

Dhananjayrao Gadgil Library



GIPE-PUNE-018824

T1125 (27) 18824
T1124 C = Education

1) The States for the (Pamphlet in all 2
employment of the States, 1882
T. 2, M17. 1882. 500

2) 10) Indian Education, 1882, 1900
A resolution issued by the Government
of India on 24th Feb. 1882
T. 2. N1. E. 3.

18824

INDIAN UNIVERSITIES COMMISSION

LETTERS

ADDRESSED TO *THE TIMES OF INDIA*

ON

THE VICE-CHANCELLOR'S VINDICATION

OF ITS

RECOMMENDATIONS

BY

CHIMANLAL H. SETALVAD, B.A., LL.B.

Fellow and Syndic, Bombay University

BOMBAY

PRINTED AT THE "TIMES OF INDIA" PRESS

1903

LETTERS
ADDRESSED TO *THE TIMES OF INDIA*
ON
THE VICE-CHANCELLOR'S VINDICATION
OF HIS
RECOMMENDATIONS

BY
CHIMANLAL H. SETALVAD, B.A., LL.B.
Fellow and Syndic, Bombay University



BOMBAY
PRINTED AT THE "TIMES OF INDIA" PRESS
1903

T. 2, dM17

A818.1

18824

NOTE.

“Accordingly, we appointed a Commission, under my Hon’ble colleague, Mr. Raleigh, to examine into the question of the Universities, and we consulted the Local Governments upon every other feature of our plans. Since then the public has had the best part of a year in which to expend its energies upon discussion—an opportunity by which no one can say that it has not profited. Whether Government has profited equally by these proceedings is open to doubt, for I observe that whereas a year and a half ago every one was agreed that education in India stood most urgently in need of reform, that it had got entirely into the wrong groove, and was going steadily down-hill, dispensing an imperfect education through imperfect instruments to imperfect products with imperfect results—a great many of the interested parties now meet together, and proclaim in injured tones that they stand in no need of reformation at all. Now let me say at once that this is not good business. I lay down as an absolute and unassailable proposition that our Educational systems in India are faulty in the extreme; and that, unless they are reformed, posterity will reproach us for the lost opportunity for generations to come. I remind the public that that proposition was most cordially endorsed by every shade of opinion $1\frac{1}{2}$ years ago. Since then we have shown a consideration for the interests of all concerned and a reluctance to act with precipitation that have been pushed almost to extremes, and have exposed us to the charge of timidity and irresolution. My object throughout has been to carry the public with us in our reforms, and to base them upon the popular assent. I am still hopeful that better counsels will prevail, and I shall spare no effort to attain this result. But if every reform proposed is to be overwhelmed with obloquy and criticism, because it touches some vested interest or affects some individual concern; if change of any kind is to be proscribed merely because it is change; if the appetite for reform, so strong two years ago, has now entirely died down, then I must point out that the educated community will have forfeited the greatest chance ever presented to them of assisting the Government to place the future education of this country upon a better footing, and Government will be left to pursue its task alone. I should be most reluctant to be driven to this course. I want to reform education in India, I will not say *omnium consensu*, because that may be an impossible aspiration; but with the good will and assent of reasonable and experienced men, and I have a right to

ask that, in so far as they are dissatisfied with the *status quo*, they shall render our course not more difficult, but more easy "

* * * * *

" I would only say to the public—Do not be impatient, and do not be censorious. Do not impute dark conspiracies or assume that all the misguided men in the country are inside the Government, and all the enlightened outside it. What could be easier than for Government not to have taken up educational reform at all, or even now to drop it altogether? All the wild talk about killing Higher Education and putting education under the heel of Government merely obscures the issue, and paralyses action. Surely there are enough of us on both sides who care for education for education's sake, who are thinking not of party triumphs, but of the future of unborn generations, to combine together and carry the requisite changes through. I cannot imagine a worse reflection upon the educated classes in India, or a more crushing condemnation of the training that we have given them, than that they should band themselves together to stereotype existing conditions, or to defeat the first genuine attempt at reform that has been made for a quarter of a century." [Lord Curzon's speech on the Financial Statement, 25th March 1903.]

His Excellency says that every one was, a year and a half ago, agreed that " education in India stood most urgently in need of reform; that it had got entirely into the wrong groove, and was going steadily down-hill, dispensing an imperfect education through imperfect instruments, to imperfect products, with imperfect results." He further says:—" I lay down, as an absolute and unassailable proposition, that our Educational Systems in India are faulty in the extreme; and that unless they are reformed, posterity will reproach us for the lost opportunity for generations to come." The Indian educated community, while it has always recognised that there is room for great improvement in certain directions in our system of education, has never agreed to such a complete condemnation of Indian education. Being not endowed with that trait of Anglo-Saxon character to which His Excellency referred in his Convocation Speech of 1899, 1900, the aptitude to be " loud in self-condemnation " and to " revel in the superior quality of their transgressions," the educated

Indians have consistently refused to “join in a wholesale condemnation, which is as extravagant as it is unjust,” and have preferred to agree with the sentiments expressed by his Excellency in that Convocation Speech, when he said :—

“ Though I am but a new-comer in this country, I am yet not so ignorant of its educational system as not to know that when I speak of my own connection with a University in England, I am speaking of something very different from the University system which prevails here. A residential teaching University, such as Oxford or Cambridge, with its venerable buildings, its historic associations, the crowded healthy competition of its life, its youthful friendships, its virile influence upon character, its *esprit de corps* cannot, either in Great Britain or in any country, be fairly compared with an examining, degree-giving University such as yours. They are alike in bearing the same name, in constituting parts of a machinery by which in civilised countries all peoples work for the same ideal, namely, the cultivation of the higher faculties of man, but they are profoundly unlike in the influence that they exert upon the pupil, and in the degree to which they affect not so much his profession as his character and his life. Nevertheless, inevitable and obvious as these differences are, there may yet be in an examining University—there is in such institutions in some parts of my own country, and still more abroad—an inherent influence inseparable from the curriculum through which the student has had to pass before he can take his degree, which is not without its effect upon character and morals, which inspires in him something more than a hungry appetite for a diploma, and which turns him out something better than a sort of phonographic automaton into which have been spoken the ideas and thoughts of other men. I ask myself, may such things be said with any truth of examining Universities of India? I know at first sight that it may appear that I shall be met with an overwhelming chorus of denial. I shall be told, for I read it in many newspapers and in the speeches of public men, that our system of higher education in India is a failure, that it has sacrificed the formation of character upon the altar of cram, and that Indian Universities turn out only a discontented horde of office-seekers, whom we have educated for places which are not in existence for them to fill. Gentlemen, may I venture to suggest to you that one defect of the Anglo-Saxon character is that it is apt to be a little loud both in self-praise and in self-condemnation? When we are contemplating our virtues we sometimes annoy other people by the almost pharisaical complacency of our transports; but, equally, I think, when we are diagnosing our faults are we apt almost to revel in the superior quality of our transgressions. There is, in fact, a certain cant of self-depreciation as well as of self-laudation. I say to myself, therefore, in the first place, is it possible, is it likely, that we have been for years teaching hundreds and thousands of young men, even if

the immediate object be the passing of an examination or the winning of a degree, a literature which contains invaluable lessons for character and for life, and science which is founded upon the reverent contemplation of nature and her truths, without leaving a permanent impress upon the moral as well as the intellectual being of many who have passed through this course? I then proceed to ask the able officials by whom I am surrounded, and whose trained assistance makes the labour of the Viceroy of India relaxation rather than toil whether they have observed any reflection of this beneficent influence in the quality and character of the young men who entered the ranks of what is now known as the Provincial Service; and when I hear from them almost without dissent that there has been a marked upward trend in the honesty, the integrity, and the capacity of native officials in those departments of Government, then I decline altogether to dissociate cause from effect. I say that knowledge has not been altogether shamed by her children, grave as the defects of our system may be, and room though there may be for reform. I refuse to join in a wholesale condemnation which is as extravagant as it is unjust

On the whole, I believe the present system to be faulty, but not rotten.

His Excellency may, however, rest assured that the Indian educated community is to-day as keen about reforming higher education and putting it on a sound basis as it was a year and a half ago or at any time, and that its "appetite for reform" has not in the least abated. But what it objects to is any food, wholesome or unwholesome, being forced down its throat in order to satisfy that appetite. The proposals of the Commission have met with strong and growing opposition from the educated Indians, not because they are unreasonable enough to proscribe change of any kind "merely because it is a change," but because they are firmly convinced that the main changes proposed are entirely in the wrong direction, and will, instead of reforming higher education, prove detrimental to its best interests. What the Indian educated community feels is that, the Commission have absolutely failed to get at the real conditions that are responsible for the present unsatisfactory state, and that consequently the remedies proposed by them will not only entirely fail to secure the object in view, but will lead to positively mischievous results. They feel that no

changes in the constitution of the Universities, in the manner indicated by the Commission, will secure the desired result, and that no real reform is possible unless Government are prepared immediately to spend large sums on higher education and make their colleges really model institutions by adequately equipping and manning them. They do not want "to stereotype existing conditions," but they want reform to be begun at the right end, and refuse to be forced to accept a change "merely because it is a change." In Bombay, at any rate, the Indian educated classes have the satisfaction of having the support of European educational experts—Principals and Professors of Government as well as important private colleges—against whom at any rate the charge of unreasoning or interested opposition cannot be made. These principals and professors have cordially joined in resolving that certain recommendations of the Commission about the constitution of the Senate and the Syndicate will, if carried, "tend to impair the independence and thereby diminish the authority and usefulness of the University;" and that "the measures recommended by the Commission, which will have the result of narrowing the popular basis of higher education, would be highly detrimental to the best interests of the country." The utterance at the Senate meeting, when the report of the Committee was adopted, of the Lord Bishop of Bombay who has acquired a high place in the regard and esteem of the people of this Province was hailed with great gratification as shewing how a man of English academic culture appreciated the attitude of the Senate on this matter.

An attack is made in the letters collected here to examine the main recommendations of the Commission and shew their unsubstantial nature and to indicate the real directions in which reform should begin. These letters were originally published in the columns of the "Times of India" as a reply to the observations made in his Convocation Speech in February last by the Vice-Chancellor, Dr. Machichan, in vindication of the Report of the Commission of which he was a member.

They are now reproduced in this form, for, I venture to think that, they substantially represent and explain the view of the Indian educated community in this Presidency about the matter. The report of the Committee appointed by the Senate on the Commission's recommendations, which was unanimously adopted by the Senate, as well as the speech of the Hon'ble Mr. P. M. Mehta, who moved the adoption of the report, are also reproduced.

C. H. S.

May 1903.

When so much is said of the huge failure of Indian methods of education and the terrible effects of cramming, it is interesting to see what Mr. R. C. Lehmann says in the *May Pull Mall Magazine* about the education of English youths :-

The English Public School boy, even after he has spent a year or two or has gone so far as to take a pass degree at a University, is one of the most profoundly ignorant creatures on the face of the earth. Try him in the most ordinary subjects. Of geography he knows only as much as he may have gathered by collecting postage-stamps; with English literature he is not even on terms of distant politeness; as often as not he refuses to submit to the conventions of spelling, and the style of composition of his letters would make a housemaid smile. . . . The modern history, whether of his own country or of the world in general, is a sealed book to him. Boys go through their schools, pass their examinations at Oxford or Cambridge by dint of cramming, and then they are on your hands like a steel blade of the finest temper but without either point or edge, and with this additional peculiarity, that the time is past when point and edge can be profitably added."

C. H. S.

May 1903.

APPENDIX.

State of the various Schools under the Superintendence of the Institution, with the Date of their being opened.

VULLUBHA-POORA. Average 45.

[The School at Serampore, owing to its being at too great a distance from the bulk of the inhabitants, has been removed to Vullubha-pooræ. Another is about to be opened in the centre of Serampore.]

6 have completed the *Dig-Durshuna*, the Letters, and the Astronomical Compendium

7 have completed the *Dig-Durshuna*, and are engaged in copying the Letters.

9 have completed the Tables

The remainder are engaged with the inferior lessons.

OPENED JULY 1816. NABOB-GUNJ. Average 90.

Of these 6 have completed the *Dig-Durshuna* and the Letters, and are employed in writing the Astronomical Compendium,

11 have finished the *Dig-Durshuna* and the Letters.

18 the *Dig-Durshuna* only.

The remainder engaged with the Spelling Lessons.

CHATURA. Average 50.

Schoolmaster dismissed the beginning of October for incapacity.

The classes not yet distinctly re-arranged

AUGUST. RCHURA. Average 45

9 have completed the *Dig-Durshuna* and the Letters, and are employed on the Astronomical Treatise.

8 have finished the *Dig-Durshuna* and the Letters.

10 have finished the *Dig-Durshuna*.

Remainder employed in the Spelling Lessons.

SEPTEMBER. RAMU-KRISHNA-POORA. Average 40.

11 employed in the *Dig-Durshuna*; the highest advanced to lesson 38, the lowest to lesson 12.

Remainder occupied in the Spelling Lessons.

SEPTEMBER

KAM-DEVA-POORA. Average 60.

29 engaged in writing the *Dig-Durshana*; the highest advanced to lesson 47, the lowest to lesson 16.

Remainder occupied in the inferior lessons, and the Elementary Tables.

MAHESHA. Average 70.

4 have completed the *Dig-Durshana*, and begun the Letters.

6 have completed the *Dig-Durshana*.

9 have completed the Letters alone.

8 engaged in writing the *Dig-Durshana*.

Remainder occupied in Spelling Lessons.

OCTOBER

JCHCHA-POORA. Average 60.

24 have written to lesson 22, of the *Dig-Durshana*.

5 have written the lower lessons of the *Dig-Durshana*.

Remainder employed on the Spelling Lessons.

CHINAMORA. Average 47.

4 advanced to lesson 44 of the *Dig-Durshana*.

3 writing the inferior lessons of the *Dig-Durshana*.

Remainder occupied in the Spelling Lessons.

BUKKSHA. Average 50.

8 have completed the *Dig-Durshana*.

4 are employed in writing the *Dig-Durshana*.

Remainder employed on the Spelling Lessons.

NUVU-GRAMA. Average 120.

22 have finished the *Dig-Durshana*, and are employed with the Letters.

11 have nearly completed the *Dig-Durshana*.

Remainder employed on the Spelling Lessons.

NOVEMBER.

SOOKKA-CHURA. Average 53.

20 have completed the *Dig-Durshana*, and begun the Letters.

7 employed on the *Dig-Durshana*; the highest at lesson 47, lowest at lesson 28.

Remainder occupied in the Spelling Lessons.

NOVEMBER.

KAOGACHEE. Average 70.

- 8 have completed the Dig-Durshuna, and are engaged with the Letters.
- 13 in the Dig-Durshuna; highest advanced to lesson 47, lowest to lesson 14.
- 8 engaged with the Letters only
- Remainder employed on Spelling Lessons.

NOA-PARA. Average 46.

- 7 have finished the Dig-Durshuna, and are engaged with the Letters.
- 5 engaged with the Dig-Durshuna; the highest in lesson 24, lowest at 12.
- Remainder occupied with the Spelling Lessons.

DECEMBER.

BIGHETEE. Average 45.

- 6 have completed the Dig-Durshuna, and are engaged with the Letters.
- 10 writing the Dig-Durshuna; highest advanced to lesson 47, lowest to 11.
- Remainder on the Spelling Lessons.

KHURUSURAJ. Average 92.

- 6 advanced in the Dig-Durshuna to lesson 22.
- Remainder occupied in the Spelling Lessons.

BALI. Average 84.

- 24 have completed the Dig-Durshuna and the Letters.
- 23 are writing the Dig-Durshuna; highest at lesson 47, lowest at lesson 11.
- Remainder employed on the Spelling Lessons.

Schools opened in the Present Year.

JANUARY.

KHURUDU. Average 96.

- 36 have finished the Dig-Durshuna and the Letters.
- 2 advanced in the Dig-Durshuna to lesson 47.
- Remainder occupied in the Spelling Lessons.

FEBRUARY. **KONJA-NUGURA.** Average 45.

12 writing the *Dig-Durshana*, highest at lesson 20, lowest at lesson 5.

Remainder on the Spelling Lessons.

VEGUM-POORA. Average 37.

5 have completed the Spelling Lessons.

10 advanced in the Spelling Lessons to words of four syllables.

Remainder have begun the Spelling Lessons.

BURA. Average 49.

13 have written the *Dig-Durshana* to lesson 10.

6 employed in spelling words of four syllables.

The remainder occupied in the first Elementary Tables.

MARCH.

NIHATEE. Average 36.

6 have written the *Dig-Durshana* to lesson 35.

10 are spelling words of four syllables.

The remainder occupied in the Elementary Tables.

ANUNDA-NUGURA. Average 60.

8 advanced in the *Dig-Durshana* to lesson 20.

12 are in the Spelling Lessons of four syllables.

8 in the Spelling Lessons of three syllables.

The remainder employed on the inferior Lessons.

KULACHURA. Average 65.

9 advanced in the *Dig-Durshana* to lesson 22.

16 advanced to the Spelling Lessons of five syllables.

The remainder occupied in the Elementary Tables.

GUNGADHURA-POORA. Average 45.

6 employed in the Spelling Lessons of three syllables.

15 in the Spelling Lessons of two syllables.

The rest employed on the Elementary Tables.

