárwár.	75 0 0	
English	Training College Certificate	33 9 14	Second Assistant Deputy Educational Inspector, Khándesh.	75 0 0	
English .. ..	....	31 6 8	Second Assistant Master, (Gujarátí Side), Elphinstone Middle School.	75 0 0	
Kánarés, Konkani and little of English.	Training College Certificate Rs. 20,	30 9 0	Sub. <i>pro-tem</i> Assistant Deputy Educational Inspector, Kánara.	75 0 0	
Persian, Arabic and Gujarátí.	....	30 4 0	Second Assistant Deputy Educational Inspector, Kaira.	75 0 0	
English, Maráthi and Urdu.	Matriculated.	28 8 20	Second Assistant Deputy Educational Inspector, Sholsápur.	75 0 0	
English .. ..	....	28 -3 1	Second Clerk, Director of Public Instruction.	75 0 0	Served also in the Forest and Revenue Departments.
English and a little of Kánarés.	....	28 2 0	Head Clerk, Educational Inspector, Southern Division.	75 0 0	
English, Persian and Urdu.	Trained, 1897	26 2 0	Acting Third Assistant Deputy Educational Inspector, Shikárpur.	75 0 0	
English and Sanskrit.	Trained ..	25 9 14	Sub. <i>pro tem</i> , Seventh Assistant Master, (Maráthi Side), Elphinstone High School.	75 0 0	
English and Sanskrit.	Matriculated, 1876.	25 4 21	Second Assistant Master, (Maráthi Side), Elphinstone Middle School.	75 0 0	
English and Sanskrit.	Matriculated, 1894.	25 3 26	Second Assistant Master, B. J. High School, Tháus.	75 0 0	
English, Maráthi and Persian.	....	25 2 0	Second Assistant Deputy Educational Inspector, Ahmednagar.	75 0 0	
English, Gujarátí and Hindustáni.	Matriculated, 1868.	25 0 13	Sub. <i>pro tem</i> , Sixth Assistant Master, (Maráthi Side), Elphinstone High School.	75 0 0	
English and Sanskrit.	Matriculated, 1894.	24 10 0	Fifth Assistant Master, Poona High School.	75 0 0	
English and Sanskrit.	Matriculated, 1897.	23 10 7	Second Assistant Master, Gujarátí Training College.	75 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
186	Vaman Khanderao Vaidya..	44	K r i s h n a Parbhu.	Alibag ..	Elphinstone Col- lege.	Maráthi ..
187	Gulabhai Gopalji Naik ..	46	Bráhmañ ..	Jalápor..	Elphinstone College.	Gujarátí ..
188	Nasarvanji Marwanji Pávrí ..	43	Pársi ..	Bombay..	Elphinstone Col- lege.	Gujarátí ..
189	Bhauqhankar Naranehan- kar Dave.	50	Bráhmañ ..	Surat ..	Elphinstone College.	Gujarátí ..
190	Jhangimal T. Waswani ..	47	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindhi
191	Rajaram Shastri Bodas ..	47	Bráhmañ	Benares ..	Benares School	Maráthi ..
192	Bherumal M. Mansukhani ..	44	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
193	Sayad Yakub S. Mohidin ..	47	Mahomedan.	Miraj ..	Miraj Private School.	Urdu
194	Waman Anna Wasudeva ..	44	Kahatriya ..	Bombay..	Elphinstone High School.	Maráthi
195	Trimbak Vishnu Bapat	54	Bráhmañ ..	Poona ..	Free General Assembly's Institution.	Maráthi ..
196	Ismailkhan Amirkhan ..	44	Musalmán	Násik ..	Násik Vernac- ular School.	Urdu ..
197	Jannahmad Hussenhál Shekh.	42	Mahomedan	Sádra ..	A h m e d a b a d Training Col- lege.	Urdu
198	Sorabshaw Byramji Doctor.	42	Pársi ..	Surat ..	Surat High School.	Gujarátí
199	Umedali K. Munshi ..	43	Mahomedan ..	Bháj ..	Elphinstone Col- lege.	Kutchhí ..
200	Hormasji Navroji Lord ..	43	Pársi ..	Bombay..	Elphinstone Col- lege.	Gujarátí ..

Other Languages known.	University Standing or Training Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Latin, Hindustani, Gujarati and a little of Sanskrit	Matriculated, 1867.	23 9 7	Assistant Deputy Educational Inspector, Kolaba.	75 0 0	
English, Sanskrit and a little of Marathi	Matriculated, 1869.	23 4 0	Second Assistant Deputy Educational Inspector, Broach.	75 0 0	
English..	Matriculated, 1869.	23 2 9	Acting Tenth Assistant Master, (Gujarati Side), Elphinstone High School.	75 0 0	
English and Sanskrit.	F.E.A., 1868.	22 4 19	Second Assistant Master, Nadiad High School.	75 0 0	On leave.
English, Persian and Hindustani.	Matriculated, 1868.	23 0 2	Second Assistant Deputy Educational Inspector, Karachi.	75 0 0	
Sanskrit ..	....	21 8 26	Second Shastri, Elphinstone College.	75 0 0	
English and Persian.	....	21 7 0	First Assistant Master, Anglo-Vernacular School, Sukkur.	75 0 0	Lent to Municipality.
English, Arabic, Persian, Marathi, Gujarati and little of Kanarese.	....	21 4 0	Second Assistant Deputy Educational Inspector, Satara.	75 0 0	
English and colloquial Gujarati and Hindustani.	....	21 3 9	Clerk and Librarian, Elphinstone High School.	75 0 0	
English..	....	21 0 4	Head Clerk, Educational Inspector, Central Division.	75 0 0	Also served 4 years 11 months and 2 days in the Public Works Department.
Marathi, Arabic and Persian.	....	20 8 4	Second Assistant Deputy Educational Inspector, Nasik.	75 0 0	
English, Gujarati and a little of Sanskrit and Persian.	Trained, 1877.	20 7 11	Second Assistant Deputy Educational Inspector, Surat.	75 0 0	
English, Persian and Hindustani.	....	20 6 11	Acting Twelfth Assistant Master, (Gujarati Side), Elphinstone High School.	75 0 0	
English, Gujarati, Sindhi, Hindustani and Persian.	Matriculated, 1871.	20 5 4	Acting Eleventh Assistant Master, (Gujarati Side), Elphinstone High School.	75 0 0	
English and Zend.	Matriculated, 1867.	19 6 5	Tenth Assistant Master, (Gujarati Side), Elphinstone High School.	75 0 0	On furlough.

No.	NAMES.	Age	Caste or Religion.	Birth-places.	Where educated.	Vernacular.
1	2	3	4	5	6	7
201	Lalehankar Abheshankar Pandya.	38	Brahman	Surat	Surat High School.	Gujarati ..
202	Dahyabhai Veniram Mehta ..	38	Bráhman	Umroth	Elphinstone College.	Gujarati ..
203	Barjorji Sorabji Chinai ..	40	Parsi ..	Bombay ..	Elphinstone High School.	Gujarati ..
204	Wamanacharya Zalkikar ..	49	Bráhman	Zalki	Benares College	Kánarese ..
205	Krishnarao Bhai ..	35	Kehatriya	Bombay ..	Elphinstone High School and School of Art.	Maráthi ..
206	Chhaganlal Harilal Pandya	34	Bráhman	Nadád	Elphinstone College.	Gujarati ..
207	Chiranjulal Dhunichand ..	36	Bráhman	Amritsar	School of Art ..	Urdu ..
208	Maheshwar Narayen Devghar.	34	Bráhman	Sávantrádi ..	St Xavier's College.	Maráthi ..
209	Ramchandra Keshav Alekar.	35	Bráhman	Poona	College of Science.	Maráthi ..
210	Abdullakhan Ibrahimkhan Atar.	32	Musalmán	Sávantrádi ..	College of Science.	Urdu ..
211	Ahmed bin Hassan ..	26	Mahomedan	Aden	Aden English School	Hindustáni ..
212	Vidyadhar Vaman Bhide ..	31	Bráhman	Belgaum ..	Deccan College.	Maráthi ..
213	Sadashiv Raghunath Vanavale.	33	Bráhman	Poona	Deccan College.	Maráthi ..
214	Vasudev Narayan Sadhale	35	Bráhman	Passein	Do.	Maráthi ..
215	Vasudev Vithal Patwardhan.	31	Bráhman	Baydhan ..	Do.	Maráthi ..
216	Krishnaji Balaji Bendigiri ..	31	Bráhman	Bendigiri ..	Deccan College.	Kánarese ..
217	Pavanji Gopalkrishna	31	Bráhman	Manjeshvar ..	Mangalore Government Provincial College and School of Art, Bombay	Do.
218	Shakh Jafar Mahomed ..	27	Mahomedan	Sátára	Fergusson College.	Urdu ..

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10.	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated, ..	18 4 19	Assistant Deputy Educational Inspector, Panch Mahals and Rewa Kantha.	75 0 0	Includes Rs. 37-8-0 from Rewa Kantha.
English and Sanskrit.	Matriculated, 1872.	17 1 27	Sub-Deputy Educational Inspector, Halal.	75 0 0	Lent to Kathiawar.
English ..	Matriculated, 1874.	16 7 23	Sub pro-tem. Fifth Assistant Master, Surat High School.	75 0 0	
Sanskrit ..	....	15 2 26	First Assistant Sanskrit Teacher, Deccan College.	75 0 0	
English ..	Third Grade Art Certificate.	13 2 0	Assistant Teacher, Sir J. J. School of Art, Bombay.	75 0 0	On furlough.
English and Sanskrit.	B. A. ..	12 11 20	Fourth Assistant Master, Ahmedabad High School.	75 0 0	Lent to Junagad.
English and Gujarati.	Third Grade Art Certificate	12 11 0	Assistant Teacher, Sir J. J. School of Art, Bombay.	75 0 0	
English and Sanskrit.	B. A., 1885.	10 8 25	Second Assistant Master, Nask High School.	75 0 0	
English and Kanarese.	L. C. E., 1882	10 8 20	Second Assistant Master, Poona Training College.	75 0 0	
English, Marathi, Persian, Gujarati and Kanarese	Matriculated, 1880.	10 0 12	Second Assistant Deputy Educational Inspector, Belgaum.	75 0 0	
English, Arabic, Gujarati and Persian.	....	9 9 23	First Assistant Master, Residency English School, Aden.	75 0 0	On leave.
English, Persian, Sanskrit and Kanarese.	B. A., 1883..	9 7 4	Second Assistant Master, Ratnagiri High School.	75 0 0	
English and Sanskrit.	B. A., 1883..	9 5 14	Second Assistant Master, Satara High School.	75 0 0	
English and Sanskrit.	B. A., 1883..	9 3 29	Eighth Assistant Master, (Marathi Side), Elphinstone High School.	75 0 0	On leave.
English and Sanskrit.	B. A., 1883..	8 9 28	Sub. pro-tem. Second Assistant Master, Dhuin High School.	75 0 0	
English, Sanskrit, and Marathi.	B. A. ..	7 8 17	Sub. pro-tem. Second Assistant Master, Dhárwár High School.	75 0 0	
English and Marathi.	Matriculated, 1878, Third Grade Art Certificate.	7 0 1	Assistant Teacher, Sir J. J. School of Art.	75 0 0	
Sanskrit, Marathi, English and a little of Persian.	P. E., 1898..	6 2 28	Second Assistant Deputy Educational Inspector, Poona.	75 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
219	Alli Abdul Gafur Lala ..	28	Mahomedan.	Ratnágiri ..	Elphinstone College.	Konkani ..
220	Govind Babaji Kher ..	31	Bráhmañ ..	Surgan ..	Poona High School and Grant Medical College.	Maráthi ..
221	Ramchandra Shrinivas Kulkarni.	29	Bráhmañ ..	Nasrapur ..	College of Science.	Kánarése ..
222	Barhanuddin A. Ureei ..	28	Musalmán ..	Ahmedabad ..	Gujrát College.	Urdu ..
223	Rustomji Aspandiarji Sethna	28	Pársi ..	Surat ..	Elphinstone College.	Gujarátí ..
224	Ganesh Annarao Hebbal ..	25	Bráhmañ ..	Bédámi ..	Deccan College	Kánarése ..
225	Krishnaji Shrinivas Hungund.	28	Bráhmañ ..	Dhárwár ..	Deccan College.	Kánarése ..
226	Vinayak Sokerji Trilokekar.	25	Parbha ..	Bombay ..	Elphinstone High School and Grant College.	Maráthi ..
227	Dattatraya Sontake. Damodar	27	Bráhmañ ..	Kolhápur ..	Elphinstone College.	Maráthi ..
228	Rahim A. Gaffur Lalla ..	30	Musalmán ..	Ratnágiri ..	Ratnágiri High School.	Hindustáni, ..
229	Keshav Narayan Gokhale ..	26	Bráhmañ ..	Wái ..	Deccan College.	Maráthi ..
230	Maganlal Maneklal Bulsari	27	Kayastha ..	Surat ..	Sámaldás College.	Gujarátí ..
231	Anant Narayan Sambaré ..	25	Bráhmañ ..	Bombay ..	Sávantvádi English School and Grant College.	Maráthi ..
232	Kisanchand Uttamchand Lalvani.	27	Amil ..	Hydrabad ..	Sind Arts College.	Sindhi ..
233	Bhojshung G. Fahlajani ..	21	Hindu, Amil	Schwan ..	Sind Arts College.	Sindhi ..
234	Salvador Fernandez ..	27	Christian ..	Mangalore ..	St. Xavier's College.	Konkani ..
235	Ardestr Kavasji Turney ..	27	Pársi ..	Bombay ..	Elphinstone High School and Grant College.	Gujarátí ..
236	Doshabd Rastamji Barchi ..	24	Pársi ..	Bombay ..	Elphinstone High School and Grant Medical College.	Gujarátí ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Sanskrit, Maráthi, Persian and Urdu	Matriculated, 1883.	6 4 12	Second Assistant Deputy Educational Inspector, Ratnágiri.	75 0 0	
Sanskrit, English, colloquial, Hindustáni and Gujaráti.	L.M. & S. ..	6 4 10	Tutor in Anatomy, Materna Medica and Botany, Grant College.	75 0 0	
English, Maráthi and a little of Sanskrit.	L.C.E., 1887	5 10 11	Second Assistant Master, Training College, Dhárwár.	75 0 0	
English, Persian and Gujaráti.	P.E., 1886 ..	5 10 19	Second Assistant Deputy Educational Inspector, Ahmedabad.	75 0 0	
English and Persian.	B.A. ..	5 6 15	Sub. <i>pro-tem</i> . Fourth Assistant Master, Ahmedabad High School.	75 0 0	
English, Sanskrit and Maráthi.	B.A. ..	5 2 18	Second Assistant Master, Sardárs' High School, Belgann.	75 0 0	
English, Sanskrit and Maráthi.	B.A., 1888..	4 7 28	Second Assistant Master, Býápur High School.	75 0 0	
English, Latin colloquial, Gujaráti and Hindustáni.	L.M. & S. ..	4 7 0	Tutor in Anatomy, Materna Medica and Botany, Grant College.	75 0 0	
English and Sanskrit.	B.A., 1888..	4 4 10	Sub. <i>pro-tem</i> . Fourth Assistant Master, Poona High School.	75 0 0	
Maráthi and English.	Matriculated, 1884.	4 0 11	Second Assistant Deputy Educational Inspector, Thána.	75 0 0	Also served in the Revenue Department. On leave.
English and Sanskrit.	B.A., 1890..	3 7 8	Second Assistant Master, Býápur High School.	75 0 0	
English and Persian.	B.A., 1890..	3 1 24	Sub. <i>pro-tem</i> Second Assistant Master, Broach High School.	75 0 0	
English, Sanskrit colloquial, Hindustáni Gujaráti and Kánarése.	L.M. & S. ..	2 10 13	Tutor in Anatomy, Materna Medica and Botany, Grant College.	75 0 0	
English and Persian.	B.A., 1889..	2 8 7	Second Assistant Master, Hyderabad High School.	75 0 0	
English, Latin, French, Urdu and Persian.	B.A. & B.Sc.	2 7 27	Third Assistant Master, N. J. High School, Kátschi.	75 0 0	
English, Kánarése and Latin.	B.A., 1893..	2 6 18	Second Assistant Master, Kárwár High School.	75 0 0	
English, colloquial, Hindustáni and Maráthi.	L.M. & S. ..	2 4 11	Tutor in Chemistry and Medical Jurisprudence, Grant College.	75 0 0.	
English, colloquial Hindustáni and Maráthi.	L.M. & S. ..	1 1 0	Tutor in Chemistry and Medical Jurisprudence, Grant College.	75 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
237	Chandiram N. Mirani	28	Hindu	Sehwan	D. J. Sind College.	Sindhi
238	Raghavendrarao	22	Hindu	Honavar	St. Aloysius' College, Mangalore, and Grant College	Kanarese
239	Abdulla Zeekhan Hassan-khan.	32	Muslim	Mirzapur	Aden English School.	Hindustani
240	Sayad Mamudin valad Sayad Hussain Kadri.	24	Mahomedan	Malga (Kanaars)	Free General Assembly's Institution.	Urdu
241	Dwansing Churtsing Lakhumalau.	22	Hindu, Amil	Hyderabad	Sind College	Sindhi
<i>CLASS IV.—Rs. 50</i>						
242	Balvant Hari Datar	54	Bráhma	Poona	Poona Mission School.	Maráthi
243	Hormaeji Edalji Kanga	49	Pársi	Navsári	Elphinstone High School.	Gujarát
244	Ramkrishna Chimanji Bapat	51	Bráhma	Anjarle	Poona College	Maráthi
245	Dattarya B. Deshpande	49	Bráhma	Dhulia	Dhulia High School.	Maráthi
246	Ganesh Viehnu Dixit	46	Bráhma	Poona	Poona High School.	Maráthi
247	Narayan Pandurang Sathé	51	Bráhma	Náeik	Private study	Maráthi
248	Gopal Shankar Takhe	47	Bráhma	Poona	Poona High School.	Maráthi
249	Ramchandra Harsheb Gan-gan.	49	Váni	Nevren	Ratnáguri High School.	Maráthi
250	Jagannath Balkrishna Li-maye.	46	Bráhma	Pen	Elphinstone High School.	Maráthi
251	Ramchandra Jagannath Godbole.	43	Bráhma	Poona	Deccan College	Maráthi
252	Maneukhsaram Devachand Vohora.	40	Jam	Ahmedabad	Elphinstone and Gujarát Colleges.	Gujarát
253	Erachji Rastamji Sahar	52	Pársi	Navsári	Elphinstone College.	Gujarát

Other Languages known.	University Standing, or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Persian.	B. A.	0 9 0	Second Assistant Master, Training College, Hyderabad.	75 0 0	
English, Konkani, Latin and French.	L. M. & S.	0 8 0	Tutor in Physiology, Grant College.	75 0 0	
English and Arabic.	....	0 5 11	School-Master, Branch English School, Steamer Point, Aden.	75 0 0	
Persian, Kánarés, English and a little of Maráthi.	P. E., 1886	0 5 8	Second Assistant Deputy Educational Inspector, Bihápur.	75 0 0	Also served in the Revenue Department.
English and Persian.	B. A., 1892	0 3 7	Sub <i>pro-tem</i> . Second Assistant Master, Shikárpur High School.	75 0 0	
<i>and below Rs. 75.</i>					
English ..	....	33 2 15	Seventh Assistant Master, Poona High School.	70 0 0	
English ..	....	28 9 21	Third Assistant Master, (Gujarati Side), Elphinstone Middle School.	70 0 0	
English and Sanskrit.	Matricul at- ed, 1884.	28 7 13	Sixth Assistant Master, Poona High School.	70 0 0	
English and a little of Sanskrit.	Matricul at- ed, 1886.	28 7 7	Third Assistant Master, Dhulia High School.	70 0 0	
English ..	....	27 9 0	Probationary English Accountant, Government Central Book Depôt.	70 0 0	
English and Sanskrit.	....	26 10 20	Third Assistant Master, Poona Training College.	70 0 0	
English ..	....	25 7 6	Third Clerk, Director of Public Instruction.	70 0 0	
English ..	Matricul at- ed, 1886.	25 3 0	Third Assistant Master, Ratnágiri High School.	70 0 0	
English ..	Matricul at- ed, 1868.	24 2 29	Third Assistant Master, (Maráthi Side), Elphinstone Middle School.	70 0 0	
English and Sanskrit.	F. E. A., 1880.	21 5 0	Sub <i>pro-tem</i> . Third Assistant Master, Sârára High School.	70 0 0	
English and Sanskrit.	P. E., 1880 ..	20 4 6	Third Assistant Master, Gujarát Training College.	70 0 0	
English, French and Persian.	Matricul at- ed, 1871.	17 2 20	Acting Thirteenth Assistant Master, (Gujarati Side), Elphinstone High School.	70 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
254	Ramchandra Trimbak Patwardhan.	37	Bráhmán	Kaygav ..	Elphinstone and Deccan Colleges.	Maráthi ..
255	Ferdunji Palanji Desai ..	37	Páresi ..	Bombay..	Elphinstone College.	Gujaráti ..
256	Harilal Tuljaram Daru ..	35	Káyastha ..	Bulsár ..	Elphinstone College.	Gujaráti ..
257	Atmara Raghunath Kale ..	31	Bráhmán	Sátára ..	Deccan College.	Maráthi ..
258	Achratlal Jivanlal Sayed ..	83	Bráhmán	Ahmedabad ..	Elphinstone College.	Gujaráti ..
259	Mulla Mahomad Hussein A. Panchasi.	28	Mussalman	Surat ..	Surat High School.	Urdu.
260	Chaturbhai Velabhabhai Patel.	30	Patidár	Nadiád ..	Elphinstone College.	Gujaráti ..
261	Ganpatrao Raghunath Wagle.	30	Gond Bráhmán.	Bombay..	St. Xavier's College.	Maráthi ..
262	Ramkrishna Nikant Bado..	29	Bráhmán	Muríd ..	Deccan and Elphinstone Colleges.	Maráthi ..
263	Gajanan Vihvanath Dhurandhar.	28	Parbhu	Bombay..	Elphinstone College.	Maráthi ..
264	Vithal Ananji Salgar ..	30	Shenvi	Unakal ..	Grant Medical College.	Maráthi ..
265	Laxman Daji Nagarkar ..	29	Bráhmán	Poona ..	College of Science.	Maráthi ..
266	Lakhimal Aidas Vasu ..	29	Bráhmán	Tata ..	Elphinstone College.	Sindhi ..
267	Brijlal Keshavlal Agarwala.	27	Bania ..	Ahmedabad ..	Sarnaldás College.	Gujaráti ..
268	Tarachand Alimchand Lalvani.	27	Hindu, Amil.	Hyderabad ..	Elphinstone College.	Sindhi ..
269	Ramchandra Devrao Nadekarni.	24	Sarasvat Bráhmán.	Bankikodde ..	Wilson College.	Konkani ..
270	Hotchand Motaram Nangrani.	21	Hindu, Bháta.	Shikárpur ..	Sind College ..	Sindhi ..
271	Satyappa Sankappa Ghali..	30	Lingáyat	Belgaum ..	Wilson and Deccan Colleges.	Kánarese ..

Other Languages known.	University Standing, or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary	REMARKS.
8	9	10	11	12	13
		Y. m d		Rs. a p	
English and Sanskrit	1st B.A., 1886	13 3 6	Third Assistant Master, Sholdapur High School.	70 0 0	On leave.
English Persian.	B.A., 1876	12 4 0	Acting Fourteenth Assistant Master, (Gujarati Side), Elphinstone High School.	70 0 0	
English Latin.	F.E.A. 1879,	11 7 25	Sub. <i>pro-tem</i> Sixth Assistant Master, Surat High School.	70 0 0	
English Sanskrit	B.A., 1882	10 8 21	Third Assistant Master, Nask High School.	70 0 0	
English and Sanskrit.	F.E.A.	10 2 12	Sub. <i>pro-tem</i> Fifth Assistant Master, Ahmedabad High School.	70 0 0	
English, Persian and Gujarati.	Matriculated, 1882.	8 8 29	Fifth Assistant Master and Librarian, Rajkumar College.	70 0 0	Lent to Khatiwari.
English Sanskrit.	B.A., 1887	7 1 0	Third Assistant Master, Nadiad High School.	70 0 0	
English Latin.	B.A. 1887.	6 0 0	Sub. <i>pro-tem</i> Ninth Assistant Master, (Marathi Side), Elphinstone High School.	70 0 0	
English Sanskrit.	B.A., 1888	5 10 20	Third Assistant Master, B.J. High School, Thana.	70 0 0	
English Sanskrit.	B.A., 1888	4 3 28	Sub. <i>pro-tem</i> Tenth Assistant Master, (Marathi Side), Elphinstone High School.	70 0 0	
English and Kannara.	L.M. & S.	3 7 29	Sub. <i>pro-tem</i> , Third Assistant Master, Dharkwar High School.	70 0 0	
English and Sanskrit.	L.C.E., 1886.	2 11 27	Acting Second Assistant Master, High School for Native Girls, Poona.	70 0 0	
English and Persian.	B.A.	2 6 4	Fourth Assistant Master, N.J. High School, Karachi.	70 0 0	
English Sanskrit.	B.A., 1891..	2 4 12	Sub. <i>pro-tem</i> , Third Assistant Master, Broach High School.	70 0 0	
English Persian.	B.A., 1892.	1 9 20	Third Assistant Master, Hyderabad High School.	70 0 0	
English, Kanaresa, Marathi and Sanskrit.	B.A., 1891..	1 8 20	Third Assistant Master, Karwar High School.	70 0 0	
English Persian.	B.A., 1892.	0 9 2	Third Assistant Master, Shikarpur High School.	70 0 0	
English, Sanskrit and Marathi.	B.A.	0 8 24	Sub. <i>pro-tem</i> , Third Assistant Master, Sardars' High School, Belgaum.	70 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
272	Gopal Yadneshwar Bhude ..	45	Bráhmán ..	Ratnágiri ..	Poona Training College.	Maráthi ..
273	Govind Gopal Yevalekar ..	50	Bráhmán ..	Yeola ..	Poona High School.	Maráthi .
274	Hari Mahadev Velankar ..	64	Bráhmán ..	Sanganner ..	Free General Assembly's Institution	Maráthi ..
275	Harjivandas Valiram Guna	52	Kshatriya ..	Bombay ..	Elphinstone Institution,	Gujaráti .
276	Mahadev Keshav Bopardikar.	50	Bráhmán ..	Wái ..	Private School.	Maráthi ..
277	Harilal Kahandas Desai ..	46	Bania ..	Ahmedabad ..	A h m e d a b a d High School.	Gujaráti ..
278	Amulakra Harderam Desai	43	Bráhmán ..	Bronch ..	E l p h i n s t o n e College.	Gujaráti .
279	Manekji Mancherji Choksi ..	44	Pársi ..	Bombay..	E l p h i n s t o n e College.	Gujaráti ..
280	Valabharan Damodar Paudya.	41	Bráhmán ..	Virangám ..	Karachi High School.	Gujaráti ..
281	Shankar Ramchandra Hatvala,	44	Bráhmán ..	Poona ..	Deccan College	Maráthi .
282	Navroji Kavayji Daji ..	39	Pársi ..	Bombay..	Chan d a n v á d i High School.	Gujaráti ..
283	Tolaran A. Kathuramanl .	35	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
284	Ranehoddas Lalbhai Damania.	30	Bania ..	Bombay ..	St. Xavier's College.	Gujaráti ..
285	Ganesh Luxuman Koparkar.	28	Bráhmán ..	Wái ..	Deccan College.	Maráthi .
286	Harharshankar Bhanushankar Dave.	28	Bráhmán ..	Surat ..	Sármaldás College.	Gujaráti .
287	Narayan Chintaman Kelkar.	26	Bráhmán ..	Vanivde (Ratnágiri).	Deccan College.	Maráthi ..
288	Krishnaji Vishnu Sohoni ..	27	Bráhmán ..	Poona ..	Deccan College.	Maráthi ..
289	Anandrao Mangesh Atbvanekar.	32	Gond Bráhmán.	Bombay ..	Elphinstone College.	Maráthi ..
290	Laxuman Naranna Hulgol.	28	Bráhmán ..	Cholachgud ..	Deccan College	Kánarese .
291	Vasudeo Raghunath Patki ..	26	Bráhmán ..	Sávantvádi ..	Wilson College	Maráthi ..

Other Languages.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
....	Training College Certificate Rs 25.	30 9 0	Acting First Assistant Deputy Educational Inspector, Ratnagiri.	65 0 0	
English..	Matriculated, 1866.	29 1 0	Fourth Assistant Master, Naik High School.	65 0 0	
English and Sanskrit.	....	29 0 8	Fourth Assistant Master, (Marathi Side), Elphinstone Middle School	65 0 0	
English and Sindhi.	Matriculated, 1864.	28 9 0	Fourth Assistant Master, Hyderabad High School.	65 0 0	
English and English ..	....	26 7 0	Ninth Assistant Master, Poona High School.	65 0 0	
Sanskrit.	Matriculated.	25 9 26	Sixth Assistant Master, Ahmedabad High School.	65 0 0	
English and Sanskrit.	Matriculated, 1868.	22 7 0	Sub <i>pro-tem</i> . Fourth Assistant Master, Broach High School.	65 0 0	
English and Latin.	Matriculated, 1868.	21 9 27	Fourth Assistant Master, (Gujarati Side), Elphinstone Middle School.	65 0 0	On furlough.
English ..	Matriculated.	21 4 29	Fifth Assistant Master, N. J. High School, Karachi.	65 0 0	
English and Sanskrit.	F.E.A. ...	20 3 0	Fourth Assistant Master, Dhulia High School.	65 0 0	
English..	Matriculated, 1870.	15 10 23	Acting Sixteenth Assistant Master, (Gujarati Side), Elphinstone High School.	65 0 0	
English, Persian and Urdu.	Matriculated, 1875.	13 2 22	Acting Head Clerk, Educational Inspector, Sind.	65 0 0	
English and Sanskrit.	B A., 1888 ..	8 3 6	Acting Fifteenth Assistant Master, (Gujarati Side), Elphinstone High School.	65 0 0	
English and Sanskrit.	B.A., LL.B., 1887.	6 9 22	Eleventh Assistant Master, (Marathi Side), Elphinstone High School.	65 0 0	On leave.
English and Sanskrit.	B.A., 1888..	4 2 12	Sub. <i>pro-tem</i> . Fourth Assistant Master, Nadiad High School	65 0 0	
English and Sanskrit.	B A., 1888..	2 11 2	Sub. <i>pro-tem</i> . Fourth Assistant Master, High School, Sâtara.	65 0 0	
English and Sanskrit.	B.A., 1892..	2 3 0	Sub. <i>pro-tem</i> . Eighth Assistant Master, Poona High School.	65 0 0	
English and Sanskrit.	B.A., 1888..	2 7 2	Sub. <i>pro-tem</i> . Eleventh Assistant Master, (Marathi Side), Elphinstone High School.	65 0 0	
English, Sanskrit and Marathi.	B A., 1895	2 6 18	Sub. <i>pro-tem</i> . Fourth Assistant Master, Dhârwar High School.	65 0 0	
English and Sanskrit.	B.A., 1890.	2 4 3	Sub. <i>pro-tem</i> . Twelfth Assistant Master, (Marathi Side), Elphinstone High School.	65 0 0	

No	NAMES.	Age	Caste or Religion.	Burth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
292	Shrinivas Keshav Kadkol.	25	Bráhmán ..	Vađeví ..	Science College Poona.	Kánárese ..
293	Farshuram Bavy Godbole	24	Bráhmán ..	Poona ..	Deccan College	Maráthi ..
294	Mohnlal Doulatram Advani.	25	Hindu, Aml.	Hyderabad ..	Sind College ..	Sindhi ..
295	Subbaji Venkatesh Kulkarni.	25	Bráhmán ..	Kallur ..	Wilson and Deccan Colleges.	Kánárese ..
296	Eduji Jamsedji Mistri ..	44	Páras ..	Bombay ..	Elphinstone College.	Gujarátí ..
297	Moro Ballal Dharap ..	58	Bráhmán ..	Roha (Kolápa) ..	Poona Normal School.	Maráthi ..
298	Narhar Sadashiv Mahajan ..	48	Simpí ..	Sáśvad ..	Sátára English School.	Maráthi ..
299	Eduji Barjorji Patel ..	47	Páras ..	Surat ..	Surat High School.	Gujarátí ..
300	Motiram Atmaram Tankshah.	51	Vánas ..	Surat ..	Surat High School.	Gujarátí ..
301	Jaykrishna Mayseshankar Vyas	48	Bráhmán ..	Ahmedabad ..	A h m e d a b a d High School.	Gujarátí ..
302	Bhateshankar Kashuram Dave.	49	Bráhmán ..	Mehmadabad ..	A h m e d a b a d Training College.	Gujarátí ..
303	Devappa Narayan Koppikar.	47	Gond Bráhmán.	Shrohi (Honávar).	Honávar English School.	Konkani ..
304	Tirthdas Kismatrai Sadarangani.	45	Hindu, Aml	Hyderabad ..	H y d e r a b a d High School.	Sindhi ..
305	Sadashiva Balvant Kale ..	55	Bráhmán ..	Poona ..	Poona High School.	Maráthi ..
306	Bhaskar Dhonddev Datar ..	47	Bráhmán ..	Poona ..	Poona College ..	Maráthi ..
307	Bapalal Bhateshankar Bhat	43	Bráhmán ..	Ahmedabad ..	A h m e d a b a d High School.	Gujarátí ..
308	Fahlsing Telaksing Sadarangani.	45	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
309	Gopal Damodar Sahaerabudhe.	40	Bráhmán ..	Poona ..	Poona High School.	Maráthi ..
310	Sadashiv Prabhakar Tatke	46	Bráhmán ..	Wáí ..	Poona Training College	Maráthi ..
311	Dullabharám Pranavallabha Butana.	43	Vánas ..	Taloda (Khán-deesh).	Surat High School.	Gujarátí ..
312	Shrinivas Govind Bhanap ..	41	Bráhmán ..	Nagar ..	Deccan College	Maráthi ..
313	Balvant Vinayak Gokhale	44	Bráhmán ..	Poona ..	Poona High School.	Maráthi ..
314	Ramchandra Ballal Hardkar.	51	Bráhmán ..	Jinalhi (Ratnágiri).	Private tuition.	Maráthi ..

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Sanskrit and Marathi.	B Sc, 1890.	2 0 15	Fourth Assistant Master, Ratnagiri High School.	65 0 0	
English and Sanskrit.	B.A., 1893..	1 0 0	Fourth Assistant Master, B. J. High School, Thána.	65 0 0	
English and Persian.	B.A., 1892..	0 6 28	Fourth Assistant Master, Sirkápur High School.	65 0 0	
English, Sanskrit and Marathi.	B.A.	0 4 29	Fourth Assistant Master, Saadá's High School, Belgáum.	65 0 0	
English and Latin.	Matriculation, 1887.	21 9 29	Acting Fourth Assistant Master, (Gujarati Side), Elphinstone Middle School.	63 0 0	
English and title of Sanskrit.	Trained ..	33 11 11	Fourth Assistant Master, Poona Training College	60 0 0	
English and Gujarati.	....	30 9 10	Third Assistant Deputy Educational Inspector, Poona.	60 0 0	
English and title of Zend and Urdu.	....	29 8 0	Third Assistant Deputy Educational Inspector, Surat.	60 0 0	
English..	....	28 1 11	Second Clerk, Educational Inspector, Northern Division.	60 0 0	
English..	....	29 1 0	Third Assistant Deputy Educational Inspector, Ahmedabad.	60 0 0	
A little of English.	Tr a i n e d, 1886.	27 1 28	Third Assistant Deputy Educational Inspector, Kaira.	60 0 0	
English, Kánsara and Marathi.	C e r t i f i c a t e Rs. 20.	27 1 1	Third Assistant Deputy Educational Inspector, Dhárwár.	60 0 0	
English and Persian.	F.C.P.S. ..	26 8 0	Fifth Assistant Master, Hyderabad High School.	60 0 0	
English..	....	26 4 0	Fourth Clerk, Director of Public Instruction.	60 0 0	
English and Latin.	Matriculation, 1865.	25 4 20	Fifth Assistant Master, (Marathi Side), Elphinstone Middle School.	60 0 0	
English and title of Sanskrit.	Trained and Matriculation, 1868.	23 6 14	Head Master, Mahalaxmi College, Ahmedabad.	60 0 0	
English and Urdu.	....	23 5 29	Second Clerk, Educational Inspector, Sind.	60 0 0	
English and Sanskrit.	Matriculation, 1872.	23 5 0	Sub. <i>pro-tem</i> , Fifth Assistant Master, Sateira High School.	60 0 0	
English and Sanskrit.	Trained .	22 7 0	Vernacular Teacher, Female Training College, Poona.	60 0 0	
English and title of Sanskrit.	Matriculation, 1871.	21 8 5	First Assistant Master, Surat Middle School.	63 0 0	
English and Sanskrit.	Matriculation, 1868.	21 3 3	Sub. <i>pro-tem</i> Thirteenth Assistant Master, (Marathi Side), Elphinstone High School.	60 0 0	
English ..	....	19 6 0	Head Clerk, College of Science	60 0 0	
Gujarati..	....	19 5 0	Second Clerk, Government Central Book Depot, Bombay.	60 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
315	Sakharam Pandurang Gothakac.	41	Bráhmañ ..	Sávantvádi ..	Elphinstone College.	Maráthi .
316	Jahangirji Hormasji Kanga	40	Pársi ..	Bombay..	Elphinstone High School.	Gujaráti ..
	Kango Balkrishna Atre ..	43	Bráhmañ ..	Poona ..	Deccan College	Maráthi ..
318	Purnehottam Ramchandra Sathaye.	41	Bráhmañ ..	Poona ..	Poona High School.	Maráthi ..
319	Dhauvantram Narbheram Pandya.	38	Bráhmañ ..	Surat ..	Elphinstone College.	Gujaráti ..
320	.. .. . .. .. . .. .. .	45	Musalmañ ..	Nágpur ..	Nágpur School	Urdu ..
321	Sorabji Manekji Yazfidar ..	38	Pársi ..	Navsári ..	Navsári School.	Gujaráti ..
322	.. .. . .. .. . .. .. .	37	Bráhmañ ..	Ahmedabad ..	Science College	Gujaráti ..
323	Mahesand Bhat.	36	Bráhmañ ..	Nasad ..	Elphinstone and Science Colleges.	Gujaráti ..
324	Khushalbhai Ranchodji Desai.	33	Bráhmañ ..	Katárgám ..	Elphinstone College.	Gujaráti ..
325	Shivandas Lalasing Pahlajani.	32	Hindu, Aml	Shewan ..	Elphinstone College.	Sindhi ..
326	Hari Anant Supekar .	33	Bráhmañ ..	Supa ..	College of Science.	Maráthi ..
327	Ramchandra Govind Joshi..	32	Bráhmañ ..	Pombhurlen .	Wilson's School and Sir J. J. School of Art, Bombay.	Maráthi ..
328	Manjappa Nilkanth Balsekar.	31	SarasvatíBráhmañ ..	Bhátkal ..	Wilson College.	Konkaní ..
329	Keshav Bapuji Vadekar .	38	Bráhmañ ..	Poona ..	Science College	Maráthi ..
330	U	29	Káryáthi ..	Surat ..	St. Xavier's College.	Gujaráti ..
331	Sheeho Janardan Konnur ...	30	Bráhmañ ..	Ghodsgiri (Belgaum).	Deccan College.	Kanarese ...
332	Dinkar Shankar Savarkar..	26	Christian ..	Málegaon ..	Poona College of Science.	Maráthi .
333	Nilkanth Vyanktesh Gokhale.	25	Bráhmañ ..	Gurul Hoesur ..	Deccan College	Maráthi ..

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a p.	
English and Sanskrit.	F.E.A. ..	18 4 5	Fifth Assistant Master, B. J. High School, Thána.	60 0 0	
English and a little of Persian.	Matriculated, 1874.	18 4 0	Sub. <i>pro-tem</i> . Eighth Assistant Master, Surat High School.	60 0 0	
English and Sanskrit.	F.E.A., 1873	17 8 6	Eleventh Assistant Master, Poona High School.	60 0 0	
English .. ..	....	17 0 20	Second Clerk, Educational Inspector, U. D.	60 0 0	
English and Sanskrit.	Matriculated, 1872.	16 7 17	Sub. <i>pro-tem</i> . Seventh Assistant Master, Ahmedabad High School	60 0 0	
Persian, Arabic, Maráthi and a little of English	....	16 1 5	Third Assistant Deputy Educational Inspector, Khándesh.	60 0 0	
English	Matriculated, 1875.	14 7 26	Acting Seventeenth Assistant Master (Gujarát Side), Elphinstone High School	60 0 0	
English and Sanskrit.	Matriculated, 1875, Agricultural Certificate	12 9 15	Agricultural Teacher, Surat High School.	60 0 0	
English, Sanskrit and Maráthi.	Matriculated, 1873, and Agricultural Certificate.	12 9 3	Fifth Assistant Master, Nadiád High School.	60 0 0	
English and Sanskrit.	F.E.A., 1880.	12 8 30	Sub. <i>pro-tem</i> . Seventh Assistant Master, Surat High School	60 0 0	
English and Persian.	1st B.A., 1882.	9 7 0	Fifth Assistant Master, Shukárpur High School.	60 0 0	
English and Sanskrit.	2nd year's Course of Agriculture, Matriculated.	9 4 0	Fifth Assistant Master, Sirdárs' High School, Belgam.	60 0 0	
English and Sanskrit.	Matriculated, 1879, and 2nd year's Art Certificate	9 0 0	Drawing Master, School of Industry, Ratnágiri.	60 0 0	Lent to School Association.
English, Kánárese, Maráthi and Sanskrit.	1st B.A., 1888.	8 11 0	Fourth Assistant Master, Kárwár High School.	60 0 0	
English and Sanskrit.	Matriculated, 1879.	8 6 8	Fifth Assistant Master, (Agricultural Teacher), Násik High School	60 0 0	
English and Sanskrit.	F.E., 1883 ..	7 8 12	Acting Eighteenth Assistant Master, (Gujarát Side), Elphinstone High School	60 0 0	
English, Maráthi and Sanskrit.	B.A., 1887...	2 11 7	Sub. <i>pro-tem</i> . Third Assistant Master, Býsapur High School.	60 0 0	
English	L.C.E., 1891.	2 7 4	Fourth Assistant Master, Býsapur High School.	60 0 0	
English, Sanskrit and Kánárese.	B.A. .	2 1 17	Sub. <i>pro-tem</i> . Fifth Assistant Master, Dhárwár High School.	60 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1		3	4	5	6	7
334	Gangadhar Mahadev Kher...	26	Bráhmán ..	Mathá (Raínágar).	Deccan College.	Maráthi .
335	Ramehndra Hanthant Nadkarni.	28	Goud Bráhman.	Kankodi ..	St. Xavier's College, Bombay	Maráthi ...
336	Ramchandra Govind Apte ...	23	Bráhmán ..	Rájápur (Raínágar).	Wilson College..	Maráthi .
337	Harkrishna Fakirbhai Bhat.	28	Bráhmán ..	Anklesvar ..	Elphinstone College.	Gujaráti ...
338	Janardan Ganesh Gokhale ..	26	Bráhmán ...	Poona ..	Deccan College.	Maráthi .
339	Bhan Krishna Damle .	29	Bráhmán ...	Talegaon ..	Deccan College.	Maráthi .
340	Syedlial Syedchand .	28	Mahomedan...	Akola ..	Bombay ...	Urdu ..
341	Govind Bahurav Bráhma ..	24	Bráhmán ...	Poona .	Free General Assembly's Institution and Deccan College.	Maráthi ..
342	Hiranand Santokram Advani.	22	Hindu, Aml	Hyderabad .	Sind College .	Sindhi ..
343	Judah Hyam	30	Jew ..	Ahmedabad .	Poona College of Science and Bombay Veterinary College	Maráthi .
344	Kavseji Manekji Nicholson.	42	Parsi	Bombay..	Elphinstone High School.	Gujaráti .
345	Kashinath Govind Karmarkar.	42	Bráhmán ...	Mangalvedhe ..	Deccan College .	Maráthi .
346	Kirpaldas Gajra. Khemchand	45	Hindu, Bháta.	Shikarpur .	Elphinstone College.	Sindhi
347	Kashinath Paranjpe. Janardan	40	Bráhmán ...	Máwalunge ...	Elphinstone College.	Maráthi ...
348	Ambalal Damodar Joshi ...	39	Bráhmán ...	Kapadvanj ...	Elphinstone College.	Gujaráti ...
349	Idanmal Utamchand Lalvani.	38	Hindu, Aml	Hyderabad	Hyderabad School.	Sindhi .
350	Jhamrai M. Gulrajani .	38	Hindu, Aml...	Karachi	Church Mission School, Hyderabad.	Sindhi ...
351	Manekji Dorabji Talati ...	39	Parsi	Surat ...	Elphinstone College.	Gujaráti ...
352	Dattatraya Moreswar Pandit.	34	Bráhmán ...	Shirol (Kolhapur).	Deccan College	Maráthi ..
353	Syed Mutauddin ..	34	Mahomedan .	Bombay..	Free General Assembly's Institution.	Hindustani.
354	Narayan Vithal Bhade ...	35	Bráhmán	Pábal	School of Art...	Maráthi ...

Other Languages known.	University Standing, or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8.	9	10	11	12	13
		Y. m. d		Rs. a. p	
English and Sanskrit.	B.A., 1891..	1 11 8	Sub <i>pro-tem</i> . Fourteenth Assistant Master, (Maráthi Side), Elphinstone High School	60 0 0	
English and Sanskrit	B.A., 1890 .	1 11 0	Fifth Assistant Master, Ratnáguri High School.	60 0 0	
English and Sanskrit.	B.A., 1892...	1 7 27	Fifth Assistant Master, Dhulia High School.	60 0 0	
English and Sanskrit.	B.A., 1891...	1 8 2	Sub. <i>pro-tem</i> . Fifth Assistant Master, Broach High School.	60 0 0	
English, Gujaráti and Sanskrit.	B.A., 1837	1 2 21	Sub <i>pro-tem</i> Head Master, English School, Godhra	60 0 0	
English, Sanskrit and Kánarése	B.A., 1893..	0 4 21	Sub. <i>pro-tem</i> . Fifth Assistant Master, Sholápur High School.	60 0 0	
Maráthi ..	....	0 4 18	Foreman Fitter, College of Science.	60 0 0	
English and Sanskrit	B.A., 1890	0 4 13	Sub. <i>pro-tem</i> Tenth Assistant Master, Poona High School.	60 0 0	
English and Persian.	B.A.	0 4 8	Sixth Assistant Master, N. J. High School, Karáchi	60 0 0	
English, Hindustani, Persian and Gujaráti.	G.B.V.C.	0 2 24	Resident, Veterinary Assistant, College of Science.	60 0 0	
English ..	Matriculated.	20 3 16	Acting Fifth Assistant Master, (Gujaráti Side), Elphinstone Middle School.	58 0 0	
English and Sanskrit.	Matriculated, 1868.	20 9 1	Fifteenth Assistant Master, (Maráthi Side), Elphinstone High School.	55 0 0	On furlough
English, Persian and Sanskrit.	Matriculated, 1868.	10 5 5	Sixth Assistant Master, Shikárpur High School	55 0 0	
English and Sanskrit.	Matriculated, 1872	19 2 10	Sixth Assistant Master, (Maráthi Side), Elphinstone Middle School.	55 0 0	
English, Sanskrit and Maráthi.	Matriculated, 1872	18 11 21	Ninth Assistant Master, Surat High School.	55 0 0	On leave.
English and Persian.	Matriculated, 1874.	18 4 19	Sixth Assistant Master, Hyderabad High School,	55 0 0	Transferred to A.V. School, Rohri.
English and Persian.	Matriculated.	17 3 19	Eighth Assistant Master, N. J., High School, Karáchi	55 0 0	On furlough.
English, Latin and Sindhi.	Matriculated.	18 8 22	Seventh Assistant Master, N. J. Karáchi High School.	55 0 0	Also served in the Salt Department. On leave.
English, Sanskrit and Kánarése.	P.E., 1890 ...	12 7 23	Twelfth Assistant Master, Poona High School.	55 0 0	
English, Persian and Arabic	...	12 4 0	Acting Nineteenth Assistant Master, (Gujaráti Side), Elphinstone High School.	55 0 0	
English ...	Second Grade Art Certificate.	12 0 28	Thirteenth Assistant Master, Poona High School.	55 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
365	Datto Krishna Devdhar ..	34	Bráhmañ ..	Batkunkí ..	Sir J. J. School of Art	Maráthi ..
366	Merwanji Edalji Daruvala...	32	Pársi ..	Broach ...	Sir J. J. Pársi Benevolent Institute.	Gujarátí .
367	Amidhar Ranchodji Desai...	31	Bráhmañ ...	Pátan ...	Elphinstone College.	Gujarátí .
368	Chintaman Shastrí Varúker	46	Bráhmañ ...	Varud ...	Benares College	Maráthi ..
369	Balvant Trimbak Dravid .	29	Bráhmañ	Yavteshwar	Rájáráñ College	Maráthi .
360	Motilál Nagindás Daláí ...	24	Vama..	Surat ..	Wilson College	Gujarátí ...
361	Rengidás Jammnprasád Dvanji.	24	Káyastha ...	Surat ..	Baroda College	Gujarátí .
362	Fakírjí Sorabji Mandromá ..	49	Pársi ..	Mandrol (Surat).	Elphinstone High School.	Gujarátí ..
363	Vithal Ballal Phatak ...	31	Bráhmañ ...	Poona ..	Poona New English School and College of Science.	Maráthi .
364	Umeddálí Jannahoméd Shabazkhanáuí.	60	Mahomedan	Hyderabad ...	Normal School, Hyderabad.	Sindhi ..
365	Narayan Dhonevdey Joshi ..	61	Bráhmañ	Poona ..	Poona Training College.	Maráthi ..
366	Chhoto Rawalnath Deshpande.	61	Gond Bráhmañ	Tumbulvádí ..	Belgaum High School.	Maráthi .
367	Dhonevdey Narsinhá Mulbagal .	43	Bráhmañ ..	Kittur .	Dhárwár Training College.	Kánarose .
368	Ramchandra Bapuji Chandorkar.	48	Bráhmañ ..	Násik ..	Private tuition.	Maráthi ..
369	Vishwanath Chintaman Gove.	47	Bráhmañ ..	Poona ..	Poona High School.	Maráthi ..
370	Vasudev Ramchandra Porohit.	46	Bráhmañ ..	Wáí ..	Poona High School.	Maráthi ..
371	Atmaram Moreshwar Thakur.	49	Bráhmañ ..	Maneschen	Ratanágarí High School.	Maráthi ..
372	Anant Kashinath Oke ..	44	Bráhmañ ..	Poona ..	Poona High School.	Maráthi .
373	Motilal Jaychand Mahádevia.	41	Bama .	Ahmedabad	Ahmedabad High School.	Gujarátí ...
374	Narsaram Dulabharam Joshi.	61	Bráhmañ ..	Memadabnd	Engineering College, and Arts School, Bombay.	Gujarátí .
375	Tatya Babaji Deo ..	48	Bráhmañ ..	Poona	Poona High School.	Maráthi ..

Other Languages known.	Unversity Standing, or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Kánarése.	Second Grade Art Certificate	12 0 21	Drawing Master, Rájárám High School.	55 0 0	Lent to Kolhápur.
English, Persian and colloquial Arabic	Matriculated, 1880.	11 2 7	First Assistant Master, Camp School, Poona	55 0 0	
English and Sanskrit.	P.E., 1881.	8 2 3	Sub. <i>pro-tem.</i> Eighth Assistant Master, Ahmédabad High School.	55 0 0	
Sanskrit	" "	6 3 11	Second Assistant Sanskrit Teacher, Deccan College	55 0 0	
English, Sanskrit and Kánarése.	P.E., 1880.	1 7 7	Sub. <i>pro-tem.</i> Sixth Assistant Master, Hyderabad High School	55 0 0	
English and Sanskrit.	B.A., 1891	1 2 19	Sub. <i>pro-tem.</i> Ninth Assistant Master, Surat High School.	55 0 0	
English and Persian.	B.A., 1892.	0 9 18	Acting Twentieth Assistant Master, (Gujarát Side), Elphinstone High School.	55 0 0	
English ..	"	28 7 11	Acting Sixth Assistant Master, (Gujarát Side), Elphinstone Middle School.	53 0 0	
English and Gujarát.	Matriculated.	7 6 0	Head Clerk, Bombay Veterinary College.	52 0 0	
Persian and Urdu.	Trained .	30 5 12	Thurd Assistant Master, Training College, Hyderabad.	50 0 0	
English and Sanskrit.	Trained .	29 1 4	Fifth Assistant Master, Poona Training College	50 0 0	
Kánarése and a little of English	"	28 10 0	Second Clerk, Educational Inspector, S. D.	50 0 0	On furlough.
Sanskrit and Maráthi.	Training College Certificate Rs. 25.	27 1 0	Third Assistant Master, Dhárwár Training College	50 0 0	
English and Sanskrit,	....	26 8 13	Sub <i>pro-tem.</i> Seventh Assistant Master, Násik High School.	50 0 0	
English	..	26 7 0	Clerk, Deccan College	50 0 0	
English	....	25 6 22	Fifth Clerk, Director of Public Instruction.	50 0 0	
English ..	Matriculated, 1898.	24 9 24	Sixth Assistant Master, Ránágur High School.	50 0 0	
English ..	Matriculated, 1898	24 8 19	Sixth Assistant Master, Násik High School.	50 0 0	Lent to Ahmednagar Education Society.
English ..	Matriculated, 1898.	23 8 24	First Assistant Master, Ahmedabad Middle School.	50 0 0	
English ..	Second Grade Art Certificate	23 6 19	Fifth Assistant (Drawing Master) Master, Gujarát Training College	50 0 0	On leave.
English ..	"	23 0 0	Thurd Clerk, Educational Inspector, Central Division.	50 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
376	Dinkar Moreahwar Bhatye	44	Bráhmañ .	Nagam (Kolába),	School of Art, Bombay.	Maráthi
377	Amrálí Hasanah Mush-haddí.	41	Mahomedan..	Ahmedabad ..	A h m e d a b a d Training College.	Urdu
378	Swamrao Mukurd Udgatti.	41	Bráhmañ	Udgatti ..	Dhárwár High School.	Kánarése ..
379	Amrit Nilkant Pandit	43	Bráhmañ ..	Vinchitr .	Poona High School and College of Science.	Maráthi ..
380	Balaji Mahadeo Patwardhan.	43	Bráhmañ .	Poona ..	Poona Native Institution	Maráthi ..
381	Dhondo Balkrishna Sahasrabudhe,	40	Bráhmañ .	Poona .	Deccan College.	Maráthi ..
382	Narsinha Vajjanath Ghate.	55	Bráhmañ ..	Sávantvádi	Poona . .	Maráthi
383	Nilkanth Vishnu Godbole .	38	Bráhmañ ..	Poona . .	Poona High School.	Maráthi ..
384	Shankar Balkrishna Dixit.	40	Bráhmañ .	Murád ..	Poona Training College.	Maráthi ..
385	Hari Pandshet Lad ..	40	Bania .	Yolvan (Ratnágiri).	Elphinstone College.	Maráthi ..
386	Maganlal Kshidas Kandoi ..	39	Váma..	Ahmedabad ..	A h m e d a b a d High School.	Gujarátí ..
387	Hari Vithal Kelkar ..	39	Bráhmañ	Ratnágiri ..	Belgaum High School.	Maráthi ..
388	Chintaman Anant Limaye	40	Bráhmañ .	Poona . .	Poona High School.	Maráthi
389	Vasudev Pandurang Virkar.	42	Bráhmañ .	Vir (Ratnágiri).	Ratnágiri High School.	Maráthi ..
390	Jyabhai Jamatram Mehta.	37	Bráhmañ	Olpád ..	Elphinstone College.	Gujarátí
391	Ramchandra Jwaji Joshi	38	Bráhmañ	Navalgund	Deccan College.	Kánarése ..
392	Ardesar Nasarwanji Dubash	37	Pársi ..	Bombay	Sir J. J. School of Art, Bombay	Gujarátí
393	C. R. D. Lemos ..	37	Christian .	Goa ..	School of Art	Goanese
394	Shapurji Hormasji Masani..	36	Pársi	Bombay.	Elphinstone High School	Gujarátí

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d		Rs a. p	
English . . .	Second Grade Art Certificate	22 3 0	Sub <i>pro-tem</i> Sixth Assistant Master, Násik High School.	50 0 0	
English, Persian and Gujaráti.	Trained . . .	21 9 15	Ninth Assistant Master, Ahmedabad High School.	50 0 0	
English and Maráthi.	..	21 1 0	Acting Second Clerk, Educational Inspector, Southern Division.	50 0 0	
English . . .	...	21 0 11	Third Assistant Master, Dhua Training School.	50 0 0	
English ...	Matriculated, 1871.	20 10 26	Eighth Assistant Master, Sátára High School.	50 0 0	
English and Sanskrit	Matriculated, 1872.	20 10 0	Fourteenth Assistant Master, Poona High School.	50 0 0	
Sanskrit . . .	...	20 4 14	Seventh Assistant Master, Ratnágiri High School.	50 0 0	Also served 5 years & 2 months and 16 days in Sá-vantvádi.
English ...	..	20 1 8	Third Clerk, Government Central Book Depot.	50 0 0	
English and Sanskrit.	Matriculated, 1874	19 8 25	Second Assistant Master, Dhua Training School.	50 0 0	
English and Sanskrit	Matriculated, 1871.	19 2 28	Sub <i>pro-tem</i> . Sixth Assistant Master, Sátára High School.	50 0 0	
English and a title of Sanskrit	Matriculated, 1873.	19 2 22	Fourth Assistant Master, Gujarát Training College.	50 0 0	
English and Kánarese	Matriculated.	19 1 9	Sixth Assistant Master, Sirdárá's High School, Belgáum.	50 0 0	
English and Latin.	Matriculated, 1873.	18 9 0	Sixth Assistant Master, Dhua High School.	50 0 0	
English and Sanskrit.	Matriculated, 1873.	17 3 10	Sixth Assistant Master, Sholápur High School.	50 0 0	
English and Sanskrit.	Matriculated, 1873.	16 4 8	Second Assistant Master, Surat Middle School.	50 0 0	
English, Maráthi, Sanskrit and a title of Urdu	Matriculated, 1873.	16 1 13	Fourth Assistant Master, Bujápur High School.	50 0 0	
English ..	2nd Grade Art Examination.	14 2 0	Sixth Assistant Master, Broach High School.	50 0 0	
French, English, Latin, Hindustáni, Portuguese and colloquial Maráthi	Second Grade Art Examination, 1881	13 1 24	Sixth Assistant Master, (Drawing Master), B. J. High School, Thánsi.	50 0 0	
English . . .	Matriculated, 1875	12 3 12	Acting twenty-second Assistant Master. (Gujarátí Side), Elphinstone High School.	50 0 0	

No	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
395	Ramchandra Hariba Chowdhury.	34	Kshatriya ..	Bombay.	Sir Jamssetji Jijibhoy School of Art.	Maráthi ..
396	Joseph D. Esperanco	34	Portuguese .	Bombay .	School of Art ..	Portuguese .
397	S H De N. Mascaronhas .	38	Christian ..	Goa .	Sir Jamssetji Jijibhoy School of Art.	Konkaní .
398	Jamsedji Dorabji Mistri	32	Pársi . .	Surat .	Sir Jamssetji Jijibhoy Pársi Benevolent Institution.	Gujarátí .
399	Bhagyandas Kashiram Carpenter.	36	Bhavsár ..	Surat .	Sir Jamssetji Jijibhoy School of Art.	Gujarátí ..
400	Ramchandra Vithal Bhado .	33	Bráhmañ .	Poona .	School of Art, Bombay.	Maráthi .
401	Ghanashamdas R. Hidasu	34	Hindu .	Padodcu ..	Karvechi High School.	Sudhi ..
402	Pandurang Ganesb Dandekar.	38	Bráhmañ ..	Dandeadom (Itanágri).	Ratnágri High School.	Maráthi
403	Madan Pandurang Khatrí	47	Khatrí	Parel, Bombay	Elphinstone High School	Maráthi ..
404	Vishnu Gangadhar Ghanekar.	31	Bráhmañ ..	Wai .	St. Xavier's College.	Maráthi
405	Balaji Sadashiv Date ..	34	Bráhmañ ..	Poona .	Deccan College	Maráthi ..
406	Dadabhai Dosabhai Narolvala.	36	Pársi .	Bombay.	School of Art ..	Gujarátí ..
407	Shrddhar Dalvant Parvate	32	Bráhmañ .	Mahád ..	Deccan College	Maráthi ..
408	Mulji K. Khandu ...	33	Hindu ..	Karáchi .	N. J. High School, Karachi.	Sudhi
409	Nannman Jamalbhai Katarivala.	34	Mahomedan	Ahmedabad	Gujarát College	Urdu ..
410	Bhou Vinayak Phadke .	31	Bráhmañ .	Kurndvád	Sir J. J. School of Art.	Maráthi ..

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Gujarati.	Second Grade Art Certificate	12 1 0	Seventh Assistant Master, Sholapur High School	50 0 0	
English, colloquial Hindustani and Marathi	Third Grade Certificate of Art	12 1 0	Sub <i>pro-tem</i> Sixteenth Assistant Master, (Marathi Side), Elphinstone High School	50 0 0	
English, Latin, French and Portuguese	Third Grade Certificate, School of Art.	12 0 23	Sixth Assistant Master, Karwar High School.	50 0 0	
English, Zend, Pehlvi, Persian and a little of Marathi	Matriculated, 1878.	11 9 15	Second Assistant Master, Camp School, Poona.	50 0 0	
English and Marathi.	..	11 8 0	Drawing Master, Surat High School.	50 0 0	
English..	Second Grade Art Certificate Examination, 1882	11 2 29	Seventh Assistant Master, (Drawing Master), High School, Satara.	50 0 0	
English, Persian and Urdu.	Matriculated, 1890.	11 1 28	Acting Third Clerk, Educational Inspector, Sind.	50 0 0	
English, Sanskrit and a little of Gujarati.	.....	11 0 18	Fourth Clerk, Government Central Book Depot.	50 0 0	On leave.
English..	..	10 6 21	Seventh Assistant Master, (Marathi Side), Elphinstone Middle School.	50 0 0	
English and Sanskrit.	Matriculated, 1879.	10 4 20	Sub. <i>pro-tem</i> , Seventeenth Assistant Master, (Marathi Side), Elphinstone High School	50 0 0	
English and Sanskrit.	F.E.A., 1880	10 4 19	Fifteenth Assistant Master, Poona High School	50 0 0	
English..	Second Grade Art Certificate.	10 1 20	Sixth Assistant Master, Nandad High School.	50 0 0	
English and Sanskrit.	P.E., 1882.	9 9 3	Acting Fourth Assistant Master, High School for Native Girls, Poona	50 0 0	
Gujarati and English.	Matriculated.	9 6 24	Head Master, Anglo-Vernacular School, Umartkot.	50 0 0	Lent to Municipality.
English, Persian and Gujarati.	Matriculated, 1893.	8 9 30	Persian Teacher, Dajiraj High School, Wadhwan City.	50 0 0	Lent to Kathiwar, Also served in the Judicial Department.
A little of English.	Third Grade Art Certificate	8 8 15	Seventh Assistant Master, Sardars' High School, Belgaum.	50 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
411	Shankar D H. Bodkhindi	42	Bráhmañ	Rámdurg	Rámdurg	Kánarose
412	Tapishankar Pranshankar Dave.	20	Bráhmañ	Surat	College of Science.	Gujarátí
413	Bhikaji Govind Powar	34	Marátha	Bombay	High School, Ratnágiri.	Maráthi
414	Vishnu Narayan Karekar	30	Sonár	Bombay	Sir J J School of Art.	Maráthi
415	Motiram Kasiram Parekh	32	Bhavsár	Surat	Surat High School and Bombay School of Art	Gujarátí
416	Narayan Raghvendra Mangalvedekar.	31	Bráhmañ	Dhárwár	Deccan and Elphinstone Colleges.	Kánarose
417	Ganesh Vishwanath Manerkar.	30	Bráhmañ	Sákhli	Sir J J. School of Art.	Maráthi
418	Narayan Govind Mantri	27	Kshatriya	Bombay	Sir J. J. School of Art	Maráthi
419	Nathabhai N. Desai	26	Vámañ	Bombay	Sir J J School of Art.	Gujarátí
420	Mahomed Hossein Musakhan.	29	Musalmán	Karáchi.	Sind College	Pushto
421	Sokar Bapuji Talpade	28	Kshatriya	Bombay	Sir J J. School of Art.	Maráthi
422	Nasrumia Banamía Kají	28	Musalmán	Umreth	Nadiád High School.	Urdu
423	Ramchandra Balacharya Arbutti.	23	Bráhmañ	Athni (Belgaum).	Deccan College	Kánarose
424	Padmabhambhankar Chandawarkar.	22	Saravát Brahman.	Murdeshpur	Elphinstone College.	Konkani
425	Ramchandra Vishnu Abhyankar.	26	Bráhmañ	Sholápur	Fergusson College.	Maráthi
426	Achyut Narayan Khare	20	Bráhmañ	Guhágar (Ratnágiri)	Wilson College	Maráthi

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Sanskrit and Marāṭhī.	....	8 7 19	Fourth Assistant Master, Dhārwar Training College.	50 0 0	
English and Marāṭhī.	Matriculat- ed, 1882, Agricul- tural Certifi- cate.	8 6 22	Tenth Assistant Master, Ahmedabad High School.	50 0 0	
English.. ..	Seco- nd Grade Art Cer- tifi- cate, 1883.	8 3 25	Ninth Assistant Master, (Drawing Teacher), N. J. Karachi High School.	50 0 0	
English.. ..	Thi- rd Grade Art Cer- tifi- cate, 1883	8 4 20	Fifth Assistant Master, High School, Bijāpur.	50 0 0	
English.. ..	Seco- nd Grade Art Certificate.	7 11 0	Twelfth Assistant Master, Ahmedabad High School.	50 0 0	
English, Sans- krit and Marā- thī.	1st B.A., 1881	7 7 9	Sixth Assistant Master, Dhārwar High School.	50 0 0	On leave.
A little of Guja- rāṭī and Kāna- rese.	3rd Grade Art Cer- tificate.	6 11 22	Fifth Assistant Master, Training College, Dhār- war.	50 0 0	
English.. ..	3rd Grade Art Cer- tificate.	6 7 0	Assistant Teacher, Sir J. J. School of Art, Bombay.	50 0 0	
English.. ..	Thi- rd Grade Art Cer- tificate.	4 4 0	Assistant Teacher, Sir J. J. School of Art.	50 0 0	
English, Persian Sindhi and Hindustāni.	Matriculat- ed, 1887.	4 1 28	Seventh Assistant Master, Shukārpur High School.	50 0 0	On leave.
English.. ..	Thi- rd Grade Art Cer- tificate.	4 1 0	Assentant Teacher, Sir Jam- setji Jijibhoj School of Art.	50 0 0	
English, Guja- rāṭī and Per- sian.	Matriculat- ed, 1888.	3 1 18	Sub. <i>pro-tem.</i> Persian Teach- er, Surat High School.	50 0 0	
English, Sans- krit and Marā- thī.	B.A. ..	1 7 23	Sub. <i>pro-tem.</i> Fifth Assista- nt Master, Dhārwar High School.	50 0 0	
English, Kāna- rese, Marāṭhī and Sanskrit.	B.A., 1891	1 5 5	Fifth Assistant Master, Kār- war High School.	50 0 0	
English and Sanskrit.	P.E., 1886..	1 4 9	Sub. <i>pro-tem.</i> Second Clerk, Sir J. J. School of Art, Bombay.	50 0 0	
English and Sanskrit.	B.A., 1892..	1 2 17	Sub <i>pro-tem.</i> Eighteenth Assistant Master (Marāṭhī Side), Biplunstone High School.	50 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
427	Mehebnbman Imambaksha Kadari.	20	Mahomedan..	Ahmedabad	St Xavier's College.	Urdu .
428	Chhaganlal Harilal Mehta	23	Vania . .	Ahmedabad .	Wilson College .	Gujarati .
429	Gopal Krishna Thakur	23	Marátha .	Thána . .	Baroda High School	Maráthi ..
430	Jechand Kuberdas Dalal .	24	Vania..	Khadal (Mah. Kántha).	Gujarát College	Gujarati ..
431	Narayan Laxuman Laghu..	24	Bráhmañ .	Miraj .	Sir J J. School of Art, Bombay.	Maráthi
432	Jivabhai Bhikabhai Mehta .	24	Bania . .	Knda (Ahmedabad)	Wilson College .	Gujarati
<i>CLASS V.—Appoint</i>						
433	Manekji Ebnlji Carpenter	38	Parsi .	Bombay..	Elphinstone High School.	Gujarati .
434	Kalhanji Savrambhai Neik .	47	Bráhmañ .	Jalalpur .	Surat High School.	Gujarati .
435	Dhondo Laxuman Aras	50	Goud Bráhmañ.	Mánpur .	Báveda Maráthi School.	Maráthi .
436	Bagunath Bapuji Kolhatkar.	52	Bráhmañ .	Chinchani .	Poud Maráthi School.	Maráthi .
437	Rustomji Dhanjibhai Postwala.	44	Parsi ..	Bulsár ..	Bulsár English School. •	Gujarati ..
438	Narayan Bahirao Degwekar	68	Bráhmañ .	Wál . .	Private Tuition	Maráthi ..
439	Sorabji Mancherji Pavdi .	43	Parsi .	Navsári .	Navsári School	Gujarati .
440	Bholanath Bapuji Mehta .	41	Bráhmañ .	Ahmedabad .	Ahmedabad High School.	Gujarati ..
441	Thakordas Narottamdas. Dalal	43	Vania . .	Surat . .	Surat High School.	Gujarati .
442	Govind Bhukaji Joglekar .	48	Bráhmañ	Hedi . .	Elphinstone High School.	Maráthi .

