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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

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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.

INDIAN UNIVERSITIES COMMISSION.

A REPLY TO DR. MACKICHAN.

I

23rd Feb. 1903.

TO THE EDITOR OF THE TIMES OF INDIA.

SIR,—The great importance of the subject must be my excuse for asking you to give me space in your columns for some observations on the defence of the main recommendations of the Universities Commission made by the Vice-Chancellor on last Convocation day. It is a pity that the Vice-Chancellor did not utilise the opportunity which he undoubtedly possessed under the bye-laws at the recent meeting of the Senate over which he presided, and which met to consider the report of its Committee on the report of the Commission. It would have been fairer on all hands for the Vice-Chancellor to have promulgated his views on that occasion, so that his co-fellows of the Senate might have had an opportunity of considering and accepting or meeting his arguments. This course was the more incumbent upon the Vice-Chancellor, because, in that very hall some years ago, he had taken an active part in propounding views almost diametrically opposed to those that he now defends. The same course was, I venture to think, dictated by considerations of justice to himself, for he might have had an opportunity of explaining the reasons for his change of front. It is a remarkable fact that while the Vice-Chancellor admits that he was thoroughly acquainted with the shortcomings of the present University system thirteen years ago, not only did the remedy now proposed not occur to him then, but he thought it perfectly legitimate and consistent to publicly advocate that it would be detrimental to the best interests of education to alter, in the manner now proposed, the organisation of our Senates and Syndicates. Dr. Mackichan says "that the key to the understanding of the whole programme of the Commission is found in the sentence which begins the section on teaching, para. 81," which says, "in a rightly governed University, examination is subordinate to

teaching, in India teaching has been made subservient to examination" The learned Vice-Chancellor then proceeds to say that the evil can only be remedied by re-constituting the Senates and Syndicates in the manner proposed by the Commission. I will presently discuss whether the description given in the sentence from the Commission's report quoted above accurately depicts in its broad outlines a state of things with which, says the Vice-Chancellor, we are painfully familiar, and if it be so on whose shoulders rests the responsibility for such state of things, but if, as the Vice-Chancellor says, he held and publicly put forward the same views in substance thirteen years ago from the Vice-Chancellor's chair, it certainly does require explanation, even though it may not be a proof of his inconsistency, how it was that he within three years after, advocated a Senate composed of at least two hundred members and maintained against Mr. Birdwood that, the Syndicate should have no statutory recognition, and that he never dreamed of suggesting that either by statute or bye-law there should be a preponderance of educational experts on the Syndicate. It must be remembered that Dr. Mackichan was Vice-Chancellor from 1888 to 1890, and he was succeeded by Mr. Birdwood in the latter part of 1890. The ex-Vice-Chancellor served on the Select Committees appointed by the Senate for the purpose of reporting what new legislation should be sought to be obtained from the Government of India. He drafted the reports of the second and third Committees, and acted as Secretary to the last. He it was who moved the adoption of the report of the last Select Committee and secured for it the unanimous acquiescence of all parties. Now it is interesting to observe that with full knowledge as he himself now says, of the defect in our University system pointed out by the Commission, viz., that it subordinated teaching to examination, Dr. Mackichan drafted reports in which he refuted all the arguments of Mr. Birdwood for a lesser number than two hundred for fellows and for the statutory recognition of the Faculties and the Syndicate, though Mr. Birdwood had never gone so far as to propose that a statutory Syndicate should be composed of a majority of educational experts or that any professors or principals of Colleges should have ex-officio seats on it. In the two reports drafted by Dr. Mackichan, he carefully pointed out that the Committee considered the number 200 was "well chosen and well adapted to meet the practical requirements of the University." With regard to the Syndicate, one of the reports points out that "the specification of the faculties and the constitution of the Syndicate should not be stereotyped by enactment." The report goes on to say.--"It was