AGURA-PARA. Average 47.

Master dismissed at the end of September through incapacity.

16 in the Spelling Lessons of two syllables.

The rest employed on the Tables.

MARCH.

DOMUJOOREE. Average 52.

13 engaged in Spelling Lessons of three syllables.
The remainder occupied with the Elementary Tables.

APRIL.

SHIVA-POORA. Average 68.

7 employed in writing the Letters from dictation.

8 on the Spelling Lessons of five syllables.

20 do so on those of four syllables.

The remainder occupied in the Elementary Tables.

NATA-GUREE. Average 60.

11 engaged in the Spelling Lessons of three syllables.

7 in those of two syllables.

The rest employed on the first Tables.

GOVINDA-POORA. Average 32.

12 occupied in the Spelling Lessons of four syllables.

5 in those of three syllables.

The rest occupied with the first Tables.

SHIAKHALA. Average 90.

16 have completed the Dig-Durshuna and the Letters.

3 employed in the Dig-Durshuna; the highest with lesson

47, the lowest with lesson 36.

The rest employed on the inferior lessons.

HURI-PALAA. Average 150.

10 occupied with the Lessons of four syllables.

34 with those of three syllables.

32 with those of two syllables.

The remainder occupied with the Elementary Tables.

BULURAMA-POORA. Average 65.

8 advanced in the Dig-Durshuna; the highest writing lesson

22, the lowest 31.

10 employed in the Spelling Lessons of four syllables.

9 in those of three syllables.

The rest on the Elementary Tables.

PANDURA. Average 31.

3 have completed the Dig-Durshuna and the Letters.

9 are engaged with the Dig-Durshuna; highest at lesson 47,

lowest at lesson 22.

The rest on the inferior Lessons.

MAY

NISIBI-PÓORA. Average 60.

6 advanced to the Spelling Lessons of three syllables.

8 to those of two syllables.

The remainder occupied in the Bananas and Phulas.

NIMITE. Average 42.

8 occupied in the Spelling Lessons of two syllables.

Remainder occupied on the Bananas and Phulas.

SOMU-NUGURA. Average 60.

10 advanced to the Spelling Lessons of four syllables.

21 to those of three syllables.

Remainder employed on the Bananas and Phulas.

MUDHOO-VATTE. Average 57

9 employed in the Spelling Lessons of three syllables.

8 on those of two syllables.

Remainder on the Elementary Tables.

JHAPURUDUH. Average 70.12 advanced to the Dig-Durahana, the highest to lesson 12.
the lowest to lesson 9.

20 occupied in the Spelling Lessons of five syllables.

The rest employed on the Elementary Tables.

KIKALA. Average 95.

45 employed in the Spelling Lessons of two syllables.

The rest on the Elementary Tables

GOPADA-NUGURA. Average 43.

30 occupied in the Spelling Lessons of two syllables.

The remainder in the Bananas and Phulas

VERA-VAREE Average 70.

42 employed in the Spelling Lessons of two syllables.

The rest on the Elementary Tables.

VUNA-HOGLI. Average 45.

21 advanced to the Spelling Lessons of three syllables.

10 to those of two syllables.

The rest occupied on the First Lessons.

JUNE.

MUSHAT. Average 55.

24 occupied in the Spelling Lessons of two syllables.
The remainder in the Banana and Phulas.

KRISHNA-RAMA-POORA. Average 65.

37 on the Spelling Lessons of two syllables.
The rest on the First Lessons.

PAToola. Average 65.

17 on the Spelling Lessons of three syllables.
Remainder on the Banana and Phulas.

VUNDI-POORA. Average 100.

31 advanced to the Spelling Lessons of three syllables.
18 to those of two syllables.
Remainder employed on the Banana and Phulas.

KAMARA-KOONDA. Average 63.

28 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

MELIYA. Average 32.

19 employed on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

PULUTAGERE. Average 45.

17 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

JUGUT-NUGURA. Average 60.

20 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

DHANA-HANA. Average 60.

33 occupied in the Spelling Lessons of two syllables.
Remainder employed with the Banana and Phulas.

GOPALA-POORA. Average 110.

43 employed with the Spelling Lessons of two syllables.
Remainder with the Banana and Phulas.

JUNE.

DUKSHENA DEE. Average 50.

20 occupied with the Spelling Lessons of two syllables.
Remainder with the Banana and Phulas.

JULY.

RUGOONATHA-POORA. Average 50.

29 employed in the Spelling Lessons of two syllables.
Remainder in the Banana and Phulas.

VASHA-NA-PARA. Average 47.

22 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

SARA. Average 95.

30 advanced to the Spelling Lessons of four syllables.
10 to those of three syllables.
Remainder on the Banana and Phulas.

PHOORA-PHOORA. Average 55.

30 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

PAONANA. Average 73.

26 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

VUNA-NOPARA. Average 60.

26 occupied on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

MANDURA. Average 62.

35 on the Spelling Lessons of two syllables.
The rest on the First Tables

AUGUST.

DATORA. Average 99.

35 on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

ADUM-POORA. Average 90.

15 on the Spelling Lessons of two syllables.
The remainder on the Banana and Phulas.

PRISADA-POORA. Average 52.

10 on the Spelling Lessons of three syllables.

15 on those of two syllables.

The remainder on the Banana and Phulas.

GOPENATHA-POORA. Average 35.

35 on the Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

BAMUNA-ARI. Average 30.

8 advanced to the Spelling Lessons of three syllables.

10 to those of two syllables.

The rest employed on the First Tables.

SINGOORA. Average 60.

38 on the Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

YADUNA-VATEE. Average 120.

48 engaged in the Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

MUNDULIKA. Average 80.

12 on the Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

SEPTEMBER. **TURA-JUGUT-NUGURA.** Average 58.

25 employed on the Spelling Lessons of two syllables.

The remainder on the Banana and Phulas.

KRISHNA-NUGURA. Average 50.

25 on the Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

AT-POORA. Average 50.

20 employed on the Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

KAKOORYA. Average 45.

No lad advanced beyond the Banana and Phulas.

JHIKRA. Average 75.

42 engaged in Spelling Lessons of two syllables.

The rest on the Banana and Phulas.

SEPTEMBER. **BAHMUNA-PARA.** Average 100.
27 employed on the Spelling Lessons of two syllables.
Remainder on the Banana and Phulas.

JUYA-NUGURA. Average 71.
None advanced beyond the Spelling Lessons.

PARA-ABO. Average 130.
32 advanced to the Spelling Lessons of two syllables.
Remainder, Banana and Phulas.

SHYAMA-POORA Average 60.
20 writing Lessons of two syllables
Remainder on the Banana and Phulas.

KOOLAKASHA Average 43.
No lad advanced beyond the Banana and Phulas.

JUYA-KRISHNA-POORA Average 30.
5 writing the Banana and Phulas.
The rest employed on the first Tables

BIAGACHEE. Average 55.
16 writing lessons of two syllables.
The rest occupied with the first Tables.

AMGACHEE. Average 80.
13 writing lessons of two syllables.
The rest employed on the first Tables.

OCTOBER. **RAMA-NUGURA.** Average 85.
No one advanced beyond the Banana and Phulas.

BALIYA. Average 60.
None advanced beyond the Banana and Phulas.

NUBAB-POORA. Average 90.
12 writing the Spelling Lessons of two syllables.
Remainder employed on the Banana and Phulas.

VASODEVA-POORA. Average 60.
No one advanced beyond the Banana and Phulas.

OCTOBER. SOLA-HURISHA-POORA. Average 65.
18 writing the Spelling Lessons of two syllables.
The rest employed on the First Tables.

[N.B. The progress of the children in Arithmetic is not particularized, as their fondness for Accounts sufficiently secures their advancement in this part of their studies.]

Schools opened since the date of the Report.

At NANNA. Average attendance 60.
At DUPHUR-POORA: the average 38.
At DUKSH/NESHWURA: the average 45.
At MITRA-PARA. the average 30.

Schools under the Patronage of particular Gentlemen.

KULINGA, under the patronage of J. H. Harington, Esq.
DWARA-HATA, under the patronage of R. Richardson, Esq.
These two schools contain together 220 children.

The following Schools, after having been some little time opened, have been discontinued for various reasons.

Shivalaya, and Suntosha-pooru, through their being at too great a distance from other Schools to be superintended without great expense.

Sata-ghura, and Shimila, through the greater part of the children being occupied in the field, in agriculture, during the year.

Rishra, Valiyadanga, Rungu-pooru, Veleghurriya, Nalikoola, Koturwaga, Kinkura-Vatee, Vuraha-Nugura, and Bulotee, through the incapacity of the masters.

Penetee and Sookha-chara, through party disputes in the village respecting masters.

Aryadah, through the opposition of the villagers.

Schools under the Superintendency of Mr. W. Carey, Cutwa.

CUTWA, ..	30 Children
DYHAUT,	200 ditto.
DEWANGUNJE,	80 ditto
KAGHATEE.....	60 ditto.
KANAI,	160 ditto.
MACA-GRAMA,	60 ditto.
CHURPARNEE,	66 ditto.

656 Total.

The Schools at Cutwa not having been long established, we have not as yet received any particular account of the progress made.

Schools under the Superintendency of Dacca.

FIVE SCHOOLS.

Containing severally 34, 42, 80, 64, and 58 children. Total 278.

Through an oversight, the names of the Schoolmasters were transmitted to Serampore instead of the names of the villages; this was not perceived till it was too late to remedy the error.

In the neighbourhood of Moorshudabad, under the superintendency of Mr J. W. Ricketts, are three schools, supported by local monthly subscription, which has hitherto covered the expense of them. They are situated at Moorshudabad, Kalikapore, and Berhampore; but we hear the number of the children has been greatly reduced by the mortality which has lately prevailed among the natives.

MANAGERS' OF THE INSTITUTION.

REV. W. CAREY, D. D.

REV. J. MARSHMAN, D. D.

REV. W. WARD.

SECRETARY.

REV. J. MARSHMAN, D. D.

**ASSISTANT SECRETARY AND GENERAL SUPERINTENDENT,
(*gratuitous.*)**

MR. J. C. MARSHMAN.

Subscriptions and Donations.

1817.

The Honourable N. B. Edmonstone, Esq.	....	300
The Honourable Sir E. H. East, Kt.	....	100
The Honourable Sir F. Macnaghten, Kt. (<i>Annually</i>)		100
The Honourable Sir Anthony Buller, Kt.	....	100
Major-Gen. Sir D. Ochterlony, K. C. B. (<i>Annually</i>)		100

		<i>Sa. Rs.</i>
A Friend to the Institution,	....	200
Abbott, J. Esq.	....	50
Alexander, H. Esq. (<i>Annually</i>)	....	240
Anonymous,	....	15
Anunds-Chundra-Ghosha, (<i>Annually</i>)	....	16
Ashe, Major-Gen.	....	100
Baker, Capt. G. P.	....	50
Ballard, G. Esq.	....	300
Bradshaw, Col. P.	....	200
Bula-Rama-Pala, (<i>Annually</i>)	..	16
Burrell, Col.	....	100
Cock, Lieut. H.	.. .	32
Compton, H. Esq. (<i>Annually</i>)	....	50
Dick, A. Esq.	....	45
Doorga-Prisada-Ghosha, ..	....	10
Dowie, Lieut. D.	....	10
Duncan, Capt. J.	....	20
Dyson, Lieut. H. (<i>Annually</i>)	....	100
Eliot, C. Esq.	....	50
Ellerton, J. Esq. (<i>Annually</i>)	....	50
Engleheart, Capt. G.	....	10
Fullarton, J. Esq.	....	100
Gardener, G. O. Esq.	....	25
Gibson, Dr. H. (<i>Annually</i>)	....	50

	Ru. Rs.
Gudadhara-Acharya, (Annually) ..	25
Geeroo-Prusada-Vusoo,	100
Gopee-Mohuna-Deva,	100
Gowan, Capt. W.	100
Grindall, R. Esq. (Annually)	50
Gunga-Narayana-Dasa,	50
G. S through Messrs. Alexander and Co. ..	50
Hall, Dr. A.	20
Harrington, J. H. Esq. ..	300
Hickman, Lieut. Col. G.	50
Hickman, Lieut. J. P. ..	10
Ifome, R. Esq. (Annually) ..	200
Home, R. Esq. ..	100
Jamieson, J. Esq. ..	50
Kalce-Shunkura-Ghoshala, (Annually)	50
Kalee-Shunkura-Ghoshala, ..	150
Kashee Natha-Varoojya, (Annually)	50
Law, F. Esq. (Annually)	100
Lowe, Dr. R. ..	50
Macan, A. J. Esq. (Annually)	240
Mackenzie, A. Esq.	25
Maltby, Lieut. Samuel, (Annually)	25
Maltby, Lieut. Samuel	20
Maseyk, James, Esq.	25
Metcalf, C. T. Esq. (Annually) ..	100
Mudana-Mohunda-Dutta,	50
Morton, W. Esq.	100
Nunda-Koomara-Vusoo, (Annually) ...	50
Oliver, Ensign James,	10
Ooma-Churuna Varoojya, & Tarinet-Churuna-Varoojya (Ann) ..	50
Peckett, Lieut. James	20
Paterson, Lieut. J.	10
Pigou, H. M. Esq.	50
Pian-Krishna-Vishwasa, ..	50
Radha-Kanta-Deva, (Annually) ..	25
Radha-Madava-Varoojya, (Annually)	50
Rama-Dhuna-Sena, ..	20

	<i>Se. Rs.</i>
Richardson, R. Esq. (<i>Annually</i>)	150
Richardson, G. Esq.	50
Roopa-Narayana-Ghoshala,	16
Rusumya-Dutta,	32
Scott, D. Esq.	100
Serampore Missionaries, (<i>Annually</i>)	3000
Shakespear, H. Esq.	32
Sherer, J. W. Esq. (<i>Annually</i>)	100
Simons, Capt. E. (<i>Annually</i>)	150
Simons, Capt. E.	100
Smith, W. Esq. (<i>Annually</i>)	50
Stewart, Major Charles,	50
Stewart, Capt. J. (<i>Annually</i>)	150
Stewart, Hon. C. F.	100
Tapp, Capt. H. T. (<i>Annually</i>)	25
Townley, Rev. Mr.	100
Trant, W. H. Esq.	150
Tri Lochana-Chathoorjya,	15
Visheshwara-Dutta, (<i>Annually</i>)	25
Waring, E. S. Esq.	200
Wauchope, J. Esq. (<i>Annually</i>)	150
Webberley, Mrs.	100
Whinfield, Lieut. W. H.	10
Wilson, C. R. Esq.	25
Wynch, P. M. Esq. (<i>Annually</i>)	50

Subscribers to Schools at Moorshedabad and in its Vicinity.

J. A'hmety, Esq. (<i>Annually</i>)	48
Captain Arrow, (<i>Annually</i>)	48
Major Broughton, (<i>Annually</i>)	48
W. Lock, Esq. (<i>Annually</i>)	48
Lieut.-Col. Parjby, (<i>Annually</i>)	48
Hon. A. Bamsey, (<i>Annually</i>)	48

STATE OF THE FUND, OCTOBER 31, 1917.

RECEIPTS.		DISBURSEMENTS.	
	Rs. As. P.		Rs. As. P.
Received in Subscriptions and Donations,*	8212 9 0	Wages of Schoolmasters and inferior Superintendents,	4839 0 3
		Building houses and house-rent;	1278 2 4
		School furniture, including sand-boards, mats, chests in which to deposit the slates, &c.	2585 10 10
		Expense of pens, ink, learga, and paperbooks,	433 10 0
		Printed tables and books,	439 2 5
		Printing 1000 Copies of the "Hints," with postage and hurkarah's wages,	595 13 6
		Expenses at Cutwa,	150 0 0
		Ditto at Dacca,	896 11 6
Balance due to the Managers,	3056 8 0		
Gr. Rs. 11,268 8 0			Gr. Rs. 11,268 8 0

* Of the Subscriptions and Donations specified in the list, 1782 rupees have not yet been received.

REPORT
OF THE
RAVADE INDUSTRIAL
AND
ECONOMIC INSTITUTE, POONA,

Established as a Memorial to the late

Mr. Justice M. G. Ravaide

For the years

1914-15 & 1915-16.

POONA.

PRINTED AT THE ARYA-BRUSHAN PRESS

1916

T. 2. N1
E3

CONTENTS.

	PAGE.
Comprehensive systems of education	1
The need, of true perspective	2
Formation of character the main objective	3
Direct religious and moral instruction	4
Indirect agencies, <i>e.g.</i> , hostels, school buildings, traditions, etc.	5
Hygiene	6
Other cardinal principles of policy	8
Research	8
Primary Education. Compulsory and free education not practicable	9
Primary Education. General principles	10
Vernacular continuation schools	13
Proposed expansion	14
Education of girls	15
Secondary English Education	16
Secondary English Schools. General principles	19
Grants-in-aid	20
Modern side	21
Secondary English School-leaving Certificate	21
Technical and Industrial Education	24
Technical Scholarships	25
Co-ordination in Technical Education	25
Technical Education on commercial lines	26
Industrial openings for Indians	26
Schools of art	27
Museums	27
Agricultural Education	28
Veterinary Education	30
Forestry Education	30
Medical Education	30
Legal Education	29
Commercial Education	33
University Education	34
Affiliating and teaching Universities	34
Higher studies	35
Wife's Colleges	36

	Page
Training of teachers	37
Pay and prospects of the services	39
Education of the domiciled community	40
Education of Muhammadans	41
Oriental studies	43
Preservation of the ancient learning	44
Experts required	45
Interchange of views	46
Conclusion	47

INDEX.