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian and Gujarati.	B.A.	0 9 21	Sub. <i>pro-tem</i> Eleventh Assistant Master, Ahmedabad High School.	50 0 0	
English and Sanskrit.	B.A., 1892	0 9 0	Acting First Assistant Master, Nadiad High School.	50 0 0	
Sanskrit	Second Grade Art Certificate.	0 9 0	Sub. <i>pro-tem</i> Seventh Assistant Master, Shukarpur High School	50 0 0	
English and Sanskrit.	B.A., 1892	0 8 8	Sub. <i>pro-tem</i> . Tenth Assistant Master, Sarat High School.	50 0 0	
English and Sindhi.	Third Grade Certificate, 1891.	0 6 11	Seventh Assistant Master, Hyderabad High School.	50 0 0	
English and Persian.	B.A., 1892	0 3 29	Sub <i>pro-tem</i> . Twenty-third Assistant Master (Gujarati Side), Elphinstone High School.	50 0 0	
<i>ments below Rs. 50.</i>					
English..	Matriculated, 1876.	15 2 1	Acting Seventh Assistant Master, (Gujarati Side), Elphinstone Middle School.	48 0 0	
English . . .	...	28 11 11	Head Master, Rustomji Jamsetji Jijibhai First Grade Anglo-Vernacular School, Navsari.	45 0 0	Lent to the Committee.
English and Gujarati.	...	28 7 22	Fifth Clerk, Government Central Book Depot	45 0 0	
....	...	27 6 13	Fourth Clerk, Educational Inspector, Central Division.	45 0 0	
English and a little of Persian.	....	26 4 0	First Assistant Master, R. F. J. English School, Bulsar.	45 0 0	Lent to Bulsar School Trustees.
Sanskrit ..	..	23 9 9	Eighth Assistant Master, B. J. High School, Thana.	45 0 0	
English .		28 7 6	Teacher of Gymnastics, Ahmedabad High School and Training College.	45 0 0	On furlough.
English and a little of Sanskrit.	Matriculated, 1871.	21 4 21	Second Assistant Master, Ahmedabad Middle School.	45 0 0	
English..	Matriculated, 1871.	21 4 19	Third Assistant Master, Sarat Middle School.	45 0 0	
English and Sanskrit.	Matriculated, 1872.	20 9 28	Seventh Assistant Master, B. J. High School, Thana.	45 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
443	Gopal Trimbak Chiplunkar ..	42	Bráhmán ..	Sunár (Násák) ..	Násák High School	Maráthi ..
444	Surojábhan Bhavaniprasád Aír ..	40	Bráhmán ..	Aír (Dhárwár) ..	Dhárwár High School	Hindustáni ..
445	Phirozsháh Pestonjí Kapadia ..	39	Pársi ...	Broach ..	Broach High School	Gujarátí ..
446	P. Fernandez	48	Christian ..	Poona ..	Poona Mission School	Portuguese ..
447	Huchrao Anant Dongre ...	38	Karada Bráhmán ..	Shikárpur (Mysore) ..	Belgaum High School	Kánarese ..
448	Govind Appaji Sahastrabudhe ..	40	Bráhmán ..	Burbéd ..	Deccan College ..	Maráthi ..
449	Narsó Mahadeo Gadre ..	38	Bráhmán ..	Wá ..	Poona High School	Maráthi ..
450	Sitarám Dhondeo Behare ..	38	Bráhmán ..	Kelen Mázgaon (Ratnáguri) ..	Ratnáguri High School	Maráthi ..
451	Mahadev Chuntaman Shaligram ..	40	Bráhmán ..	Tarak ..	Deccan College ..	Maráthi ..
452	Devmal Khemchand Gajra ..	39	Hindu Bhátia ..	Shikárpur ..	Shikárpur High School	Sindhi ...
453	Bhagvanlal Ranchodlal Badshah ..	38	Bráhmán ..	Ahmedabad ..	Elphinstone College	Gujarátí ..
454	Luis De Mello	38	Christian ..	Goa ..	College of Science, Poona	Portuguese ..
455	Hemumal J. Kataria ..	34	Hindu ..	Karáchi ..	N. J. High School, Karáchi	Sindhi ..
456	Ramchandra Kashinath Kirloskar ..	35	Bráhmán ..	Guzhbor ..	Dhárwár High School	Maráthi ..
457	Bhagubhai Fakirbhai Mehta ..	48	Baniá ...	Surat ...	Surat High School	Gujarátí ...
458	Achralal Hargovindas Mahadevia ..	36	Kunbá ...	Ahmedabad ..	Gujarati College	Gujarátí ...
459	Vishnu Mahadev Dike ..	32	Bráhmán ..	Poona ..	Poona Native Institution	Maráthi ..
460	Mahadev Balkrishna Wagle ..	32	GoudBráhmán ..	Ratnáguri ..	St. Xavier's College	Maráthi ..
461	Bagomal Talsidas Sujan-singam ..	29	Hindu, Amíl ..	Hyderabad ..	Hyderabad High School	Sundhi ..
462	Vishnu Shripad Kale ..	30	Bráhmán ..	Hubli, Dhárwár ..	Deccan College	Maráthi ..

Other Languages Known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a p.	
English ..	Matriculated, 1873.	20 2 18	Sixth Clerk, Director of Public Instruction.	45 0 0	
English, Maráthi and Kánárese.	Matriculated.	18 9 21	Eighth Assistant Master, Dhárwár High School.	45 0 0	
English ..	Matriculated, 1873, and 1st Grade Art Examination.	18 7 18	Seventh Assistant Master, Broach High School.	45 0 0	
English ..	..	18 6 0	Laboratory Assistant, College of Science.	45 0 0	
English and Maráthi.	Matriculated, 1874.	18 2 20	Seventh Assistant Master, Kárwár High School.	45 0 0	
English and Sanskrit.	Matriculated, 1873.	17 7 8	Sixteenth Assistant Master, Poona High School.	45 0 0	
English and Sanskrit.	Matriculated, 1873.	16 4 20	Eighth Assistant Master, (Maráthi Side), Elphinstone Middle School.	45 0 0	On leave.
English and Sanskrit.	Matriculated, 1873 Passed Teacher's Examination, 1878.	16 3 3	Sub <i>pro-tem</i> . Eighth Assistant Master, Násik High School.	45 0 0	
English and Sanskrit.	Matriculated, 1871.	16 1 26	Sub. <i>pro-tem</i> . Ninth Assistant Master, Násik High School.	45 0 0	
English and Persian.	Matriculated, 1876.	16 1 7	Eighth Assistant Master, Shikárpur High School.	45 0 0	
English and Sanskrit.	Matriculated, 1874.	15 4 12	Sub. <i>pro-tem</i> . Eighth Assistant Master, Nadsád High School.	45 0 0	
English ..	..	15 3 26	Instrument Curator, College of Science.	45 0 0	
English and Persian.	Matriculated.	14 8 0	Twelfth Assistant Master, N. J. High School, Káráchi.	45 0 0	
English, Sanskrit and Kánárese.	Matriculated.	14 7 20	Eighth Assistant Master, Sirdárs' High School, Belgaum.	45 0 0	
English and Sanskrit.	Matriculated, 1870.	13 8 23	Sub <i>pro-tem</i> . Eighth Assistant Master, Broach High School.	45 0 0	
English and Sanskrit.	Matriculated, 1879.	13 2 0	Sub <i>pro-tem</i> . Head Master, Camp Deseo Anglo-Vernacular School.	45 0 0	
English ..	Matriculated, 1882.	10 9 2	Seventh Clerk, Director of Public Instruction.	45 0 0	
English, Latin and Gujaráti.	Matriculated, 1881.	10 7 19	Sixth Clerk, Government Central Book Depot, Bombay.	45 0 0	
English and Persian.	Matriculated and Senior Agricultural Course, 1887.	10 8 15	Sub. <i>pro-tem</i> . Eighth Assistant Master, Hyderabad High School.	45 0 0	
English, Sanskrit and Kánárese.	P. E.	8 9 12	Ninth Assistant Master, Sirdárs' High School, Belgaum.	45 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
463	Shaik Surdar	38	Mahomedan ..	Ahmednagar	Bombay High School.	Hindustani
464	Pandurang Babuji	31	Parbhu .	Bombay	Bombay Municipality.	Maráthi ..
465	Mahomed Yasunkhan Gulum Hussainkhan.	28	Muslimán, Suni.	Ahmednagar ..	Ahmednagar High School.	Urdu .
466	Shrinivas Krishna Bukshu ..	25	Bráhmañ	Muzoli (Belgaum).	Wilson College.	Kanarese ..
467	Purshotam Garjashankar Pandya.	27	Bráhmañ ..	Surat . .	Mission and High School, Ahmedabad.	Gujaráti .
468	Shankar Kashinath Gadre .	26	Bráhmañ .	Guhágar .	Elphinstone College.	Maráthi ..
469	Munshi Sayad Barbanali .	29	Muslimán ..	Ahmednagar ..	Ahmednagar High School.	Urdu ..
470	Kaikhshru Ardesar Bala ..	25	Pársi ..	Bronch ..	Elphinstone College.	Gujaráti ..
471	Ganesh Hari Bhude	38	Bráhmañ .	Sangameshvar .	Ratnágiri High School.	Maráthi ..
472	Sadaashiv Moresshwar Devaskar.	51	Bráhmañ .	Godhra .	Godhra Anglo-Vernacular School.	Maráthi ..
473	Paragji Nagarji Desai	50	Bráhmañ ..	Surat . .	Surat High School.	Gujaráti .
474	Bomanji Dhanjibhai Patel...	51	Pársi	Surat ..	Surat High School.	Gujaráti ..
475	Ajmodin Nhamenia .	51	Muslimán .	Dhula	Dhula .	Urdu .
476	Jhaverlal Lalubhai Ghor ..	48	Bráhmañ ..	Nadísád	Ahmedabad High School.	Gujaráti ..
477	Nagji Kuvarji Mehta .	45	Jain ..	Ahmedabad	Ahmedabad High School.	Gujaráti ..
478	Kuvarji Kharsetji Randeria.	46	Pársi .	Surat .	Sir J. J. Benevolent School.	Gujaráti ..
479	Vishnu Sakharam Joshi ..	47	Bráhmañ ..	Angaon (Thana), Nadísád ..	Poona High School.	Maráthi ..
480	Lakshminarayan Parsadrai Brahmachari.	43	Bráhmañ ..	Nadísád ..	Ahmedabad High School.	Gujaráti ..
481	Raghunath Ramchandra Datir.	48	Bráhmañ ..	Chapal (Sátára), Miraj.	Maráthi School.	Maráthi .
482	Mahadev Sakharam Kashikar.	46	Bráhmañ ..	Chiplún .	Ratnágiri High School.	Maráthi ..
483	Chandrashekher Lalitaram Divanji.	48	Bráhmañ ..	Surat ..	Surat High School.	Gujaráti ..
484	Baba Bhaska Lele . .	46	Bráhmañ ..	Nachane	Ratnágiri High School.	Maráthi

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian, Arabic, Maráthi and Gujaráti.	...	8 3 25	Seventeenth Assistant Master, Poona High School.	45 0 0	
	...	7 7 21	Foreman Mechanist and Turner, College of Science	45 0 0	
English, Persian, Maráthi and a little of Gujaráti.	Matriculated, 1886.	5 11 27	Third Assistant Master, Camp School, Poona.	45 0 0	
English, Sanskrit and Maráthi	B.A.	4 4 7	Sub pro-tem Seventh Assistant Master, Dhárwár High School	45 0 0	
English and a little of Sanskrit.	Matriculated, 1885. Agri cul ture Final Ex a m i n a t i o n .	4 3 21	Sixth Assistant Master, Gujarát Training College.	45 0 0	
English and Sanskrit.	P. E. ..	1 7 2	Eloventh Assistant Master, N. J. Karáchi High School.	45 0 0	
English, Persian, Maráthi and Arabic.	..	1 4 22	Sub pro-tem, Ninth Assistant Master, Sátgra High School.	45 0 0	
English and Persian.	B A., 1890	0 0 25	Sub pro-tem Seventh Assistant Master, Nadiád High School	45 0 0	
English	Matriculated, 1871.	15 1 21	Acting Eighth Assistant Master, (Maráthi Side), Elphinstone Middle School.	42 8 0	
English, Urdu and Gujaráti	..	32 5 14	Head Clerk, Deputy Educational Inspector, Panch Mahále and Rewa Kántha	40 0 0	Includes Rs. 10 from Rewa Kántha.
English	...	29 9 21	Third Clerk, Educational Inspector, N. D.	40 0 0	
English	..	28 9 29	Fourth Assistant Master, Surat Middle School	40 0 0	
Persian, Arabic, English and Maráthi.	..	28 7 0	Fourth Assistant Master, Dhulia Training School.	40 0 0	
English	..	26 9 29	Tenth Assistant Master, Nadiád High School	40 0 0	
English	...	26 8 0	Clerk, Gujarát College.	40 0 0	Lent to Gujarát College.
English	...	26 6 10	Fifth Assistant Master, Surat Middle School.	40 0 0	
English	.. F.O.P.S.	25 10 14	Clerk, Poona High School ...	40 0 0	
English and Sanskrit.	Matriculated, 1867.	25 4 21	Ninth Assistant Master, Nadiád High School	40 0 0	
Gujaráti and a little of English.	....	25 3 7	Seventh Clerk, Government Central Book Depót.	40 0 0	
English	Matriculated, 1867.	25 3 0	Eighth Assistant Master, High School, Ratnágri	40 0 0	Lent to Sávant-vádi.
English	.. Matriculated, 1869.	24 10 0	Sub pro-tem, Ninth Assistant Master, Brouch High School.	40 0 0	
English	.. Matriculated, 1868.	24 9 7	Eighth Assistant Master, Ratnágri High School.	40 0 0	

No	Names.	Age	Caste or Religion.	Birth-place	Where educated.	Vernacular
1	2	3	4	5	6	7
485	Govind Vaman Fadhye ..	46	Bráhmán	Kolhápúr	Kálgal School	Maráthi
486	Martand Ganesh Panáhe ..	51	Bráhmán	Poona ..	College of Science,	Maráthi
487	Mahomed bin Hajib ..	52	Arab	Zabed	Zabed School	Arabic
488	Bansram V. Tolam ...	41	Hindu	Hyderabad	Hyderabad High School.	Sindhi
489	Bhmaji Madhav Singit ...	49	Bráhmán	Dhárwár	Belgaum High School	Kánarese
490	Nagesh Ganesh Shirvadkar.	40	Bráhmán	Shirwade	Násik High School.	Maráthi
491	Vajrudin Abdul Latif	40	Musalmán	Nágpur	Nágpur School	Urdu
492	Ganesh Keshav Toke	38	Bráhmán	Poona	Poona - Mission School	Maráthi
493	Keshav Raghunath Kolhatkar.	35	Bráhmán	Ghodnadi	Sátára High School.	Maráthi
494	Khushuram L. Kirpalam	36	Hindu	Hyderabad	Hyderabad High School.	Sindhi
495	Hanmant Sanjiva Sagar	35	Bráhmán	Dhárwár	Deccan College.	Kánarese
496	Vasudev Krishna Bhat ..	37	Bráhmán	Poona	Deccan College	Maráthi
497	Gururao Raghavendra Gunjkar.	38	Bráhmán	Belgaum	Deccan College	Kánarese
498	Anant Bapu Dev ..	37	Bráhmán	Nagar	Nagar High School.	Maráthi
499	Chenbasappa Siddappa Taisang.	37	Lingáyat	Shahápúr	Belgaum High School.	Kánarese
500	Padmakar Damodhar Athley	37	Bráhmán	Ratnágur	Elphinstone College	Maráthi
501	Saved Ahmed Imamuddin Moulvi.	38	Mahomedan.	Bombay	Bombay Madrasa.	Hindustáni
502	Dalpatra S. Advani ..	33	Hindu	Hyderabad	Hyderabad Mission School.	Sindhi
503	Pestonji Motabhai Karakhanawala.	35	Pársi	Bombay	Elphinstone High School	Gujarátí
504	Narayan Maruti Kesharsagar	35	Bráhmán	Sátára ..	Poona Mission School	Maráthi
505	Hari Vinayak Bahalkar	31	Bráhmán	Amalner	Deccan College	Maráthi
506	Keshav Baburao Karandkar.	31	Bráhmán	Rámdurg	Belgaum High School.	Maráthi
507	Vithaldas Bajaram Dalal	29	Bania	Bombay	Gokaldas Temple School, Bombay	Gujarátí

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	....	22 7 23	Eighth Assistant Master, Sholapur High School.	40 0 0	
English ..	....	20 8 24	Second Assistant Master, College of Science.	40 0 0	
..	....	20 6 0	Head Arabic Master, Aden Town School.	40 0 0	
English and Persian.	....	20 4 22	Head Clerk, Deputy Educational Inspector, Karachi.	40 0 0	
English and Maráthi.	Matriculated, 1872.	20 3 16	Ninth Assistant Master, Dhervár High School.	40 0 0	
English and a little of Sanskrit.	Matriculated, 1876.	19 6 15	Fifth Clerk, Educational Inspector, Central Division.	40 0 0	
Arabic, Persian and Maráthi.	....	17 9 0	Sixth Assistant Master, Poona Training College.	40 0 0	
English ..	Matriculated, 1873.	17 5 12	Sixth Clerk, Educational Inspector, C. D.	40 0 0	
English and Sanskrit.	Matriculated, 1876.	15 8 7	Ninth Assistant Master, Sholapur High School.	40 0 0	
English, Persian and Urdu.	..	15 8 2	Head Clerk, Deputy Educational Inspector, Hyderabad.	40 0 0	
English, Sanskrit and Maráthi.	Matriculated, 1876.	15 5 23	Seventh Assistant Master, Bijapur High School.	40 0 0	
English and Lettia.	Matriculated, 1873.	15 3 5	Eighteenth Assistant Master, Poona High School.	40 0 0	
English, Maráthi and Sanskrit.	Matriculated, 1873.	14 6 0	Fourth Clerk, Educational Inspector, S. D.	40 0 0	
English and Sanskrit.	Matriculated, 1875.	14 4 1	Ninth Assistant Master, B. J. High School, Thana.	40 0 0	
English and Maráthi.	Matriculated.	14 0 11	Tenth Assistant Master, Sirdars' High School, Belgaum.	40 0 0	
English, Sanskrit and Lettia.	F. E. A. 1877	13 10 1	Ninth Assistant Master, Ratnagiri High School.	40 0 0	
Persian, Arabic, Gujaráti, Pehlvi, Pusti, Maráthi and a little of English	....	13 2 12	Tenth Assistant Master, Násik High School.	40 0 0	
English and Persian.	....	11 11 14	Acting Head Clerk, Deputy Educational Inspector, Shikarpur.	40 0 0	
English and Persian.	Matriculated, 1875.	11 11 1	Acting Ninth Assistant Master, (Gujarati Side), Elphinstone Middle School.	40 0 0	
English and Gujaráti.	Matriculated, 1880.	11 9 16	Thirteenth Assistant Master, Poona High School.	40 0 0	
English and Sanskrit.	Matriculated, 1880.	11 4 19	Sub. pro-tem Tenth Assistant Master, Setara High School.	40 0 0	
English, Sanskrit and Kánarose.	Matriculated.	11 3 26	Eleventh Assistant Master, Sirdars' High School, Belgaum.	40 0 0	
English and Maráthi.	....	11 1 24	Eighth Clerk, Government Central Book Depot.	40 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
608	Abdulla Ahmed Moulvi	28	Mussalmán, Sunni.	Bombay .	Poona Camp School.	Urdu
609	Nribdas N Wadhvani	29	Hindu .	Hyderabad	Hyderabad High School.	Sindhi
610	Abaji Ramchandra Ekbote	32	Bráhmán .	Poona	New English School.	Maráthi .
611	Tamaji Manohar Kathavate.	32	Bráhmán .	Bálgalkot	Belgaum High School.	Kánarese ..
612	Prabhakar Govind Naravane	28	Bráhmán	Poona ..	Deccan College	Maráthi .
613	Annaji Ganesh Vangikar .	28	Bráhmán .	Sátára . . .	Deccan College.	Maráthi
614	Framji K. Limbuwala . .	27	Pársi . .	Surat .	N J. High School, Karáchi	Gujarátí .
615	Dwarkanás Sádharán Wadhvani.	26	Hindu . .	Lárkhána .	Shukárpur High School.	Sindhi .
616	Dataram K. Vasvani .	33	Hindu .	Hyderabad	Hyderabad Mis- sion School	Sindhi .
617	Nihalchand Metharam Man- sukhani.	29	Hindu, Amil..	Hyderabad	Hyderabad High School.	Sindhi .
618	Narayan Balwant Ranade	28	Bráhmán .	Poona ..	College of Sci- ence	Maráthi ..
619	Lalman Ramchandra Parde- shi.	27	Pardeshi	Ajanta	Poona Gun Fac- tory.	Maráthi
620	Vishvanath Annaji Moghe..	27	Bráhmán .	Sháhápúr (Sángli).	College of Sci- ence, Poona	Maráthi .
621	Asadomal Tikamdas Wadhvani.	24	Hindu Amil	Hyderabad	Hyderabad High School.	Sindhi
622	Shah Valiyulla Moulvi .	33	Mahomedan..	Savnur ..	Hyderabad, Lucknow and Kanpur.	Hindustáni.
623	Mansabali Hussenali .	27	Mussalmán	Bahádar Gad	Patiálá College	Hindustáni
624	Fateh Mahomed Fakir Maho- med Munehi.	23	Mahomedan..	Ahmedabad	Gujarátí College.	Gujarátí ..
625	Shaikh Abdul Kader Ahmadi	23	Mahomedan.	Málegaon	Elphinstone College.	Hindustáni.
626	Kazi Habibulla Murtuza . .	23	Mahomedan	Achare	Naveári High School.	Hindustáni.
627	Goddo Mukund Udgatti . .	28	Bráhmán	Udgatti	Fergusson Col- lege	Kánarese ..
628	Dhondo Vasudeo Joglekar . .	20	Bráhmán . .	Miráj . .	Fergusson Col- lege.	Maráthi ..

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d		Rs. a p	
English, Arabic, Persian and a little of Maráthi and Gujaráthi	2nd Grade P. S. C., 1888.	10 4 18	Fourth Assistant Master, Camp School, Poona.	40 0 0	
English and Persian.	..	9 11 16	Sub <i>pro-tem</i> Fourth Clerk, Educational Inspector, Sind.	40 0 0	
English and Sanskrit	Matriculated, 1880	9 7 0	Eighth Clerk, Director of Public Instruction.	40 0 0	Served also in the Forest Department.
English and Maráthi.	First Class P. S. C. 1886.	9 7 0	Ninth Clerk, Director of Public Instruction	40 0 0	
English and Sanskrit.	P. E., 1886.	8 9 25	Eleventh Assistant Master, Nasik High School.	40 0 0	
English and Sanskrit.	P. E., 1883	8 1 21	Seventh Assistant Master, Dhulia High School.	40 0 0	On leave.
English and Persian.	Matriculated.	7 11 6	Thirteenth Assistant Master, N. J. High School, Karachi.	40 0 0	
English and Persian.	Matriculated.	7 8 0	Fourteenth Assistant Master, N. J. Karachi High School.	40 0 0	
English, Persian and Urdu.	Matriculated, 1879.	7 7 0	Fourth Clerk, Educational Inspector, Sind.	40 0 0	Transferred to Survey Department.
English, Persian and Urdu.	P. C. P. S., 1884.	7 2 21	Ninth Assistant Master, Shikarpur High School	40 0 0	
English and Sanskrit.	Matriculated.	6 9 0	Herbarium-keeper, College of Science	40 0 0	
....	....	5 4 23	Blacksmith Maistry, College of Science	40 0 0	
English, Sanskrit and Kánarese.	Final Examination in Agriculture.	5 3 29	Eighth Assistant Master, Dhulia High School.	40 0 0	
English and Persian.	Matriculated, 1888.	4 4 8	Sub <i>pro-tem</i> Ninth Assistant Master, Hyderabad High School.	40 0 0	
Persian, Arabic and Kánarese	..	3 9 9	Sixth Assistant Master, Training College, Dhárwár.	40 0 0	
English, Persian and Arabic.	Entrance Examination, Patná University.	3 4 20	Tenth Assistant Master, Sholápur High School.	40 0 0	
English, Persian and Urdu.	Matriculated, 1888.	3 4 18	Seventh Assistant Master, Gujarat Training College.	40 0 0	
English, Persian, Maráthi and colloquial Gujaráti.	Matriculated, 1887.	2 6 23	Tenth Assistant Master, B. J. High School, Thána.	40 0 0	
English, Persian, Maráthi and Gujaráti	Matriculated, 1890.	2 5 23	Tenth Assistant Master, Ratnágur High School.	40 0 0	
English, Maráthi and Sanskrit	P. E., 1887.	1 6 25	Tenth Assistant Master, Dhárwár High School.	40 0 0	
English, Sanskrit and Kánarese.	P. E., 1890.	1 2 30	Sub <i>pro-tem</i> , Sixth Assistant Master, Býápur High School.	40 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
529	Raoji Balkrishna Upasani ..	22	Bráhmañ	Malkápur ..	Deccan College	Maráthi ..
530	Vithal Bhaskar Phadke ..	37	Bráhmañ	Rájápur ..	Free Church College.	Maráthi ..
531	Godubai Deshpáñde ..	18	Bráhmañ	Poona ..	High School for Native Girls, Poona.	Maráthi ..
532	Gopal Balvant Garud ..	24	Bráhmañ	Dhulia ..	Wilson College.	Maráthi ..
533	A. X. Trundade ..	24	Christian	Goa ..	Sir J. J. School of Art.	Portuguese ..
534	Jagjvandas Hargovandas Bhat.	50	Bráhmañ	Adjan (Surat) ..	Surat High School.	Gujaráti ..
535	Narayan Keroba ..	45	Parbhu	Bombay ..	Elphinstone Institution.	Maráthi ..
536	Ghaganlal Metba, Lalubhai	47	Jain ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
537	Kapurchand Panvala, Melapchand	48	Jain ..	Surat ..	Surat High School.	Gujaráti ..
538	Bhuktaji Ballal Dongre ..	56	Bráhmañ	Akshi (Kolába)	Private Tuition.	Maráthi ..
539	Gopal Shrinivas Tompe ..	42	Bráhmañ	Kulhalli (Jamkhandi)	Belgaum High School.	Kánarése
540	Kavasaji Dmshaji Karana ..	39	Páral ..	Broach ..	Bronch School.	High Gujaráti ..
541	Kastorchand Shah, Motichand	38	Jain ..	Surat ..	Surat High School.	Gujaráti ..
542	Jethlalal Mayaram Vyas ..	37	Bráhmañ	Umreth (Kaira).	Nadíd School.	High Gujaráti ..
543	Rudurji Vnsanji Desai ..	35	Bráhmañ	Bulsár ..	Surat High School.	Gujaráti ..
544	Ravji Sadashiv Oke ..	36	Bráhmañ	Agashi ..	Poona High School.	Maráthi ..
545	Anant Santappa Nadkarni ..	43	Sarasvat Bráhmañ.	Bankekodal ..	Wilson College	Konkani ..
546	Narayan Anant Gád ..	35	Bráhmañ	Nargund ..	Dabár High School.	Kánarése ..
547	Keshavlal Gangashankar Dave,	34	Bráhmañ	Kaira ..	Nadíd High School.	Gujaráti ..
548	Narayan Vinayak Joshi ..	34	Bráhmañ	Murud ..	Ratnágiri High School.	Maráthi ..
549	Purshurám Hari Thatte ..	34	Bráhmañ	Chiplún ..	Dhulia and Nask High Schools.	Maráthi ..

Other Languages known.	University Standing or Training or College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	P. E., 1888	0 3 23	Sub. <i>pro-tem</i> . Seventh Assistant Master, Dhula High School.	40 0 0	
English and Sanskrit.	Matriculated, 1874.	14 3 2	Acting Ninth Assistant Master, (Maráthi Side), Elphinstone Middle School.	37 8 0	
English ..	Matriculated, 1892.	0 7 16	Acting Third Assistant High School for Native Girls, Poona.	37 8 0	
English and Sanskrit.	B. A., 1892..	0 3 20	Acting Eighth Assistant Master, (Maráthi Side), Elphinstone High School.	37 8 0	
English ..	3rd Grade Art Certificate.	0 1 24	Acting Assistant Teacher, Sir J. J. School of Art.	37 8 0	
English ..	....	28 2 0	Sixth Assistant Master, Surat Middle School.	35 0 0	
English and colloquial Gujaráti and Hindustáni.	....	27 7 4	Assistant Clerk, Grant College.	35 0 0	
English ..	....	27 2 6	Fourth Clerk, Educational Inspector, N. D.	35 0 0	
English ..	....	26 8 8	Fifth Clerk, Educational Inspector, Northern Division.	35 0 0	
....	....	25 9 29	Ninth Clerk, Government Central Book Depót	35 0 0	
English and Maráthi.	....	21 8 18	Fifth Clerk, Educational Inspector, Southern Division.	35 0 0	
English ..	Matriculated, 1873.	19 9 13	Sub. <i>pro-tem</i> . Tenth Assistant Master, Broach High School.	35 0 0	
English ..	Matriculated, 1873.	18 2 28	Third Assistant Master, Ahmedabad Middle School.	35 0 0	
English ..	Matriculated, 1876.	16 7 13	Sub. <i>pro-tem</i> . Eleventh Assistant Master, Nadiád High School.	35 0 0	
English and Sanskrit.	Matriculated	15 7 5	Second Assistant Master, R. J. J. English School, Bulsár.	35 0 0	Lent to Bulsár School Trustees.
English, Hindustani and Gujaráti.	Matriculated, 1879.	14 7 26	Eleventh Assistant Master, Sholápur High School.	35 0 0	
English, Sanskrit, Maráthi and Kánarase.	Matriculated, 1873.	14 6 20	Eighth Assistant Master, Kárwár High School.	35 0 0	
English, Sanskrit and Maráthi.	Matriculated.	14 0 25	Eleventh Assistant Master, Dhárwár High School.	35 0 0	
English and a little of Sanskrit.	Matriculated, 1879.	13 8 3	Sub. <i>pro-tem</i> . Twelfth Assistant Master, Nadiád High School.	35 0 0	
English and Sanskrit	Matriculated, 1878	13 8 0	Eleventh Assistant Master, B. J. High School, Thána.	35 0 0	
English, Sanskrit and colloquial Urdu and Gujaráti.	Matriculated, 1879.	13 6 0	Sixth Clerk, Educational Inspector, N. D.	35 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2.	3	4	5	6	7
550	Govind Abaji Souche	34	Bráhmán	Násik	Násik High School.	Maráthi
551	Venilal Chhmanlal Desai	30	Vánia	Hánset	Ahmedabad High School	Gujarátí
552	Keshava Bhukaji Joshi	36	Bráhmán	Hareshvar	Ratnáguri High School	Maráthi
553	Sadashiv Gunesh Paranjpe	34	Bráhmán	Poona	Poona High School.	Maráthi
554	Krishnaji Shripad Kale	33	Bráhmán	HUBLI	Private Study	Maráthi
555	Ramchandra Kashinath Halbe.	29	Bráhmán	Nivasar	Belgaum High School.	Maráthi
556	Sukharam Pandurang Phadke.	37	Bráhmán	Ratnáguri	Násik High School.	Maráthi
557	Dinkar Vinayak Athavale	35	Bráhmán	Someswar	Ratnáguri High School.	Maráthi
558	Waman Govind Narurkar.	32	Goud Bráhmán.	Bh a d g a o n . Khandeash.	Deccan College.	Maráthi
559	Datto Bapuji Mate	32	Bráhmán	Sátára	Deccan College.	Maráthi
560	Mahadev Vinayak Bidwai	32	Bráhmán	Poona	Free Church College	Maráthi
561	Vasudev Vinayak Pandit	32	Goud Bráhmán.	Sávantvádi	B J. High School, Thána	Maráthi
562	Chintaman Gangadhar Gogate.	33	Bráhmán	Golap	Now English School, Poona	Maráthi
563	Bhagchand Ganchand Mirchandani.	32	Hindu Amil.	Hyderabad	Hyderabad High School	Sindhi
564	Nasarwanji Dorabji Adarivale.	32	Pársi	Bombay	Sir J. J. Benevolent Institution,	Gujarátí
565	Sadashiv Balvant Damle	33	Bráhmán	Sarand (Ratnáguri)	Poona Mission School.	Maráthi
566	Ganesh Krishna Dixit	31	Bráhmán	Poona	Poona High School.	Maráthi
567	Dosabhai D. Gamvala	27	Pársi	Karáchi	N. J. High School, Kára-chi.	Gujarátí
568	Hannant Govind Joshi	30	Bráhmán	Gokák	Belgaum High School.	Kánarasee.
569	Baburoo Vashnu Dixit	30	Bráhmán	Poona	Deccan College.	Maráthi
570	Miss Mary Anne Rosario	29	Christian	Poona	St. Xavier's School, Poona	English
571	Keshav Raoji Godbole	30	Bráhmán	Wái	Deccan College.	Maráthi
572	Kuvarrai Praggi Desai	25	Bráhmau	Surat	Ahmedabad High School	Gujarátí
573	Khushaldas D. Timna	28	Hindu	Tata	N. J. High School, Kará-chi.	Sindhi
574	William Dalton	28	Christian	Bombay	Mission School, Ahmednagar.	Maráthi

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d		Rs. a. p.	
English and Sanskrit.	Matriculated, 1879.	13 2 9	Twelfth Assistant Master, Násik High School.	35 0 0	
English .	Matriculated, 1880	12 2 19	Seventh Assistant Master, Surat Middle School.	35 0 0	
English and Sanskrit.	Matriculated, 1880	11 7 3	Eleventh Assistant Master, Ratnáguri High School	35 0 0	
English and Sanskrit.	Matriculated.	11 4 23	Assistant Clerk and Librarian, College of Science.	35 0 0	
English and Kanarese	Matriculated	11 4 19	Twelfth Assistant Master, Dhárwár High School	35 0 0	
English, Sanskrit and Kánarese	Matriculated.	11 4 0	Twelfth Assistant Master, Súdára' High School, Belgaum.	35 0 0	
English . . . . .	....	11 4 0	Seventh Clerk, Educational Inspector, C. D.	35 0 0	
English and Sanskrit.	Matriculated, 1873.	11 3 26	Twelfth Assistant Master, Sholápur High School.	35 0 0	
English and Sanskrit.	Matriculated, 1879.	11 8 3	Thirteenth Assistant Master, Násik High School,	35 0 0	
English and Sanskrit.	Matriculated, 1878.	11 2 6	Eleventh Assistant Master, Sítára High School.	35 0 0	
English and Latin.	Matriculated, 1878.	11 0 0	Clerk, Elphinstone Middle School.	35 0 0	On leave.
English and Sanskrit.	Matriculated, 1881.	10 11 25	Twelfth Assistant Master, B. J. High School, Thána.	35 0 0	
English and Sanskrit.	Matriculated, 1882.	10 4 0	Eighth Clerk, Educational Inspector, C. D.	35 0 0	
English and Persian.	P.S.C., 1881	9 3 16	Tenth Assistant Master, Shikárpur High School	35 0 0	
English and Persian.	Matriculated, 1879.	8 8 29	Acting Tenth Assistant Master, (Gujarát Side), Elphinstone Middle School.	35 0 0	
English	P. S. C. E..	8 6 17	Tenth Clerk, Director of Public Instruction.	35 0 0	
English, Persian and Urdu.	Matriculated, 1884.	8 4 20	Head Master, Government House Establishment English School.	35 0 0	
English and Persian.	F G P S..	8 4 8	Fifteenth Assistant Master, N J High School, Karáchi	35 0 0	
English and Maráthi.	Matriculated.	8 2 29	Thirteenth Assistant Master, Sirdára' High School, Belgaum.	35 0 0	
English and Sanskrit.	P. E., 1883 .	8 1 2	Twentieth Assistant Master, Poona High School.	35 0 0	
Maráthi . . . . .	.. ..	6 7 0	Matron, Female Training College, Poona.	35 0 0	
English and Sanskrit.	P. E., 1884	6 6 23	Twelfth Assistant Master, Sítára High School.	35 0 0	
English	Matriculated, 1886	6 2 2	Eleventh Clerk, Director of Public Instruction.	35 0 0	
English and Persian.	Matriculated.	5 2 4	Sixteenth Assistant Master, N J High School, Karáchi	35 0 0	
English	Matriculated.	3 9 0	Assistant Observer, College of Science.	35 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
575	Damodhar V. Gupte..	34	Parbhu ..	Thána ..	Ratnágiri High School.	Maráthi ..
576	Karamsing Narainsing ..	23	Hindu, Pan- jábí.	Amritsar ..	Art School, Lahore.	Panjabi ..
577	Sayed Abdul Gaffar Kaderi.	24	Musa'mán	Ratnáguri ..	Wilson College.	Urdu ..
578	Tojumul Alimchand Lalvani.	25	Hindu, Amil	Hyderabad ..	Hyderabad High School.	Sindhi ..
579	J. Correia	27	Christian ..	Poona ..	St. Vincent School.	Maráthi ..
580	Ramchandra Gopal Kalavde	26	Bráhmañ ..	Sholápur ..	New English School, Poona.	Maráthi ..
581	Rawji Ramchandra Sathe	61	Bráhmañ	Poona ..	Vernacular School, Poona.	Maráthi ..
582	Dayabhai Javerchand Shah.	27	Jain ..	Ahmedabad ..	Gujarát College.	Gujarátí ..
583	Dinanath Pandurang Dhume	31	Gond Bráhmañ.	Bombay..	Free Church College.	Maráthi ..
584	Narso Krishna Jarimali ..	51	Bráhmañ ..	Tásgaon..	Belgaum Training College.	Kánarés ..
585	Mansukhram Premji Asarva	51	Kunbi ..	Ahmedabad ..	Ahmedabad Training College.	Gujarátí ..
586	Chunlal Jethabhai Sheth ..	46	Vána..	Kaira ..	Kaira English School.	Gujarátí ..
587	Yeshvant Vasudeo Jambhalkar.	55	Gond Bráhmañ.	Khánápur, Belgaum.	Khánápur School.	Maráthi ..
588	Venilal Bhagvandas Khambati.	43	Vána..	Surat ..	Surat High School.	Gujarátí ..
589	Gopalji Govindji Desai ..	45	Bráhmañ ..	Surbhon ..	Surat High School.	Gujarátí ..
590	Bhagnbhai Ramabankar Jamb	44	Bráhmañ ..	Katargám (Surat).	Surat High School.	Gujarátí ..
591	Anant Ramchandra Rege ..	39	Gond Bráhmañ.	Aravali..	Aravali School.	Maráthi ..
592	Lalabhai Shankarji Mehta	42	Bráhmañ ..	Marolli ..	Surat High School.	Gujarátí ..
593	Narayan Chintaman Gore ..	44	Bráhmañ ..	Poona ..	Poona High School.	Maráthi ..
594	Nagundas Bhukabhai Nana- vati.	42	Shrávak ..	Ahmedabad ..	Ahmedabad High School.	Gujarátí ..

Other Languages known.	University-Sending or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS
8	9	10	11	12	13
		Y m d		Rs. a p	
English and a little of Gujarati.	....	2 8 0	Tenth Clerk, Government Central Book Depot.	35 0 0	Also served 4 years under the Director of Native Art Pottery Works, Sir J. J. School of Art, Bombay.
Urdu .. ..	....	2 1 17	Teacher of Turnery and Carpen-try, Hyderabad Training College.	35 0 0	
English, Persian and Gujarati.	Matriculat-ed, 1890.	1 7 25	Sub. <i>pro-tem.</i> Eleventh Assistant Master, Broach High School.	35 0 0	
English and Persian.	Matriculat-ed, 1885.	1 6 24	Sub <i>pro-tem.</i> Tenth Assis-tant Master, Hyderabad High School.	35 0 0	
English..	....	0 5 0	Draftsman, College of Science.	35 0 0	
English and Sanskrit.	Matriculat-ed, 1888.	0 1 22	Acting Thurd Assistant Master, Sholapur High School.	35 0 0	
....	..	24 7 18	Superintendent, Boarding House, Poona Training College.	34 0 0	
English, Sanskrit and colloquial Marathi	P E, 1888..	6 9 14	Clerk, Government Law School	34 0 0	
English and Sanskrit.	Matriculat-ed, 1878.	9 6 10	Acting Tenth Assistant Master, (Marathi Sidel. Elphinstone Middle School	32 8 0	
Marathi and a little of English.	Trained ..	31 3 15	Head Clerk, Deputy Educa-tional Inspector, Dhárvár.	30 0 0	On leave
A little of English and Marathi.	..	30 6 9	Head Clerk, Deputy Educa-tional Inspector, Surat.	30 0 0	
English ..	..	28 9 8	Head Clerk, Deputy Educa-tional Inspector, Kaira.	30 0 0	
Kánarése	..	27 7 0	Head Clerk, Deputy Educa-tional Inspector, Kánara.	30 0 0	
English	..	25 10 16	Clerk, Surat High School .	30 0 0	
English	....	24 6 0	Head Clerk, Deputy Educa-tional Inspector, Broach.	30 0 0	
English..	..	23 10 29	Eighth Assistant Master, Surat Middle School.	30 0 0	
..	Training College Certificate of Rs. 12.	23 6 7	Head Clerk, Deputy Educa-tional Inspector, Thána	30 0 0	
English and a little of Sanskrit	..	23 5 13	Local Board Clerk, Educa-tional Inspector, N. D.	30 0 0	
English	..	23 5 0	Head Clerk, Deputy Educa-tional Inspector, Ahmed-nagar.	30 0 0	
English ..	....	21 8 16	Fourth Assistant Master, Middle School, Ahmedabad.	30 0 0	

No.	NAMES.	Age	Caste or Religion	Birth-place	Where educated.	Vernacular
1	2	3	4	5	6	7
595	Ahmad Haji Dilwani ..	35	Mahomedan	Karachi ..	Karachi Vernacular School	Sindhi ..
596	Balvant Appaji Ghatge ..	38	Bráhmán ..	Masavád	Masavád	Maráthi ..
597	Bheshankar Kewalrao Pandya ..	38	Bráhmán ..	Memadabád ..	Nadiád High School.	Gujarátí ..
598	Pandurang Anant Saraf ..	40	GondBráhmán	Belgaum	Belgaum High School.	Maráthi ..
599	Vishnu Balkrishna Phatak ..	40	Bráhmán ..	Poona ..	Poona High School.	Maráthi ..
600	Jaykrishna Narottam Shastri ..	35	Bráhmán	Surat ..	Surat High School.	Gujarátí ..
601	Parvati Ramdin ..	40	Lodha ..	Ahmedabad ..	Ahmedabad Mahálayámi College.	Gujarátí ..
602	Krishnaji Shivram Gogte	36	Bráhmán ..	Sángola (Sholápur)	Poona High School.	Maráthi
603	Sankaldas Bhagwan das Mehta.	37	Vánia ..	Ahmedabad	Elphinstone College	Gujarátí ..
604	Ramkrishna Hari Bam	35	Bráhmán	Talen	Thána High School.	Maráthi
605	Navntram Motiram Vakil ..	35	Vánia ..	Surat ..	Surat High School.	Gujarátí ..
606	Mangesh Devrao Nadkarni.	39	Saraswat Bráhmán.	Gokarn ..	Ratnágiri High School.	Konkani
607	Balkrishna Luxuman Shastri.	33	Bráhmán ..	Sholápur	Belgaum High School.	Maráthi ..
608	Narayan Balkrishna Shonche	35	Bráhmán ..	Náuk ..	Náuk High School.	Maráthi ..
609	Ramchandra Venkatesh Hodiur.	35	Bráhmán ..	Hodlur (Bijápur)	Belgaum High School.	Kánarése ..
610	Obatomal H. Mansukhani ..	41	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
611	Ramchandra Trumbak Soman.	32	Bráhmán ..	Nagar ..	Nagar High School.	Maráthi ..
612	Sakharam Ganesah Lalit ..	38	Bráhmán ..	Rátápúr (Ratnágiri).	Ratnágiri Municipal School No 1.	Maráthi ..
613	Girdharlal Pranvallabhadra Sutaria.	31	Bania ..	Hánsot ..	Surat High School.	Gujarátí ..
614	Damodar Rawji Suvarnapati.	34	Bráhmán ..	Ahmednagar ..	Ahmednagar High School.	Maráthi ..

Other Languages known.	University Standing or Training College Certificate.	Period of Services in the Department.	Present Appointment.	Monthly Salary	REMARKS.
9	9	10	11	12	13
		Y m d		Rs. s. p	
Persian and Urdu.	..	19 2 6	Clerk, Government Central Book Depot, Karachi.	30 0 0	
English . .	...	18 10 20	Head Clerk, Deputy Educational Inspector, Khândesh.	30 0 0	
English .	Matriculated, 1874.	18 2 6	Sub. <i>pro-tem</i> . Fourteenth Assistant Master, Nadiad High School	30 0 0	
Kánaree and English.	Matriculated, 1871.	17 3 11	Head Clerk, Deputy Educational Inspector, Belgam.	30 0 0	
English and a little of Sanskrit.	...	16 6 12	Head Clerk, Deputy Educational Inspector, Poona.	30 0 0	
English and a little of Maráthi.	...	16 3 28	Head Clerk, Deputy Educational Inspector, Ahmedabad.	30 0 0	
English ..	Female Training College Certificate	15 6 0	Matron, Mahatma College, Ahmedabad.	30 0 0	
English, Sanskrit and Hindustáni.	Matriculated, 1876.	14 10 16	Head Clerk, Deputy Educational Inspector, Sholapur.	30 0 0	
English, Sanskrit and a little of Urdu	Matriculated, 1877.	14 3 10	Seventh Clerk, Educational Inspector, Northern Division.	30 0 0	
English . .	....	14 2 0	Head Clerk, Deputy Educational Inspector, Katnágur	30 0 0	
English..	Matriculated, 1879	13 8 6	Ninth Assistant Master, Surat Middle School.	30 0 0	
English, Kánaree and Maráthi . .	Matriculated, 1875.	13 7 23	Ninth Assistant Master, Katwár High School.	30 0 0	
English, Sanskrit and Kánaree	Matriculated, 1884.	13 4 19	Ninth Assistant Master, Býsapur High School.	30 0 0	
English, Sanskrit, Gujarati and colloquial Urdu.	Matriculated, 1879.	13 0 20	Sub <i>pro-tem</i> Fifteenth Assistant Master, Nasik High School.	30 0 0	
English and Maráthi	Matriculated, 1880	12 10 18	Sixth Clerk, Educational Inspector, Southern Division.	30 0 0	
English and Persian	....	12 7 1	Second Clerk, Deputy Educational Inspector, Shikárgapur.	30 0 0	
English and Sanskrit.	Matriculated, 1881.	12 3 23	Head Clerk, Deputy Educational Inspector, Saktara.	30 0 0	
A little of English and Gujarati.	..	11 5 0	Head Clerk, Deputy Educational Inspector, Nasik.	30 0 0	
English and a little of Sanskrit.	Matriculated, 1880.	11 4 10	Thirteenth Assistant Master, Nadiad High School.	30 0 0	
English and Sanskrit	Matriculated, 1877	11 1 17	Fourteenth Assistant Master, Nasik High School.	30 0 0	

No.	NAME.	Age	Caste or Religion.	Birth-place	Where educated.	Vernacular
1	2	3	4	5	6	7
615	Hari Nagesh Vader	34	Bráhmañ .	Chikodi	Sátára High School.	Maráthi
616	Udapiroo Narsingrao Perur .	31	Bráhmañ .	Dhárwár .	Dhárwár High School.	Kánarose
617	Gopal Vinayak Kharkar ..	33	Parbhu .	Sholápur	Elphinstone College.	Maráthi .
618	Bhaskar Sakharam Purohit	33	Bráhmañ	Sátára ..	Sátára High School	Maráthi .
619	Shankar Narayan Koppikar	29	S a r a s w a t Bráhmañ	Bhatkal	Kárwár High School.	Konkani
620	Govind Raghunath Patkar	37	Goud Br á h man.	Ratnáguri .	Poona High School.	Maráthi .
621	Ganesh Shivram Joshi	39	Bráhmañ .	Poona ..	Poona High School.	Maráthi .
622	Parashram Raghunath Joshi.	33	Bráhmañ	Nagason .	Elphinstone High School	Maráthi .
623	Bapalal Krishnalal Mehta ..	31	Bráhmañ	Nadiád	Nadiád High School.	Gujaráti
624	Baburao Bhanurao Divokar	31	Bráhmañ ..	Bankapur	Dhárwár High School.	Kánarose ..
625	Gangadhar Shankar Belgaumkar.	30	Bráhmañ	Násk ..	Deccan College	Maráthi
626	Venkatesh Sadaashiva Gokakar.	31	Bráhmañ .	Gokák	Belgaum High School.	Kánarose
627	Vishnu Krishna Kale ..	32	Bráhmañ .	Poona .	College of Science, Poona.	Maráthi .
628	Budu Balkrishna Bharati ..	30	Bráhmañ	Sholápur	Sholápur High School.	Maráthi
629	Ekanath Mahadev Purank	33	Bráhmañ .	Karáchi .	Karáchi High School.	Maráthi .
630	Mnappa Thakappa Kangrakar.	33	Maráthi .	Belgaum	Belgaum High School.	Maráthi
631	Chunilal Anupram Mehta ..	30	Bráhmañ .	Ahmedabad ..	Nadiád High School.	Gujaráti .
632	Rajanna Mahadu .. .	30	Máti	Bombay .	Frazer, Miller & Co., Bombay.	Telegu ..
633	Raghavendra Ramohandra Datar.	29	Bráhmañ ..	Chikodi ..	Belgaum High School.	Kánarose

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Sanskrit and Kánarés.	Matriculated, 1881.	11 1 13	Twelfth Assistant Master, Ratnágiri High School.	30 0 0	
English and Maráthi.	Matriculated, 1882	10 5 0	Head Clerk, Deputy Educational Inspector, Bijápúr.	30 0 0	
English, Sanskrit and Gujaráti.	Matriculated, 1879.	10 2 13	Thirteenth Assistant Master, B. J. High School, Tháná.	30 0 0	
English and Sanskrit.	Matriculated, 1879	10 2 1	Fifteenth Assistant Master, Nánik High School	30 0 0	On leave.
English, Kánarés, and Maráthi	Matriculated, 1882.	10 0 16	Tenth Assistant Master, Kánvár High School.	30 0 0	
English and Sanskrit.	Matriculated, 1882.	10 0 7	Fourteenth Assistant Master, B. J High School, Thána.	30 0 0	
English	..	9 6 20	Head Clerk, Deputy Educational Inspector, Kolába	30 0 0	
English and Sanskrit	Matriculated, 1875.	9 3 27	Ninth Clerk, Educational Inspector, C. D.	30 0 0	
English and a little of Sanskrit.	Matriculated, 1883	9 3 16	Fourteenth Assistant Master, Nánid High School.	30 0 0	On leave.
English, Sanskrit and Maráthi.	Matriculated.	8 11 0	Thirteenth Assistant Master, Dhárwár High School.	30 0 0	
English and Sanskrit.	Matriculated, 1882	8 10 9	Sub. <i>pro-tem</i> Thirteenth Assistant Master, Sátára High School.	30 0 0	
English and Maráthi.	Matriculated, 1883.	8 9 10	Local Fund Clerk, Educational Inspector, S. D.	30 0 0	
English ..	Matriculated, 1880.	8 8 17	Twenty-first Assistant Master, Poona High School	30 0 0	
English and Sanskrit.	Matriculated and Agricultural 2nd year's course	8 7 3	Thirteenth Assistant Master, Sholápur High School	30 0 0	
English and Sanskrit.	....	8 3 8	Local Board Clerk, Educational Inspector, O. D.	30 0 0	
English ..	Matriculated.	6 2 29	Fourteenth Assistant Master, Sirdára' High School, Belgaum.	30 0 0	
English and Sanskrit.	Matriculated, 1883	7 9 9	Sub <i>pro-tem</i> . First Assistant Master, English School, Godlra.	30 0 0	
....	....	7 7 19	Foreman Moulder, College of Science.	30 0 0	
English, Sanskrit and Maráthi.	Matriculated	6 8 2	Fifteenth Assistant Master, Sirdára' High School, Belgaum.	30 0 0	On leave.

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
634	Venkatrao B. Lad . . .	28	Goud Bráhman	Karnadí (Dhárwár).	Dhárwár High School.	Maráthi . .
635	Premung Nirbhung Shahani.	29	Hindu, Amil.	Hyderabad	Hyderabad High School.	Sindhi . .
636	Virsimal K. Vasu . . .	27	Bráhman .	Tatta . . .	N. J. High School, Karachi.	Sindhu . .
637	Narayan Ramchandra Devakule	27	Bráhman .	Wái .	Poona High School.	Maráthi . .
638	Dattatraya Mahadev Takalkar.	26	Bráhman .	Kint .	Mission School, Poona.	Maráthi . .
639	Vinayak Vaman Hajarnis ...	27	Káyasth	Basein	Elphinstone High School	Maráthi . .
640	Munshi Abdullakhan ...	25	Mahomedan	Bombay	Poona High School.	Hindustáni.
641	Kalachand P. Gulrajani ...	27	Hindu . .	Hyderabad	Hyderabad High School.	Sindhi . .
642	Mir Imdadali Munshi . . .	26	Muselmán	Kargchi . .	Ahmednagar High School.	Hindustáni.
643	Madari Kahar ...	25	Kahar ...	Surat ...	Military School.	Gujaráti ...
644	Hirraand R. Hachramani	26	Hindu . .	Hyderabad	Hyderabad High School.	Sindhi ...
645	Chhatamal Kauramal Khilani.	21	Bráhman	Bhira . .	Sind Arts College.	Sindhi
646	Tuljaram Metharam Thadani.	22	Hindu, Amil.	Hyderabad	Sind College .	Sindhi
647	Raghunath Rajaram . . .	26	Sutár ...	Poona	Maráthi School	Maráthi . .
648	Kashnath Gangadhar Deshpande.	25	Bráhman	Válva ...	Deccan College.	Maráthi
649	Rahumal Chellaram Hatharamani.	18	Hindu ...	Hyderabad	Hyderabad High School.	Sindhu ...
650	Donmal M. Chandiramani . .	21	Hindu ...	Hyderabad	Karachi High School.	Sindhi . .
651	Vishnu Sadashiv Phadnavis.	23	Bráhman .	Kháns'pur	Belgaum High School.	Maráthi . .
652	Palanji Edu'p . . .	35	Pársi ...	Surat ...	Gujarati School, Bombay.	Gujaráti ...

Other Languages known	University Standing, or Training College Certificate.	Period of Service in the Department	Present Appointment	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Kánarose and a little of Gujaráti.	.. .	6 7 0	Eleventh Clerk, Government Central Book Depót	30 0 0	
English and Persian.	Matriculated, 1885.	6 2 27	Eleventh Assistant Master, Bhikárpur High School	30 0 0	
English and Persian.	Matriculated.	5 0 22	Seventeenth Assistant Master, N. J. High School, Karáchi.	30 0 0	
English and Sanskrit	Second Grade Public Service Examination.	4 10 0	Twelfth Clerk, Director of Public Instruction.	30 0 0	
English..	Second Grade Public Service Examination.	4 3 24	Thirteenth Clerk, Director of Public Instruction.	30 0 0	
English, colloquial Gujaráti and Hindustáni,	..	4 2 5	Museum Attendant, Grant College.	30 0 0	
English, Persian Gujaráti and Maráthi,	.. .	3 7 0	Eighth Assistant Master, Bījápúr High School.	30 0 0	
English and Persian.	.....	3 3 21	Acting Second Clerk, Deputy Educational Inspector, Hyderabad.	30 0 0	
English, Maráthi, Persian and a little of Gujaráti.	Matriculated.	2 9 18	Fourteenth Assistant Master, Dhárwár High School.	30 0 0	
Maráthi and Hindustáni.	....	2 4 9	Gymnaet, Surat High School.	30 0 0	
English and Persian.	.....	2 8 11	Sub. <i>pro-tem</i> Local Board Clerk, Educational Inspector, Sind.	30 0 0	
English and Persian.	Matriculated.	1 9 13	Eighteenth Assistant Master, N. J. High School, Karáchi	30 0 0	
English and Persian.	Matriculated.	0 9 0	Nineteenth Assistant Master, N. J. High School, Karáchi.	30 0 0	
....	....	0 8 0	Pattern-maker, College of Science.	30 0 0	
English and Sanskrit.	P. E., 1888 ..	0 7 0	Sub. <i>pro-tem</i> . Fourteenth Assistant Master, Sátára High School.	30 0 0	
English and Persian.	Matriculated, 1892.	0 6 13	Sub <i>pro-tem</i> . Eleventh Assistant Master, Hyderabad High School	30 0 0	
English and Persian.	.....	0 4 0	Acting Second Clerk, Deputy Educational Inspector, Karáchi.	30 0 0	
English Sanskrit and Kánarose.	Matriculated.	0 2 24	Sub- <i>pro-tem</i> . Fifteenth Assistant Master, Sirdárs' High School, Belgium.	30 0 0	
Maráthi ...	.....	0 3 0	Carpenter Mastry, College of Science.	30 0 0	

No	NAME	Age	Caste or Religion	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
653	Chhaganlal Brijlal Parekh,	26	Bania	Rānder(Surat),	Elphinstone High School	Gujarāti ..
654	Gulabhai Lalubhai Desai...	36	Brāhman	Bulsār ...	Wilson College.	Gujarāti ...
655	Tulsidas Jadhavji Lakha .	21	Hindu	...Porbandar	Mission School, Karachi.	Gujarāti ...
656	Narayan Govind Chapekar .	24	Brāhman	Bombay	Wilson College.	Marāthi ..
657	Valiram Kodumal Jagtiani..	.	Hindu, Amil...	Hyderabad ...	Hyderabad High School.	Sindhi .
658	Vishnu Ramchandra Kanitkar.	46	Brāhman	... Rahimatpur (Sātara).	Poona Private English School	Marāthi ...
659	Keshav Mahadeo Joshi ...	45	Brāhman	Kelvādi	Poona Training College.	Marāthi ...
660	Tamaji Tamaji Chaudhary . .	38	Brāhman	HUBLI	...Dhārwār Training College.	Kānarese .
661	Nagindas Damodhardas Melta.	35	Vāna	...Surat	Surat High School	Gujarāti ...
662	Balabhai Nathubhai Kasamgar.	83	Shravak	Ahmedabad	A h m e d a b a d High School	Gujarāti ..
663	Sadashiva Palkhe.	23	Brāhman	Chopda ...	Poona Training College.	Marāthi
664	Shivram Shridhar Sahaasrabudhe	35	Brāhman	Jakatyādi (Sātara).	Sātara High School.	Marāthi ..
665	Harkisandas Motiram Jadhav.	80	Tailor ..	Surat ..	Surat High School.	Gujarāti ..
666	Raghunath Pureshottam Sahaasrabudhe	32	Brāhman	...Dhadgaon	Dhulia High School.	Marāthi
667	Pandurang Girmaji Phade	33	Brāhman	Mongse (Khandesh).	Dhulia High School.	Marāthi ..
668	Krishnaji Madhav Mahishi.	32	Brāhman	...Dhārwār	Dhārwār High School.	Kānarese ..

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs a. p.	
English and Persian.	Matriculated, 1887.	0 2 0	Acting Eleventh Assistant Master, (Gujarati Side), Elphinstone Middle School.	30 0 0	
English and Sanskrit.	Matriculated.	10 2 20	Third Assistant Master, Trustees' J. J. English School, Bulsar.	28 0 0	Lent to Bulsar School Trustees.
English...	Matriculated.	8 5 20	Acting Eighth Assistant Master, N. J. High School, Karachi.	27 8 0	
English and Sanskrit.	B. A., 1891...	0 4 0	Acting Fifteenth Assistant Master, (Marathi Side), Elphinstone High School.	27 8 0	
English and Persian.	Matriculated.	0 6 25	Acting Seventh Assistant Master, N. J. High School, Karachi.	27 8 0	
English..	.....	26 0 18	First Clerk, Poona Training College.	25 0 0	
English and Sanskrit.	Trained ...	25 4 4	First Assistant Master, Female Training College, Poona.	25 0 0	
Marathi and a little of English.	Trained .	23 10 0	Second Clerk, Deputy Educational Inspector, Dharwar.	25 0 0	
English, and Persian.	Matriculated, 1877.	13 11 0	Acting Second Assistant Master, Nadiad High School.	25 0 0	
English	Matriculated, 1879.	13 8 23	Fifth Assistant Master, Middle School, Ahmedabad.	25 0 0	On leave.
English	Trained, 1880.	11 10 19	Second Clerk, Deputy Educational Inspector, Khandaish.	25 0 0	
English and Sanskrit.	Matriculated, 1875.	11 6 16	Second Clerk, Deputy Educational Inspector, Ahmednagar.	25 0 0	
English and a little of Sanskrit.	Matriculated, 1891.	11 0 19	Sub. <i>pro-tem.</i> Fifth Assistant Master, Middle School, Ahmedabad.	25 0 0	
English	Matriculated, 1882.	10 6 23	Second Clerk, Deputy Educational Inspector, Poona.	25 0 0	
English and Sanskrit.	Matriculated, 1882.	10 3 0	Second Clerk, Deputy Educational Inspector, Solapur.	25 0 0	
English and Marathi.	Matriculated, 1882.	10 0 0	Second Clerk, Deputy Educational Inspector, Belgaum.	25 0 0	

No	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
669	Ramchandra Vishnu Bhide	31	Bráhmán ..	Kolhápúr ..	Sátára High School.	Maráthi ...
670	Mandal Htrabhai Kinkhab-wala,	30	Jain	Ahmedabad ..	Gujarát College	Gujarátí .
671	Damodar Chintaman Khare.	82	Bráhmán ...	Navághar ..	Deccan College.	Maráthi ..
672	Bhanu Janardan Bhide ...	30	Bráhmán ..	Khopi	Poona Mission School.	Maráthi .
673	Venkatrao Mangeshaya Chandavar.	26	S r a s v a t Bráhmán.	Konali (Kumta).	Kárwár High School.	Konkani .
674	Gunesh Vishnu Sathaye ..	31	Bráhmán ..	Ahmednagar ..	Deccan College	Maráthi .
675	Narsinha Madhava Mahishi	27	Bráhmán ..	Mahishi (My-sore),	Dhárwár High School.	Kánarésé ...
676	Vinayak Gangadhar Pendse.	26	Bráhmán ..	Rámdurg ..	Dhárwár High School.	Maráthi ...
677	Mahadev Narayan Joshi ..	27	Bráhmán ..	Pa'tas (Poona)	New English School, Poona.	Maráthi .
678	Govind Raghavendra Sav-nur.	27	Bráhmán ..	Sháhápúr (Sán-gli).	Belgaum High School.	Kánarésé ...
679	Dahyabhai Nathubhai Shah.	25	Jain	Ahmedabad ..	Gujarát College	Gujarátí ...
680	Saunukhrám Ganpatram Vin.	28	Bráhmán ..	Broach ..	Broach High School.	Gujarátí ...
681	Rawji Vitthal Rege	22	Gond Bráh-man.	Kod (Dhárwár).	Dhárwár High School.	Maráthi ..
682	Ganesh Mahadev Paranjpe...	27	Bráhmán ..	Pápdí	Thána High School.	Maráthi ..
683	Ganesh Ramchandra Suk-thanekar.	48	GondBráhmán	Peth (Walve)	V e r n a c u l a r School, Islám-pur.	Maráthi ..
684	Vishnu Vishvanath Deva-dhar.	23	Bráhmán ..	Poona ..	High School, Poona.	Maráthi ..
685	Purushottam Dattatraya Unalkar.	23	GondBráhmán	Dhárwár ..	Deccan College.	Maráthi ...
686	Chintaman Kashinath Joshi.	22	Bráhmán ..	Poona ..	New English School, Poona.	Maráthi ..
687	Maganlal Thakurdes Adatia.	23	Bania	Surat ..	Surat High School.	Gujarátí ..
688	Jamsetji Manekaha Doctor .	25	Pársá ..	Bombay ..	Bombay Veteri-nary College.	Gujarátí ..

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated, 1882.	9 4 12	Second Clerk, Deputy Educational Inspector, Ratnagiri.	25 0 0	
English and Sanskrit.	Matriculated, 1880.	9 2 9	Eighth Clerk, Educational Inspector, N. D.	26 0 0	
English and Sanskrit.	Matriculated, 1879.	9 2 9	Fifteenth Assistant Master, Sâtara High School.	26 0 0	On leave.
English and Sanskrit.	Matriculated, 1884	8 11 0	Second Clerk, Deputy Educational Inspector, Sâtara.	26 0 0	
English and Kânarese.	Matriculated, 1884.	8 4 13	Second Clerk, Deputy Educational Inspector, Kânara.	26 0 0	
English and Sanskrit.	Matriculated, 1883.	7 3 11	Tenth Clerk, Educational Inspector, C. D.	26 0 0	
English and Marâthi.	Matriculated, 1884.	7 0 0	Eleventh Assistant Master, Kârwar High School.	26 0 0	
English, Sanskrit and Kânarese.	Matriculated, 1887.	5 9 9	Seventh Clerk, Educational Inspector, S. D.	26 0 0	On leave.
English and Sanskrit.	Matriculated, 1888.	6 7 12	Second Clerk, Poona Training College.	26 0 0	
English, Marâthi, Sanskrit and a little of Urdu.	Matriculated, 1886.	5 6 8	Second Clerk, Deputy Educational Inspector, Bâlpur.	26 0 0	
English and Sanskrit.	Matriculated, 1886.	4 10 18	Sub. <i>pro-tem</i> , First Clerk, Gujarat Training College.	26 0 0	
English ..	Matriculated, 1888.	4 4 15	Sub. <i>pro-tem</i> , Second Clerk, Deputy Educational Inspector, Surat.	26 0 0	
English, Sanskrit and Kânarese.	Matriculated, 1888.	3 9 16	Eighth Clerk, Educational Inspector, S. D.	26 0 0	
English...	Matriculated, 1888.	3 3 13	Second Clerk, Deputy Educational Inspector, Thâna.	26 0 0	
....	...	2 7 11	Second Clerk, Deputy Educational Inspector, Kolâba.	26 0 0	
English ..	...	2 7 0	Second Clerk, Deputy Educational Inspector, Nâsik.	26 0 0	
English, Kânarese and Sanskrit	Matriculated, 1887.	2 4 23	Twelfth Assistant Master, Kârwar High School.	26 0 0	
English and Sanskrit.	U. S. F., 1892.	2 4 0	Eleventh Clerk, Educational Inspector, C. D.	26 0 0	
English Persian.	U. S. F., 1890.	1 7 28	Sub. <i>pro-tem</i> , Second Assistant Master, English School, Godhra.	26 0 0	
English ..	Graduate, B. V. C., Matriculated.	1 2 0	Assistant Veterinary Officer (ii), Veterinary College.	26 0 0	Temporary.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
689	Bhalchandra Anna Jale ..	28	Hindu ..	Bombay ..	Bombay Veterinary College.	Maráthi ..
690	Swami Shrinivas Gudi ..	24	Bráhmañ ..	Hubli ..	Dhárwár High School.	Kánarese ..
691	Mahomed Umar ..	24	Mahomedan ..	Poona ..	Camp School, Poona.	Urdu ..
692	Kashnath Mahadeo Mauskar.	21	Bráhmañ ..	Pachvad (Sátára) ..	Sátára High School.	Maráthi ..
693	Harilal Ranchod Patel ..	21	Kunbi ..	Deesa Camp ..	A h m e d a b a d Training College.	Gujarátí ..
694	Jethmal G. Utimchand ..	23	Hindu ..	Hyderabad ..	Urdu Academy.	Sindhi ..
695	Saishuva Narayan Karandikar.	23	Bráhmañ ..	Pátan (Sátára) ..	Sátára High School.	Maráthi ..
696	Shamdas D. Sujansingani ..	21	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindhi ..
697	A. P. Laskari ..	26	...	...	Bombay Veterinary College	...
698	Sorabji Rustomji Surji ..	22	Pársi ..	Bombay ..	Elphinstone College.	Gujarátí ..
699	Bhimaji Warsingh Hallikeri ..	22	Bráhmañ ..	Bágalkot ..	Belgaum High School.	Kánarese ..
700	Kondaji valad Bhavani ..	51	Maráthá ..	Kadi (Nagar) ..	D h a r a n g a o n (Khandesh).	Maráthi ..
701	Bhikaji Daji Agashe ..	67	Bráhmañ ..	Khanápur ..	Private School.	Maráthi ..
702	Maruti Jabaji Sudke ..	42	Fulmálí ..	Ahmednagar ..	Bombay Central Gymnasium.	Maráthi ..
703	Govind Krishna Powar ..	47	Maráthá ..	Yahagam (Sátára) ..	Poona ..	Maráthi ..
704	Gurbassappa F. Halkatti ..	38	Lingáyét ..	Dhárwár ..	D h á r w á r Training College.	Kánarese ..
705	Vishnu Krishna Patankar ..	59	Bráhmañ ..	Poona ..	Bombay Central Gymnasium.	Maráthi ..
706	Trimbak Ramakant Mategunkar.	29	Bráhmañ ..	Yeola ..	A h m e d n a g a r High School.	Maráthi ..
707	Sahebp valad Dada Esnekar.	38	Mahomedan ..	Poona ..	Central Gymnasium.	Hindustáni ..
708	Parshottam Bhalal Dixit ..	32	Bráhmañ ..	Ahmedabad ..	A h m e d a b a d High School.	Gujarátí ..
709	Gulab Khandas Shah ..	24	Christian ..	Surat ..	A h m e d a b a d Female Training College.	Gujarátí ..
710	Pandurang Ganesh ..	26	Shenzi ..	Goa ..	Govind Vishnu School, Bombay.	Maráthi ..
711	Balu bin Krishna Thorat ..	25	Maráthá ..	Korti ..	Málaras ..	Maráthi ..