felt that the University was in a process of development which might render it most necessary for it to possess the power of adjusting these matters by bye laws of the Senate without reference to the Legislative Council of India. Within the last few years important changes in regard to one of them have been introduced, and similar changes might at any future time become necessary. The Committee would prefer to see the entire control of these arrangements retained by the University in its own hands, and it is not prepared to advise the Senate to risk the chances of their modification at the hands of another assembly." It was on the eloquent and earnest recommendation of Dr Mackichan, who moved the adoption of the report that these views were unanimously accepted by the Senate. The records of the University show, in Dr Mackichan's fine handwriting, that he pleaded most earnestly for the acceptance of these views by Government, saying, "to no subject has the Senate devoted more time and thought than it has bestowed upon the discussion of this Bill, it has exhausted all the means at its disposal by the appointment of Committees and by full and patient deliberation in largely attended meetings." There is something still more interesting than this. In the course of the discussions that took place between the University and the Governments of Bombay and India, it appeared that both Governments were very jealous as to the interference by the University with the independence of Colleges, their teaching and their courses of study. Dr Mackichan now finds fault with the University for subordinating teaching to examination, but he seems to have forgotten that, if such was the fact, the blame lies not with the University, but with Government. In the long and elaborate speech in which Dr Mackichan proposed the adoption of the Committee's report, he said — "So jealous is the Government of Bombay of the independence of the affiliated Colleges that it recognises a danger even in the use of the words 'courses of study' Government fears that under this clause the University would be tempted to interfere with the mode of instruction in the affiliated Colleges. All that is meant by the clause is that the courses of study should be laid down as in the programme for the various degrees of the University." This was said by Dr. Mackichan on the 20th of April, 1891, and still Dr. Mackichan now ventures to say that it is the University which is to blame for subordinating teaching to examination. What had become of the views, he said the other day at the Convocation, that he entertained so far back as 1888 with regard to subordination of teaching to examination, when within three years after that he was one of the most prominent advocates of a report

and a draft University Bill which deferred to, and acquiesced in, the strong attitude taken up by Government against the University meddling in any manner with the independence of Colleges or their "courses of study!" One would have rather expected that in his present Convocation speech Dr Mackichan would have waxed eloquent on the shortcomings of Government in this respect and defended the Senate against an unwarranted assumption and an unjust accusation. I am, however, quite prepared to admit that, in spite of the violent onslaught that Dr. Mackichan has just executed, it may still be possible, even when convicting him of inconsistency, to vindicate the recommendations of the Commission with regard to the Senate and the Syndicate on their own merits. I will, therefore, now proceed to enter on the examination of the positive arguments brought forward by Dr Mackichan to defend his action on the Commission. As, however, this letter has become too long, I will ask your permission to do so in another letter.

CHIMANLAL H. SETALVAD,

II

26th Feb. 1903

TO THE EDITOR OF THE TIMES OF INDIA.

SIR,—Before I proceed to examine the thesis laid down by the Vice-Chancellor, as promised in my last letter, I cannot help giving expression to my regret that the Vice-Chancellor should have thought fit to follow the example of those who, while they protest against motives being assigned to them, do not hesitate to assign motives to their opponents, and should have attributed motives to the members of the Senate who had ventured by a unanimous vote to differ from him. He was very indignant that the public should have attributed to the Commission the political design of reducing the number of discontented graduates turned out by the Universities, who have in some quarters been designated as a menace to the empire. He was equally indignant that the public should think that the members of the Commission had received their orders beforehand, and that the report was a 'jo-hukum' report. I am not aware that the public or the press have ever put forward any such accusation, though, I believe that it is more than Dr. Mackichan himself can say that the President and other official members of the Commission were altogether ignorant of views on these subjects in the highest quarters, and

which are certainly fashionable among a certain class of Anglo-Indians. But while protesting against motives being assigned to himself, Dr. Mackichan has not been able to resist the temptation of sneering at the action of the Senate, by saying that their attitude was natural, or, to use his own words, that their reluctance to accept the conclusions of the Commission is "most natural," and that he sympathised with "the reluctance to accept these proposals, of those who unagined that they amount to a condemnation of their past services to the University." Was it the right thing for the Vice-Chancellor of the University to insinuate to its members that they were actuated by personal feelings in dissenting from the recommendations of the Commission? Surely we may argue the question without attributing motives on either side.

The Vice-Chancellor admirably sums up his own thesis in words which sound plausible and reasonable. Adopting the language of the report of the Commission, he says that "in a rightly governed University, examination is subordinate to teaching. In India teaching has been made subservient to examination." Dr. Mackichan proceeds to say that "the Commission has sought to shift the centre of gravity of the whole system from examination to teaching, hence the prominence which it has given to the efficiency of Colleges and to the framing of suitable courses of instruction." I venture to join issue upon all the essential points involved in this beautifully worded thesis. I respectfully undertake to say that it is inaccurate in its statements of facts, is unwarranted in its assumptions of both fact and reasoning, and is vitiated by a profuse use of that most insidious of fallacies—the fallacy of the ambiguous middle. In what sense does Dr. Mackichan use the word University when he says that in a rightly governed University examination is subordinate to teaching? What is the meaning that he here ascribes to the word University? Of what sort of University is he speaking? Does he use the word University in the same sense in the next sentence when he says, in India (meaning in Indian Universities) teaching has been made subservient to examination? Is not he in these two sentences confusing phenomena of a different character altogether? In the first sentence the word University can only apply to teaching Universities like Oxford and Cambridge. It does not accurately describe the situation in connection with an Indian University. He forgets that an Indian University is neither a teaching University like that of Oxford or Cambridge, nor is it a University in the sense of a mere machine for examination. Dr. Mackichan's