	PAGES,
Affiliating universities	34
Agricultural education	23
Agricultural colleges and schools, numbers in	29
Agriculture, not taught in primary schools	29—30
Aid, system of (see also grants)	18
Aided schools,	18
encouragement of	10
Ajmere, Mayo College	37
Aligarh, proposed University at	35
Allahabad, imperial conference at	4, 16, 25
Amritsar, instruction at, in malarial technique	31
Apprenticeship system, recommended	27
Archæology	28, 43
Architecture, teaching of	27
Area served by a school in Bengal	12
Art, Indian, preservation of	27
schools of	26—27
Arts colleges, number of	35
Artisan schools	26
Atkinson, Colonel Atkinson's report	26
Bacteriological laboratory at Muktesar	30
Bacteriology, instruction in	31
Bangalore, Indian Institute of Science	24
proposed European college at	41
Benares, proposed University at	35
Bengal, area served by a school in	12
privately managed schools in	18
Board schools, preferred	10
Bombay, College of Commerce at	33—34
Conference on religious instruction	4
Medical Registration Act	30
Moral text-book in	4
School of Art at	27
proposed tropical medicine course	31
Buildings	6
for primary schools	12
Burma, primary schools in	12

	PAGES
Government service, qualifications for	22
Grant-in-aid, elasticity required in rules	20
to European schools	41
to oriental schools	41
to secondary schools	19, 20
to universities	26
Grounds, recreation	7
Gymnasia	7
Hardinge, Her Excellency Lady Hardinge's scheme for training nurses	21
Health, effect of examinations on	7
High schools, recognition of	36
Higher studies	35, 36
History, Indian	43
Hostels	6
Hygiene	4, 6
as an examination subject	7
for European schools	11
for girls	16
Indian Institute of Science	21, 25
Indian Museum	24
Indigenous systems of instruction	44
Industrial education	24
and employers of labour	26
Industrial schools, number of	27
policy regarding	28
Inspecting staff, increase required in	23, 24
Inspection, method of	20
Inspectors, of oriental schools	44
their part in school final examinations	23
Interchange of ideas	46
Kasauli, Central Research Institute at	31
King-Emperor's reply to address of university	1
Ladies, medical education of	32
Lahore medical college	31
Laidlaw, Sir Robert	40
Law college in Calcutta	13
Law colleges, classes and schools, numbers	32
Leaving certificates	21
L'Ecole Française d'Extrême Orient	43
Legal education	32
cost of	33

INDEX.

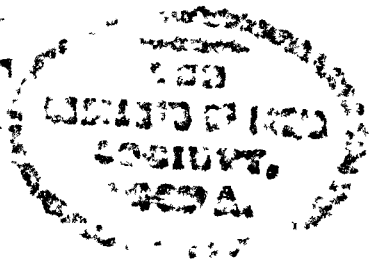
	PAGES
Legal education, courses	33
Local bodies, their functions	45
Lower primary schools, course in	10
Madras medical college	31
school-leaving certificate	21, 24
special officer in	46
Madrasahs	42
grants to	44
Mahabharata, ethical value of	4
Maktabas	42
aid to	10, 44
Malarial technique	31
Manual training	20, 39
Manuscripts, oriental	43
Map, village, teaching of	11
Marshall, Dr.	28
Matriculation	21—22
Maulana Rumi, ethical value of	4
Maulvis	44
Mayo college	37
Medical colleges	31
education	30—32
inspection	6—7
Registration Act	30
Middle vernacular schools	12
Missionary schools	18
Modern sides, commended	19, 21
Monastic schools in Burma	12
Monitorial system	4
Moral instruction	3, 4
Moral text-book in Bombay	4
Muhammadian education	42
Muhammadans, numbers at school	42
Muktosar, laboratory at	30
Museums	27—28, 43
educational use of	23
ethnographic	23
Mysore, grant to Indian Institute of Science	24
Nagpur, university proposed at	35
National association for supplying female medical aid	32
Nature-study	11

	PAGES
Neutrality, religious	4
Normal schools	11
Numbers at school	2
Nurses, Her Excellency Lady Hardinge's scheme for training	32
Oriental Research Institute, proposed	43
Oriental schools, inspectors of	44
Orientalia	43
conference on	2
Painting, Indian, revival of	27
<i>Pandits</i>	44
Pathological Institute	31
<i>Pathshalas</i> , aid to	10, 41
Patna, proposed university at	3
Pay, inadequacy of, in secondary schools	19
of primary teachers	13
of services	39
of trained primary teachers	12
Pensions	39—40
Physical culture	4
Physical health, neglected	18
Playing fields, lack of	18
<i>Pongyi Kyaungs</i>	44
Post-diploma course in Chiefs' colleges	37
Practical instruction	8
for girls	16
Practising schools, for elementary teachers	11
for secondary teachers	88
Primary education, claims of	9
extension of	9—10
principles of	10
Primary pupils, number of	14
Primary school, cost of a	14
Private enterprise, in European schools	40
in secondary schools for Indians	17—18
Private medical schools	30—31
Provident funds	39—40
<i>Purda</i> ladies, instruction of	15
medical aid for	32
Pusa, Agricultural Institute	29—30
Ramayana, ethical value of	4
Rangoon, proposed university at	35
veterinary school at	80

	PAGES.
Reading rooms	7
Recognition of high schools	36
Recreation	4, 7
Religious instruction	3—4
local committees on	5
neutrality, policy of, maintained	4
Research	8
Residential arrangements	5
lack of, in privately managed schools	18
Resolution of 1904	17
Retraining	11—12
Rural curricula	11
Sadi, ethical value of	4
Sanskrit colleges	44
Scholarships, for domiciled community	41
technical, tenable abroad	24—25
School final examination	21—22
School leaving certificate	21—22
for European schools	41
recommendations regarding	23
Secondary education, importance of	16
principles of	19
Secondary schools and pupils, numbers of	17
Services, the educational	39
Size of training classes	12'
Societies, debating and literary	5
Specialists required	45
Tata family	24
Teachers, class from which drawn	11
European, pay of	40—41
primary, pay of	12
secondary, pay of	19
training of elementary	11
Teaching agency, inefficiency of	3
universities	35
Technical education	24
scholarships	24—25
schools, numbers of	25
Technological Institute	25
Temperance, teaching of	41
Tols, grants to	44
Trained teachers, pay of	12

	Pages
Training colleges, to be increased	20
institutions, numbers of	28
of teachers, general	57
of elementary teachers	11, 28
of secondary teachers	33
Transfer, laxity in	13
Tropical medicine, course in	81
United Provinces, school-leaving certificate in	24
Universities, Act of 1904	24, 78
Commission, opinion	22
on school final examination	22
higher studies at	37-38
oriental studies at	43
types of	34-35
work of	34
University, admission to courses	27
Calcutta, address from	1
law college, Calcutta	83
Upper primary schools	19
Urban curricula	11
Venture schools	10
Vernacular, continuation schools	13
middle schools	12
pupils, arrangements for teaching English to	16
Veterinary education	31
Village map	11
Visits, of professors, etc.	45
of training college staff	30
Weaving institutions	20
Well-to-do parents, school for the children of	37
X-ray institute at Dehra Dun	31

REPORT



OF THE

Deccan Education Society

POONA

FOR

1916-17



POONA

Printed at the Arya-Ehushan Press.



1918.

THE
DECCAN EDUCATION SOCIETY, POONA.

Established 24th October 1884

AND

Registered under Act No. XXI of 1860,
13th August 1885.

C
—
P

President.

H. H. SIR SHAHU CHEATRAPATI, MAHARAJA OF KOLHAPUR,
G. C. S. I., G. C. V. O., LL. D., M. R. A. S

Vice-Presidents.

H. H. SIR BHAVSINHI, TAKHTSINHI, K. C. S. I ;
MAHARAJA OF BHAVNAGAR,
SHRIMANT MALOJI RAJE *Alias* NANASAHEB GHORPADE,
CHIEF OF MUDHOL
SHRIMANT SIR GANGADHAR RAO GANESH *Alias* BALASAHEB
PATWARDHAN, K. C. I. E., CHIEF OF MIRAJ (Senior)
SHRIMANT CHINTAMAN RAO DHUNDIRAJ *Alias* APPASAHEB
PATWARDHAN, CHIEF OF SANGLI.
SHRIMANT NARAYAN RAO GOVIND *Alias* BABASAHEB
GHORPADE, CHIEF OF ICHALKARANJI.

Chairman of the Council,

Dr. SIR R. G. BHANDARKAR, M. A., Ph. D., K. C. I. E

Vice-Chairman of the Council.

RAO BAHADUR S. V. PATWARDHAN, B. A.

Trustees.

RAO SAHEB VISHNU ANANT PATWARDHAN, B. A.,
SHRIMANT SHRIDHAR RAO VITHAL NATU

Auditor.

RAO SAHEB KESHAV JANARDAN PATANKAR.

Secretary.

MR. H. G. LIMAYE, M. A.

MEMBERS OF THE COUNCIL
OF THE
Deccan Education Society,
POONA.
For 1916-17.

- 1* Dr Sir Ramkrishna G Bhandar-
kar, K C I E, Ph D. LL D
&c (*Chairman*) Poona
- 2* Rao Bahadur Sitaram V Patwar-
dhan, B A (*Vice-Chairman*)
Poona.
- 3 Dr H H Mann, D sc, Poona
- 4* Diwan Bahadur K. R Godbole,
M C E., Poona
5. Sir Narayan G. Chandavarkar.
B A, LL B Bombay,
6. Rao Bahadur V N Pathak. M A,
Satara.
7. The Hon. Lallubhai Samaldas,
Bombay.
8. Rao Bahadur G. J. Agashe, B A,
Poona
- 9 Mr Balak Ram, I C S., Poona.
- 10* Rao Bahadur R. P Godbole, B A.,
Poona
11. The Hon Mr. C. H Setalwad,
B A LL B, Bombay
12. Rao Bahadur Ichharambhai Bhag-
wandas, Poona.
13. The Hon. Mr. D E. Wacha.
Bombay.
- 14 Dr H N Allen, Ph. D., Poona.
15. Rao Bahadur K. G Kelkar, B A.,
Poona.
16. The Hon Mr. B S. Kamat, B A,
Poona.
17. Mr. V T. Agashe, L. C. E., Poona
- 18.*Kashinath B Marathe, Esq B A.,
LL B, Poona
- 19 Rao Bahadur P. V. Gupte, Thana.
20. Mr Ali Akbar, M Inst C. E.,
Bombay
21. Diwan Bahadur V M. Samarth
B A, Baroda.
22. Rao Bahadur Eapu Purushotam
Joshi, Poona
- 23 Sardar Naoroji Pudumji, Poona.
24. Rao Bahadur W M. Kolhatkar,
Nagpur.
25. V. J. Patel, Bar-at-Law, Bandra.

Life Members

1. Mr S G Desdhar, B A
- 2 M G C. Bhaite, M A
- 3 Mr. W. B. Patwardhan B A
- *4. The Hon. Mr R P Paranjpe,
M A., B. Sc
- 5 Mr K. R Kanitkar, M A B A
- 6 Mr. K. N. Dravid, M. A
7. Mr. V G. Kale, M A
- *8 Mr. V B. Naik, M. A.
9. Mr. G. B Kolhatkar, M A
10. Dr P. D Gune, M A. Ph D
11. Mr. D L Dast, B A.
- 12 Mr. G V Tulpule, M A
13. Dr. K K Joshi, M A Ph D
- 14 Mr. M. R. Paranjpe, M A, B. Sc
- 15 Mr G H. Kelkar, M A
16. Mr. M K Joshi, M A, B. Sc, C. D.
17. Mr V. D. Gokhale, M. A.
18. Mr R. D. Ranade, M A
19. Mr. S B. Bondale, M A.
- 20 Mr. S R Kanitkar, M A
21. Mr. V G Paranjpe, M. A., LL B
22. Mr. K. M. Khadye, M. A.
- 23 Mr. V N Kumbhare. M A., B. Sc.
- 24.* V. K. Joag, M A
- 25 Mr. H. G. Limaye, M A

(*Secretary*)

* Member of the Governing Body.

CONTENTS.

	PAGES
1. Report of the Council	i-ix
2. Report of the Governing Body ...	x-xiv
3. Report of the Fergusson College ...	1-10
4. Report of the New English School, Poona	11-27
5. Report of the New English School, Satara	28-39
6. Report of the Navin Marathi Shala, Poona ..	40-48
7. Report of the N. E. School Hostel, Poona	49-52
APPENDIX A :—	
I. (1a, 1b, 1c) List of Endowments with the D. E. Society... ..	I-XIV
II. Contributions received during the year...	XV-XXI
III. Abstract Account of the Pension Fund ...	XXII-XXIII
IV. Abstract Account of the Permanent Fund.	XXIV-XXIX
V. Abstract Account of the Current Fund ...	XXX-XXXI
VI. Abstract Account of the Fergusson Col- lege, Poona	XXXII-XXIX"
VII. Abstract Account of the N. E. School, Poona	XL-XLIII
VIII. Abstract Account of the N. E. School, Satara	XLIV-XLV
IX. Abstract Account of the Navin Marathi Shala, Poona	XLVI-XLVII
APPENDIX B :—	
List of Patrons and Fellows during the year.	XLVIII-XLIX
APPENDIX C :—	
List of the Staff of Institutions ...	L-LII
APPENDIX D :—	
List of Successful Candidates ...	LIII-LXVII
APPENDIX E :—	
Schedule A—Immovable Property ...	LXVIII-LXIX
Schedule B—Movable Property ...	LXX-LXXI
Schedule C—Liabilities of the Society ...	LXXII
APPENDIX F :—	
	LXXIII-LXXXVI

NOTE :—The Deccan Education Society's Institutions are not sectarian and specially encourage backward students of all classes whether Hindus, Mahomedans, or others, by granting remissions of fees when such students are too poor to pay them ; only they must be regular in attendance and amenable to the rules of discipline.

172

**Patrons and Fellows are requested to
Communicate any change in address.**

Report

OF

The Council.

—:0:—

The Council elected in January 1916 continued in office during the year under report with a few exceptions. Mr. V. K. Joag was elected a Life-member at the beginning of the year. As Mr. K. P. Limaye was to retire soon afterwards—and has since retired—the number of life-members has continued as before, viz. 25.

Of the non-life-members the Council has to record the loss of Mr. D. A. Khare who died in August 1916. The following resolution was passed at the meeting held on 28th August 1916.

“ The Council places on record its deep regret at the death of the Hon. Mr. Daji Abaji Khare who was a member of the Council of the Society for 13 years. ”

The Hon. Mr. V. J. Patel, Bar-at-law, was co-opted a member of the Council to fill up the vacancy caused by Mr. Khare's death.

Mr. K. P. Limaye the oldest life-member of the Society retired during the year. The Council takes this opportunity to record its sense of the valuable services rendered to the Society by Mr. Limaye. He worked in the New English School, Poona, for the first seven years of his service. When the New English School at Satara was taken over by the Society Mr. Limaye was transferred there to help Mr. Deodhar. When he had worked there for four years he was brought back to Poona to supervise the construction of the Kane Chemical Laboratory. Since then whether here in Poona or at Satara he served the Society almost exclusively in the capacity of an Engineer.

As such Mr. Limaye planned and supervised the construction of many buildings of the Society such as the Satara

New English School, the Physical, the Chemical, and the Biological Laboratories of the Fergusson College, a new residency for the same, with the advice and under the guidance of the expert advisers of the Society the Hon. Diwan Bahadur K. R. Godbole and Mr V T Agashe. Special mention must however be made of the building of the Satara New English School which Mr Limaye planned, and constructed departmentally in a most economical manner and without any body's help. Mr. Limaye's retirement has caused inconvenience to the Society and it is with great regret that the Council parted with him.

2. During the year under report the Society received endowments worth about Rs 20,000, some of the more important of which are given below.

Foremost among these are the donations of Mr. K P Joshi, retired Deputy Collector who has already given away to the Society Rs. 30,000 His fresh contribution takes the form of an endowment of Rs 7,000 for promoting the study of science It is given on the same conditions as those of his previous endowments of Rs. 12,000 for science scholarships The Society feels deeply grateful to Mr. Joshi

Another important endowment comes from Mr Vinayak Wasudeo Gogte of Bombay, late of the Railway Audit Department He has handed over to the Society 3 ½ per cent Government Promissory Notes of the value of Rs. 5,200. The interest on this amount is to be paid to his widowed daughter-in-law during her life time and afterwards it is to be utilised in founding a scholarship in the Fergusson College in the name of his son.

The balance of the legacy left by the late Rao Bahadur R. M. Kelkar of Baroda was received from his Trustees during the year.

The balance of the endowment of Rs. 8000 made to the Society by Mr. B. V Dravid of Yeotmal was recovered out of the mortgaged property he had given over to the Society. The amount so realised came up to Rs. 2000.

The late Rao Bahadur Balaji Gangadhar Sathaye of Poona had left to the Society some share in the realisations of his property. It has fetched Rs. 5000. Of this amount Rs. 2000

have been received from his Trustees during the year. The interest is meant for the benefit of poor and deserving Brahmin students of the New English School, Poona.