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	Matriculated Graduate B.V.C	0 8 26	Assistant Veterinary Officer, (i) Veterinary College.	25 0 0	Temporary.
English, and Sanskrit	Matriculated, 1887.	0 4 29	Tenth Assistant Master, Bujapur High School.	25 0 0	
English and Maráthi.	....	0 8 16	Timekeeper, College of Science.	25 0 0	
English	Matriculated, 1891.	0 3 14	Sub <i>pro-tem</i> . Sixteenth Assistant Master, Sátára High School.	25 0 0	
A little of Sanskrit.	2nd Grade Art Certificate, 1887.	0 2 15	Acting Fifth Assistant Master, Gujarat Training College	25 0 0	
English and Persian.	Matriculated.	0 1 22	Fifth Clerk, Educational Inspector, Sind.	25 0 0	
English and Sanskrit.	Matriculated, 1887.	0 1 12	Sub <i>pro-tem</i> . Fifteenth Assistant Master, Sátára High School.	25 0 0	
English and Persian.	Matriculated.	0 0 16	Clerk, Training College, Hyderabad	25 0 0	
....	Graduate, B.V.C.	0 0 1	Assistant Veterinary Officer, (iii) Veterinary College.	25 0 0	Temporary.
English and Persian.	Matriculated, 1887.	0 9 0	Acting Eighth Assistant Master (Gujarati Side), Elphinstone Middle School.	22 8 0	
English and Maráthi.	Matriculated, 1888.	4 6 0	Acting Third Clerk, Educational Inspector, S. D.	22 0 0	
....	....	27 0 0	Gymnaet, Dhaha Training School.	20 0 0	
....	....	23 3 0	Gymnaet, Poona High School.	20 0 0	
....	....	21 10 13	Gymnaet, Násik High School.	20 0 0	
....	....	18 6 8	Gymnaet, Ratnágari High School.	20 0 0	
English and Maráthi.	Trained Certificate Rs. 15.	18 2 0	Clerk, Training College, Dhárwár.	20 0 0	
....	First Class Certificate, Bombay Central Gymnasium.	14 11 24	Gymnaet, Poona Training College.	20 0 0	
English and Sanskrit.	Matriculated, 1888.	9 4 29	Clerk, Dhaha Training School.	20 0 0	On leave.
Maráthi	F. C. C. Gymnasium.	8 7 6	Gymnaet, B. J. High School, Thána.	20 0 0	On leave.
English and Sanskrit.	Matriculated, 1880.	8 1 22	Ninth Clerk, Educational Inspector, N. D.	20 0 0	Also served in the Postal Department.
....	Trained 1886	6 7 6	Second Vernacular Teacher, Mahalaxmi College, Ahmedabad.	20 0 0	
Colloquial Gujarati.	....	4 9 17	Laboratory Attendant, Grant College.	20 0 0	
Hindustáni ..	Bombay Gymnaetium Certificate.	3 11 23	Gymnaet, Bujapur High School.	20 0 0	

No	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
712	Sankalchand Mohram- chand Dalal.	23	Jain	Ahmedabad ..	A h m e d a b a d High School and Gujarát College.	Gujarátí ..
713	Karim valad Chandubhai ..	26	Mahomedan ..	Sholápur ..	Páris Central Gymnasium.	Hindustáni.
714	Gunwantraí Madhavlal Jbote,	23	Bráhmañ ..	Ahmedabad ..	Gujarát College,	Gujarátí ..
715	Mian Sipatikhán Allahdíno ..	62	Mahomedan ..	Shukárpur ..	....	Sindhi ..
716	Mahadeo Ramchandra Khan- dekar.	24	Bráhmañ ..	Sátára	Kolhápur High School.	Maráthí ..
717	Maruti Láiram Latkar ..	26	Rajput ..	Lat (Kolhápur)	Central Gym- nasium.	Maráthí ..
718	Nirodi Manjunáthaya ..	25	S a r a s w a t Bráhmañ	Nirodi (Kunda- pur).	Mangalore Nor- mal School and Bombay Gymnastic In- stitution.	Konkani ..
719	Govind Práhad Bhure ..	23	Bráhmañ ..	Kolhápur ..	Kolhápur High School.	Maráthí ..
720	Pandurang Bhaskar Bapat ..	24	Bráhmañ ..	Kase (Ratnágiri)	New English School, Poona.	Maráthí ..
721	Chunálal Revashankar Mehta.	24	Bráhmañ ..	Ahmedabad ..	A h m e d a b a d High School.	Gujarátí ..
722	Chhaganlal Vishvanáth Pandya.	22	Bráhmañ ..	Surat ..	Surat High School.	Gujarátí ..
723	Ganesh Bhaskar Bhawe ..	29	Bráhmañ ..	Sátára	Bombay Gym- nasium	Maráthí ..
724	Govindlal Dolatral Mehetaji	22	Bráhmañ ..	Ahmedabad ..	A h m e d a b a d High School.	Gujarátí ..
725	Badhvaseng Nihalsing ..	27	Shikh ..	Jubhal Mand- nadi (Amrit- sar).	Poona Central Gymnasium.	Panjábí ..
726	Balkrishna Ganesh Bagul ..	25	Bráhmañ ..	Vinheri(Koláta)	Poona High School.	Maráthí ..
727	Manilal Pitambardas Mehta.	19	Jain	Oganaj	A h m e d a b a d High School.	Gujarátí ..
728	Jamnadas Jaykisanadas Kapadia.	22	Bania	Surat	Surat High School.	Gujarátí ..
729	Kirpashankar Krishnarav Dave.	28	Bráhmañ ..	Umreth	Nadúd High School.	Gujarátí ..
730	Dhirañram Naváram Maj- mundar.	22	Vána	Hansot	Surat High School.	Gujarátí ..
731	Rabíman valad Dada Bane- kar.	20	Mahomedan ..	Poona	Central Gyn- nasium.	Hindustáni

Other Languages known.	University Standing or Training College Certificate.	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a p.	
English and Sanskrit.	Matriculated, 1888.	2 10 9	Sub. <i>pro-tem</i> . Sixth Assistant Master, Ahmedabad Middle School.	20 0 0	On leave.
....	Second Class Certificate.	3 8 0	Gymnaet, Sholapur High School.	20 0 0	
English and Sanskrit.	Matriculated, 1888	2 7 21	Sub. <i>pro-tem</i> Second Clerk, Gujarat Training College.	20 0 0	
A little of Urdu.	....	2 5 9	Gymnaet, Shikarpur High School	20 0 0	
English.. ..	....	2 3 29	Sub <i>pro-tem</i> . Gymnaet, Dharwar Training College.	20 0 0	
Hindustani ..	....	1 7 11	Gymnaet, Firdara' High School, Belgaum	20 0 0	
English and Kanarese.	Normal Training Certificate and Certificate in Gymnasiums.	1 5 5	Gymnaet, Harwar High School.	20 0 0	Also served 4 years 3 months and 19 days in the Local Fund Marathi School, Kundapur.
Hindustani and a little of English and Kanarese.	F. O. C. of Gymnasiums.	1 4 20	Sub. <i>pro-tem</i> . Gymnaet, Dharwar High School.	20 0 0	
English and Sanskrit.	Matriculated, 1886.	1 4 0	Acting Fifth Assistant Master, High School for Native Girls, Poona.	20 0 0	
English ..	Matriculated, 1889.	1 3 14	Sub. <i>pro-tem</i> . Second Clerk, Deputy Educational Inspector, Ahmedabad.	20 0 0	
English and Sanskrit.	Matriculated, 1890.	1 1 8	Sub <i>pro-tem</i> . Second Clerk, Deputy Educational Inspector, Broach.	20 0 0	
English ..	....	1 1 0	Gymnaet, Satara High School.	20 0 0	
English and a little of Sanskrit.	U. S. F. ..	0 10 17	Sub. <i>pro-tem</i> . Clerk, Ahmedabad High School.	20 0 0	
....	F. C. C. ..	0 9 13	Gymnaet, Broach High School.	20 0 0	
English and Sanskrit	Matriculated, 1891	0 8 7	Sub. <i>pro-tem</i> Clerk, Dhulia Training School.	20 0 0	
English and a little of Sanskrit	U. S. F. ..	0 7 8	Sub. <i>pro-tem</i> . Assistant Master, Camp Deesa Anglo-Vernacular School.	20 0 0	
English and Persian.	Matriculated, 1891, U. S. F.	0 7 8	Sub. <i>pro-tem</i> Third Assistant Master, English School, Godhra.	20 0 0	
English ..	U. S. F., 1888.	0 5 27	Sub <i>pro-tem</i> Second Clerk, Deputy Educational Inspector, Kara.	20 0 0	
English ..	U. S. F., 1891	0 2 16	Sub <i>pro-tem</i> . Third Clerk, Deputy Educational Inspector, Surat.	20 0 0	Includes Rs. 5 from Sachin State.
Marathi ..	F. C. C. Gymnasium.	0 1 13	Sub. <i>pro-tem</i> . Gymnaet, B. J. High School, Thana.	20 0 0	

No.	Name.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular
1	2	3	4	5	6	7
732	Bapu Abaji Sohoni	32	Bráhmán .	Poona ..	Poona High School.	Maráthi .
733	Vaman Balkrishna Joshi .	26	Bráhmán .	Bombay .	Free Church College.	Maráthi ..
734	Dalí Khan valad Amedkhan	48	Mahomedan .	Poona .. ..	....	Hindustáni
735	Gururáth Lukshuman Gambhur.	28	Bráhmán .	Bágevádi ..	Dhárwár High School.	Kánarese ..
736	Balkrishna Babaji Mahade.	26	Kshatriya ..	Dhárwár ..	Dhárwár German Mission School and School of Industry.	Maráthi .
737	Anant Vitthal Kardale ..	29	Teli	Otar	Poona Training College.	Maráthi ..
738	Karim Sahéb valad Mohudm Kitor.	27	Mahomedan ..	Dhárwár ..	....	Hindustáni .
739	Mahadev Gangadhar Kanade.	20	Bráhmán .	Poona	Dhulia ..	Maráthi .
740	Waman Ramchandra Sohoni.	22	Bráhmán .	Chaul (Koláha) ..	Poona Ferguson College.	Maráthi ..
741	Vithalrao Balvantrao Deshpande.	26	Bráhmán .	Ahmedabad ..	Násik and Central Gymnasium, Bombay	Maráthi .
742	Maruti bn Ganoji Galkwar..	25	Kunbi .	Poona .. ..	....	Maráthi ..
743	Girdharlal Keshavlal Thakore.	20	Kshatriya .	Ahmedabad ..	A h m e d a b a d High School.	Gujaráti .
744	Devising Birajaling	60	Rajput ..	Poona	Poona Vernacular School.	Maráthi .

Office of the Director of Public Instruction,
Poona, 16th December 1893.

Other Languages known.	University Standing or Training College Certificate	Period of Service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English .. ..	....	0 7 0	Superintendent and Librarian, Deccan College.	19 0 0	
English, Sanskrit, and Gujarati.	Matriculated, 1887.	0 3 21	Acting Clerk, Elphinstone Middle School.	17 8 0	
		22 7 0	Gymnaat, Deccan College ..	15 0 0	
English and Marathi.	Matriculated, 1888.	8 11 17	Acting Third Clerk, Deputy Educational Inspector, Dhárwár.	15 0 0	
Kannarese and a little of English.	....	3 6 22	Sub. <i>pro-tem</i> . Carpenter, Dhárwár Training College	15 0 0	
....	Trained ..	3 1 7	Second Assstant Master, Poona Female Training College	15 0 0	
....	....	2 6 27	Sub. <i>pro-tem</i> . Smith, Training College, Dhárwár.	15 0 0	
English	2nd Grade, F. S. C.	0 4 0	Third Clerk, Deputy Educational Inspector, Khándesh	15 0 0	
English and Gujarati.	Matriculated, 1888.	0 2 2	Acting Eleventh Assistant Master, (Marathi Side), Elphinstone Middle School	15 0 0	
English, Gujarati and Hindi.	Matriculated, 1888.	7 2 6	Acting Gymnaat, Gujarat Training College.	14 8 0	Also receives Rs. 14-8-0 from Ahmedabad High School.
....	....	6 10 19	Laboratory Assistant, Deccan College.	15 0 0	
English and a little of Persian.	U.S.F. 1888	3 0 3	Accountant Assistant Master, Ahmedabad Middle School.	10 0 0	
....	0 3 8	Acting Gymnaat, Yashwantrao High School,	10 0 0	

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No. 4.]

APRIL 1894.

[Vol. XXX.]

THE MONTH.

THE vacant post of Director of Public Instruction in the Berars has been filled by the appointment of Mr. S. V. Patvardhan, Educational Inspector, S. D. The appointment is for the present temporary, but it is very possible that the permanent Director, Mr. S. B. Jatar, will not return to duty, and, in that case, Mr. Patvardhan will have the satisfaction of closing his long Educational career as a Director of Public Instruction. His varied experience and power of application render him well fitted for such a post as that to which he has been appointed, and we wish him all prosperity and success in his new work.

MR. PATVARDHAN'S place in the Southern Division has been filled by the appointment of Mr. B. R. Sahasrabudhe, the Principal of the Poona Training College. Mr. Sahasrabudhe has had long experience as an Inspecting Officer and has acted as Educational Inspector both in the N. D. and C. Divisions at various times. His appointment to the Southern Division is therefore one which appears to be thoroughly suitable, and Mr. Sahasrabudhe may be relied on to perform his arduous duties with energy and good sense.

OUR obituary notices have lately been mournfully frequent, and we now have to record the death, at the comparatively early age of 53, of Mr. Shankar Pandurang Pandit, M.A., lately in charge of the Porbandar State as Administrator. Educated at the Belgaum High School, Mr. Pandit was afterwards a pupil of Sir A. Grant, and successfully qualified for his M.A. degree. He was then appointed a Senior Fellow of the Deccan College, where his close application to the study of Sanskrit led to his appointment as Professor of Oriental Languages during one of the acting vacancies. His

practical work was exhibited in his edition of Raghuvansa with notes, and other similar works in the Bombay Series, as well as the publication of a work in the Prakrit language. His Vedartha Yatna, or translation of the Rig-veda in Marathi is well known, and is an example of his studious literary devotion to Vedic studies. He was early appointed lecturer in the Wilson *Philological* lecture-ship, and the students of those days profited by his varied reading in Sanskrit and Prakrit literature. In his latter years he devoted himself to the edition of the text and Bhashya of the Atharva-veda, the latter of which was almost unknown to scholars in India as well as Europe. If his work had been fully published in his life time, it would have shown what rare capacity Mr. Pandit possessed not only over classical Sanskrit, but even over Vedic Sanskrit literature. Mr. Pandit was distinguished not only as a scholar, but as a religious and social reformer. He was a prominent member of the Prathana Somaj, and took the lead in the movement which led to the formation of the Poona High School for Native Girls. His appointment as Administrator in the Porbandar State involved him in difficult and laborious work for which his constitution was probably unequal. For some time his health had been failing, and he was at last compelled to apply for leave. But rest from labour had not the desired effect, and his death is now lamented by those who knew him intimately, and who recognised the value of his literary career, and his efforts for social and religious reform.

RAO B. YASHAVANT WASADEV ATHALYE, Naib Dewan of Baroda, died on Thursday, March 29th, at the age of 43. He was a native of Ratnagiri, where his father, who was a District pleader, had a wide reputation as a man of great strength of mind and integrity. His son studied at the Ratnagiri High School under the present Vice-Chancellor of the University, and passed his Matriculation in 1866 at the very early age of 15. He obtained a Juganath Shankershet Scholarship at the Matriculation Examination, and joined the Elphinstone College, where the Principal, Mr. Chatfield, soon recognised his ability and offered to recommend him for a Government of India Scholarship, if he would go to England and study for the Bar. This offer he had to refuse as his father was unwilling that he should leave the country. Mr. Athalye passed through his College career with great distinction, obtaining many prizes, and eventually taking his M. A. degree in 1870. After leaving

College, he was for some time employed in the Kolhapur State as Superintendent of the Southern Mahratta Chiefs, and in this office showed that he had inherited his father's qualities of integrity and fearlessness. In 1875 he passed the LL.B. Examination, and began to practise as a pleader in the High Courts. Having accepted the post of City Magistrate at Baroda, he quickly rose to high preferment in the State, and ultimately became Naib Dewan, in which office he had charge of no less than seven of the State departments. He was also member of the Baroda Council, and connected with many public movements in Bombay. He became a Fellow of the Bombay University in 1878, and was frequently an Examiner in the M. A. and LL.B. Examinations. So bright and rapid a career must have entailed a very heavy strain upon one who was not physically robust, and those who think that over-pressure in education is a cause of early death, may note that both of Mr. Athalye's brothers died at an early age, and that his own constitution had been impaired by a very severe attack of small-pox when he was a child.

Mr. Athalye's character was one which secured for him the respect and esteem of all who knew him. He had always the courage of his opinions, and did not shrink from giving advice even though it might be unpalatable. This independence of character won for him the high regard of the Gaekwar of Baroda, who frequently consulted him on matters outside his official duties. His death at an early age will be lamented by all who knew him, but he has left a bright example of application, courage, independence, and uprightness, which our University Graduates and Under-Graduates will do well to follow.

HIS EXCELLENCY THE GOVERNOR OF BOMBAY presided at the Prize Exhibition held in connection with the schools of the Bombay Education Society. After the Rev. J. A. Sellar had read the report His Excellency addressed the assembly, and dwelt especially on one or two important points as follows :—

It is a rather sad thought that the number of destitute children should have increased so largely during the last two years. What the cause for the increase may be I am not aware, but I earnestly hope that it does not mean that the number of destitute European and Eurasian children is increasing in the city of Bombay. We know how urgent a subject this is in other parts of India, and I did

hope, from inquiries that had been made during the last year and a half, that we were in a very much better position than, for instance, Calcutta and Madras. Only recently the Government of India, taking an obvious interest in the subject, invited the attention of Provincial Governments to the question of the education of the children of destitute Europeans and Eurasians, and it was our duty to make the inquiry which we did, and we were able to give a very satisfactory reply to the Government of India as regards the care that was taken to give education to these poor boys and girls. I am satisfied that on that point there is no need for fear, but at the same time it is a lamentable thought if the number of these children is going to increase in anything like the proportion it has done during the last two years. The next thing in the report which strikes me is Mr. Giles' reference to the workshop, and his very practical remarks on it. I see he suggests that Government should be asked for help towards improving the shed in which the work is carried on. Well, it is scarcely a time when Government are in a position to make very lavish promises with respect to building or assistance towards building, but I can promise the Committee that if they find it would be a legitimate request to make to Government for assistance, it shall receive the most sympathetic consideration, and I only wish I could offhand undertake that the reply should be absolutely favourable.

THE Panjab Patriot remarks on the education of Indian women, as follows :—The education of Indian women, which greatly needs the fostering care of Government, possesses in Lord and Lady Elgin true friends who will do all they can to help forward the noble work. The ardent support of the head of Government means a good deal. In fact, Lord Elgin's period of office promises to prove a beneficial one for the cause of education, general and technical. It is very much to be regretted that he should have assumed office at a time, like the present, when the financial resources of Government are so seriously crippled. All projects of public utility need money to be carried out, and it will be no fault of Lord Elgin's if he cannot give practical shape to his deep and sincere interest in the education of the people. Although want of funds will prevent his doing what he would otherwise do to improve general education, to organise a system of technical education and to promote female education, his

active interest in all these can do a world of good. Lady Dufferin, by using her influence, started a movement which has now gained a real footing in the country, and Lady Elgin can certainly make many men of wealth and position patronise the education of women. It should not be forgotten for a moment that nothing for the good of our women can satisfactorily work unless our own countrymen take a real interest in it. Lord Elgin entertains sound views on the question of female education. Last week he presided at the prize-distribution of the Bethune College for Hindu Ladies in Calcutta, and took advantage of the occasion to give wholesome advice on the subject of educating women. India is a conservative country, and the importation of socialistic and radical ideas whether relating to politics or to sociology, cannot but be productive of harm. Lord Elgin fully recognised this. He said that the question was one of importance, and people held divergent views regarding it. That the mind of woman should be trained like that of man admits of no doubt, but there are differences of opinion as to how that training is to be attempted. In England, and several other countries of Europe, the idea that woman can, and should, do all that man does has gained ground, and to this we attribute the movement in favour of enfranchising women. It seems to be completely ignored that woman's sphere of life is quite different from the man's, and that the happiness of the world can be enhanced only if woman is sought to be perfected in her own, and man in his own sphere of life. Briefly speaking, a system of education that would make women better sisters, better wives, and better mothers, would admirably suit the country; and it is towards the attainment of this goal that all endeavours should tend.

A MEETING of the Senate of the Bombay University was held on the 13th March, and was numerously attended because a proposal was laid before the Senate to introduce some recognition of the Vernacular languages of the Presidency into the University Course. The proposal was, by a curious accident, assigned to Dr. M. G. Deshmukh by the Syndicate, without the formal consent of Dr. Deshmukh himself. When, therefore, the time came for this proposal to be placed before the meeting, Dr. Deshmukh rose to explain his unwillingness to bring it forward. As he would not do so, nor retire from the meeting, the proposal dropped, and with it the amendments of Messrs. Kathvate and Tilak.

We do not propose to enter into the vexed question of whether the Vernaculars should be allowed to form a part of the ordinary curriculum of the University, but we trust that, should this question again be brought forward, the Syndicate will not lay any proposal before the Senate until they have fully satisfied themselves as to the necessity for action. From the Official papers published on this occasion, the need for the introduction of the Vernaculars seems to be based on a statement that our graduates cannot write their own Vernacular, and do not produce a sufficiency of books in the Vernacular. We doubt much whether such a statement would stand the test of rigid enquiry, and we are confident of one thing, and that is that the best Vernacular scholars of the present day are, generally, the most able and intellectual graduates of the Bombay University. If our confidence is not misplaced, we would suggest that the future is secure, and that good books in the Vernacular will be forthcoming on any subject when the demand for books in that subject is unmistakably made. We would further suggest that the writer of books is like the poet, born and not made, and that good books will not be the necessary result of compulsory essays. Finally, is it the fact that the supply of books of a technical character is as small as the Reviewer of Publications would have us believe?

THE LATE PROFESSOR TYNDALL.

THE world moves rapidly in these latter days. Not twenty years have gone by since the name of John Tyndall was on the lips of England as the name of an audacious freethinker, a sort of intellectual anarchist and iconoclast; and to-day the tables are so completely turned that those who now think as he thought then are as strong, if not stronger, in their position than those who were then his adversaries. These twenty years have brought to the front a dozen other names of distinction in the same sphere, and lately the name of Tyndall has been passing somewhat out of sight before the early brilliance of newer lights; but the work that he did will live after him; amongst physicists there will hardly arise a generation which knows him not.

His career was typically that of the man self-made. Born in 1820, at Leighlin Bridge, near Carlow, he had none of the "advantages" of which men speak. His father, a small and not too prosperous farmer, could give him nothing beyond the ordinary education of the day; and, taught that he must learn speedily to fend for himself, the boy chose civil engineering as his profession,

and applied himself accordingly to acquire what mathematical knowledge was obtainable in the neighbourhood. When he was nineteen years of age, in 1839, the Ordnance Survey was in progress, and Tyndall obtained employment as a civil assistant to the staff in his own county. Some four years later, he found himself out of work. In those days the colonies were a land of promise, and Tyndall's eyes were already turned thither when the outbreak of the railway mania created a demand for any number of surveyors of his capacity, and for another four years he worked upon one or other line in England. Hard as his labours were, he yet found time to continue his studies in mathematics and mechanical science, so that on leaving the railways, in 1847, he could offer himself as instructor in engineering at Queenswood College, Hampshire. One of the staff there was Dr. Frankland, with whom Tyndall at once struck up a warm and lasting friendship, rooted, as the best friendships are, in the efforts of each to help the other. Frankland taught Tyndall chemistry, a subject of which the latter at that time knew absolutely nothing; Tyndall repaid the debt by helping Frankland in mathematics; and in the next year the two left Queenswood to study science in the laboratories of Bunsen at Marburg.

From Marburg, Tyndall went to Berlin, and returned to England at length, holding in his hands those fruits of study which, within a few months, secured for him the notice and respect of English men of science. For a moment indeed he was unnoticed, and, again bethinking himself of emigration, he only did not go to Toronto because the electors preferred another candidate to a vacant chair in that University; but his turn came when, in 1853, he was appointed Professor of Natural Philosophy in the Royal Institution, in succession to Faraday, and thenceforward his progress was of the swiftest. He became Superintendent in 1867, retaining that position for twenty years, nor did he resign it, as he had already resigned his many other offices under the Board of Trade, Trinity House, &c., until 1887. During the four-and-thirty years of his connexion with the Royal Institution, he was unceasingly active, the most remarkable part of his work belonging to the earlier half of that time. It was to his acquaintance with Professor Huxley that he owed the peculiar turn which his investigations took. The two enthusiasts together made Switzerland the scene of their labours, and year after year Tyndall would return to his beloved mountains and glaciers, attracted almost as much by a real enthusiasm for mountaineering as by affection for the scene of those natural phenomena which did perhaps more than anything else to make his fame and popularity. Grindelwald and the Bel-Alp were his favourite haunts, and he enjoyed the distinction of being the first Englishman to climb the formidable Weisshorn. Indeed, he was perilously fond of perilous adventures, and more than

once risked his life in what threatened to be serious accidents. The results of his observations amongst the Alps provided the material for a series of volumes and lectures. Indeed, from the year which saw the publication of his "Researches on Diamagnetism" and "Magneto-crystallic Action" to a date within a few months of his death, he was an industrious if not prolific writer. The volume on the "Glaciers of the Alps" appeared in 1860, under the joint authorship of Tyndall and Huxley. In 1861 followed "Mountaineering," and in the next year "A Vacation Tour."

Of more serious matter was the work on "Heat considered as a Form of Motion," published in 1863, and that "On Radiation" originally delivered as a Rede Lecture in 1865, but at once issued in book form. Then followed those volumes on "Light," on "Sound," and on "Electricity," which must constitute Tyndall's chiefest claim to the rank of an educational writer. There are other books in plenty on those subjects to-day, but when Tyndall's works appeared they were literally pioneers in scientific education, and they have not yet altogether yielded place to the work of later writers with wider materials at their command. Still other works were those on the "Forms of Water" (1872), and on the "Floating Matter of the Air" (1881), with another book about climbing—"Hours of Exercise in the Alps" (1873)—and two volumes on "Fragments of Science," which were issued in 1876 and 1892 respectively; and all these over and above numbers of lectures to the general public, or articles and essays contributed to the magazines. In later life Tyndall drifted into the current of politics, and it is as a hard-hitting and somewhat opinionated political pamphleteer that he was best known to the press of recent years. He died December 4th, scarce full of years, alas! but full of honours; for he held the honorary degrees of Oxford, Cambridge, and Edinburgh; he was an honorary Professor of the Royal Institution, and the eponym of a special course of lectures given in the name of that association; he was famous over the world, and respected even in German scientific circles, and—what he would have pointed to as his most valued and most enduring monument—his name was, and is, a household word throughout these islands.

And this fact last mentioned is so much of a truism to us all that we are able to forget its true significance. In it is involved the whole aim and value of Tyndall's life and labours. Fittingly to appreciate the part, the mighty part, which he has played in the education of this century, one must compare things as he has left them with things as they were before that 11th of February, 1853, when he made his *début* as a lecturer on scientific themes. Until the days of the Quaker George Edmondson, the Principal of Queenswood when Tyndall first knew it, there had been in English schools no such thing as the teaching of practical

science, and very little science of any other sort. Chemistry and physics and their sister sciences had been generally looked upon as the costly and unprofitable hobbies of riper years, and of ample means and leisure. To the "masses" the world of science was still, despite the labours of Faraday, a thing forbidden, and none dreamed that it could ever be accessible to them, few even desired it. That Wonder which is the mother of Knowledge was not yet born, for the man who was to bring it to the birth was not yet. And now? The change is hard to state, and harder still to realize; and if the beginning of the change was with Edmondson, the fostering and quickening of it was with Tyndall and his fellow-workers. In one of his writings he tells how his ancestor, William Tyndall, boasted "that he would place an open Bible within reach of every plough-boy in England." In the same spirit the descendant, John Tyndall, made it his purpose to put the secrets of science within the ken of all, and he did it not so much by going out into the highways and hedges and dinning the *a b c* of physics into the ears of the uninitiated as by shewing to them the marvels that might be enjoyed for the asking and by awakening in his hearers the desire to know. Most accurate of workers himself, and safest of logicians, he had the gift of clothing the most abstruse and forbidding of subjects in language so simple that all could follow, so vivid that few could forget; and it was a wonderful testimony to his powers that the lecture-hall was crowded to hear him speak on such seemingly uninviting matters as the "Influence of Material Aggregation on the Manifestation of Force."

Dr. Frankland relates an instance of Tyndall's method of illustration. He was answering the ancient *crux*, "Why is the sea blue?" He had propounded the scientific answer to the problem; he went on to find some parallel which should fix it in his hearers' memories. "And thus the blue eyes so much admired amongst the ladies of my audience owe their charm essentially to muddiness! Why do I give you such instances? If I told you merely the dry scientific explanation, you would go away and straightway forget; but these illustrations stick in your minds, and you cannot forget them." Yet Tyndall was the last man to do anything which might debase or vulgarize his subject. He valued knowledge for its own sake, and wished others to share an enthusiasm like his own. In one of his public addresses he took occasion to say that, in his view, the man of science should work with no eye even to practical results and utilities, though these might and would accrue incidentally, but solely with the desire of knowing nature. It is just forty years since his first lecture caught the public ear, and, with the exception of the last six years, all that time was spent in ceaseless effort to extend the knowledge of nature. At the beginning, one enthusiast introducing the study of chemistry into his school;

at the end, scarce a school in the kingdom that has not some sort of equipment for the teaching of science—institutes and laboratories multiplying on all hands—professors and lecturers more than one can count, labouring in each of a score of specialized branches of science—from Board School to University an organized system of scientific training. It would be hard to say exactly how much of these results is due to Tyndall, but those who would understand the history of education in England may never lose sight of his influence upon the teaching of the latter half of this century. True, he was himself wholly and solely a physicist, whose labours in other fields, such as that of geology or that of physiology, were meant rather as relaxations for himself than as matter of instruction for others; but the force of his example made itself felt in all fields of scientific enquiry without distinction, and what he did directly and of purpose for his own science of physics he did indirectly for all her sisters.

In his early years he had been an indefatigable worker, who spared himself in nothing. He made a practice of rising before 5 a.m. and pursuing his studies for hours before the mass of his fellow-students were stirring. In his Alpine investigations also he exposed himself constantly to all extremes of weather; he climbed the Jungfrau without guide or companion and without even an overcoat, and had a narrow escape from redeeming his recklessness with his life. The strain to which he put both mind and body told at last upon his health, and lately he was troubled with brain fatigue and with consequent insomnia; but to the last he refused to own himself beaten, and if any of the many rumours as to his ill-health reached his ears, he would always summon up the needful energy to pen a fervid disclaimer. With a strong individuality, he had few of those personal peculiarities which make men the centres of pleasant anecdote. He was a man whose friendships were rather deep than numerous, and those who knew him only as a lecturer nevertheless knew him better probably than many who could claim personal acquaintance with him. He was a devoted admirer of Carlyle—Carlyle was installed Rector of Edinburgh University on the occasion when Tyndall received his Edinburgh degree—and alike in bearing and in language he betrayed something of the influence of his great model. But he never suffered his hero-worship to render him obscure; it only gave new force and vividness to those expositions of which he was in his life-time the greatest master.—*The Educational Times*, H. B. T.

GOVERNMENT EDUCATIONAL LIBRARY AND
MUSEUM.

1. The following new books and fresh additions are now available in the Library.

2. The Library and Museum are open every Saturday from 12 to 5 (Bombay time).

3. See notice on *Record* for February 1887, p. 44.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 17th March 1894,

Author.	Title of Work.	Publisher.	Price.
	<i>Class 2.—Algebra.</i>		£ s d.
R. W. Bayliss, B A	Preliminary Algebra ..	Blackie & Son ...	0 2 0
	<i>Class 3.—Arabic.</i>		
W. T. Wortabet ..	Arabic-English Dictionary	W T. Wortabet ..	.....
	<i>Class 6.—Arithmetic.</i>		
.....	Blackie's Complete Arithmetic for Secondary Schools	Blackie & Son ...	0 1 6
E. T. Pickering ..	Mercantile Arithmetic ...	Do. ...	0 1 6
	<i>Class 10a—Catalogue of Books, &c.</i>		
.....	The Book-seller for February 1894.	Whitaker & Son ...	0 0 6
... ..	Blackie and Son's Educational Catalogue.	Blackie & Son ...	.....
.....	Do. Educational Circular, January 1894.	Do. ...	.....
.....	Blackie and Son's Monthly List of New Books and Educational and Reward Catalogue, February 1894.	Do. ...	.....
	<i>Class 11.—Chemistry.</i>		
W. J. Harrison and R. T. Bailey.	Chemistry for All ...	Blackie & Son ...	0 1 6
E. E. Horwill ...	Qualitative Chemical Analysis in Inorganic and Organic Chemistry.	Do. ...	0 2 0
	<i>Class 14.—Copy Books and Penmanship.</i>		
Vere Foster ...	Vere Foster's Principles of Penmanship	Blackie & Son ..	.....
Do ...	Do. Copy Books, Specimens of all the Numbers.	Do. ..	... ..
Do. ...	Do. New Copy Books Bold Writing.	Do. ...	.....

Author.	Title of Work.	Publisher.	Price.
...	<i>Class 15.—Domestic Economy.</i> Little Mother's A Reading Book for Girls in Domestic Economy.	Blackie & Son	£. s. d. 0 1 4
Vere Foster	<i>Class 16.—Drawing and Fine Arts.</i> Vere Foster's Drawing-Book.	Blackie & Son	.....
Henry Dyer, M. A.	<i>Class 17.—Education—Theory and Practice, Systems, &c.</i> Science Teaching in Schools	Blackie & Son	0 2 0
T. K. Funk, D. D. and others.	<i>Class 23.—English Dictionaries and Concordances.</i> A Standard Dictionary of the English Language—Vol. I, A to L	Funk & Wagnall Company.	.....
...	<i>Class 25.—English Language and Literature</i> Junior School Shakespeare—The Merchant of Venice.	Blackie & Son	0 0 8
W. Barry, B. A.	Do. King Henry V.	Do.	0 0 8
Walter Dent	Do. Julius Cæsar	Do.	0 0 8
Do.	Do. Coriolanus	Do.	0 0 10
A. D. Innes, M. A.	The Warwick Shakespeare—Julius Cæsar	Do.	0 1 0
E. K. Chambers, B. A.	Do. Macbeth	Do.	0 1 0
C. H. Herford	Do. Richard II	Do.	0 1 6
E. K. Chambers, B. A.	Do. Hamlet	Do.	0 1 6
Edward Dowden	Introduction to Shakespeare	Do.	0 2 6
Oscar Browning, M. A.	The Citizen, His Rights and Responsibilities.	Do.	0 1 6
F. L. Wilson	Sir Roger De Coverley	Do.	0 0 10
.....	Lay of the Last Minstrel—Cantos I. to VI.	Do.	0 1 6
Rev. T. Wood	<i>Class 26.—English Readers and Primers.</i> Science Readers, No. VI., Annual and Plant Life	Blackie & Son	0 1 6

Author.	Title of Work.	Publisher.	Price.
	<i>Class 29—French.</i>		£. s. d.
J. J. Fenzemake, B. A.	A Modern French Reader.	Blackie & Son ..	0 1 0
Marguerite Ninet	French Stories ...	Do. ..	0 1 0
	<i>Class 32—Geometry.</i>		
Alex B. Dobbin	Solid or Descriptive Geometry	Blackie & Son .	0 2 6
	<i>Class 33.—German.</i>		
G. Macdonald, M. A.	Schiller's Song of the Bell.	Blackie & Son ..	0 0 8
	<i>Class 36.—Hent.</i>		
C. H. Draper, B. A.	Heat and the Principles of Thermodynamics	Blackie & Son ..	0 4 6
	<i>Class 38.—History and Biography.</i>		
Rev. E. Sanderson, M. A.	A Summary of British History.	Blackie & Son ..	0 1 0
	<i>Class 34.—Hydrostatics.</i>		
R. H. Pinkerton, B. A.	Hydrostatics and Pneumatics.	Blackie & Son ..	0 3 6
	<i>Class 42.—Latin</i>		
A. D. Godley, M. A.	Latin Stories	Blackie & Son ..	0 1 0
John Brown, B. A.	Cæsar's Gallic War, Book I	Do. ..	0 1 6
Do.	Do. do Book II	Do. ..	0 1 6
	<i>Class 64.—Science.</i>		
Robert Peel ..	Coal Mining	Blackie & Son ..	0 2 6

DEPARTMENTAL NOTICES.

Exchange Compensation Allowance to Government Officers in Foreign Service.

NOTIFICATION.

The subjoined Government Resolution No. 652, dated 17th February 1894, Financial Department, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Poona, 24th February 1894.

Director of Public Instruction.

No. 652.

FINANCIAL DEPARTMENT.

Bombay Castle, 17th February 1894.

Resolution of the Government of India, Finance and Commerce Department, No. 661-P., dated 6th February 1894:—

“ Read—

Resolution in this Department No. 3624-A., dated 18th August 1893, regarding the grant of exchange compensation allowance to European and Eurasian officers of Government not domiciled in India.

“ RESOLUTION.—The Resolution of the 18th August 1893 applies only to officers whose salary is chargeable to General Revenues. Exchange compensation allowance is therefore not admissible under that Resolution to Government officers in foreign service.

“ As regards Government officers in foreign service, the Government of India, so far as they are concerned, agree to the grant of exchange compensation allowance under the restrictions and rules of the Resolution last quoted. But as the allowances will not be payable by the Government of India but by the Foreign employer, the claim in each case must, subject to any conditions imposed by statute, or by trust provisions, be decided, in the case of foreign service of the first kind, by the orders of the employer to whom the officer's services have been lent, and in the case of service of the second and third kinds, with the consent of the controlling authority of the funds to which the allowance will be chargeable.

“ In cases in which exchange compensation allowance is granted to an officer in foreign service of the first kind, as defined in Article 802 of the Civil Service Regulations, the allowance should be calculated on ‘ assumed pay,’ as defined in Article 808 of those Regulations. In other cases, it should be calculated on the actual sanctioned salary of the officer.

“ ORDER.—Ordered, that this Resolution be communicated to the several Departments of the Government of India, to all Local Governments and Administrations, to all Heads of Departments subordinate to the Finance Department, to the Comptroller and Auditor-General, and to all Accountants-General and Comptrollers.

“ Ordered also, that the Resolution* be published in the *Gazette of India.*”

RESOLUTION.—Copies of the Resolution should be forwarded to all Departments of the Secretariat, and all Heads of Offices under

* Republished at page 121 of Part I. of the *Bombay Government Gazette*, dated 15th February 1894.

the Revenue, Financial, General, Judicial, Political, Educational, Marine, and Ecclesiastical Departments, for information and guidance, with reference to Government Resolution No. 3237,* dated 20th September 1893.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT; ALL HEADS OF OFFICES UNDER THE POLITICAL, JUDICIAL, EDUCATIONAL, MARINE, ECCLESIASTICAL, REVENUE, FINANCIAL, AND GENERAL DEPARTMENTS OF THE SECRETARIAT, &c.

Reproductions of Photographs illustrating the Architecture of India.

NOTIFICATION.

The subjoined Government Resolution No 721, General Department, dated 27th February 1894, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 3rd March 1894.

No. 721.

GENERAL DEPARTMENT.

Bombay Castle, 27th February 1894.

Letter from the Government of India, Revenue and Agricultural Department, No. 1—362, dated 4th January 1894:—

“ I am directed to forward herewith a copy of a prospectus issued by Mr. Griggs, the publisher of the *Journal of Indian Art and Industry*, regarding a work which he proposes to issue containing photo-collotype reproductions of photographs selected from the valuable collection of negatives at the India Office illustrating the architecture of India.

“ 2. In view of the importance of maintaining, for educational purposes, pictorial representations of the best architectural types, the Government of India consider that sufficient support should, if possible, be accorded to Mr. Griggs's project, and would be glad if subscriptions can be promised or procured by Local Governments and Administrations. It will probably be found useful to provide Schools of Art and any leading drawing schools that may be established with copies of the work.

“ 3. Certain Local Governments have already been informed in Circular No. 27, dated 30th May 1893, that a collection of negatives illustrative of Indian Architecture is being made at

* Printed on page 259 of the *B. E. Record* for 1893.

the Indian Museum in Calcutta. These are being now examined by Dr. George Watt, Reporter on Economic Products, who was associated with Mr. Griggs in the selection of negatives at the India Office, with the view of arranging with Mr. Griggs for the publication of those which may be found deserving of reproduction in continuation of the series now proposed. It had been intended that a list of the negatives in the Calcutta collection should be circulated, in order that photographic reproduction of any which might be required should be supplied on indent to Local Governments and Administrations. This will still be done. But in view of the fact that the photo-collotype reproductions will be greatly superior, the Government of India would advise that the latter should in any case be subscribed for.

"4. I am to ask that the Reporter on Economic Products may be informed for communication to Mr. Griggs how many copies of the work will be required."

RESOLUTION.—Copies of the letter from the Government of India and its enclosure* should be forwarded to the Municipal Commissioner for the City of Bombay, the Commissioners of Divisions and the Commissioner in Sind, who should be requested to report whether the Bombay Municipality and the Local and Municipal Boards in the districts wish to subscribe for copies of the work referred to at the price named.

2. The Educational Department should be requested to state the number of copies of the work that will be required for Schools of Art.

W. L. HARVEY,

Under-Secretary to Government.

TO THE MUNICIPAL COMMISSIONER FOR THE CITY OF BOMBAY; THE COMMISSIONER IN SIND; THE COMMISSIONER, N. D.; THE COMMISSIONER, C. D.; THE COMMISSIONER, S. D.; THE DIRECTOR OF PUBLIC INSTRUCTION; THE PRINCIPAL, SIR JAMSHEDJI JIJIBHAI SCHOOL OF ART; THE EDUCATIONAL DEPARTMENT OF THE SECRETARIAT.

Photographs of the Ancient Monuments, Temples, and Sculptures of India.

The Secretary of State for India in Council has granted me permission to use the very large collection of photographic negatives of Ancient Buildings, Sculptures, &c., from all parts of India, now in the possession of the India Office. These illustrate very fully the history and development of the various styles of Indian Architecture from the earliest times, in Buddhist, Brahmanical and Jaina Caves to Dravidian, Chalukyan, Indo-Aryan, and Sara-

* Printed elsewhere.

conic. They constitute an indispensable series of illustrations of the art, history and mythology of India, and would be of the very highest importance and interest, if accessible to Orientalists, Artists and others, in University and Art Libraries, Oriental Institutes, &c.

These Indian archæological photographs are regarded by experts who have seen them to be so important in the study of Oriental Art and History that it has been urged upon me to undertake their publication in photo-collotype. It is proposed to issue a selection of 450 in portfolio form, Imperial 4to (average size of picture, 8in. by 10in.), with brief letterpress description. This could be done, if not less than 25 sets are subscribed for before publication.

The portfolios would appear at intervals of 12 months; each would contain 150 plates and cost £10: the publication would be completed in 3 such parts.

* * Should 30 complete sets or more be subscribed for, before Part I. is ready, a substantial addition to the number of plates will be made. The plates to be printed will be selected by Dr. JAS. BURGESS, C.I.E., late Director General of the Archæological Survey of India, and will be issued in the best style of photo-collotype.

W. GRIGGS.

Actual Expenses to Non-Gazetted Ministerial and Menial Officers.

NOTIFICATION.

The subjoined general letter No. $\frac{T. A. M.}{30397}$, dated 23rd February 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,
Poona, 7th March 1894. Director of Public Instruction.

GENERAL LETTER No. $\frac{T. A. M.}{30397}$

TREASURY ACCOUNT DEPARTMENT.

Bombay, 23rd February 1894.

FROM—THE ACCOUNTANT GENERAL, BOMBAY;

TO—ALL HEADS OF DEPARTMENTS AND OFFICES, INCLUDING COLLECTORS, DEPUTY COMMISSIONERS IN SIND AND TREASURY OFFICERS.

SIR,—The details of "actual expenses" furnished since the issue of my General letter No. T.A.M.-20950, dated 2nd November 1893, indicate that an important restriction imposed by Article 1170, Civil Service Regulations, has been lost sight of.

Under Clause ii, Non-Gazetted Ministerial and Menial Officers are entitled to Actual Travelling Expenses (Article 15) within

mileage rates for journeys of more than 20 miles; but for shorter journeys only if they travel by boat or by public conveyance and it is certified that they were *required* to do so.

Now "public conveyance" is defined in Article 54^k and has been held by the Government of India to include "a conveyance which is kept regularly for hire *and runs a regular course whenever engaged, even though it does not necessarily run at fixed intervals.*" But this would not cover the country carts, dummies, or casually hired horse tongas usually charged for, and all such items will be disallowed in future.

The same distinction must be borne in mind when allowances are claimed on behalf of Non-Gazetted Ministerial and Menial Officers under Clause iii (1). It may also be of use to point out that under this clause Actual Travelling Expenses (Article 15) are limited to mileage rates or to daily allowance, whichever is less, except where more than 20 miles are travelled or where boat or public conveyance are ordered to be used. In these excepted cases mileage rates form the only limitation.

It is only when "actual expenses" are claimed on account of boat or public conveyance charges for journeys of not more than 20 miles that the special certificate on the back of the bill need be signed. But details of actual expenses should, in all cases, be given.

I have the honour to be,
 Sir,
 Your most obedient Servant,
 A. F. Cox,
 Accountant General.

*Adoption of the Rate of Exchange for 1894-95 on account
 of Exchange Compensation Allowance.*

NOTIFICATION.

The subjoined Government Resolution No. 776, Financial Department, dated 26th February 1894, is published for the information of Educational officers.

Poona, 14th March 1894. K. M. CHATFIELD,
 Director of Public Instruction.

No. 776.

FINANCIAL DEPARTMENT.

Bombay Castle, 26th February 1894.

Letter from the Government of India, Finance and Commerce Department, No. 880-A, dated 19th February 1894:—

"In continuation of the letter from this Department, No. A-647, dated the 5th February 1894, I am directed to state that it has now been decided to adopt 1s. 2d. the rupee as the

probable market rate of exchange, with reference to which the exchange compensation allowance payable during 1894-95 should be calculated. The necessary alterations will be made in the Budget Estimates for that year by this Department."

"Copy forwarded to the Comptroller and Auditor General in modification of the orders communicated in paragraph 2 of this Department letter of 26th January last, No. A—478, with the request that the necessary alterations may be made in the Departmental Budget Estimates for 1894-95."

RESOLUTION.—Copies of the letter should be forwarded to all Departments of the Secretariat (except the Separate Department) and to the Accountant General for information in continuation of Government Resolution No. 603, dated 13th February 1894.

W. L. HARVEY,

Under Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT (except the Separate Department); THE ACCOUNTANT GENERAL.

Books and Publications.

NOTIFICATION.

The subjoined Government Resolution No. 896, Financial Department, dated 8th March 1894, is published for the information and guidance of Educational officers,

K. M. CHATFIELD,

Poona, 17th March 1894.

Director of Public Instruction.

No. 896.

FINANCIAL DEPARTMENT.

Bombay Castle, 8th March 1894.

Resolution of the Government of India in the Department of Finance and Commerce, Accounts, &c.,—Stores, No. 812-S.R., dated 17th February 1894:—

"Read again—

Resolution of the Government of India in the Finance and Commerce Department, No. 2980, dated the 25th August 1884,

Resolution of the Government of India in the Finance and Commerce Department, No. 5967, dated the 1st November 1888.

"Read—

Resolution of the Government of India in the Finance and Commerce Department, No. 1953, dated the 10th May 1892.

Resolution of the Government of India in the Public Works Department, No. 250-T., dated the 31st October 1893. Resolution of the Government of India in the Finance and Commerce Department, No. 5139-S R., dated the 29th November 1893.

Letter from the Government of the Punjab to the Public Works Department, No. 6098, dated the 12th December 1893.

RESOLUTION — Under paragraph 10 of the Resolution of 25th August 1884 quoted above, official publications issued in India, such as the Postal Guide, the Civil Lists, the Codes of the Financial or Public Works Department, the Army Lists, etc., are to be supplied only under instructions from the Local Governments or Departments of the Government of India, no payment being required for books of this class.

“This paragraph has already been considerably modified by the Resolutions issued during the past two years and cited in the preamble, and its amendment is again required in order to make clear the intentions of the Government of India in respect of the supply of official publications to Local Fund Boards and Municipalities.

“It has therefore been considered desirable to consolidate the several orders, and the following paragraph is accordingly substituted for the original paragraph 10 in the Resolution of 25th August 1884:—

‘Official publications issued in India, such as the Civil Lists, the Codes of the Financial or Public Works Department, the Army Lists, etc., may be supplied to offices, the cost of which is charged to Imperial or Provincial Revenues, only under instructions from the Departments of the Government of India or the Local Governments. In such cases no payment should be required for books of this class. Local Fund Boards and Municipalities can obtain, on payment, copies of such publications from the office where they are on sale.

‘The Indian Postal Guide and the Government *Telegraph Gazette* are exceptions to this rule. Those publications should be obtained from the Postal and Telegraph Departments, respectively, on cash payment by officials and others requiring them.

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agency of that officer under the rules prescribed in the Resolution in this Department, No. 5967, dated 1st November 1883.

“ORDER.—Ordered that the foregoing Resolution be communicated to the Departments of the Government of India; to the Local Governments and Administrations; to the Comptroller and Auditor General; to the Comptroller, India Treasuries; to all Accountants General and Comptrollers; to the Heads of Departments under the Finance and Commerce Department; and to the Superintendent of Stationery, Calcutta.”

RESOLUTION.—Copies of the Resolution of the Government of India should be forwarded for information and guidance to all Departments of the Secretariat and all Heads of Offices under the Civil Departments of the Secretariat with reference to the Government Resolutions noted in the margin.

No. 3360, dated 13th September 1884,	}	Financial Department.
No. 2200, dated 7th June 1889,		
„ 2306 „ 4th „ 1892,		
„ 4552 „ 23rd Dec. 1893.		

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT ; ALL HEADS OF OFFICES
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APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF FEBRUARY TO THE 15TH OF MARCH 1894.

16th February 1894.—The following appointments are made in the Elphinstone High School :—

Mr. J. F. Madan to be Acting Third Assistant Master, *vice* Mr. Ratnagar.

Mr. F. R. Billimoria to be Acting Fourth Assistant Master, *vice* Mr. Madan.

Mr. N. P. Desai to be Acting Fifth Assistant Master, *vice* Mr. Billimoria.

Mr. K. F. Daruvala to be Acting Sixth Assistant Master, *vice* Mr. Desai.

Mr. F. K. Bajan to be Acting Seventh Assistant Master, *vice* Mr. Kadri.

Mr. U. K. Munshi to be substantive *pro tem*. Eighth Assistant Master, *vice* Mr. Edroos.

Mr. N. M. Pavri to be Acting Ninth Assistant Master, *vice* Mr. Daruvala.

Mr. S. B. Doctor to be Acting Tenth Assistant Master, *vice* Mr. Lord.

Mr. E. R. Sahiar to be Acting Eleventh Assistant Master, *vice* Mr. Bajan.

Mr. F. P. Desai to be substantive *pro tem.* Twelfth Assistant Master, *vice* Mr. Munshi.

Mr. R. L. Damania to be Acting Thirteenth Assistant Master, *vice* Mr. Pavri.

Mr. N. K. Daji to be Acting Fourteenth Assistant Master, *vice* Mr. Doctor.

Mr. S. M. Vazifdar to be Acting Fifteenth Assistant Master, *vice* Mr. Sahiar.

Mr. U. G. Dewan to be substantive *pro tem.* Sixteenth Assistant Master, *vice* Mr. Desai.

Mr. S. Mainuddin to be Acting Seventeenth Assistant Master, *vice* Mr. Damania.

Mr. R. J. Dewanji to be Acting Eighteenth Assistant Master, *vice* Mr. Daji.

Mr. J. B. Mehta to be Acting Nineteenth Assistant Master, *vice* Mr. Vazifdar.

Mr. B. M. Bahadurji, B. A., to be substantive *pro tem.* Twentieth Assistant Master, *vice* Mr. Dewan.

Mr. S. H. Masani to be Acting Twenty-first Assistant Master, *vice* Mr. Mainuddin.

Mr. P. M. Karkhanavala to be Acting Twenty-third Assistant Master, *vice* Mr. Mehta.

19th February 1894.—Leave on Medical Certificate, for four months, is granted to Mr. V. R. Purohit, Fifth Clerk, Director of Public Instruction.

One month's privilege leave, on half pay, is granted to Mr. Munshi S. Burhanah, Tenth Assistant Master, Satara High School.

20th February 1894.—One month's privilege leave, on half pay, is granted to Mr. C. S. Telsang, Tenth Assistant Master, Belgaon High School.

Mr. L. B. Jathar is appointed Acting Tenth Assistant Master, Belgaon High School, during the absence of Mr. Telsang or until further orders.

The following appointments are made in the Surat High School, until further orders:—

Mr. M. H. Kanga, substantive *pro tem.* Fourth Assistant Master, to be substantive *pro tem.* Third Assistant Master.

Mr. B. S. Chinai, substantive *pro tem.* Fifth Assistant Master, to be substantive *pro tem.* Fourth Assistant Master.

Mr. H. T. Daru, substantive *pro tem.* Sixth Assistant Master, to be substantive *pro tem.* Fifth Assistant Master.

Mr. K. R. Desai, substantive *pro tem*. Seventh Assistant Master, to be substantive *pro tem*. Sixth Assistant Master.

M^r. J. H. Kanga, substantive *pro tem*. Eighth Assistant Master, to be substantive *pro tem*. Seventh Assistant Master.

Mr. M. N. Dalal, substantive *pro tem*. Ninth, Assistant Master to be substantive *pro tem*. Eighth Assistant Master.

Mr. J. K. Dalal substantive *pro tem*. Tenth Assistant Master, to be substantive *pro tem*, Ninth Assistant Master.

Mr. F. D. Mehta to be substantive *pro tem*. Tenth Assistant Master.

23rd February 1894.—Privilege leave, for two months, on half pay, is granted to Mr. S. H. DeN. Mascarenhas, Sixth Assistant Master, Karwar High School.

Mr. M. A. Nadkarni is appointed Acting Sixth Assistant Master, Karwar High School, during the absence of Mr. Mascarenhas, or until further orders.

24th February 1894.—Privilege leave, on half pay, from 20th February to 31st March 1894, is granted to Mr. S. G. Bhanap, permanent Sixteenth Assistant Master, and substantive *pro tem*. Twelfth Assistant Master, Elphinstone High School.

Mr. J. M. Samant, B. A., is appointed Acting Twelfth Assistant Master, Elphinstone High School, during the absence of Mr. Bhanap, or until further orders.

26th February 1894.—Leave on Medical Certificate, for five months, is granted to Mr. K. K. Sathe, Third Assistant Master, Satara High School.

The following appointments are made in the Satara High School during the absence of Mr. Sathe, or until further orders:—

Mr. N. C. Kelkar, B.A., Fifth Assistant, to be Acting Third Assistant.

Mr. N. K. Thatte to be Acting Fifth Assistant Master, until the 15th of March 1894.

Mr. D. M. Sane, First B.A., to be Acting Fifth Assistant Master from the 16th March 1894.

Leave, without pay, for one month, is granted to Mr. Ghulam Mahomed, First Assistant Deputy Educational Inspector, Shikarpur.

27th February 1894.—Mr. Shaik Abdul Aziz, is appointed Acting Tenth Assistant Master, Satara High School, during the absence of Mr. Buranali or until further orders.

28th February 1894.—One month's privilege leave, on half pay, is granted to Mr. G. N. Khare, substantive First Assistant Master, B. J. High School, Thana.

Mr. V. S. Bhagwat, B.A., is appointed Acting First Assistant Master, B. J. High School, Thana.

28th February 1894.—Mr. W. D. Silva, is appointed temporary Assistant Veterinary Officer in the Bombay Veterinary College.

One month's privilege leave, granted to Mr. N. G. Mantri, Assistant Teacher of Drawing in the Sir J. J. School of Art, is converted into sick leave, and an extension of fifteen days' leave on medical certificate, is granted to him.

3rd March 1894.—One month's privilege leave, on half pay, is granted to Mr. K. M. Shah, Third Assistant Master, Ahmedabad Branch School.

6th March 1894.—One month's privilege leave, on half pay, is granted to Mr. R. H. Nadkarni, Fifth Assistant Master, Ratnagiri High School.

The following appointments are made in the Ratnagiri High School.—

Mr. M. R. Bhandarkar to be Acting Fifth Assistant Master, during the absence of Mr. Nadkarni, or until further orders.

Mr. S. B. Limaye to be Acting Eleventh Assistant Master, during the absence of Mr. Joshi, or until further orders.

Privilege leave, for one month, is granted to Mr. V. B. Lad, Eleventh Clerk, Government Central Book Depot, Bombay.

7th March 1894.—Mr. V. S. Deshmukh, B.A., is appointed Acting First Assistant Master, Poona High School, during the absence of Mr. Godbole, or until further orders.

Mr. K. V. Karambelkar, B. A., is appointed Acting Second Assistant Master, Poona High School.

13th March 1894.—An extension of five days' leave, without pay, is granted to Mr. R. R. Datar, Fifteenth Assistant Master, Belgaon High School.

14th March 1894.—One year's leave is allowed to Mr. D. B. Mate, Fourteenth Assistant Master, Satara High School.

15th March 1894.—One month's privilege leave, on half pay, is granted to Mr. K. R. Kolhatkar, Ninth Assistant Master, Sholapur High School.

Mr. K. B. Kelkar is appointed Acting Ninth Assistant Master, Sholapur High School, during the absence of Mr. Kolhatkar, or until further orders.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

19th March 1894.

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APPLY

Y. KALYANARAM IYER, Bookseller, Esplanade Row, Madras.

Bombay Educational Record.

No. 5.]

MAY 1894.

[Vol. XXX.]

THE MONTH.

THE Month of April saw the retirement from the Educational Department of the Hon'ble Mr. R. G. Oxenham, Principal of the Elphinstone College, after a service of 31 years. Mr. Oxenham has been chiefly connected with Poona and the Deccan College, but during the latter years of his service has had a wider sphere of mental activity in Bombay, where he has done good service on the Municipal Corporation and in the University. It has no doubt been a satisfaction to him that during the last year of his service he acted for 6 months as head of the Department in which he served, and that he was thought worthy to represent that Department as a member of the Legislative Council of the Government of Bombay. A man of active mind, versatile talents, and genial disposition, Mr. Oxenham has won for himself during his service in this country the friendship of many and the enmity of none, and we feel sure that all our readers will join with us in heartily wishing him many years of health and happiness in the retirement which he has now sought after a long and active Educational career.

It is notified by the Government of India that the rotation prescribed in 1888 for Government scholarships tenable in England by natives of India will be maintained in the current and future years. According to this rotation, it becomes the turn of the Allahabad and Madras Universities to elect students for the scholarships in question during the current year.

THE Director of Public Instruction has, we believe, purchased a number of copies of a Lecture by Mr. H. P. Jacob, Educational Inspector in Sind, on Public School Life in England, for distribution to Educational Institutions. The lecture is an able and eloquent exposition of the independent growth and life of the English

Public Schools, and the thoughtful reader will gather from its perusal no uncertain notion of the influences which in "that small Isle beyond the sea" mould the lives and characters of the English Upper and Middle Classes. Mr. Jacob terminates his lecture by indicating the great force and influence which is exercised in England and Scotland through the home-life over the schools, an influence which the schools acknowledge, and on which their own system of training is largely based; and contrasts Great Britain in this respect with India where the influence of home life is often exceedingly weak, and frequently pernicious. His appeal to parents and teachers is forcible and earnest, and is well illustrated by the reprint of a letter addressed by Sir Henry Sidney to his illustrious son, and of the aphorisms of the Rev. E. Thring, late Head Master of Uppingham School, on the Teacher *versus* the Hammerer.

There is not a word in this lecture with which we disagree, and while it must be admitted that the circumstances of this country, and especially the poverty of the middle classes, prevent the establishment of any system of Secondary Education analogous to that of England, we recommend this lecture and the lessons which it contains to the earnest attention of parents and teachers in this Presidency. If we were inclined to criticise, our criticism would take the form of a regret that Mr. Jacob has not dwelt at greater length on the system of discipline which forms so integral and essential a part of Public School life in England, and which is so generally defective in Secondary schools in India. The English public school boy is subjected to double discipline, that of the masters and that of the sixth form. His first lesson at school is that he must obey, and the lesson of obedience, thus early commenced, is continued through his school career, in the class-room and in the play ground, nor ceases when 'men' at Universities subordinate themselves willingly to the leadership of their captains on the cricket field or on the river. Such subordination and discipline are one of the most important factors in the training of the individual, and by the character of the individual the national character is influenced and formed. Till the individual has learnt self-control, it is impossible that the nation of which he is a unit can be united, public-spirited, and self-reliant, and those who in India aspire to the improvement and development of their racial and national life may ponder this lesson among the many which this lecture contains. We are sure that if by its study parents and

teachers are led to seek, in the regeneration of their home and school life, and in the practice of self-control, a higher level of domestic and civic development, the lecturer will feel that his labour has not been in vain and that he has been amply repaid.

The first Annual Report of the Bombay High Schools Athletic Association is a most interesting publication, and it is not saying too much to state that it marks a distinct epoch in the physical education of the Presidency. The Association was founded in July 1893, with the immediate purpose of arranging a cricket tournament among the Schools of the City, and an annual meeting for Athletic Sports. The Executive Committee appointed appears to have lost no time in drafting rules and circulating them to the schools, and the response received was highly satisfactory, as 20 schools joined the Association, and 14 entered for the cricket competition. The matches were fought out with energy and good temper, and the final tie was played between the new High School and the Elphinstone High School, the former gaining an easy victory and the Championship of the Association for the year 1893. For the Athletic Challenge Shield 16 schools entered and 209 boys competed. Of these, 63 were from the European Schools, 127 were Parsis, 15 were Hindus, 3 Mahomedans, and one Beni-Israelite. The figures are most significant, and may be commended to the notice of the Hindu and Mahomedan communities in general and especially of those persons who are interested in the question of University overpressure. The Athletic meeting was a complete success, and the St. Mary's College only won the Shield by $1\frac{1}{4}$ points from the Cathedral High School.

There is little doubt that this Association will continue to expand, and that the good work which it has so well begun will grow and flourish. In time it is to be hoped that similar Branch Associations will be started in the Mofussil, which will send up their Champion cricket teams and athletes to the Bombay Competition. The Central Association will no doubt welcome such competition, and the extension of this most excellent stimulus to physical training may be expected to have the best possible results. The Bombay Athletic Association has inaugurated a movement which we believe to be of the very highest importance, and which is calculated to affect materially in the future the mutual relations of the different races of the Presidency. A deep debt of

gratitude is, therefore, owed to Mr. Justice Fullon, Archdeacon Lewis, and Mr. Tata, who may be regarded as the founders of the Association, and to Mr. Raikes, Mr. Marshall Reid, Professor Müller, Mr. Master, and the other members of the Executive to whose energy and zeal the success of the Association is so largely due.

WE publish elsewhere a contribution to the *Indian Spectator* of April 8th on the subject of University Education and Vital Energy, which will well repay careful perusal. The addresses of the Vice-Chancellor and of Mr. Justice Ranado on this subject have undoubtedly roused public interest, and the question whether the pressure of our Educational system is perniciously affecting the health of students generally, is one which is being briskly debated in the columns of the Press. The discussion is likely to do good if conducted temperately, but it seems to us that so far the various speakers and writers have failed entirely to recognise the necessity for accurate medical statistics before a sound conclusion can be arrived at. Before it can be authoritatively stated that this or that student has succumbed to over-pressure, it must be ascertained whether he was constitutionally and physically fit for a strain which others can undergo without injury. The strain of preparation for difficult mental tests is acknowledged all the world over, and the student in England or Germany is well aware that if he is to endure the burden of many hours of study daily, he must keep his physical frame as healthy and sound as he possibly can. The first class men at English Universities are not the men who waste their bodily powers in riotous living and debauchery, but are men who train the body by rigorous routine to enable it to endure the special strain to which the brain is exposed. It has often been noticed that the Athletic class is largely represented in the honour lists at an English University, and though athletics are a temptation which no doubt often interferes with the acquisition of the highest honours, yet they are also a guarantee that the individual is the possessor of a healthy and robust frame, which he cultivates by training to a high pitch of development. The sound mind in a sound body is a saying the truth of which is everywhere recognised, and we must decline to believe that in this country the untimely deaths which occur among University Graduates are due to the difficulties of

the curriculum very, until we have satisfactory medical evidence that in the cases quoted, the victim was a man of sound and vigorous frame who was fit bodily and mentally to endure a heavy strain. It appears to be by no means certain that the deaths of some of the most prominent of the graduates whose names have been mentioned in this connection, were not due to original weakness of constitution. It is obviously unfair to expose to a heavy mental competition those whose brain and limbs are enfeebled by constitutional ailments, and who may have been unduly pressed when at school, not by the curriculum, but by injudicious parents. We have known many small and weakly boys, not harrassed by poverty, who have been kept at work for many hours in the day during which they should have been resting the brain and exercising the limbs. The social aspect of the question raised has many phases, on which we do not intend now to comment. But much good will be done if, by the discussion of this question, parents are led to seek competent medical advice before they subject their children to a heavy mental strain, and if they will themselves see that their children spend a fair portion of the day in healthy recreation.

As regards the curriculum of the University, there appears to be too great an inclination to take it for granted that it is too complicated. Reforms are sometimes useful, but usually the benefit derived from them varies with the haste or care with which they have been introduced, and it is to be hoped that the Senate of the University will not allow itself to be carried away by this controversy, and assume at once that a change is required. Possibly a separation of the pass and honour examinations might be beneficial, but we trust that no step will be taken without the most careful enquiry, and without the most obvious indications that judicious reform can be secured without lowering the standard hitherto maintained by the University.

UNIVERSITY EDUCATION AND VITAL ENERGY.

(Contributed.)

It would have been better if the views on higher education, which you have expressed with such verve in your issue of Sunday last, had been expressed in an independent article on the subject rather than as reflections incidentally suggested by your market experience in the Land of Ramasani. There is, let me acknow-

ledge, a good deal in them that will commend itself; at the same time there is also a good deal that may seem to require reconsideration, if justice is to be done to the system of education you in all honesty have been pleased to attack; and my object now is to draw prominent attention to your most valuable and suggestive remarks on a subject which is by far the most important that concerns the educated native. The truth that you have hit is the harm to vital energy which the system of higher education among us is undoubtedly causing in the case of a portion at least of its votaries. The truth that you seem to have missed is as to the real good all education is capable of doing and the limits of that good. In so far as the education in vogue may be shown to be destructive or deteriorative of vital energy, the charge that such education is an evil will, of course, have been made out. That it is having that effect to some extent: that constitutions break down, nervousness, lassitude, confusion of thought and despondency are often the result, may at once be conceded. But does it therefore follow that, the Universities ought to be closed and higher education done away with, or should be discouraged? Does it even follow that the Universities ought to institute a system of preliminary inquiry other than what tests the mental capacity of pupils?—that is to say, an enquiry on constitutional, social and all other grounds which can possibly affect the question as to the ultimate fitness of those who desire to avail themselves of the means of higher education placed within their reach? And if this, as you will readily allow, would be impossible, is it not clear that the initiative rests entirely with those who resort to our colleges, and not with the Universities? All mental, as indeed all physical work is a draft upon vital force, and the real question is not whether the system of higher education should not be so modified as to make fewer calls upon vitality than now, but whether those who, from whatever reason, are unable to stand the drain will not in the long run and as soon as the evil consequences brought home to them of themselves, desist from pursuing an impossible quarry. You will, I am sure, allow that when, as in the case of all work whatever, conditions exist favourable for the replenishment of the vitality drawn upon, the work will and ought to be pursued, especially when it is of a kind to elevate and to refine and make the mind an instrument of its possessor. This replenishment will come from nourishing food, healthy surroundings, exercise and cheerful recreations, and when these do not exist the vital drain will not be replenished and the result will be what you deplore. Setting one particular community aside, its exceptional circumstances helping it better in the struggle, the majority of the student class is drawn from a community in which, with all its mental aptitude, the conditions of vital replenishment are at best but poor, and it is to this class of students that your remarks chiefly seem to apply. On the whole, the best students, academically considered, come from the Deccan

Brahmin class, ... ded primarily from the necessity of their worldly condition, and secondarily from choice and social tradition, to spare, not to say, poor living; but having, partly for that very reason, but mainly from hereditary pursuits, a mental temperament peculiarly prone to what, in opposition to regulative, may be called abstract thought. Passing through early life with the fewest of worldly interests to engross them, and those not of a kind to require a high spirit of resource or individuality, and endowed with a spirit of contentedness, if not privation, as regards worldly comforts, which, however it originated, seems to have become a constitutional habit, they flock to our schools and colleges both from inclination and necessity. If, in the case of these students, the strain of higher education is ill met, the remedy lies, you will allow, not in lowering the standards of learning, prescribed as they are after anxious care and deliberation, but in leaving the evil to right itself in the only way the evils of ill-adjusted pursuits and activities are, in the absence of any clear indication as to the mode and propriety of remedial action, righted, namely through the stress of actual experience. If, at the same time, you can point to any practical scheme of altering the curriculum of studies, having for its object any appreciable relief from the mental strain of collegiate education, the authorities will no doubt be prepared to consider it; but it would be well to remember that any radical programme of this sort such as may possibly be summarily adopted in a self-governing and go-a-head country like Japan, trammelled by no traditional educational policy, can have little chance of consideration in a country where the scheme of education, like all other matters, must necessarily follow the lines already laid down and made venerable by age in the country whose institutions serve and must continue to serve at the patterns of those introduced into this country. With the need to affiliate themselves so far as possible with their venerable sisters in England before them, the Indian universities cannot afford, even were the authorities convinced of the propriety of a change, to strike out any radically new path for themselves.