himself aware, how the Bombay Senate, composed of the material, that he now decries, and unwieldy as he now calls it, has always pursued the sensible course of steering clear between futile attempts to bulge out, as it could not be in this country, a teaching University like Oxford or Cambridge, and becoming a mere examining machine which altogether subordinated teaching to examination. I think I cannot do better than let Dr Mackichan himself speak on this point. As I stated in my first letter, the Governments of Bombay and India were very jealous of any encroachments on the part of the University on what they denominated the independence of Colleges. In the report of the Select Committee of the Senate drafted by Dr Mackichan, the objections raised by Government were met in the following way. I give rather lengthy quotations from two paragraphs in that report, because they clearly show what has been the exact position occupied by the Bombay Senate as regards examining and teaching functions. Commenting on sections 20 and 24 of the draft bill, and the observations of Government thereon, the report says

“The only point regarding which there is an apparent divergence of opinion is that which refers to the prescription of a ‘course of instruction.’ The same requirement stands in the Act of Incorporation of 1857, section 8, in the Syndicate’s draft and in the Select Committee’s report and was accepted by the Senate as an essential part of the section. We can only understand the objection which the Government of India has raised, on the supposition that the expression, which is not free from a certain ambiguity, has been interpreted by the Government of India to mean something quite different from what the University has hitherto understood by it. The Government of India appears to interpret the clause as giving power to the University to regulate the instruction imparted in the Colleges beyond simply laying down the programme of subjects in which the students of the Colleges shall be examined by the University. The desire of the Government of India accepting the views of the Government of Bombay on this point, to jealously guard the Independence of the Colleges, has led it to suggest the omission of this clause, which, on the interpretation above suggested would be open to the objections which the Government of India brings forward. But as understood and interpreted in the original Act of Incorporation the clause merely empowers the University to prescribe the subjects of its various examinations, a function which it has always discharged and must continue to discharge as an examining body. There is then no real divergence of view in regard to this section and

the Select Committee feels assured that when the real scope of the clause is considered by the Government of India it will withdraw all objections to its enactment.

Similar remarks apply to the criticism of the Government of India on section 24. This section, it may be pointed out, is substantially the same as section 12 of the present Act with the substitution of Syndicate for the Senate. The course of instruction referred to in this section is that given in the affiliated Colleges in accordance with the syllabus of studies prescribed by the University. The requirement of attendance at a recognised College and the completion of a definite course of instruction, being a vital point in the administration of the University and one which has done much to preserve the high character of the degrees conferred by the University the Select Committee cannot recommend that it be omitted from the provisions of the proposed Bill. If this condition were omitted, any candidate could demand examination, and, if successful, claim the University degree. It is true that the University is only an examining body, yet it has from the beginning sought to secure the full advantage of such a position by endeavouring to obtain for all its graduates the benefits of systematic study in connection with College life. The Select Committee is not prepared to recommend that it should now abandon that which has been a distinguishing feature in its administration, and one which is indispensable in the interests of a full culture."

It is a wonder to me that Dr. Mackichan above all others, after inditing the above two paragraphs, should not have enlightened his colleagues on the Commission by pointing out that it was altogether both inept and inaccurate to include the Bombay University in the accusation of subordinating teaching to examination. I think I have made it clear by the quotations above given, that when the Commission says that in all well-governed Universities examination is subordinate to teaching, the observation is irrelevant so far as the Bombay University is concerned, because, it was never intended from the first to make it a University of the nature of Oxford or Cambridge, when it says that in India teaching is made subservient to examination, it is inaccurate in its description, because the Bombay University, and I daresay all the other Indian Universities have done the same, made strenuous efforts to be something more than mere examining bodies, and have sought to secure the fullest advantage that their powers allowed to them, to obtain for all their graduates the benefits of systematic study in connection with College life.

I will now pass on to point out that when Dr Mackichan goes on to gravely tell us that the Commission in their recommendations have sought to shift the centre of gravity from examination to teaching, he is unconsciously leading the public to imagine that, if their proposals were adopted, the Indian Universities would be transformed into teaching Universities. But one may go from one end of the report to the other, without finding that there is any proposal which would effect this wonderful change. The Colleges remain as they are, without being grouped into such nucleuses as the English organisations. I may at once admit here that such a transformation is not feasible in a country like India. Oxford and Cambridge became what they are through historical circumstances which cannot be reproduced. It is futile in the present day to talk of taking those great Universities as models for transplantation in India. It is true that the Commission do try, if I may be permitted to say so, to make a pretence of doing something in that direction. After stating, in para. 22 that "the phrase Teaching University, is usually taken to denote a University which makes direct provision for teaching by appointing its own professors and lecturers" and in para. 23 that "the question whether and how far the Universities are able to make direct provision for teaching is one of considerable difficulty," and that "there is no source from which the Universities can hope to obtain the funds which will be required for the entertainment of a Staff of University Professors in every branch of learning" and after pointing out that "the Colleges affiliated to each University are scattered over a large area and it is not easy to see how their students can be brought together to attend University lectures," they dwindle down in para. 24, into a suggestion of the most meagre character. "We think it expedient," say the Commission "that undergraduate students should be left in the main to the Colleges, but we suggest that the Universities may justify their existence as teaching bodies by making further and better provision for advanced courses of study" After talking somewhat big as to what might be done in the direction indicated, the only concrete proposal they make is for a Central School of Science. Now I venture to ask, whether there is any substantial reform proposed by the Commission in the direction of making our Indian Universities different from what they are. Stripped of all unnecessary verbiage, the Colleges remain in our educational system exactly in the same position in which they have hitherto been. The centre of gravity was to be shifted from an examining University to a teaching University. As