3. Although the general financial stringency caused by the War continued during the year, the needs of the Society could brook no delay and Life-members had to go about for collecting subscriptions. Prof G. C. Bhate went to Yeotmal and other places in Berar and was able to secure promises of Rs. 3,000. The greater portion of this amount will be received by instalments on the V. P system which is usually followed by the Society. Dr. K. K. Joshi and Prof G. H. Kelkar visited Kalyan, Panvel and other places in North Colaba and South Thana Districts. They met with a large amount of sympathy and obtained promises of Rs. 1,600. The most substantial portion of the work, however, was that done by the Hon. Mr. R. P. Paranjpye who went to Bombay in November last with Prof. K. M. Khadye. He worked mainly among the mercantile community who showed their keen appreciation of the services rendered to the country by the Society by giving and promising to give substantial donations. The total amount of the promises secured by Mr Paranjpye went upto more than Rs. 80,000. The better part of this amount was meant for building another block of the Fergusson College Hostel. The Council could therefore immediately take in hand the question of increasing the Hostel accommodation of the College. Some of the important donations and promises are given below :—

- (a) Sheth Tulsidas Tejpal has promised Rs. 55,000 partly for constructing one wing of the new hostel and partly for constituting an endowment fund for the medical relief of students in the Fergusson College.
- (b) Messrs. Pragji Soorji and Company have contributed Rs. 5,001 for the same purpose.
- (c) Miss Hamabai Petit contributed Rs. 3,610-8-11 ;
Raja Govindlal Sheolal, Rs. 1,500 ;
Sheth Moolji Haridas, Rs. 1,101 ;
Mr F. E. Dinshaw, Solicitor, Rs. 1,000 ;

Mr Ratansi Morarji, Rs. 1,000 ;
 Sheth Vithaldass Liladhar, Rs. 1,000 ;
 all for the New Hostel of the Fergusson College

Sheth Motilal Manekchand alias Pratap Sheth of Amalner contributed Rs. 1,000 towards the General funds of the Society.

Mr. Vaman Ramchandra Naik of Hyderabad (Deccan) paid Rs 1,000 for constructing a room in the New Hostel of the College to be named after the late Mr. G. K. Gokhale

Princess Savitri Baisaheb of Indore has promised Rs 3,000 for the Extension of the Lady Students' Hostel of the Fergusson College and has already paid Rs. 1,000.

The late Mr G R Kale of Satara who was always a great friend of the Society left Rs 1,200 out of which a porch was to be constructed for the New English School, Satara

In addition to this he has also left Rs 2,000 to constitute the beginning of a reserve fund for the Satara New English School His son Mr. Krishnaji Govind Kale has continued the traditions of his worthy father and paid Rs 1,000 according to the late Mr. Kale's wishes out of the loan he had advanced to the Society

It will thus be seen that the Society is continuing to obtain the support which it so badly wants from the sympathising public in a substantial manner

4 So great however have been the needs of the Society's institutions in recent years on account of their rapid development that even such large donations were not able to meet them and this rendered the general financial condition of the Society as unsatisfactory as that of last year There was, besides, another disturbing element which contributed to this result. For some years the Society used to meet the most urgent demands of its institutions on account of capital expenditure by means of loans. These loans were generally obtained at 4 per cent interest. As long as the rate of interest on Government loans was 3 ½ per cent, there was no difficulty in obtaining large amounts, but now when Government have announced a rate of 5 or even 5 ½ per cent on its new loans, it has become impossible for the Society to obtain

any money in this manner. Not only has it become impossible to obtain new loans, but even old loans have been demanded back. Some such claims had to be met, which made the condition of the Society's finances even more unsatisfactory. In these circumstances the usual deposit at the rate of 25 per cent out of the general contributions into the Permanent Fund of the Society had to be withheld. The earliest opportunity will be taken to make it up.

5. The Foreign scholarship fund of the Society stands at Rs. 717-3-6. It will be remembered that Rao Bahadur Iccharambhai of Poona contributed Rs. 1000 for building up this fund and the Society allows it to accumulate with interest as an independent item. Rs. 1000 out of this fund were advanced to Mr. B. K. Bhate when he was in England. The interest on this amount upto the end of the year has been received, and Mr. Bhate has promised to begin the re-payment of the principal from the year 1917-1918.

6. The substantial help which a leading gentleman in Poona has been giving to the Poor Boy's Fund of the New English School, Poona, and to which a reference was made in the last year's report is being continued. This fund is being added to from other sources of which a detailed account will be found in the report of the New English School, Poona.

7. In the last year's report it was stated that all the Debentures of the Society had been sold. In the scheme of debentures provision was made for the creation of a Debenture Redemption Fund and depositing in it Rs. 1000 every year. Accordingly a separate account called "The Debenture Redemption Fund Account" has been opened in the Post Office Savings Bank and Rs. 3000 invested in it. It is proposed to buy 5 ½ per cent War Bonds out of this amount through the Post Office.

8. No important new buildings were taken in hand during the year under report, but those already undertaken were completed and their bills paid off. In this way, the extension of the Chemical Laboratory, The Sir Shapoorji Broacha Students' Reading Room and Library, and "The Sawai Tukoj Rao III Maharaja Holker Biological Laboratory" became available for use during the year under report. The Council

requested His Excellency Lord Willingdon, Governor of Bombay, to open these buildings at the beginning of the first term. His Excellency was graciously pleased to accept the invitation of the Council. The function came off on the 20th June 1916 and was a complete success. A detailed account is given in appendix F.

The New Buildings in Raman Bag constructed for accommodating the Middle School Section of the New English School, Poona, were found inconvenient on account of the absence of a verandah in front. The Inspecting Officers of the Educational Department also adversely remarked on this point. The Council, therefore, decided to make good this deficiency, constructed the verandah and also carried out some other additions to the school-house at a cost of about Rs 3500.

Reference has been made above to a donation of Rs 1200 from the late Mr. G. R. Kale of Satara. Out of this amount a porch has been constructed to the east of the school-house which but for this donation the Council could not have undertaken. The Council is glad to have been able to do this as the porch gives an appearance of completeness to the building.

The water supply of the Fergusson College was always a difficult problem from the time the College came to occupy the present premises. The water is taken from the Mutha Left Bank Canal. As this water is generally used for agricultural purposes only, no special efforts are made by the Irrigation Department to keep the water pure and free from contamination. The result is that the raw water from the canal is altogether unfit for domestic use. Some arrangements for settling and filtration were made from time to time by the College. But they were never found very satisfactory, and it was felt that unless a comprehensive scheme was planned and executed the problem of the water supply for the college could not be definitely solved. The Council therefore passed a scheme prepared under the direction of Mr. V. T. Agashe, retired Superintending Engineer, and it was executed by Mr. K. P. Limaye at a cost of more than Rs. 12000. The work was begun last year and was completed during the year under report.

The Extension of the Chemical Laboratory required a large outlay on tables, stools and fixtures. Without them the Laboratory could not be used by the students; so the Council spent out of its own funds more than Rs. 4,000 for this purpose

9. As regards new property another instalment of Rs. 1,500 was paid to Mr. Gokhale being a part of the price of survey No 94. Thus there remains a balance of Rs. 4,500 only to make this property clear of all incumbrance

The Agarkar bungalow for which the Society had paid Rs. 1,100 to the heirs of Mr. Agarkar and in which Mr. Rajawade had been living for some time past, had two substantial rooms added to it by Mr. Rajawade. When he retired from service, he was paid the cost of those rooms amounting to Rs 1,484 This bungalow is now occupied by Prof. Kolhatker. The original building had become altogether rotten and extensive repairs and alterations had to be made. New out-houses also were required. The Council sanctioned the whole of this expenditure which would be about Rs. 5,000 The bungalow has now become quite decent and commodious.

Originally the Satara School house was practically constructed by the Society at a cost of Rs. 46,000, with the help of a loan of Rs. 24,000 from Rao Saheb R R Kale of Satara. But to make the position of Rao Saheb Kale legally and technically secure, the property was supposed to belong to Rao Saheb Kale and he passed a document to the Society agreeing to make over the site and the building of the Satara School to the Society after the Society had repaid his loan. For some time past the Society had been paying to him Rs 2,000 every year. In order to make the situation clear the Council decided during the year under report, to pay off the whole of the balance. This was accordingly done and Rao Saheb Kale passed a document in favour of the Trustees of the Society conveying this property to them, so that, now the Satara School building and site have become the absolute property of the Society both legally and technically.

10. The affiliated institutions of the Society are doing well under the directions of the Advisory Boards appointed by the Council. The Dravid High School at Wai passed from the hands of Mr. Chitale to those of Mr. M. H. Gokhale, M.A.

S.T.C.D., who was appointed Head Master in May 1916 Mr Gokhale had continued the good work of Mr. Chitale and obtained good remarks at the hands of the Inspecting officer of Government. With his higher qualifications Mr Gokhale, it is hoped, will be able to show even better results of his work next year.

The negotiation with the Managers of the A. V. School at Erandol have made no progress as one of the leading gentlemen in the movement and one of the Trustees Mr. M. V. Khare died during the year.

11 The report of the Society's work that is given above may perhaps create an impression that most of the needs of Society's institutions have been satisfied, and that the Society is obtaining such large donations that no further contributions are necessary. In fact, such remarks have been addressed to some of the Life-members by gentlemen who were not without sympathy for the cause represented by the Society. But nothing could be further from the truth. The Council frankly acknowledges the generous support received from the public whenever any appeal for funds was addressed to them. But the institutions of the Society have been developing so rapidly in recent years that had it not been for such liberal contributions, the Council is not sure that it would not have been compelled to call halt in the process of expansion. All the efforts made by the Council and the Life-members have just met the most essential requirements but if the level of quality and efficiency is to be maintained, and a further advance on the path of progress to be made, even greater and more strenuous efforts must be put forward. More Life-members are wanted; and the present Life-members are doing their best to secure the right sort of men—persons with high university distinctions imbued with a spirit of co-operation and full of enthusiasm for carrying on traditions and realising the ideals of the Society. But more funds are also wanted. For this the Council must turn again to the public. There is no institution of the Society which does not want more buildings, more equipment and more funds for current expenditure. The College wants more hostels, more laboratories, more class rooms for tutorial work, a separate build-

ing for the college library. The New English School Poona is badly in need of additional class rooms, and must have a gymnasium without the least delay. The hostel for the school cannot be as efficiently conducted in an old fashioned house meant for the residence of a private family, as it would be in a convenient new building suited to the needs and requirements of a hostel. The limit of numbers imposed upon the New English School, Satara, is being reduced almost every year. More students mean more class rooms. Already every available nook and corner is utilised. Two new class rooms have been built. The demand still is for more rooms and accommodation. If it is not made available immediately the school cannot take advantage of any further concession in regard to the number of students to be admitted into the school which the Educational Department will not be unwilling to make. Even the Navin Marathi Shala cannot continue in its present habitation. The Holkar Wada is an old building. No amount of the repairs could modernise it or make it suited for the purpose of a primary school. The Superintendent has already plans and estimates prepared which run into a lac and more. Even a rough estimate of the funds necessary for buildings will go upto not less than six lakhs. This leaves out of consideration the money required for equipment and creating a Permanent Fund the interest on which will supply grants to various institutions for their current expenditure. The sympathisers and supporters of the Society will thus see that the needs of the Society are as great and as urgent as ever. If they feel that the work of the Society is of a useful character and on the right lines and must be carried on and developed, they cannot afford to relax in their efforts. Whenever funds were wanted, the Council always turned to the generous public with confidence. So far the Council has never felt that its confidence was misplaced, nor has it ever had any reason to complain about the support it received. The Council therefore hopes that the public will continue to extend the same sympathy and support to the Society in its work, so that the Society may be encouraged to deepen the foundations of its institutions and to widen the sphere of its usefulness and activity.

Report

OF THE

GOVERNING BODY.

—:0:—

The number of students in the Fergusson College at the end of the year under report was 200 less than that at the end of the previous year. The number in 1915 was less by 200 than the former. The increase in 1916 was due to special causes which have ceased to act this year and the special causes being left out of account the numbers, it may be said, have been steadily increasing. From the tables it will be seen that the numbers of Deshatha Brahmins which was comparatively small in previous years has considerably increased this year. The small number of other castes especially the Prabhus and the Marathas is, however, to be regretted. The comparative increase in the case of Mahamedans is also not satisfactory. The College is resorted to principally by residents of the Bombay Presidency and there are sparse representatives of other provinces. From the Marriage-Table the Governing Body regrets to see that instead of decreasing, the number of married students has increased. Among the Parents and Guardians there is a preponderance of those who follow service governmental or private as an occupation, the number of those having an independent mode of living being comparatively small. The results of the University Examinations are satisfactory and it is a matter of gratification that in the results of 1917 one student of the College heads the list of successful candidates at the B. A. Examination and another that of the I. Sc. The results of Science Examinations are however not quite satisfactory. The Life-members have shown their usual zeal in promoting the interests of the College by the fact

that they have got three new buildings erected which are calculated to enhance the usefulness and importance of the institution. In connection with this the Governing Body would suggest that the Life-members should place before themselves the ideal of accomodating all students in hostels adjoining the College so as to render the maintenance of discipline among all students, possible. The Governing Body sympathises with the Principal in thinking that the B. A. Pass Course is inadequate and that there is inequality in the results of the first Year Examination. It was a serious mistake on the part of the University to have entrusted this examination to the Colleges and it is to be earnestly hoped that it will soon be rectified and that the old Previous Examination will either be restored or entirely abolished.

The arrangements made by the Superintendent, New English School, Poona, for retaining the services of teachers by giving them work during the summer vacation in consideration of their having practically enjoyed vacation during the plague period are satisfactory. The result of the Matriculation Examination of 1916 is good but not that of 1917. The explanation given in the report is not convincing. The rule laid down by the Department about sending all boys under instrction to the Matriculation examination appears to be sound. The attainment of Jaganath Shankarshet Sanskrit Scholarship at both these examinations does credit to the Sanskrit teaching of the school. The results of the annual Examination held by the staff are satisfactory.

It is to be regretted that the Hindoos of the other castes than the Konkanasthas, Deshtas and Karadas do not avail themselves of the education given in the school to a large extent. All these castes form only one-fifth of the total number while the three upper castes form the remaining four-fifths. This is a fact for the earnest consideration of those who complain of the backwardness of their communities

The list of the places from which pupils come does not show how many come to Poona for the school itself while their families are in those places.

From the marriage statistics it does not appear that marriage at the age of 12 has entirely disappeared though the tendency towards marriage at a later age is clearly observable. The number of married boys at 17 is however rather too large.

In the table of occupation of parents and guardians there is as in the case of the College a preponderance of persons who follow service as a profession. Still other occupations are better represented than in the case of the College.

The Governing Body is glad to observe that the Inspection Report made by the officers of the Educational Department is satisfactory. It would however particularly call the attention of Life-members to the suggestion contained in para 4 of the report about the necessity of having a permanent establishment for the New English School. This suggestion must be accepted and the Life-members should exert themselves to realise it as they have done in a good many cases with reference to the College. The point of having a permanent staff might almost be considered as a *sine qua non* of the school.

The medical examination of boys by competent physician at the instance of the Superintendent is a very gratifying feature of the report. The Governing Body hopes that this examination will be regularly conducted every year or oftener and the suggestions made by the doctors carried out by those who are responsible for the health of the boys.

The desiderata noticed by the Superintendent in para 15 of his report deserve the earnest attention of the Life-members and those interested in the work of the school.

The result of the Matriculation examination does not seem to be satisfactory, since only 7 New English School passed out of the 18 sent up and 34 under Satara. instruction; which last number should be taken, as stated in the remarks on the report of the New English School, Poona, for comparison in estimating the efficiency of teaching.

The remarks made on the report of New English School, Poona, as to different Indian communities availing them-

179

elves of secondary education are applicable in a higher degree to this school, the numbers of boys from the three Brahmin communities being more than four-fifths and that of boys from the rest less than one-fifth.

Remarks made on the report of New English School, Poona, as to the occupation of parents and guardians of boys are equally applicable to this school, there being a preponderance of men who follow service as profession.

The number of passes at the annual examination held by the staff are satisfactory.

The Governing Body expresses its gratification at the very favourable nature of the report of the inspection conducted by the Educational Inspector C. D., and still more at the remarks of the Science Inspector. The Educational Inspector, C. D., agrees with the Governing Body in the remarks made above on the nature of the teaching of the highest standard. The Governing Body agrees with him as to his remarks about the preliminary examination.

The report on the whole gives clear evidence of methodical and efficient work of the Superintendent for which the Governing Body congratulates him.

The report of the Navin Marathi Shala shows not only its preservation of its peculiar features of arousing the interest of the pupils in the task assigned to them, of leading out intellectual faculties by giving them graduated exercise and of inducing habits of cleanliness, but a further progress in them. The Governing Body is gratified to find that the merits of the school are appreciated by its occasional visitors. The liberality of the Hon'ble Diwan Bahadur K. R. Godbole in having presented to the Society Rs. 10,000/- for the benefit of the poor boys in this school is highly commendable and it is hoped that further instances in the same direction will not be wanting.

The school deserves a special grant from Government not only for a suitable building but also to enable it to meet the necessary annual expenditure.