Nor does it appear that there is room or need for any such radical change in the existing system of University studies. It is true that Mathematics and Logic prove, by their purely abstract nature, a weariness to students, and the standard in regard to these or one of these may with advantage be lowered; but Science, History, Poetry and Mental and Moral Philosophy must continue to occupy the position they have, as the very back-bone of higher University education, if that education is to discipline the mind, educate the emotions and raise both to be effective instruments to their possessor.

But as already pointed out, it is one thing to say that our system of public education proves a cruel drain on the vital energy of our youth; and quite another to complain that education does not make them more capable to work. No greater confusion

seems to exist in the popular mind than the capacity to think and the capacity to work are one and the same thing, and that a man because of the education he has received, has in him to work at his best and rise to the height of every emergency. It would be as true to say that a person, because he possesses an instrument, must necessarily use it. It is forgotten that the chief agent concerned in all work is vital energy under the direction of the will, and that the mind, be it never so acute, can but supply the yard and measure. It can only judge, direct, adjust and regulate, provided, however, the requisite power is there, there is nothing for thought to regulate, just as in the absence of the steam all the elaborate machinery intended to direct and apply it would be of no avail so far as any actual work is concerned. If, as you point out, our system of education proves a drain on vital energy, is it not somewhat inconsistent in the same breath to expect that that same system should add to this same vital energy, lying as it does at the basis of all work? Action requires not the capacity of the thought, but the energy of the will, the power of initiative, of sustained effort, of resources of adaptation, all which is not to be had simply for the wishing or the asking, but which has to grow and become organized in the system in correspondence with the whole of the environment, past and present. Education has nothing to do with this except in so far as it may enable the cultivated mind to present to itself this condition as an object that is desirable. In this and this way alone can education be a factor in the creation of the desired type of character; but the part so played must, it will be seen, necessarily be small. And thus it will happen that the highest capacity of thought applied to a problem will co-exist with utter lack of power to deal with it in practice. It may be objected that it is not so with the European, or rather with the characteristic type, the Englishman; then why should it be so with the native? The confusion of thought implied is that the energy of the European is the result of his higher education. This is, indeed, woefully to misread facts. If the European is more vigorous and resourceful, it is not because of any academical education, though education has perhaps enabled him the better to understand the origin and advantage of the qualities in question. There is as much energy and resourcefulness in an Englishman out of the University ranks as in one in it, nay if there is a difference at all, it is in favour of the former. The qualities named are a matter of vital growth, and are organized faculties discharging an organic function. This faculty of work and adjustment is precisely the part of the organism in which the European is immeasurably in advance of his native brother. It is a power which has developed in the course of human evolution, and is one accordingly which essentially differentiates him. What you are asking the educated native to do is to exhibit this power. The power may yet arise in its time and season, but it is cruel to taunt the educat-

ed native for not possessing it now and to call upon education to produce it.

*If it is not the business of higher education to generate a higher vitality, neither is it its business to replenish the inevitable drain it creates. The loss is compensated by the light it gives as to the causes and conditions of phenomena, and among others the phenomenon of vital strength, and it is for those to whom the light of reason and knowledge is imparted to make the best use of it. Is such use made by the Hindoo section? Have they fully realised the conditions of physical well-being; the need of healthy food, clothing, dwellings and other surroundings? Are they availing themselves of the numerous means of health, comfort and cheerfulness that exist in our midst? When will they discard the time-honoured *dhottur*, and put on when at home some decent covering which may keep down the waste of animal heat in the body, keep up an equable circulation of blood in the system and prevent chills and other sicknesses? What is the meaning of so many of this section dying prematurely of diarrhœa, dysentery, and fevers? What but absence of adequate protection to that most sensitive organism, the human body, added to inadequate food? Is it not the fact that a suicidal economy prevents them from resorting to medical aid until it is perilously late? The saddest death of last year was owing to these or some of these causes, for, if vital energy had been adequately sustained as a rule, there is no reason why any consciousness of the divergence between the old and the new social regimes, on which his successor on the Judicial bench pathetically dwelt, should of itself have sufficed to snuff out what apparently contained all the elements of a serene, if not a joyous life. Only a short time before his end this writer was astonished to see in what awfully inadequate manner Mr. Telang availed himself of the means of sustaining a delicate system even at the hill resort where he had provided himself with a country house to spend his vacations in. And so far as the questions of healthy and comfortable cheerful home appointments are concerned, the curious may see for themselves how far from realising a comfortable home the lamented deceased was and how far from the same some of his best friends are to this day. It was there that he and some other men of light and leading discussed the dead inanities of Wordsworth's *Excursion* and Tennyson's *In Memoriam* over milk and curds. Questioned, if Shakespeare and Byron were not preferable, the answer of a candid friend belonging to the same fraternity was that there was too little of thought and too much of life in them. This friend was intelligent enough, however, to see that perhaps for the very reason the discarded authors might be preferable as a corrective to the inveterate meditateness and dependency of even the educated Hindu mind and in his own case at all events, has turned to where there is more life and action.*

Sir, the question raised by you has been raised before now, but

it is, I am sorry to say, invariably misread and misunderstood. It is not a question of pure mental education, but one of vital physics, historic evolution and present environment in the largest sense of the term. What you desire to see in the youth of the country is nothing short of the vital energy and the higher organism of a superior race. The desire is one that can be realised but slowly and within the limits of the conditions that prevail. In the meantime it is significant of nothing but good to note that, while unmitigated rubbish is now and again poured by some eccentric Englishmen and Englishwomen into his ears as to the worthlessness of European thought and ways, and the superior spirituality of the land of the Arya, the unsophisticated native himself, whether educated or not, has been daily developing a longing for the vital energy, the resourcefulness, the power of initiation and organisation of his superior and advanced brother of Europe. And thanks to the mysterious ordering of Providence, or, which is the same thing, to actual events, while the champions of culture and mental evolution are loudly calling upon the awakened intellect of the country to achieve triumphs in the fields of literature and science, in blissful unconsciousness of the need of physical well-being, this indispensable foundation for what is sought after is being slowly but surely laid by the silent march of commerce, the accumulation of wealth, the incidental uplifting of the standard of living, competition, the growing relish for human interests of all kinds, and last educational and political activities. Life is being felt to be a thing worth living, and that at its best, and where the joy of life is, there will ere long be the springs of the vital force—making for itself the needful channels; the very activities you desiderate.

Physical well-being must, as it has always done, precede, not follow, mental development. Hence literature and arts follow in the wake of commerce, conquest, or other forms or causes of material prosperity. The interests of life must be multiplied, or admit of being multiplied, before the faculty of dealing with them most effectively,—in other words, the faculty of organisation, can arise or have play. But the very idea of such multiplication presupposes the presence of a vitality adequate at once as the cause awakening such interest, and as the material by which that interest is sustained. The example of the Renaissance in Europe is pressed in vain, in the service of the theory that education will do all for this country and create a progressive nature of the type of the European; for the revival of Greek and Roman learning in mediæval Europe did not create, but served only to unlock the fountain of vital force in the people, which had been already brimming over and which was already in a condition to break into the many-sided activities it soon did; and literary activity was only one of the many channels in which that vitality broke. It is therefore in vain to reason that the same phenomenon of a vigorous and

progressive individualism ought to follow the introduction of European literature in this country, as followed the revival of learning in Europe, because, in the first place the revival was not the cause but only a manifestation of vital energy, and in the second place, in so far as the learning re-acted upon that energy, it re-acted upon what was already surcharged and full of the sap of a virgin race. It is the universality of action and re-action in all phenomena, whether human or physical, which seems to be at the bottom of the common illusion to mistake a mere effect for its originating cause; and thus vital energy, which is at the base of all human activity whatever, comes by reason of the re-action upon it, of one or other of those very activities to be looked upon somehow as dependent upon it. This, however, is a small matter; what is worth noting is that the desired situation is working itself out slowly and silently in and by means of tendencies and events which, though they escape attention, are not the less certain or the less resistless in their operation. The very complaints like yours serve but to show the drift of the current, namely, the greater realisation of the need of many-sided activities, and the consequent need of that which is the very foundation of it: physical well-being.

"The morality of reflexion," it has been well said by an eminent writer, in another connection, "always opposes itself at first to the outward reality, without which, nevertheless, it could not itself have existed. But of this one-sidedness we can only say, that it is an illustration of a tendency which is an accident of our moral development, the tendency to give exclusive value to the idea which is most potent at the moment; for, in absolutely opposing itself to the morality of custom, reflexive morality only shows that it has forgotten its own origin. Its 'ought to be' therefore always rests on the 'is': not in the sense that we can always justify the *status quo*, but in the sense that the appearance which does not agree with its *Idea* is merely a self-contradictory appearance: a moment of transition. The phenomena of history are either the realisation of reason, or, in so far as they are not, have their vane only in the process by which they destroy themselves. A developing being always is, and yet in a sense is not, what it ought to be."

Sir, it were greatly to be wished that the real scope of education was thoroughly understood once for all, if only that the extravagant expectations persistently formed of it might cease. Education in itself is not nourishment, much less force, least of all lifestuff. It is only a mode of imparting systematic and methodical knowledge of principles and facts within certain limits. Its highest function is, and can only be, the letting in of light which may the better enable the recipient to understand himself and his surroundings and impart order to his character, thoughts and aims. When, therefore, all is said which can be said of it, education is only a superior lantern which one may carry about him in his pursuits. But the power of pursuit is thus presupposed. Knowledge constitutes but

the statics of life ; vitality, will, energy, call it what you will—the mental organisation adequate to the origin and maintenance of the pursuit—constitute the very antithesis of the statical element, that is, the dynamics of life ; and it is the character of these which will always determine the character and extent of the use of the light that is available through education. The perfection of the instrument is nothing to the hand that cannot use it.

Higher education, again, has been the growth of scarcely thirty years in this part of the country, and scarcely fifty years in other parts. And the matter for surprise is, not that it has proved barren of results in the direction you indicate, but that it has been fruitful of results in others more calculated to do good to the people than any literature that could just now arise. Higher education is the one potent leaven that is leavening the country, and the very complaints which have called for this protest are the result of that leavening. It is always a good sign when complaints are heard around. It shows that the standards of existing practices are felt to be inadequate for the ideals. Yet both the ideals and the standards of practice, felt to be inadequate, have been the result of the operation of the same cause: the education decried. Practice can never overtake the ideal in this country, any more than elsewhere. Sufficient for us that ideals have arisen and are becoming exacting.

GOVERNMENT EDUCATIONAL LIBRARY AND
MUSEUM.

1. The following new books and fresh additions are now available in the Library.
2. The Library and Museum are open every Saturday from 12 to 5 (Bombay time).
3. See notice in *Record* for February 1887, p. 44.

E. GILES,

Educational Inspector, C. D.

Poona, 17th April 1894.

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Alex. B. Dobbie ...	Solid or Descriptive Geometry.	Blackie & Son ...	0 2 6
	<i>Class 33.—German.</i>		
G. Macdonald, M. A. .	Schiller's Song of the Bell.	Blackie & Son ..	0 0 8
	<i>Class 36.—Hent.</i>		
C. H. Draper, B. A. .	Heat and the Principles of Thermodynamics.	Blackie & Son ...	0 4 6
	<i>Class 38.—History and Biography.</i>		
Rev. E. Sanderson, M. A. .	A Summary of British History.	Blackie & Son ...	0 1 0

Author.	Title of Work	Publisher.	Price.
	<i>Class 34.—Hydrostatics.</i>		£ s. d.
R. H. Pinkerton, B. A.	Hydrostatics and Pneumatics.	Blackie & Son ..	0 3 6
	<i>Class 42.—Latin</i>		
A. D. Godley, M. A.	Latin Stories	Blackie & Son ..	0 1 0
John Brown, B. A...	Cæsar's Gallic War, Book I.	Do. ...	0 1 6
Do. ...	Do. do. Book II.	Do. ...	0 1 6
	<i>Class 63.—Sanskrit.</i>		
V. P. Tatke ...	"Manorama Madhavam," A Sanskrit Romance, Vol. I.		
	<i>Class 64.—Science.</i>		
Robert Peel ...	Coal Mining	Blackie & Son ...	0 2 6

BRIEF NOTICES OF BOOKS.

The Student's Gujarati Grammar, by the Rev. G. P. Taylor, M.A., B. D., I. P. Mission, Ahmedabad. This is a book specially written for English students of the Gujarati language. It is not too much to say that the path of such students will in future be far clearer than it has been in the past, and that Mr. Taylor has produced a work which will not only greatly facilitate study of the language, but which is in itself complete, comprehensive, scholarly and lucid. Perhaps the greatest difficulty which an Englishman experiences when commencing the study of a language like Gujarati, is that he is unable to obtain anything like a clear explanation of its difficulties from the native instructor whom he employs. Nor has he, till now, been able to instruct himself in those difficulties by the aid of a good English Gujarati Grammar. Mr Taylor's book with its clear explanations and numerous examples is exactly what an intelligent student requires, and the book undoubtedly supplies a long-felt want. Mr. Taylor acknowledges in his preface a debt of gratitude to his father's labours in the language, and the public owe a deep debt to Mr. Taylor himself for re-editing his father's Vernacular Grammar, and for the production of the present very complete and learned volume.

Rembles and Recollections of an Indian Official is the title of volume V. of Constable's Oriental Miscellany. The Indian Official is Major General Sir W. H. Sleeman, K C.B., who served in this country from 1809 to 1856, first in the Bengal Army, then in Civil charge of the Narsinghpur and Jabalpur Districts and finally as Superintendent of Thuggee and Dacoity, and as Resident at Oudh. The book is admirably edited by Mr. V. A. Smith, I.C.S., and, as stated in the preface, is one that is full of instruction for the young Anglo-Indian Administrator, and calculated to interest also the general reader as well as the official. We heartily recommend this book to the notice of all those who are really interested in knowing the history of the country in which they are living, and we cannot but think that, if the book is studied in the same fair and impartial spirit in which it was written, many false ideas as to the effect of the English occupation of India will be removed, and that with an appreciation of the misery and desolation that followed the turbulent end of the 18th century, will come a real recognition of the enormous advantages of universal peace and a just and firm rule. Sir H. Sleeman had not only unusual opportunities of becoming intimately acquainted with those among whom he laboured, but he was one who made the most of his opportunities, and never failed to gather his knowledge of the condition of the country from natives of all sorts and degrees, whose languages he spoke fluently and in whose welfare he took the deepest interest. His descriptions of the Districts are written on the spot, and at the time when he was passing through them, and the discontented "patriot" of the present day, who will read this book with care, may well pause and consider whether he would exchange the peace and plenty, the luxuries and conveniences of the latter end of the 19th century for the dangers and difficulties, the ruin and desolation, which, in the earlier portion of the same century, characterised those parts of India which were then being brought under the sway of the Paramount Power.

DEPARTMENTAL NOTICES.

Delay in the submission of claims for Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 1077 (Financial Department), dated 21st March 1894, is published for the information and guidance of Educational Officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 6th April 1894.

No. 1077.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st March 1894.

Memorandum from the Commissioner, C. D., No. r.—233, dated 20th January 1894—Submitting, together with subsequent correspondence, a letter No. 9520, dated 22nd November 1893, from the Collector of Násik, who requests that sanction may be accorded to the payment of a travelling allowance bill for Rs. 9-12-0 of the establishment of the Mámílatdár of Málegaon for the month of July 1891, and observes as follows —

“2. The Mámílatdár attributes the delay to the fact that the then treasury establishment was ignorant of English, and that the preparation of the bill was consequently put off from time to time pending the appointment of an English-knowing kárkun. The del. extends over two years.”

Memorandum from the Accountant-General, No. T.A. II—28551, dated 1st February 1894:—

“Submitted. In explanation of a delay of two years and a half, it is stated that there was no English-knowing clerk on the establishment. This excuse, if true, is nevertheless inadequate, seeing that there is nothing to prevent a vernacular bill being preferred. All that Article 9 (6) of the Civil Account Code requires is an English endorsement which could easily be made in the Collector's office when the items of the bill are being checked with reference to Article 1290, Civil Service Regulations.

“2. But the allegation does not appear to be even plausible, for means have been found to prepare the monthly salary bill in English and on due date. While current travelling allowance bills have from time to time been presented, as well as a large number of arrear bills three months, six months, and many more than 12 months after due date. The ‘explanation’ that has invariably been offered is that now once again given, ‘the want of an English-knowing clerk to prepare bills, &c.’

“3. The Accountant-General has no desire to draw the special attention of Government to the Mámílatdár of Málegaon in the Násik District. As regards the number of arrear bills and the nature of his explanations, he is but one of many. Since the issue of Government Resolution, Financial Department, No. 1695, dated 2nd May 1893, a watch has been kept on all claims against Government presented 3 months and more after due date. They have proved so numerous, and the delays have in almost all cases been so inexcusable that the Accountant-General takes advantage of this opportunity to bring the matter once more to the notice of Government. The difficulty of checking in the Collector's office the facts

of the claim must become so great as time elapses that eventually it will not be due to any danger of detection if no bills are presented for journeys which never were made. At the same time the Account Offices both in the District and in Bombay are put to very considerable trouble in scrutinizing all past payments, lest claims passed as genuine by the Controlling Officers be presented a second time. Here, too, the temptation is all in the direction of laxness, and laxness would, except by accident, go undetected and unpunished. Whether any of these arrear claims are for imaginary journeys, an account office is of course not in a position to state, but that claims can be presented a second time without detection either in the Controlling Officer's office or in the Huzur Account Office is proved by an instance which has only lately occurred.

"4. There is no audit objection to the present bill receiving the sanction of Government."

RESOLUTION.—Sanction is accorded to the payment of the travelling allowance bill in question. The explanation furnished for the delay in preferring the bills is very unsatisfactory.

2. Extract paragraph 3 of the Accountant-General's memorandum should be forwarded to all Heads of Offices, and they should be again requested to see that no undue delay takes place in the disposal of such claims.

W. L. HARVEY,
Under-Secretary to Government.

TO THE COMMISSIONER, C. D.; THE COLLECTOR OF NASIK (with the bill and the vernacular papers); THE ACCOUNTANT-GENERAL; ALL OTHER HEADS OF OFFICES UNDER THE SEVERAL DEPARTMENTS OF THE SECRETARIAT (except those under the Military Department and Public Works Department, Railway); &c.

Delay in the submission of claims for Salaries and Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 1079 (Financial Department), dated 21st March 1894, is published for the information and guidance of Educational Officers.

Poona, 8th April 1894. K. M. CHATFIELD,
Director of Public Instruction.

No. 1079.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st March 1894.

Memorandum from the Commissioner, S. D., No. 209, dated 19th January 1894—Submitting a letter No. 7361, dated 22nd Decem-

ber 1893, from the Collector of Dharwár, who requests that sanction may be accorded to the payment of the pay and leave allowance due to Mr. Shiddáppa Pavádáppa, a káikun, for the period from 1st March to 8th May 1891, which in the circumstances stated remained undisbursed: the Commissioner observing as follows:—

“2. The explanation of the delay in preferring the claim is not quite satisfactory but the claim now made is valid, and the person on whose behalf it is made is not responsible for the delay that has occurred.”

Memorandum from the Accountant-General, No. T. A. I.—29213, dated 9th February 1894:—

“There is no audit objection to payment of the claim, which requires the sanction of Government under Government Resolution, Financial Department, No. 619, dated the 19th February 1891.

“2. A few days ago was submitted to Government this office report No. T. A. II.—28551, dated the 1st February 1894, on a claim which like the present one was more than two years overdue. It was then explained what risk Government ran from negligence or fraud so long as arrear claims were presented as frequently and attracted so little attention as at present. The reasons given for delay in the case now forwarded present very forcibly the other aspect of the question, viz., the hardships suffered by the poorer servants of Government.

“3. As has already been stated, a special watch has been kept on arrear bills since the issue of Government Resolution, Financial Department, No. 1695, dated the 2nd May 1893, and the present case being from the Dhárwár District, the Accountant-General will comment on the state of affairs in that district, without singling it out from among the rest as differing materially from them.

“4. In the last half-year upwards of 40 bills have been submitted for the pre-audit of this office, every one of them more than 6 months overdue. They bear all sorts of dates beginning from February 1892, while one was for October 1890, and that now being submitted for sanction is on account of a claim arising in March 1891. They are accompanied also by all sorts of reasons. There are interminable correspondences as in the present case and often concerning bills so simple that it is difficult to imagine anything to correspond about. There are, again, as in the present case, long delays in passing orders regarding leave or appointments. Bills are said to require numerous corrections which would seem to be effected one at a time, so frequent are the transmissions and

retransmissions. Bills get mislaid, or they are not prepared at all owing to the oversight of the Karkun, whose ordinary duty it is to prepare them. In one instance the Huzur Deputy Collector refused to pass a claim, because he 'was under the impression' that a bill had been paid already, and it took him several months to satisfy himself that his impression was ill-founded. In another a man was allowed to remain nine months in Government service while correspondence was going on about his physical fitness certificate (Article 60, Civil Service Regulations) which he eventually did not succeed in obtaining.

"5. Collectors and Heads of other Departments have it in their power to secure that all cases such as leaves and appointments shall be submitted to them for orders in good time, while account offices can minimise correspondence by greater attention to rules themselves and by issuing full and clear instructions in each case, instead of dealing with matters in dribs and drabs. Negligence and delay are amenable to punishment, and, the Accountant-General is able to say, meet with it in at least one district.

"6. Meanwhile the man who has earned the money is kept out of (it may be) several months' pay. Subordinates learn that they are entirely at the mercy of those through whose hands their bills pass, and these latter may be tempted to avail themselves of the situation to their own pecuniary profit.

" * * * * *

RESOLUTION.—Sanction is accorded to the payment of the pay and leave allowances in question to Mr. Shiddappa Pavádappa.

2. Extract paragraphs 2—6 of the Accountant-General's memorandum should be forwarded to all Civil Departments of the Secretariat and all Heads of Offices subordinate to them for information and guidance. Collectors and other Heads of Departments should be requested to see that claims to salaries and allowances are disposed of more promptly than they seem to be at present.

W. L. HARVEY,

Under-Secretary to Government.

TO THE COMMISSIONER, S. D.; THE COLLECTOR OF DHARWAR (with the bills and the file of papers); THE ACCOUNTANT-GENERAL; ALL OTHER HEADS OF OFFICES UNDER THE SEVERAL DEPARTMENTS OF THE SECRETARIAT, EXCEPT THOSE UNDER THE MILITARY DEPARTMENT AND THE PUBLIC WORKS DEPARTMENT, RAILWAY, &c.

Proposal to reduce the Official correspondence.

NOTIFICATION.

The subjoined Government Resolution No. 1217 (Financial Department), dated 2nd April 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, 12th April 1894.

No. 1217.

FINANCIAL DEPARTMENT.

Bombay Castle, 2nd April 1894.

Letter from the Accountant-General, No. T.A.M.—19151, dated 11th October 1893—Requesting Government to consider whether it is not possible to reduce greatly the number of references which are made to his office “for report” or “for any remarks”; stating that the number of bills received in his office for audit has nearly doubled within the last seven years and that the correspondence has similarly increased; reporting that he has been unable to obtain an increase to his establishment which in any degree corresponds to the increase of work and is therefore forced to ask for relief from references, which, in his opinion, are in many cases unnecessary; making remarks; observing that it will afford his subordinates much relief if officers were directed not to submit applications for sanction to expenditure through his office except when specially directed to do so; suggesting that this should be the rule even when proposition and re-appropriation statements accompany the applications, unless it be taken as understood that in forwarding the papers his office has dealt only with the accompaniment; and adding as follows:—

“Officers might at the same time be given clear instructions regarding the information which should be furnished when asking for sanctions much in the form of the draft instructions which I submit with this. And if it will be any convenience to Government to have a concise statement of the rules which should guide the Secretariat in dealing with such applications I shall be glad to furnish it. Where Government find it desirable to refer a case for report it will prove very convenient for me if the particular points on which a report is needed be indicated. Otherwise the whole of the papers need perusal and information is probably given of which Government do not really stand in need.”

RESOLUTION.—The attention of all Departments of the Secretariat should be invited to the necessity of avoiding unnecessary references to the Accountant-General and of specifying clearly the

points on which his reports are called for unless the points are obvious.

2. Frequent requests have been made by Government for full compliance with the Code rules and standing orders of the nature referred to in Rules* 1 and 3 appended to the Accountant-General's letter. The attention of Heads of Offices should be invited to these rules, and they should be requested to observe them strictly.

3. The work in all Departments of Government has greatly increased of late years, and the Accountant-General's work may therefore be expected to grow in ordinary course. The present system ensures a careful consideration of all financial questions before orders are issued, and has been in existence for many years. Rule No. 4 appended to the Accountant-General's letter is calculated to result in heavy additional work in the Secretariat and a very inconsiderable saving of work in the Accountant-General's office and to cause unnecessary delays. The Governor in Council does not therefore consider it expedient to adopt it. The Accountant-General should, however, be requested to submit a list of classes of routine cases which require Government sanction and which in his opinion can easily be settled without reference to him, and also a concise statement of the rules for the guidance of the Secretariat referred to in his letter, and on receipt of these further orders will be issued.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, &c.

Accompaniment to the letter from the Accountant-General, No.

T.A.M.—19151, dated 11th October 1893.

Rules to be observed in making applications for sanction to incur expenditure in Establishments, or Contingent Expenditure.

1. Every application must contain information upon the following points :—

(a) Whether the expenditure has been provided for in the budget.

(b) If no such provision has been made, whether it can be met from saving, *under the head to which it will be charged.*

(c) If no such savings are expected, a re-appropriation statement should be submitted.

(d) If not provided for in the budget, why the necessity was unforeseen and why the expenditure cannot be postponed till the next year.

2. Where the application is for additions to, or revision of, establishments, a proposition statement must be forwarded (Civil Account Code, Article 57).

3. Where it is for contingent expenditure, the provisions of Article 98, Civil Account Code, should be kept in view and it must be explained, why the charge cannot be avoided.

4. Applications should not be forwarded to Government through the Accountant-General unless Government has specially directed them to be so submitted.

Erratum.

In the list of scholars elected for the High and Middle School Scholarships for 1894 in the Central Division printed on page 66 of the *Bombay Educational Record* for March 1894,

For—

Sholapur—Kesho Damodar Tambekar, Sholapur High School.

Read—

Sholapur—Bhimrao Janardan Shelgikar, Sholapur High School.

E. GILES,

Acting Educational Inspector, C.D.

Poona, 30th April 1894.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF MARCH TO THE 15TH OF APRIL 1894.

16th March 1894.—Privilege leave, for one month, is granted to Mr. F. V. Butani, Third Assistant Deputy Inspector, Hyderabad.

Mr. Mahomed Hashim Alehdino Kazi, Head Master, Nasarpur Vernacular School, is appointed Acting Third Assistant Deputy Inspector, Hyderabad.

The following appointments are made during the absence of Mr. Gulam Mahomed or until further orders:—

Mr. G. L. Pahlajani, Second Assistant Deputy Inspector, Shikarpur, to be substantive *pro tem*. First Assistant Deputy Inspector, Shikarpur.

Mr. Gul Mahomed Khan Ghulam Rasulkhan Afgan to be substantive *pro tem*. Second Assistant Deputy Inspector, Shikarpur.

17th March 1894.—Privilege leave, for one month, is granted to Mr. V. S. Gokakkar, Local Board Clerk in the Office of the Educational Inspector, Southern Division.

Privilege leave, on half pay for six weeks, is granted to Mr. N. M. Mahishi, Eleventh Assistant Master, Karwar High School, and Mr. G. A. Desai is appointed to act for him.

Mr. S. S. Sahasrabudhe, Second Clerk to the Deputy Educational Inspector, Ahmednagar, is appointed substantive *pro tem*. Fourteenth Assistant Master, Satara High School, in place of Mr. Mate.

21st March 1894.—Mr. M. S. Apte, B. A., is appointed Acting Head Master, Dhulia Training School, during the absence of Mr. B. V. Blude, B. A., or until further orders.

21st March 1894.—Leave, without pay for three months, is granted to Mr. Mannoolal Mohanlal, Teacher of Enamelling in the Reay Art Workshops of the Sir J. J. School of Art.

Mr. Hiralal Mannoolal is appointed substantive *pro tem*. Teacher of Enamelling in the Sir J. J. School of Art, during the absence of Mr. Mannoolal Mohanlal.

29th March 1894.—Privilege leave for one month, on full pay, is granted to Mr. G. V. Pathak, Second Assistant Master, Ahmedabad Training College.

30th March 1894.—Two months' privilege leave, is granted to Mr. G. M. Pundlik, First Assistant Deputy Educational Inspector, Khandesh.

The resignation of Mr. V. G. Kotwal, Acting Eleventh Assistant Master, B. J. High School, Thana, is accepted.

30th March 1894.—Mr. N. R. Gupte, is appointed Acting Eleventh Assistant Master, B. J. High School, Thana, during the absence of Mr. N. V. Joshi, or until further orders.

31st March 1894.—Mr. A. J. Atar, is confirmed as Second Assistant Deputy Educational Inspector, Belgaum Sub-Division.

The following appointments are made in the Satara High School until further orders:—

Mr. D. C. Khare to be substantive *pro tem*. Thirteenth Assistant Master.

Mr. G. S. Belgavkar to be substantive *pro tem*. Fifteenth Assistant Master.

The appointment of Mr. B. B. Lelo as Sixth Assistant Master, Bijapur High School, is cancelled.

2nd April 1894.—Mr. K. K. Garde is confirmed as First Assistant Deputy Educational Inspector, Bijapur.

2nd April 1894.—Mr. Sayad Mainudin Wallad Sayad Hasan Kadri, is confirmed as Second Assistant Deputy Educational Inspector, Bijapur.

3rd April 1894.—Mr. G. V. Dange, B.A., is appointed Third Assistant Master, Poona High School, but to continue as substantive First Assistant Master, Dhulia High School, subject to the lien of Mr. Khate, or until further orders.

Mr. N. L. Phadke, B.A., is appointed Fourth Assistant Master, and substantive Third Assistant Master, Poona High School.

Mr. A. R. Kale, B.A., is appointed Second Assistant Master, Dhulia High School, but to continue substantive *pro tem.* Second Assistant Master, Belgaon High School, until further orders.

3rd April 1894.—Mr. R. J. Godbole is confirmed as Third Assistant Master, Nasik High School.

Mr. R. B. Atre is confirmed as Fourth Assistant Master, Satara High School.

Mr. B. D. Datar is confirmed as Eleventh Assistant Master, Poona High School.

The following appointments are made until further orders:—

Mr. V. A. Sohoni, B.A., to be Acting First Assistant Master, Satara High School.

Mr. G. N. Khare, B.A., to be Acting First Assistant Master, Sholapur High School.

Mr. N. L. Phadke, B.A., to be Acting First Assistant Master, Thana High School.

3rd April 1894.—Mr. S. S. Savarkar, L.C.E., Fifth Assistant Master, Dhulia High School, is appointed substantive *pro tem.* Tenth Assistant Master, Poona High School.

Mr. G. B. Brahme, B. A., is appointed substantive *pro tem.* Fifth Assistant Master, Dhulia High School.

5th April 1894.—The following appointments are made in the Satara High School until further orders:—

Mr. S. R. Vanavale, B. A., Second Assistant Master to be Acting First Assistant Master.

Mr. V. V. Joshi, P. E., to be Acting Second Assistant Master.

6th April 1894.—A. M. Thakur, Sixth Assistant Master, Ratnagiri High School, and substantive *pro tem.* Fifth Assistant Master, Elphinstone Middle School, is confirmed as Fifth Assistant Master in the Elphinstone Middle School *vice* Mr. Datar.

7th April 1894.—Two months' leave, on private affairs, is granted to Mr. M. A. Tanksale, Second Clerk to the Educational Inspector, Northern Division.

One month's privilege leave, is granted to Mr. P. H. Thatte, Sixth Clerk to the Educational Inspector, Northern Division.

Mr. K. V. Karambelkar, B. A., is appointed Acting Third Assistant Master, Poona High School, during the absence of Mr. Phadke, or until further orders.

11th April 1894.—The following appointments are made until further orders :—

Mr. N. V. Vaidya, Tenth Assistant Master, N. J. High School, Karachi, to be substantive *pro tem.* Eighth Assistant Master in the same school, *vice* Mr. J. M. Gulrajani.

Mr. D. K. Gajra, Eighth Assistant Master, Shikarpur High School, to be substantive *pro tem.* Tenth Assistant Master in the Karachi High School, *vice* Mr. Vaidya.

Mr. D. S. Wadhvani, Fourteenth Assistant Master in the N. J. High School, Karachi, to be substantive *pro tem.* Eighth Assistant Master in the Shikarpur High School, *vice* Mr. Gajra.

Mr. D. D. Gamwala, Fifteenth Assistant Master in the N. J. High School, Karachi, to be substantive *pro tem.* Fourteenth Assistant Master in the same School, *vice* Mr. Wadhvani.

Mr. R. M. Makhijani, Third Assistant Master in the Sukkur Anglo-Vernacular School, to be substantive *pro tem.* Fifteenth Assistant Master in the N. J. High School, Karachi, *vice* Mr. Gamwala.

11th April 1894—Mr. Tarachand A. Lalvani is confirmed as Third Assistant Master, Hyderabad High School.

Mr. Tejumal A. Lalvani is confirmed as Eleventh Assistant Master, Hyderabad High School.

Mr. H. M. Nagrani, B. A., is confirmed as Third Assistant Master, Shikarpur High School.

Mr. M. D. Advani is confirmed as Fourth Assistant Master, Shikarpur High School.

Mr P N. Shahani is confirmed as Eleventh Assistant Master, Shikarpur High School.

13th April 1894.—The following appointments are made during the absence of Mr. Pundlik or until further orders :—

Mr. H. B. Damle to be Acting First Assistant Deputy Educational Inspector, Khandesh.

Mr. B. B. Karkare to be Acting Second Assistant Deputy Educational Inspector, Khandesh.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,

18th April 1894.

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JUNE 1894.

[Vol. XXX.]

THE MONTH.

WE must apologize to our readers for our very late appearance this month which has been caused by circumstances attendant upon a change of Editors. And as all Schools and Colleges have been in vacation we will take the further liberty of intermitting for once the usual introductory paragraphs of "The Month." In future the *Record* will be published on the first day of each month.

COMMON SENSE IN TEACHING.

GIVE your children only those facts that are suited to their age and capacity, and that are likely to be of service to them. An almost infallible guide in such cases is the interest your subject-matter evokes. If it call forth the quick eager attention, the kindling eye, the flushing cheek, the parted lips, the strained ears, the frame bent forward in the attitude of attention, all is well. You are on the right track, and you may pursue it fearlessly. If, on the contrary, your children are dull, heavy, cloddish, you may at once conclude you have wandered from the way; that your children have instinctively learnt this; and that, therefore, they are loth to follow you.

This commonsense in selecting your subject-matter is by no means so general as one would suppose. I remember a well-meaning youth, who was instructed to begin teaching Standards I., II., the Gospel according to St. Matthew. Presently the master had occasion to pass by the class, and, to his dismay, found the boys diligently wading through the genealogy, learning the progenitor of so-and-so, and the number of generations from this epoch to that. The said teacher was thoroughly conscientious, but was utterly devoid of "gumption."

It is of far more importance that a lad should know the railway route from London to Liverpool, and the fare, than that he should be able to tell you the exact area of Loch Shin. The way in which the people of Liverpool, or Manchester, or Crewe are employed, is surely of more consequence than the precise height in feet of Inkpen Beacon, or the exact length in statute miles of the Hog's Back.

So in Arithmetic. It is no practical advantage to the scholar to know how to turn barleycorns into inches: but it is very probable indeed that he will some day be required to turn inches into feet or yards into miles.

He will never, even in Rothschild's establishment, require to know the cost of a billion at so many millions of guineas or half-guineas, far more likely that some day he may be at a loss to know what twenty pecks of potatoes come at so much per bushel, or the cost of given number of oranges at two for three halfpence. Never, in the practical business of life, will it be necessary for him to have at his fingers' ends the exact number of spans from the earth to the Dog-Star; but very probably, as he grows up, he may want to know how to check his gas bill, to see the cost of papering his room, or the number of weeks it would take him to save the cost of a coat. In all these matters your best and only guide must be your *commonsense*. While following closely the requirements of the Code, *make your questions as far as possible practical ones*, bearing on the children's future, and likely to excite interest by their self-evident fitness.—*Saunders's Practical Hints*.

HOW TO LEARN A MODERN LANGUAGE.

ATTENTION has often been called to the little effort which native students of English as a rule make to perfect themselves in the language, as compared with the pains that English students of French or German take to acquire a correct accent and idiom in those languages. Dr. Karl Breul has recently been developing this point with special reference to German, and his remarks are well worth attention in their application to the study of English by native students who may find some valuable hints in his remarks especially in regard to attendance at lectures and speeches by good speakers on public occasions. Dr. Breul says:— We have seen, that, however successfully a student and young master may work in England, yet a most essential part of his training must be gone through on the Continent. A student should, however, take good care to cross the Channel *well prepared*, or else the stay abroad will profit him but little. The importance of the place selected seems to be somewhat underrated by Professor Bréal (pp. 40, 41). A *North* German town is certainly to be preferred to a South or Middle German one, a large town to a small town, a University town offers many additional advantages; the capital of a country should be known to a teacher in the first instance. Berlin or Paris should consequently be chosen by preference. If they are well known to the student, and if a good pronunciation has been acquired, he may reside for some time in a small and pretty Middle or South German place, *e. g.*, at Jena (near Weimar and Eisenach) or Marburg, or at Heidelberg or Freiburg. There is a great differ

ance between North and South German speech, life, and character, and a teacher should know and appreciate both. The decentralization of Germany is as interesting as it is fortunate.

About the *length* of the stay abroad no definite rule can be laid down. Of course, the longer the better; but the student should, at least, have passed one whole long vacation abroad, and a teacher should make it a point to go again, from time to time, so as not to get rusty. Especially should a *teacher* beware of rash generalizations, and not say, after a very short stay in one place, "I know Germany." A student should stay with a refined German family, and should avoid all boarding-houses announcing "English comfort," or "lawn tennis." He should stipulate that he should be the *only* foreigner received at that time. The family of a German high-school teacher will be, for obvious reasons, the best for him to go to. University professors do not, as a rule, take boarders. English teachers of limited means may materially reduce expenses by giving or exchanging lessons. Professor Victor has kindly consented to print applications in his periodical, *Die neueren Sprachen*; but one who is not absolutely obliged thus to reduce his expenses should not sacrifice part of his time abroad to work which does not materially promote his own training. Teachers who have been abroad before may like to join the newly-started Modern Language Holiday Course at Jena (for French at Caen). It will, probably, be held again this year in August, and is especially intended for the associated study of English and German students and teachers. It appears to have been successful and inexpensive; and the large towns are, in August, certainly less attractive than the idyllic University town on the Saale. Full particulars about this year's course may be obtained from Prof. F. Spencer, of Bangor, or Mr. J. Findlay, of Rugby.

In this country the individual teacher must look out for himself; there is no State subvention as in Germany, and especially in France, where *bourses de voyage* are numerous and liberally endowed. There is no municipal help such as is given by the town of Berlin—no long leave of absence, with continuation of pay, as in America. There is no hope of the establishment of a British institute for modern-language masters at Berlin and Paris. But in this country, where so many good things are done by private energy, teachers should not lag behind, but provide for their own wants. Some small beginnings, I notice, are being made, but much more should be done.

Once settled in a foreign country, a student should hear, see, and speak as much as possible; he should attend public lectures, University lectures, hear sermons and political debates; he should make German acquaintances, know students and teachers, walk, talk, and read with them. I usually tell my students: *First* of all speak much in the family with which you stay, and insist

on having your pronunciation corrected; keep studiously away from everything English; live with Germans in the German way, even if you do not like everything at first; try to be introduced into good German society and study society life; witness a great public festival, a *Turnfest*, *Schulfest*, *Sängerfest*, a military display; attend the meetings of a *Philologentag* or *Künstlerverein* or *Lieder-tafel*; go to the theatres, and read the plays beforehand; buy different German newspapers and magazines, subscribe to a lending library; try to be admitted to the University library, and, if you happen to be at Heidelberg, see not only the great tun but the great Minnesinger manuscript; see the great works of art, and endeavour to find out which subjects are best treated and which are treated by preference; compare the North and South German comic papers, and compare them with the Austrian, French, and English—you will find that all have an individuality of their own; take lessons in original composition, describe your impressions, and ask your teacher and your friends about everything that strikes you; take, if possible, some lessons on pronunciation and delivery of classical poetry and prose passages from a good actor or actress; buy some collection of popular songs with music and books illustrating German life and customs; buy a good school atlas—you will want detailed maps of Germany with the *German* names; read German books written in a truly German spirit, not the poor imitators of Zola and Ibsen; try to be admitted to a good German school, and attend a few lessons given in different classes.

ENGLISH GRAMMAR.

A PLEA FOR GREATER UNIFORMITY IN THE METHODS OF TEACHING.*

FROM the title of my paper it will be at once gathered what has been my primary object in bringing before this Association the subject of English Grammar.

As a teacher of over twenty years' experience, and one who has worked his way from the lowest rung of the scholastic ladder to a position enabling me to claim membership with this Association, it has been my fortune to teach English subjects during a considerable part of that period: and the more my experience grew, so much the more did the necessity for greater uniformity in our methods of teaching English.

Before entering upon the actual matter of my paper I wish to say a few words to those whom I have the honour of addressing. It is undoubtedly a fact that many of you are teachers of longer

* A paper read before the Headmasters' Association, London, January 9th, 1894, by T. Normandale, M. A., Headmaster, Needham Market Grammar School.

standing, wider experience, and greater achievements, than I; yet I frankly ask for your favourable consideration, and hope for your ultimate sympathy with me in the object I have set before me. It is also necessary that I should carefully guard myself from any suspicion whatever; that it is any part of my object, either directly or indirectly, to advocate the views or claims of any special grammar or grammars; or, on the other hand, to condemn authors who may not happen to agree with my own private opinions.

Let it be distinctly understood that it has been my earnest endeavour and desire to approach the subject in a strictly impartial spirit, and solely with a view to advocate that English grammar, as a school subject, shall in future be as far as possible taught in a more uniform manner, and not in the chaotic and haphazard kind of way in which it evidently is being at present taught in our schools.

It will be convenient if the subject of my paper be considered under two primary aspects, viz.: 1. The great diversity of opinion at present existing amongst grammarians; 2. The manner in which this diversity affects three important classes, *i. e.*, pupils, teachers, and examiners.

1. The great diversity of opinion at present existing amongst grammarians.

During my scholastic life, first as a pupil and afterwards as a teacher, I have been at different periods more or less thoroughly conversant with the works of such authorities as Morell, Mason, Cornwell, Morris, and Meiklejohn, and have naturally seen, and to a smaller extent used at times, the grammars of other authors. For the purposes of this inquiry I have made it my business however, to procure some thirty or more of the grammars used to a very large extent in our secondary schools, and have carefully compared them with regard to the more prominent grammatical points of agreement or difference.

The results of my researches were sufficiently startling, and I have been much interested in the arguments adduced by the various editors in support of their theories.

To come to details:—The parts of speech are variously given at from four to nine in number, a distinct majority being in favour of eight. The number of cases of nouns and pronouns varies from one to five, but here again there is a strong majority in favour of three. With regard to the conjugation of the verb, equal numbers favour *strong* and *weak*, and *regular* and *irregular*; a few are in favour of *old* and *new*, or *ancient* and *modern*. The number of moods is variously given between none and six, the supporters of three, four, and five being fairly equally divided. The number of tenses varies from three to fifteen, and here again there exists no preponderance of opinion in favour of any particular number. At

least *eight* grammars lay down the rule that *my, thy, his, &c.*, are really possessive adjectives, whilst *seven* say that they are possessive pronouns; the remainder allow either view to be taken.

By far the greater number are in favour of the terms *transitive* and *intransitive*; a few, however, prefer the division into *active, passive, and neuter*. Coming to minor details the English language possesses any number of participles between *one* and *six*; from *two* to *eight* classes of pronouns; either *three* or *four* kinds of adjectives; and adverbs are classified into from *four* to *twelve* divisions.

The differences in methods of parsing are, as a natural consequence, as diverse as the grammars, and in the analysis of sentences there are varieties of treatment combined with diversity in nomenclature—*e. g.*, the additions to the subject or object are variously styled *enlargements, attributes, and adjuncts*; the terms *attribute, extension, adjunct, and expansion* are applied to the more explanatory parts of the predicate, and the object of a transitive verb is called either the *complement* or *object*.

Some of the grammars I have consulted have gone through many editions, as, for instance, 113th, 92nd, 64th, 32nd, 28th, 25th, whilst others are quite new from the printer, and have yet to be tested as to their merits as class-books.

You will pardon me if I venture to quote in support of my argument a few very brief extracts from the prefaces of some of the grammars I have had under my notice, and which bear out my plea for greater uniformity.

Mr. Duxbury writes as follows;—"An effort has been made in the following pages to bring the rules of school grammar into harmony with the practice of good writers and speakers. That the rules of good grammar, and the practice of the best writers and speakers are, unhappily, at variance, will be obvious to any one acquainted with them." He goes on to say, "It often happens that a young man, after having finished such a grammatical course, is perpetually finding fault with the grammar of the most accurate authors, and it is sometimes years before he discovers that it is himself, and those that taught him, that are wrong, and not the authors." In the concluding paragraph of the same preface these words occur:—"Where the practice was at all doubtful (and is it not often doubtful?) the author has consulted the works of other grammarians." He then mentions by name thirty-six grammarians, and adds, &c.

Dr. Morris says:—"The unsatisfactory nature of most of our English grammars is perhaps due to the limited knowledge of their writers."

Dr. Smith speaks as follows:—"Notwithstanding the numerous English grammars that have recently appeared, it is acknowledged

that a more practical one is still wanting for general use in upper and middle schools."

Rev. O. W. Tancock writes:—"This little book is intended to help those who are trying to solve the problem of teaching English systematically in classical schools. My object has been to supply an English grammar for lower forms which shall teach a boy to apply grammatical terms and explanations to his own language, and which may be learnt by the side of his Latin grammar with little additional trouble."

"In the grammar in some places rather more of the form and nomenclature of Latin grammar is kept than is entirely pleasing to myself, but I have been obliged to bear in mind that the book is for boys who have their Latin grammars in their hands, and to whom no stumbling-block is greater than a variety of grammatical terms."

Dr. Bartle, in his preface, dated 1878, says:—"Though many English grammars have already been published, yet they do not appear altogether suitable even to those for whose use they were primarily written."

"Many of the English grammars fail to be of real service because they are either too abstruse and philosophical, too verbose and prolix, or too meagre and childish."

"After using one of these philosophical productions for upwards of two years, a youth declared to me that he knew more about English grammar before he commenced the study of the book in question. Such a statement is what might reasonably be expected."

Dr. McCulloch says:—"In various instances, the author has found it necessary to dissent from opinions commonly held by grammarians."*

It is needless to multiply quotations or instances, as it must be sufficiently evident from both the facts I have given, and the testimony of grammarians themselves, that so long as the present differences in the details of English grammar exist, so long will it be a subject taught, learned, and examined under circumstances of considerable difficulty, and with results by no means commensurate with the amount of time and labour spent upon it.

It will be generally admitted (especially when the foregoing facts are borne in mind) that, whilst we have many good class-

* Since writing the paper I have received Dr. Gow's "Method of English," and am glad that he speaks so strongly in favour of a more prominent place for the English language in our school time tables. His preface ought to be read by every teacher—more specially paragraphs 2-4.

books on the sister subjects of history and geography, the main and essential facts, definitions, and nomenclature in these subjects vary very little indeed, if at all, rendering it a comparatively easy matter to teach from any one of them, and obtain fairly satisfactory results. To take a more kindred illustration, the various French grammars used in our schools have their excellencies and their defects, but they *do* agree in number of tenses, moods, conjugations, cases, adverbs, &c., and French is, like English, much more of an analytical language than Latin or Greek, which are purely synthetic.

Grammar, from its very nature, being to a large extent theoretical, has given scope to the numerous authorities to which I have referred, and if their various differences could be reconciled, we should, I think, be in a fair way to set the subject of English grammar on a far more satisfactory footing than it has hitherto occupied in our schools.

It would seem that almost every good and earnest teacher has had, at some time or other, the same fact forced upon his mind, viz., that the existing grammars were faulty in some respects, and needed amendment or addition. In many cases the grasping of this fact has been followed by an active desire to amend, and the result has been one more addition to our already too numerous authorities on English grammar. Each author doubtless fondly hoped that his labours would render any further works on the subject superfluous; but notwithstanding these repeated attempts to settle what is really English grammar, each year sees a further addition to the number of authorities.

Another cause of the increasing number in our grammars, and also of the diversities amongst them, is not so legitimate in its character, but ought, none the less, to be here mentioned.

Most of our great publishers have, in recent years, gradually issued a more or less complete series of school books on the various subjects comprised in a modern education. In order that each series may be complete, some member of our profession, more or less eminent, is commissioned to write a book upon a subject, say, English grammar. This book must have a fairly good reason for appearing at all, and its author therefore makes use of the variety happily existing, and compiles a work which is to combine all the excellencies of other men's labours, and omit all their defects. This work becomes the publisher's property, and, of course, he does his best to sell it.

I only mention this as one of the causes of the multiplicity of authorities upon school subjects, and which, while perfectly harmless, if there be general agreement, tends to become a grave evil, if the result be greater diversity than before.

From what I have already said it will, I hope, be willingly conceded that if some competent authority, occupying a position somewhat similar to the "Académie Française, were to take into careful consideration the subject of English grammar, with the object of obtaining greater uniformity in the methods of teaching it in our schools, a very desirable end would be gained.

I come now to the second point in my argument, viz.—"The manner in which the present diversities in English grammar affect the three classes of pupils, teachers, and examiners"; and I will take these three classes in the order I have mentioned as being the most logical.

1. *How pupils are affected.*—Every practical teacher will at once agree that things which appear of small difficulty to the mature mind of a man, assume much more formidable dimensions to a boy's mind. In arithmetic I have met with boys who, not knowing that the letters G. C. M. and H. C. F. meant the same thing, left unattempted questions which they could easily have answered; and I am in cordial agreement with what Mr. Taucocq says in his preface, that "no stumbling block is greater than a variety of terms."

The question of nomenclature is of vast importance to both masters and pupils. The work of teaching is certainly arduous enough without its difficulty being unnecessarily increased by the multiplication of names for the same thing. How ridiculous it would be, for instance, if writers on geography were to coin new words for such terms as island, peninsula, latitude, meridian, &c. ? But when the divergence of opinion upon grammatical points, and the present absurd variety of nomenclature is taken into full consideration, it becomes a matter of wonder that boys pick up as a final result any creditable knowledge of their own language at all.

To take a concrete example, common enough in many of our schools. A boy receives his elementary grounding in grammar in a junior form, and is, in due time, promoted to a higher form. Here the scope of his work is much enlarged; but in the subject of English grammar he finds to his supreme astonishment that some of his ideas are not in agreement with those of his new master. He in vain says "Mr. — taught me to call this a 'strolg' verb." His new teacher mercilessly says, "I don't care what Mr. — says, so long as you are in my form you will call it 'irregular.'" The boy wonders but submits. He has in all probability many other things to unlearn during the year, and when he is finally drafted on to another form, and finds more disagreement, and more unlearning to be done, his wonder is possibly less, but his inward questioning as to who is right grows in intensity.

I have frequently met with this kind of thing, and have often attributed to it the low estimate that is generally placed upon the study of the English in our schools, and the remarkable difficulty teachers have of procuring in higher forms anything like decent English composition.

2. *How teachers are affected.*—The pupil has become in turn a teacher, and his ideas on the subject of English grammar are a compound of all the varieties he has possibly had instilled into him, but chiefly of the latest author or teacher by whose work he was influenced. He, in his turn, conscientiously endeavours to impart his ideas to his pupils. No doubt, both he and they have a class-book, which is to form the basis of their instruction, and, so long as it agrees with his preconceived notions, he strictly adheres to it; but, in many cases, the time comes when the book and the teacher disagree.

Some teachers under these circumstances go on diligently teaching from a book whose teaching is at variance with what their own would be; others boldly condemn the text-book, and substitute, for the teaching in the book, what they themselves think to be more correct. In either case the results must be bad. The teacher, who has to teach from a book, with whose views he more or less strongly disagrees, cannot teach with the freedom and energy which he would use if he and the book were in accord; and, on the other hand, if he dares to teach his own opinions in places of those in the book, the results must be a hopeless muddle, let alone the probability of his harshness being detected sooner or later.

Furthermore (and this leads me on to the third point), if ideas are so various on essential points of grammar, what teacher has not asked himself, "What are the examiner's views upon this or that point? I may possibly be teaching in direct opposition to him."

3. *How examiners are affected.*—Having had some small amount of examination work, I can honestly say that I would almost rather examine papers on any two other subjects than one on English grammar. You have, sent up from various schools, papers in which the divergences in the subject stand out in glaring contrast. The great difficulty to me has always been to mark the different papers with absolute fairness; and in this connection it has always seemed very hard to have to condemn, or mark as wrong, a boy's work, when in all probability he had simply and honestly done his best to answer in strict accordance with the teaching he had received.

The same reasoning would apply with equal force to the remarks an examiner might make on the success or failure of the results of a teacher's work. The teacher might carefully and systema-

tically teach a class from a certain grammar, but if the examiner's book did not agree with the teacher's, it is not difficult to prophesy an unfavourable result

In conclusion, it may be inquired whether I have any remedy to suggest for this state of things; and I will therefore very briefly venture to sketch out what would, in my judgment, tend largely to diminish the diversities of which I have spoken.

As I have already pointed out, we have many class-books on Latin, French, &c. ; but each editor conjugates the verbs *amo*, *porter*, in the same manner, the number of tenses, moods, &c., is identical in each case. The points of agreement in essentials far outnumber the few unimportant points of difference; the facts are the same, whilst the treatment and order are different. Of course, I am here speaking generally.

I would, therefore, suggest that a committee should be formed of members of this Association, including, by invitation, members of the English Universities; and that this committee should, as far as possible decide, and settle finally, how many parts of speech there are, the number of cases, tenses, moods, conjugations, &c., and also definitely fix upon a system of nomenclature to be in future used in English grammar as taught in secondary schools. Possibly their labours might have an even wider influence. This would, I think, be a distinct step in advance. Future grammars would doubtless be written, but with no harmful effects so long as they agreed on the points I have enumerated, and only differed in their general structure and mode of treatment.

In the meantime the committee might do as the Headmasters' Conference has done with regard to Latin in stamping with their approval the Public Schools Latin Primer, and, either sanction the use of some existing grammar, or, preferably, a grammar to be hereafter composed, which shall embody the results of the deliberations of a committee such as I have just mentioned.

With a view of bringing what I have said to a definite issue, I beg to submit to the meeting the following resolution:—

“That a Committee of this Association be at once formed, including by invitation, members of the Headmasters' Conference, and of the English Universities, with the object of deliberating upon, and finally removing, the existing differences in essential points of English grammar.”*

* Owing to there being an equality of votes the resolution was not passed.
—Ed. B. E. R.

BUDGET ESTIMATE OF THE CITY OF BOMBAY MUNICIPAL SCHOOL FUND FOR THE YEAR 1893-94

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RECEIPTS.	Estimate for		Actuals for		Estimate for 1894-95 compared with 1893-94		EXPENDITURE.	Estimate for		Actuals for		Estimate of 1894-95 compared with 1893-94.	
	1894-95.	1893-94	1892-93.		In-	De-		1894-95	1893-94	1892-93.		In-	De-
	Rs.	Rs.	Rs.	a. p.				crease	Rs.	Rs.	Rs.			a. p.	crease	Rs.
1. Balance on the 1st of April	26,696	26,696	19,101	2 3	...	...	A.—SCHOOLS.	Rs.	Rs.	Rs.	a. p.	Rs.	Rs.
2. Government Grant to Primary Education and Inspection	28,000	23,000	28,000	0 0	..	..	1. Head Masters and Teachers	53,124	51,449	49,671	10 0	1,675	..
3. Fees from Municipal Schools	20,980	20,500	20,889	14 0	480	..	2. Servants	1,400	1,400	1,245	0 0	..	370
4. Contribution from the General Municipal Fund	59,135	53,532	55,220	0 0	603	..	3. Rent	22,310	22,650	19,970	3 1	..	..
5. Government Grants-in-aid towards Buildings	...	...	...	...	...	...	4. Cost of Class Books	230	230	230	0 0	..	..
6. Interest on Endowments or Investments	600	600	593	8 0	..	..	5. School Furniture	1,200	1,100	1,089	8 0	100	..
7. Miscellaneous	...	...	10	12 2	...	..	6. Prizes	1,000	1,000	665	4 0	..	..
Total	Rs. 1,35,411	1,34,328	1,21,520	4 5	1,083	..	7. Contingencies and Miscellaneous	2,420	2,420	1,755	1 6	..	..
							8. Scholarships in Schools	382	289	193	0 0	..	94
							9. Stipends of Students under training as Vernacular Teachers	820	820	591	10 8	..	..
							10. Inspector's Establishment	6,229	5,695	5,157	11 1	534	..
							11. Grants-in-aid to Primary Schools	19,500	20,000	15,057	9 6	..	500
							B.—BUILDINGS.						
							1. Municipal Original Works	..	..	..	..	..	..
							2. Repairs to Municipal School Houses	100	550	491	11 3	..	450
							Balance on 31st March	26,696	26,696	26,296	14 10	..	..
Total	Rs. 1,35,411	1,34,328	1,21,520	4 5	1,083	..	Total	Rs. 1,35,411	1,34,328	1,23,504	4 5	2,403	1,320

THE BOMBAY EDUCATIONAL RECORD.

The Joint School's Committee's Office, }
 BOMBAY, 7th Februry, 1894. }

(Signed) R. G. OXENHAM,
 Chairman Joint School's Committee.

(Signed) N. E. MASANI,
 Secretary Joint School's Committee.

GOVERNMENT EDUCATIONAL LIBRARY AND MUSEUM.

1. The following new books and fresh additions are now available in the Library.
2. The Library and Museum are open every Saturday from 12 to 5 (Bombay time).
3. See notice on *Record* for February 1887, p. 44.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 15th May 1894.

Author.	Title of Work.	Publisher.	Price.
	<i>Class 9.—Botany.</i>		£ s. d.
A. K. Nairne	The Flowering Plants of Western India.	W. H. Allen & Co.	... ..
	<i>Class 10a — Catalogue of Books, &c.</i>		
	Catalogue of Educational Appliances, &c.	Macmillan & Co. ..	... ..
	<i>Class 25.—English Language and Literature</i>		
W. H. Sleeman ..	Sleeman's Rambles and Recollections, Vol I	A. Constable & Co.	.....
Do ..	Do do Vol II.	Do.	... ..

BOOKS SANCTIONED.

NOTIFICATION.

(By the Director of Public Instruction.)

FOR PRIZES AND SCHOOL LIBRARIES.

SANSKRIT.

Rs. s. p.

Shrimadbhagavadgītā, by Ganesh Shastri Pathak and edited by K. M. Pathak	1	0	0
The Prose Ramayan, by Krishnaji Ballal Godbole	0	12	0

E. GILES,

Acting Educational Inspector, C. D.

Poona, 4th May 1894.

BOOKS SANCTIONED.

(By the Director of Public Instruction.)

ENGLISH.

For Sale.

Rs. a. p.

Calendar of the Science College, Poona, for 1893-94 ... 0 12 0

For School use.

Primer of Mensuration for Schools, by T. Cooke ... 0 3 0

MARATHI.

For Libraries and Prizes.

Jinjivas or Chhatrapati Rajaram Maharaj ... 1 4 0

Life of Thorale Shahu Maharaj, by C. G. Gogate ... 1 8 0

Padarth Varnan, Parts I. and II., by Balaji P. Modak,
each Part ... 1 0 0*For School use.*

Vyantapati Pradip, by Govind S. Bapat ... 0 3 0

GUJARATI.

For Libraries and Prizes.

Karan Ghelo, by Rao Bahadur Nandshankar T ... 1 2 0

Guntban Kalá, or Art of Knitting, by Khorshedbai
Pestonji Doctor ... 1 12 0*For Libraries.*

Chun Desh, by H. K. Dhabbar ... 1 0 0

For School use.

Bhogilal's Deshi Hisab, Part I. ... 0 1 3

KANARESE.

*For Libraries and Prizes.*Gazetteer of the Bombay Karnatak with Southern
Maratha States in Kannda, by Venkat Rango Katti ... 4 0 0

PERSIAN.

For Libraries and Prizes.

Akhlaqi Ziyayi, by Hakim Sayed Mahomed Zia ... 1 0 0

By Order,

G. B. NENE,

Curator.

Government Central Book Depôt, Bombay, 14th May 1894.

DEPARTMENTAL NOTICES.

Necessity for Economy.

NOTIFICATION.

The subjoined Government Resolution No. 1717 (Financial Department), dated 16th May 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, 23rd May 1894.

No. 1717.

FINANCIAL DEPARTMENT.

Bombay Castle, 16th May 1894.

Resolution of the Government of India, Finance and Commerce Department, No. 2162-Ex, dated 30th April 1894:—

“At a time when it is necessary in an especial degree to observe all practicable economy in the expenditure of Government, it is advisable to remind both expending and controlling officers of the duty incumbent upon them of scrutinizing and reducing to the lowest amount consistent with the proper administration of the public service the expenditure which they have to incur or to control.

“2. There are large branches of expenditure, such as those connected with ‘Contingencies,’ ‘Supplies and Services,’ ‘Travelling Allowances,’ and the like in which it is necessary for purposes of economy that the expenditure should, from the very beginning of the year, be regulated with the view, not only of keeping within the Budget Estimates (which is the ordinary obligation of every officer concerned), but of keeping well within them if possible, so as to effect as large a saving as practicable.

“3. Moreover, experience shews that in the larger supply departments especially, new demands arise during the year which it may have been impossible to foresee in time for entry on the estimates. In the current year the door must practically be shut against extra grants, and it behoves every administering officer concerned to prepare, by economies enforced from the beginning of the year, to meet these new and unforeseen charges by re-appropriations of his original estimates.

“4. The Governor-General in Council considers it desirable also, with reference to the present necessity for strict control of expenditure, to remind all officers that for the incurring of expenditure two conditions must be present *independently*—

(1) The expenditure must be within the limits of the originally sanctioned budget estimate, or of some "extra grant" sanctioned by competent authority in addition to the original estimate.

(2) The expenditure must have been sanctioned, as expenditure, by superior authority, unless it is within the sanctioning powers of the expending officers.

Neither of these two conditions implies the other, and it is the duty of the expending officer to satisfy himself that both are present.

"5. Although it is sometimes, in occasional extraordinary circumstances, necessary for an expending officer to disburse money, or to engage to do so, in the absence of one or both of these conditions, he must remember that he is taking upon himself a responsibility for which he has to give a due account, and he is bound at once to report his action for regularization.

"ORDER.—Ordered, that a copy of the above Resolution be communicated to all Departments of the Government of India, to all Local Governments and Administrations, to the Heads of Departments subordinate to the Finance and Commerce Department, to the Comptroller and Auditor-General, and to all Accountants-General and Comptrollers."

RESOLUTION.—Copies of the Resolution of the Government of India should be forwarded to all Departments of the Secretariat and to all Heads of Offices for information and guidance.

W. L. HARVEY,

Under-Secretary to Government.

To

All Departments of the Secretariat, &c.

Public Service Certificate Examinations.

CENTRAL DIVISION.

NOTICE.

Examinations for Second and Third Grade Certificates of qualification for the Lower Grades of the Public Service will be held, in accordance with Scheme 2 of Schedules A and B of the new Regulations published in the *Bombay Government Gazette* of 5th April 1888, page 327 (reprinted in the *Bombay Educational Record* for July 1883, page 16v), in all the districts of the Central Division on Monday, the 24th September 1894, and following days. The District Centres are Bombay, Poona, Sátára, Sholápur, Ahmednagar, Násik and Dhulá.

2. The examinations at each Centre will be conducted by a Committee and the Principal, Elphinstone High School, Bombay, and the Head Masters of the Government High Schools at Poona,

Sátara, Sholápur, Násik and Dhulia respectively will be the Presidents of the Examining Committees. At Ahmednagar the Deputy Educational Inspector will be the President.

3. Applications for admission to either of the examinations must be addressed to the President of the Examination Committee of the district in which the candidate desires to appear, and must be made on the prescribed printed form of application, copies of which may be had free on application to the President.

4. All applications for admission must be accompanied by the required fee and be forwarded on or before the 1st August 1894, after which date no application will be received. Applicants must have resided in the district for six months.

5. The books prescribed have already been notified in the *Bombay Government Gazette* of 2nd November 1893, Part II., page 1439.

6. All further particulars as to age of candidates, fees to be paid, &c., and full details of the subjects of examination, may be found in the new Regulations in the *Bombay Government Gazette* referred to above, copies of which, as well as copies of this notice, may be obtained on application to the undersigned or any President of an Examination Committee. Copies are also posted on the notice boards of all the chief Departmental and Aided Schools of the Central Division.

E. GILES,

Acting Educational Inspector, C. D.

Poona, Office of the Educational Inspector, C. D., 30th April 1894.

Public Service Certificate Examinations.

CENTRAL DIVISION.

NOTICE.

Examinations for the issue of First, Second and Third Grade Certificates of qualification for the lower grades of the Public Service in accordance with the scheme of the Government of India Final Examination for European Schools and Scheme I of Schedules A and B of the new Regulations published in the *Bombay Government Gazette* of 5th April 1888, page 327 (reprinted in *Bombay Educational Record* for July 1888, page 160) will be held at Bombay and Poona on Monday, the 24th September 1894, and following days.

2. Applications for admission to either of the examinations must be addressed to the undersigned on the prescribed printed form, copies of which may be had on application.

3. All applications for admission must be accompanied by the required fee and be forwarded on or before the 1st August 1894 after which date no application will be received.

4. The following are the subjects of the Government of India Final Examination for European Schools:—

For Boys only.	For Girls only.
<i>Compulsory Subjects.</i>	
1. English—A play of Shakespeare and a work of a standard prose writer.* A manual of English literature †	1. The same.
2. French or German or an Indian vernacular.—Reading and translation of passages from the prescribed text-book*, translation of easy passages in prose from a book not previously read in the class; translation of sentences from English Grammar	2. The same.
3. Arithmetic and Book-keeping.†	3. Arithmetic.
4. Mathematics.—Algebra to quadratic equations, Euclid, Books I—IV with easy deductions Mensuration †	4. The History of England and of India.
5. Political Economy† General and Physical Geography†	5. Domestic Economy.† General and Physical Geography.
<i>Optional Subjects</i>	
6. Geometrical Drawing	6. Freehand Drawing.
7. Elementary Physics†	7. Music (as in the final examination for pupil-teachers), (Schedule II)
8. Elementary Chemistry†	8. Botany.
9. An Indian vernacular, if not taken up as a compulsory subject.	9. The same.
10. The History of England and of India.	

* The text books in English and in the second language shall be published not less than one year in advance.

† The following list of text-books is intended to show the amount of work to be done in each subject; other books may be used in place of those named:—
English Literature—Stopford Brooke's *Primer of English Literature, Chapters IV—VIII inclusive.*

Book-keeping—Inglis' *Book-keeping by single and double entry.* Chambers' Educational Course.

Mensuration—Todhunter's *Mensuration for Beginners.*

Political Economy—Mrs Fawcett's *Political Economy for Beginners.*

Physical Geography—Blanford's *Physical Geography.*

Elementary Physics—Balfour Stewart's *Lessons in Elementary Physics*, omitting the chapters on sound, electricity, and magnetism.

Elementary Chemistry—Roscoe's *Lessons in Elementary Chemistry*, omitting the chapters on organic chemistry.

Botany—Oliver's *First Book of Indian Botany, Part I*, and Chapters I and IV of Part II.

5. The books prescribed have already been notified in the *Bombay Government Gazette* of 2nd November 1893, Part II, page 1439.

6. All further particulars as to age of candidates, fees to be paid, &c., and full details of the subjects of examination, may be found in the Regulations in the *Bombay Government Gazette* referred to above, copies of which, as well as copies of this notice, may be obtained on application to the undersigned. Copies are also posted on the notice boards of all European and English-teaching Schools in the Central Division.

E. GILES,

Acting Educational Inspector, C. D.

*Poona, Office of the Educational
Inspector, C. D., 30th April 1894.*

Government Scholarships in High and Special Schools.

CENTRAL DIVISION.

NOTIFICATION.

1. Notice is hereby given that a competitive examination will be held at each of the District Centres of the Central Division on Tuesday, the 4th September 1894 (at 11 A.M. Madras time), and following days for the award of three Government Scholarships at each Centre. For the Bombay Centre there are only two Scholarships.

2. The District Centres are as follows, viz., Bombay, Poona, Sátára Sholápur, Ahmednagar, Násik and Dhulha. The examination at each Centre will be conducted by a Committee and the Principal, Elphinstone High School, Bombay, and the Head Master of the Government High School at each of the remaining Centres will be respectively President of the examination Committee except at the Ahmednagar Centre, where the Deputy Educational Inspector will be the President.

3. One of the three Scholarships offered at each Centre, except Bombay, will be open to general competition amongst all comers, one will be reserved for competition amongst classes backward in English education, viz., Bene-Israelis, Kunbis, and classes more backward than Kunbis, and one will be reserved for Malomedans. In Bombay, out of the two Scholarships one will be open to general competition amongst all comers and one will be reserved for competition among the above-named classes backward in English education.

4. Applications for permission to compete must be made on the prescribed printed form, copies of which may be had free from the undersigned or from any President of an Examination Committee, and all applications must be sent to the undersigned at Poona, so as to reach him on or before the 4th August 1894.