The New English School Hostel, is intended mainly for boys sent to Poona for education from out-stations and as such it has justified its existence and should be continued. It ought to be made self supporting but plague comes in to disturb our arrangements here as elsewhere and the consequent deficit must be met somehow. The Hostel seems to have been well-cared-for during the year under report.

REPORT
OF THE
FERGUSSON COLLEGE, POONA.

—:o:—

No. 828 of 1917-1918.

FERGUSSON COLLEGE OFFICE

Poona, 8th August 1917.

From,

THE PRINCIPAL,

Fergusson College, Poona.

To,

THE CHAIRMAN,

GOVERNING BODY,

Deccan Education Society,

Poona.

Sir,

I have the honour to submit my report on the working of the Fergusson College in the year 1916-17 and trust that it will be found satisfactory.

2. There were no important changes in the college staff. Messrs. S. N. Datar and T. G. Yeolekar were made lecturers, Messrs. G. D. Kelker and Bongale were appointed Physics Demonstrators in place of Messrs. Datar, Athawale and Marathe, and Messrs. Agashe and Sane were appointed lecturers in English Composition in place of Mr. V. G. Bhat.

3 The total income and expenditure for the year were respectively Rs. 118,051 and Rs. 116,931 as against Rs. 121,039 and Rs. 118,668 of last year. The slight decrease over last year is due to the fact that the number of students has at the end of the year decreased to 1241 from 1440 of the last year. The decrease is due partly to the opening of a new second grade college in the city and also to the plague which lasted several months and caused many students to migrate to

other places in the second term. The numbers are given in the following table —

Year	M. A.	S B A	J B A	I E	P E.	B Sc Senior	B Sc Junior	I. Sc. (new)	I. Sc. (old)	Preliminary Scientific Class	Total
31st March 1917	0	271	237	258	380	20	13	40	0	22	1241
31st March 1916	37	152	271	387	527	26	0	40	0	0	1440
31st March 1915	9	145	203	208	431	17	0	32	1	0	1046

The first year class and the Intermediate class was each split up into three divisions while the Junior and Senior B A classes into two each for compulsory English. The University has recognised our college for the purposes of the Preliminary Scientific Examination the course for which is practically the same for the D Group at the Inter Science.

4. The usual statistical information about the students is given in the following tables.

TABLE I.

Religion or Caste of Students.

Caste.	No.	Caste	No.
Konkanastha Brahm.	454	Jains	22
Deshastha Brahmins	429	Sindhis	7
Karhada Brahmins	95	Depressed Classes	0
Saraswat Brahmins	44	Other Hindus	53
Prabhus	25	Mahomedans	22
Marathas	36	Parsis	1
Gujaratis	7	Christians	0
Lingayats	40		
		Total.	1241

TABLE II.

How the College is fed.

Poona	268	Phaltan State	3
Satara	72	Jamkhindi State	17
Sholapur	57	Sangli State	39
Ahmednagar	37	Miraj (Senior) State	} 19
Nasik	27	Miraj (Junior) State	

E. Khandesh	} 19	Kolhapur State	59
W Khandesh		Kurundwad State	11
Thana	43	Mudhol State	14
Kolaba	59	Ramdurg State	0
Ratnagiri	82	Aundh State	2
Bombay	13	Kagal State	1
Belgaum	87	Jath State	1
Dharwar	62	Kathiawar	18
Kanara	48	Berar & C. Provinces	19
Bijapur	59	Indore State	3
Gujarat	44	Baroda State	17
Sindh	19	Nizam's Dominions	2
Bhore State	3	Mysore State	17
<hr/>		<hr/>	
Total . 999		Total.. 242	

Grand Total ... 1241

TABLE III

Marriage and Age

Class	No. of Students		Total.	Average Age.
	Unmarried.	Married.		
S. B Sc	7	13	20	10 55
J. B Sc	9	4	13	18 53
I Sc	45	17	62	18 20
S. B A.	110	161	271	19 66
J. B A	127	110	237	18 78
Inter	171	87	258	18 44
P. E.	281	99	380	17 36
	<hr/>	<hr/>	<hr/>	
	750	491	1241	

TABLE IV.

Annual Income of Parents or Guardians.

Below Rs.	100	120
From 100 to	300	227
„ 300 to	500	216
„ 500 to	1000	253
„ 1000 to	2000	245
„ 2000 to	3000	95

„ 3000 to 6000	66
Above Rs. 6000	16
	<hr/>
Total	1241

TABLE V.
Occupation of Parents or Guardians.

Government Servants	350	Lawyers	109
State Servants	90	Doctors	
Private Servants	80	Engineers	36
Government Pensioners	97	Contractors	2
State Pensioners	23	Bankers	11
Private Pensioners	17	Merchants	69
Jahagirdars & Inamdars	62	Petty Traders	17
Landlords & Agriculturists	165	Handicraftsmen	0
Writers and Editors	9	Labours	16
Priests and Bhikshuks	25	Miscellaneous	0
Artists	4	Students who are self-sup- porting (including Madhukris).	51
	<hr/>		<hr/>
Total...	922	Total ..	319
Grand Total.....1241.			

5. The University Examination results were satisfactory. I have given the results in this report for the examinations of the year 1916 and also of the year 1917 although the latter were declared after the close of the year. They would be old history in my report for the next year. In the examinations of 1916, Messrs. S. G. Beri and S. V. Pandit obtained first class honours in History and Philosophy respectively and R. N. Joshi at the I. Sc. examination. In the College first year examination, eight students were placed in the first class. Among the successful students of the year, mention may be specially made of Mrs. Tapibai Hardikar who passed her M. A. and B. Sc. examinations in one year. She is now an Assistant Inspectress of Schools in Central Provinces. Two of our students, Messrs. N. M. Shah and V.

G. Bhat, have proceeded for further study at Cambridge. The results of the year 1916 examinations are as follows:—

	Sent up.	I Class.	II Class.	Pass Class	Total Passed.	Presentage	University percentage	No of ex-students passed
M. A. ...	62	..	7	20	27	43 54	43 15 *	...
B. A. (Honours).	58	2	23	...	25	47 17 *	54 61 *	1
B. A. (Pass) ...	132	...	..	62	62	64 58 *	60 99 *	10
B. Sc. (New). ...	5	...	2	2	4	80 00	59 22 *	
B. Sc. (Old) ...	9	...	1	3	4	55 55	66 66 *	1
I. Sc ...	40	1	9	11	21	53 84 *	46 15 *	...
I. E. Class. ...	398	..	32	174	206	55 67 *	59 03 *	9
P. E. Class. ...	529	9	49	193	251	51 85 *	...	6

*In calculating this percentage, the number of successful ex-students is excluded.

In the examinations of 1917, P. M. Limaye, V R. Bapat, R. B. Athawale and N V. Nayak obtained first class honours in History, History, Sanskrit and Physics-Chemistry respectively and R. A. Gokarn and V. M. Lotliker at the I. Sc and I. E. examinations. In the college first year examination, five students were placed in the first class

P. M. Limaye, having come first class first in the whole university, got Sir James Fergusson scholarship and Taylor prize, R. B. Athawale, Bhau Daji prize and S. V Dandeka (2nd class honours), Pralhad Sitaram Patwardhan scholarship R. A. Gokarn having been first in the whole University got Sir Dinshaw M Petit (First Baronet) Science scholarship.

The examination for the degree of M A. (new Rules) was held for the first time this year in March, Mr. N S Phadke came out successful in 2nd class with Philosophy and obtained the Telang Medal in Philosophy.

The results of the year 1917 examinations are as follows:

Examinations.	Sent up.	First Class.	Second Class.	Pass Class.	Total Passed.	College Percentage.	University percentage.	No. of ex-students passed.
M A (New)	3	.	1	.	1	33 33	46 10	...
M A (Old)	.. 31	...	1	18	19	61 28	57 14	...
B A (Hnrs)	88	4	32	16	52	65 00	} 58 73	6
B A. (Pass)	.. 242			74	74	42 22		23
B. Sc (Old)	.. 7	.		2	2	88 57	33 33	...
B. Sc. (New)	.. 19	..	1	2	3	16 66	54 83	...
Pre. Sci. Class	.. 10	..	...	7	7	70 00	65 40	...
I E. Class	... 332	1	26	127	154	59 00	62 69*	30
P. E. Class.	.. 423	5	46	152	237	54 56	...	34
I. Sc. Class.	.. 60	4	9	12	25	41 66	45 97	...

6. The endowed prizes and scholarships were awarded as follows:—

Dakshina Fellows.

- 1 Shridhar Govind Beri, B. A
- 2 Rangnath Ramchandra Deo, B Sc.
3. Dattatraya Kashinath Bodas, B. A. (Mrs. Tapi-bai Hardikar and Mr. S V. Pandit for a part of the year)

ENDOWED PRIZES AND SCHOLARSHIPS.

Prizes.

Apte prizes:—

Beri Shridhar Govind.
Gosavi Dattatraya Krishna.

Durgabai Apte prize:—

Siddique Ahmedunisa Begum.

Bhatavadekar prize:—

Lotlikar Vasant Mahadeo.

Brahme prize:—

Shah Trikamlal Mansukhalal.

Fergusson prize :—

Lotlikar Vasant Mahadeo

Ramabai Chaphekar prize :—

Hardikar Tapibai Mrs.

Haribhau Babaji Bhapkar prize :—

Jedhe Balkrishna Maruti.

Gulve prize :—

Agashe Purushottam Laxman

Janardhan Gopal prize :—

Lotlikar Vasant Mahadeo.

Scholarships.

1. *K. P. Joshi—*

Joshi Krishnaji Bapuji (S. B. Sc., I & II terms).

Joshi Ramchandra Narayan (J. B. Sc, I & II term).

Joglekar Digamber Wasudeo (I Sc., I & II term).

2. *Nimkar—*

Nimkar Janardhan Ganesh (J. B. Sc, I & II term).

3. *Bapat—*

Saraf Gopal Raghunath (I Sc., I term).

Gokarn Raghavendra Anant (I. Sc. II term)

4. *Mahadeo Limaye—*

Karve Dinakar Dhondo (I. Sc. I term)

Gokhale Shankar Dattatraya (I. Sc., II term).

5. *Mankar—*

Athavale Ramchandra Balvant (S. B. A. I & II term).

6. *Vinchurkar—*

Dhamdhare Chintaman Ramchandra (S B. A. I term)

Bhalja Govardhanlal Shankerlal (S. B. A. II term).

7. *Bedekar—*

Lele Bhalchandra Chintaman (S B. A. I term).

Limaye Parasharam Mahadeo (S B. A. II term).

Bagi Bhupal Balapa (J. B. A., I term)

Vaidya Parashram Laxman (J. B. A. II term)

8. *Patwardhan—*

Bapat Vishnoo Ramchandra (S. B. A., I & II term).

9. *Bhagirathibai Dravid*—
Kelkar Yesoobai (S. B. A. I & II term).
10. *Brahme*—
Mangaonkar Narhar Ramchandra (S. B. A., I & II term)
Kulkarni Shridhar Krishna (J. B. A., I & II term).
Upadhye Vinayak Nilkanth (I. E. I & II term).
Pandit Prabhakar Damodar (P. E. I & II term).
11. *Nene*—
Kashikar Purushottam Keshao (S. B. A., I & II term).
12. *Vishwesharaya*—
Acharya Padmanabh Vyasraya (J. B. A. I & II term).
13. *Annapurnabai Chitale*—
Agashe Purushottam Laxman (J. B. A. I term).
Bhagwat Sakharam Hari (I. E. II term).
14. *Janakibai Limaye*—
Kakhandiki Hanumant Krishna. (J. B. A. I & II term).
15. *Ichharambhai B.*—
Lotlikar Vasant Mahadeo (I. E. I & II term)
16. *Govind Hari*—
Joshi Trimbak Keshao (I. E. I & II term).
Bhagwat Gopal Waman (P. E. I term).
Mahajani Ganesh Sakharam (P. E. II term).
17. *Bhagwat*—
Dravid Krishnaji Ganesh (P. E. I term).
Bhagwat Gopal Vaman (P. E. II term).
18. *Kirane*—
Deolalikar Vithal Anant (P. E. I and II term).
19. *Wadadekar*—
Khandekar Ramchandra Kashinath (P. E. I term).
Chunekar Shriram Sakharam (P. E. II term).
20. *Ramchandra Bhskaji*—
Deshpande Anant Pandurang (P. E. I and II term).

ENDOWED FREE STUDENTSHIPS.

Brahme—

Mangaonkar Narhar Ramchandra (S. B. A.).
Kulkarni Shridhar Krishna (J. B. A.).
Upadhye Vinayak Nilkanth (I. E.).
Pandit Prabhakar Damodhar (P. E.).

R. B. Ichharambhai B.—

Lotlikar Vasant Mahadeo (I. E.).

Jankibai Limaye—

Kakhandiki Hanumant Krishna (J. B. A.).

Ichhalkaranji—

Ghorpade Vinayak Narayan (I. Sc.).
Joshi Sheoram Anant (I. E.).

Ramchandra Bhikaji—

Deshpande Anant Pandurang (P. E.).

Cutch—

Thakkur Khimji Bhanji (P. E.).

Nimkar half-free studentship—

Nimkar Janardhan Ganesh (J. B. Sc.).

Gondal—

Trivedi Ratilal Mulshankar (S. B. B.).
Yajnik N. M. (J. B. A.).
Desai Haribhai Pragji (P. E.).
Dholakia Natwarlal J. (P. E.).
Parekh Amritlal Popat (P. E.).

7. During the year under report three new buildings were completed viz: the Sawai Tukojirao Holkar Biological Laboratory, the Sir Shapoorji Bharocha Students' Reading Room and Library and the additional block for the Chemical Laboratory. They were opened by His Excellency Lord Willingdon on June 20th, the opening day of the College. The detailed report of the proceedings will be given in the appendix. These additions have proved of great use. Additional rooms in the hostel are still necessary and I hope I shall be able to record further additions next year. The hostel continues under the management of Profs. Kale and Gune who take great pains in the working and discipline.

8. The working of the college was greatly interfered with by the plague and the annual gathering and anniver-

sary were not celebrated during this year. The Northcote Cricket Shield was competed for northern colleges last year and there were therefore no cricket matches of any importance.

9. Dr. Gune of our staff was elected a Fellow of the University by the registered graduates. Thus there are five members of our staff on the Senate. I have to repeat my remarks of last year about the unsatisfactory nature of the pass B. A. Course and the inequality in the First Year Examination as conducted by the several colleges. I understand however that these matters are under the consideration of the University.

10. Finally I have to thank all my colleagues—especially the Vice Principal Prof. Patwardhan—for their cordial assistance and co-operation.

I have the honour to be,
 Sir,
 Your most obedient servant,
 R. P. PARANJPYE,
 Principal,
 Fergusson College, Poona.

REPORT
OF THE
NEW ENGLISH SCHOOL, POONA.

No. of 1917-18.
NEW ENGLISH SCHOOL, POONA.
17th June 1917.

To,

THE CHAIRMAN,
GOVERNING BODY,
Deccan Education Society, Poona.

SIR,

I have the honour to submit the Annual Report of this school for the year 1916-17.

2. Mr. Kumbhare was made Assistant Superintendent and placed in charge of the lower section of the school. Mr. V. K. Joag, M. A. was made a Life-member in April and continued to work half time in the school as before.

Death deprived the school of the services of three teachers of considerable experience, viz. Messrs. S. G. Abhyankar, L. V. Joshi and M. G. Ranade. The first was an English teacher of long standing while the other two were doing good work as Sanskrit and Persian teachers respectively.

Mr. M. H. Gokhale, M. A., S. T. C. was transferred to the Dravid High School, Wai, in June 1916, to work as Headmaster of that school in place of Mr. N. S. Chitale who was transferred to this school.

Eight teachers appeared for the Departmental Teachers' Examination this year viz. Messrs. G. V. Dhavlikars, M. A., K. K. Sahasrabuddhe, B. A., N. S. Dhavale (P. E.), S. N. Phatak (P. E.), B. V. Devdhar (P. E.), S. K. Kanetkar (P. E.), V. V. Barve (Matric), M. G. Ranade (Matric). All of them passed, except Mr. Ranade who died of plague after passing the first part of the examination. Of the first five of the above-men-

tioned teachers, Mr. Dhavale was already a permanent teacher while the remaining four have recently been made permanent. The accession of these teachers to the permanent staff of this school has, I am sure, materially increased its strength and efficiency. The teachers' examination conducted by the school was held as usual but it is unnecessary to state the names of the teachers who passed in it as they all appeared for the departmental examination later.

3. The total receipts and expenditure during the year were respectively Rs. 49170-5-7 and Rs. 43946-1-1 as against Rs. 50508 1-0 and Rs. 47349-7-7 respectively for the previous year. Of the balance Rs. 1767-13-2 are locked up in the Bombay Banking Company, and about Rs 800 was reserved (and spent) for extra schooling during the summer vacation, to boys whose studies suffered owing to the visit of plague and the rest is to be utilised in increasing the accommodation for gymnastic exercise. Though the maximum attendance rose from about 1500 in 1915-16 to more than 1700 during the year, the prevalence of plague during four months brought down both the receipts and expenditure. The principal difficulty during plague-years arises from the fact that the large reduction in the fee-receipts makes it necessary to dispense with the services of a large number of teachers. The evil was minimised this year as far as possible by charging fees for all the months of plague and providing extra-schooling during the summer vacation, an arrangement, which, while it benefited the pupils, made it possible to retain the services of most teachers.

4. The average number of boys on the rolls and the average attendance during the year were 1537 and 1032 as against 1426 and 1279 in the previous year the smaller figure of average attendance during the year having its explanation in the prevalence of plague in Poona during more than four months. The number of students on the 31st of March was 1489 as against 1454 on the same day in 1916.

5. In the Matriculation Examination held in March 1916, 117 passed out of 185 regular students and 5 out of 13 ex-students sent up for the examination. One student, N.G.

Suru got the second Jagannath Shankarshet Sanskrit Scholarship.

In the Matriculation Examination held in March 1917, 71 passed out of 206 regular students and 6 out of 19 ex-students sent up for the examination. One student N. H. Purandare got the second Jagannath Shankarshet Sanskrit Scholarship and another K. D. Sathe, the Ellis Prize for proficiency in Pali.

With regard to these results there is one point which it is necessary to make clear in this place. The results of a school are judged to be good or bad on the basis of the percentage-ratio of the number of passes to the number presented for examination. A truer estimate of the efficiency of teaching would, as it seems to me, be obtained by taking as the basis the percentage-ratio of the number of passes to the number of pupils under instruction in the Matriculation classes. Judged in this manner, the results of this school during the two years, will not, I am sure, be found inferior to those of other large schools.

The necessity for these remarks arises from the fact that the principle I have followed in presenting students for the Matriculation examination differs from that followed in most other schools. It is the principle which the Educational Department has recently recommended and which harmonizes with my own convictions. It is this:—When due care has been exercised in the matter of promotions in all the previous standards a pupil should be allowed to present himself for the final examination as a matter of course. If this principle is followed in every standard previous to the highest, it should also be followed in the highest standard, at least in the case of those who have been in a school for 2 or more than 2 years.

As a matter of fact more than one-third of the total number of students in the Matriculation classes are usually debarred from presenting themselves for the Matriculation examination. The published results of a school do not therefore give a true indication of the actual nature of the work done.

During this year, as an experimental measure I allowed almost all the students to go up for the final test, excepting those whose failure in Marathi, Science or Geography disqualified them according to University regulations, and had a dozen or so hopeless cases. This fact has to be taken into account in considering the results of this school in the year 1917 as well as, (to a smaller extent) in 1916.

In the School Final Examination of 1916, 18 passed out of 49 regular students and 3 out of 12 ex-students.

In the School Final Examination of 1917. 29 passed out of 52 regular students and 3 out of 11 ex-students.

6. The following is a list of endowed prizes and scholarships awarded on the results of the Matriculation Examination.

Mandlik Scholarship (Sanskrit) Rs. 87-8, Suru N. G. Devalalikal V. A.

Mandlik Scholarship (Marathi) Rs. 87-8, Tulpule N. V.

Reay Prize (Good conduct) Rs. 31-8, Khandekar R. K., Pardeshi B. L.

Kagal Prize (General proficiency) Rs. 17-8, Khisti S. G.

Patwardhan Prize (Mathematics) Rs. 17-8, Khisti S. G.

Damle Chiplunkar Prize (Marathi) Rs. 9, Tulpule N. V.

Ranade Prize (History) Rs. 35, Shaligram S. Y.

Bapat Prize (Science) Rs. 17-8, Chhatre L. V.

School Prize (English) Rs. 17-8, Khandekar R. K.

7. The Annual Examination was held in the month of February. As many boys who had been away from Poona, during the plague days, were not quite prepared for it, it was supplemented by another examination in May specially held for such boys. The combined results of the two examinations are given below.

Result of the Annual Examination 1917.

Standard.	No. present	Passes in English.	2nd language.	Vernacular.	History and Geo.	Mathematics.	General English.	Passes in all heads.
VI	178	152	145	157	135	153	122	87
V	201	179	169	199	186	168		143
IV	220	194	195	193	190	193		156
III	176	151		154	168	146		94
II	165	159		127	164	162		109
I	148	118		117	122	136		73
Total...	1088	953	509	947	965	958	122	662

8. The usual statistical tables are given below :—

TABLE I.

Religion or Caste of Students.

Konkanastha Brahmins...556	Lingayats	... 12
Deshastha Brahmins ...527	Jains	... 8
Karhada Brahmins ...109	Sindhis	... 0
Shenvai ... 10	Depressed Classes	... 2
Kayasta ... 6	Other Hindus	... 50
Prabhus ... 61	Mahomedans	... 7
Devrukha ... 3	Parsis	... 0
Marathas ...125	Christians	... 3
Gujaratis ... 10		
Total...1407	Total...	82

Grand Total...1489

TABLE II.

How the School is fed.

Poona	...809	Kolhapur State	... 7
Satara	...102	Kurundwad State	... 6
Sholapur	... 50	Mudhol State	... 13
Ahmednagar	... 53	Ramdurg State	... 1
Nasik	... 28	Aundh State	... 0
East Khandesh	... 37	Kagal State	... 1
West Khandesh	... 12	Jath State	... 1
Thana	... 32	Kathiawar	... 0
Kolaba	... 58	Berar & Central Provinces	23
Ratnagiri	... 52	Indore State	... 6
Bombay	... 11	Baroda State	... 6
Belgaum	... 31	Nizam's Dominions	... 57
Dharwar	... 9	Mysore State	... 3
Kanara	... 2	Ichalkaranji	... 2
Bijapur	... 11	Other States	... 14
Gujarat	... 4	Gwalior	... 3
Sindh	... 0	Portuguese India	... 1
Bhor State	... 11	Madras	... 1
Phaltan State	... 0	Bengal	... 6
Jamkhandi State	... 3	Behar	... 1
Sangli State	... 10	Burma	... 1
Miraj (Senior) State	} ... 5	Other places	... 6
Miraj (Junior) State			
Total...1330		Total... 159	

Grand Total...1489

TABLE III.

Marriage and Age.

Class.	Unmarried.	Married.	Total.	Average.
VII	320	59	379	18.96
VI	151	12	163	17.60
V	217	23	240	16.42
IV	213	7	220	15.25
III	181	5	186	14.64

17

II	142	3	145	13'13
I	151	5	156	12'01
Total...	1375	114	1489	

TABLE IV.

Annual Income of Parents or Guardians.

Below Rs.	100	... 118	From 1000 to 2000	... 225
From 100 to 300	...	331	„ 2000 and above...	169
„ 300 to 500	...	366		
„ 500 to 1000	...	280	Total...	394
Total...				1095

Grand Total...1489

TABLE V.

Occupation of Parents or Guardians.

Government Servants	...383	Lawyers	... 81"
State Servants	... 43	Doctors	... 28
Private Servants	...216	Engineers	... 19
Government Pensioners...	107	Contractors	... 11
State Pensioners	... 16	Bankers	... 23
Private Pensioners	... 7	Merchants	... 92
Jahagirdars & Inamdars .	66	Petty Traders	... 27
Agriculturists	...218	Handicraftsmen	... 7
Writers and Editors	... 5	Labourers	... 5
Priests & Bhikshuks	... 29	Miscellaneous	... 75
Artists	... 4	Students who are self-	
		supporting (including	
Total...	1094	Madhukris)	... 27
Grand Total...			1489
			Total...395

9 The Educational Inspector, Mr. F. W. Marrs inspected the school in August. His remarks are given below.

[Notes on the New English School, Poona, inspected on the 28th, 29th, and 30th August 1916.]

1. The conditions necessary for grant are maintained, with the exceptions noted below.

2. There were 1713 boys on the rolls on the date of inspection, of whom 1313 were present on the 28th August. Possibly plague had begun to interfere with the attendance. The percentage of average daily attendance to the average number on the rolls for the past year is 81 only, an unsatisfactory figure, to be accounted for by specially low attendance in November, March, April, due, no doubt, in the main to the absence of Matriculation candidates. The low average attendance in June seems to indicate that a number of boys did not rejoin school punctually after the holidays. The number on the rolls has risen by 231 since the last inspection.

3. The total floor-space for the 1713 pupils is 19534 sq. ft. or 11.4 sq. ft. per boy. There should be 12 sq. ft. per boy in a Secondary School. The following table shows the maximum number of boys there should be in each standard and the number of boys each standard actually contains.

	Floor-Space	Maximum No. permissible.	No. on rolls.
Std. VII	3814	318	386
„ VI	2768	230	235
„ V	2768	230	236
„ IV	3210	267	270
„ III	2278	189	196
„ II	2416	218	192
„ I	2280	190	198
		1642	1713

Thus the maximum number of pupils, the school can accommodate in its present premises has been reached and exceeded. The surplus is important only in the case of the VII standard, and unless the authorities are prepared to provide additional accommodation, I am inclined to recommend that admissions from other schools to standard VII be generally disallowed. As it is desired that promotions should not be made to standard VII of boys who have not a reasonable chance of passing the Matriculation or School Final Examination at the end of a year in that standard, the standard VII class rooms will probably be able to accommodate all who

are promoted from standard VI in the school, and there should be no congestion lower down if admissions to Standard IV are regulated according to accommodation in Standards V and VI. The class rooms themselves are satisfactory

4. The staff consists of 67 teachers, all of whom with the exception of the writing and carpentry teachers possess some certificate of qualification. Of these 21 are graduates. In addition, 12 professors from the Fergusson College including the Principal, assist in the teaching of English, History, Mathematics and Hygiene. Of the ordinary teachers 23 have been in this school less than a year. As compared with many schools there is here a greater element of permanence among the staff, but the Superintendent, I gather, is by no means content with the existing state of things. Young Matriculates without knowledge of method and uncertain of their English must be a source of weakness. The remedy he considers to be wholly a matter of money, and he reckons on a very rough estimate, that for Rs. 5000 per annum or little more than the interest on a lakh, a permanent staff could be secured. Here is an opportunity for some philanthropist to confer a lasting and incalculable benefit on the school, at a very small cost compared with the utility of the benefaction.

5. In connection with my last inspection of the school in 1913, a number of suggestions were made and action has been taken upon them. It will be convenient if I summarise them in one paragraph.

Teaching Staff.—Twelve teachers now have professional qualifications and ten more have appeared for the S. T. C. Examination this year. It was pointed out that the supervision of so large a school was too much for one man. The Superintendent has now the services of two Assistant Superintendents, one of whom holds a diploma for secondary teachers and the other the S T. Certificate. Another man is at present studying in the Training College for a diploma. In addition the school has its own teachers' examination and those who pass receive an advance in pay.

Promotions.—In consequence of a remark made in 1913 the percentage of marks necessary for a pass in each subject has been raised.

Play ground:—The school had in 1913 a fine play ground, but it was too small for the number of boys. A plot of 8 acres in extent has since been purchased.

Equipment:—The whole School has now been provided with dual desks, with the exception of four classes which will be provided with them as soon as possible.

Science:—Provision is made for teaching Science to all standards.

Manual Training:—Carpentry is compulsory for the first three standards and drawing for the first five standards.

Library:—Many books have been added to the library.

6. The Superintendent aims at making some form of physical exercise compulsory for every boy. The first three standards, I am informed, play Indian Games daily under the supervision of teachers, and work periodically in the garden which has 120 plots. In the 4th Standard every boy attends either at 6 A. M. or 6 P. M. for regular muscular exercises. In the fifth Standard boys drill daily. I witnessed them drilling with Indian clubs and wands, and was pleased with what I saw. I also watched some interesting wrestling and work on the Malkhamb. In the VI Standard boys drill twice a week. Cricket and football can be played by those who desire to do so. Every boy is medically examined once a year, and the parents are informed if there is anything seriously wrong.

7. Appended will be found the notes of my assistants on Mathematics, Sanskrit, Marathi, History, Geography and Persian. They seem generally satisfied with the work done, Geography excepted. I also saw classes under standard I, II, III, IV and VI and enamined classes under standards V and VII in English. In standard V some of the work was very good. About 13% were not up to the mark, but the general standard was satisfactory. For the guidance of the teachers I may remark that although the exercise given did not necessitate the use of indirect speech, some boys rushed into it with disastrous results. Mistakes in the use of interrogative sentences and the sequence of tenses were too common. With proper care these boys of standard V

should eventually do better than the classes of standard VII who translated a piece of Marathi into English, although the general standard in those classes was by no means contemptible. The chief faults were spelling, want of accuracy and unnecessary freedom in translation. Several boys used the prefix "Mr" with historical names, and others retained proper names in the original Marathi. The system of teaching English in the lower classes though there may be faults of application, here and there, as is inevitable, is carefully arranged and according with present day methods. In the higher standards, a great improvement in composition would be effected if a determined effort were made to eliminate a number of popular expressions which are grammatically correct, but idiomatically incorrect. A common error of the day prevalent in many schools is the omission of memorising, or at any rate of effective demand on the part of the teacher that facts, grammatical forms etc., that are to be used without hesitation should be thoroughly known. In history, for example, it is not enough to see that boys understand events, their sequence, and relation by means of a lesson in class; this work must be supplemented by study at home of such lessons, and a thoroughly known chart of dates of periods to which events and movements can be assigned. Otherwise the vision will be nebulous, and the reasoning when reproduction is demanded without the aid of text-books, as is always demanded of school boys, will be vitiated through argument on imperfectly known and wrongly placed facts. The same remarks apply, *mutatis mutandis*, to geography. The defect is due to the revolt from what is usually called the cramming system. No return to that system is advocated. Cramming I take to mean memorising without understanding. What is wanted is understanding combined with memorising of carefully chosen and necessary facts, forms, dates etc., and it is necessary that teachers should secure and test the application of the boys without wasting time on the test. If one may sum up in a word or two, one factor that militates against success in our system of secondary education it is the want of conscious and deliberate efforts to secure more precise, definite and accurate knowledge. There are many ways

in which this can be done In history and geography, when a teacher has done all that he can, to develop a boy's interest and reasoning faculty in one lesson in school, he should expect precise knowledge of the ground covered and spend five to ten minutes (not more) in finding out whether he has got what is wanted, at the beginning of the next lesson, making things particularly uncomfortable for the indolent boy. Translation, if accurate and faithful renderings were demanded, will be a very valuable help in producing appreciation of, and feeling for, precision. One master, I know of, who was compelled to teach a class which had been allowed to decline into slipshod ways demanded repetition of a few lines of poetry every day and kept back after school hours every boy who made a single mistake until he was satisfied that the difference between thorough and casual work was penetrated. This is not a system to be universally applied but it no doubt served to help that master in securing the object of the moment. Paraphrase also can be taught so as to develop precision and accuracy in thought and expression.

On the teaching of Mathematics I make remarks with diffidence and reserve, but in so many schools teachers of Arithmetic seem to spend the time allotted to the subject in talking about arithmetic. This method may be in place with more advanced students but when a new form of example is to be taught, the natural method seems to be to lead the boys on to reason and arrive at the process by timely suggestion, then to give simple examples to the boys to work out, in order that they may discover whether their grasp is as real as they thought it was. Then other examples, preferably with slight variations may be given, so as to stamp in the process and secure facility and speed in dealing with it. Thus, instead of incessant talk about arithmetic, there would be for each process one or two oral lessons followed by as many lessons as necessary in which boys worked examples under the supervision of the teacher who would perambulate the class, occasionally stopping work, for a few minutes to give a short demonstration or warning against a common error. These remarks against tendencies

are thrown out for the consideration of the Superintendent and I shall be interested to learn how far his experience confirms or controverts their validity. To prevent misunderstanding, I hasten to say that I consider the New English School carefully organised, that a large view is taken of education, that the improvements in recent years have been appreciable, and that there is every desire to advance further.

8. The conduct of the boys during my inspection was satisfactory both in the school and on the playfields. While passing through the streets from one building to another in company with the Superintendent, I noted that he was invariably respectfully greeted by his boys.

9. The accounts and records were in order. The supplementary grant was properly expended.

10. Declarations of loyalty had been made by all members of the staff, with the exception of the Professors of the Fergusson College who do short time work in the school and have not been asked to make these declarations.

10A. I am in general agreement with Mr. Marrs in the suggestions that he has made concerning the teaching of the various subjects. I have myself been trying to give practical effect to the principles underlying these suggestions. But appreciable results can follow only upon continuous and watchful insistence on them. This is too difficult a task to be performed with any degree of satisfaction when every second year, all school-work is paralysed during six months and these the best ones, and every thing has once more to be begun from the beginning. It is however some consolation to be assured, as I have been by Mr. Marrs, that he found the school carefully organised and that there have been appreciable improvements.

It is necessary to refer to one point in the remarks, viz. the floor-space in the seventh standard class rooms. This gave 10 sq. ft. per boy instead of 12 sq. ft. as required by the regulations. In this connection, I have to remark that some of the new-comers were going to be put into a separate

class room, when the outbreak of plague in Poona rendered it unnecessary, as many boys began to leave the school as early as the middle of August

11. The school had the honour of a visit from His Excellency Lord Willingdon on 11th August 1916 His Excellency arrived in the school at 5 P M. and was received at the entrance by my colleagues and myself. He was then taken to the various classes, in some of which he entered and saw the teaching. The school observatory, the boys' reading room, the laboratory, and the teachers' room and library were seen in succession after which, His Excellency drove in his motor to the Ramabag section. There, he saw the classes working, including the singing and manual training classes. He was next taken to see the boys' garden and the school garden. In the mean while all the boys from the school were let off for play and His Excellency was pleased to see the boys playing Indian and European games, performing drill and various gymnastic exercises. While this was going on, all the boys from both sections of the school were gathered together on the large open ground of the Khabutarkhana. His Excellency was then requested to address the boys, which he graciously did, impressing upon them the fact that they were the future citizens of the great British Empire and as such they were expected to exert themselves to their utmost to qualify themselves to bear the growing responsibilities of citizenship in this country. His Excellency's speech was full of sympathy and encouragement and hope for the future greatness of India and made a great impression on all. In thanking him, I expressed how greatly honoured we all felt by his visit and hoped that such visits would be repeated. His Excellency then left amidst the hearty cheers of the boys.