The examination fee, Rs. 2, should be paid to the President of the Examination Committee of the Centre where the candidate wishes to be examined.

5. All further particulars regarding the age of candidates,

subjects, of examination, value and tenure of Scholarships, fees to be paid, &c., may be found in the "Provisional Rules" published in the *Bombay Government Gazette* of 5th April 1883, Part I, page 324, and reprinted in the *Bombay Educational Record* for July 1888, page 166. Copies of these Rules may be had free on application to the undersigned or any President of an Examination Committee. Copies have also been posted on the notice boards of all Anglo-Vernacular schools, both departmental and aided, in the Central Division.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 3rd May 1894.

Middle School Scholarships.

CENTRAL DIVISION.

NOTIFICATION.

1. Notice is hereby given that a competitive examination will be held at each of the district Centres of the Central Division on Thursday, the 6th September 1894 (at 11 A.M. Madras time), and following days, for the award of six Middle School Scholarships at each Centre. For the Bombay Centre there are only four Scholarships.

2. The District Centres are as follows, viz., Bombay, Poona, Sátara, Sholápur, Ahmednagar, Násik and Dhulia. The examination at each Centre will be conducted by a Committee and the Principal, Elphinstone High School, Bombay, and the Head Master of the Government High School at each of the remaining Centres will be respectively President of the Examination Committee except at the Ahmednagar Centre, where the Deputy Educational Inspector will be the President.

3. Two of the six Scholarships offered at each Centre, except Bombay, will be open to general competition amongst all comers, two will be reserved for competition amongst classes backward in English education, viz., Bene-Israelis, Kunbis, and classes more backward than Kunbis, and two will be reserved for Mahomedans. In Bombay, out of the four Scholarships two will be open to general competition amongst all comers and two will be reserved for competition amongst the above-named classes backward in English education.

4. Applications for permission to compete must be made on the prescribed printed form, copies of which may be had free from the undersigned or from any President of an Examination Committee, and all applications must be sent to the undersigned at Poona, so as to reach him on or before the 6th August 1894.

The examination fee, Re. 1, should be paid to the President of the examination Committee of the Centre where the candidate wishes to be examined.

5. All further particulars regarding the age of candidates, subjects of examination, value and tenure of Scholarships, fees to be paid, &c., may be found in the "Provisional Rules" published in the *Bombay Government Gazette* of 17th May 1888, Part I, page 431, and reprinted in the *Bombay Educational Record* for July 1888, page 169. Copies of these Rules may be had free on application to the undersigned or any President of an Examination Committee. Copies have also been posted on the notice boards of all principal Vernacular schools, both departmental and aided, in the Central Division.

E. GILES,

Acting Educational Inspector, C. D.

Poona, 3rd May 1894.

Vernacular Masters' Code.

NOTIFICATION.

It is hereby notified that under the orders of the Director of Public Instruction, rule 8 of Chapter VIII. of the Vernacular Masters' Code, has been altered, and will run henceforth as follows:—

"Untrained teachers holding the Public Service Certificate, who have served continuously for 20 years, and are not in receipt of pensionable pay, may, with the special sanction of the Director of Public Instruction, be granted a certificate of Rs. 9 for approved service."

E. GILES,

Poona, 10th May 1894. Acting Educational Inspector, C. D.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF APRIL TO THE 15TH OF MAY 1894.

16th April 1894.—Leave, without pay, for one year, is granted to Mr. Mansabali, Persian Teacher, Sholapur High School.

Mr. S. A. G. Kaderi, substantive *pro tem*. Eighteenth Assistant Master, Poona High School, is appointed substantive *pro tem*. Tenth Assistant Master, Sholapur High School, during the absence of Mr. Mansabali, or until further orders.

17th April 1894.—Privilege leave, from 19th February to 31st March 1894, both days inclusive, is granted to Mr. V. D. Belave, Head Clerk to the Educational Inspector, Southern Division.

Sick leave, for eight days, is granted to Mr. Abdullakhan Munshi, Eighth Assistant Master, Bijapur High School.

Leave, without pay, for one month, is granted to Mr. S. S. Gudi, Tenth Assistant Master, Bijapur High School, and Mr. S. N. Mamdapur is appointed to act for him.

18th April 1894.—One month's leave, on medical certificate, is granted to Mr. A. V. Sohoni, First Assistant Deputy Educational Inspector, Thana Sub-Division.

19th April 1894.—Two months' leave, on medical certificate, is granted to Mr. S. M. Kadri, Second Assistant Deputy Educational Inspector, Bijapur.

Mr. K. G. Paranjpe, Sixth Assistant Master, Elphinstone Middle School, is appointed Sixth Assistant Master, Sholapur High School, from the first of June 1894.

Mr. B. B. Lele, Eighth Assistant Master, Ratnagiri High School, is appointed Sixth Assistant Master, Elphinstone Middle School.

The following appointments are made in the Sholapur High School:—

Mr. V. P. Virkar, Sixth Assistant Master, to be Seventh Assistant Master.

Mr. R. H. Chowdhri, Seventh Assistant Master, to be Eighth Assistant Master.

Mr. G. V. Padhye, Eighth Assistant Master, to be Ninth Assistant Master.

Mr. K. R. Kolatkar, Ninth Assistant Master, to be Tenth Assistant Master.

Mr. Mansaballi Husenalli, Tenth Assistant Master, to be Eleventh Assistant Master.

Mr. R. S. Oke, Eleventh Assistant Master, to be Twelfth Assistant Master.

Mr. D. V. Athawale, Twelfth Assistant Master, to be Thirteenth Assistant Master.

Mr. H. N. Wader, Twelfth Assistant Master, Ratnagiri High School, to be Fourteenth Assistant Master, Sholapur High School.

Mr. B. B. Bharati, Thirteenth Assistant Master, to be Fifteenth Assistant Master.

The following appointments are made in the Ratnagiri High School from the first of June:—

Mr. N. V. Ghate to be Sixth Assistant Master.

Mr. P. D. Athalye to be Seventh Assistant Master.

Mr. M. S. Kashikar to be Eighth Assistant Master.

Mr. Habiboola Murtaza to be Tenth Assistant Master and substantive Eighth Assistant Master, subject to the lien of Mr. Kashikar.

Mr. K. B. Joshi to be Ninth Assistant Master.

Mr. M. R. Bhandarkar to be substantive Tenth Assistant Master, subject to the lien of Mr. Habiboola.

21st April 1894.—Mr. R. N. Sano is appointed Assistant Veterinary Officer in the Bombay Veterinary College.

23rd April 1894.—Mr. D. C. Satyavadi is appointed permanent

Third Assistant Master, and substantive *pro tem*. First Assistant Master, Godra Anglo-Vernacular School.

Mr. J. J. Mehta is appointed substantive *pro tem*. Eighth Assistant Master, Broach High School, until further orders.

27th April 1894.—Mr. J. G. Shastri, First Assistant Master, Nariad High School, is appointed substantive First Assistant Master, Ahmedabad Training College, subject to the hen of Mr. R. L. Khambati.

30th April 1894.—Mr. R. N. Sane is appointed Assistant Veterinary Officer in the Bombay Veterinary College.

2nd May 1894.—Privilege leave, for 45 days, is granted to Mr. K. K. Garde, First Assistant Deputy Educational Inspector, Bijapur Sub-Division.

Mr. G. S. Tambolkar is appointed Acting First Assistant Deputy Educational Inspector, Bijapur Sub-Division, during the absence of Mr. Garde, or until further orders.

3rd May 1894.—The following appointments are made in the Elphinstone High School, until further orders:—

Mr. S. F. A. Edroos to be Acting Sixth Assistant Master, *vice* Mr. Desai.

Mr. K. F. Daruvala to be Acting Seventh Assistant Master, *vice* Mr. Kadri.

Mr. F. K. Bajan to be Acting Eighth Assistant Master, *vice* Mr. Edroos.

Mr. U. K. Munshi to be Acting Ninth Assistant Master, *vice* Mr. Daruvala.

Mr. B. M. Bahadurji to be Acting Tenth Assistant Master, *vice* Mr. Lord, on furlough.

Mr. N. M. Pavri to be Acting Eleventh Assistant Master, *vice* Mr. Bajan.

Mr. S. B. Doctor to be Acting Twelfth Assistant Master, *vice* Mr. Munshi.

Mr. E. R. Sahiar to be Acting Thirteenth Assistant Master, *vice* Mr. Pavri.

Mr. F. P. Desai to be Acting Fourteenth Assistant Master, *vice* Mr. Doctor.

Mr. R. L. Damania to be Acting Fifteenth Assistant Master, *vice* Mr. Sahiar.

Mr. N. K. Daji to be Acting Sixteenth Assistant Master, *vice* Mr. Desai.

Mr. S. M. Vazifdar to be Acting Seventeenth Assistant Master, *vice* Mr. Damania.

Mr. U. G. Dewan, to be Acting Eighteenth Assistant Master, *vice* Mr. Daji.

Mr. S. Mamudin to be Acting Nineteenth Assistant Master, *vice* Mr. Vazifdar.

Mr. R. J. Dewanji to be Acting Twentieth Assistant Master, *vice* Mr. Dewan.

Mr. J. B. Mehta, to be Acting Twenty-second Assistant Master, *vice* Mr. Dewanji.

Mr. S. H. Masani, to be Acting Twenty-first Assistant Master, *vice* Mr. Mainudin.

8th May 1894.—The following appointments are made from the 1st of July 1894:—

Mr. N. D. Joshi, Fifth Assistant Master, Poona Training College, to be Fourth Assistant Master in the same Colleges.

Mr. S. B. Dixit, Second Assistant Master, Dhulia Training School, to be Fifth Assistant Master, Poona Training College.

9th May 1894.—An extension of leave, on medical certificate, for one month, is granted to Mr. A. V. Sohoni, First Assistant Deputy Educational Inspector, Thana Sub-Division.

10th May 1894.—Leave, without pay, for six months, is granted to Mr. N. R. Mangalvedhekar, Sixth Assistant Master, Dharwar High School.

Mr. R. B. Arbatti is appointed substantive *pro tem*. Sixth Assistant Master, Dharwar High School, during the absence of Mr. Mangalwedhekar, or until further orders.

12th May 1894.—Twenty days' privilege leave, on half pay, is granted to Mr. S. J. Konnur, Third Assistant Master, Bijapur High School.

14th May 1894.—Mr. G. P. Bhure is confirmed as Gymnast in the Dharwar High School.

An extension of leave, for one month, on medical certificate, is granted to Mr. S. M. Kadri, Second Assistant Deputy Educational Inspector, Bijapur Sub-Division.

15th May 1894.—The following appointments are made in the Office of the Educational Inspector, Central Division, consequent on the retirement of Mr. T. V. Bapat, Head Clerk:—

Mr. P. R. Sathaye, Second Clerk, to be Head Clerk.

Mr. T. B. Deo, Third Clerk, to be Second Clerk.

Mr. R. B. Kolhatkar, Fourth Clerk, to be Third Clerk.

Mr. N. G. Shirwadkar, Fifth Clerk, to be Fourth Clerk.

Mr. B. A. Ghate, Head Clerk to the Deputy Educational Inspector, Khandesh, to be Fifth Clerk.

The following men are confirmed in the Office of the Educational Inspector, Central Division:—

Mr. S. P. Phadke as Seventh Clerk.

Mr. C. G. Gogte as Eighth Clerk.

Mr. P. R. Joshi as Ninth Clerk.

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Poona, Office of the Director of Public
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[Vol. XXX.]

THE MONTH.

WE regret that our brother of the *Mahratta* should have misunderstood some remarks in our issue for May as conveying, or rather insinuating, a wholesale aspersion on the moral character of Native graduates. The writer of our paragraph is no longer in India, but we have not the least hesitation on his behalf in disclaiming the slightest intention to suggest any imputation of the kind. No one acquainted with Native graduates or undergraduates, under tuition, has ever doubted that the vast majority are young men of correct life. When the *Record* wrote:—"The first class men at English Universities are not the men who waste their bodily powers in riotous living and debauchery, but are men who train the body by rigorous routine to enable it to endure the special strain to which the brain is exposed," the contrast in the writer's mind was not between Indian and English students, but between English students of the 'fast' type and English students of the 'hard reading' type. The argument was this. Even in England, where men are of vigorous physique, intellectual distinction can only be won at the cost of a systematic and intelligent pursuit of physical health which alone can enable the student to bear the strain. Much more therefore should health be made the object of thought and of intelligent pursuit in India where the students do not as a rule start with such strong and vigorous bodies. The writer was only in short expanding what Rousseau meant by his well known paradox—"the stronger the body the more it obeys: the feebler the body, the more it commands." From this point of view the pursuit of health becomes a moral duty—the duty of employing the necessary means to gradually build up a strong and healthy body in order that it may be a prompt and obedient servant to the will:—

For that which serves our fleshly need
Subserves the blossom that doth feed
The soul, which is the life indeed

We are sure that the *Mahratta* and the *Record* are in complete agreement on this important matter.

THERE IS no better way of learning a subject than teaching it. Few educational paradoxes are better known than this, and now we have a fresh illustration of its truth in the interesting testimony of Prof. Huxley to the effect on his own mind of his labours in popularizing science. In the eighth volume of his collected essays just published by Messrs. Macmillan he confesses that he has found the task of putting scientific truths into popular language one that taxes not only his literary but his scientific faculty to the uttermost; and that experience has shewn him that there is no better corrective of the tendency to scholastic pedantry which besets all who are absorbed in pursuits remote from the common ways of men than the effort to simplify for beginners.

THERE IS to be a Working Men's International Exposition in the beautiful city of Milan in November next. The exhibition will comprise three general classes—Work, Prevision and Instruction, and under the latter head will be included (1) Industrial Schools, (2) Professional Schools for workmen, (3) Educational Institutions for workmen (Clubs, Libraries, Recreations, &c.), and (4) Bibliography. Applications are to be addressed to the Committee in Milan, Rastrelli Street, by the 30th November next at latest, with a description of the proposed exhibit and the space required. It is hardly to be expected that we in India can throw much light upon this particular corner of the great field of Instruction, but it is much to be wished that some should go from India to learn. A visit to Milan with its Duomo and Brera gallery will be a pleasure for the rest of life to all who can afford it.

SEVERAL of the Scottish Universities are displaying activity in matter of Research Fellowships and propose to give special facilities for scientific investigation not only to graduates of universities, but to other persons who have given satisfactory proof of their fitness for such work. It is proposed also that research students may be admitted to the degrees of Doctor of Science or Doctor of Letters under conditions prescribed. Other ordinances in the same direction have been drafted which shew that once again in the matter of education Scotland aspires to lead the way.

WE are requested by Messrs. Isaac Pitman and Sons to announce that a new monthly periodical with the title of "Foreign

Languages" will be published by them on June first. Besides some entirely original features, and a variety of useful information of special interest to students and tourists, the magazine will contain practical discussions on the best methods of learning foreign languages; dialogues in French, German, Spanish and Italian as reading practice, with copious footnotes; commercial letters, &c. The price will be 2d. We have much pleasure in making the project known.

COLONEL G. A. JACOB, late Superintendent of Army Schools, Bombay, and a well-known Sanskrit Scholar, speaks very highly in the columns of the *Academy* of the Sanskrit works published in Bombay and Poona, contrasting them with similar productions of the presses of Calcutta, Benares, &c., to the disadvantage of the latter in regard to accuracy, beauty of typography, &c. He accords special praise to the work of the Nirnaya-Sagar Press in Bombay and the Anandáshram in Poona, and also speaks very highly of the volumes of the *Bombay Sanskrit Series*.

PROFESSOR SCORGIE, formerly of the Poona College of Science, and Chairman of the Poona Municipal Schools' Committee, has been elected, almost at the head of the poll, as a member of the School Board of Aberdeen, in which city Mr. Scorgie has lived since his retirement on pension.

THE USE OF CHARTS AND DIAGRAMS IN THE TEACHING OF HISTORY.*

What I have to put before you to-night is of a purely technical character, and deals merely with devices and methods for carrying on the actual work of a history teacher. I feel therefore some diffidence in opening the subject, as it may appear to be concerned with matters of mere detail, and to be wanting in that breadth of view and that grasp of educational principles which should characterize the papers read before such a society as the College of Preceptors. I would, however, point out that other 'professional associations, such as the Institution of Civil Engineers, deal largely with technicalities in their transactions; nothing is more common at the meetings of the body mentioned than the narration of practical details of engineering structures by the men who are engaged in building them. To an audience of teachers I may perhaps

* A Paper read before the College of Preceptors by Miss Burstell, B. A. March 14th, 1894

dilate on the technique of our profession, and on the results of experiments I have myself made; and I trust that the somewhat dull descriptions I shall read may have a professional value, although in other respects worthless.

It is desirable, however, to state as a preliminary what I conceive to be the aims of the teaching of history. This subject, like many others, is valuable both for the knowledge its study conveys, and for the training gained in the pursuit of it. The first is often considered the more important object. To know the main facts of history is expected of every educated person; other subjects, such as literature, cannot be properly understood without some historical framework, and—weightiest reason of all—some acquaintance with history is essential for the proper discharge of the duties of a citizen. On the walls of the great historical seminary at John Hopkins University in Baltimore is the motto, "History is past politics, and politics present history." In a State like ours, the Constitution practically requires that every man should understand something of politics; that women, in these days, should not be entirely ignorant of the subject is, perhaps, as necessary. On many grounds, then, a knowledge of the facts of history is desirable. Now I hope to demonstrate this evening that the use of charts and diagrams is of the greatest value in this department.

The training acquired by historical study is more important than the information. Imagination and the moral sense are the qualities thus developed; the teacher who is to fulfil this high office of arousing, developing, and purifying the moral sense must be an enthusiast, must dwell on the broader outlines and more emotional aspects of the subject, must wander into regions where the transcendental questions of right and wrong, of character and destiny, are more weighty than the date of the battle of Naseby, or the parties to the Third Coalition. Now it is to just such a teacher that the aid of a chart is most desirable. She (for a woman is more likely to dwell on the imaginative and ethical side of her subject) is in danger of leaving her pupils with a very confused sense of the relations of events, of dates, and such like matters of accurate perception. The girls enjoy their lesson, they gain from it what is after all the one thing needful: but the teacher has neglected the tithe of mint and anise and cummin, while caring for the weightier matters of judgment and the law. Here the chart with its mathematical accuracy saves both teacher and pupil. Outlines become clear, events fall into their proper relation, dates are remembered. The true teaching of history should always be like the bride of Matthew Arnold's sonnet—

"young, gay,
Radiant, adorned outside; a hidden ground
Of thought and of austerity within."

It is not altogether easy, on psychological grounds, to explain why and how the making and the use of charts is a help to the

memory and an aid to accuracy and clearness of conception. We need some record of the various forms in which children and young people think and remember before judging. One point is nevertheless certain. Discrimination makes retentiveness greater; the more accurately and clearly the mind distinguishes between one impression and another, the more thoroughly does the memory act. Now it is a commonplace to say that we discriminate most accurately by the eye, which takes in at once the whole of what is presented to it. Thus a pictorial representation is recalled when words are forgotten, and a line of poetry or a formula is brought back by thinking of the page in the book from which it was learnt. This leads to the next question: is there any connexion between clearness of ideas and power of memory, on the one hand, and the habit of thinking in space forms, on the other, *i. e.*, are the people with good memories and clear ideas the people who visualize? My own knowledge of psychology is too limited to enable me to speak with authority; but from questioning friends, and from what pupils say as to the help they find from the use of charts and diagrams, I should infer that there is a connexion of some sort. Undoubtedly many people think of the lapse of time as space, which gives the idea of sequence; they imagine a ribbon, as it were, which typifies the lapse of years. If this is at all general, it furnishes a strong argument for the use of charts in history teaching. We can, however, affirm, as the result of experience, that pupils take readily to having a space form provided for them into which they may fit their knowledge.

We shall now pass to the consideration of the charts themselves. Charts and diagrams generally depend upon the principle that duration of time is expressed by length of a line, or by the magnitude of an area. A hundred years may be represented by a hundred equal lengths (inches or half-inches) along a horizontal line, or by one hundred squares of any convenient size, arranged as may be most suitable. Sometimes the division into years may be vertical on the paper, each column being a year; it may as usefully be horizontal. Examples of both are to be seen in the diagrams shewn. Another class is that of the *curves*. These are constructed on the principle of the barometric charts in the newspapers. Length measured along a horizontal line represents time, verticals erected at the various points express the magnitude of some particular phenomenon, such as the price of coin, the area of colonies, the excellence of the coinage, the amount paid in taxes, &c., &c., or in a more general way the tendency to one view or another in the nation, as years pass on. Thus we can have a convenient illustration of the progress of any great movement by drawing a curve connecting the extremes of these vertical lines.

Before passing to the examination of the charts themselves,

we must endeavour to find some criterion to distinguish bad from good. Three principles can be laid down by which we can test any chart that may be brought before our notice.

1. *The chart must be so simple* as to be easily drawn or copied by the pupil. This is of fundamental importance. By actually measuring off lines or areas, the boy or girl forms a conception of the lapse of time, of the distance of one event from another, and of the duration of the period as compared with another. Only by making the chart for himself can the pupil really clear up his ideas. The work of measurement, of drawing lines, of moving the pen or brush through a given distance, helps to form the idea of the lapse of time, just as the ideas of distance, extension, &c., are acquired by the little child through crawling about his nursery floor, or stretching his arms vaguely after whatever attracts his attention.

2. *Charts must include very few details.* If details have to be studied, a separate chart should be made to shew the particular points in question. Clearness is incompatible with multiplicity of detail. A few bold outlines impress the memory; a mass of impressions confuses it.

3. As far as may be, every diagram should afford some scope for originality of treatment; even to vary the colours is something upon which the pupil may exercise his own will. The ideal stage comes when the student makes his charts for himself, as in the great Massachusetts Institute of Technology in Boston, U. S. A. It has often been said, and perhaps with some justice, that our modern school system crushes and depresses originality, or at least affords little opportunity for its exercise. Here the use of charts and diagrams in the teaching of history is important: the pupil can add features of his own, or can develop the ideas in the chart in his own way. I have in my experience seen interesting modifications of diagrams made in this way. This point can, perhaps, be best understood by experiments; set the pupils to work to make diagrams, and they invent for themselves.

Charts must be clear; therefore, any chart which contains a mass of detail, or attempts to illustrate too many points, must be condemned. I have here some examples of such failures which are exhibited as examples of how *not* to do it. In both the principle is excellent, but the attempt to include the whole of the world's history in one diagram has resulted in failure. The first is a long sheet, divided vertically into spaces representing centuries, and horizontally into coloured divisions representing countries. Chief events, names of great men, &c., are written in the proper places; very important events are on white labels—*e.g.*, Hegira. No pupil could well copy such a diagram; it is too large and too detailed, nor can the mind easily grasp such a geometrical confusion. Nothing stands out clearly to attract and fix the attention. For reference a dictionary of dates is as useful and far less cumbersome.

The second, termed "The Stream of History," contains an excellent idea—that of illustrating the rise and fall of Empires, which incorporate smaller States within themselves, by a picture of a stream which increases as it goes on—receiving tributaries, or breaking up into smaller streams. Each stream represents a country and is coloured. The chart is divided vertically into centuries, and the streams roll down the sheet, important events being marked by the insertion of names at the proper places. It shews clearly the isolation of India and China, and illustrates perhaps better than any other means the conquests of Alexander (where the Grecian stream spreads out into a lake), the distribution of his Empire among his generals, and the States thus formed. The universal dominion of Rome is symbolized by a broad mass of red colour across the centuries before and immediately after the Christian era.

The fault of this chart is that there are so many streams (one for each of the historic States in the world), that the pupil becomes confused and interests himself only in the drawing and colouring which he may even find tiresome in its complexity. There is also a serious inaccuracy in deriving England from Rome, and ignoring all that Professor Freeman and others have taught us as to the supremacy of the Teutonic element in our national life. A good teacher could, however, adapt the principle of this chart with great advantage to *portions* of history, more particularly to the growth of the Empire, illustrating the expansion of England by a sort of delta of streams, that representing the American settlements being coloured differently after 1776, and enlarged to symbolize the mighty nation that is neither English nor foreign, but in a third category—American. Another brightly coloured chart shewn since even more in excess of detail. Its crude colours, and the somewhat inartistic pictures scattered up and down it, offend the aesthetic sense; its medley of events, men, customs, may excite curiosity, but can do nothing more. A common variety of chart is one with the facts arranged in parallel columns, with the dates in the margin. Through the courtesy of the Rev. A. Jamson Smith, headmaster of the King Edward's School, Camp Hill, Birmingham, I am able to shew two charts of his illustrating the rise of the British Colonial Empire and the history of the discoveries of the European Powers in the New World. A German chart, by Herr M. Babo, shews the history of Germany, France, and England in parallel columns.

The most useful and valuable of all illustrates the great French War from 1792 to 1815. It is taken from one shewn by Professor Beesly some years ago in his lectures at University College, London. The chart is divided horizontally into spaces, each of which represents a year, the date being put in the margin. The four vertical columns represents the four Great Powers, Austria, Prussia, Russia, and England. Whenever any of these is at war with

France a patch of colour is placed in the space for that year. As the diagram is made of squared paper, even the month of the beginning and end of the war can be accurately shewn. The names of battles and treaties are written in the proper year; thus the various coalitions and military events can be seen at a glance. Any student of this period knows how difficult it is to form a clear idea of the great European wars with Napoleon. This chart solves the problem. It has also another aim: it proves conclusively, that whenever all the four Great Powers were simultaneously at war with Napoleon he was defeated. The fact that Austria made peace in 1805-6 before Prussia declared war—one of great importance—also stands out sharply from the diagram. The efforts made by England and the persistence with which our grandfathers carried on the struggle with France will be noticed at once; the broad, long column of blue, extending, with only a short break of a few months, from 1793 to 1815, impresses the mind vividly through the eye. Pupils make small copies of this diagram with care and pleasure, and find it is a great help in memorizing events.

(The lecturer then proceeded to demonstrate the method of teaching from the diagrams; specimens of pupils' work were also handed round for examination.)

THE INSPECTION OF SECONDARY SCHOOLS.*

WHATEVER the Royal Commission on Secondary Education does or undoes (and I believe they have interpreted the terms of reference in their widest and most comprehensive sense) they will certainly attempt to fill up gaps by planting new schools where they are wanted, and to secure greater efficiency in existing schools. Supposing, what I fancy is probable, that they leave old schools alone, these new schools must obviously be dependent, in the first instance at least, in a more or less degree, either on the taxes or rates. It follows that there must be some audit of accounts, some guarantee that the public money is not being wasted or diverted to different purposes from those intended by the founders. It must, therefore, be determined what the nature and what the extent of this control shall be. Are we to take as a precedent, the very definite and formal plan of inspection which prevails in primary schools, or adopt the looser constitution of secondary schools, or is there a *via media*, a more excellent way, by which the advantages of both systems may be secured without the acknowledged imperfections and drawbacks of either? Such, I take it, is the problem which the Council of the Teachers' Guild has, in its wisdom, set us to solve to-day, and to Mr. Dunn and myself they have committed

* A Paper read by Mr. F. Storr, M.A., before the Sixth Conference of the Teachers Guild, held at Bath, April 1894.

the task, not of working out the solution (that is far beyond *my* powers), but of pointing out the main factors of the problem, and of possibly indicating thereby the general direction in which a solution may be looked for.

I will begin, then, by sketching, in briefest outline, the existing system of supervision, first in elementary and then in secondary schools, and indicating where, in my judgment, they seem defective.

The present system of Government inspection may be said to date from 1861, the year in which Mr. Lowe in his famous (or infamous) Code carried out the recommendations of the Newcastle Commission, urging that the only way to secure the efficiency of elementary education was "to institute a certain examination, by competent authorities, of every child in every school to which grants are to be paid, with a view of ascertaining whether those essential elements of knowledge are thoroughly acquired, and to make the prospects and position of the teachers dependent, to a considerable extent, on the results of the examination."

It would be waste of time; before such an audience; to point out the radical misconception which underlies such a theory of inspection. Indeed, in referring at all to the system of payment by results, which, if not dead and buried, is at its last gasp, I am running a risk of being reminded by younger members of the profession, who have not felt the yoke, that Queen Anne is dead, and receiving a hint from the Chairman to "pass on to the Deluge." But my justification for this far retrospect is twofold. First, I would point out that, though the main causes of offence are happily removed, primary teachers have *still some reasonable grounds* for dissatisfaction as to the way in which their work is appraised. The system, indeed, is changed, but the altered system is administered mostly by the same old staff: and the man who has for half his life weighed children's wits as a butcher does calves' brains, and judged the teacher's labours as a foreman does the bricklayer's piece-work, by his pocket-rule, cannot be expected all at once to adopt the higher calculus; We wish that the primary teacher should enjoy the same liberty, neither more nor less, that we secondary teachers claim for ourselves. Secondly, and on this point I wish to lay the greater stress, there is a grave danger that we secondary teachers should be driven, by our fear of the bondage from which our primary brethren have hardly escaped, into the other extreme, and set our faces against any system whatsoever of State inspection or control. Too many of us—such, at least, is my experience—are too ready to endorse, without reservation, Mr. Thring's dictum, that "teaching and examination are deadly enemies," and hold, with him, that the inspector *ex vi termini* "destroys teaching, because he is bound by law and necessity to examine according to a given pattern, and the perfection of teaching is that it does not work by a given pattern." "Minds," our grand old Cato told us,

and many schoolmasters, who have nothing of the Cato about them save his conservatism, are ready to echo the sentiment, "minds cannot be inspected."

Let us, however, leaving for the nonce examinations out of account, see how a good inspector of the *ancien régime* understood his duties—I am quoting from Mr. Fearon's "School Inspection." "By *inspection* is meant the process of seeing a school at work in the course of its ordinary routine; noting how it is constructed, warmed, drained, ventilated, furnished, and supplied with apparatus and other materials; how its journals, registers, and other records are kept; what is the course of education, physical and intellectual, which it supplies to its scholars; whether it is conducted on the most approved methods for economising time and labour; what is the order and discipline; what the relation of the scholars to their teachers and to one another; how the teachers give their lessons, and how in other respects they are qualified to perform and do perform their duties."

I do not think that any teacher whose conscience is void of offence would have any objection to being inspected after this fashion, provided always he was assured of the inspector's competence. The primary teacher hitherto has had no such assurance, and this, in part at least, is where the shoe pinched. How competent inspectors may be secured I shall consider later on. It is not the inspection itself, but the conditions which may be attached to it, that teachers regard with suspicion or horror. They fear that their work may be gauged in a mechanical way, as convertible into £. s. d., either directly as regards their own salaries, or indirectly as determining the grants to their school. And I am bound to confess that on this score their fears are not wholly groundless. This commercial rule, this principle of the ledger, is carried out in its integrity in Irish intermediate education, and is the very corner-stone of South Kensington. But against such a system in any form or shape, the feeling of the profession is, I believe, unanimous, and seeing the number of teachers and representatives of teachers sitting on the Royal Commission, I think we may rest assured that no such recommendation, or anything analogous to it, will appear in their report.

I pass on to inquire how the efficiency of secondary schools is at present tested, whether these tests are adequate, and if not, what further guarantees may be required by the State and accepted by teachers without endangering their *Lehrfreiheit*.

Roughly speaking, we may say that our grammar schools are not inspected at all, and only to a limited extent examined. There is a governing body composed of local magnates, with the Bishop of the diocese, or one or two University dons. These appoint the headmaster and have the power of dismissal, and they are responsible for the finance of the school, for its buildings and repairs, but there their authority practically ends. With the curri-

culum, the organization, the staff, the discipline they rarely intermeddle. All these matters are left to the headmaster, and so long as the numbers of the school are kept up, and there is no tanding, or roasting, or suicide scandal, the headmaster is an absolute autocrat. When Dr. Butler was asked by the Public School Commission whether there were any changes he would like to see effected in the conduct or management of Harrow School, he answered: "None, or I should have made them myself."

(To be continued.)

MODEL ANSWERS IN SCHOOL MANAGEMENT.

QUESTION.

(a) Explain the value and use of 'Object Lessons.' Say what educational purposes they may serve, and how a course of them should be arranged. (b) Give a graduated list of 20 subjects which would be appropriate for a class of scholars in Standards I. or II.

ANSWER.

(a) *Object Lessons* are valuable and useful chiefly as aids in—

- (1) Developing in the juvenile mind an interest in the world around them;
- (2) Connecting school training with the actual circumstances of life;
- (3) Arousing, exercising, and training the senses;
- (4) Developing the observation, reasoning, and judgment;
- (5) Supplying correct and properly arranged information about common things; and
- (6) Promoting self-education.

As *Object Lessons* should afford a basis of knowledge, and as we should 'proceed from the known to the unknown,' a course of them should be arranged in conformity with the lives and surroundings of the scholars, types of various classes being so dealt with, that an intelligent child shall hereafter unconsciously apply the processes of the lesson to investigating the properties of similar objects.

(b) List of twenty subjects suitable for Standards I. and II.

- (1) *On things at home* (6).
 - (a) Food. Bread as a type.
 - (β) Beverages. Water as a type.
 - (γ) Clothing. Cotton as a type.
 - (δ) A house.
 - (ε) Furniture. A stool as a type.
 - (ξ) Warmth and light. A fire as a type.
- (2) *On things at school, etc.* (2).
 - (a) Books.
 - (β) Writing materials.

- (3) *On the child itself* (2).
 (a) Parts of the body.
 (β) The senses.
- (4) *On things in general* (10).
 A. *Animals* (4).
 (a) Cat, or horse, etc. (beast).
 (β) Hen (bird).
 (γ) Any local fish.
 (δ) Snail or snake (reptile).
- B. *Vegetables* (3).
 (a) Grass (herbage).
 (β) A guava (fruit).
 (γ) Potato (root).
- C. *Minerals* (2).
 (a) Iron (metal).
 (β) Coal (non-metallic).
- D. *Manufactured articles* (1).
 Glass.

QUESTION.

(a) Say what is meant by a good style of questioning, and what are the tests by which you would distinguish a good from a bad question. (b) Discuss the value of catechisms.

ANSWER.

(a) Questions may be divided into three classes:—(1) Tentative, (2) Instructing, (3) Examining. If the style of the questions be adapted to secure these objects, they are skilfully propounded. Do they lay a foundation for information; do they impart information, or do they ascertain how far information has been assimilated? If these questions can be favourably answered the style is probably good.

The following tests, as a rule, will distinguish good from bad questions:—

They must not be (1) too numerous; (2) capable of mechanical or monosyllabic; answers; (3) ambiguous; (4) too suggestive, (5) beyond children's range.

They must (6) preserve logical sequence; (7) excite reasoning processes; (8) be conveyed in simple language; (9) require sentences as answers, and (10) take advantage of and utilise wrong answers.

(b) Catechisms are valuable as (1) occupying the catechumen; (2) breaking up knowledge into digestible morsels; (3) being suitable to logical arrangement; (4) epitomes for more extensive courses.

They are disadvantageous as (1) tending more to knowledge than education; (2) fostering 'cram'; (3) being, through constant use, uninteresting; (4) appealing to the memory more than the reason.

ADDITIONAL QUESTIONS.

1. Say what is the earliest form of mental power observable in the history of a young child, and shew by what sort of school exercises you could encourage and develop it.
2. At what point in your teaching of arithmetic would you introduce 'rules,' and require them to be learned? Give a sketch of a model lesson on 'division by factors,' shewing when and how you would teach the rule for that operation.
3. It is said to be a good principle in teaching that 'we should proceed from the known to the unknown.' Discuss this dictum; and shew how it ought to regulate, for example, the mode of commencing a lesson on some unfamiliar object.
4. What is meant by the faculty of observation, and why is it desirable to cultivate it? Give some examples of exercises calculated to strengthen this faculty;—(1) in a rural school, or (2) in a school situated in a large town.

GOVERNMENT EDUCATIONAL LIBRARY AND MUSEUM.

1. The following new books and fresh additions are now available in the Library.
2. The Library and Museum are open every Saturday from 12 to 5 (Bombay Time).
3. See notice on *Record* for February 1887, p. 44.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 18th June 1894.

Author.	Title of Work.	Publisher.	Price.
	<i>Class 2.—Algebra.</i>		£ s. d.
E. H. Riches, LL.D.	Standard Algebra for Beginners.	T. Laurie ...	0 0 10
	<i>Class 7.—Atlases.</i>		
Bell and Wilson ...	The Young Scholar's Guide to Mapping.	T. Laurie ...	0 1 0
	<i>Class 9.—Botany.</i>		
W. A. Smith, LL.D., and W. Field.	Elementary Botany ...	T. Laurie ...	0 0 0

Author.	Title of Work.	Publisher.	Price.
	<i>Class 10a -- Catalogue of Books, &c.</i>		£ s. d.
.....	The Book seller for May 1894.	Whitaker & Son ...	0 0 6
.....	Laurie's Educational Circular, &c.	T. Laurie ... ..	.....
	<i>Class 14. -- Copy Books and Penmanship.</i>		
.....	Laurie's New Lithographed Copy Books, Nos. 1-10.	T. Laurie ... ..	.....
	<i>Class 16. -- Drawing and Fine Arts.</i>		
Rev. Canon Rich- son, M. A.	Elementary Free Hand Drawing, Copies Nos. 1, 9 and 11.	T. Laurie	0 0 2
	<i>Class 17 -- Education -- Theory and Practice, Systems, &c.</i>		
Elizabeth Rowena	A Text-book of Needle-work, Knitting and Cutting out, &c.	Macmillan & Co.	.....
	<i>Class 22 -- English Composition.</i>		
P. Goyen ...	Principles of English Composition.	Macmillan & Co	.....
	<i>Class 24. -- English Grammar, Etymology, Parsing and Syntax.</i>		
Rowe and Webb ..	An Elementary English Grammar.	Thacker Spink & Co	.....
D. Campbell ...	English Grammar and Analysis.	T. Laurie	0 1 3
	<i>Class 25. -- English Language and Literature.</i>		
J. C. Collins ..	Dryden Satires	Macmillan & Co ..	.....
C Kingsley ...	Westward Ho!	Do. ... ..	.....
T. Armstrong ...	Compendium of English Literature.	T. Laurie	0 1 6
J. S. Laurie ..	Gray's Elegy and Select Odes.	Do.	0 1 0
B. and T. Armstrong	Poetical Readings and Recitations.	Do.	0 1 0

Author.	Title of Work.	Publisher.	Price.
<i>Class 26.—English Readers and Primers.</i>			£ s. d.
J S Laurie ..	The Oriental Readers, Book I.	T. Laurie ...	0 0 6
Do.	Do. do. ,, II	Do ...	0 0 9
Eric Robertson, M.A.	Orient Readers, Primer No. I	Macmillan & Co. .	0 0 5
Do	Do. No. II	Do. ...	0 0 10
Do.	Do. No III	Do. ...	0 1 0
Do.	Do. No. IV	Do. ...	0 1 3
Do.	Do. No. V	Do ...	0 1 6
Do	Do No. VI	Do. ...	0 1 6
J W. Laurie	The Kensington Series Book II.	T Laurie ...	0 0 6
Do	Do. do. III.	Do. ...	0 0 8
J S. Laurie	The Introductory Reader	Do. ...	0 0 6
Do	Laurie's Technical Reader, Book I	Do. ...	0 0 8
Do.	Do. do. Book II.	Do ...	0 0 9
Do.	Do do Book III	Do. ...	0 1 0
Do.	Do. do. Book IV	Do. ...	0 1 0
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DEPARTMENTAL NOTICES.

Building Grants and deviations from sanctioned plans.

NOTIFICATION

The subjoined Government Resolution No. 1063 (Educational Department), dated 18th May 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Poona, 30th May 1894.

Director of Public Instruction.

No. 1063.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 18th May 1894.

Memorandum from the Public Works Department, No. 185-B., dated the 28th February 1894—Transferring, for consideration in the first instance, with reference to Government Resolution No. 2603, dated the 25th November 1893, a Memorandum No. 759, dated the $\frac{14}{17}$ th February 1894, from the Chief Engineer, C. D., who forwards a copy of a letter from the Executive Engineer, Násik, No. 304, dated the 24th January 1894, together with a deviation statement for items in the estimate of constructing the Convent School at Igatpuri; states that it is utterly impossible for an Executive Engineer to exercise proper control over the construction of a building towards which a Government grant has been given, if the private agency by which such building is being erected *conduct business* in the manner adopted by the Convent authorities at Igatpuri, and that some remarks from Government suitable to the occasion seem called for as a warning to other private agencies to conform strictly to the rules; observes that it may be unfair on others to go on the principle of *ex uno disce omnes*, but that undoubtedly laxity of the kind brought to notice necessitates the adoption of more stringent rules restricting the powers of private agency and enlarging those of Executive Engineers in the case of grant-in-aid buildings.

Memorandum from the Public Works Department, No. B—245, dated the 13th March 1894—Transferring, in continuation of that Department Memorandum No. B.—185, dated the 28th February 1894, and with reference to Government Resolution No. 1561, dated the 26th July 1893, a Memorandum No. 990, dated the 5th March 1894, from the Chief Engineer, C. D., who forwarded with other papers a letter from the Executive Engineer, Násik District, No. 717, dated the 23rd February 1894, bringing to notice further deviations made by the Igatpuri Convent School authorities in the estimate of the school.

Report from the Director of Public Instruction, No. 91, dated the 5th April 1894—Stating, with reference to this Department Memorandum No. 630, dated the 28th March 1894, that as the Executive Engineer has warned the school authorities, it is best to leave the matter in his hands; that his final report to Government will make a recommendation; and that if the building is strong and suitable, a grant may be passed not to exceed the original grant and not to exceed half the cost of the work as executed. Observing that a sum of Rs. 2,399 has already been paid, which is somewhat less than half of the value of the work done according to the certificate of the Executive Engineer under date the 21st February.

Report from the Director of Public Instruction, No. 93, dated the 5th April 1894—Stating, with reference to this Department Memorandum No. 543, dated the 13th March 1894, that the points raised can only be settled by the Public Works Department, and that Government Resolution No. 2603 of the 25th November 1893 gives ample power to the Executive Engineer.

RESOLUTION.—The School Managers should be informed that deviations from the sanctioned plans and estimates should not have been made without authority, and that on receiving the final report of the Executive Engineer, Government will consider whether the whole of the balance of the Government grant should be paid or not.

2. To cover cases of the kind, the following rule should be added to the rules promulgated in Government Resolution No. 2603, dated the 25th November 1893 —

In cases of works which are permitted to be carried out by agency other than that of the Public Works Department, no deviation from sanctioned plans and estimates should be made without the previous approval in writing of the Executive Engineer, who should in important cases obtain the orders of the Chief or Superintending Engineer of the Division.

W. LEE WARNER,

Secretary to Government.

TO THE COMMISSIONER, C. D.; THE DIRECTOR PUBLIC INSTRUCTION.

Imperial Institute, London.

NOTIFICATION.

The subjoined Government Resolution No. 1766, General Department, dated 14th May 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 31st May 1894.

Imperial Institute: Exhibition of Artistic and Decorative Pottery, China and Glass, and of Optical Lenses to be held at the—.

No. 1766.

GENERAL DEPARTMENT.

Bombay Castle, 14th May 1894.

Letter from the Government of India, Department of Revenue and Agriculture (Museums and Exhibitions), No. 18—24, dated 14th April 1894:—

“I am directed to enclose copies of a letter No. 428—44 (Exhibition), dated 1st March 1894, from the Secretary and Director of the Imperial Institute, regarding an Exhibition of

Artistic and Decorative Pottery, China and Glass, and Optical Lenses, which is to take place at the Imperial Institute during the forthcoming summer months. I am to draw your attention to the fact that the Exhibition is primarily one of the Pottery, China and Glass manufactures of the United Kingdom, and that examples, illustrative of the condition of these industries in India, are only included on a secondary footing. It will, therefore, be unnecessary to attempt any general exhibition of the Pottery, &c., of the Indian provinces. But as, no doubt, there are in your province persons or firms interested in the manufactures with which the Exhibition is concerned, the official announcement enclosed in Sir F. Abel's letter should be published and communicated to such persons for their information and guidance.

"It is understood that intending exhibitors should place themselves in direct communication with the Secretary, Imperial Institute, London."

RESOLUTION.—Copies of the letter from the Government of India should be forwarded to the officers and departments concerned, for information in continuation of Government Resolution No. 1258, dated 7th April 1894.

2. Copies of the letter should also be forwarded to the Chambers of Commerce, Bombay and Karachi, and the Trades' Association, Bombay, for information.

W. L. HARVEY,

Under-Secretary to Government.

TO THE COMMISSIONER, SIND; THE COMMISSIONER, N. D.; THE COMMISSIONER, C. D.; THE COMMISSIONER, S. D.; ALL COLLECTORS (including the Collectors and Deputy Commissioners in Sind), &c.

Advances for tour expenses.

NOTIFICATION.

The subjoined Government Resolution No 1594 (Financial Department), dated 7th May 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Poona, 1st June 1894.

Director of Public Instruction.

No. 1594.

FINANCIAL DEPARTMENT.

Bombay Castle, 7th May 1894.

Memorandum from the Under-Secretary to the Government of India, Finance and Commerce Department, dated 17th April 1894--Forwarding, for information, copy of the following letter

of the same date, No. 1890-A., addressed by the Government of India to the Government of Madras:—

“I am directed to acknowledge the receipt of your No. 15, dated the 9th January 1894, requesting that the concession of drawing advances to meet tour expenses, which under Article 137 (d) of the Civil Account Code applies to district officers, only, may be extended to all touring officers, or that the Madras Government may be permitted to prescribe from time to time to what officers the privilege should be granted.

“2. In reply, I am to say that the Government of India have no objection to such extension, but I am at the same time to say that, on reconsideration of the orders contained in the letter from this Department, No. 3814-A. of the 2nd September last, the Government of India are of opinion that advances granted under Article 137 (d) of the Civil Account Code should not be applied to the expenditure of any gazetted officer which is meant to be covered by his travelling allowance. In the opinion of the Government of India, an officer of the status of a gazetted officer should not consider it a hardship to have to pay, pending recovery, his personal travelling expenses on an ordinary tour. Moreover it has been ascertained that in none of the large provinces, except Madras, is Article 137 (d) of the Civil Account Code understood to admit of advances of travelling allowance.

“3. In these circumstances, His Excellency the Governor General in Council directs that the orders in the letter of 2nd September 1893 quoted above should be considered as cancelled.”

RESOLUTION.—To be communicated to all Departments of the Secretariat and to the officers concerned under the Revenue, Financial and General Departments, for information.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, &C., &C.

European Stores.

NOTIFICATION.

The subjoined General No. $\frac{A.C.}{245}$, dated 13th April 1894, from the Accountant-General, Bombay, is published for the information and guidance of Educational officers in the Central Division.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 23rd June 1894.

Return of Expenditure on stores for the year 1893-94.

GENERAL LETTER NO. ^{A. C.} 845.

ACCOUNT CURRENT DEPARTMENT.

Bombay, 13th April 1894.

From The ACCOUNTANT-GENERAL, Bombay.

To The DIRECTOR OF PUBLIC INSTRUCTION, Poona.

SIR,—I have the honour to invite attention to the orders of the Government of India, contained in their Resolution No. 185,* dated the 10th January 1893, in the Financial Department, and to request that you will be so good as to call upon all officers subordinate to you to submit their Store Returns for 18'3-94 to your office, in the first instance, as laid down in Government Resolution, Financial Department, No. 2842, dated the 22nd August 1884.

2. These returns should be compiled in your office into one general statement in the form (two copies† of which are herewith forwarded) prescribed in the Resolution of the Government of India quoted above, and the general statement forwarded to this office, not later than the 30th June 1894, in order that my office may compile one consolidated statement for the whole Presidency for submission to Government by the 1st August 1894.

3. In preparing the statement, you should shew, in the columns provided for the purpose, the estimated expenditure that would have been incurred had the articles of European manufacture, purchased locally, been obtained through the Indian Office, and the reasons for making the purchase locally should be given at foot of the statement.

4. These particulars are, this year for the first time, required by the Director-General of Stores, India Office, London (*vide* Government Resolution, Financial Department, No. 2823 of the 14th August 1893), and special attention is accordingly invited to these requirements.

5. The statements of annual estimates of stores, prescribed in paragraphs 20 and 21 of the Resolution of the Government of India, quoted in the 1st paragraph of this letter, should be sent direct to Government and not through this office.

I have the honour to be,

Sir,

Your most obedient Servant,

(Signed) O. T. BARROW,

Accountant-General.

* Published at pages 64-84 of the *Record for March 1893*.—ED., B. E. R.

† Form can be obtained officially.—ED., B. E. R.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF MAY TO THE 15TH OF JUNE 1894.

16th May 1894.—An extension of two months' sick leave is granted to Mr. V. R. Purohit, Fifth Clerk to the Director of Public Instruction.

17th May 1894.—An extension of eight days' leave, without pay, is granted to Mr. Ghulam Mahomed G. Akhund, First Assistant Deputy Educational Inspector, Shikarpur.

Sick leave, for two months and twenty-four days, is granted to Mr. C. N. Mirani, substantive *pro tem.* Second Assistant Master, Hyderabad Training College.

Mr. H. M. Advani, B. A., is appointed Acting Second Assistant Master, Hyderabad Training College.

Mr. Mirzaman Khan is appointed Gymnast in the Shikarpur High School.

18th May 1894.—Privilege leave, for three months, is granted to Mr. V. K. Oke, First Assistant Deputy Educational Inspector, Nasik.

The following appointments are made during the absence of Mr. Oke or until further orders.—

Mr. I. Amirkhan, Second Assistant Deputy Educational Inspector, Nasik, to be Acting First Assistant Deputy Educational Inspector, Nasik.

Mr. M. A. Sohoni, Head Master, Marathi School No. I., to be Acting Second Assistant Deputy Inspector, Nasik.

21st May 1894.—Mr. M. C. Patel, B. A., is appointed substantive *pro tem.* Seventh Assistant Master, Nariad High School.

22nd May 1894.—Mr. V. R. Khole, Head Master, Second Grade Anglo-Vernacular School Sinnar is appointed Permanent Clerk to the Dhulia Training College, and substantive *pro tem.* Second Clerk to the Deputy Inspector, Ahmednagar.

The following appointments are made in the Elphinstone High School on the Gujarati side until further orders:—

Mr. F. R. Billimoria to be Fourth and Acting Third Assistant Master.

Mr. N. P. Desai, B. A., to be Fifth and Acting Fourth Assistant Master.

Mr. V. S. Desai, B. A., to be Sixth and Acting Fifth Assistant Master.

31st May 1894.—Mr. Sirajudin Khan is appointed Assistant Veterinary Officer in the Bombay Veterinary College,

5th June 1894.—Mr. H. S. Upadhye is appointed Second Assistant Master, Dhulia Training School, from the first July 1894.

Leave, without pay, for four months and twenty-three days, is granted to Mr. S. J. Mahomed, Second Assistant Deputy Educational Inspector, Poona Sub-Division.

Mr. R. A. Gaffoor Sola, Second Assistant Deputy Educational Inspector, Thana, is appointed substantive *pro tem.* Second Assistant Deputy Educational Inspector, Poona Sub-Division.

Mr. V. S. Deshmukh is appointed Acting First Assistant Master, Poona High School, during the absence of Mr. H. G. Godbole, or until further orders.

When relieved by Mr. S. S. Savarkar, Mr. G. B. Brohmo is appointed Acting Second Assistant Master, Poona High School, in place of Mr. V. S. Deshmukh, or until further orders.

6th June 1894.—Mr. K. B. Argikar is appointed Acting Third Clerk to the Educational Inspector, Southern Division, during the absence of Mr. C. R. Deshpande.

Mr. R. V. Rege, Eighth Clerk to the Educational Inspector, Southern Division, is appointed substantive *pro tem.* Seventh Clerk in the same office, during the absence of Mr. Pendse.

Mr. B. N. Hallikeri, Third Clerk to the Deputy Educational Inspector, Dharwar, is appointed substantive *pro tem.* Eighth Clerk to the Educational Inspector, Southern Division, *vice* Mr. Rege.

Privilege leave, for one month, is granted to Mr. G. R. Savanur, Second Clerk to the Deputy Educational Inspector, Bijapur, and Mr. V. N. Mandapur is appointed to act for him.

Privilege leave, for one month, is granted to Mr. R. V. Regel, substantive *pro tem.* Seventh Clerk to the Educational Inspector, Southern Division, and Mr. K. S. Yardi is appointed to act for him.

Mr. S. K. Nayampatti, First B. A., is appointed substantive *pro tem.* Seventh Assistant Master, Dharwar High School, until further orders.

8th June 1894.—Privilege leave, for one month, is granted to Mr. D. V. Gupte, Tenth Clerk, Government Central Book Depot, Bombay.

9th June 1894.—An extension of leave, for one month, on medical certificate, is granted to Mr. S. M. Kadu, Second Assistant Deputy Educational Inspector, Bijapur Sub-Division.

11th June 1894.—Privilege leave, for one month, is granted to Mr. K. K. Holbe, Twelfth Assistant Master, Belgaum High School,

and Mr. G. N. Gokhale is appointed to act for him during his absence, or until further orders.

13th June 1894.—Mr. J. G. Shastri, B. A., is appointed Acting Vice-Principal, Ahmedabad Training College.

Mr. C. V. Patel, B. A., Second Assistant Master, Nariad High School, is appointed Acting First Assistant Master, Ahmedabad Training College.

Mr. C. M. Gandhi, B. A., is appointed Acting Second Assistant Master, Nariad High School, for the next term, or until further orders.

The following appointments are made in the Ahmedabad High School:—

Mr. R. A. Sethna, B. A., to be substantive *pro tem*. Third Assistant Master.

Mr. M. B. Belsare to be substantive *pro tem*. Fourth Assistant Master.

Mr. M. G. Trivedi to be substantive *pro tem*. Fifth Assistant Master, and permanent Head Master, Godra, Anglo-Vernacular School.

14th June 1894.—Mr. S. B. Ranade, L. C. E., is appointed Acting Second Assistant Master, Poona High School, until Mr. Savarkar relieves Mr. Brohme, or until further orders.

15th June 1894.—One month's sick leave, on half pay, is granted to Mr. H. M. Nagroni, Third Assistant Master, Shikarpur High School.

Mr. P. N. Shahani is appointed Acting Third Assistant Master, Shikarpur High School.

Mr. N. M. Pajnigar, B. A., is confirmed as First Assistant Master, N. J. High School, Karachi.

Mr. G. M. Ghulam Ali Akhund is confirmed as First Assistant Deputy Educational Inspector, Shikarpur Sub-Division.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public

Instruction, 20th June 1894.

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AUGUST 1894.

[Vol. XXX.]

THE MONTH.

THE Clarendon Press have published in a convenient form, price one shilling, an excellent Report of the remarkable Conference on Secondary Education in England which assembled at Oxford towards the end of last year. The Vice-Chancellor in opening the proceedings mentioned the fact that never before had the University in its corporate capacity sent out invitations to a Conference. And never before had such a representative collection of persons interested in education been called together. There were delegates from every branch of the teaching profession, delegates from all the chief centres of educational authority and influence and representatives of all classes of teachers, male and female, from the Universities to the Primary Schools. The whole field of Secondary Education was perambulated. The need of various types of Secondary Education with special reference to (1) the curricula and gradation of First Grade Schools, classical and modern, Second Grade Schools and 'Higher Grade' Board Schools, (2) the provision of Preparatory Schools for the Upper Grades of Secondary Schools, and (3) the relation between Secondary Schools and the Universities. Also the means of supplying the needs of Secondary Education with special reference to (1) the Central Authority, (2) Provincial and District Authorities, and (3) the Registration of Teachers and Schools. Probably such a collection of experts from Cabinet Ministers and University Dons down to Primary School teachers, and all full to overflowing with knowledge and views on the subjects of the Conference, never assembled together. And how did they go to work? By the reading of papers not exceeding 7 minutes in length and subsequent speeches strictly limited to 5 minutes! What a lesson to Modern India! All introductions, explanations, perorations and every species of "eloquence" were dispensed with. Writers and speakers came to the point at once.

said their say, and sat down. We have said enough we believe to induce Indian educationists to possess themselves of the report of this remarkable Conference. It will repay careful study from many points of view, and throw light and suggestion on many of the educational problems of India.

THE first fruit of the Conference was, of course, the appointment by Government of the Royal Commission on Secondary Education which is now sitting. This Commission is in several respects as remarkable as the Conference—notably in being, we believe, the first Royal Commission on which ladies have sat as members. The world moves. The following is a list of the members of the Commission—The Right Hon. J. Bryce, M.P., a member of the present Cabinet, Chairman, The Right Hon. Sir J. T. Hibbert, M.P., K.C.B., Secretary to the Treasury, Chairman of the County Councils Association; Mr. Henry Hobhouse, M.P., Chairman of the Somersetshire Technical Education Committee; Mr. H. Llewellyn Smith, member of the Technical Education Committee of the London County Council; Mr. R. C. Jobb, M.P., Professor of Greek in the University of Cambridge; Mrs. Henry Sidgwick, Principal of Newnham College, Cambridge; Mr. M. E. Sadler, Secretary to the Oxford University Extension Delegacy; The Rev. A. M. Fairbairn, D.D., Principal of Mansfield College, Oxford; The Hon. and Rev. E. Lyttelton, Headmaster of Haileybury College, Chairman of Council of the Teachers' Guild; Mrs. Bryant, D.Sc., a Mistress of the North London Collegiate School for Girls; Dr. R. Wormell, D.Sc., Headmaster of the London Central Foundation Schools, Deputy-Chairman of Council of the College of Preceptors; The Very Rev. E. C. Maclure, D.D., Dean of Manchester, Chairman of the Manchester School Board; Mr. George J. Cockburn, Chairman of the Leeds School Board; Mr. J. H. Yoxall, Secretary of the National Union of Elementary Teachers; Sir Henry Roscoe, M. P., F. R. S.; The Lady Frederick Cavendish; Mr. C. Fenwick, M. P.—The Hon. W. N. Bruce, one of the Assistant Commissioners for Endowed Schools, will act as Secretary.

THE Secretary of State has intimated to the Government of India, and the Government of India has passed on the intimation to

all local Governments, that in future all requisitions involving the examination of Indian products by Experts in England should be referred to the Imperial Institute, which has now for some time had in operation complete arrangements for the special investigation of Indian economic products. This new departure is one of the first fruits of the great accession of strength to the Imperial Institute which all acquainted with that gentleman foresaw would result from the enlistment on its staff of Dr. Theodore Cooke, late Principal of the College of Science, Poona.

AN enthusiastic supporter of the Bombay High Schools Athletic Association, hints that we have been remiss in not putting on record the "colours" finally adopted by the Schools after a representative meeting which settled the matter. The following are the colours:—Anglo Portuguese School (black, red and yellow); Anjuman-i-Islam School (green with badge on embroidered crescent); Bombay and Chandanwady High School (black and white); Byramjee Jijibhai Charitable Institution (brown and white); Cathedral High School (white trimmed with blue badge: a Bishop's mitre); Elphinstone High School (pink and white), Fort High School (navy blue and white stripes); Free General Assembly's Institution (red and white); John Cannon High School (white with badge: Thistle); Mahim Scottish Orphanage (red Lion rampant on a yellow shield); New High School (chocolate with badge white periwinkle); Proprietary High School (black and light blue); Robert Money Institution (dark blue and stripes); Scottish High School (white with badge, unicorn rampant); Sir J. J. Parsee Benevolent Institution (black and pink); St. Mary's Institution (red, white and blue); St. Peter's Boys' School (black and red); St. Xavier's High School (dark blue with yellow stripes); Parsi Orphanage (Persian blue). We are glad to hear that the working of the Association is most successful.

By way of making amends we may record that sixteen entries have been received for this year's competition of the Association. Of the fourteen schools entered last year three have not sent in teams this year. The number of entries this year has been swelled by five new aspirants for championship honours, *viz.*, the Byramjee Jeejeebhoy Parsee Charitable Institute, the J. N. Petit Parsee

Orphanage, the Antonio da Silva School, the Anjuman-i-Islam School, and the Indo-British Institution which have joined the Association this year. The following is the result of the draw:— (1) Cathedral High School *vs.* Byramjee Jeejeebhoy B. C. Institute; (2) Indo-British Institution *vs.* St. Mary's Institution; (3) Scottish High School *vs.* J. N. Petit Parsee Orphanage; (4) John Cannon High School *vs.* Proprietary High School; (5) Anjuman-i-Islam *vs.* Elphinstone High School; (6) St. Xavier's High School *vs.* Fort High School; (7) St. Peter's Boys' School *vs.* Sir J. J. P. B. Institution; (8) New High School *vs.* Antonio DaSilva School. The first round will have to be played off before the 11th August.

Messrs. MACMILLAN's new "Mathematical Gazette," a terminal journal for students and teachers, ought to be welcomed in India which has from time immemorial been a land of mathematicians. The first number, price sixpence net, appeared in April, and has articles on the Eccentric Circle of Boscovich, Greek Geometers before Euclid, Approximations and Reductions together with Solutions of Examination questions, Questions for Solution and Reviews and Notices—a very appetising bill of fare it must be admitted.

BOMBAY readers will note with pleasure the announcement, by Messrs. Bell and Sons, of a new Manual of Elementary Algebra for the entrance examinations of the Indian Universities by Mr. J. T. Hathornthwaite, the respected Principal of Elphinstone College. The treatise is already in the press and will be published in a few weeks. From Mr. Hathornthwaite's long experience as a teacher and familiar acquaintance with the special class of students addressed, we may with confidence anticipate a text-book that will illustrate the best features of the School of Cambridge mathematicians of which he is so distinguished a member.

THE subject prescribed by the University for the Homejee Cursctjee Dady Competitive Prize Essay is one that will afford plenty of room for writing at large, it being no less than a "Comparison between Wordsworth and Tennyson with illustrative extracts." The competition is open to all graduates and undergraduates of not more than six years' standing from Matriculation, and the

Essays, which must not exceed 100 pages of foolscap size, must be submitted on or before the fourth Monday in June 1895.

THE "Seventh Report of the Dayaram Jethmal Sind College Board for the year 1893-94," is an admirably clear and business-like account of a satisfactory year's work in one of the most interesting non-Government colleges of the Presidency. Mr. B. J. Padshah has acted as Principal during the absence of Dr. Jackson on leave, and gives a pleasing account of the cordial and affectionate relations that exist between the students and the tutorial staff. An interesting fact is that the highest rank in the highest examination of the Bombay University last year was won by a young lady—an undergraduate of this College, who passed the M.A. examination.

BELGAUM has been added by the Syndicate of the University to the list of places at which the Matriculation Examination is held.

THE RIGHT HON. MR. BRYCE ON THE EDUCATIONAL VALUE OF DRAWING.

At the fifth annual exhibition of School drawings held by the Royal Drawing Society of Great Britain and Ireland in April last, the Right Hon. Mr. Bryce, now a Cabinet Minister, made the following interesting and suggestive remarks on the educational value of Drawing. After some preliminary remarks on the history and constitution of the Society, Mr. Bryce continued as follows:—

The objects the Society had in view were to promote the teaching of drawing to every boy and girl as a means of general education. The number of schools had become so large, and the subjects taught so many, that drawing was not to be found in the curriculum of every school. He believed, however, that it was possible to find more room for drawing than they thought. For instance, it was possible to begin drawing at an earlier age than was usual in schools, and if they began with children of four or six they would lay a better foundation for the use of the hand than would be possible by beginning later. They could not keep children too much at one thing that demanded close attention. Therefore they might usefully let children spend a little time at drawing, which did not make such a demand on the faculty of reason as arithmetic and grammar. In other words, the drawing he spoke of did not involve the strain upon the faculties that would be made by some more advanced subjects. As regarded the exhibition itself they must be interested in seeing not only so much talent, but such a variety of talent. He believed that the judges had expressed themselves satisfied with the present exhibition, as marking an advance

on previous exhibitions. Four things struck him—first, the indications of finish in the mechanical drawings; secondly, the delicacy of finish and accurate perception shewn in the drawings of flowers, of which he said there were some charming specimens; thirdly, the feeling in the treatment of the landscape drawings and the sense of life which they shewed; and, lastly, the attempts, not numerous, but which seemed to be extremely clever, at figure drawing. Proceeding, he said he thought they ought not to estimate the use and value of such a society as that merely by the number of artists. There were some people who had no talent for art. Others had great talent, and would at once make headway. Most great artists had in fact shewn their power at a very early age. But there was another class that lay midway between the two he had named, who could produce fair work and derive benefit from the study. He thought he belonged to that class himself, though he was not taught as pupils were taught now. But he was able to make use of drawing to preserve, for instance, the character of a building or a mountain. It was not, however, in that direction that the value of the training lay. It lay rather in the strengthening of the faculties of observation and in the cultivation of an elevated taste. It was extraordinary how few knew how to see a thing. Close observation was required to see things in botany or geology, and the same might be said of the value of drawing in the cultivation of taste. He spoke also of the way in which the study of architecture helped to the study of history, and went on to remark that when the love of art was more diffused in London he hoped they would see better ideas of art in their streets. People would then be able to compare a building like Westminster Abbey with the new police buildings on the Embankment (laughter). They might also then have more sacredness for nature, and more desire to preserve it. They might not see so many ugly buildings put up, and a place like the Embankment might not be disfigured by ugly advertisements. In conclusion, he argued that the study of art would tend to quicken and deepen what was perhaps the keenest and most enduring pleasure of life, the power of enjoying beauty (applause). On the motion of Mr. H. W. Hoare, seconded by Sir Douglas Galton, a vote of thanks was passed to Mr. Bryce for his address.

THE INSPECTION OF SECONDARY SCHOOLS.

(Concluded from p. 157.)

Inspection, I repeat, there is none; and as for examinations, whether those of the Joint Board, taken generally by the higher grade schools, or the University Locals, which are patronised by lower grade schools, these are a partial and insufficient test of general efficiency. They affect only the highest forms, and the choice of subjects allowed is so wide that it is quite possible for a

school to distinguish itself highly while neglecting or omitting wholly some of the fundamentals of a liberal education. Scholarships, again, by which the public mainly, and newspapers wholly, estimate the success of a school, put a premium on precocious specialisation, and offer a temptation that few headmasters are strong enough to resist. The classical candidate drops his mathematics, the mathematical candidate drops his classics, and both drop their modern languages, history, and geography for the last year or two of their school life. These subjects do not "pay" in University examinations. And what of the 90 per cent. who never reach the sixth form and have no intention to proceed to the Universities? What guarantee have parents that these are properly taught? Does not the present system, or want of system, tempt headmasters to skim the cream and let the buttermilk go into the pig-tub? Are not the lower forms of our public schools often overcrowded and undertaught, because all the energies of the head and his ablest assistants are directed to training prize-winners? One more criticism as to the present conduct of examinations. The Joint Board undertakes, if desired, to examine schools *en bloc*, and some schools, I am aware, do submit a considerable section of their pupils to such a test, but the reports of the Board are private and confidential, and I never heard of an instance in which an unfavourable report was made public. Such reports may be most instructive to the governing body and the headmaster, but they are a closed book to the parents.

If my premises are granted—and though some headmasters may take exception to some of the details, they can hardly dispute the main statement of facts—it follows that the ideal inspection we desiderate must be laid on new lines of his own. Our secondary schools will not submit to the Whitehall inspectorate; they cannot hope to continue the *ἀνεξέταστος βίος* they lead at present; they must submit to some sort of inspection. The question we have to solve is whether this inspection shall be local, exercised under the control of the Governing Body, or School Board, or County Council, as the case may be; or committed to the Universities—an extension of their existing Examination Boards and Syndicates; or shall it be a department of State, analogous to, but quite distinct from, the present Education Department? These as far as I can see are the three possible alternatives, from which there is no escape. As to the first, I would call your attention to the experience of one of the greatest authorities on education in America. In his article on the United States, in Buisson's *Encyclopædia*, Dr. Philbrick says: "It is certain that, when schools have been given up exclusively to the district school authority, without any control or direction from the superior State authorities—in other words, where decentralization has been carried to its furthest limits, the results have been the least satisfactory." The second alternative will, doubtless, commend itself to most public school-

masters. They are themselves University men, and in touch with the Universities, and they can trust their brethren to judge them kindly and fairly. If we must have inspection, they will say, let us fall into the hands of our own kith and kin, and at least escape the dead hand of the State. But this happy solution, it seems to me, labours under one fatal objection. Primary teachers will not away with University inspectors; and even if we leave primary teachers out of our reckoning, the lower we go in the scale of secondary schools, the less capable are University dons of estimating their merits or defects. They have not taught in such schools; they have not even been pupils in them. There are two postulates which, I take it, every member of the Teachers' Guild will endorse. First, that inspectors should have served themselves as teachers; secondly, that they should have received a special training or apprenticeship. The Universities offer no guarantee that either of these conditions will be fulfilled. It seems, then, that we are driven by the argument, in the last resort, to State inspection, and I shall devote the few minutes still at my disposal to suggesting that the State is not, and need not be, the Egyptian task-master that Mr. Thring's fervid imagination pictured it; that, with proper safeguards, we teachers have no reason to dread State intervention, but should rather welcome it, as a refuge from a hundred petty tyrants—the butcher, the baker, and candlestick-maker, the vestryman and the town-councillor.

For an analogy to school inspection, as I conceive it, we must look to other countries, and perhaps the nearest analogue to the ideal school inspector is to be found in the American school superintendent. Here is his portraiture, taken on the spot by Dr. Fitch: "Within his own domain, whether a State, a county, or a city, he combines in himself the characters of a minister of public instruction, an inspector of schools, a licenser of teachers, and a professor of pedagogy. He has almost invariably been himself a teacher." *Mulatis malandis*, this is the inspector we require. By American teachers, the superintendent, a Dr. Philbrick, a Dr. Harris, a Colonel Payn, is not regarded as an exacting task-master, but as an adviser, an assessor, an *amicus curiæ*. Our inspector will not, like the American superintendent, be subject to triennial re-election by a popular vote, but irremovable like the judges. He will not, like the American superintendent, issue definite programmes, prescribe the work in each grade and lay down the methods of teaching. His instructions will be to inquire what each school proposes to do, and report how far, in his opinion, it does it. He will have no power of direct interference. He will be appointed (so, at least, I should like to see it) by the Minister of Education from a list of properly qualified candidates submitted to the Minister, as in France by the Conseil Supérieur, that is, the representative body of teachers. He will inspect, not examine, though I would give him the power of examining in any case he thinks it

desirable. But, generally speaking, I should wish to see examinations left as they are, that is to say, I would leave to schools the option of the public examination board to which they submit their pupils, with perhaps some safeguard against the present abuse of sending in only select candidates. For with such inspection as I propose we need not fear the evil to which I have alluded—the neglect of the younger and less promising pupils. The inspector in his visits, though he does not examine himself, will hear lessons given in various classes, and report, of course, on the proportion of masters to pupils. I need hardly add that I would assign such salaries to those inspectors as to attract the very pick of the assistant masters, or even the less prosperous of our plutocrats.