12. An appeal was sent to all boys by the National Committee for Relief in Belgium. It was sent by me to the New English School Volunteer's Union with the proposal that an Exhibition and a programme of games should be organised for the purpose. The union took up the proposal and about 150 volunteers helped directly in the work. The Exhibition was a great success and was visited by more than 2500 per-

sons including many who were not students. Owing to a curious misunderstanding, which however, resulted in a very agreeable surprise for us, we had the very great honour of having H. E. Lord Willingdon, Governor of Bombay, as a visitor to the Exhibition. His Excellency expressed himself as highly pleased with what he saw. The Exhibition contained 5 sections (1) Specimens of wood work done by the boys in the school and the N. M. Shala, (2) Objects in the school Museum. (3) Scientific curiosities from the laboratory of the Fergusson College (4) The electric train, wireless telegraphy and the telephone, (5) Things collected by the boys for the Exhibition. Volunteers were placed in charge of the various sections and explained the nature of the exhibits to the visitors.

The total amount collected by the boys with other contributions came up to Rs. 175.

13. I said in my last years' report that a beginning had been made in instituting a periodical medical examination of all boys in the school. The work was interrupted by plague during the year under report, but I am now in a position to give some of the results of the medical examination.

A medical practitioner was engaged to work under the guidance of Drs. Phatak and Mone, who continued to give us their help. Every boy was examined once on the following points.

(1) Height and weight, (2) the skin, (3) eye, ear, nose, throat, mouth, (4) heart, lungs, stomach, bowels, liver, spleen, (5) nervous disorders, (6) defects and deformities.

Cases which in a first examination appeared to demand serious notice, were re-examined by the physician and reported to guardians. In cases of minor importance necessary instructions were given to the boys themselves. The following is a brief summary of the results of the medical examination in 1914-15 when some 1700 boys underwent the examination. Last year after 500 boys had been examined, plague broke out in the city.

(1) Skin diseases—Scabie was found to be very common. Next came ringworm. Acne, pediculosis and furun-

culosis were seen. In many instances the typical parasites were discovered

(2) Diseases of ear, nose and throat—enlarged tonsils were found to be present nearly in 10 p. c. of the boys. The incidence was more marked in those whose ages varied between 10 and 14

(3) Diseases of the eye and its appendages—granular lids occupy the foremost place.

Errors of refraction prevail to a very large extent; this fact was verified by taking the vision with both Snellen's and Jaeger's types. About 30 p. c. of boys suffer. Myopia is more common than hypermetropia

(4) Defects of speech—only 4 boys were found to be stutterers

(5) Diseases of the circulating system—14 students were found to be suffering from Valvular disease of the heart. The lesion was mostly confined to the mitral valves and in these instances a previous history of rheumatic fever was obtained

(6) Diseases of the lungs—Chronic bronchitis was found in about 5 p. c. of boys. Three cases of Asthma were noticed.

(7) Deformities of chest, spine, joints and bones. They were seen only in 17 boys.

(8) Diseases of the digestive system—very few cases of carious teeth were seen. This may be due to the habit of cleaning the teeth regularly and rinsing the mouth specially after food eating.

Few cases of dyspepsia and constipation occur.

(9) Nervous diseases—Eight cases of epilepsy were noticed. A typical case of pseudomuscular hypertrophy was also seen.

(10) Constitutional diseases—Enlarged glands in the neck were seen in about 2 p. c. of boys who were typically tuberculous in appearance.

An attempt was also made to scrutinise cases who complained of low fever, had slightly enlarged spleen and looked

anæmic. Blood was examined and in 8 instances malarial parasites were discovered.

14. The Annual Gathering of the students could not be held in the year under report owing to the prevalence of plague in the city. The arrangements for physical exercise, excursions, and the Students Library and Reading Room, detailed in previous reports have been continued

15 The want of a building for the middle school is being felt more keenly than ever. A large number of boys had to be refused admission and many of them had come to join the lower standards. The present building, besides being of a temporary character is too small. At least five rooms must be added to it before it can meet our present requirements. The gymnasium again is too small and quite unworthy of the school. For a school of more than 1500 boys, there must be a gymnasium which will accommodate at least a hundred boys at a time. I hope the Society will consider these two—a building for the Middle School and one for the gymnasium, as items which require their immediate attention

16. In conclusion I have to thank the members of the staff for their hearty co-operation with me, especially my colleagues Profs. M. K. Joshi and V.N. Kumbhare who cheerfully shared all my labours.

I have the honour to be

Sir,

Your most obedient servant

V. B. NAIK,

Superintendent,

New-English School, Poona.

REPORT
OF THE
NEW ENGLISH SCHOOL, SATARA.

D. E. SOCIETY'S NEW ENGLISH SCHOOL,

Satara, 28th April 1917.

To,

THE CHAIRMAN,

GOVERNING BODY,

Deccan Education Society, Poona.

Sir,

I have the honour to submit below the report on the working and general condition of the Deccan Education Society's New English School, Satara, for the year 1916-17.

2. During the year under report, the Council was pleased to create a new post of the Assistant Superintendent for the school, and Mr. G. V. Tulpule, M. A. was transferred to Satara in last June to take charge of the same. This, however, did not mean an addition to the staff of teachers, as Mr. V. R. Gadgil B. Ag., a non-permanent teacher, left service about the same time. Messrs W. A. Pandit, P. E. and V. G. Kolatkar U. S. F. both non-permanent teachers also left service after the Annual Examination and Messrs. W. H. Kshirsagar B. A. and D. M. Bhat, Matric were employed as their substitutes. As it was found necessary after the results of the Annual Examination to have an additional class of Standard VI, I had to engage one more graduate; but one not being available immediately, an under-graduate has been engaged for the present who will be substituted by a graduate in June next. Thus the number on the staff at the end of the year was 18 as against 17 of the last year.

3. The total net receipts and expenditure for the year were Rs. 15443 and Rs. 14443 as against Rs. 13865 and Rs. 13168 respectively of the previous year. The total fee receipts for the year amounted to Rs. 7482 as against

Rs. 6549 of the last year. The increase in this item of income is due to the increase in the maximum limit of students from 350 to 400 in June last. The amount of Government grant for the year amounted to Rs 4103 as against Rs 3873 of the last year. The increase in the grant is due to the injustice done to the school being once more brought to the notice of the Educational Inspector, C D. The grievance is not yet fully redressed, and I have already sent a representation in connection with it to the Educational Inspector, C. D. I cannot, however, allow this opportunity to pass without heartily thanking the Educational Inspector, for having done his best to secure at least partial justice to the school which had been denied to it during the last two years. The expenditure for the year was Rs. 14443 as against Rs. 13168. The increase is mainly due to the services of an additional Life-member from June 1916 referred to above. Full details of income and expenditure are given in appendix A.

4. The number on the rolls on the 31st of March 1917 was 402 as against 350 of the previous year. The increase is due, as already stated, to the increase in the maximum number allowed by the Dept. from 350 to 400. Of these 196 were reading under the High School standards and 206 (including 6 girls) under the Middle school standards. The average number on the rolls and the average daily attendance were 386 and 361 as against 342 and 327 respectively of the previous year.

5. Of the 18 boys sent up for the Matriculation Examination, only 7 came out successful as against 7 out of 16 of the previous year, giving a percentage of 38.8, the percentage of the whole University being 48.19. Of the 25 boys sent up for the School Final Examination, 8 passed as against 2 out of 11 of the previous year. The number of boys sent up for and that of those who passed the Intermediate and Elementary Examination in Drawing were 8 and 20 and 2 and 7 respectively.

6. There were in the school during the year under report 2 High School, 1 Depressed Class and 3 Middle School scholars. There were 11 free students of whom 4 belonged to

the backward classes. The number of half-free students was 7 of whom 2 were from the backward classes.

7. The usual statistical Tables are given below :—

TABLE I.

Religion or Caste of Students.

Konkanastha Brahmins	...123	Sindhis	... 0
Deshastha Brahmins	...137	Depressed Classes	... 1
Karhada Brahmins	. 69	Other Hindus	. 13
Saraswat Brahmins	... 8	Mahomedans	... 4
Prabhus	... 4	Parsis	... 0
Marathas	.. 29	Christians	... 6
Gujaratis	... 8		—
Lingayats	. 0	Total	...402
Jains	... 0		

TABLE II.

How the School is fed.

Poona	... 10	Phaltan State	... 0
Satara City	...192	Jamkhandi State	... 0
Satara District	...165	Sangli State	... 0
Ahmednagar	.. 0	Miraj (Senior) State	... 3
Nasik	4	Miraj (Junior) State	... 0
East Khandesh	... 0	Kolhapur State	... 5
West Khandesh	... 0	Kurundwad State	.. 0
Thana	... 1	Mudhol State	... 0
Kolaba	... 2	Ramdurg State	.. 0
Ratnagiri	... 8	Aundh State	... 0
Bombay	... 3	Kagal State	... 0
Belgaum	... 4	Jath State	... 0
Dharwar	... 0	Kathiawar	... 1
Kanara	... 0	Berar & Central Provinces	2
Bijapur	... 1	Indore State	... 0
Gujarat	... 0	Baroda State	... 1
Sindh	... 0	Nizam's Dominions	... 0
Bhor State	... 0	Mysore State	... 0

Total...390

Total... 12

Grand Total...402

TABLE III
Marriage and Age

Standard.	Unmarried.	Married.	Total No. of Students.	Average Age.
VII	31	3	34	18'5
VI	46	7	53	16'11
VA	20	1	21	16'5
VB	23	0	23	15'5
IVA	32	1	33	16'2
IVB	30	2	32	15'5
IIIA	34	1	35	14'8
IIIB	35	0	35	14'6
IIA	34	0	34	13'4
IIB	32	1	33	13'1
IA	34	1	35	13'4
IB	34	0	34	12'7
Total...	385	17	402	

TABLE IV.

Annual Income of Parents or Guardians.			
Below R .	100	...	62
From	100 to 300	...	127
"	300 to 500	...	80
"	500 to 1000	...	67
"	1000 to 2000	...	50
"	2000 to 3000	...	11
"	3000 to 6000	...	2
Above	Rs. 6000	..	3
Total			402

TABLE V.

Occupation of Parents and Guardians.			
Government Servants	.. 143	Lawyers	.. 9
State Servants	... 13	Doctors	... 7
Private Servants	... 41	Engineers	... 0
Government Pensioners...	31	Contractors	... 0
State Pensioners	... 1	Bankers	... 8
Private Pensioners	... 0	Merchants	... 28

Jahagirdars & Inamdars .	0	Petty Traders	...	6	
Landlords & Agriculturists	88	Handicraftsmen	..	0	
Writers and Editors	...	0	Labourers	...	6
Priests and Bhikshuks	...	21	Miscellaneous	...	0
Artists	..	0	Students who are self-		
			supporting (including		
			Madhukris.)		
Total ...	338				

Total ... 64

Grand Total...402

8 The annual Examination was held in February last. Of the 348 boys on the rolls (exclusively of 47 of Standard VII) 332 attended the Examination, the results of which are given below :—

Standard.	Boys present.	Passing in English.	Passing in 2nd Language.	Passing in History and Geography.	Passing in Mathematics	Passing in Marathi.	Passing in Science.	Passing under all heads.	Remarks.
VI	34	21	25	25	22	31	17	12	
VA	23	22	23	22	22	23	16	14	
VB	20	18	19	19	18	20	16	14	
IVA	30	21	22	21	26	23	24	17	
IVB	27	21	22	20	23	23	20	18	
IIIA	33	29		28	23	31	32	17	
IIIB	32	26		28	24	28	30	19	
IIA	34	31		32	20	30	32	19	
IIB	34	29		31	28	31	28	24	
IA	33	30		27	26	31	32	22	
IB	32	25		24	19	25	27	13	
Total...	332	273		277	251	296	274	189	

Boys were examined this year also in Drawing, as desired by the Drawing Inspector, but following the usual practice the results of that examination are not included in the above.

9. A series of Magic lantern lectures was opened in July last. It lasted for two months, July and August, and nine lectures were delivered on different subjects, such as Volcanoes, Ramayan, Rocks, Physiology and others. The series was a complete success as could be evinced from the regularly large attendance of students and the interest they took therein. I cannot close the paragraph without gratefully acknowledging the favour done to the school by Shri-mant Balasaheb Pant of Oundh by kindly lending his slides from the Ramayan and personally attending the lecture on the subject. My thanks are also due to Mr. V. G. Ghanekar, retired Asstt. Deputy Educational Inspector for a series of four lectures on different subjects. I have also to thank the Rev. Mr. Hazen who entertained the boys of the school by giving an interesting lecture on Italy with the help of his own slides.

10. The annual inspection of the school by the Educational Inspector, Central Division took place in October last. The general notes from his report on the inspection are given below :—

“Report on the Deccan Education Society’s New English School, Satara, inspected on the 15th and 16th January 1917.

1. The number on the rolls was 397 as against 354 at the previous inspection. The number sanctioned for the school was recently raised, as the two High schools in Satara did not meet the demand. The Superintendent wishes to increase the number in one class of Standard VI to 50, and the desire is reasonable, in-so-much as there are two classes under all the lower standards. Moreover, if the Annual Examination of Standard VI is to become the preliminary examination for Matriculation and School Final, there is likely to be a congestion of pupils in Standard VI. I see no objection to the number in Standard VI being increased provided that two classes are formed and suitable accommodation is provided for them but one class of 50 in this standard is, in my opinion, extremely detrimental to the interests of the boys who at this stage, as well as in earlier stages, require more individual attention in ordinary class teaching, and especially in translation and composition, than they are

likely to receive from a teacher who has 50 to attend to. The percentage of average daily attendance to average monthly number on the rolls for the previous twelve months was 94, a very satisfactory percentage and evidence of strict discipline.

2 The building and furniture are excellent. The school has a fine library and an admirable laboratory (reported on by Mr Pratt). There is a lantern with sets of slides dealing with the war, astronomy, physiology and natural phenomena generally.

3 The Staff includes four graduates, four under-graduates, two Matriculates, three teachers who hold school Final certificates, a drawing teacher, a gymnast, and a singing teacher. It is adequate, and on the whole pretty well qualified. Four of the teachers hold Secondary Teachers' certificates, and a fifth appeared for the last examination I hope that the two undergraduates, Messrs. Ghanekar and Pandit, who have not yet secured this certificate, will strive to do so A very gratifying feature of the staff is the element of permanency. 14 members have been two years or more in school, and eleven four years or more.

4. This is a school with an established reputation which is being maintained, and I have no serious criticisms to make. Standards I to III are taught English by the direct method, and are making satisfactory progress. The teachers I watched in Standards I and II, know something of the method and apply it fairly well. Due attention is given to systematic grammatical progress, and the spelling is admirable. On the other hand, the class management of both teachers needs smartening up and the teacher of standard II would do well to remember that dictation can be made not only a test of spelling, but an exercise in handwriting and neatness, and thus time can be economised. The teacher of standard III A, requires further training. His method is sometimes faulty. It is not enough to ask questions which can be answered by reading from the book. Questions also should be asked which will compel the construction of original sentences. Standard IV B which was examined in

reading, poetry, translation and grammar gave abundant evidence of careful teaching, but I thought that there were cases where neater work might be demanded. The same is true of standard V A where a number of scribbling books, which it is difficult to explain satisfactorily were seen. I would like again to draw the Superintendent's attention to the remarks on scribbling in the report on the last School Final Examination. Standard VI was examined in English prose and translation. The teaching seems to have been efficient, but there appeared to be a number of boys in the class not up to the mark. The composition was carefully corrected. Standard VII was engaged in the Preliminary Examination. The most striking feature of the school is the unusually large amount of hard honest work that is got through. In view, however, of the careful teaching the failure of Standard VI, to attain a high level, and also of Standard VII, as evidenced by results in public examinations is worthy of consideration. Such results are by no means peculiar to this school, but I draw special attention to them here because this is a school which has a permanent staff, which has teachers who have studied their profession, and which has a Head Master who can exercise discipline and exact sound and honest work. Several years ago Satara Schools were seriously disturbed by plague, and the senior boys may have suffered from these disturbances. Moreover all the boys in the two higher standards are not products of the school. These two factors may account in the main for the results. It would be interesting if the Head-Master were to investigate the matter thoroughly and discuss it at the next inspection. One would like to be sure that there are no grounds for supposing that the system of education followed, which is one advised by the department and carefully applied by the school staff, is unsound. I cannot conclude this section of the report without a word of praise for the teacher of writing in the lower Standards. He is one of the few teachers I met in the course of Inspection who realises that he is there to teach a definite and distinctive style and teaches it, but as most of the writing done is done under the eyes of other masters, it is on them and their attention to,

writing in all lessons that the responsibility for the hand-writing depends. The teaching of geography and Sanskrit are not favourably reported on.