Does any one, in spite of the provisos and safeguards I have stipulated, conjure up the ghost of Robert Lowes as Inspector Shylock cutting his pound of flesh by way of sample from primary and secondary schools alike, weighing it in his official balance, and enquiring blood, muscle, nerve tissue, fatty degeneration, &c., in his official tables? I would remind our alarmist that Robert Lowe was a lawyer and a politician, *not a trained teacher*, or a teacher at all, unless you reckon as such a University coach. I would remind him, further, that this system of State inspection is in force at present, and applies to all schools which come under the Charity Commission. The Charity Commissioners are charged with the inspection of schools; they receive the reports of examiners, and they have, further, the power (though I believe they have never yet exercised it) of themselves appointing examiners. If our liberties have in no case been infringed or even threatened by a non-professorial body composed mainly of lawyers, need we fear that they will be endangered when entrusted to the guardianship of a professional body selected, if not appointed, by ourselves?

I have said nothing of what I may call the non-contentious part of an inspector's function. All will agree that it would be an advantage to our secondary schools that the buildings, the sanitary arrangements, the plant and apparatus should be periodically inspected by an expert; and those who have been educated at one of our great public schools will bear witness that Harrow and Eton need external supervision in these respects as much as the poorest village schools. To the remaining question that I proposed I need hardly give a formal answer. I can see no valid reason why the inspection of primary and secondary schools should differ in kind. As in other countries, there will naturally be two or more classes of inspectors. The supply of Matthew Arnolds, who would serve equally for either grade, is limited. But they will pursue the same method, the method I have roughly and imperfectly adumbrated, *not that of the detective, or gauger, or tax-gatherer*, but of the guide, philosopher, and friendly monitor.

MODEL ANSWERS IN SCHOOL MANAGEMENT.

QUESTION.

Write full notes of a lesson on Greatest Common Measure.

ANSWER.

Class—Standard V. : *Time*, 40 minutes.

Apparatus—Two-foot rule, weights, coins, etc.

Educational Objects—(1) To impart knowledge; (2) to promote mental insight; (3) to improve the calculating powers.

Presupposed Knowledge.—The four simple rules, knowledge of factors, and prime numbers.

MATTER.

1. A *Measure* of a number or quantity is contained an exact number of times in that number or quantity. The number containing the Measure may be called a Multiple.

2. A *Measure* may be *common* to more than one number.

3. A Multiple may have more than one *Measure*.

4. A *Prime number* is one that cannot be factorised.

5. The *Greatest Measure* of a number is the greatest number that will exactly divide it.

6. The *Greatest Common Measure* (G. C. M.) is the greatest number that will exactly divide into two or more numbers.

7. The Greatest Common Measure is the product of the common factors.

8. The Greatest Common Measure is obtained by 'alternate division.'

METHOD.

1. Six is contained an exact number of times in twenty-four; six inches in two feet; four ozs. in a lb.; and 4 annas in a rupee. A measure is akin to a factor, and a multiple to a product.

2. Six is also contained an exact number of times in twelve, in eighteen, six inches in one foot eighteen ins. and two feet. Give instances of similar uses of the word *common*. If there be two numbers, one of which measures the other, that number is a *common measure* of both.

3. Twenty-four is measured also by *twelve*, *eight*, *four*, *three*, *two*. Of course unity and the number itself are always measures of that number. Fifty-nine and one, both measure fifty-nine.

4. Give instances of prime numbers. Every number not prime must have at least two measures. Two prime numbers have no common measure except unity.

5. This definition excludes the number itself as being practically useless.

6. This definition can be elicited by questioning from the children, for they have been taught, what a *Measure* is; a *Common Measure*, and a *Greatest Measure*.

7. G. C. M. of 1881 and 8118 is 99, for $1881 = 99 \times 19$, and $8118 = 99 \times 82$; 19 and 82 being prime to each other.

Explain the difference between prime numbers, and numbers prime to each other.

8. *Examples*—13 and 91 (one division).
 91 and 104 (two divisions).
 104 and 195 (three divisions).

Ans. $\begin{array}{r} 13 \overline{)91} 7 \\ \underline{91} \\ \dots \end{array}$	$\begin{array}{r} 91 \overline{)104} 1 \\ \underline{91} \\ \dots \end{array}$ Ans. $\begin{array}{r} 13 \overline{)91} 7 \\ \underline{91} \\ \dots \end{array}$	$\begin{array}{r} 104 \overline{)195} 1 \\ \underline{104} \\ \dots \end{array}$ $\begin{array}{r} 91 \overline{)104} 1 \\ \underline{91} \\ \dots \end{array}$ Ans. $\begin{array}{r} 13 \overline{)91} 7 \\ \underline{91} \\ \dots \end{array}$
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N.B.—(1) The proof of this process will occupy the major portion of another lesson.

(2) Children must give illustrative examples at end of every section.

QUESTION.

(a) Say what are the intellectual processes concerned in an effort of memory. (b) Show in what way such an effort is dependent on the principle of association.

ANSWERS.

(a) *Memory* consists of both *retention* and *reproduction*. That these two processes are perfectly distinct is proved by temporary forgetfulness of some fact and subsequent remembrance thereof.

Reproduction is either active of itself, when it is called *Reminiscence*, or stimulated, in which case it is named *Suggestion*. Probably *Suggestion* covers much of what is generally deemed the province of *Reminiscence*.

(b) Suggested reproduction is that portion of memory which depends upon association.

ADDITIONAL QUESTIONS.

1. What is meant by mental suggestion, or the 'Association of Ideas?' Give some examples, and show in what sort of school lessons the 'Principle of Association' is of most importance, or is best illustrated.

2. What are the mental processes concerned in an act of remembering? Distinguish between memory of words and the

memory of things, of facts or of truth. Say when, and how far, a teacher is right in requiring the exercise of merely verbal memory.

3. Describe the best system of drill and physical exercises which you know, and say what sort of apparatus, either for use in school or in the playground, would be of most service in such exercises.

4. Describe what appear to you to be the wisest and most effectual ways of dealing with disobedience or other misconduct (a) in the case of very young children, and (b) in a school for older children.

GOVERNMENT EDUCATIONAL LIBRARY AND MUSEUM.

1. The following new books and fresh additions are now available in the Library.

2. The Library and Museum are open every Saturday from 12 to 5 (Bombay Time).

3. See notice on *Record* for February 1887, p. 44.

T. B. KIRKHAM,

Educational Inspector, C. D.

Poona, 18th July 1894.

Author.	Title of Work.	Publisher.	Price.
	Class 6.— <i>Arithmetic.</i>		£ s. d.
.....	Macmillan's Mental Arithmetic for Standard I	Macmillan & Co. ...	0 0 2
.....	Do. do. IV.	Do. ...	0 0 2
T. B. Lock, M. A., and T. C. Lewis, M.A.	Arithmetic for Schools ..	Do. ...	0 4 6
.....	Macmillan's Mental Arithmetic for Standards I & II.	Do. ...	0 0 6
.....	Do. do. III & IV.	Do. ...	0 0 6
.....	Do. do. V & VI.	Do. ...	0 0 6
T. B. Lock, M. A. and G. Collar, M. A.	Arithmetic for the Standard—Standard I.	Do. ...	0 0 2
Do. ...	Do. do. II.	Do. ...	0 0 2
Do. ...	Do. do. III.	Do. ...	0 0 2
Do. ...	Do. do. IV.	Do. ...	0 0 2
Do. ...	Do. do. V.	Do. ...	0 0 3
Do. ...	Do. do. VI.	Do. ...	0 0 3
Do. ...	Do. do. VII.	Do. ...	0 0 3

Author.	Title of Work.	Publisher.	Price
	<i>Class 10a — Catalogue of Books, &c.</i>		£ s. d.
.....	Cassell & Co.'s School Catalogue.	Cassell & Co.	.....
.....	The Book-seller for June 1894.	Whitaker & Sons...	0 0 6
.....	A Catalogue of Books (Ancient and Modern) relating to Asia.	Francis Edwards ...	.....
.....	Macmillan's Catalogue of Books.	Macmillan & Co. ...	.....
	<i>Class 14. — Copy-books and Penmanship.</i>		
.....	Arnold's Copy-books, Nos. 1½ and 5.	Macmillan & Co. ...	.....
	<i>Class 23 — English Composition.</i>		
P. Soyen ...	Principles of English Composition.	Macmillan & Co. ...	.....
	<i>Class 25. — English Language and Literature.</i>		
H F. Lester, B.A. ...	Lessons in Our Laws or Talks at Broadacre Farm.	Cassell & Co. ...	0 1 6
Do	Do. Part I	Do.	0 1 6
Charles Kingsley ...	Westward Ho! ... Part II	Macmillan & Co. ...	.....
T. C. Collins ...	The Satires of Dryden ..	Do.	.....
.....	Readings in English Literature.	W. & R. Chambers.	0 2 6
	<i>Class 56. — English Readers and Primers.</i>		
.....	Cassell's Modern School Series, First Coloured Reader.	Cassell & Co. ...	0 0 4
.....	Do. Second do.	Do.	0 0 4
.....	Do. Third do.	Do.	0 0 4
.....	Cassell's "Readable" Readers, First Reading Book.	Do.	0 0 7
.....	Do. Second do.	Do.	0 0 8
.....	Do. Third do.	Do.	0 1 0
.....	Do. Fourth do.	Do.	0 1 0
.....	Do. Fifth do.	Do.	0 1 3
.....	Do Sixth do.	Do.	0 1 3
.....	The Globe Readers, Primer I.	Macmillan & Co. ...	.....
.....	Do. do. II.	Do.	.....

Author.	Title of Work.	Publisher.	Price.
	<i>Class 32.—Geometry</i>		£ s. d.
J. Richardson, M. A., and F. S. Bamsey, M.A.	Modern Plane Geometry .	Macmillan & Co. ...	... ..
	<i>Class 34.—Greek.</i>		
W. Leap and M. A. Bayfield.	Elementary Classics—The 24th Book of the Iliad.	Macmillan & Co. ...	... ..
C. H. Keene, M.A. ...	Do. Tales from the Cyropædia of Xenophon.	Do. ...	... ..
W. J. Suthery, M. A. and A. S. Gravo, B.A.	Do. The Fall of Plataea and the Plague at Athens.	Do. ...	... ..
	<i>Class 38.—History and Biography.</i>		
.....	Macmillan's History Rea- ders, Book II.	Macmillan & Co. ...	0 0 10
	<i>Class 42.—Latin</i>		
C. H. Keene, M.A. ..	Elementary Classics— Tales of the Civil War from Cæsar's Com- mentaries.	Macmillan & Co. ...	... ..
F. C. Smith	Do. Selections from Quintus Curtius	Do. ...	... ..
W. Welch, M.A., and C. S. Duffield, M.A.	Elementary Classics—Ex- ercises in unseen transla- tion in Latin.	Do. ...	... ..
	<i>Class 63.—Sanskrit.</i>		
Gustav Oppert, Ph.D	The Grammar of Sakta- yana, Vol. I.	S. P. C. K. Press ..	... ..
Do.	The Vajayanti of Yādva- prakasa.	.....	... ..
C. M. Ghosha, M. B., B.A.	Chhandah Sār Sangraha...	Gidasa Chunden Mahopadhyaya.	0 4 0
	<i>Class 64.—Science.</i>		
Hugh Gordon, M.A.	Elementary Course of Prac- tical Science, Part I.	Macmillan & Co. ...	... ..
	<i>Class 68.—Trigonometry and Logarithms.</i>		
H. S. Hall, M.A., and S. R. Knight, B.A.	Elementary Trigonometry	Macmillan & Co. ...	0 4 6

BOOKS SANCTIONED.

NOTIFICATION.

The following book has been sanctioned, as a special case, by the Director of Public Instruction, for Libraries and Prizes:—

History of Gujarat in English, by Mr. Edulji Dossabhoy. Price Rs. 3.

G. B. NÉNÉ, Curator,
21st July 1894. Government Central Book Depôt.

DEPARTMENTAL NOTICES.

Exchange Compensation Allowance.

NOTIFICATION.

The subjoined Government Resolution No. 2093 (Financial Department), dated 23rd June 1894, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,
21st July 1894. Director of Public Instruction.

No. 2093.

FINANCIAL DEPARTMENT.

Bombay Castle, 23rd June 1894.

Memorandum from the Deputy Secretary to the Government of India, Finance and Commerce Department, dated 29th May 1894—Forwarding copy of the following letter No. 2630-Ex. of the same date, addressed by that Government to the Government of Bengal:—

“I am directed to acknowledge the receipt of your letter No. 2456-F., dated the 16th April 1894, enquiring in connection with the case of Mr. R. A. D. Bignoll, Private Secretary to His Highness the Maharaja of Kuch Behar, as to the procedure to be followed in deciding the claims to exchange compensation allowance of officers in foreign service.

“2. In reply, I am directed to say that in each case it is for the foreign employer to decide in the first instance whether he is willing to grant the allowance or not. If he signifies his desire to give the allowance, the sanction of the Government of India should be applied for, with a full statement of the grounds on which the officer considers himself to be eligible for the allowance. When the application is received, the Government will decide whether the allowance is admissible under rule or not.”

RESOLUTION.—To be communicated to all Departments of the Secretariat and all Heads of Offices under the Revenue, Financial,

General, Judicial, Political, Educational, Marine, and Ecclesiastical Departments, for information and guidance with reference to Government Resolution No. 652*, dated 17th February 1894.

W. L. HARVEY,

Under-Secretary to Government.

To All Departments of the Secretariat, &c.

Exchange Compensation Allowance.

NOTIFICATION.

The subjoined Government Resolution No. 2211, dated 5th July 1894 (Financial Department), is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Poona, 18th July 1894.

Director of Public Instruction.

No. 2211.

FINANCIAL DEPARTMENT.

Bombay Castle, 5th July 1894.

Resolution of the Government of India, Finance and Commerce Department, No. 3183-Ex., dated 26th June 1894:—

“ Read—

Resolution in this Department, No. 661-p., dated the 6th February 1894, regarding the grant of exchange compensation allowance to officers of Government in foreign service.

“ The Governor-General in Council directs that paragraph 3 of the Resolution read in the preamble, ruling that exchange compensation allowance to an officer in foreign service of the first kind should be calculated on assumed pay, and in other cases on the actual sanctioned salary of the officer, be cancelled.

“ ORDER.—Ordered, that this Resolution be communicated to the several Departments of the Government of India; to all Local Governments and Administrations; to all Heads of Departments subordinate to the Finance Department; to the Comptroller and Auditor-General; and to Accountants-General and Comptrollers.

“ Ordered also, that the Resolution be published in the *Gazette of India.*”

RESOLUTION.—Copies of the Resolution should be forwarded to all Departments of the Secretariat, and all Heads of Offices under

* See *Record* for April last, p. 86.—Ed.

the Revenue, Financial, General, Judicial, Political, Educational, Marine, and Ecclesiastical Departments, for information and guidance, with reference to Government Resolution No. 652, dated 17th February 1894.*

W. L. HARVEY,
Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, &c, &c.

Municipal Taxes on Government Buildings.

NOTIFICATION.

The subjoined Government Resolution No. 2544, dated 9th July 1894 (General Department), is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Poona, 18th July 1894.

Director of Public Instruction.

No. 2544.

GENERAL DEPARTMENT.

Bombay Castle, 9th July 1894.

Memorandum from the Judicial Department of the Secretariat, No. 554, dated 27th January 1894—Transferring for the necessary sanction, with further correspondence, the following papers :—

Letter from the Commissioner of Police, Bombay. No. 4779—5, dated 4th August 1893 :—

“ I have the honour to forward herewith, for the information of Government, copy of correspondence relating to the water connection made to Police Chanki assessed by the Municipality under Ward No. 4817, Street No. 59, Mázgaon Road, and to request that Government may be pleased to sanction the payment of the sum due to that Department on that account until the end of the current official year, the expenditure being met from general savings under ‘ 20, Police.’

“ 2. I would also request that Government be solicited to instruct the Accountant-General to make due provision

* See *Record* for April last, page 86.—ED.

for this expenditure in the Budget Estimates of this Department in future.

"3 I hereto attach the requisite re-appropriation statement."

Memorandum from the Accountant-General, No. P.A.—13650, dated 10th August 1893:—

"The Accountant-General has the honour to state that there is no audit objection to sanction being given to the charge in connection with the water-supply to the Police Chauki at Máthárpákhádi to be met from savings under '20, Police' as suggested by the Commissioner of Police, Bombay."

Memorandum from the Judicial Department of the Secretariat, No. 589, dated 29th January 1894—Transferring for disposal with reference to Government Resolution, General Department, No. 4088, dated 10th October 1890, a letter No. 6083, dated 22nd December 1893, and accompaniments from the Inspector-General of Prisons, who requests that, in the circumstances stated in the correspondence forwarded by him, sanction may be accorded to the payment to the Bombay Municipality from 1st April 1893, of halálkhor tax on the Common Jail, Criminal Side, at the increased rate of Rs. 164-9-0 per month; and requests also that the Accountant-General may be authorized to pass the payment of any increase over the sanctioned sum (*vide* Government Resolution, General Department, No. 4088, dated 10th October 1890), for a similar service rendered by the Municipality to Her Majesty's House of Correction which may be claimed.

Letter from the Inspector-General of Prisons, No. 743, dated 10th February 1894—Forwarding for orders in continuation of his letter No. 6083, dated 22nd December 1893, a letter No 103, dated 26th January 1894, and accompaniments, from the Superintendent, Her Majesty's House of Correction, Bombay, regarding the claim preferred by the Bombay Municipality to an increased conservancy charge at the rate of Rs. 164-4-0 per month on the House of Correction.

Memorandum from the Accountant-General, No. P.A.—30598, dated 23rd February 1894—Stating that the extra charge, if sanctioned, will be met from savings in the total grant for Provincial Services.

Memorandum from the Judicial Department of the Secretariat, No. 1699, dated 6th March 1894—Transferring the above for disposal in continuation of the memorandum from that Department, No. 589, dated 29th January 1894.

Memorandum from the Judicial Department of the Secretariat, No. 2070, dated 24th March 1894—Transferring for disposal with reference to Government Resolution No. 4345, dated 28th

November 1892, a letter No. 25, dated 8th March 1894, from the Superintendent of Her Majesty's Common Jail, Civil Side, Bombay, who forwards copy of a letter from the Accountant-General, Bombay, No. P. A. 30338, dated 22nd February last; and requests that, in the circumstances stated, sanction of Government may be obtained to the payment of the bill for special halalkhor service rendered by the Bombay Municipality.

RESOLUTION.—The sanction of Government should not be held to be necessary for the payment of water and halalkhor taxes as in the case of the house-tax, and the ruling continued in Government Resolution No. 2427,* dated 13th July 1893, with regard to the house-tax should be extended to the other two taxes mentioned above. Government also consider that where water is charged for by measurement and does not depend in any way on the assessment or valuation of the premises, a certificate from the Executive Engineer is not necessary and that all that is required is the sanction of Government in the department concerned to the water connection for the building in question being included in the Government water connections. The head of office occupying the building should, however, in such cases certify that he has checked the quantity of water supplied and found it correct.

2. In the same manner when the charge on account of halalkhor tax is founded on service rendered, and not on the value of the property, the head of office in charge of the building concerned has better data than the Executive Engineer on which to base an estimate of the extent of the service, and should be the certifying officer. If it is desired to challenge the fairness of the rate at which the total charge is calculated, the officer concerned should take the opinion of the Executive Engineer.

3. The arrear and current payments of the amount of water and halalkhor taxes on the buildings now in question should be made after verification of the charges in accordance with the principles laid down above.

W. L. HARVEY,

Under-Secretary to Government.

TO THE COMMISSIONER OF POLICE, BOMBAY; THE ACCOUNTANT-GENERAL; THE INSPECTOR-GENERAL OF PRISONS; AND ALL OTHER HEADS OF OFFICES UNDER THE CIVIL DEPARTMENTS OF THE SECRETARIAT, &c.

English Books for Anglo-Vernacular Standards (1894).

NOTIFICATION.

The following lists of English books, suitable for use under the Anglo-Vernacular Standards with additions up to date, are

* See Record for September 1893, p. 217.—ED., B.E.R.

published by order of the Director of Public Instruction, and Head Masters are recommended to select from these Lists.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, Office of the Educational Inspector, C. D.,
20th July 1894.

STANDARD IV.

Prose.

1. Sandford and Merton.
2. Swiss Family Robinson.
3. Evenings at Home.
4. Clodd's Childhood of the World.
5. Chambers' Moral Class Book.
6. Gulliver's Travels.
7. Chambers' Short Stories.
8. Æsop's Fables (Chandos Classics).
9. New Royal Readers, No. IV.
10. Longman's New Readers, No. IV.
11. Collins' Improved Illustrated Reader, Book IV.
12. Blackie's Graded Readers.
13. Cassell's Readable Readers, No. IV.
14. Macmillan's Globe Readers, No. IV.
15. Orient Readers, No. IV.

Poetry.

1. Pope's Iliad of Homer, Book I.
2. Macaulay's Lays of Ancient Rome.
3. Mr. Wadia's Gems of English Poetry.
4. Children's Treasury of Song.
5. Any first Poetry Book, such as "Words from the Poets" (Macmillan).

STANDARD V.

Prose.

1. Æsop's Fables (Chandos Classics).
2. Lamb's Tales from Shakespeare.
3. Robinson Crusoe.
4. Pilgrim's Progress.
5. Chambers' Exemplary Biography.
6. Swiss Family Robinson.
7. Charlotte Yonge's Book of Golden Deeds.
8. Storr and Turner's Canterbury Chimes.
9. Chambers' Short Stories.
10. The New Royal Readers, No. V. or VI.
11. Longman's New Readers, No. V. or VI.

12. Cassell's Readable Readers, No. V. or VI.
13. Macmillan's Globe Readers, No. V. or VI.
14. Orient Readers, No. V. or VI.

Poetry.

1. Pope's Homer's Iliad.
2. Scott's Lady of the Lake.
3. Goldsmith's Deserted Village.
4. Do. Traveller.
5. Macaulay's Lays of Ancient Rome.
6. Bradshaw's Anthology.
7. Wadia's Gems of English Poetry.
8. Words from the Poets (Macmillan).

STANDARD VI.

Prose.

1. Goldsmith's Vicar of Wakefield.
2. Do. Citizen of the World.
3. Charlotte Yonge's Book of Golden Deeds.
4. Edgeworth's Moral Tales.
5. Do. Popular Tales.
6. Macaulay's Clive.
7. Do. Hastings.
8. Addison's Papers on Sir Roger De Coverley.
9. Blackie's Readings from Addison's Spectator.
10. The New Royal Readers, No. VI.
11. Blackie's Readings from Sir Walter Scott.
12. Smile's "Duty."
13. Irving's Life of Columbus.
14. Macmillan's Globe Readers, No. VI.
15. Orient Readers, No. VI.

Poetry.

1. Cowper's Task.
2. Do. Retirement.
3. Scott's Marmion.
4. Goldsmith's Deserted Village and Traveller.
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APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF JUNE TO THE 15TH OF JULY 1894.

18th June 1894.—Mr. Shaik Sardar, Seventeenth Assistant Master, Poona High School, is appointed substantive *pro tem.* Second Assistant Deputy Educational Inspector, Thana Sub-Division.

Mr. B. M. Kale, B A., is appointed Acting 6th Assistant Master, Sholapur High School, during the absence of Mr. Paranjpe, or until the end of October.

20th June 1894.—The following appointments are made in the Dhulia High School, pending the arrival of Mr. Brahme, or until further orders.—

Mr. C. A. Limaye, Sixth Assistant Master, to be substantive *pro tem.* Fifth Assistant Master.

Mr. A. G. Vangikar, Seventh Assistant Master, to be substantive *pro tem.* Sixth Assistant Master.

Mr. V. A. Moghe, Eighth Assistant Master, to be substantive *pro tem.* Seventh Assistant Master.

Mr. R. B. Upasani, P. E., to be substantive *pro tem.* Eighth Assistant Master.

21st June 1894.—Three months' privilege leave, on full pay, is granted to Mr. J. N. Waswani, Curator, Central Book Depôt, Karachi.

Mr. Munshi Shaik Abdul Aziz is appointed substantive *pro tem.* Tenth Assistant Master, Satara High School, during the absence of Mr. Burhanalli or until further orders.

Mr. Munshi S. Burhanalli, Tenth Assistant Master, Satara High School, is appointed substantive *pro tem*. Seventeenth Assistant Master, Poona High School, during the absence of Mr. Shaik Sardar or until further orders.

23rd June 1894.—An extension of leave, without pay, for six months, is granted to Mr. E. S. Purohit, Fifteenth Assistant Master, Nasik High School.

26th June 1894.—Mr. Narotam Narayandas is appointed Teacher of Wood-carving in the Reay Art Workshops of the Sir J. J. School of Art.

Mr. V. S. Ncrurkar, B. A., is appointed Acting Fifteenth Assistant Master, Elphinstone High School, during the absence of Mr. Karmarkar or until further orders.

28th June 1894.—M B K. Damle, B. A., is confirmed as Fifth Assistant Master, Sholapur High School.

Mr. R. S. Oke is confirmed as Tenth Assistant Master, Sholapur High School.

4th July 1894.—One month's privilege leave, on half pay, is granted to Mr. S. Fernandez, Second Assistant Master, Karwar High School, and Mr. A. J. Fernandez is appointed to act for him during his absence or until further orders.

5th July 1894.—Three months' privilege leave is granted to Mr. V. S. Desai, B. A., Sixth and Acting Fifth Assistant Master (Gujarati side), Elphinstone High School.

6th July 1894.—The following appointments are made in the Female Training College and High School for Native Girls, Poona, until further orders :—

Miss I. Bhore to be Acting First Assistant Lady Superintendent in the Female Training College.

Miss M. Bhore to be Acting Second Assistant Lady Superintendent in the Female Training College.

Mr. L. D. Nagarkar to be Acting First Assistant Master in the High School.

Mr. S. B. Parvate to be Acting Second Assistant Master in the High School.

Godubai Deshpande to be Acting Third Assistant Mistress in the High School.

Mr. P. B. Bapat to be Acting Fourth Assistant Master in the High School.

Chandrabai Dandekar to be Acting Fifth Assistant Mistress in the High School.

10th July 1894.—Mr. G. M. Paranjpe is confirmed as Second Clerk to the Deputy Educational Inspector, Thana Sub-Division.

11th July 1894.—The following appointments are made in the Elphinstone High School until further orders:—

Mr. B. M. Sutaria, B. A., to be Acting Twelfth Assistant Master (Gujarati side).

Mr. S. B. Doctor to be Acting Thirteenth Assistant Master, *vice* Mr. Pavri.

Mr. E. R. Sabhar to be Acting Fourteenth Assistant Master, *vice* Mr. Doctor.

Mr. F. P. Desai to be Acting Fifteenth Assistant Master, *vice* Mr. Sabhar.

Mr. R. L. Damania to be Acting Sixteenth Assistant Master, *vice* Mr. Desai.

Mr. N. K. Daji to be Acting Seventeenth Assistant Master, *vice* Mr. Damania.

Mr. S. M. Vazifdar to be Acting Eighteenth Assistant Master, *vice* Mr. Daji.

Mr. U. G. Dewan to be Acting Nineteenth Assistant Master, *vice* Mr. Vazifdar.

Mr. S. Mainuddin to be Acting Twentieth Assistant Master, *vice* Mr. Dewan.

Mr. R. J. Dewanji to be Acting Twenty-first Assistant Master, *vice* Mr. Mainuddin.

Mr. J. B. Mehta to be Acting Twenty-second Assistant Master, *vice* Mr. Dewanji.

When Mr. K. P. Trivedi reverts to the Ahmedabad Training College, Mr. C. V. Patel, B. A., will be substantive *pro tem.* Third Assistant Master, Ahmedabad High School, during the absence of Mr. B. N. Dave or until further orders.

13th July 1894.—Mr. P. A. Jhangiani, B. A., is confirmed as First Assistant Master, Shikarpur High School.

Mr. K. J. Chanani, B. A., is appointed Second Assistant Master, Hyderabad Training College, but to continue substantive *pro tem.* First Assistant Master, Hyderabad High School, until further orders.

14th July 1894.—The following appointments are made in the Bombay Veterinary College:—

Mr. Serajudin Khan to be substantive *pro tem.* Instructor in Anatomy and Physiology.

Mr. S. R. Jahhal to be Assistant Master, Veterinary Office, No. II.

Mr. A. L. Kothare to be Assistant Veterinary Office, No. III.

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BY THE SAME EDITOR.

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Madras Times—Mr. Barrow is an experienced compiler and in this little collection he has combined interest with instruction. There is no extract against which we have a word to say and there is a marked avoidance of "hackneyed selections."

We have before recommended these Selections. These are new editions carefully revised. The Prose selections contain many good things that are quite new in Schools Readers.—*Bombay Educational Record.*

Madras Mail.—The Principal of the Doveton College, in the twin volumes noted below, has published a goodly selection of prose and poetry readings from English authors for the use of all school classes from those of a Middle School to the highest or Upper Secondary Class of a High School. * * * The *Readings in Prose*, of which there are fifty-two, have been judiciously selected and contain such widely different styles of English prose as Carlyle's "Letter to an Enquiring Student," Sydney Smith's Short Essay "On Study," a selection "Tom from Brown's School Days," and Hume's description of "The Spanish Armada." We venture to say that if these volumes of poetry and prose are not merely read, but marked, learned, and inwardly digested by the pupils for whom they are intended, they will do more to further the cause of true moral and intellectual education than any amount of grammar and mathematics.

V. KALYANARAM IVER, Madras.

Bombay Educational Record.

No. 9.]

SEPTEMBER 1894.

[Vol. XXX.]

THE MONTH.

A MISTAKE, as to a matter of fact, was made at the last meeting of the Bombay Legislative Council. An honourable member stated in a written speech on the subject of primary education that "the number of free studentships cannot exceed 15 per cent. of the total number of students in any school, and out of these again one-third must be reserved for Mahomedans, one-third for the backward classes, and one-third for the rest." And consequently that "the reserving of two-thirds of the free studentships for the Mahomedans and the backward classes, in the case of schools where there are no Mahomedan or backward class students has the effect of refusing education to really deserving poor boys of other classes." The whole thing is an inexcusable mistake. The rules referred to are not rules to regulate free studentships in Primary Schools, but rules to regulate a certain kind of scholarships, *viz.*, those paid out of public money, held in Secondary Schools. In other words, there was a mistake as to the subject matter and a mistake as to the class of schools. The rules for free studentships in Primary Schools are accessible enough in the Vernacular Masters' Code, and are as follows:—"Poor boys may be admitted without payment of any fees, but the number so admitted must not exceed 15 per cent. of the total number on the rolls. With the sanction of Local Boards the percentage of free boys may be increased in favour of backward classes. Bhils, Kolis and similar tribes may be admitted free at any time and without reference to the sanctioned percentage on the recommendation of any District Revenue Officer. But such cases should be at once reported by the master to the Deputy Inspector. In the selection of free boys the preference should be given to boys of the agricultural and labouring classes. Boys of the advanced castes, such as the Brahminical and trading castes, must in no case, exceed one-half of the sanctioned percentage of

free pupils." We need only add that these rules have been in force for very many years,—certainly for a quarter of a century,—and that their elasticity has enabled them to work without the slightest friction in all classes of Primary Schools, both Local Board and Municipal. The rules indeed date from a period long anterior to the transfer of schools to Municipalities and to the birth of the great majority of Municipalities, and there are educational officers of long experience who have never met with the case of a deserving boy who desired primary education and was unable to get it.

RATHER late in the day, as it must be confessed, the friends and past and present students of the Poona College of Science have resolved to collect funds for a substantial memorial of Dr. Theodore Cooke, the late Principal who retired from office last year and who was identified with the institution from its early and humble beginnings to its present flourishing state. The *Indian Spectator's* comments on the proposal are so much to the point and so creditable to native feeling that we venture to reproduce them:—
 "Dr. Theodore Cooke richly deserves the memorial, which the past and present students of the Engineering College at Poona and the general public of the place, have resolved upon erecting in his honour. He was a successful teacher, and he never failed to win the esteem and love of his pupils. His temper was genial and he was popular with every one. He worked incessantly to further the interests of the college of which he was, in a sense, the founder; and it was to his personal exertions that the L. C. E.s of our University got an entrance into the higher and the lower grades of the Engineering Department. In point of popularity and esteem, he was, we believe, second only to Dr. Wordsworth, in the Educational Department. We wish a hearty success to the movement begun at Poona for perpetuating his memory."

THE "History of the Mahrattas" which we announced in June of last year as under preparation by the Hon'ble Mr. Justice Telang is not to be altogether abandoned in consequence of his lamented death. He bequeathed the work, we understand, as a dying legacy, to the friend whom he considered most qualified to undertake it, and thus it is that it will ultimately appear under the

editorship of the Hon'ble Mr. Justice Ranade. The work is, we have reason to know, in a fairly advanced stage of preparation.

MESSRS. GEORGE BELL & SONS, the well-known educational publishers of London, have decided to open an educational depôt with a sample show room in Bombay. The idea is not only to have specimens of their own Educational Books on view, but to be prepared to supply them and also to act as agents for maps, &c., and school furniture and Kindergarten appliances to various other well-known firms. "Thus," their circular concludes "the requirements of educationists in all branches of their work will be met through the ordinary trade channels by Messrs. Bell's Agency."

THE subjects for the University Prize Essays of 1895 have been announced and are as happy as usual. That for the Karsandas Mulji Prize is, The Position of Women in Ancient India, *i.e.*, India before the Mahomedan Conquest, being an Examination of the Causes which led to the Successive Changes in the Status and Dignity and Rights of Women in Vedic, Epic, and Puranic Times. The subject for the Dosabhoj Hormusjee Cama Prize is, The Causes and Types of the different Fevers prevalent in Bombay, especially with Reference to the Present Drainage of the City and their Treatment. The Ashburner Prize Essay is to be a History of the Efforts to introduce European Manufactures or Manufactures according to European Processes into India, and the Causes of their Success or Failure. And finally the competition for the Sir George Le Grand Jacob Prize will be for the best essay upon the History and Development of the Post Office in India and the Advantages conferred by it on the Indian People.

BLACKBOARD TEACHING.

If a young teacher has a class standing before him in a "draft," ought the top boy to be to his right or left hand? It will usually be preferable to have the top boy standing to his right hand because, having the blackboard at his left hand, when he turns to write thereon he will have the lower half of the class under better observation than the upper half. It may be accepted as a safe general rule that if the dull and backward boys are well looked after the clever ones will take care of themselves. The best form of draft is a semi-circle, and the nearer this can be approached the better. The master must make the best of the space at his disposal,

but it will be found that a triangle, or horse-shoe, or three sides of a parallelogram have inconveniences, and it is a good plan to mark out the best form selected on the floor and make the boys "toe the line." Even when there are benches it is an agreeable relief to a class to have an occasional lesson standing in draft, especially in subjects which admit of rapid questioning and going up and down. The boy going up should move in front and the boy going down behind. The blackboard should stand square before the class, slightly to the teacher's left, and care should be taken that the writing or figures upon it can be clearly seen by the bottom boys. In computation exercises in which quickness of working arithmetical examples is the thing aimed at, the boys can be required to deposit their slates on a stool in the centre of the draft as fast as they are ready, and one on the top of the other. This prevents all disputes as to priority. The pile of slates is then inverted and places taken in the order in which they are found correct. For prevention of copying boys may be made to stand in pairs back to back.

GOVERNMENT EDUCATION IN GREAT BRITAIN.

THE following admirably clear sketch of the rise and present state and outlook of Primary Education in England and Scotland in its connection with the State was contributed to the official catalogue of the Educational Section of the Chicago Exhibition by Mr. J. G. Fitch, the recently retired Chief Inspector of Schools in England. Its clearness and authority entitle it to permanent record.

England differs from most European countries and from America in having been very late to accept on the part of the State any responsibility for providing the means of public education. It cannot be said even yet to possess a coherent and symmetrical system, such, for example, as that which the forethought of Swiss and German statesmen, of John Knox in Scotland, or of the founders of the New England State created for maintaining a sufficient supply of schools. Its present educational position has been attained by slow degrees, and by means of numerous experiments and compromises. Until the middle of the present century, the only institutions which existed for public education were endowed or foundation schools, and schools established voluntarily by societies or private benefactors. The earlier endowed schools date from the fifteenth and sixteenth, and a small number from the fourteenth century, and had for their main purposes the teaching of Latin and Greek—then the chief, if not the only, accessible instruments of intellectual culture—and the preparation of scholars for the ancient universities. Another large group of endowed schools, dating chiefly from the beginning of the eighteenth century, had for their chief

object the education of the poor in the elements of knowledge, and in the "principles of the Established Church." Under the name of Parochial or Charity schools, endowed foundations of this type continued until recent times to furnish gratuitous instruction of a humble kind, and often to provide clothing and apprenticeship. In the beginning of the present century, Dr. Andrew Bell and Joseph Lancaster aroused by their personal efforts considerable enthusiasm on behalf of popular education, and became the founders of two great societies, the National Society for the Education of the Poor in connection with the Established Church, and the British and Foreign School Society, which was composed of persons of various Christian denominations, but which sought to make the school instruction Scriptural but not sectarian. Both societies achieved large success in inducing local committees in all parts of the country to establish and maintain elementary schools. In 1839, when, at the instance of Lord Lansdowne, Lord Brougham, and Lord John Russell, the first grants were made by Parliament in aid of public education, it was through the agency of these two societies that those grants were made. A Committee of Privy Council was then formed to administer such funds as might from time to time be entrusted to it by Parliament, and in 1846 appeared the first *Minutes of Council*, framed largely by Sir James Kay Shuttleworth, the secretary to the Department. These *Minutes* established a system of public inspection, provided for the training and certification of teachers, and defined the conditions under which public aid should be dispensed to the schools. Until the year 1870, however, the State made no provision for the establishment of new schools, but simply confined its own action to the administration of grants in aid of such schools as were founded or managed by the two societies and other voluntary or religious bodies. In that year the Elementary Education Act recognised for the first time the duty of the State to provide for all her children the means of instruction. It proceeded on the assumption that the voluntary system existed, and ought to be maintained and encouraged, but that it needed to be supplemented by other provision wherever it proved to be deficient. It enacted, therefore, that in those places School Boards should be elected by the ratepayers, and should be charged with the duty of erecting and maintaining such schools as were needed to make the supply of instruction—computed as accommodation for one in six of the whole population—complete. The Act of 1870 further enjoined that in all aided schools, denominational and undenominational alike, parents who objected to any form of religious teaching or worship might withdraw their children from such teaching without losing any of the other benefits of the school. It was also enacted that in all schools provided by local Boards, and aided by rates, no catechism or religious formulæ distinctive of any particular denomination should be in use. The Education Department was empowered to administer public aid impartially to all public day-schools which

fulfilled the required conditions as to the qualifications and number of the staff, the suitability of the buildings, and the quality of the secular instruction, but was not charged with the duty of inquiring into or regulating the religious instruction, which was in all cases to be given in such part of the day as to leave for every meeting of the school two hours of unbroken secular teaching. Other provisions of the Education Act empowered School Boards to frame local bye-laws compelling the attendance of children at school, and subsequent Acts have created School Attendance Committees, to exercise this power wherever Boards do not exist. There is now in every part of the country a local authority which, by means of its officers, enforces the attendance of children between the ages of five and fourteen, except those partially or wholly exempted for labour by passing the standard examination appropriate to their age.

These measures have proved very effective for their purpose. In 1870, the year of the passing of the Education Act, there were in England and Wales 9,563 voluntary schools receiving Government aid and inspection, with a total of 1,152,339 scholars, and 12,467 certificated teachers. The Parliamentary grant amounted to £464,943. The Report of the Education Department for the year 1891-92 shows that there are now 4,846,891 scholars on the registers, and 3,749,956 in average attendance in day schools, and 51,974 in evening schools; the total number of certificated teachers has risen to 47,823, that of assistants to 23,508, of pupil-teachers to 28,131, and of students in training colleges to 3,310.

Of the large additional school accommodation thus provided during the last 20 years, the School Boards, in the exercise of their statutory powers, have furnished places for about 2,000,000 scholars and the zeal of the friends of voluntary schools about 1,750,000. There is now ample accommodation in public elementary schools for five-and-a-half millions of children, or for considerably more than one-sixth of the entire population.

The funds by which these schools are maintained in efficiency were until very recently derived from three sources: (1) The Parliamentary Grant, amounting to £3,434,759; (2) Local contributions, either in the form of rates to Board Schools or subscriptions to voluntary schools; and (3) The fees paid by parents, amounting to about £2,000,000. But in 1891 the Assisted Education Act transferred this last charge, or nearly the whole of it, from the parents to the Imperial revenue, and gave to all children the right to gratuitous education. It may now be roughly estimated that of the total annual cost of elementary education in England and Wales (£7,813,706), nearly five-and-a-half millions will be paid out of public funds by the Central Department; one million and a half by local rates; and nearly £800,000, or about one-tenth of the whole, by voluntary contributions. The figures for Scotland, which has a separate Education Department of its

own, show a similar general result. There are in the primary schools of that country, 680,580 children, or more than 1 in 6 of the entire population, of whom an average of 540,028 are in daily attendance.

The administration of the English Education Department is entrusted mainly to the Vice-President of the Privy Council. Of those who have held this office since its establishment in 1856, the most conspicuous and influential have been Mr. Robert Lowe, afterwards Lord Sherbrooke, who introduced the system of assessing the amount of the grant by the efficiency of the school as tested by examination; Mr W. E. Forster, the author of the Education Act of 1870; Mr. A. J. Mundella, who in 1881 greatly enlarged and improved the educational provisions of the Code, and, in particular, did much to encourage the adoption of the methods of Froebel and Pestalozzi in the infants schools; and Sir W. Hart-Dyke, under whose administration was passed the Assisted Education Act.

It is also to the last-mentioned of these statesmen that is to be credited an important new experiment in respect of the training of teachers. The Government has long assisted by large annual grants the Normals Colleges—44 in number—in which schoolmasters and mistresses are trained for their special work. But these institutions do not supply the whole annual demand for trained teachers, and accordingly the Universities of the United Kingdom and the numerous provincial Colleges of University rank, which have of late been founded in the principal towns, have been invited to co-operate with the Department, by attaching to them Normal Classes for the special professional training of such of their students as desire to become elementary teachers. In this way the supply of persons who have received a liberal education, and who have also been specially trained in the art of teaching, will be greatly increased.

(To be continued.)

MODEL ANSWERS IN SCHOOL MANAGEMENT.

QUESTION.

(a) Name, in the order of their natural development, the principal mental faculties which the teacher has to cultivate. (b) Say what special lessons are most appropriate in the training of each.

ANSWER.

(a) The principal *mental* faculties should be cultivated in the following order:—(1) memory, (2) imagination, (3) conception, (4) judgment, (5) reasoning.

(b) (1) *Memory* is cultivated by the acquisition of any knowledge, but lessons in geography, history, mathematical tables, accidence, and repetition are especially useful.

(2) *Imagination* should be an advance on memory. Descriptions of scenes (geography), of events (history), and of conditions and perhaps drawing, are peculiarly helpful.

(3) *Conception* is assisted by anything involving comparison, classification, abstraction, and generalisation. Lessons on form, colour, sound, and on classes of objects (such as metals), greatly aid its development.

(4) *Judgment* is appealed to in lessons on morals and duties, in the processes of arithmetic, and in the reproduction of drawing or writing copies.

(5) *Reasoning* is exerted in the theory of arithmetical rules, and in problems of any kind. Investigating the office of words (*e. g.*, case in nouns) is an excellent exercise.

QUESTION.

(a) How far can the methods of Fröbel encourage inventiveness and individual effort on the part of children? Give examples.

ANSWER.

Fröbel's method operated along the lines of the three mental activities—knowing, feeling, and willing. Of these three, our question refers to the first as regards *inventiveness*, and to the third with respect to *individual effort*. He aimed at making the activities *self-acting*, and his whole system tended to make education proceed by *self-development*.

All '*The Gifts*,' without exception, encourage inventiveness. Gift I. will suggest to the children different combinations of colour, Gift II. of position, Gifts III. to VI. of solid shapes, Gifts VII. to IX. of surfaces, and so on.

Again, *inventiveness*, as it is a natural quality, cannot be developed but by *individual effort*.

Fröbel never checked inventiveness by teaching children in the gross, but by consulting idiosyncracies.

QUESTION.

What practical maxims in moral training can be deduced from Herbert Spencer's principle of 'the natural penalty'?

ANSWER.

1. Do not expect from a child any great amount of moral goodness
2. Leave him, whenever you can, to the discipline of experience.
3. Do not, however, seek to behave as a mere passionless instrument. Whilst *secondary* kind of punishment (displeasure of the teacher or parent) should not usurp the place of the *primary* kind, it may in moderation *supplement* the primary kind.
4. Be sparing of commands, but whenever you do command, do this with decision and consistency, for of errors in education one of the worst is inconsistency.

5. Remember that the aim of your discipline should be to produce a *self-governing* being ; not to produce a being governed by others.

6. Recollect that to educate rightly is not a simple and easy thing, but a complex and extremely difficult thing, the hardest task which devolves on adult life.

ADDITIONAL QUESTIONS.

1. If you were the head teacher of a school, when and how would you test the progress of the several classes conducted by assistants or pupil-teachers ? Describe the most efficient forms of test, and the manner in which you would make and preserve a record of the result.

2. (a) In Mixed Schools, what are the special points which demand the Teacher's attention ?

(b) In what way would you occupy the boys whilst the girls are engaged in Needlework ?

3. How would you correct (a) Untruthfulness, (b) Copying, (c) Late-coming, (d) Inattention, (e) Taking off the attention of other children ?

GOVERNMENT EDUCATIONAL LIBRARY AND MUSEUM.

1. The following new books and fresh additions are now available in the Library.

2. The Library and Museum are open every Saturday from 12 to 5 (Bombay Time).

3. See notice on *Record* for February 1887, p. 44.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 17th August 1894.

Author.	Title of Work.	Publisher.	Price.
	Class 9.— <i>Botany.</i>		£ s. d.
F. O. Bower	Practical Botany for Beginners.	Macmillan & Co.	.....
	Class 10a.— <i>Catalogues of Books, &c.</i>		
.....	The Book-seller for July 1894,	Whitaker & Sons	0 0 6
.....	A Catalogue of Educational Books, &c.	Macmillan & Co.	.....

Author.	Title of Work.	Publisher.	Price.
	<i>Class 14.—Copy Books and Penmanship.</i>		
.....	Vere Foster's Principles of Penmanship	Blackie & Son ..	.....
.....	Do. New Copy Books —Bold Writing.	Do. ..	0 0 2
... ..	Do. Copy Books (Specimens of All the Numbers)	Do. .	0 0 2
	<i>Class 29.—French</i>		
G Engène Fas- nacht.	Colomba Par Prosper Mérimée	Macmillan & Co.	0 2 0
	<i>Class 38.—History and Biography.</i>		Rs. a. p.
Edulji Dossabhai	A History of Gujarat from the earliest period to the present time.	..... *	3 0 0
	<i>Class 50.—Miscellaneous</i>		£ s. d.
.....	Hearth and Home—An Illustrated Weekly Journal for English speaking Women	Beeton & Co. ..	0 0 3
W. H. Fowler	The Practical Engineer	John Heywood ...	0 0 2

BOOKS SANCTIONED.

(By the Director of Public Instruction.)

FOR LIBRARIES AND PRIZES.

KANARESE.

	Rs.	a.	p.
Venisambar Natak, by D. N. Mulbagal	0	12 0
Life of Chaitanya, the Bengal Reformer of the 15th Century, by R. H. Deshapande	0	3 0
Charitra Sangraha, Part I., by R. H. Deshapande	...	0	5 6
Do. Part II. do.	...	0	8 0

GUJARATI.

Sudnya Káki, by Jagjivan B. Kapadia ... ..	...	0	8 0
Anek Vidya Mulatatva Sangraha, by B. M. Mehta	...	1	0 0
Across the Sea, or Europe described, by G. A. Travadi...	...	0	2 0

FOR SCHOOL USE.

	MARATHI,	Rs. a. p.
Hindusthan Kathāras, by V. K. Oke		0 10 0

ANGLO-KANARESE.

Translation Series, Book II., by S. M. Ankle		0 9 0
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FOR PRIZES.

Sāmāti Sangraha, or Collection of Kanarese Phrases with their English Equivalent, by Hanmant G. Joshi.		0 4 0
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By order,

G. B NENE,

Curator.

*Govt Central Book Depôt,
Bombay, 14th August 1894.*

DEPARTMENTAL NOTICES.

Pensions.

NOTIFICATION.

The subjoined Government Resolution No. 2433, dated 27th July 1894 (Financial Department), is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 10th August 1894.

No. 2433.

FINANCIAL DEPARTMENT.

Bombay Castle, 27th July 1894.

Resolution of the Government of India, Finance and Commerce Department (Pensions and Gratuities), No. 3369-P., dated 5th July 1894:—

“ Read—

Despatch from Her Majesty's Secretary of State for India, No. 95 (Financial), dated 17th May 1894.

“ RESOLUTION.—In the Despatch read above, Her Majesty's Secretary of State for India has brought to notice the delay that sometimes occurs in the disposal of claims to pensions, and has directed that instructions should be issued for the prompt settlement of all such claims. His Excellency the Governor-General in Council desires to invite attention to the provisions of Articles 1012 of the Civil Service Regulations, and requests that all officers concerned will adopt special measures for the speedy disposal of all application for pension.”

RESOLUTION.—Copies of the Resolution of the Government of India should be forwarded to all Departments of the Secretariat and all Heads of Offices under them for information and guidance in continuation of Government Circular No. 4253, dated 7th December 1891.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, &c.

Exchange Compensation Allowance to Officers in Foreign Service.

NOTIFICATION.

The subjoined Government Resolution No. 2533, dated 4th August 1894 (Financial Department), is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 11th August 1894.

No. 2533.

FINANCIAL DEPARTMENT.

Bombay Castle, 4th August 1894.

Memorandum from the Deputy Secretary to the Government of India, Finance and Commerce Department, dated 29th May 1894.—Forwarding copy of the following amended letter No. 2630-Ex of the same date, addressed by that Government to the Government of Bengal :—

“I am directed to acknowledge the receipt of your letter No. 2456-F., dated the 16th April 1894, enquiring, in connection with the case of Mr. R. A. D. Bagnell, Private Secretary to His Highness the Maharaja of Kuch Behar, as to the procedure to be followed in deciding the claims to exchange compensation allowance of officers in foreign service.

“2. In reply, I am directed to say that in each case it is for the foreign employer to decide in the first instance whether he is willing to grant the allowance or not. If he signifies his desire to give the allowance, the sanction of the local Government by whom the officer's services were lent should be applied for, with a full statement of the grounds on which the officer considers himself to be eligible for the allowance. If the local Government entertains any doubt whether the officer is eligible under the rules, the case should be submitted for the decision of the Government of India in the Finance Department.”

RESOLUTION—To be communicated to all Departments of the Secretariat and all Heads of Offices under the Revenue, Financial,

General, Judicial, Political, Educational, Marine, and Ecclesiastical Departments for information and guidance, with reference to Government Resolution No. 652,* dated 17th February 1894, and in supersession of Government Resolution No. 2093,† dated 23rd June 1894.

W. L. HARVEY,

Under-Secretary to Government.

TO ALL DEPARTMENTS OF THE SECRETARIAT, &c.

Newspapers and Government Notices and Advertisements.

NOTIFICATION.

The subjoined Government Resolution No. 2589, dated 11th July 1894, in the General Department, together with the list of newspapers sanctioned for advertisements of the Educational Department, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 18th August 1894.

No. 2589 OF 1894.

GENERAL DEPARTMENT.

Bombay Castle, 11th July 1894.

RESOLUTION OF GOVERNMENT.—On a perusal of the reports received from Heads of Offices showing the newspapers in which they propose to publish Government notices and advertisements during the year 1894-95, His Excellency the Governor in Council is pleased to direct that the newspapers mentioned in the accompanying list shall be utilized by the officers concerned during the current official year, whenever they have occasion to publish any notices or advertisements.

W. L. HARVEY,

Under-Secretary to Government.

List of newspapers which may be utilized by Heads of Office for publishing Government notices and advertisements during the year 1894-95 :—

List of Newspapers.

1. The Bombay Educational Record.
2. „ Gujarati School Paper,
3. „ Indu Prakash.
4. „ Sind Sudhar.

* See Record for April 1894, page 85.—Ed.

† See Record for August 1894, page 185.—Ed.

5. The Muawin.
6. " Prabhat.
7. " Bakul.
8. " Times of India.
9. " Bombay Gazette.
10. " Shubh Suchak.
11. " Maharashtra Mitra.
12. " Kalpataru.
13. " Nasik Vritt.
14. " Jagadadarsh.
15. " Kbandesh Vaibhav.
16. " Aryavart.
17. " Jamb-Jemshed.
18. " Native Opinion.
19. " Rast Gofar.
20. " Gujarati.
21. " Kanarese School Paper.
22. " Marathi School Paper.

Travelling Allowances and Distance Certificates.

NOTIFICATION.

The subjoined Government Resolution No. 2542, dated 6th August 1894, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 21st August 1894.

No. 2542.

FINANCIAL DEPARTMENT.

Bombay Castle, 6th August 1894.

Letter from the Accountant-General, No. G.A.—17470, dated 22nd September 1893, to the address of the Government of India —

"I have the honour to suggest, for your consideration, the advisability of modifying Article 1290, Civil Service Regulations, by imposing upon Controlling officers the duty of checking the accuracy of distances entered in travelling allowance bills, as well as scrutinising the necessity, frequency and duration of journeys and halts.

"2. It is impossible satisfactorily to check distances in this office, and yet Article 1292 places the duty upon it. A suggestion was made last year to the Local Government that poly-metrical tables should be constructed and supplied, but it was decided to be impossible to frame them within reasonable dimensions so as to be of any practical value. Officers were, therefore, required to certify that the distances were correct

so far as they had been able to ascertain them from District officers. This plan has caused much trouble and correspondence, and I have consulted the Divisional Commissioners as to the possibility of district maps being prepared on an accurate scale with the chief halting places marked. This is pronounced impossible, because there are no halting places that may be described as usual. In order, therefore, to secure proper attention to the matter of distances charged for, it seems to me necessary to require the Controlling officer to examine them before countersigning the bill."

Letter from the Government of India, Finance and Commerce Department, N. P.—3668, dated 20th July 1894:—

"With reference to your letter No. 3919, dated 15th November 1893, I am directed to say that the Government of India, while agreeing with the Government of Bombay that distances entered in travelling allowance bills should be carefully scrutinized by Controlling officers, do not consider it expedient to relieve account officers of the duty of checking the distances by any means that may be available, such as polymetrical tables, route books, &c.

"2. I am to forward a copy of the alterations* in the Civil Service Regulations which have been made in accordance with the above view."

RESOLUTION.—Copies of the letter from the Government of India should be forwarded to all Departments of the Secretariat and all Heads of Offices under them for information and guidance in continuation of Government Resolution No. 2392, dated 9th June 1892.*

W. L. HARVEY,

Under-Secretary to Government.

To All Departments of the Secretariat, &c.

Poona Training College Code (1894).

THE following Code of Regulations for the Poona Training College, with all amendments up to date, is published for the information and guidance of Educational officers in the Central Division.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 25th August 1894.

1.—The Poona Training College is maintained for the Instruction of Vernacular Masters and Assistant Masters in the profession of teaching.

* See *Record* for July 1892, page 163.—ED., B. E. B.

2.—Stipends or subsistence allowances will be granted to a certain number of students under training. There shall be three grades of stipends, which shall be tenable for one year, viz. :—

Stipends of Rs. 8-0 for 3rd year students.

“	“	7-8	2nd	“
“	“	7-0	1st	“

These rates are variable according to the requirements of the Division.

Students who send their wives for training to the Female Training College will be entitled to additional stipends of Rs. 3 per mensem.

Entrance.

3.—There shall be an entrance examination early in the month of November, at which candidates shall be admitted to compete for such a number of vacant stipends in the first year's class as may seem to the Inspector needed for a due supply of Vernacular Masters. Candidates must be above 17 and below 22 years of age, must have passed a Public Service or university examination, and must be passed by competent medical authority as being fit for Government service.

4.—The examination shall be in the subjects of Vernacular Standard VI., and shall be held at the Training College by the College staff. Stipends shall usually be allotted to those who obtain the highest marks. It shall, however, be open to the Inspector to allot a certain number of stipends to each district, in accordance with its requirements, or to reserve stipends for such classes of the population as appear to require special encouragement, e. g., Mahomedans, Bhils, Kolis, &c. A limited number of free students may also be admitted at the discretion of the Inspector.

5.—Stipendiary students, on admission, shall execute an agreement in the form appended. (See Appendix A.)

Course of Study.

6.—The full College curriculum is divided into three separate courses, with terminal and final examinations. (See Appendix B.)

Examinations.

7.—The year is divided into two terms; the first commencing on the 1st of Kārtik Vadya and ending on the 25th April, the second commencing on the 10th of June and ending on the 9th of Ashwin Vadya. At the end of the first term of each year there will be a terminal College examination held by the College staff, summing up and testing the progress made in the past term. Stipendiary students who fail at this examination will be liable to lose their stipends at the discretion of the Educational Inspector.

8.—Examinations for certificates will be held, at the end of the second term in each year, by the Educational Inspector, Central Division, aided by the Principal and such other officers of the department as the Inspector may appoint.

9.—The results of the certificate examinations will be issued in three separate lists. The students' names in each list will be arranged in the order of merit, and the lists of the 2nd and 3rd year men will also be sub-divided each into two classes.

Every 1st, 2nd, and 3rd year student in order to pass his examination must secure a minimum total of 400 marks and not less than $\frac{1}{3}$ rd of the maximum marks allotted to each compulsory subject and not less than $\frac{1}{4}$ th of the maximum of each sub-head.

Subject to this proviso, Second and Third year students, who obtain—

- (a) not less than 60 per cent. of the total marks allotted to their compulsory subjects, will be placed in the first class of their list;
- (b) less than 60 per cent. but not less than 40 per cent. of the marks will be placed in the second class;
- (c) less than 40 per cent. of the total marks, will be held to have failed in their examination.

10.—Students who fail to pass the examination at the end of the first year will be dismissed from the College. Students of the second and third year, failing to pass the final examination, will be granted the certificates of the first and second year to which they may be entitled, but will not be retained in the College.

11.—Passed students of the first and second year's classes shall be allowed to proceed to the second and third year's course only if they are specially selected by the Educational Inspector.

12.—Passed students will be granted certificates signed by the Inspector and the Principal of the Training College in the form appended (see appendix C), and will then have the choice of vacant appointments in order of merit. But the second or third year's certificate may, at the discretion of the Educational Inspector, be withheld until the candidate has passed in an optional subject.

Classification of Appointments.

13.—The passed students shall be eligible for places with the following rates of fixed pay:—

3rd year men	{	1st class Rs. 25 per mensem.
		2nd class „ 20 per mensem.
2nd year men.....	{	1st class „ 15 per mensem.
		2nd class „ 12 per mensem.
1st year men		„ 9 per mensem.

14—A certificate for any class does not entitle the holder to claim immediately the pay of his class, but merely qualifies him for such a place when it falls vacant. Passed 3rd, 2nd and 1st year students shall, however, be entitled at once to a minimum salary of Rs. 15, 11, and 8 respectively. Trained teachers, appointed to places of less salary than that of the class earned by them, shall at the earliest possible opportunity be promoted to the pay of their class.

15.—Besides the pay of their class certificated teachers shall be entitled to the privileges offered under Chapter VIII. of the Vernacular Masters' Code; and also to special grants-in-aid, if, after gaining the requisite certificates in Art, Agriculture or Industrial Art, they shall successfully instruct pupils in any one of these subjects.

Special Rules.

16.—Teachers who have resided at a Training College and passed the first or second year's course, but have not been specially selected (under Rule 11), for continued study in the College, may, after at least two years' approved service, present themselves for examination in the second or third year's course, respectively, with the special sanction of the Inspector. Provided that residence for the first year's training only shall not qualify for admission to the third year's examination.

17.—Untrained teachers in Local Board or Municipal schools or in any schools under Departmental inspection, may appear for the first year's certificate examination without previous residence at a Training College. Provided that they have passed the Public Service Certificate Examination, and have served satisfactorily for a period of not less than five years. The special sanction of the Inspector will be necessary in all such cases. Such candidates for certificates, if over 30 years of age, will be excused Gymnastics.

18.—Such untrained teachers passing the first year's examination may, with the special sanction of the Inspector, proceed to the second year's examination. But no such teacher shall be allowed to present himself for the third year's examination unless he attends the third year's class in the College throughout the year. Such untrained teachers, who have passed the University School Final or Matriculation examinations, and have done approved service, may, with the special sanction of the Inspector, be admitted to the second year's examination, and on passing may be admitted to the College as students of the third year's class. In all these cases men over 30 years of age will be excused Gymnastics.

19.—Under G. R. No. 1049, dated 28th May 1891, teachers on pensionable pay, who may be permitted to reside at the Training College, whether with or without a stipend, count the time so spent as service towards pension.

Internal Discipline, Leave of Absence, &c.

20.—Rules on these subjects sanctioned from time to time by the Educational Inspector shall be considered rules of the College.

APPENDIX A.

Stamp.

Rs. 1-8-0.

Agreement made this day of between
of the first part and ,
Educational Inspector, Central Division, of the second part.

I in
consideration of a stipend awarded to me in accordance with the
rules and scale of stipends prescribed for the Poona Training
College, do hereby agree to observe the Training College rules and
remain in the Training College so long as I may be permitted by
the Educational Inspector, Central Division, or until such time as
I shall pass the Requisite Certificate Examination, and then to
serve in the Educational Department as a master for a period not
less than the time I may have remained in the Training College.
In the event of my committing any breach of this agreement, I
further agree to pay the sum of Rs 150 to Government to be con-
sidered as compensation for damages and expenses incurred and
not in the nature of a penalty.

And we and
hereby declare ourselves sureties for the aforesaid
that he shall do and perform all that he has
above undertaken to do and perform and in case of his making
default therein we hereby bind ourselves jointly and severally to
pay the said sum of Rs. 150 to Government.

And I
the Educational Inspector, Central Division, do hereby agree on
behalf of Government to pay monthly to the said
such sums of money as shall be due to him on
account of his stipend as student or salary as Master, provided that
nothing in this agreement shall bar my right to withhold any
portion, or all, of the stipend or salary of the said
during any one or more months, or
to dismiss him from the Poona Training College or from the

employ of the Educational Department, should I consider such a step necessary.

(Signed)

Witnesses } Signed

Sureties } Signed

Witnesses } Signed

Educational Inspector,
Central Division.

(Signed)

Witness to signature.

(Signed)

APPENDIX B.

COURSE OF STUDY.

First Year's Course.

1. SCHOOL MANAGEMENT.—(a) Methods of teaching Reading, Writing and Arithmetic so as to develop intelligence; (b) General principles of School management and discipline; (c) Vernacular Master's Code and official forms and returns.
2. MARATHI.—(a) Prose and verse of Marathi Series, Books I. to IV. inclusive, and Modi Book I-III with knowledge of subject-matter and meaning and explanation of words and phrases; (b) Elementary Grammar, Etymology (Bapat, first half); (c) Composition; (d) Penmanship and Copy-setting.
3. URDU.—(a) 350 couplets from Majmua-i-Sakhun, Part I, and thorough revision of first five Urdu Reading Books and Khutute Ahmadi, 1st half; (b) Grammar, Holroyd's *Kavāide Urdu*, exclusive of Syntax; (c) Composition; (d) Penmanship and Copy-setting.
4. MATHEMATICS.—(a) Arithmetic with explanation and proofs of rules (excluding Stocks, Insurance, Involution and Evolution and Arithmetical and Geometrical Progression); (b) Algebra, first four rules and simple equations; (c) Native accounts; (d) Euclid, Book I.; (e) Simple mensuration of lines and surfaces; (f) Mental Arithmetic.
5. HISTORY AND GEOGRAPHY.—(a) History of India; (b) General Geography of the world and particular Geography of India; (c) Blackboard outline map of Bombay Presidency.

6. SCIENCE.—(a) Elementary Science in Koro Pant's Primer, No I.; (b) General knowledge of common objects and method of making a school collection; (c) Sanitary Primer.
7. SANSKRIT OR PERSIAN.—(a) Sanskrit Primer complete; or (b) Holroyd's Persian, Books I. and II., and Amednana.
8. GYMNASICS.—Exercise with Jodis and on Malkhamb; Jor and school-drill.

Second Year's Course.

1. SCHOOL MANAGEMENT.—(a) More advanced knowledge of subjects of first year's course, (b) Training of senses and memory, and the order in which the faculties of children are developed.
2. MARATHI.—(a) Poetry in Fifth and Sixth Marathi Books, (b) Prose lessons in Fifth and Sixth Books, including lessons on Natural Science, with knowledge of subject-matter and explanation of words and phrases; (c) Advanced Grammar; Etymology (Bapat, complete), and Prosody; (d) Composition; (e) Penmanship and Copy-setting.
3. URDU.—(a) Majmun-i-Sakhun, 500 couplets, Part I.; (b) Akhlak i-Kushi, complete; (c) Holroyd's Kavaide Urdu, complete, with Prosody of the verses in first and second year's courses; (d) Composition; (e) Penmanship and Copy-setting.
4. MATHEMATICS.—(a) Arithmetic, complete, with explanations, and proofs of rules; (b) Algebra, first year's course and up to Fractions inclusive; (c) Euclid, Books I. and II.; (d) Mensuration of solids.
5. HISTORY AND GEOGRAPHY.—(a) Elementary History of England with special knowledge of connection with India; (b) Physical Geography, first 14 chapters of Mahadev Shastri's Book; (c) Geography of British Isles with special reference to the History; (d) Map-drawing of India and British Isles.
6. SCIENCE.—Natural Philosophy, as in Cooke's Manual.
7. SANSKRIT OR PERSIAN.—(a) 250 Shlokas of Ramayana or 60 pages of Hitopadesha (annotated edition), and Second Sanskrit Book, Lessons I. to XII. inclusive; or (b) Bostan, 500 couplets, from Chapter I. from Agaz Dustan: Gulistan, Chapters I. and VIII., and Nisarali's Kavaide Farsi, first 18 pages.
8. GYMNASICS.—In addition to first year's course, parallel and horizontal bars, jumping and running and drill exercises.

Third Year's Course.

1. SCHOOL MANAGEMENT.—(a) Thorough knowledge of theory and practice of teaching; (b) Practical details of school management; (c) Formation of habits and character and principles of moral discipline.
2. MARATHI.—(a) Poetry: (1) Dynáneshwari, Chapters XII. and XIII., as in Navanita, (2) Waman Pandit, 20 pages from Navanita, (3) Moro Pant, 20 pages from Navanita; (b) Prose, Chipplonkar's Rasselas or other book selected by Principal of equal difficulty; (c) Scholarly knowledge of Grammar, Etymology and Prosody; (d) Composition with due attention to hand-writing.
3. URDU.—(a) Majmua-i-Sakhun, 500 couplets, Part II.; (b) Fisane Ajaib, first half; (c) Kavaide Urdu of N.-W. P. Series, Part III., and Prosody.
4. MATHEMATICS.—(a) Arithmetic complete: theory and practice; (b) Algebra to Quadratic equations inclusive; (c) Euclid, Books I., II. and III., with simple deductions, and Book VI. Props. 1 to 20; (d) Mensuration, complete.
5. HISTORY AND GEOGRAPHY.—(a) Elements of Universal History; (b) General Geography of the World with Map drawing of India and principal countries of Europe and Asia.
6. SCIENCE.—(a) Elementary Natural Philosophy, with simple experiments; (b) Astronomy, as in Cooke's Manual.
7. SANSKRIT OR PERSIAN.—(a) Three Cantos from Raghu, or equal quantity from other classical poet to be prescribed by Principal; Second Sanskrit Book to lesson XXI. inclusive; or (b) (1) Secundarnama from Agaz Dastan, 800 couplets; (2) Anwari Sahayli, Chapters IX. and XI.; (3) Nisarali's Kavaide Farsi, Chapters I. and II.; (4) Translation of easy sentences into Persian.
8. POLITICAL ECONOMY.—Mrs. Fawcett's Manual.
9. GYMNASTICS.—Complete course including Drill.

OPTIONAL SUBJECTS.

(See Rules 12 and 15, ante.)

1. DRAWING.—The course and examinations for 1st and 2nd grade art as notified in the Resolution of Government, dated 17th July 1886 and Schedule I of the Grant-in-aid Code.
2. AGRICULTURE.—The course and examinations prescribed in the Rules for Agricultural classes, Schedule D of Grant-in-aid Code.
3. INDUSTRIAL ART.—The course and examinations prescribed.

Scheme of Certificate Examination (Rules 8 and 9).

Subject of examination	Maximum marks.		
	1st year	2nd year.	3rd year.
1. SCHOOL MANAGEMENT—			
(a) Paper	100	100	100
(b) <i>Vis à voce</i> —Giving a lesson to a class in Standards I to III, in Reading, Writing or Arithmetic at the option of the examiner with special attention as to Reading, to questioning to elicit intelligence. Writing to proper position, holding pen, correct imitation, Arithmetic to explanation from first principles; or in Geography	100	...	...
Ditto 2nd year's men, to a class in Standards I. to V., on any subject of school course .. .. .	...	100	...
Ditto 3rd year's men, to any class on any subject, including object lesson .. .. .	...	...	100
Total marks in School Management	200	200	200
2. VERNACULAR—			
Paper I. (a) Books, Prose and Verse	50	50	75*
(b) Grammar and Etymology	50	50	75
Paper II. (a) Composition	50	50	50
(b) Penmanship and Copy setting	25	25	..
Total marks in written work.. .. .	175	175	200
* For 3rd year's men Paper I. is divided into two papers			
<i>Vis à voce</i> —(a) Reading with distinct utterance, due attention to punctuation and just expression	25	25	...
(b) Reading Modi Manuscript with ease and fluency	25	25	...
Total marks in Vernacular	255	225	200
3. MATHEMATICS—			
Paper I. { Arithmetic	75	50	30
{ Native accounts	15	..	..
{ Algebra .. .. .	..	50	70
Paper II. Euclid	50	50	50
Paper III. Mensuration	50	50	50
<i>Vis à voce</i> —Mental Arithmetic	50	..	..
Total marks in Mathematics	250	200	200
N. R.—In the Arithmetic paper marks are reserved for good figuring and methods of working.			

Subject of Examination.	Maximum.		
	1st year.	2nd year.	3rd year.
4. HISTORY AND GEOGRAPHY—			
Paper I. History	50	50	50
General Geography	50	50	50
Paper II. Physical Geography ... ..	..	..	50
Total marks, Hist. and Geo.....	100	150	100
5. SCIENCE—			
Paper—Sanitary Primer	25	..	..
Elementary Physics and Astronomy	75	100	100
Total marks in Science	100	100	100
6. SECOND LANGUAGE—			
Paper	75	75	75
7. POLITICAL ECONOMY ... ..	..	..	75
8. GYMNASTICS	50	50	50
Grand Total of Marks.....	1,000	1,000	1,000

APPENDIX C.

CERTIFICATE.

We certify that _____ having completed the _____ year's course at the Poona Training College was admitted to the final examination for a certificate in 18 _____ and having obtained _____ per cent. of the whole marks and at least 33 per cent. for each subject was placed in the _____ class and is thereby entitled to Rs. _____ as fixed pay.

Date 18 _____

PRINCIPAL,
Training College.

Educational Inspector,
Central Division.

Second Grade Anglo-Vernacular Schools.

NOTIFICATION.

The following Memorandum, dated 29th October 1887, is republished for the information and guidance of Educational Officers and Municipal Schools' Committees in the Central Division:—

Poona, 21st August 1894.

T. B. KIRKHAM

MEMORANDUM.

1. The following summary of Departmental rules and principles regarding Second Grade Anglo-Vernacular Schools is drawn up for the information and guidance of Educational Officers and Municipal Schools' Committees in the Central Division.

2. The English class or classes and the vernacular schools to which they are attached are to be kept quite distinct both as regards finance and as regards teaching staff. The general superintendence of the Head Master of the vernacular school and the use of the rooms and furniture may be enjoyed by the English class without charge, but in all other respects the vernacular school and the English class are to be maintained as distinct institutions. An English class is only to be allowed at all where the room can be spared, and it does not interfere with the efficiency of the vernacular school.

3. The Provincial grant, now usually called the Contract grant, made by Government to Municipalities is on account of vernacular schools only. In some cases expenditure on English classes may have been erroneously included in calculating the amount of the grant, but the rule nevertheless remains that the Provincial grant, is to be strictly limited to one-half of the amount expended by the Municipality on Primary, *i.e.*, vernacular education only. The certificate on the face of the bill "that the other assignments made from the Municipal School Fund are at least double the amount of the bill" refers to assignments for vernacular education only.

4. It is a rule of long standing that the English classes must be self-supporting, *i.e.*, that the charges on account of the English teachers and English instruction must be covered by the fees paid by the English-learning pupils and by Municipal or popular contributions. The fee, as a general rule, must be at least one rupee per month, and a lower fee can only be levied with special sanction. All teachers of English must be "qualified," *i.e.*, must have passed the Matriculation or some other public examination importing a sufficient knowledge of English to teach it properly.

5. The Second Grade Anglo-Vernacular School is essentially a provisional and temporary arrangement, and the earliest opportunity should always be taken of constituting the English classes into a separate Anglo-Vernacular School. The separation should be made promptly if the vernacular school shows signs of being injuriously affected, and also whenever the number of English-learning boys reaches 30 or any smaller number that can stand alone. As soon as such a separate school is constituted it will become eligible for grants-in-aid under the Grant-in-aid Code, whether it be a Municipal School administered by the Schools' Committee or a private adventure school conducted by an in-

dividual or by a Society whether with or without assistance from the Municipality

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 29th October 1887.

Correspondence with Office of Educational Inspector, C. D.

MEMORANDUM.

Secretaries of Grant-in-aid Schools and other unofficial persons having business to transact with the office of the Educational Inspector, Central Division, will greatly oblige the Inspector and facilitate the despatch of business by attention to the following suggestions:—

1. All letters should be written on paper with a margin to admit of filing. Letters on ordinary note paper are difficult to file and liable to be lost. The most convenient paper is foolscap with a quarter margin, but any paper allowing about two inches margin will do.
2. Accurate copies of all letters, statistical returns and bills sent to this office should be kept. Managers of Grant-in-aid Schools will find it convenient to keep two portfolios for "Inward" and copies of "Outward" documents, respectively, and to arrange both files in the order of date. This practice is found to save so much time that the English and many other Grant-in-aid Codes make the keeping of such portfolios compulsory.
3. Whenever the subject admits of it the chapter and section of the Grant-in-aid Code or other Departmental Rules and Regulations should be quoted, and it conduces to clearness to divide long letters into paragraphs and number them. Each letter should treat of one subject only.
4. Grant-in-aid Schools are reminded that "Business papers," not being of the nature of a letter or having the character of a personal communication, such for example as Grant-in-aid Bills, Annual Statistical Returns, &c, can be sent by Packet-post at the rate of $\frac{1}{2}$ anna for each 10 tolas ($\frac{1}{2}$ lb.) or fraction thereof, provided that the cover of the packet is open at both ends so as to admit of a ready examination of its contents. The contents can be secured by a string. All correspondence with the office of undersigned must be fully prepaid.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, Office of Educational Inspector, C. D.,
24th August 1894.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF JULY TO THE 15TH OF AUGUST 1894.

- 17th July 1894.—Mr. H. D. Chhatrapati, B.A., is appointed substantive *pro tem.* Fifth Assistant Master, Ahmedabad High School, till the arrival of Mr. Trivedi or until further orders.
- 19th July 1894.—An extension of leave, without pay, for four months, is granted to Mr. V. N. Sadhale, Eighth Assistant Master, Elphinstone High School.
- 21st July 1894.—The following appointments are made in the Surat Branch School, until further orders :—
 Mr. B. D. Patel to be substantive *pro tem.* Third Assistant Master.
 Mr. J. H. Bhatt to be substantive *pro tem.* Fourth Assistant Master.
- 23rd July 1894.—Privilege leave for one month and a half, on half pay, is granted to Mr. B. V. Dixit, Twentieth Assistant Master, Poona High School, and Mr. G. S. Godbole, P.E., is appointed to act for him during his absence or until further orders.
- 27th July 1894.—An extension of fifteen days' privilege leave, on half pay, is granted to Mr. S. Fernandez, Second Assistant Master, Karwar High School.
 One month's privilege leave is granted to Mr. G. G. Naik, Second Assistant Deputy Educational Inspector, Broach Sub-Division.
- 28th July 1894.—The following appointments are made in the Narnad High School, until further orders :—
 Mr. B. R. Badsha to be substantive *pro tem.* Seventh Assistant Master.
 Mr. L. P. Bramachari to be substantive *pro tem.* Eighth Assistant Master.
 Mr. J. L. Gor to be substantive *pro tem.* Ninth Assistant Master.
 Mr. J. M. Vyas to be substantive *pro tem.* Tenth Assistant Master.
 Mr. K. G. Dave to be substantive *pro tem.* Eleventh Assistant Master.
 Mr. G. P. Šutaria to be substantive *pro tem.* Twelfth Assistant Master.
 Mr. B. K. Pāndya to be substantive *pro tem.* Thirteenth Assistant Master.
 Mr. C. G. Mehta to be substantive *pro tem.* Fourteenth Assistant Master.
- 31st July 1894.—The following appointments are made in the Ahmedabad High School, until Mr. C. V. Patel joins as

substantive *pro tem*. Third Assistant Master or until further orders :—

Mr. M. B. Belsare to be substantive *pro tem*. Third Assistant Master.

Mr. M. G. Trivedi to be substantive *pro tem*. Fourth Assistant Master.

Mr. H. R. Desai to be substantive *pro tem*. Fifth Assistant Master.

Mr. A. J. Sayad to be substantive *pro tem*. Sixth Assistant Master.

Privilege leave for one month is granted to Mr. T. T. Chenpvasi, Second Clerk to the Deputy Educational Inspector, Dharwar, and Mr. M. R. Kowlgi is appointed to act for him during his absence.

2nd August 1894.—Mr. W. K. Munshi is appointed Second Assistant Deputy Educational Inspector, Kaira, from the 1st of October 1894.

3rd August 1894.—Privilege leave for one month is granted to Mr. N. K. Jarimalli, Head Clerk to the Deputy Educational Inspector, Dharwar.

4th August 1894.—Mr. L. P. Mehta is appointed Acting Second Assistant Master, Nariad High School, until further orders.

The following appointments are made in the Satara High School, until further orders :—

Mr. R. B. Atre to be substantive *pro tem*. Third Assistant Master.

Mr. N. C. Kelkar to be substantive *pro tem*. Fourth Assistant Master.

Mr. G. D. Sahasrabudhe to be substantive *pro tem*. Fifth Assistant Master.

Mr. H. P. Lad to be substantive *pro tem*. Sixth Assistant Master.

Mr. H. V. Rabalkar to be substantive *pro tem*. Ninth Assistant Master.

Mr. D. C. Khare to be substantive *pro tem*. Eleventh Assistant Master.

Mr. G. S. Belgavkar to be substantive *pro tem*. Thirteenth Assistant Master.

Mr. D. N. Sane to be substantive *pro tem*. Fifteenth Assistant Master.

9th August 1894.—Mr. R. D. Romer is appointed substantive *pro tem*. Seventh Assistant Master, Ahmedabad High School.

13th August 1894.—Mr. H. K. Desai, Sixth Assistant Master, Ahmedabad High School, is appointed First Assistant Deputy Educational Inspector, Surat Sub-Division, from the 1st of October.

K. M. CHATFIELD, Director of Public Instruction.
Poona, Office of the Director of Public Instruction, 18th August 1894.

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Bombay Educational Record.

No. II.]

NOVEMBER 1894.

[Vol. XXX.]

THE MONTH.

WE deeply regret to record the death, at Karachi, on the 11th October, of Mr. H. P. Jacob, Educational Inspector in Sind, one of the oldest and most distinguished officers of the Educational Department, a Member of the Education Commission of 1883, and from the middle of 1890 to the end of 1884 Editor of this *Journal*. Mr. Jacob had for some years been a martyr to a mysterious and violent form of Dyspepsia, contracted apparently when on duty in Calcutta, but it was not known that he was worse than usual, and the announcement of his death came as a painful shock. The end was sudden, and he was engaged in his official duties to within a few hours of his death. Mr. Jacob was enlisted in the Department, by Sir Alexander Grant, in 1866, and, in his first appointment, that of Head-Master of the Poona High School, he completely won the approbation of that great educational administrator and good judge of men. Subsequently, as Principal of the Elphinstone High School in Bombay, and as Educational Inspector in the Deccan and in Sind, he threw himself with great enthusiasm into all the current problems of both Primary and Secondary Education, and left a deep, and what we believe will be an enduring and beneficial, impression upon both. In the Elphinstone High School he developed a monitorial system previously in existence into the "Perfect System," which was ultimately approved by the Supreme Government for general adoption throughout India. He was an indefatigable and conscientious worker, and left the mark of his strong personality upon every matter that passed through his office. It was sometimes said of him that he made work,

and lost sense of proportion in his devotion to minute detail. There was some truth in the criticism. Mr. Jacob always had much in him of the spirit of Browning's Old Grammarian :—

Let me know *all*, prate not of most or least,
Painful or easy———

But it was the Department which benefited by the infinite patience with which he would elaborate some code of school regulations or statistical form. In the society of congenial friends Mr. Jacob was a delightful companion, and always a delightful correspondent, whose letters teemed with fresh views, fresh information, and the side lights of an active and ingenious mind. These long and racy letters on educational topics, often too, brimful of fun, will be sadly missed in many parts of the Presidency. Owing to official accidents, Mr. Jacob's position in the Graded List was somewhat anomalous, and gave rise to regrettable controversy, but, regarding his high value as a public officer, there was never any question. We are confident we express the universal opinion in recording that Mr. Jacob was a good and faithful servant of the State, whose sad and premature death has left a void in the Educational Department.

It will be seen that the Inspector of the Central Division has reprinted a second batch of the Recommendations of the Education Commission of 1883, this time dealing with the subjects of Secondary and Collegiate Education and the Internal Administration and External Relations of the Educational Department, and that he has distinguished by an asterisk the conclusions which were specially endorsed by the Government of India. It is greatly to be desired that these conclusions should receive an intelligent study by public writers and others interested in education, as they must manifestly carry with them the very highest authority, as being the ultimate fruit and outcome of a protracted inquiry, conducted by a body of officials and experts of undoubted competency. We lay stress upon this point, because we observe a disposition in some

quarters to re-open questions fully discussed in the Commission and resolved in the terms of their Recommendations. As we said last month this is hardly practical politics. It stands to reason that conclusions so arrived at are not to be disturbed or modified, to say nothing of reversed, save after an inquiry of something approaching the same order of dignity.

IN this connection it is only fair to put on record the important declaration made at Dharwar by His Excellency the Governor in favour of free primary education, which seems, at first sight, to shew that our position, as stated above, is not so unassailable as we think. The Commission certainly decided against free education as unsuitable for India, and the Government of India concurred. His Excellency Lord Harris said at Dharwar :— “ Government had been glad to be able to increase the grant-in-aid for primary education, and he hoped in years to come they would be able to see their way to still further increase these grants for this object. In his opinion, primary vernacular education should be as cheap as possible, and, if possible, free, so as to be within the reach of the poorest classes. He would ask them no to confound free education with compulsory education. The latter was only applicable to very highly civilized and wealthy nationalities, and he doubted whether those who talked glibly of compulsory education in India, if they had to administer an act making it penal for parents to keep their children away from school, would relish the task. He knew few duties more disagreeable to magistrates in England, than the infliction of legal penalties on parents who had for reasons unacceptable to the magistrates omitted to send their children to schools. Free primary vernacular education need not, in his opinion, be necessarily linked with compulsory education, and should be the aim of every Government whose financial position would allow of it. They might have noticed that the subject of free education was included in a memorandum recently presented to Government by Mr. Setalwad, whose proposals he hoped to be able in some measure to meet.” The nature and extent of the concessions contemplated by Government on this interesting subject will be awaited with great interest. There is no difference of opinion as to the object. It is entirely a question as to the best means for effecting it.

THE death of Mr. Mahadev Chiminaji Apte adds another name to the already long roll of Bombay graduates snatched from usefulness in the prime of life. His death was hardly perhaps unexpected as he was known to be in broken health, but it is none the less extremely sad. Mr. Apte served in the Educational Department for some years before he betook himself to the more ambitious and lucrative field of the law in which he won remarkable success, acquiring both reputation and a large fortune. But "the love he bore to learning" never left him, and he devoted his wealth to the preservation and promotion of Sanskrit Literature in a manner at once original and effective. His now well known "Anandashrama" of Poona, with its printing press, fire-proof library of Sanskrit manuscripts and accommodation for Sanskrit scholars and students, the buildings of which, though already occupied, are only now approaching completion, will long keep his memory green. The "Anandashrama" exchanges manuscripts with institutions abroad, and Mr. Apte's name will doubtless be remembered with gratitude by generations of Sanskrit scholars yet unborn not only in India but in Europe and America. He devoted to the foundation of the "Anandashrama" considerably upwards of two lacs of rupees.

At the last open competition held in London for 61 vacancies in the Civil Service of India, six natives of India succeeded in securing places—one winning the 10th place on the list. The highest on the list scored 3,114 marks and the 10 successful native gentlemen were as follows:—Mr. Piroz K. Dadachanji 2,180 marks, Mr. Yusufali bin Abdulla 1,911, Mr. Jyotsnanath Ghosal 1902, Mr. Ali A. Hasanali 1,543, Mr. Albion R. Banerji 1,535, and Mr. Divan T. Chand 1,493. The last on the list scored 1,472 marks.

THE *Phoenix* newspaper, Karachi, concludes a feeling notice of the late Mr. H. P. Jacob with the following suggestion:—
 "Amidst the cares and anxieties of his life, Mr. Jacob never allowed himself a moment's rest, but did his duty like a true and valiant soldier of God. He actually died in harness, and his friends will miss his tall and spare figure in the school-room, the elocution class, and on the platform. He was always willing to identify himself with every kind of educational work in Sind, and the Training College, should now, we think, be called after him

as it stands as a visible monument of his unwearied labours in the cause of education, which, in this province, received a great impetus from him. His death removes from us a stout champion of higher education, and the gap it creates it will be difficult to fill." And as we go to press Government have issued the following Resolution:—"His Excellency the Governor in Council has received with deep regret the intelligence of the death of Mr. H. P. Jacob, Educational Inspector in Sind, and desires to place on record his high appreciation of the valuable work done by that officer in the cause of education during his long service of 28 years." And we learn by telegram that a public meeting has just been held in Karachi, under the Presidency of Mr. H. E. M. James, Commissioner in Sind, to arrange for a suitable memorial to his memory.

WHAT IS PARAPHRASE?

THERE has always existed considerable diversity of opinion amongst educationists, theoretical and practical, as to the value of the grammatical exercise called Paraphrase. Some years ago the exercise was supposed to have been killed by the epigram that it was merely turning good English into bad. Those who thought so could hardly have known that so consummate a master of good English and so high an authority in education as Matthew Arnold held it in high esteem as a good test of a candidate's "range of ideas and quickness of apprehension." It is possible that a good deal of the diversity of opinion arises from the fact that in speaking of Paraphrase people do not always mean the same thing. Those who condemn Paraphrase, are frequently condemning what is not Paraphrase at all; and those who uphold it, as often make the same blunder, or at least fail to make those they contend with understand what they understand by Paraphrase. Let us first understand what we are disputing about; and when our verbal differences have been settled, our real differences will probably have grown very small.

Proceeding by examples, we shall first try to clear the ground by examining the different exercises to which the name *Paraphrase* has been applied. And,

I. Paraphrase is by some supposed to mean the mere turning of verse into prose. For example, to change the order of the words in these grand lines of Milton would by not a few be accepted as a tolerable Paraphrase of them:

" Him the Almighty Power
Hurl'd headlong flaming from the ethereal sky,
With hideous ruin and combustion, down
To bottomless perdition, there to dwell
In adamantyne chains and penal fire,
Who durst defy the Omnipotent to arms."

The prose rendering of which would probably be :—

“The Almighty Power hurl'd him who durst defy the Omnipotent to arms, headlong flaming from the ethereal sky, with hideous ruin and combustion, down to bottomless perdition, to dwell there in adamant chains and penal fire.”

This, we apprehend, is not Paraphrase. If any one thinks that it is, and thinks that much good can come of such an exercise, we certainly make him welcome to all the hard words that have at any time been cast at the advocates of Paraphrase. It may be necessary, when a pupil comes to an intricately constructed sentence, to have it construed in the syntactical order, to ascertain whether he understands properly the inter-relation of its parts. This, however, is done merely as a test of grammatical knowledge. It is an exercise neither in thought nor in composition, under which, separately or combined, Paraphrase is supposed to fall. It is simply a transposition of words; and no other or higher name than *Transposition* should be given to the exercise. *Transposition*, then, is not Paraphrase.

II. Paraphrase is supposed, by others, to mean the mere superseding of some words in a sentence by others of similar meaning. For example, in a recent educational periodical, we find the following given as an example of Paraphrase :—

ORIGINAL.

I gave you the narrative of George Jones, an idle boy, and shewed you the consequences of his idleness. I shall now give you the history of Charles Bullard, a class-fellow of George. Charles was about the same age with George, and did not possess superior talents. Indeed, I doubt whether he was equal to him in natural powers of mind. But Charles was a hard student. When quite young he was always careful and diligent in school. Sometimes, when there was a very hard lesson, instead of going out to play, he would stay in to study. He had resolved that his first object should be to get his lessons well, and then he could play with a good conscience.

VARIED.

I told you the history of George Jones, a lazy boy, and shewed you the results of his indolence. I shall now give you the story of Charles Bullard, a schoolmate of George. Charles was about the same age with George, and did not possess greater abilities. In fact, I question if he was equal to him in natural powers of mind. But Charles was an industrious student. When very young he was invariably painstaking and hardworking in school. Occasionally, when there was a very difficult lesson, instead of going out to play, he would remain in to learn. He had determined that his first aim should be to learn his lessons perfectly, after which he could play with a clear conscience.

We need not say that such mere dictionary work as this is hardly entitled to the name of Paraphrase. And we do not wonder that, when put forth as such, it meets with unqualified condemnation. As an exercise in style, it can only be defended when a specimen of bad English is given for emendation. To subject a classical author to such mangling is little short of sacrilege. It is to be presumed that such writers have chosen the fittest words to express their meaning. We may therefore say with Ascham, that "such turning of the best into worse, is much like the turning of good wine, out of a fair sweet flagon of silver, into a foul musty bottle of leather, or to turn pure gold and silver into foul brass and copper." And we need not wonder, with the same writer, that "such kind of *paraphrases*, in turning, chopping, and changing the best to worse, either in the mint or schools, is much disliked of the best and wisest men;" for indeed "it is a bold comparison to think to say better than that is best." "I can better allow," adds old Roger, "another kind of *Paraphrase*, to turn rude and barbarous into proper and eloquent; which nevertheless is an exercise not fit for a scholar, but for a perfect master, who in plenty hath good choice, in copy hath right judgment, and grounded skill." Here, also let us add, it may be necessary to ask the pupil to supply one word for another in order to ascertain his knowledge of its meaning, or the extent of his vocabulary. This, however, is merely an exercise in *Substitution*. And *Substitution* is certainly not *Paraphrase*.

(To be continued.)

GOVERNMENT EDUCATIONAL LIBRARY AND MUSEUM.

1. The following new books and fresh additions are now available in the Library.

2. The Library and Museum are open every Saturday from 12 to 5 (Bombay time).

3. See notice on *Record* for February 1887, p. 44.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 16th October 1894.

Author.	Title of Work.	Publisher.	Price.
	<i>Class 6.—Arithmetic.</i>		£ s. d.
Rev. J. B. Lock, M. A.	Arithmetic for Schools ...	Macmillan & Co. ..	0 4 8
C. Pendlebury, M. A.	Arithmetic for Schools ...	G. Bell & Sons ..	0 3 0
and T. S. Tuttle, M. A.			

Author.	Title of Work.	Publisher.	Price.
	<i>Class 8.—Book-keeping.</i>		£ s. d.
Alfred Nixon, F. C. A.	Longman's Advanced Book-keeping.	Longmans, Green & Co.	0 3 6
	<i>Class 10a.—Catalogues of Books, &c.</i>		
	The Book-Seller for September 1894	Whitaker & Sons .	0 0 6
	Catalogue of Atlases, Maps, Globes, Wall Illustrations, &c.	W. & A. K. Johnston	.....
	Catalogue of Educational Works.	Rivington, Percival & Co.	.....
	<i>Class 11.—Chemistry.</i>		
G. S. Turpin, M. A...	Lessons in Organic Chemistry, Part I.	Macmillan & Co..	.....
	<i>Class 26.—English Readers and Primers.</i>		
O. B. Clarke, F. R. S	A Geographic Reader ..	Macmillan & Co..	.....
	The Royal Crown Readers (First Book).	T. Nelson & Sons..	0 0 8
	The Royal Crown Readers (Second Book).	Do. ..	0 0 10
	The Coral Island with Selections from the Gorilla Hunters.	Do. ..	0 6 1
	<i>Class 29.—French.</i>		
G. Engèle Farnacht	Colomba Par Prosper Mérimée.	Macmillan & Co..	0 2 0
	<i>Class 38.—History and Biography</i>		
	Macmillan's History Readers, Book II.	Macmillan & Co..	0 0 10
	<i>Class 42.—Latin.</i>		
A. H. Thomas, M. A	First Latin Translation Book.	Rivington, Percival & Co.	0 1 4
E. P. Cooper, M. A., and F. Hering, M. A.	Primary Latin Exercises.	Do. ..	0 3 6
	<i>Class 50.—Miscellaneous.</i>		
Colonel W. R. M. Holroyd, D. C. L. Do.	English for Beginners The 1st Book.		
	A Guide to English P ₁₀ nunciation for Indian Schools.		

BOOKS SANCTIONED.

By the Director of Public Instruction.

FOR SCHOOL USE.

	Rs.	s.	p.
Modi Wáchanmálá, Book II., by S. V. Patwardhan ...	0	3	0

ANGLO-MARATHI.

Translation Series, Book I, Part I., by D. R. Tarkhadkar.	0	2	0
Do. do. Part II., by do.	0	3	0

FOR LIBRARIES AND PRIZES.

GUJARATI.

Desi Námá, by Chhaganlal L. Shah	0	10	0
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ANGLO-GUJARATI.

Student's Gujarati Grammar with Exercises and Vocabulary, by Rev. G. P. Taylor	3	0	0
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KANARESE.

Life of Alexander the Great, by G. F. Halkatti ..	1	4	0
---------------------------------------------------	---	---	---

FOR PRIZES.

GUJARATI.

Mahasúkhhodhamálá, by M. H. Dani	0	6	0
-----------------------------------------	---	---	---

By order,

G. B. NENE,

Curator.

*Government Central Book Depôt,
Bombay, 15th October 1894.*

DEPARTMENTAL NOTICES.

The Allahabad University.

NOTIFICATION.

The subjoined notification, dated 14th June 1894, from the Registrar of the University of Allahabad, is published for the information of Educational Officers.

K. M. CHATFIELD,

Poona, 15th October 1894.

Director of Public Instruction.

NOTICE.

At a meeting of the Syndicate of the University of Allahabad, held on the 27th April 1894, it was resolved that Bishun Balvant Karve, of the village of Satogouvs, Bhaipur District, Bombay, is excluded from any future examination of this University, for having

personated one Sholaparker Mahadev Ambadas, of Sholapur, Bombay, at the Entrance Examination in April 1894, at the Indore centre: also, that Channavasappa Shivagum Dappa Sholapurker of Sholapur, Bombay, is similarly excluded for aiding or abetting in such personation. It was further resolved that notice of these cases of exclusion from any future examination of the University of Allahabad, be given to the Registrars of all other Indian Universities, and be likewise sent for publication in the *Aligarh Gazette*.

(Signed) C. DODD,

Registrar, University of Allahabad.

Naini Tal, the 14th June 1894.

Dhulia Training School Code.

(Subordinate to the Poona Training College.)

The following Code of Regulations for the Dhulia Training School is published for the information and guidance of Educational Officers in the Central Division:—

T. B. KIRKHAM,

Educational Inspector, C. D.

Poona, 8th October 1894.

1. The Dhulia Training School is maintained for the instruction of Vernacular Masters and Assistant Masters in the profession of teaching, and especially for service in the Districts of Khandesh, Nasik and Ahmednagar.

2. Stipends or subsistence allowances will be granted to a certain number of students under training. There shall be two grades of stipends, which shall be tenable for one year, *viz.*:—

Stipends of Rs. 7-8 for 2nd year students.

“ “ 7-0 “ 1st “

These rates are variable according to the requirements of the Districts.

Students who send their wives for training to the Poona Female Training College will be entitled to additional stipends of Rs. 3 per mensem.

Entrance.

3. There shall be an entrance examination in the month of November, at which candidates shall be admitted to compete for such a number of vacant stipends in the first year's class as may seem to the Inspector needed for a due supply of Vernacular Masters. Candidates must be above 17 and below 22 years of age, must have passed a Public Service or University Examination, and must be passed by competent medical authority as being fit for Government service.

4. The examination shall be in the subjects of Vernacular Standard VI., and shall be held at the Training School by the School staff. Stipends shall usually be allotted to those who obtain the highest marks. It shall, however, be open to the Inspector to allot a certain number of stipends to any special locality, in accordance with its requirements, or to reserve stipends for such classes of the population as appear to require special encouragement, e. g., Mahomedans, Bhils, Kolis, &c. A limited number of free-students may also be admitted at the discretion of the Inspector.

5. Stipendiary students, on admission, shall execute an agreement in the form appended. (See Appendix A.)

Course of Study.

6. The School curriculum is divided into two separate courses, with terminal and final examinations. Students desirous of studying a 3rd year's course must proceed to Poona (See Appendix B.)

Examinations.

7. The year is divided into two terms: the first commencing on the first of Kártik Vadya and ending on the 25th April, the second commencing on the 10th of June and ending on the 9th of Ashwin Vadya. At the end of the first term of each year there will be a terminal examination held by the staff, summing up and testing the progress made in the past term. Stipendiary students who fail at this examination will be liable to lose their stipends at the discretion of the Educational Inspector.

8. Examinations for certificates will be held, at the end of the second term in each year, by the Educational Inspector, Central Division, aided by the Head Master and such other officers of the department as the Inspector may appoint.

9. The results of the certificate examinations will be issued in two separate lists. The students' names in each list will be arranged in the order of merit and the list of the 2nd year men will also be sub-divided into two classes.

Every 1st and 2nd year student in order to pass his examination must secure a minimum total of 400 marks, not less than $\frac{1}{3}$ rd of the maximum marks allotted to each compulsory subject and not less than $\frac{1}{4}$ th of the maximum of each sub-head.

Subject to this proviso, 2nd year students, who obtain—

- (a) not less than 60 per cent. of the total marks allotted to their compulsory subjects, will be placed in the first class of their list;
- (b) less than 60 per cent. but not less than 40 per cent. of the marks, will be placed in the second class;
- (c) less than 40 per cent. of the total marks, will be held to have failed in their examination.

10. Students who fail to pass the examination at the end of the first year will, at the discretion of the Inspector, be dismissed from the School. Students of the second year, failing to pass the final examination, will be granted the certificate of the first year to which they are entitled; but will not be retained in the Training School.

11. Passed students of the first and second year's classes shall be allowed to proceed to the second year's course at Dhulia or the third year's course at Poona only if they are specially selected by the Educational Inspector.

12. Passed students will be granted certificates signed by the Inspector and the Head Master of the Training School in the form appended (see Appendix C) and will then have the choice of vacant appointments in order of merit. But a second or third year's certificate may, at the discretion of the Educational Inspector, be withheld until the candidate has passed in an optional subject.

Classification for Appointments.

13. The passed students shall be eligible for places with the following rates of fixed pay :—

2nd year men...	...	{	1st class, Rs. 15 per mensem.
		{	2nd class ,, 12 ,,
1st year men ...	...		,, 9 ,,

14. A certificate for any class does not entitle the holder to claim immediately the pay of his class but merely qualifies him for such a place when it falls vacant. Passed 2nd and 1st year students shall, however, be entitled at once to a minimum salary of Rs 11 and 8 respectively. Trained teachers, appointed to places of less salary than that of the class earned by them, shall at the earliest possible opportunity be promoted to the pay of their class.

15. Besides the pay of their class certificated teachers shall be entitled to the privileges offered under Chapter VIII. of the Vernacular Masters' Code; and also to special grants-in-aid, if, after gaining the requisite certificates in Art, Agriculture or Industrial Art, they shall successfully instruct pupils in any one of these subjects.

Special Rules.

13. Teachers who have resided at the Training School and passed the first or second year's course, but have not been specially selected (under Rule 11) for continued study in the School at Dhulia or Poona may, after at least two years' approved service, present themselves for examination in the second or third year's course respectively at Dhulia or Poona with the special sanction of the Inspector. Provided that residence for the first year's training only shall not qualify for admission to the third year's examination.

17. Untrained teachers in Local Board or Municipal Schools or in any schools under Departmental inspection, may appear for the first year's certificate examination without previous residence

be considered as compensation for damages and expenses incurred and not in the nature of a penalty.

And we and hereby declare ourselves sureties for the aforesaid that he shall do and perform all that he has above undertaken to do and perform and in case of his making default therein we hereby bind ourselves jointly and severally to pay the said sum of Rs. 150 to Government.

And I the Educational Inspector, Central Division, do hereby agree on behalf of Government to pay monthly to the said

such sums of money as shall be due to him on account of his stipend as student or salary as Master, provided that nothing in this agreement shall bar my right to withhold any portion, or all, of the stipend or salary of the said

during any one or more months, or to dismiss him from the Dhula Training School or from the employ of the Educational Department, should I consider such a step necessary.

(Signed)

Witnesses } Signed

Sureties } Signed

Witnesses } Signed

Educational Inspector,
Central Division,

(Signed)

Witness to signature.

(Signed)

APPENDIX B.

COURSE OF STUDY.

First Year's Course.

1. SCHOOL MANAGEMENT—(a) Methods of teaching Reading, Writing and Arithmetic so as to develop intelligence; (b) General principles of School management and discipline; (c) Vernacular Masters' Code and official forms and returns.
2. MARATHI.—(a) Prose and verse of Marathi Series, Books I. to IV. inclusive, and Modi Books I.—III. with knowledge of

- subject-matter and meaning and explanation of words and phrases; (b) Elementary Grammar, Etymology (Bapat, first half); (c) Composition; (d) Penmanship and Copy-setting.
3. URDU.—(a) 350 couplets from *Majmua-i-Sakhun*, Part I., and thorough revision of first five Urdu Reading Books and *Khutute Ahmadi*, 1st half; (b) Grammar, Holroyd's *Kavaide Urdu*, exclusive of Syntax; (c) Composition; (d) Penmanship and Copy-setting.
 4. MATHEMATICS.—(a) Arithmetic with explanation and proofs of rules (excluding Stocks, Insurance, Involution and Evolution and Arithmetical and Geometrical progression); (b) Algebra, first four rules and simple Equations; (c) Native accounts; (d) *Euclid*, Book I.; (e) Simple mensuration of lines and surfaces; (f) Mental Arithmetic.
 5. HISTORY and GEOGRAPHY.—(a) History of India; (b) General Geography of the world and particular Geography of India; (c) Blackboard outline map of Bombay Presidency.
 6. SCIENCE.—(a) Elementary science in *Kero Punt's Primer*, No. I; (b) General knowledge of common objects and method of making a school collection; (c) Sanitary Primer.
 7. SANSKRIT OR PERSIAN.—(a) Sanskrit Primer, complete; or (b) Holroyd's *Persia*, Books I. and II., and *Amednama*
 8. GYMNASTICS.—Exercises with Jodis and on *Malikhamb*, Jor and school-drill.

Second Year's Course.

1. SCHOOL MANAGEMENT.—(a) More advanced knowledge of subjects of first year's course; (b) Training of senses and memory and the order in which the faculties of children are developed.
2. MARATHI.—(a) Poetry in Fifth and Sixth Marathi Books; (b) Prose lessons in Fifth and Sixth Books including lessons on Natural Science, with knowledge of subject-matter and explanation of words and phrases; (c) Advanced Grammar; Etymology (Bapat, complete), and Prosody; (d) Composition; (e) Penmanship and Copy-setting.
3. URDU.—(a) *Majmua-i-Sakhun*, 500 couplets, Part I.; (b) *Akhlak-i-Kashi*, complete; (c) Holroyd's *Kavaide Urdu*, complete, with Prosody of the verses in first and second years' courses; (d) Composition; (e) Penmanship and Copy-setting.
4. MATHEMATICS.—(a) Arithmetic, complete, with explanations, and proofs of rules; (b) Algebra, first year's course and up to Fractions inclusive; (c) *Euclid*, Books I. and II.; (d) Mensuration of solids.
5. HISTORY AND GEOGRAPHY.—(a) Elementary History of England with special knowledge of connection with India; (b) Phy-

sical Geography, first 14 chapters of Maladev Shastri's Book, (c) Geography of British Isles with special reference to the History, (d) Map-drawing of India and British Isles.

6. SCIENCE.—Natural Philosophy, as in Cook's Manual.
7. SANSKRIT OR PERSIAN.—(a) 250 shlokás of Ramayana or 60 pages of Hitopadesha (anotated edition) and Second Sanskrit Book, Lessons I to XII. inclusive; or (b) Bostan, 500 couplets, from Chapters I. from Agaz Dastan: Gulistan, Chapters I. and VIII., and Nisarali's Kavaide, Farsi, first 18 pages.
8. GYMNASTICS.—In addition to first year's course, parallel and horizontal bars jumping and running and drill exercises.

OPTIONAL SUBJECTS.

(See Rules 12 and 15 ante.)

1. DRAWING.—The course and examinations for 1st and 2nd grade art as notified in the Resolution of Government, dated 17th July 1886 and Schedule I. of the Grant-in-aid Code.
2. AGRICULTURE.—The course and examinations prescribed in the Rules for Agricultural classes, Schedule D of Grant-in-aid Code.
3. INDUSTRIAL ART.—The course and examinations prescribed.

Scheme of Certificate Examination (Rules 8 and 9).

Subject of Examination.	Maximum marks.	
	1st year.	2nd year.
I. SCHOOL MANAGEMENT—		
(a) Paper	100	100
(b) <i>Vidya-roop</i> —giving a lesson to a class in Standards I. to III in Reading, Writing or Arithmetic at the option of the examiner with special attention as to Reading, to questioning to elicit intelligence, Writing to proper position, holding pen, correct imitation, Arithmetic to explanation from first principles or in Geography	100	...
Ditto 2nd year's men, to a class in Standards I. to V., on any subject of school course .. .. .	...	100
Total marks in School Management.....	200	200

Subject of Examination.	Maximum marks.	
	1st year.	2nd year.
2. VERNACULAR—		
Paper I. (a) Books, Prose and Verse	50	50
(b) Grammar and Etymology	50	50
Paper II. (a) Composition	50	50
(b) Penmanship and Copy-setting	25	25
Total marks in written work	175	175
<i>Vidvā vocs.</i> —(a) Reading with distinct utterance, due attention to punctuation and just expression ...	25	25
(b) Reading Modi Manuscript with ease and fluency.	25	25
Total marks in Vernacular.....	225	325
3. MATHEMATICS—		
Paper I. { Arithmetic	50	50
{ Algebra	25	50
{ Native accounts.....	25	...
Paper II. Euclid	50	50
Paper III. Mensuration	50	50
<i>Vidvā vocs.</i> —Mental Arithmetic	50	...
Total marks in Mathematics	250	200
N.B.—In the Arithmetic paper marks are reserved for good figuring and methods of working.		
4. HISTORY AND GEOGRAPHY—		
Paper I. { History	50	50
{ General Geography	50	50
Paper II. Physical Geogtaphy .....	...	50
Total marks, Hist. and Geog.....	100	150
5. SCIENCE—		
Paper—Sanitary Primer	25	...
Elementary Physics	75	100
Total marks in Science	100	100
6. SECOND LANGUAGE—		
Paper	75	75
7. GYMNASTICS		
	50	50
Grand Total of Marks.....	1,000	1,000

APPENDIX C.

CERTIFICATE.

We certify that _____ having completed the _____ year's course at the Dhulia Training School was admitted to the final examination for a certificate in 18 _____ and having obtained _____ per cent. of the whole marks and at least 33 per cent. for each subject was placed in the _____ class and is thereby entitled to Rs. _____ as fixed pay.

Date _____ 18 _____

Head Master,
Training School.

Educational Inspector,
Central Division.

Recommendations of The Education Commission.

The following reprint of the Recommendations of the Education Commission of 1883, on the subjects of Secondary and Collegiate Education and on the Internal Administration and External Relations of the Educational Department, are published for general information. The recommendations marked with an asterisk were specially approved by the Government of India.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 10th October 1894.

(3) *Recommendations on Secondary Education.*

*1. That in the upper classes of high schools there be two divisions,—one leading to the Entrance Examination of the Universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits.

2. That when the proposed bifurcation in secondary schools is carried out, the certificate of having passed by the final standard, or, if necessary, by any lower standard, of either of the proposed alternative courses, be accepted as a sufficient general test of fitness for the public service.

3. That high and middle schools be united in the returns under the single term "secondary schools," and that the classification of students in secondary schools be provided for in a separate Table, showing the stage of instruction, whether primary, middle, or upper, of pupils in all schools of primary and secondary education.

4. That a small annual grant be made for the formation and maintenance of libraries in all high schools.

5. That the Grant-in-aid Code of each Province include provision for giving help to school-managers in the renewal, and, if necessary, the increase of their furniture and apparatus of instruction after stated intervals.

6. That an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any secondary school, Government or aided.

7. That graduates wishing to attend a course of instruction in a Normal school in the principles and practice of teaching be required to undergo a shorter course of training than others.

8. That the claims of efficient and successful teachers in aided schools be considered in making appointments to posts in the service of Government, and that in cases duly certified by the Education Department the 25 years' rule be relaxed.

*9. That the Director of Public Instruction, in consultation with the managers of schools receiving aid from Government, determine the scale of fees to be charged and the proportion of pupils to be exempted from payment therein.

10. That, in order to encourage the establishment of aided schools, the managers be not required to charge fees as high as those of a neighbouring Government school of the same class.

11. That scholarship-holders as such be not exempted from payment of the ordinary fees.

*12. That in all Provinces the system of scholarships be so arranged that, as suggested in the *Despatch of 1854*, they may form connecting links between the different grades of institutions.

*13. That scholarships payable from public funds, including educational endowments not attached to a particular institution, be awarded after public competition, without restriction, except in special cases, to students from any particular class of schools.

*14. That scholarships gained in open competition be tenable, under proper safeguards to ensure the progress of the scholarship-holder, at any approved institution for general or special instruction.

15. That the attention of the Government of Bombay be invited to the fact that, while the *Despatch of 1854* provides for the creation of both free and stipendiary scholarships tenable in Government and private schools alike, almost exclusive stress is now laid in that Presidency upon free studentships, and that stipendiary scholarships are confined to students of Government schools.

16. That the Government of Madras be invited to consider the necessity of revising the system of scholarships in secondary schools in that Presidency, with a view to bringing it into harmony with the provisions of the *Despatch of 1854*.

17. That in the conduct of all departmental examinations, managers and teachers of the various non-Government schools be associated, as far as possible, with the officers of the Department.

18. That, in order to secure the efficiency of departmental examinations, examiners, whether officials or non-officials, be remunerated from the fees levied from candidates, increased, when necessary, by a grant from Government.

19. That the importance of requiring inspecting officers to see that the teaching and discipline of every school are such as to exert a right influence on the manners, the conduct, and the character of pupils be re-affirmed.

20. That continuous instruction in school without a break do not extend, as a rule, beyond three hours.

21. That in the Punjab the course in Persian of high schools do not extend beyond the standard of the Entrance Examination.

22. That promotions from class to class be left entirely to the discretion of the school authorities.

*23. That it be distinctly laid down that the relation of the State to secondary is different from its relation to primary education, in that the means of primary education may be provided without regard to the existence of local co-operation, while it is *ordinarily expedient to provide the means of secondary education only where adequate local co-operation is forthcoming*; and that therefore, in all ordinary cases, secondary schools for instruction in English be hereafter established by the State preferably on the footing of the system of grants-in-aid.

(4) *Recommendations on Collegiate Education.*

1. That the attention of the Local Governments be invited to the recommendations made in the several Provincial Reports with regard to providing or extending the means of collegiate education in the Province of Sindh and at Ahmedabad in Bombay, at Bhagalpur in Bengal, and at Jabalpur in the Central Provinces; and also to the question of the establishment of an aided college at Delhi under native management.

*2. That the rate of aid to each college be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution, and the wants of the locality.

3. That provision be made for special grants to aided colleges, whenever necessary, for the supply and renewal of buildings, furniture, libraries, and other apparatus of instruction.

4. That in order to secure a due succession of competent officers in the Education Department, the period of necessary service qualifying for pension should be reduced, and that a graduated scale of pensions based on length of service, and obtainable without medical certificate, should be introduced.

*5. That Indian graduates, especially those who have also graduated in European Universities, be more largely employed than they have hitherto been in the colleges maintained by Government.

6. That in order to encourage diversity of culture, both on the literary and on the physical side, it is desirable, in all the larger colleges, Government and aided, to make provision for more than one of the alternative courses laid down by the Universities.

7. That the discretionary power of Principals of colleges, to admit to certain courses of lectures in special cases students who have not passed the examinations required by the Universities, be affirmed.

8. That an attempt be made to prepare a moral text-book, based upon the fundamental principles of natural religion, such as may be taught in all Government and non-Government colleges. (G. of I. disapproved.)

9. That the Principal or one of the Professors in each Government and aided college deliver to each of the college classes in every session a series of lectures on the duties of a man and a citizen. (G. of I. disapproved.)

10. That while it is desirable to affirm the principle that fees at the highest rate consistent with the undiminished spread of education should be levied in every college aided by the State, no aided college should be required to levy fees at the same rate as that charged in a neighbouring Government college.

11. That no college, Government or aided, be allowed to receive more than a certain proportion of free students, the proportion to be fixed by the Department, in communication, where necessary, with the managers.

12. That to secure regularity of attendance at colleges, the principle be affirmed that fees, though levied monthly for the convenience of students, are to be regarded as payments for a term, and that a student has no right to a certificate from his college for any term until the whole fee for that term is paid.

13. That as the fees in the Presidency College of Madras are considerably lower than those which it is found practicable to levy in the Presidency Colleges of Calcutta and Bombay, the Government of Madras be invited to consider the advisability of enhancing the rate of fees in that college.

14. That the Local Governments and Administrations be invited to consider whether it is necessary to assign for scholarships tenable in Arts colleges a larger proportion of the provincial grant for education than 2 per cent.

15. That scholarship-holders as such be not exempted from payment of the ordinary fees.

16. That the Local Governments be invited to consider the advisability of appropriating, where necessary, a certain sum for the establishment for scholarships tenable by graduates reading for the M.A. degree.

17. That the Local Governments be invited to consider the advisability of establishing scholarships for distinguished graduates to enable them to proceed to Europe for the purpose of practically studying some branch of mechanical industry.

18. That in place of the system existing in Madras, according to which the first twenty students at the University Entrance and F. A. examinations are allowed to read free in any Government college, liberal provision be made for a system of scholarships open to general competition and tenable in any college.

19. That the Government of Bombay be requested to consider whether all or some of the scholarships now restricted to the Elphinstone and Deccan Colleges may, with due regard to the circumstances under which they were originally founded, be made tenable at any affiliated college; and that if these scholarships cannot fairly be opened to general competition, they be awarded as far as possible to poor students who, but for the stipends, would be unable to continue their studies at college.

(5) *Recommendations on the Internal Administration of the Education Department.*

1. That when an educational officer enters the higher graded service of the Education Department, his promotion should not involve any loss of pay.

*2. That conferences (1) of officers of the Education Department, and (2) of such officers with managers of aided and unaided schools, be held from time to time for the discussion of questions affecting education, the Director of Public Instruction being in each case *ex-officio* President of the conference. Also that Deputy Inspectors occasionally hold local meetings of the schoolmasters subordinate to them for the discussion of questions of school management.

3. That a general educational library and museum be formed at some suitable locality in each Province, and that encouragement be given to school-papers or magazines conducted in the vernacular.

4. That managers of schools in competition be invited by the Department to agree to rules providing, as far as the circumstances of the locality allow, (1) that, except at specified times, a pupil of one school be not admitted to another without a certificate from his previous school; (2) that any fees due to that school have been paid; and (3) that he do not obtain promotion into a higher class by changing his school.

*5. That it be an instruction to the Department in the various Provinces to aim at raising fees gradually, cautiously, and with due regard to necessary exemptions, up to the highest amount that will not check the spread of education, especially in colleges, secondary schools, and primary schools in towns where the value of education is understood.

6. That the Education Department in each Province limit its calls for returns, (1) to such as the Government may require, and (2) to such others as are indispensable for information and control.

7. That all schools managed by the Department, or by committees exercising statutory powers, and all other schools that are regularly aided or inspected, or that regularly send pupils to the examinations of the University or of the Department (other than examinations which are conducted by the Department for admission to the public service), be classed as public schools, and sub-divided into departmental, aided, and unaided; (2) that all other schools furnishing returns to the department be classed as private schools; and (3) that all other details of classification be referred to the Statistical committee appointed by the Government of India.

8. That no attempt be made to furnish financial returns for private schools.

9. That native and other local energy be relied upon to foster and manage all education as far as possible, but that the results must be tested by departmental agency, and that therefore the inspecting staff be increased so as to be adequate to the requirements of each Province.

10. That the remuneration of subordinate inspecting officers be reconsidered in each Province with due regard to their enhanced duties and responsibilities.

11. That, as a general rule, transfers of officers from Professorships of colleges to Inspectorships of schools, and *vice versa*, be not made.

*12. That it be distinctly laid down that native gentlemen of approved qualifications be eligible for the post of Inspector of Schools, and that they be employed in that capacity more commonly than has been the case hitherto.

*13. That Inspectresses be employed where necessary for the general supervision of Government, aided, and other girls' schools desiring inspection.

14. That in every Province a Code be drawn up for the guidance of Inspecting Officers.

15. That it be recognised as the duty of the Revenue Officers to visit the schools within their jurisdiction, communicating to the Executive Officers or Board to which each school is subordinate any recommendations which they may desire to make.

16. That voluntary inspection by officers of Government and private persons be encouraged, in addition to the regular inspection of departmental and Revenue Officers.

17. That the detailed examination of scholars in primary schools be chiefly entrusted to the Deputy Inspectors and their assistants, and that the main duty of the Inspectors in connection with such schools be to visit them, to examine into the way in

which they are conducted, and to endeavour to secure the cordial support of the people in the promotion of primary education.

18. That the general upper and lower primary school examinations be not compulsory, but that the annual reports show the number of scholars in each stage of education.

19. That in every Province in which examinations for the public service are held, they be so arranged as to give encouragement to vernacular education.

20. That the Committees appointed to conduct the public service examinations and other examinations of a similar kind include representatives of non-Government schools as well as departmental officers.

21. That Normal schools, Government or aided, for teachers of secondary schools be encouraged.

22. That the Text-book Committees in the several Provinces include qualified persons of different sections of the community not connected with the Department, and that to these Committees should be submitted all text-books, both English and vernacular, that it is proposed to introduce into schools, and all text-books now in use that may seem to need revision.

23. That the Text-book Committees of the several Provinces act as far as possible in concert, and that they communicate to each other lists of English text-books, and, in the case of those Provinces which have any common language, lists of vernacular text-books, which are satisfactory, and of books which they consider to be wanting or inadequate.

24. That the operations of the existing Government depôts be confined as soon as may be practicable to the supply and distribution of vernacular text-books.

25. That care be taken to avoid, as far as possible, the introduction of text-books which are of an aggressive character, or are likely to give unnecessary offence to any section of the community.

26. That in the printing of text-books, especially vernacular text-books, attention be paid to clearness of typography.

(6) *Recommendations on the External Relations of the Department.*

1. That teachers in non-Government institutions be allowed to present themselves for examination for any grade of certificate required by the grant-in-aid rules without being compelled to attend a Normal school.

*2. That in any statement of expenditure required by the grant-in-aid rules from colleges whose Professors are prevented from receiving fixed salaries by the constitution of the religious societies to which they belong, the expenditure on the maintenance of such

colleges be calculated at the rates current in aided institutions of the same general character.

3. That in schools aided on the result-system, variety in the course of instruction be encouraged by grants for special subjects.

4. That greater latitude be given to the managers of aided schools in fixing the course of instruction and the medium through which it is conveyed.

5. That the payment-by-results system be not applied to colleges.

6. That every application for a grant-in-aid receive an official reply, and in case of refusal that the reasons for such refusal be given.

7. That the proximity of a Government or of an aided school be not regarded as of itself a sufficient reason for refusing aid to a non-Government school.

8. That with the object of rendering assistance to schools in the form best suited to the circumstances of each Province and thus to call forth the largest amount of local co-operation, the grant-in-aid rules be revised by the Local Governments in concert with the managers of schools.

9. That, in this revision, the rules be so defined as to avoid any ambiguity as to the amount and duration of the aid to which an institution may be entitled, the conditions of grants for buildings, apparatus, and furniture being clearly stated; and that special reference be had to the complaints that have been made against existing systems, particularly the complaints dwelt upon in this Report.

*10. That whilst existing State institutions of the higher order should be maintained in complete efficiency wherever they are necessary, the improvement and extension of institutions under private management be the principal care of the Department.

*11. That, in ordinary circumstances, the farther extension of secondary education in any District be left to the operation of the grant-in-aid system, as soon as that District is provided with an efficient high school, Government or other, along with its necessary feeders.

*12. That it be a general principle that the grant-in-aid should depend—

(a) on locality, *i. e.*, that larger proportionate grants be given to schools in backward Districts;

(b) on the class of institutions, *i. e.*, that greater proportionate aid be given to those in which a large amount of self-support cannot be expected, *e. g.*, girls' schools and schools for lower castes and backward races.

*13. That the following be adopted as general principles to

regulate the amount of grants-in-aid except in cases in which Recommendations for special aid have been made.—

- (a) That no grant be given to an institution which has become self-supporting by means of fees, and which needs no further development to meet the wants of the locality.
- (b) That the amount of State aid (exclusive of scholarships from public funds) do not exceed one-half of the entire expenditure on an institution.
- (c) That, as a general rule, this maximum rate of aid be given only to girls' schools, primary schools, and Normal schools.

14. That with a view to secure the co-operation of Government and non-Government institutions, the managers of the latter be consulted on matters of general educational interest, and that their students be admitted on equal terms to competition for certificates, scholarships, and other public distinctions.

15. That the Government of Bombay be invited to consider the propriety of converting the Dakshina fellowships into University fellowships with definite duties attached to them, to be tenable for a term of years and open to all candidates irrespective of the college in which they have been trained.

16. That in Bengal the payment from the Mohsin Fund of two-thirds of the fees of Muhammadan students, now confined to Government schools, be extended to Muhammadan students of non-Government schools approved by the Department.

17. That grants be paid without delay when they become due according to the rules.

18. That care be taken lest public examinations become the means of practically imposing the same text-books or curriculum on all schools.

19. That the revised rules for grants-in-aid and any subsequent alterations made in them be not merely published in the official gazettes, but translated into the vernacular, and communicated to the press, to the managers of aided and private institutions, and to all who are likely to help in any way in the spread of education.

20. That the further extension of female education be preferentially promoted by affording liberal aid and encouragement to managers who show their personal interest in the work, and only when such agency is not available by the establishment of schools under the management of the Department or of Local or Municipal Boards.

21. That a periodically increasing provision be made in the educational budget of each Province for the expansion of aided institutions.

22. That when any school or class of schools under departmental management is transferred to a Local or Municipal Board the functions of such board be clearly defined, and that, as a general rule, its powers include (a) the appointment of teachers qualified under the rules of the Department, (b) the reduction or dismissal of such teachers, subject to the approval of the Department, (c) the selection of the standard and course of instruction subject to the control of the Department, and (d) the determination of rates of fees and of the proportion of free students, subject to the general rules in force.

23. That if in any Province the management of Government schools of secondary instruction be transferred either to Municipalities or to Local Boards, or to Committees appointed by those bodies, encouragement be given to the subsequent transfer of the schools concerned to the management of associations of private persons combining locally with that object, provided they are able to afford adequate guarantees of permanence and efficiency.

24. That when Local and Municipal Boards have the charge of aiding schools, (1) their powers and duties be clearly defined; (2) that it be declared to be an important part of their duty to make provision for the primary education of the children of the poor; (3) that precautions be taken to secure that any assignment to them from public funds for purposes of education be impartially administered; (4) that an appeal against any refusal of aid lie to the Department.

25. That the system of grants-in-aid be based as hitherto, in accordance with paragraph 53 of the Despatch of 1854, on an entire abstinence from interference with the religious instruction conveyed in the institution assisted, provided that when the only institution of any particular grade existing in any town or village is an institution in which religious instruction forms a part of the ordinary course, it shall be open to parents to withdraw their children from attendance at such instruction without forfeiting any of the benefits of the institution. (G. of I. disapproved.)

26. That a parent be understood to consent to his child's passing through the full curriculum of the school, unless his intention to withdraw him from religious instruction be intimated at the time of the child's first entering the school, or at the beginning of a subsequent term. (G. of I. disapproved.)

27. That in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction, aid at specially liberal rates be offered for a term of years, wherever necessary, to any local body willing to undertake the management of any such institution under adequate guarantees of permanence and efficiency.

28. That in the event of any Government school or college being transferred to local management, provision be also made for

the legal transfer to the new managers of all educational endowments, buildings and other property belonging to such institutions in the hands of Government.

29. That in the event of any Government school or college being transferred to local management, the incumbents of offices under Government be secured in the enjoyment of all their existing rights and privileges.

*30. That all Directors of Public Instruction aim at the gradual transfer to local native management of Government schools of secondary instruction (including schools attached to first or second grade colleges), in every case in which the transfer can be effected without lowering the standard, or diminishing the supply, of education, and without endangering the permanence of the institution transferred.

31. That the fact that any school raises more than 60 per cent. of its entire expenditure from fees be taken as affording a presumption that the transfer of such school to local management can be safely effected.

32. That in dealing with the question of the withdrawal of Government from the management of existing colleges, these colleges be regarded as divided into three classes, viz. :—

- (1) Those from which it is premature for Government to consider the propriety of withdrawal; on the ground that they are, and will long continue to be, the institutions on which the higher education of the country mainly depends.
- (2) Those that might be transferred with advantage, as a measure promising useful political results, to bodies of native gentlemen, provided the new managers give satisfactory guarantees that the college will be maintained (1) permanently, (2) in full efficiency, (3) in such a way as to make it adequate for all the wants of the locality.
- (3) Those which have been shown to be unsuccessful, or of which the cost is out of proportion to the utility, and from which Government might advantageously withdraw even with less stringent guarantees for permanent efficiency. Such colleges should be closed if, after due notice, no local body be formed to carry them on with such a grant-in-aid as the rules provide.

33. That the Government of Madras be requested to consider the propriety of dealing with the second grade Government colleges of that Province on the principles applicable to the second or third class as may be deemed advisable in each case, in the light of the recommendations made by the Madras Provincial Committee.

34. That the Government of Bombay be requested to consider

the propriety of raising the Ahmedabad College to one teaching up to the B.A. standard, and of securing its full efficiency for a term of years, on the condition that after that period it be treated on the principles applicable to the second class.

35. That the Government of Bengal be requested to consider the propriety of dealing with the Rajshahye and Krishnagar Government Colleges on the principles applicable to the second class, and with the Colleges at Berhampur, Midnapur, and Chittagong on the principles applicable to the third class, as suggested by the Bengal Provincial Committee.

36. That the bestowal of patronage in Government appointments be so ordered as to offer greater encouragement to high education.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF SEPTEMBER TO THE 15TH OF OCTOBER 1894.

17th September 1894.—One month's privilege leave, on half pay, is granted to Mr. J. D. Esperance, Seventeenth Assistant Master, Elphinstone High School.

Mr. D. K. Mhatre is appointed Acting Seventeenth Assistant Master, Elphinstone High School, during the absence of Mr. Esperance, or until further orders.

Privilege leave, for one month, is granted to Mr. D. S. Advani, Acting First Clerk to Deputy Educational Inspector, Shikarpur.

19th September 1894.—Leave, without pay, for one month, is granted to Mr. Badhavsing Nihalsing, substantive *pro tem*, Gymnastic Teacher, Broach High School.

Mr. S. B. Lakdavalva is appointed substantive *pro tem*, Gymnast, Broach High School, during the absence of Mr. Badhavsing, or until further orders.

21st September 1894.—Mr. V. C. Gore is confirmed as English Accountant in the Government Central Book Depot, Bombay.

Ten days' privilege leave is granted to Mr. Ibrahim Khan Pathan, First Assistant Deputy Educational Inspector, Dharwar.

24th September 1894.—Three months' privilege leave, on half pay, is granted to Mr. R. L. Damania, Seventeenth Assistant Master, Elphinstone High School.

25th September 1894.—The following appointments are made in the Elphinstone High School:—

Mr. S. F. A. Edroos to be Acting Sixth Assistant Master, *vice* Mr. V. S. Desai.

Mr. K. F. Daruvalva to be Acting Seventh Assistant Master, *vice* Mr. S. S. Kadri.

Mr. F. K. Bazan to be Acting Eighth Assistant Master, *vice* Mr. S. F. A. Edroos.

Mr. U. K. Munshi to be Acting Ninth Assistant Master, *vice* Mr. K. F. Daruvala.

Mr. B. M. Bahadurji to be Acting Tenth Assistant Master, *vice* Mr. H. N. Lord.

Mr. N. M. Pavri to be Acting Eleventh Assistant Master, *vice* Mr. F. K. Bazan.

Mr. B. M. Sutaria to be Acting Twelfth Assistant Master, *vice* Mr. U. K. Munshi.

Mr. S. B. Doctor to be Acting Thirteenth Assistant Master, *vice* Mr. N. M. Pavri.

Mr. E. R. Sahiar to be Acting Fourteenth Assistant Master, *vice* Mr. S. B. Doctor.

Mr. N. V. Gokhale, B. A., is appointed Sixth Assistant Master, Satara High School.

Mr. R. B. Arbatti, B. A., is appointed substantive *pro tem.* Fifth Assistant Master, Dharwar High School.

Mr. S. S. Ghati, B. A., is appointed substantive *pro tem.* Sixth Assistant Master, Dharwar High School.

The following appointments are made from the date Mr. A. D. Joshi was made permanent in the Police Department:—

Mr. J. H. Kanga to be Ninth Assistant Master, Surat High School, but to continue substantive *pro tem.* Seventh Assistant Master.

Mr. H. F. Bhat, B. A., is appointed Tenth Assistant Master, Surat High School, but to continue substantive *pro tem.* Fifth Assistant Master, Broach High School.

The following appointments are made from the 1st proximo:—

Mr. A. H. Desai, Fourth Assistant Master, Nariad High School, to be substantive *pro tem.* Second Assistant Master, Broach High School, in place of Mr. U. D. Thakur, B. A., or until further orders.

Mr. M. M. Bulsari, B. A., to be substantive *pro tem.* Third Assistant Master, Broach High School, during the absence of Mr. Sethna, B. A., or until further orders.

Mr. B. K. Agarvala, B. A., Eighth Assistant Master, Ahmedabad High School, to be substantive *pro tem.* Fourth Assistant Master, Broach High School, in place of Mr. Bulsari, or until further orders.

The following appointments are made:—

Mr. M. H. Kanga is confirmed as Fourth Assistant Master, Surat High School, but to continue as substantive *pro tem.* Third Assistant Master, until further orders.

Mr. A. H. Desai is appointed Fourth Assistant Master, Nariad High School, but to continue as substantive *pro tem.*

Fourth Assistant Master, Broach High School, until further orders.

Mr. M. N. Adhiaru, B. A., is appointed Fifth Assistant Master, Broach High School, but to continue in Palanpur.

Mr. B. K. Agarwala, B. A., is appointed Eighth Assistant Master, Ahmedabad High School, but to continue substantive *pro tem*. Third Assistant Master, Broach High School, until further orders.

26th September 1894.—On account of revision of salaries in the Office of the Educational Inspector, Northern Division, the following appointments are made until further orders:—

Mr. C. L. Mehta to be substantive *pro tem*. Fourth Clerk.

Mr. K. M. Panvala to be substantive *pro tem*. Fifth Clerk.

Mr. L. S. Mehta to be substantive *pro tem*. Sixth Clerk.

Mr. P. H. Thatte to be Seventh Clerk.

Mr. S. B. Mehta to be substantive *pro tem*. Local Board Clerk.

Mr. M. H. Kinkhabvala to be substantive *pro tem*. Eighth Clerk.

Mr. P. B. Dixit to be substantive *pro tem*. Ninth Clerk.

27th September 1894.—The following appointments are made in the Office of the Educational Inspector, Southern Division:—

Mr. S. M. Udgatti to be Second Clerk.

Mr. G. R. Gunjekar to be Third Clerk.

Mr. N. K. Jarimali to be Fourth Clerk.

Mr. G. S. Tonapi to be Fifth Clerk.

Mr. P. A. Saral to be Sixth Clerk.

Mr. R. V. Hodlur to be Seventh Clerk.

Mr. R. V. Reghe to be Eighth Clerk.

Mr. V. G. Pendse is appointed Second Clerk to the Deputy Educational Inspector, Belgaum.

Mr. K. M. Mahishi is appointed First Clerk to the Deputy Educational Inspector, Belgaum.

Mr. T. T. Chenpyati is appointed Second Clerk to the Deputy Educational Inspector, Dharwar.

Mr. G. F. Halkatti is appointed Second Clerk to the Deputy Educational Inspector, Dharwar.

Mr. B. N. Hallikeri is appointed Clerk in the Dharwar Training College.

28th September 1894.—Privilege leave, for one month, from 14th August, is granted to Mr. R. V. Hodlur, Sixth Clerk to Educational Inspector, Southern Division, and Mr. K. S. Yardi, P. E., is appointed Acting Sixth Clerk, during Mr. Hodlur's absence.

Privilege leave, for one month from 13th August, is granted to Mr. U. N. Perur, Head Clerk to the Deputy Educational Inspector, Bijapur, and Mr. R. G. Katti is appointed as substitute during Mr. Perur's absence.

Privilege leave, for two months and a half, from 3rd October, is granted to Mr. N. V. Patwardhan, Head Clerk, Curator, Government Central Book Depot, Bombay.

The following appointments are made in the Ahmedabad High School until further orders :—

Mr. A. J. Sayad to be substantive *pro tem*. Fifth Assistant Master.

Mr. R. D. Romer, B. A., to be substantive *pro tem*. Sixth Assistant Master.

Mr. D. N. Pandya to be substantive *pro tem*. Seventh Assistant Master.

Mr. A. H. Mashhadi to be substantive *pro tem*. Eighth Assistant Master.

Mr. T. P. Dave to be substantive *pro tem*. Ninth Assistant Master.

Mr. A. R. Desai to be substantive *pro tem*. Tenth Assistant Master.

Mr. H. D. Chhatrapati, B. A., to be substantive *pro tem*. Eleventh Assistant Master.

2nd October 1894.—Mr. N. V. Gokhale, substantive *pro tem*, Fifth Assistant Master, is appointed Seventh Assistant Master in the Dharwar High School.

3rd October 1894.—One day's extension of privilege leave is granted to Mr. V. G. Dalal, Deputy Educational Inspector, Palanpur.

The following appointments are made in the Satara High School from the 19th ultimo :—

Mr. G. D. Sabasrabudhe to be Seventh Assistant Master.

Mr. R. V. Bhade to be Eighth Assistant Master.

Mr. B. M. Patwardhan to be Ninth Assistant Master.

Mr. H. P. Lad to be Tenth Assistant Master.

The following appointments are made in the Nasik High School from the nineteenth ultimo :—

1. Mr. A. K. Oke to be Sixth Assistant Master, continuing at Ahmednagar.

2. Subject to Mr. Oke's lien—

(1) Mr. D. M. Bhate to be 7th Assistant Master and substantive Sixth Assistant Master.

(2) Mr. R. B. Chandorkar to be Eighth Assistant Master and substantive Seventh Assistant Master.

(3) Mr. G. B. Joglekar, Seventh Assistant Master, Thana High School, to be Ninth Assistant Master and substantive Eighth Assistant Master.

Mr. S. R. Hatvalne to be Third Assistant Master, Satara High School.

Mr. M. C. Kelkar, B. A., to be Fourth Assistant Master, Dhulia High School.

Mr. N. V. Gokhale to be Fifth Assistant Master, Satara High School.

Mr. G. B. Brahma, B. A., to be Sixth Assistant Master, Satara High School.

Mr. R. K. Bhude, B. A., Acting Fourth Assistant Master, Thana High School, to be substantive *pro tem.* Fifth Assistant Master, Dhulia High School.

4th October 1894.—Mr. R. A. Sethna, when relieved from Rajkote Rajkumar College, is appointed substantive *pro tem.* Second Assistant Master, Narad High School, until further orders.

The following appointments are made in the Elphinstone High School on the return of Mr H. N. Lord from 2 years' furlough on the 26th September:—

Mr. H. N. Lord, Tenth Assistant Master, to be Acting Eighth Assistant Master, *vice* Mr Edroos.

Mr F. K. Bajan, Eleventh Assistant Master and Acting Eighth Assistant Master, to be Acting Ninth Assistant Master, *vice* Mr. Darauwalla.

Mr. U. K. Munshi, Twelfth Assistant Master and Acting Ninth Assistant Master, to be Acting Tenth Assistant Master, *vice* Mr. Lord

Mr. N. M. Pavri, Thirteenth Assistant Master, will continue as Acting Eleventh Assistant Master. *vice* Mr. Bajan

Mr. B. M. Bahadurji to be Acting Twelfth Assistant Master, *vice* Mr. Munshi.

5th October 1894.—Fifteen days' extension of privilege leave is granted to Mr V. S. Kale, Ninth Assistant Master, Balgaon High School.

6th October 1894.—Privilege leave, on half pay, from 30th August to 21st September 1894, is granted to Mr L. N. Hingolkar, Fourth Assistant Master, Dharwar High School.

8th October 1894.—Mr. N. D. Metha is appointed substantive *pro tem.* Eighth Assistant Master, Surat Middle School.

Mr. H. M. Jardosh can continue substantive *pro tem.* Fourth Assistant Master, Ahmedabad Middle School, until further orders.

10th October 1894.—Mr. N. M. Gadre, Eighth Assistant Master, Elphinstone Middle School, is appointed Eleventh Assistant Master, Satara High School, and substantive Ninth Assistant Master, Nasik High School, subject to Mr. Joglekar's lien.