5. It has already been stated that during the inspection the Preliminary Examination was being held. The Director of Public Instruction in his No. 204 of 7th April 1916, has remarked in regard to this examination that "in ordinary circumstances there is no preliminary examination for the 7th Standard though possibly a special test of some kind may be found necessary for ex-students." This recommendation has not escaped the notice of the Superintendent and as he is a school master of acknowledged reputation and great experience, it would be interesting to know his reasons for continuing the old practice and he will be requested to give them.

6. The school has two small plots of ground for games. Cricket, foot-ball and Indian games are optional, but dumb-bell exercises, which are done thrice a week by Standards I to VI, are compulsory, as also the marching drill once a week. The dumb-bell exercises are useful exercises, well done. The school possesses a gymnasium and a wrestling pit.

7. The records were examined. The declarations of loyalty are in order. The accounts also were in order except for a small error in accounting which was dealt with on the spot. Out of the supplementary grant of Rs. 820, Rs. 816 were spent on increasing teachers' salaries, the balance being spent on books. The grant given in 1914-15, viz., Rs. 3873 including a supplementary grant of Rs. 820 is recommended."

11. It will appear from the above remarks that the Educational Inspector was on the whole well satisfied with the general working of the school. In para 7 of his remarks he recommended a grant of Rs. 3873 including supplementary grant of Rs. 820; but the injustice done to the school during the last two years being once more explained to him by letter, which was followed by a personal interview, he was pleased as already stated to grant an additional sum of Rs. 230.

12. As a result of the correspondence opened by me in connection with the remarks of the Educational Inspector C D, contained in para 1 of his remarks regarding the number of boys in Standard VI given above, I am glad to state that he has kindly granted me permission to increase the maximum still further i e from 400 to 450 and the school will always feel grateful to him for this act of kindness

13. The remarks of the Science Inspector are given below :—

“Inspection report on the Science Teaching of the Deccan Education Society’s New English School, Satara, inspected on the 18th February 1916.

“I have watched the growth of the Science Teaching department of this school with particular interest during the last three years. Each time I have seen the school, I have noticed definite progress. I have now pleasure in reporting that an efficient laboratory exists and that it will be furnished. The supply of apparatus is also very fair. Every thing is well and neatly kept. The science master is keen and efficient and the work being done is good. The Head Master reports that the boys are interested in their work.

I wish to take this opportunity of congratulating the Head Master on the success which has attended his care and efforts towards establishing Science Teaching on a sound basis”

14. The remarks of the Drawing Inspector were as follows :—

“Report on the Drawing of the Deccan Education Society’s A V School, Satara, visited on the 19th October 1916.

1. There are 351 pupils, out of a total of 398 on the rolls, who receive instruction in drawing. Two periods each week are devoted to this subject in each standard, I to VI, in which it is taught. These two periods are at present taken on different days and in future instead of this arrangement, from Standard III or IV onwards they should be taken consecutively on the same day.

2. The work is all carried on in a large room on the ground floor, the light of which is very deficient. Long.

desks are in the use and are so arranged that it is impossible for the teacher to get to some of the boys to see what they are drawing. Single desks and seats of an approved pattern, particulars of which can be obtained from the Inspector, should be introduced as soon as possible and a better arrangement of desks and lighting aimed at. The state of the pupils' equipment is fair, but it will never be quite satisfactory as long as it is the uncontrolled practice for the pupils to bring their own materials. In order to keep the materials in the use in the several Standards uniform, the school is recommended to purchase all the necessary equipment and supply this to the students, making a small monthly charge, if necessary.

3. The lessons almost entirely consist of copying either from blackboard diagrams or large charts representing leaves etc., and little memory drawing. Drawing from Nature and from actual objects, which should form the most important part of the drawing syllabus is neglected. Very little colour work which should be linked up with nature and object drawing, is given and the little that is taught is open to objection. It appears to be the practice to colour all drawing of leaves etc., exactly the same green and it would also seem that the colour is given out to the pupils already mixed to the required tint and in this there is very little education.

4. Directions already given regarding the keeping of registers and submitting copies of the Drawing Teacher's time-table in the event of any change being made in it, have not as yet been carried out and it is hoped that these points will receive better attention in the future.

5. It appears that no annual examination is held in drawing although drawing is taught as a regular class subject throughout the year. One should be held and the results obtained should be considered along with the other results at the time of the student's promotion."

14. The Social Gathering of the past and present students of the school, as also the Shimaga Gathering that followed it, were as usual a complete success, the former having the honour of a very valuable address from Prof. V.

K Rajwade One special feature of this year's Shimaga Gathering was the co-operation of the boys of the local High School with those of this school. As a result of this there were friendly matches in Foot-ball, Wrestling, Atyapatya and Tug of War this school winning all of them but the last I have to thank Mr R P Karandikar, who promised on the occasion a donation of Rs. 15 to the school to purchase some band instruments

15 In July last the boys of the school learnt a practical lesson in self-sacrifice by subscribing towards the relief of Belgian Children The sum so subscribed by them was only about Rs. 45, but it is to be noted that it was raised not by taxing their guardians on that account, but by the boys foregoing some of their pleasures as they were advised to do.

16 The poor boys' fund is slowly increasing. Mr. N. K Agashe, B. A. LL. B gave a donation of Rs 20 by way of charity on the Mahashivaratra to poor students in this school and the sum is added to the Fund This laudable example, it is hoped, will find followers in the future.

17 I have again to thank Rao Saheb Dongre for his donation of Rs. 25, as also Mr. Sathe for his donation of Rs. 10. I have also to offer my thanks to Dr Vishnu Balvant Bhide for his kindness in lecturing to the boys of Standard VII on First Aid and General Hygiene regularly every Friday during the year.

18. In conclusion, I have to thank all my colleagues for their hearty co-operation in the work of the school, and especially my friend Mr G. V. Tulpule for his readiness in willingly sharing with me the major part of the responsibility of school management. I have also to thank the members of the Advisory Board for their interest in the progress of the school.

I have the honour to be,

Sir,

Your most obedient servant,

S. G. DEVADHAR,

Superintendent

R E P O R T
OF THE
NAVIN MARATHI SHALA, POONA.

No. 54 of 1917-18.
NAVIN MARATHI SHALA,
Poona, 16th July 1917

To,

THE CHAIRMAN,
GOVERNING BODY,
Deccan Education Society, Poona

Sir,

I have the honour to submit the annual report on the working and general condition of the Navin Marathi Shala during the year 1916-1917.

2 The number of teachers on the staff was 23. Out of this number eleven teachers held certificates of the Training College for primary teachers and the rest had received no training. Provision is made in the school to give the untrained teachers the necessary training and to supervise the teaching of the trained teachers. The Head Master, Mr. Mahajan does the major part of the training and supervision supplemented partly by me. Mr. K. G. Joshi, one of the permanent teachers, passed the second year certificate examination of the Training College and Mr. Deshpande, another permanent teacher is given leave in order to enable him to read for the third year certificate examination.

3. The income from fees was Rs. 1178 as against Rs. 1433 of the previous year. The amount of the government grant received during the year was Rs. 2121. As mentioned in the last year's report the Department of Public Instruction was approached with a request to re-assess the grant. I am glad to say that the Department did accede to the request and held a thorough inspection of the school for the purposes of re-assessment. The re-assessed grant now

stands at the figure of Rs. 2566. The Department was not however able to pay the school the amount on account of the financial strain caused by the war. It is hoped that the Department will make the amount available to the school next year. The total expenditure on the school was Rs 7407-5-7, the deficit being borne by the Deccan Education Society.

4. The number of pupils on the rolls on the 31st of March last was 462 as against 472 on the same date of the year previous. The average attendance during the year under report was 315 while the same average stood at 483 during the year 1915-1916. The average number on rolls was 324 as against 535 of the previous year. All these figures show how the school was seriously disturbed by plague which stayed with us during the year for full four months making its appearance as early as the beginning of September.

5. The school was inspected thoroughly for the purposes of re-assessment and the remarks made by the Deputy Educational Inspector in that connection are given below:—

“The school was thoroughly examined for the purposes of re-assessment of grant on the 4th, 5th and 6th September 1916, and the results are given as under:—

Standard.	No on rolls.	No. present.	No passed.
IV	130	101	65
III	78	61	37
II	118	102	73
I	86	71	64
	<hr/>	<hr/>	<hr/>
	412	335	239
Infants	115	86	Of these 64 are advanced.
	<hr/>	<hr/>	
	527	421	

10th Sept. 1917.

(Sd.) R. S. DIKSHIT,

Dy: Educational Inspector, Poona.

The Deputy Educational Inspector paid a surprise visit on the 31st of July 1916, and he says in his remarks:—

“Paid a surprise visit at 11-30 this day, and went round most of the classes, hearing the lessons as they were

being given in the various classes. The Boy's Library, the set of stereoscopes and stereoscopic views of the scenes of places of interest in the City of Poona and the various Presidencies, the new method of story drawing and the use of tin-plate cuts of the outline maps of different districts and the Bombay Presidency are the new things that appear to have been introduced in the school since it was inspected last year. The Boy's Library is a valuable addition which will certainly cultivate a habit of reading in the pupils. The introduction of story-drawing is, I believe, sure to stimulate the latent inventive faculties of the young children. The tin-plate cut maps and the proper use that is being made of the same, will go a long way in making geography-teaching more practical.

It is creditable to Prof. Kanitkar and the following of enthusiastic, industrious and zealous teachers, specially trained by him, to have been able to raise this institution to its present standard of efficiency."

31st July 1916

(Sd) R. S. DIKSHIT,

Dy. Educational Inspector, Poona.

The Annual Examination was held in February last the results of which were as under :—

Standard	Passed in Arith.	Passed in Marathi.	Passed in dic. writ	Passed in Hist. Geo.	Total No of Boys.		Passed in all subjects.
					No. on roll.	Boys Present	
IV	91	90	97	83	102	101	84
III	44	59	60	55	61	60	43
II	40	49	45	46	52	48	39
I	42	37	43		45	44	43
Infant	49	46	53	...	56	53	44
Total	266	281	298	184	316	306	253

6 —The usual statistical tables are given below :—

TABLE I.
Religion or Caste of Students.

Konkanastha Brahmins	192	Jains	0
Deshastha Brahmins	91	Sindhis	0
Karhada Brahmins	18	Depressed Classes	0
Saraswat Brahmins	3	Other Hindus	38
Prabhus	13	Mahomedans	1
Marathas	106	Parsis	0
Gujaratis	0	Christians	0
Lingayats	0		
		Total	462

TABLE II.
How the school is fed.

Shanwar Peth	275	Nyahal Peth	6
Narayan "	78	Raste "	2
Sadashiv "	49	Fergusson College	9
Budhawar "	14	Agricultural "	2
Shukrawar "	9	Kirkee	4
Kasba "	10	Ganesh Peth	4
		Total	462

TABLE III.
Marriage and Age.

Class.	No of Students unmarried.	No. of Students married.	Total No. of Students.	Average Age.
IV	83	0	83	10'67
III	79	0	79	10'10
II	150	0	150	7'86
I	55	0	55	8'35
Infant	95	0	95	7'27
Total	462	0	462	

A. Marriage.

No. of Students married . .	0	No. of Students unmarried	462
			462

B. Age

From 5 to 6	20	From 9 to 10	113
From 6 to 7 ..	61	From 10 to 11	66
From 7 to 8 ...	80	From 11 to 12 ..	15
From 8 to 9 .	93	Above 12 to 13	14
			462
		Total ..	462

TABLE IV.

Annual Income of Parents or Guardians.

Below Rs. 100	86	From 1000 to 2000	66
From 100 to 300	135	„ 2000 to 3000	27
„ 300 to 500	80	„ 3000 to 6000	0
„ 500 to 1000	68	Above Rs. 6000	0
			462
		Total ...	462

TABLE V.

Occupation of Parents or Guardians.

Government Servants .	142	Lawyers	7
State Servants	0	Doctors	10
Private Servants	69	Engineers	0
Government Pensioners.	32	Contractors	3
State Pensioners	0	Bankers	0
Private Pensioners	0	Merchants	49
Jahagirdars & Inamdars	16	Petty Traders	10
Landlords & Agriculturists	31	Handicraftsmen	21
Writers and Editors	0	Labourers	44
Priests & Bhikshuks	23	Miscellaneous	0
Artists	0	Students who are self-sup-	5
		porting (including Madhukris.)	
	313		149
Total ...	313	Total ...	149
Grand Total	462		

7.—The Educational Inspector, C D visited the school at my request on the 27th of July 1916 and was pleased to remark that :—

“Previous visitors have given ample testimony to the care that Prof. Kanitkar is giving to the physical, moral and intellectual improvement of the boys under his care I must say that I was exceedingly pleased with all that I saw; Prof. Kanitkar not only has ideas, but also the energy to put those ideas into practice and I heartily wish him all success.”

16th July 1917.

(Sd) F W MARRS,
Educational Inspector.

The Hon. Mr. (now Sir) M. B. Choubal, member of the Executive Council was kind enough to take the trouble of visiting the school. In his remarks appreciating the work done in the school, he says that :—

“I can only add my testimony to the genuine efforts that Prof. Kanitkar is making to improve the methods of primary education. The many things that he is doing to make the acquisition of knowledge by children interesting instead of a dry burden, and to impress habits of cleanliness on the boys cannot be sufficiently commended. He is greatly handicapped owing to the unsuitability of the old building for school purposes, and I wish the Society tried to arrange for the necessary changes in the rooms and floors, The institution also wants large open grounds for the girls and boys to romp about and play in out of lesson hours ; and anything that can be done to take up additional ground adjoining the small area they now have for the purpose should be taken up earnestly by the well-wishers of the institution.”

27th Sept. 1917.

(Sd.) M. B. CHOUBAL,

He has shown his sympathy with the attempts made in this school in order to improve the primary education by giving a handsome donation of Rs. 100 to the Shala. Some other gentlemen visited the Shala, prominent among them

were the Chief of Aundh, the Chief of Icchalkaranji, the Hon Mr Keatings, and Mr. K N. Bhide, a retired Sub-Judge The last named gentleman has obliged the school by putting an amount of Rs 100 at the disposal of the Shala. I cannot pass without thanking the Hon. Sir M. B. Choubal and Mr.Bhide for their kind donations.

8 During the year under report the prize distribution ceremony was celebrated with the usual enthusiasm. Shrimant Balasaheb Pant Pratinidhi, B. A., Chief of Aundh, who presided on that occasion, gave away the prizes and addressed a few words of advice to children and their guardians. The Ranisaheb of Aundh also graced the occasion by her presence at my request. Shrimant Balasaheb spoke about the school in kind and appreciative terms and has further obliged the Shala by promising a yearly donation of 25 I must express our obligation to him for his help.

9. The Hon. Diwan Bahadur K. R. Godbole has put in the hands of the D. E. Society an amount of Rs. 10000 for the benefit of poor students in this Shala. According to the terms of donation only the interest on that amount is to be spent on the purpose mentioned above. The amount of Rs. 350 the interest for the year was spent as follows .—

Rs.	98	3	0	Fees.
Rs.	12	13	3	Books.
Rs.	22	12	0	Cleanliness.
Rs	219	15	0	Clothes.

Diwan Bahadur Godbole's yearly donation has proved a great help to poor children during this year and I am sure that this will be greatly appreciated by the parents and guardians of needy children.

10. The improved and modern methods of imparting education mentioned in the last year's report are gradually bearing fruit and we shall have to watch their development with patience before we can see their full effect. During this year an improvement in teaching music was introduced. In addition to the usual lessons in music given in the class room a voluntary class is held in the long recess after

children have taken their tiffin. During this period the music teacher utilises the major part of the time at his disposal in himself singing good tunes to children without making it compulsory on those that attend to reproduce what he sings. The result has been found very encouraging. Training of the ear comes better of listening to good music, the reproduction following in due course of time. Spending time in teaching the scientific basis of music before music is appreciated and allowed to form an integral part of a child's daily activities, is like attempting to teach the grammar of a language before a child is able to use the language in its daily life. In the latter case the absurdity is obvious to everyone though it is otherwise in the case of music. It is intended to continue the experiment and modify the usual lessons in music in the light of future experience.

11. Before I close the report a reference may be made to the urgent needs of the school. The first is about the school accommodation. The school is housed at present in a rented building which was never intended to serve as a school house. It is an old fashioned wada and it can't be so repaired as to suit the requirements of a school conducted on modern approved lines. It is therefore desirable that Government should be approached with a request that they should put at the disposal of the D. E. Society an amount which will enable the Society to erect a suitable building.

The second need is as regards the current expenditure. The D. E. Society is spending from year to year a sum of nearly Rs. 3,500 in order to keep the efficiency at the highest level possible, over and above the amounts realised by fees and Government grant.

It is obvious that the Society cannot continue to pay this large deficit every year and so the efficiency of the school is sure to suffer unless the Department of Public Instruction increases its grant from the usual one third of the total expenditure to one half of the same amount as a special case. It is hoped that the Department will meet these two demands when it will be approached for that purpose.

12 Before I conclude I am very glad to thank the Head Master, Mr Mahajan, and all the other teachers for their kind co-operation and the zeal with which they discharged their duties during the year.

I have the honour to be,

Sir,

Your most obedient servant,

K. R. KANITKAR,

SUPERINTENDENT,

Navin Marathi Shala, Poona.