Mr. N. B. Degvekar, Eighth Assistant Master, B. J. High School, Thana, is appointed substantive Eleventh Assistant Master, Satara High School, on Rs. 45, subject to Mr. Gadre's lien.

11th October 1894.—Mr. J. G. Gokhale is confirmed as Head Master, Godhra Anglo-Vernacular School, from the 1st instant.

The following appointments are made from the 19th September in the Satara High School, until further orders.—

Mr G. D. Sahasrabudhe to be substantive *pro tem.* Sixth Assistant Master.

Mr. R. V. Bhade to be substantive *pro tem*. Seventh Assistant Master.

Mr. H. P. Lad to be substantive *pro tem*. Eighth Assistant Master.

Mr. H. V. Rahalkar to be substantive *pro tem*. Ninth Assistant Master.

Mr. K. R. Godbole to be substantive *pro tem*. Eleventh Assistant Master.

Mr. S. S. Sahasrabudhe to be substantive *pro tem*. Thirteenth Assistant Master.

Mr. D. C. Khare to be substantive *pro tem*. Fourteenth Assistant Master.

Mr. G. S. Belgavkar to be substantive *pro tem*. Fifteenth Assistant Master.

Mr. K. M. Manskar to be substantive *pro tem*. Sixteenth Assistant Master.

Mr. R. B. Upasani, P.E., is appointed Acting Fourth Assistant Master, B. J. High School, Thana, during the absence of Mr. Gothaskar, or until further orders.

12th October 1894.—One month's privilege leave, on half-pay, is granted to Mr. H. F. Bhat, Tenth Assistant Master, Surat High School, and substantive *pro tem*. Fifth Assistant Master, Broach High School.

13th October 1894.—Mr. Keroba Ganesh is appointed teacher of Brass and Copper Work, Reay Art Workshops (Sir J. J. School of Art), *vice* Mr. Shivram Yashvant resigned from the 1st instant.

15th October 1894.—Mr. R. S. Oke, Twelfth Assistant Master, Sholapur High School, is appointed Seventh Assistant Master, B. J. High School, Thana, on Rs. 45.

Mr. B. L. Shastri, Ninth Assistant Master, Bijapur High School, is appointed Twelfth Assistant Master, Sholapur High School, on Rs. 35.

Mr. A. B. Deo, Ninth Assistant Master, B. J. High School, Thana, is appointed substantive Eighth Assistant Master on Rs. 45 in the same school, subject to Mr. Degwekar's *lien*.

Mr. A. V. Joshi, Eleventh Assistant Master, B. J. High School, Thana, is appointed substantive Ninth Assistant Master on Rs. 40 in the same school, subject to Mr. Deo's *lien*.

Mr. M. O. Koreshi is appointed substantive *pro tem*. Fourteenth Assistant Master, Nariad High School, until further orders.

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"I like your Poetical Readings immensely. They comprise the school inheritance of every English boy, all those gems of English Verse which every youth who aspires to any acquaintance with our language ought to learn by heart."—J. COOK, Esq., M.A.

Madras Times.—Mr. Barrow is an experienced compiler and in this little collection he has combined interest with instruction. There is no extract against which we have a word to say and there is a marked avoidance of "hackneyed selections."

We have before recommended these Selections. These are new editions carefully revised. The Prose selections contain many good things that are quite new in Schools Readers.—*Bombay Educational Record.*

Madras Mail.—The Principal of the Doveton College, in the twin volumes noted below, has published a goodly selection of prose and poetry readings from English authors for the use of all school classes from those of a Middle School to the highest or Upper Secondary Class of a High School. * * * The *Readings in Prose*, of which there are fifty-two, have been judiciously selected and contain such widely different styles of English prose as Carlyle's "Letter to an Enquiring Student," Sydney Smith's Short Essay "On Study," a selection "Tom from Brown's School Days" and Hume's description of "The Spanish Armada." We venture to say that if these volumes of poetry and prose are not merely read, but marked, learned, and inwardly digested by the pupils for whom they are intended, they will do more to further the cause of true moral and intellectual education than any amount of grammar and mathematics.

V. KALYANARAM IYER, Madras.

Bombay Educational Record.

No. 12.]

DECEMBER 1894.

[Vol. XXX.]

THE MONTH.

SPECIAL NOTICE.

UNDER orders from the Director of Public Instruction "The Bombay Educational Record" ceases to exist from this day.

EDITOR.

Poona, 1st December 1894.

OUR readers will naturally look for some explanation with regard to the above official notice. The explanation is simple and a very few words must suffice. Mr. Chatfield, the Director of Public Instruction, has for some years past been desirous of bringing the *Record* to an end, and avails himself of a desire on the part of the present editor to hand over the charge to some younger man, to carry out his design. We need hardly say that we make the announcement with great regret, not only for sentimental and personal reasons, but because we cannot but fear the step will involve a serious educational loss. As regards sentiment it would be affectation to pretend that we view with indifference the deliberate extinction, in the height of its popularity and influence, of a journal which has run an unbroken course for thirty years, and which was founded by Sir Alexander Grant, the author of so much that is sound and solid in the department. But our regret is based on more substantial grounds. We believe that no one, who is acquainted with the inner life of the English and Anglo-Vernacular Schools of this Presidency, can doubt that a great deal of all that is most hopeful in their present condition is traceable to the monthly lectures and stimulus of the *Record*. We believe that, in this respect, the journal has amply justified the anticipations of its founder. This being the case we cannot but deeply regret the discontinuance of an agency tried by long experience and

proved to promote the intelligent study of the Science and Art of teaching, and the cessation of an influence which has steadily made for moral and intellectual improvement in our schools.

WE publish with this number a General Index to the chief Government Resolutions and other Departmental and official orders which have been published in the *Record* since its commencement. We trust that the Index will be found useful in educational offices. Educational officers or educationists who would like to have copies of the Index on foolscap paper can be supplied gratis on application to the Educational Inspector, C. D., Poona.

It is no doubt gratifying to find the Bombay Provincial Congress recognizing the importance of education by devoting a long resolution to the subject, but exceedingly disappointing to find it ill-informed as to facts and flighty and unpractical in its proposals. It begins by regretting that "the antiquated standards" of our primary schools have not yet been revised as recommended by the Education Commission. But the fact is that the Commission recommended revision "with a view to simplification," and that the Standards were carefully revised with this end in view five years ago. In what sense then are the Standards antiquated and what is the antiquated element the Congress derides? We suppose it is the old native multiplication tables and methods—the paunki, aditchki, &c. But if so, this is the very thing the people most value and the thing the Commission expressly recommended should be retained. The Resolution next falls foul of the School of Art, and in our opinion does scant justice to the truly remarkable development of Drawing in this Presidency organized, with very modest resources, by Mr. Griffiths. The Congress, however, seems impatient of all natural growth and development, and calls for nothing less than a brand new Science and Art Code "on the lines of the South Kensington and City and Guilds of London Technical Regulations." Now the City and Guilds of London began operations by subscribing £ 100,000 for a central building and by guaranteeing the Institute an annual income of about £ 35,000. Is there any chance of the City and Guilds of Bombay proceeding on these "lines"? Is it unkind to point out that within a few hours of the Congress meeting

some of the same individuals who were so glib with these magnificent schemes met a modest but practical proposal in the Bombay Corporation to provide some of the Primary schools with play-grounds with a refusal on the ground that the idea was "utopian"! "Utopian," we understand, was Mr. Watcha's word. It is the old antagonism between talk and action. With regard to the criticisms of the Congress on the Rules under the District Municipal Acts it is sufficient to say that the claims of the Congress are in direct conflict with the recommendations of the Education Commission. The fundamental principle underlying all the recommendations bearing on local boards is that public monies are to be administered by local bodies "as *public trusts* in accordance with *public policy*." The Congress, on the other hand, proposes that Municipalities should be free to decide on their own policy and to administer their public funds according to their own ideas of what is right and proper. The Commission recommended that "precautions should be taken to ensure impartiality." The Congress desires that there should be no precautions. But why should trustees chafe under the restraints of law prescribed with a public object in view—unless indeed they disapprove the object? The claim of the Congress is tantamount to a repudiation of trusteeship. The Congress also deals with the subject of free education with a light heart and has no hesitation in recommending it for this Presidency, "as is the case in England under the Education Act of 1891." In other words, the Congress proposes that all Mission schools and all Indigenous schools should be compensated by capitation grants if they make their schools free. The Mission schools would be delighted as fee-paying is not their strong point, but it would be a heavy blow to the Indigenous schools in which fees are comparatively high. The Congress probably did not intend this, but this is what its resolution amounts to. On the whole, the Provincial Congress affords but sorry light or leading in the matter of Education.

THE Municipality of Sholapur has not found the provision of play-grounds utopian. Under the genial guidance of Mr. Duxbury, the non-official Chairman of the School Board, the Municipality has erected some Primary school-houses infinitely superior to anything in Bombay, and has acquired two large play-grounds, one of which is fitted with gymnastic apparatus, and the other used as a

playing field for foot-ball, &c. The grounds were opened by H. E. Lord Harris a few weeks ago, and we can bear testimony to the fact that at 5 o'clock daily since the opening they are crowded with boys from the Municipal Primary Schools playing with the utmost zest and enjoyment. Such utopian luxuries, however, are not to be provided out of a miserable school rate of $\frac{1}{4}$ per cent., which is the utmost a somewhat timid Joint Schools Committee has yet summoned up courage to ask from the Bombay Corporation. The school rate of Sholapur is about 3 per cent. The school rate of all the large Mofussil Municipalities is about the same. The school rate of London is about 4 per cent. on a rental of little short of forty millions sterling. The school rate of all the Rural District Boards of this Presidency is 2 per cent. The City of Bombay, on the other hand, has received more assistance in education from Government and done less for herself in proportion to her means than any other local body in the Presidency. The present school rate in Bombay is only $\frac{1}{4}$ per cent. ! Gentlemen who talk about play-grounds being utopian should have it rubbed into them that the City of Bombay is the greatest, wealthiest, and, in educational matters, undeniably the meanest public body in the Presidency.

THE experiment of a May vacation in Primary Schools to which we referred on several occasions last year—at pages 99 and 149 for instance—has been fairly tried, and the verdict is that the disadvantages on the whole outweigh the benefits. The experiment was widely tried in the Northern Division under the careful supervision of Mr. Giles, and also in the three selected Districts of Sholapur, Ahmednagar and Satara in the Central Division, but in all the results have been the same. The loss to the children of the complete month's schooling, and the breach in continuity and in the habit of obedience and discipline was found to be a real loss. On the other hand the anticipated gain in freshness and increased vigour, etc., was found by experience to be more or less illusory. The striking of the balance was thus easy, and the May vacations have been everywhere abandoned. The experiment was worth making as the vacation was often and ardently advocated. The result sets the question at rest for our time at any rate.

THE Graded List of the Educational Department is dying from the bottom upwards, and has now reached the stage of Browning's

Grammarians described as "Dead from the waist down." The fourth grade has disappeared. The third is beginning to go. In the meantime the new organization is waiting to be born. The latest news is that it is still at Simla undergoing further revision prior to final submission to the Secretary of State. The new Educational Service will be divided into—(1) The European Educational Service for which recruitment will be made in England; (2) the Provincial Educational Service; and (3) the Subordinate Educational Service.

THE farewell order of the Commissioner of Berar to the Bombay educationist, who has been D. P. I. there for so long, is unusually cordial and graceful:—"The report now being reviewed," he says, "closes the long and honorable official connection of Mr. S. B. Jatar with the Educational Department and Berar. He is a Native gentleman of the best stamp, who earned the confidence and respect of all those with whom he came in contact. I have no doubt the Resident will do full justice to the good service he has throughout rendered to the province, and to the tact and discretion with which he has faced difficulties when they arose. I will only add that to the European and Native officers of the Administration, to the members of the Educational Department, and to the gentry and the people of Berar generally, it gave the greatest satisfaction to see Mr. Jatar's name recently in the honor list of the Government of India as a C. I. E. He carries with him into retirement our respect and best wishes." We may add that all will hope that Mr. S. V. Patwardhan who succeeds Mr. Jatar will have an equally successful career and in due course of time an equally hearty good-bye.

At the Matriculation Examination held during the month there were 3,253 candidates distributed amongst the five centres as follows:—Bombay 1,745, Poona 518, Ahmedabad 441, Belgaum 406, and Karachi 143. There were 59 female candidates of whom 54 are Christians, 23 Parsees and 2 Hindus.

WE would call the special attention of our readers to the advertisement regarding Mr. Wadia's "Casket" Series of English Verse Books. It will be seen that Mr. Wadia has cut up the series into books suitable for all the Anglo-Vernacular Standards, and we may add that to our own knowledge they have been found equally

acceptable in European Schools. The selection of pieces is excellent and the notes brief but sufficient. A specially useful feature is the help given in regard to Scansion which often occasions difficulty in Anglo-Vernacular Schools. Any school adopting this series will be safe.

It will be seen that the Inspector of the Central Division has reprinted a third and concluding batch of the Recommendations of the Education Commission. The grounds on which the recommendations are based are of course to be found in the Report, but there is considerable gain in having the series brought together and looked at as a whole.

With this number we present our readers with a Title page and Index to our thirtieth and last volume for the year 1894.

H. E. THE GOVERNOR AT THE DECCAN COLLEGE.

Our readers will be glad to have on permanent record a full and correct report of the striking speech of H. E. Lord Harris at the unveiling of Dr. Bhandarkar's portrait on the 3rd October last, not only on account of the many-sided interest of the occasion itself, but also on account of His Excellency's testimony to the high importance of the office of the educator in India. Sir Alexander Grant once officially declared his conviction that the character and ability of the professoriate in India involved little less than the question of the regeneration of the mind of the people. H. E. Lord Harris is not less emphatic, as he describes the work of the professor as "the most important function undertaken by man *vis.*, the moulding to good purposes of the mind and character of youth."

In requesting His Excellency to unveil the portrait, Mr. Principal Selby explained that when Dr. Bhandarkar resigned his professorial chair his colleagues felt that something should be done to perpetuate the memory of his long connection with the Deccan College. The suggestion of a memorial portrait was readily taken up by pupils, friends and admirers, a subscription was opened and the excellent portrait by Mr. Brooks, a well known European artist, was the result. After unveiling the portrait amidst the applause of those assembled, His Excellency spoke as follows :—

I wish it had fallen to the lot of some one with a longer and closer personal acquaintance with Dr. Bhandarkar, some one who had either sat at his feet as a pupil or had walked with him along the paths of learning, to unveil this picture and to make this speech. But though my acquaintance with the learned Doctor is so short and so slight that I am scarcely privileged to call it friendship it is nevertheless deeply tinged with the gratitude which an impersonal Government should bear to one who has given it

his best years, his utmost exertions, and his honest support; and also with personal feelings of the deepest respect for his learning and his character. Whilst therefore, fully conscious of my personal incapacity to adequately perform what I regard as alike a pleasure and a duty, I gladly accepted Mr. Selby's invitation to assist in this day's interesting function.

Gentlemen, the operations of Art not only require deliberation, but careful and therefore protracted execution. The operations of patronage require even more careful deliberation, but once decided on need to be executed sharply: and so it has come about that the honour which Dr. Bhandarkar's career has conferred on his university has been publicly recognized before you were able to publicly show, as you do to-day, your high appreciation of the great services he has rendered to this College as a master and pastor of the youths who had the benefit of his teaching, his example and his advice.

The election of Dr. Bhandarkar to the high office of Vice-Chancellor which he accepted without regard for his own convenience, but simply at the call of what he regarded as duty is an appropriate compliment which I have reason to believe has been widely appreciated, and I hope has brought gratification to himself; and yet I cannot help thinking that what you are doing to-day in honour of him must bring him still keener pleasure. Though there is nothing in his school, college and professorial career which Dr. Bhandarkar need look back to with anything but satisfaction, I cannot but feel that he must regard those years when he was so intimately connected with the training of the pupils of this College as the most important of his life. His career as a student brought him the honours that were open to him, his studies in Sanskrit have brought him a world-wide reputation; but he will agree with me, I think, that honours and reputation in those fields sink into insignificance beside the important, the most important, function undertaken by man, *viz.*, the moulding to good purposes of the mind and character of youth.

The happiness, the peace, the progress of mankind depend on those who have undertaken the responsible and solemn duty of shaping those who are to have the power according to their teaching of leading on or of retarding civilization. It would be presumptuous of me to pretend of my own knowledge to appreciate how Dr. Bhandarkar fulfilled those duties: but I do know from those who have worked in the same field of labour, and who have sat at his feet how conscientiously, how valorously, how lovingly he has performed his task.

You know better than I that he was not satisfied with the dry-as-dust declamation of the pedagogue, but that he threw into his explanations all the bright enthusiasm which gave the subject and the characters life in his mind; and that by his own enthusiasm he inspired his pupils with a vivid appreciation of the merits of

the subject they were studying. To be able to do that is a great art. It is a great gift. But what I should attach far greater importance to is the example of sturdy independence of character, of contempt for what is quibbling and mean, of honest intention to encourage progress and reform, which the learned Doctor both in his every-day life as well as in his educational career has set.

The effect of the teaching and example of one man takes many years to fully declare itself, but knowing that youth can discriminate and can value such attributes as these, we may confidently believe that his example must have had a wide reaching and deep seated effect on the inclinations and aspirations of the youth of Western India. Gentlemen, you here and those who are not here who have assisted in placing in this building a memento of Dr. Bhandarkar in the shape of a picture of him—in the happy execution of which I am sure I may convey to Mr. Brooks your congratulations—have, I feel sure, been actuated to do so by some such feelings as I have inadequately attempted to indicate. You desired to do honour to and to perpetuate the memory of an honest, simple, valiant comrade in life's work, as well as of the learned master whom you revere, and the brilliant scholar you admire. Our hope is that Dr. Bhandarkar may live for many years to delight his friends in private life, and to guide towards truth the thousands of searchers after it who regard him as a reliable leader of thought. But when the day comes—as come it must to all—after which it will be for the world to say whether he was happy or not, he may be happy within his own consciousness that there is something which will live after him worthier than this picture which I unveil—the reputation of an untarnished career, and the gratitude of all honest men for the example he has set.

In reply to a vote of thanks which closed the interesting proceedings, Lord Harris said that though his acquaintance with Dr. Bhandarkar was so slight as not to justify him in calling it friendship still it was sufficient for him to appreciate the excellent character of the learned Doctor. He then thanked the Managing Committee for the excellent photograph of the picture they were kind enough to present him with and said that it would remain with him as a memento of his last visit to the Deccan College. He remembered that soon after he arrived in this country he was consulted as to the raising of the fees of the Deccan College and with the advice of his colleagues he decided not to raise them which step led to an increase in the attendance of the College. He himself had come from an old school with traditions—the Eton School—and an old College at Oxford. He believed that the Deccan College had also a history of its own, which fact goes a great way towards the success of an institution. Lastly, he wished all success to the Deccan College.

The students of the College then gave three hearty cheers to His Excellency and the proceedings of the day terminated.

VILLAGE SCHOOLS IN THE BOMBAY PRESIDENCY.

The following figures show the number of Local Board Schools and pupils, and the average size and cost of each school, in the 23 Districts of the Bombay Presidency, as the same stood, 31st March 1894:—

District.	Number of L. B. Schools.	Total number of Pupils.	Total cost of main-tenance.	Average pupils to each school.	Average cost of each School.
CENTRAL DIVISION					Rs. a. p.
Poona	227	10,357	63,661	46	280 7 2
Satara	243	15,214	75,742	63	311 11 2
Sholapur	202	8,324	50,044	41	247 11 11
Nasik	230	11,956	62,044	52	273 10 9
Nagar	229	10,970	69,378	48	302 15 4
Khandesh	338	10,104	1,20,791	58	375 2 1
Total and average ...	1,469	70,425	4,38,504	52	305 5 8
NORTHERN DIVISION.					
Ahmedabad	204	11,762	65,508	58	321 1 11
Kaira	214	17,051	83,003	80	387 10 10
Broach	227	12,120	81,986	53	361 2 9
Surat	272	16,694	89,627	61	329 8 2
Panch Mahals	97	3,932	25,125	41	259 0 4
Thana	172	9,298	53,337	54	310 1 7
Total and average ...	1,186	70,857	3,98,586	60	336 1 3
SOUTHERN DIVISION.					
Belgaum	217	15,312	90,162	71	415 7 11
Dharwar	328	21,821	1,18,727	67	361 15 7
Bijapur	237	12,348	79,388	52	331 15 0
Kanara	147	8,523	41,994	58	285 10 9
Ratnagiri	171	11,551	63,782	67	372 15 11
Kolaba	150	7,342	51,247	49	341 10 4
Total and average ...	1,250	70,897	4,46,800	62	356 8 10
SIND DIVISION.					
Karachi	54	1,944	87,212	36	689 1 9
Hyderabad	110	4,436	71,109	40	646 7 2
Thur and Parkar	47	1,633	16,481	41	350 10 7
Shikarpur	118	4,773	77,801	40	659 5 8
Upper Sind Frontier	38	1,237	20,386	33	536 7 7
Total and average ...	3 67	11,323	2 22,989	39	607 9 7
Grand total and average.	4,272	2,38,502	15,15,43 9	56	354 11 10

THE LATE MR. H. P. JACOB.

At the public meeting held on the 24th October at the Max Denso Hall, Karachi, for the purpose of raising a memorial to the late Mr. H. P. Jacob, Mr. H. E. M. James, the Commissioner in Sind, concluded the proceedings with the following speech :—

GENTLEMEN,—It will be a melancholy pleasure to the friends of the late Mr. Jacob, and I am sure it is a satisfaction to the citizens of Karachi, to myself, and to everyone else here, that so influential a meeting should have gathered to shew respect to his memory. It is another proof that the people of Sind know how to honour those who have done them good service. On the last occasion on which I presided for a similar purpose we were in mourning for an eminent citizen of Hyderabad, the late Mr. Hiranand, and the mention of his name must recall to us one of the principal traits in Mr. Jacob's character, which some of the speakers have noticed. I refer to his absolute liberality of mind, shewn, as one gentleman expressed it, by his practical sympathy with private enterprise. I have heard before now eminent officers in the Educational Department speak as if the Department ought to do everything. I have heard it said that Lord Reay's policy, which we have found so successful here, of aiding Schools and Colleges and landing them over to Local Bodies to manage, was a mistake, and that the Colleges should have been left to the care of the Department. Mr. Jacob, though imbued with the idea that the Department should be the model, nevertheless seized every opportunity as has been remarked to help those who wished to help themselves, and Mr. Hiranand's Academy is a case in point. That gentleman and his brother, whose loss we have since had to lament, founded a High School to teach religious as well as secular subjects, and so far from Mr. Jacob being jealous of that institution he bade it God-speed and frequently spoke and wrote to me about the necessity of assisting it with a grant of land for the construction of a suitable building. Then, again, when Khan Bahadur Kadirdad Khan founded his Technical Schools no one was more eager than Mr. Jacob to aid them. He never interfered beyond performing the very necessary inspection of accounts, and giving advice when needed, which he did unsparingly and unstintingly, but he left the management of the schools to their founder.

Mention has been made of the mosque schools. I believe Mr. Jacob was the first officer in India who took indigenous schools under the wing of the Department. He took great pains to encourage Mullahs and others of the class to teach their pupils something, were it ever so little, beyond the ordinary religious works which they came to learn, in order that these small schools should eventually become feeders to Local Board Schools. It is customary to talk of them as mosque schools, because in almost every important village there is a mosque school, but Mr. Jacob

did not confine himself to mosque schools only. Indeed, during my first tour in Sind, the very first indigenous school I saw was kept up by Hindus who were teaching the religious books of the Sikhs. In fact, all schools, no matter what they taught, had Mr. Jacob's help and sympathy. Some objections were raised at first to Mr. Jacob's policy in this matter, but I am happy to think that now the system is on a firm basis and will not fall off because of its founder's lamented death. Another case which Mr. Jacob purely out of zeal took up was that of a class of pensioned noblemen in Sind whose sons were being allowed to grow up in a state of ignorance. Mr. Jacob might have said it was not his duty to look after the sons of these noblemen, but he strove for the lads' benefit and finally succeeded in founding two schools for their education. Of all the qualities that Mr. Jacob exhibited, the one that Professor Padshah mentioned, first, his devotion to duty and his courage were most remarkable. I do not suppose anybody in the room can be aware of what Mr. Jacob's devotion to his work really meant, because no one knows, except a very few, what a martyrdom from illness and pain he had endured during the last seven years. His state of health was such, that I dare say if any one of us were unfortunately to suffer like he did we should throw up our work entirely, even if we had to go to the work-house. Although Mr. Jacob suffered acutely, yet he never once allowed it to interfere with his work or with his intercourse with his friends. I could fain wish men knew more of what he really went through; they would then appreciate his character better, for, and I say it without hesitation, a more courageous man never worked for Government in Sind. His courage no doubt was due (if I may say so without giving offence) like that of another officer whose sad death we had to deplore at the same time, partly to his nationality because he had that British pluck deeply ingrained in him which we Englishmen are proud to think is the characteristic of our nation, and partly hereditary. He came of a fine stock, which has given many good servants to the State, like his uncle the famous Warden of the Marches, who founded Jacobabad and General Legrand Jacob. He had relatives serving in India at the present time, some in very high positions, and I know that his son whose acquaintance I have had the honour of making, will, in the fullness of time, shew the same sterling qualities which distinguished his father. You have heard a good deal of the great development of the Educational Department in Sind owing to Mr. Jacob's untiring zeal, energy, resource and capacity, but I dare say you do not know so well as I do, how thoroughly loyal to Sind he was, how he strove to make the best terms with Government and individuals for the institutions under his charge. To quote one or two examples of it. You know that at the extension of Local Self-Government in 1884 Government took over all the Police. The Sind Municipalities were then paying for their own Police.

But Government could not afford to take over all the Police at once, and the result was that they cut down the Educational Grant to all the Municipalities in Sind. Mr. Jacob took the matter up. He saw of course that Government had not the money and there was no help for it at first, but he also saw the injustice (if I may call it such) of it, and never rested until he obtained from Government a re-grant for Sind Municipalities of their old educational subsidies. Even at the time of his death he was engaged in obtaining for the Local Boards grants on the same scale as are given to Boards in other parts of the Presidency. The interests of Sind were always at his heart, and the sympathetic way in which he worked will, I am sure, be testified to by any member of a Local Body who may be present here. I have seldom seen a Government officer so thoroughly trusted by Local Bodies as Mr. Jacob. He had a way of inspiring them with such confidence in himself that practically the Educational funds of the Boards were at his disposal because they knew their funds would be put to the best use by him. And as regards his influence over individuals, we all know how much he induced individual enterprise to carry out. I must not enter into personalities, but I do think that if any other Inspector than Mr. Jacob had been in Sind we might not have seen Rao Bahadur Diwan Metharam building that fine Hall at Hyderabad. The College Board which has already passed a Resolution deploring Mr. Jacob's loss knew how to appreciate him. The last meeting he attended was in connection with the construction of the new College Quarters, and his sense and business-like qualities were apparent in everything he saw. Nothing that he put forward was not adopted by the College Board. But at every School, in Mr. Abigail's School, in Sister Clarissa's Schools, in the Madressa Tul Islam, Mr. Jacob's wisdom and sense were always there to counsel and to help, and in him we in Karachi have lost a specially good friend. A native gentleman in writing to me about Mr. Jacob said that he was one of those Englishmen who never made any distinction between an European and a native. Well, I hope there are a great many more Englishmen who, as regards courtesy and gentleness, behave equally well to everybody, no matter what their creed or nationality may be, but apparently Mr. Jacob's perfect gentleness struck this gentleman keenly, and I was especially pleased to hear it from him, because I know that Mr. Jacob and this gentleman had often serious differences of opinion about matters of business. His Excellency Lord Harris in deploring Mr. Jacob's death to me, writes speaking of his splendid work: "I do not think that you will see the full results of it for many years to come," and that is really our great consolation in losing him. His work is of a kind that will last and leave its mark for years to come. To such a friend of Sind then it is indeed right that we should raise a suitable memorial, and I do hope that everybody, and especially the students who have benefitted from

his work, will shew their gratitude in such a way that the name of Mr. Jacob may for years be cherished in this province. He is gone, but his work will live, and I would only hope that all those young men who had the privilege of being examined by him, or knowing him, will, when they are old and when education has covered Sind in a way that we cannot dream of at present, and when a boy is reported in the papers as having won Mr. Jacob's Scholarship, tell their children and grand-children, who Mr. Jacob was, and what they and the generations that will succeed them, owe to him.—*Sindh Gazette*.

WHAT IS PARAPHRASE.

(Concluded from p. 261).

III. Paraphrase is sometimes, we may almost say commonly, supposed to consist in a combination of these two processes. For example, in a so-called paraphrase of the above lines of Milton, his "pure gold and silver" is thus transmuted into "foul brass and copper" by the Reverend John Hunter:—

"The Almighty Power hurled him headlong and blowing from the bright sky with frightful precipitation and devouring flames, down to the infinite depths of utter ruin, to dwell there in everlasting chains and fiery punishment,—him who had the impious hardihood to take up arms of defiance against the Omnipotent.

There, surely, is a notable example of sublime nonsense. Is there no Court of Poetical Justice, in which one who has had "the impious hardihood" to rush with such "frightful precipitation" upon our grandest epic, may be arraigned, and consigned, in a parliamentary sense at least, to "the infinite depths of utter ruin?" We might enliven our dull pages with scores of examples of the same kind of "assault and battery." Thus:—

MILTON.

"In bulk as huge
As whom the fables name of monstrous size,
Titanian, or Earth-born, that warred on Jove;
Briareos, or Typhon, whom the den
By ancient Tarsus held; or that sea-beast
Leviathan" &c.

HUNTER.

In bulk he was as huge as those whom the fables of the ancients mention as being of prodigious size,—the Titans, or sons of Terra, that made war on Jupiter, Briareos, or Typhon, who dwelt in that cave near the ancient city of Tarsus;—or as vast as that marine animal Leviathan," &c.

That is surely a bold stroke of the big brush; yet we can assure our readers that this is no joke. Mr. Hunter is really quite serious when he thus goes the whole "marine animal," and renders fur-

ther exposure unnecessary by making himself quite ridiculous. Nothing could be better calculated than a Book of Milton turned into this kind of thing, to bring discredit upon Paraphrase. But our readers do not need to be told that this is not Paraphrase: it is the step from the sublime to the ridiculous; it is downright murder. The less we have of this in our High schools and colleges, the better for our national education in taste, in propriety, in very decency. And if this is what Educational Inspectors or our University Examiners, require when they specify "the clear and simple Paraphrase" of a passage from an English author, the sooner the whole thing is cast overboard, the better for themselves and the cause on which they annually expend so much of the public money.

We hope we have now shewn clearly enough what Paraphrase is not. It is not *Substitution*; it is not *Transposition*; and it is not the execrable medley of these two, of which we have given an example, and which may appropriately be called *Hunterese*. Let us now try to shew with equal clearness what Paraphrase is.

Paraphrase, then, is the translating of an author's thought out of the *form* in which he has expressed it into a new *form*. The matter of thought, the essential meaning, remains the same; but it is expressed in a different form. It consists not merely in the substitution of synonyms, or in the alteration of the order of ideas. The change must be as complete as in the case of a change of idiom in translating from one language into another. *Comment vous portez vous?* for example, is rather a paraphrase than a translation of *How d' ye do?* A sentence is a complete thought expressed in words; a paraphrase of a sentence is the same thought expressed in an entirely new way. One of the best examples of Paraphrase that we can find is afforded by Shakespeare, who says in one place—

"Men's evil manners live in brass;
Their virtues we write in water,"

and precisely to the same effect, says in another place—

"The evil that men do lives after them;
The good is oft interred with their bones."

There can be no doubt about the essential identity of the sentiment expressed in both of these passages. The abstract thought is, the proneness of mankind to remember what is base in human nature rather than what is good and pure. In the first example, Shakespeare has used one concrete illustration of this abstract thought,—the permanence of monumental brass contrasted with the transiency of water. In the second example he has transposed the same abstract thought into a new concrete,—life contrasted with death. This is Paraphrase in its purest and highest form; and a good prose Paraphrase of both passages would consist in some such expression of the abstract thought as we have attempted above;—
"Men are more apt to remember what is base in human nature, than what is good and pure."

Now the process here evidently consists, first, in getting a clear and firm hold of the thought, and, second, in finding a good original expression of that thought. This may be done by expressing the abstract thought. It may also be done by finding a new concrete example of it, and moulding that into a proper form. We need not attempt this in the present instance, seeing that it has been so marvellously done by the great Master himself. But we may suggest, as other contrasts by means of which it might be embodied, those of brass and gold, adamant and snow, day and night, light and darkness, spirit and matter, the heavenly and the earthly.

To take another example: Tennyson says, in *In Memoriam*,

"I envy not the heart that takes
His license in the field of Time,
Unfettered by the sense of crime,
To whom a conscience never wakes."

And in a note on this verse in Morell and Ihne's *Poetical Reading Book*, we are told that "the sense is,—I do not esteem as of any value the mere gratification of passion, where no moral feeling of divine law and personal responsibility is blended." Overlooking something which savours of verbosity in this rendering, the note gives us a good paraphrase of the stanza. It translates the thought from the concrete into the abstract form. This, of course, always implies that the passage to be paraphrased should contain some distinct and comprehensible thought or thoughts. And if this test were applied to the passages prescribed in University and other examination papers it would shew very plainly, we suspect, either that many of these passages were highly unsuitable, or that the idea attached by the examiners to Paraphrase is something quite different from what we have explained.

It must be conceded that, in this form, the exercise is one of much greater difficulty than it is in the other forms on which we remarked above. But in proportion to its greater difficulty, so, we think, does the value of the exercise increase. What its value is we shall now try to shew.

And first, its value is very great in connection with the analytic and critical reading of classic authors. You wish to know whether your pupils really understand what they are reading. Ask them, then, taking up such a short passage from Shakespeare or Tennyson as we have quoted above, or taking up similar expressions in Milton, or Bacon, or Addison,—ask them, we say, "What does this mean? Express what is here said in your own words. Put that thought into a new form. Translate this concrete into the abstract; or give me a new concrete expression of the same thought." When this is done, you will have turned Paraphrase to good account; for thereby you will exercise the thinking power of your pupils, and discover to what extent they have grasped the meaning of the author under examination. And this we hold to

be a very important and valuable exercise. It is the only way in which the reading of English authors in the higher classes can be made to serve the highest educational purpose,—to train the mind, and cultivate the taste, and enlarge the power of expression.

But this leads us to observe, secondly, that thus the exercise comes to be of great value in connection with the teaching of English composition. It affords the same kind of practice in learning to write, as copying from a model affords in learning to paint. Every artist begins with copying, transferring, re-modelling what has been modelled before; the power of creating comes later. Now in writing English in our schools and colleges, there is far too little of this preliminary training. Our boys and youths are set to compose grand themes on comprehensive subjects, before they have learned to express single thoughts, or to see how great writers have done so; just as if a young musician were to begin with composing an oratorio, or as if a young artist were to take in hand an historical picture before he had studied how Michael Angelo modelled an arm, or Rembrandt threw in a subtle shadow. Unquestionably Paraphrase affords to some extent a cure for this, provided it is Paraphrase of the right sort.

Again, one of the great difficulties in teaching our pupils the practical use of the English language, arises from the general meagreness and weakness of their thoughts, qualities which are not surprising in tender minds. But Paraphrase removes this difficulty, by actually giving them thoughts, and asking them only to clothe these in fitting language. In this view, Paraphrase forms an admirable introduction to original composition,—a safe and not too difficult transition from the analysis and synthesis of sentences to the writing of sentences in which both the thought and the expression shall be the pupil's own.

The practical conclusion, then, to which we come is, that while teachers should use the processes of Substitution and Transposition, separately or in combination, for such minor purposes as were indicated above, the name Paraphrase should be confined to the higher intellectual exercise which we have last explained. To Paraphrase in this form, and for these ends, we do not believe that any right-minded man will offer any serious or valid objection.

GOVERNMENT EDUCATIONAL LIBRARY AND MUSEUM.

1. The following new books and fresh additions are now available in the Library.
2. The Library and Museum are open every Saturday from 12 to 5 (Bombay time).
3. See notice on *Record* for February 1887, p. 44.

Poona, 17th November, 1894.

T. B. KIRKHAM,
Educational Inspector, C. D.

Author.	Title of Work.	Publisher.	Price.
	<i>Class 10 a.—Catalogue of Books, &c.</i>		£ s. d.
	The Book-seller for October 1894.	Whitaker & Sons.	0 0 6
	List of Books for Indian Schools and Colleges, including School Music	G. Bell & Sons.	
	Catalogue of Standard Educational Requirements	Do.	
	Illustrated Catalogue of Interesting and Instructive Biographies for Indian Readers.	The Christian Literature Society.	
	List of Postage Stamp Albums, &c.	W. S. Lincoln.	

BOOKS SANCTIONED.

NOTIFICATION.

The work entitled "Flowering Plants of Western India," by the Rev. A. K. Nairne, is recommended for School Libraries and prizes. The price has been reduced to Rs. 5, and the book can be bought at the Education Society's Press, Byculla.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, 7th November 1894.

Leave Allowances—Rate of in Colonies.

NOTIFICATION.

The subjoined Government Resolution No. 3685 (Financial Department), dated 12th November 1894, is published for the information and guidance of Educational Officers.

Poona, 23rd November 1894.

K. M. CHATFIELD,

Director of Public Instruction.

No. 3685.

FINANCIAL DEPARTMENT.

Bombay Castle, 12th November 1894.

Resolution of the Government of India, Finance and Commerce Department, No. 5123-P., dated 19th October 1894.

“ Read—

Despatch from Her Majesty's Secretary of State for India, No. 162 (Financial), dated the 13th September 1894:—

“ In your letter, dated the 24th of July, No. 193, your Excellency proposes that in a Colony where the standard of currency is gold, leave allowances shall be payable at the rate of 18*d* per rupee; and that, when officers take leave to the Colonies in consequence of a medical certificate recommending leave out of India, they shall be admitted to the benefit of the prescribed minimum absence allowance, the sterling minimum being applied in Colonies of which the standard of currency is gold.

“ 2 Having considered in Council your Excellency's recommendations, I approve them, and authorise you to issue orders accordingly.

“ ORDER—Ordered that copy, with copy of the despatch to which the above is a reply, be forwarded to all Local Governments and Administrations, to the Departments of the Government of India, to the Comptroller and Auditor General, to all Accountants General and Comptrollers, and to the Heads of Departments, subordinate to this Department for information.”

No. 193, dated 24th July 1894.

From—THE GOVERNMENT OF INDIA,

To—THE SECRETARY OF STATE FOR INDIA.

“ We have recently had under consideration the following questions, which have been raised in regard to the payment of leave allowances in the Colonies, namely:—

- (a) Whether the leave allowances of officers who proceed on leave to the Colonies should be paid to them at the privileged rate of exchange of 1*s.* 6*d.* the rupee, at which such allowances are now issued at the Home Treasury; and
- (b) Whether the absence allowances of officers who proceed on leave on medical certificate to the Colonies should be subject to the minimum rates sanctioned in paragraphs 7 and 12 of Lord Cross' Despatch No. 125, dated 25th June 1891, and, if so, whether the sterling or rupee minimum rates should apply.

“ 2. By our Resolution No. 3624-A., dated 13th August 1893, the privileged rate of 1*s.* 6*d.* was fixed, with Lord Kimberley's sanction, for 'the payment of furlough allowances from the Home Treasury.' We did not at the time of the issue of the Resolution consider the case of officers taking leave to the Colonies. The general practice, however, in regard to payments made in a Colony, in which the standard of currency is gold, is to apply the rates laid down for payments

at the Home Treasury, and we consider that, in accordance with the general practice, the 1s. 6d. rate for leave allowances should be equally and generally applicable to payments made in a Colony where the standard of currency is gold. In this connection we would invite your attention to the fact that in the case of pensions it is the rule that payments in a Colony where the standard of currency is gold are made at the privileged rate of 1s. 9d. the rupee.

“3. Lord Kimberley in paragraph 15 of his Financial Despatch No. 188, dated 21st September 1893, the general question raised in which we have at present under our consideration, decided that the minimum rates of absentee allowances should be extended to officers taking leave to Europe. This decision was evidently given on the understanding that the concession had hitherto been confined to officers taking leave to England. Before the receipt of Lord Kimberley’s despatch, however, we had ruled that the concession was applicable to the case of officers who take leave to Australia on account of ill-health, provided that the medical certificate on which the leave is granted should recommend leave out of India. We considered this ruling to be in accordance with the intention of the despatch of 25th June 1891, which sanctioned the minimum rates in the case of officers who were obliged ‘to seek the restoration of their health in a temperate climate,’ and we are still of opinion that the ruling is a reasonable one and should be upheld. Should our action in this matter be approved, we think that the sterling minimum rates should, in accordance with the general practice referred to in paragraph 2 of this despatch, apply to leave allowances paid in a Colony in which the standard of currency is gold.

“4. We request your permission to issue orders in accordance with the views indicated in the preceding paragraphs.”

RESOLUTION.—Copies of the Resolution of the Government of India and accompaniment should be forwarded to all Departments of the Secretariat and all Heads of Offices under them for information and guidance with reference to Government Resolutions No. 4454, dated 19th December 1891, and No. 3237, dated 20th September 1893.

G. S. CURTIS,

Under-Secretary to Government.

To ALL DEPARTMENTS OF THE SECRETARIAT, &c.

Recommendations of the Education Commission.

The following reprint of the Recommendations of the Education Commission of 1883, on the subjects of (7) Classes requiring

special treatment, (8) Female Education, and (9) Legislation, concludes the series, and is published for general information.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 5th November 1894.

(7) *Recommendations regarding classes requiring special treatment.*

(a) *The sons of Native Chiefs and Noblemen.*

1. That Local Governments be invited to consider the question of establishing special colleges or schools for the sons and relations of Native Chiefs and noblemen, where such institutions do not now exist.

2. That Local Governments be invited to consider the advisability of entrusting the education of Wards of Court to the joint supervision of the district authorities and the Educational Inspectors.

(b) *Muhammadans.*

1. That the special encouragement of Muhammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds.

2. That indigenous Muhammadan schools be liberally encouraged to add purely secular subjects to their curriculum of instruction.

3. That special standards for Muhammadan primary schools be prescribed.

4. That Hindustani be the principal medium for imparting instruction to Muhammadans in primary and middle schools, except in localities where the Muhammadan community desire that some other language be adopted.

5. That the official vernacular, in places where it is not Hindustani, be added, as a voluntary subject, to the curriculum of primary and middle schools for Muhammadans maintained from public funds, and that arithmetic and accounts be taught through the medium of that vernacular.

6. That, in localities where Muhammadans form a fair proportion of the population, provision be made in middle and high schools maintained from public funds for imparting instruction in the Hindustani and Persian languages.

7. That higher English education for Muhammadans, being the kind of education in which that community needs special help, be liberally encouraged.

8. That, where necessary, a graduated system of special scholarships for Muhammadans be established,—to be awarded,—

(a) In primary schools, and tenable in middle schools.

(b) In middle schools, and tenable in high schools.

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(c) On the results of the Matriculation and First Arts examinations and tenable in colleges.

9. That, in all classes of schools maintained from public funds, a certain proportion of free studentships be expressly reserved for Muhammadan students.

10. That, in places where educational endowments for the benefit of Muhammadans exist, and are under the management of Government, the funds arising from such endowments be devoted to the advancement of education among Muhammadans exclusively.

11. That, where Muhammadan endowments exist, and are under the management of private individuals or bodies, inducements by liberal grants-in-aid be offered to them, to establish English-teaching schools or colleges on the grant-in-aid system.

12. That, where necessary, Normal schools or classes for the training of Muhammadan teachers be established.

13. That, wherever instruction is given in Muhammadan schools through the medium of Hindustani, endeavors be made to secure, as far as possible, Muhammadan teachers to give such instruction.

14. That Muhammadan Inspecting Officers be employed more largely than hitherto for the inspection of primary schools for Muhammadans.

15. That Associations for the promotion of Muhammadan education be recognised and encouraged.

16. That in the annual reports on public instruction a special section be devoted to Muhammadan education.

17. That the attention of the Local Governments be invited to the question of the proportion in which patronage is distributed among educated Muhammadans and others.

18. That the principles embodied in the Recommendations given above be equally applicable to any other races with similar antecedents, whose education is on the same level as that of the Muhammadans.

(c) *Aboriginal Tribes.*

1. That children of aboriginal tribes be exempted wherever necessary from payment of fees, over and above any general exemptions otherwise provided for.

2. That, if necessary, extra allowances be given under the result system for boys of aboriginal tribes taught in ordinary schools.

3. That when children of aboriginal tribes are found sufficiently instructed to become schoolmasters among their own people, attempts be made to establish them in schools within the borders of the tribes.

4. That if any bodies be willing to undertake the work of education among aboriginal tribes, they be liberally assisted on

the basis of abstention from any interference with any religious teaching.

5. That where the language of the tribe has not been reduced to writing, or is otherwise unsuitable, the medium of instruction be the vernacular of the neighbouring population, with whom the aboriginal people most often come in contact.

6. That, where the education of such tribes is carried on in their own vernacular, the vernacular of the neighbouring District be an additional subject of instruction where this is found advisable.

(d) *Low-castes.*

1. That the principle laid down in the Court of Directors' letter of May 5th, 1854, and again in their reply to the letter of the Government of India, dated May 20th, 1857, that no boy be refused admission to a Government "college or school merely on the ground of caste" and repeated by the Secretary of State in 1863, be now re-affirmed as a principle, and be applied with due caution to every institution not reserved for special races, which is wholly maintained at the cost of public funds, whether Provincial, Municipal, or Local.

2. That the establishment of special schools or classes for children of low-caste be liberally encouraged in places where there is a sufficient number of such children to form separate schools or classes, and where the schools maintained from public funds do not sufficiently provide for their education.

(8) *Recommendations on Female Education.*

1. That female education be treated as a legitimate charge alike on Local, on Municipal, and on Provincial Funds, and receive special encouragement.

2. That all female schools or orphanages, whether on a religious basis or not be eligible for aid so far as they produce any secular results, such as a knowledge of reading or of writing.

3. That the conditions of aid to girls' schools be easier than to boys' schools, and the rates higher—more especially in the case of those established for poor or for low-caste girls.

4. That the rules for grants be so framed as to allow for the fact that girls' schools generally contain a large proportion of beginners, and of those who cannot attend school for so many hours a day, or with such regularity as boys.

5. That the standards of instruction for primary girls' schools be simpler than those for boys' schools, and be drawn up with special reference to the requirements of home life, and to the occupations open to women.

6. That the greatest care be exercised in the selection of suitable text-books for girls' schools, and that the preparation for such books be encouraged.

7. That, while fees be levied where practicable, no girls' school be debarred from a grant on account of its not levying fees.
8. That special provision be made for girls' scholarships, to be awarded after examination, and that with a view to encouraging girls to remain longer at school a certain proportion of them be reserved for girls not under twelve years of age.
9. That liberal aid be offered for the establishment in suitable localities, of girls' schools in which English should be taught in addition to the vernacular.
10. That special aid be given, where necessary, to girls' schools that make provision for boarders.
11. That the Department of Public Instruction be requested to arrange, in concert with managers of girls' schools, for the revision of the Code of Rules for grants-in-aid in accordance with the above Recommendations.
12. That, as mixed schools, other than infant schools, are not generally suited to the conditions of this country, the attendance of girls at boys' schools be not encouraged, except in places where girls' schools cannot be maintained.
13. That the establishment of infant schools or classes, under schoolmistresses, be liberally encouraged.
14. That female schools be not placed under the management of Local Boards or of Municipalities unless they express a wish to take charge of them.
15. That the first appointment of schoolmistresses in girls' schools under the management of Municipal or Local Boards be left to such boards, with the proviso that the mistress be either certificated or approved by the Department, and that subsequent promotion or removal be regulated by the boards, subject to the approval of the Department.
16. That rules be framed to promote the gradual supersession of male by female teachers in all girls' schools.
17. That, in schools under female teachers, stipendiary pupil-teacherships be generally encouraged.
18. That the attention of Local Governments be invited to the question of establishing additional Normal Schools or classes; and that those under private management receive liberal aid, part of which might take the form of a bonus for every pupil passing the certificate examination.
19. That the departmental certificate examinations for teachers be open to all candidates, wherever prepared.
20. That teachers in schools for general education be encouraged by special rewards to prepare pupils for examination for teachers' certificates, and that girls be encouraged by the offer of prizes to qualify for such certificates.

21. That liberal inducements be offered to the wives of school-masters to qualify as teachers, and that in suitable cases widows be trained as schoolmistresses, care being taken to provide them with sufficient protection in the places where they are to be employed as teachers.

22. That in Districts where European or Eurasian young women are required as teachers in native schools, special encouragement be given to them to qualify in a vernacular language.

23. That grants for zanana teaching be recognised as a proper charge on public funds and be given under rules which will enable the agencies engaged in that work to obtain substantial aid for such secular teaching as may be tested by an Inspector or other female agency.

24. That Associations for the promotion of female education by examinations or otherwise be recognised by the Department, and encouraged by grants under suitable conditions.

25. That female inspecting agency be regarded as essential to the full development of female education, and be more largely employed than hitherto.

26. That an alternative subject in examinations suitable for girls be established, corresponding in standard to the Matriculation examination, but having no relation to any existing University course.

27. That endeavours be made to secure the services of native gentlemen interested in female education on Committees for the supervision of girls' schools, and that European and Native ladies be also invited to assist such Committees.

(9) *Recommendations as to Legislation.*

1. That the duties of Municipal and Local Boards in controlling or assisting schools under their supervision be regulated by local enactments suited to the circumstances of each Province.

2. That the area of any Municipal or rural unit of Local self-Government that may now or hereafter exist be declared to be a school-district, and school-boards be established for the management and control of schools placed under their jurisdiction in each such district.

3. That the control of each school-board over all schools within the said school-district be subject to the following provisions:—

(a) that it be open to the Local Government to exclude any school, or any class of schools, other than schools of primary instruction for boys, from the control of such school-board;

(b) that any school which is situated in the said school-district, and which receives no assistance either from

the board or the Department, continue, if the managers so desire it, to be independent of the control of the school-board;

- (c) that the managers of any institution which receives aid either from the board or the Department continue to exercise in regard to such institution full powers of management subject to such limitations as the Local Government may from time to time impose as a condition of receiving aid;
 - (d) that the school-board may delegate to any body appointed by itself or subordinate to it any duties in regard to any school or class of institutions under its control which it thinks fit so to delegate.
4. That the Local Government declare from time to time what funds constituting a school-fund shall be vested in any school-board for educational purposes, and what proportion of such school-fund shall be assigned to any class of education.
5. That it be the duty of every school-board :—
- (a) to prepare an annual budget of its income and expenditure;
 - (b) to determine what schools shall be wholly maintained at the cost of the school-fund, what schools are eligible for grants-in-aid, and which of them shall receive aid;
 - (c) to keep a register of all schools, whether maintained at the cost of public funds, or aided or unaided, which are situated in its school-district;
 - (d) to construct and repair school-houses or to grant aid towards their construction or repair;
 - (e) generally to carry out any other of the objects indicated in the various recommendations of the Commission, which in the opinion of the Local Government can best be secured by legislative enactment, or by rules made under the Act.
6. That the appointment, reduction of salary, or dismissal, of teachers in schools maintained by the board be left to the school-board; provided that the said board shall be guided in its appointments by any rules as to qualifications which may be laid down from time to time by the Department; and provided that an appeal shall lie to the Department against any order of dismissal or reduction of salary.
7. That an appeal lie to the Department against any order of a board in regard to such matters as the Local Government shall specify.
8. That every school-board be required to submit to the Local Government through the Department an annual report of its

administration, together with its accounts of income and expenditure, in such form and on such date as shall be prescribed by the Local Government, and thereon the Local Government declare whether the existing supply of schools of any class, of which the supervision has been entrusted to such board, is sufficient to secure adequate proportionate provision for the education of all classes of the community; and in the event of the said Government declaring that the supply is insufficient, it determine from what source and in what manner the necessary provision of schools shall be made.

9. That it be incumbent upon every Local Government or Administration to frame a Code of rules for regulating the conduct of education by Municipal and Local Boards in the Provinces subject to such Local Government or Administration.

10. That such Code shall define and regulate—

- (a) the internal mechanism of the Education Department in regard to direction, inspection, and teaching;
- (b) the external relations of the Department to private individuals and public bodies engaged in the work of education;
- (c) the scope, functions, and rules of the system of grants-in-aid;
- (d) the character of any special measures for the education of classes requiring exceptional treatment;
- (e) the scope and divisions of the annual report upon the progress of public instruction, together with the necessary forms of returns.

11. That power be reserved to the Local Government from time to time to add to, cancel, or modify the provisions of the said Code.

12. That the Code be annually published in the official Gazette in such a form as to show separately all articles which have been cancelled or modified and all new articles which have been introduced since the publication of the last edition.

Mary Carpenter Scholarships,

NOTIFICATION.

1. The National Indian Association of London having founded 4 scholarships for girls studying in the Marathi, Hindustani, and Gujarati Girls' Schools in the Island of Bombay, to be called "Mary Carpenter Scholarships," the following regulations are prescribed for the year 1895 —

2. The value of these scholarships and the conditions on which they are tenable are as follows;—

All *bono fide* pupils of Marathi, Hindustani, and Gujarati

Girls' Schools in Bombay, whether municipal, aided or private, are admissible to the competition.

3. Two scholarships of Rs. 6 each per mensem to be awarded to the two girls who pass the best examination under the VIth Standard for Girls' Schools, on condition that the successful candidates while holding the scholarships serve as pupil-teachers in a school open to Government inspection, and give satisfaction to the managers and the Government Inspector.

4. One scholarship of Rs. 5 per mensem to the girl who passes the best examination under the Vth Standard for Girls' Schools, on condition that she continues to attend a school open to Government inspection, and makes satisfactory progress under the VIth Standard.

5. One scholarship of Rs. 4 to the girl who passes the best examination under the IVth Standard on similar conditions.

6. The scholarships will be tenable for one year, from the 1st of January 1895. They will be open to all pupils of the Marathi, Hindustani, and Gujarati Schools who have attended the school for at least six months previous to the examination, and whose conduct and regularity of attendance are well reported on by the authorities of the school.

7. Candidates who have once won a scholarship, are disqualified for competing again for the same scholarship, but may enter for a higher one.

8. The competitive examination will be conducted by a committee presided over by the Principal, Elphinstone High School. The examination will be held in the Hall of the Elphinstone High School, on Monday, the 14th January 1895, at 11 o'clock in the morning, Bombay time. Intending candidates should forward their names and Schools to either of the Deputy Educational Inspectors, Bombay, on or before the first of January 1895.

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 8th November 1894.

Additional Scholarships offered by the Ladies of the National Indian Association, Bombay.

NOTICE.

1. At the same time and place an examination will be held for the award of 4 additional scholarships offered by the Ladies of the National Indian Association, Bombay.

2. Two scholarships will be of Rs. 10, one of Rs. 5, and one of

Rs. 3, tenable for one year, on the same conditions in all respects as the above, save in the following particulars :—

3. The additional scholarships are only to be obtainable by pupils of Girls' Schools in affiliation with the National Indian Association, or of European Girls' Schools where an Indian Vernacular is taught.

4. The scholarships of Rs. 5 and Rs. 3 will be awarded on the results of the same examinations as those prescribed in paras. 4 and 5 in the preceding notification, but the scholarships of Rs. 10 will be awarded to the best qualified pupils from any affiliated European or English-teaching School on an examination in all the subjects of European Standard VI., provided that a local Indian Vernacular is taken up under head 4th.

5. The additional scholarships will be disbursed in the same way and at the same time as the "Mary Carpenter Scholarships."

T. B. KIRKHAM,
Educational Inspector, C. D.

Poona, 8th November 1894.

Public Service Certificate Examination.

SOUTHERN DIVISION.

NOTIFICATION.

The following books are appointed for the examinations in 1895-96 in accordance with the Regulations published in the *Bombay Government Gazette* of the 5th April 1888 :—

Second Grade (Schedule A-2).

English.—Robinson Crusoe, Laurie's edition, the first 70 pages or Tales from Shakespeare (A Mid-summer Night's Dream, The Winter's Tale, Much ado about Nothing, As You like It, and The Two Gentlemen of Verona), and the first 400 lines of Goldsmith's Traveller or Lady of the Lake, Canto II.

Marathi.—Hindustan Katharasa, by Mr. Oka.

Kanarese.—Departmental VI, book, first half.

Urdu.—Akhlak-i-Kashi.

Third Grade (Schedule B-2).

Marathi.—The Departmental VI, book.

Kanarese.—The Departmental VI, book.

Urdu.—Akhlak-i-Kashi.

B. R. SAHASRABUDHE,
Educational Inspector, S. D.

Dhawalwar, 6th November 1894,

THE BOMBAY EDUCATIONAL

General Index to Departmental Notices.

The following General Index to the Chief Departmental Notices published in the "Bombay Educational Record" during the last quarter of a century is published for use in Educational Offices. For convenience sake the volumes are referred to by the last two figures of the year. Thus "Year 76" means the volume for the year 1876 and so on.

T. B. KIRKHAM,

Educational Inspector, C. D. and
Editor, "Bombay Educational Record."

Poona, 12th November 1894.

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APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 15TH OF OCTOBER TO THE 15TH OF NOVEMBER 1894.

17th October 1894.—The following substantive *pro tem.* appointments are made in the Ahmedabad High School, until Mr. Patel joins his appointment in the school :—

- Mr. A. J. Sayad to be Fourth Assistant Master.
- Mr. B. D. Romer to be Fifth Assistant Master.
- Mr. D. N. Pandya to be Sixth Assistant Master.
- Mr. A. H. Mashadi to be Seventh Assistant Master.
- Mr. T. P. Dave to be Eighth Assistant Master.
- Mr. A. R. Desai to be Ninth Assistant Master.
- Mr. H. D. Chhatrapati to be Tenth Assistant Master.
- Mr. M. K. Parakh to be Eleventh Assistant Master.
- Mr. G. D. Mehtaji to be Twelfth Assistant Master.

18th October 1894.—Mr. S. G. Gharpure is appointed substantive *pro tem.* Eighteenth Assistant Master, Satara High School, until further orders.

19th October 1894.—The following substantive *pro tem.* appointments are sanctioned, until further orders, in the Poona High School :—

- Mr. M. S. Bopardikar to be Seventh Assistant Master.
- Mr. Sawarkar, L. C. E., to be Ninth Assistant Master.
- Mr. D. M. Pandit, P. E., to be Tenth Assistant Master.
- Mr. K. V. Karambelkar, B. A., to be Twelfth Assistant Master.
- Mr. V. G. Kale, B. A., to be Acting Third Assistant Master.

Fifteen months' leave, on medical certificate, is granted to Mr. H. N. Lord, Tenth Assistant Master, Elphinstone High School, Gujarati side.

20th October 1894.—Mr. M. I. Kadri, Seventeenth Assistant Master, Elphinstone High School, is appointed Acting Fifteenth Assistant Master in the same school, *vice* Mr. F. P. Desai.

Mr. B. M. Sutaria, B. A., is appointed Acting Sixteenth Assistant Master in the Elphinstone High School, *vice* Mr. R. L. Damania on privilege leave.

The following appointments are made in the Elphinstone High School, Gujarati side, *vice* Mr. Munshi, relieved to join his appointment as Second Assistant Deputy, Kara Sub-Division.

Mr. B. M. Bahadurji, Acting Twelfth Assistant Master, to be Acting Tenth Assistant Master, *vice* Mr. Lord.

Mr. N. M. Pavri, Thirteenth Assistant Master, to be Acting Eleventh Assistant Master, *vice* Mr. Bazan.

Mr. S. B. Doctor, Fourteenth Assistant Master, to be Acting Twelfth Assistant Master, *vice* Mr. Pavri.

Mr. E. R. Sahiar, Fifteenth Assistant Master, to be Acting Thirteenth Assistant Master, *vice* Mr. Doctor.

Mr. F. P. Desai, Sixteenth Assistant Master, to be Acting Fourteenth Assistant Master, *vice* Mr. Sahiar.

Mr. R. L. Damania, Seventeenth Assistant Master, to be Acting Fifteenth Assistant Master, *vice* Mr. Desai.

Mr. Sadashiv M. Dewaskar, Head Clerk to the Panch Mahals Deputy Educational Inspector, is appointed Fourth Clerk in the office of the Educational Inspector, Northern Division (on Rs. 45).

24th October 1894.—The following substantive *pro tem.* appointments are sanctioned until further orders in the Nasik High School:—

Mr. S. D. Bebere to be Eighth Assistant Master.

Mr. M. C. Shaligram to be Ninth Assistant Master.

Mr. S. A. Imamudin to be Tenth Assistant Master.

Mr. P. G. Narvane, P. E., to be Eleventh Assistant Master.

Mr. G. A. Souche to be Twelfth Assistant Master.

Mr. V. G. Narurkar to be Thirteenth Assistant Master.

Mr. D. R. Savarnapatki to be Fourteenth Assistant Master.

Mr. N. B. Souche to be Fifteenth Assistant Master.

25th October 1894.—Mr. S. B. Alur is appointed Seventh Assistant Master, Dharwar High School.

Mr. B. M. Singit is appointed Eighth Assistant Master, Dharwar High School.

Mr. N. A. Gad is appointed Ninth Assistant Master, Dharwar High School.

Mr. K. S. Kale is appointed Seventh Assistant Master, Bijapur High School.

Mr. S. K. Nayampalli is appointed Twelfth Assistant Master, Dharwar High School.

Mr. H. S. Sagar is appointed Sixth Assistant Master, Bijapur High School.

Mr. R. K. Hejbi is appointed Eleventh Assistant Master, Dharwar High School.

Mr. D. V. Joglekar is appointed Eighth Assistant Master, Bijapur High School.

Mr. Mehtabkhan A. Pathan is appointed Thirteenth Assistant Master, Belgaum High School.

Mr. D. V. Joglekar, P. E., is confirmed as Sixth Assistant Master, Bijapur High School.

Mr. S. K. Nayampalli is confirmed as Seventh Assistant Master, Dharwar High School.

14th October 1894—Six months' leave, on private affairs, is granted to Mr. Ghulamally, First Assistant Deputy Educational Inspector, Shikarpur Sub-Division.

Mr. G. Z. Pahlajani is appointed to act as First Assistant Deputy, Shikarpur Sub-Division, *vice* Mr. Ghulamally.

Mr. Mahomad Hashim Alabdino Kazi is appointed to act as Second Assistant Deputy, Shikarpur, *vice* Mr. Pahlajani.

Mr. D. R. Bardi, L. M. S., is re-appointed Tutor in Chemistry and Medical Jurisprudence for a period of one year in the Grant Medical College.

Mr. S. B. Jahhal is appointed Assistant Veterinary Officer, No. II., *vice* Mr. Serajudkhan in the Bombay Veterinary College.

1st October 1894.—The following appointments are made in the Ratnagiri High School, during the absence of Mr. M. D. Joshi, or until further orders:—

Mr. V. V. Bhide, Second Assistant Master, to be Acting First Assistant Master.

Mr. H. H. Gangan, Third Assistant Master, to be Acting Second Assistant Master.

Mr. S. K. Kadkol, Fourth Assistant Master, to be Acting Third Assistant Master.

Mr. R. H. Nadkarni, Fifth Assistant Master, to be Acting Fourth Assistant Master.

Mr. N. V. Ghate, Sixth Assistant Master, to be Acting Fifth Assistant Master.

Mr. P. K. Kulkarni to be Acting Sixth Assistant Master.

From the 1st November Mr. G. V. Dunge, B. A., is appointed Sixth Assistant Master, Poona High School.

The following appointments are made in the Poona High School, subject to the lieu of Mr. Dunge, or until further orders:—

Mr. D. D. Sontakp to be substantive *pro tem.* Sixth Assistant Master.

Mr. M. B. Bopardkar to be substantive *pro tem*. Seventh Assistant Master.

Mr. K. V. Sohoni to be substantive *pro tem*. Eighth Assistant Master.

Mr. S. S. Savarkar, L. C. B., to be substantive *pro tem*. Ninth Assistant Master.

Mr. K. V. Kurambelkar, B. A., is appointed Acting Third Assistant Master, Poona High School.

2nd November 1894.—The following appointments are made until further orders:—

Mr. U. B. Bhakhru to be substantive *pro tem*. First Assistant Deputy Educational Inspector, Hyderabad.

Mr. F. V. Butavi to be substantive *pro tem*. Second Assistant Deputy Educational Inspector, Hyderabad.

Mr. Gulmahomed Khan Ghulam Rasol Khan Afghan to be substantive *pro tem*. Third Assistant Deputy Educational Inspector, Hyderabad Sub-Division.

6th November 1894.—The following appointments are made in the Satara High School, until Mr. Degwekar joins, or until further orders:—

Mr. H. V. Rahalkar, Thirteenth Assistant Master, to be substantive *pro tem*. Eleventh Assistant Master.

Mr. S. S. Sahasrabudhe, substantive *pro tem*. Sixteenth Assistant Master, to be substantive *pro tem*. Thirteenth Assistant Master.

Mr. G. S. Belgavkar, substantive *pro tem*. Seventeenth Assistant Master, to be substantive *pro tem*. Sixteenth Assistant Master.

Mr. K. M. Manskar, substantive *pro tem*. Eighteenth Assistant Master, to be substantive *pro tem*. Seventeenth Assistant Master.

6th November 1894.—An extension of three days' leave, without pay, is granted to Mr. Badhavaasing Nihalsing Gymnast, Brouch High School.

One month's sick leave is granted to Mr. N. B. Kazi, substantive *pro tem*. Twelfth Assistant Master, Brouch High School.

Mr. E. G. Apte, Fifth Assistant Master, B. J. High School, Thana, is appointed Acting Fourth Assistant Master in the same school.

Privilege leave, for one month, is granted to Mr. R. H. Bave, Head Clerk to the Deputy Educational Inspector, Ratnagiri Sub-Division.

8th November 1894.—The following appointments are made in the B. J. High School, Thana, until further orders:—

Mr. V. V. Pandit, Twelfth Assistant, to be substantive Eleventh Assistant Master, subject to the lien of Mr. Joshi.

Mr. G. V. Kharkar, Thirteenth Assistant Master, to be substantive Twelfth Assistant Master, subject to the lien of Mr. Pandit.

Mr. G. R. Patkar, Fourteenth Assistant Master, to be substantive Thirteenth Assistant Master, subject to the lien of Mr. Kharkar.

9th November 1894.—Mr. P. B. Dixit, Ninth Clerk to the Educational Inspector, Northern Division, is appointed First Clerk, Ahmedabad Training College.

Mr. C. A. Mehta, First Clerk, Ahmedabad Training College, is appointed Second Clerk to the Deputy Educational Inspector, Surat Sub-Division.

Mr. S. G. Vin, substantive *pro tem.* Second Clerk to the Deputy Educational Inspector, Surat, is appointed substantive *pro tem.* Second Assistant Master, Godhra Anglo-Vernacular School.

Mr. M. T. Adatia, substantive *pro tem.* Second Assistant Master, Godhra Anglo-Vernacular School, is appointed substantive *pro tem.* Sixth Assistant Master, Ahmedabad Middle School.

Mr. Nizamuddin N. Faizaz Khan is appointed Acting Fifth Assistant Master, Broach High School, during the absence of Mr. Bhat or until further orders.

The following appointments are made in the Dharwar High School:—

Mr. S. K. Nayampalli, 1st B. A., to be substantive *pro tem.* Sixth Assistant Master.

Mr. S. B. Alur, to be substantive *pro tem.* Seventh Assistant Master.

Mr. B. M. Singit, to be substantive *pro tem.* Eighth Assistant Master.

Mr. G. M. Udgatti, to be substantive *pro tem.* Ninth Assistant Master.

Mr. N. A. Gad, to be substantive *pro tem.* Tenth Assistant Master.

Mr. K. S. Kale, to be substantive *pro tem.* Eleventh Assistant Master.

Mr. B. B. Divekar, to be substantive *pro tem.* Twelfth Assistant Master.

Mr. Imdadali R. Munshi, to be substantive *pro tem.* Thirteenth Assistant Master.

Mr H. A. Shah is appointed Assistant Veterinary Officer, No III, in the Bombay Veterinary College.

Mr. S. S. Gudi is confirmed as Tenth Assistant Master, Bijapur High School.

12th November 1894.—Mr Shaikh Karimudin is appointed Tenth Assistant Master, Bijapur High School, on probation.

The following appointments are made since the date Mr. Shaikh Karimudin joins at Bijapur:—

Mr B. B. Divekar, Thirteenth Assistant Master, Dharwar High School, to be Ninth Assistant Master, Bijapur High School.

Mr Mir Imdad Ali, Fourteenth Assistant Master, Dharwar High School, to be Thirteenth Assistant Master in the same school.

Mr. S. S. Gudi, Tenth Assistant Master, Bijapur High School, to be Fourteenth Assistant Master, Dharwar High School.

An extension of leave, without pay, for one month, is granted to Mr. N. R. Mangalvedhekar, Sixth Assistant Master, Dharwar High School.

Privilege leave, for one month, is granted to Mr. R. S. Inam, Second Assistant Deputy Educational Inspector, Ahmednagar, S. D.

13th November 1894.—The following appointments are made in the Government Central Book Deptt, Bombay, during the absence of Mr. N. V. Patwardhan:—

Mr. P. G. Dandekar to be Acting Head Clerk.

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Mr. R. R. Datt to be Acting Sixth Clerk.

Mr. V. R. Dalal to be Acting Seventh Clerk.

Mr. B. B. Dongre to be Acting Eighth Clerk.

Mr. D. V. Gupte to be Acting Ninth Clerk.

Mr. V. B. Lad to be Acting Tenth Clerk.

Mr. Kesheo Prabhakar to be Acting Eleventh Clerk.

15th November 1894.—Mr. N. G. Thatte is appointed substantive *pro tem*. Seventeenth Assistant Master, Nasik High School, until Mr. Gadre joins or until further orders.

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