a matter of fact the Universities remain in exactly the same position as they are. The Commission in almost so many words admit this when they say ' Inasmuch as the better Colleges already make adequate provision for the course of instruction leading up to the degrees of B A or B Sc it does not appear that the intervention of the University would be attended with good results ' If then, the character of the University and of its affiliated Colleges practically remains as it was, at least up to the degree examinations, why and how is the centre of gravity to be shifted? Dr Mackichan's conception of the shifting of the centre of gravity seems to end in only this, that everything should remain as it is but that the number of Fellows should be reduced and the Syndicate should have statutory recognition with a majority of educational experts on it. He was very indignant in his Convocation speech that, as the University was in some vague manner going to be a teaching University, the steering of the vessel should be in any hands but those of educational experts. He looked all over the world and could find no place where such a monstrous state of things existed, and still we find that his educational experts are to be created, as I have shewn, for no purpose whatever

I should here like to say a word on the quiet assumption which pervades all arguments like that of Dr. Mackichan, that the concentration of authority in the hands of educational experts in Oxford and Cambridge has been an unmixed blessing I venture to say that it has been no such thing. If we examine the history of both these institutions, we shall find that this concentration has led to mischief, in a number of directions, that it has led to a persistence in old and antiquated methods, that it has resisted all attempts at the most necessary reforms, and that it has made the Universities the strongholds of unreasoning prejudice and uncompromising conservatism. That these Universities have turned out great men is owing to very different causes, for which we must go deep into other historical circumstances than the mere concentration of authority in expert hands, and which it is not necessary in the present controversy to go into. As I am now passing on to another subject I will stop here, and will venture to seek your hospitality for the third and last time.

CHIMANLAL H SETALVAD.

TO THE EDITOR OF THE TIMES OF INDIA.

SIR,—In my last letter I have endeavoured to point out that the recommendations of the Commission leave the relations of the University to the Colleges substantially untouched. But still Dr Mackichan strangely confuses a teaching University with a teaching College and sometimes speaks as if he considered them one and the same thing. In his speech he has ventured to say that "teaching, not examining, being the central function of the University, the Syndicate to which the executive duties of the University are entrusted must in the main be a body of experts." I am surprised that Dr Mackichan should resort to such a confusion of arguments. The University remains under the recommendations of the Commission, let me repeat again, the same examining body which it was, as so well described by Dr Mackichan himself in the quotation I gave from the reports drafted by him. And yet it is quietly assumed, for the purpose of supporting the recommendations to alter the constitution of the Senate and the Syndicate, that some great change is to take place in the functions of the University. It is this confusion that pervades the whole of that portion of Dr. Mackichan's convocation speech which was a vindication of the Commission's proposals. In another part of his speech, he says that "the Commission has sought to shift the centre of gravity of the whole system from examining to teaching, hence the prominence which it has given to the efficiency of Colleges and to the framing of suitable courses of instruction." I really should like to know, why Dr Mackichan so confuses a teaching University with a University essentially examining though with Colleges affiliated to it, albeit, the affiliated Colleges are efficient. He will pardon me for saying that he cannot help being conscious of the loose and illogical way in which he tries to vindicate the proposals of the Commission with regard to the reconstruction of the Senate and the Syndicate and is driven to seek refuge from a teaching University into an affiliated college. Even with affiliated efficient Colleges, the Bombay University must continue to perform the same functions which it has hitherto done. That those functions have been performed efficiently up to now Dr. Mackichan himself admits and I fail to see what are the "changed conditions" which require that the Senate and the Syndicate should be made a closer Government monopoly than ever before. I am afraid the only explanation of such retrograde proposals is one which I would have hesitated to recognise, were it not that, what I may

call almost a Government organ, the "Englishman" has let the cat out of the bag. In an article on the agitation against the Commission's report, the "Englishman" distinctly says that there need be no concealment about one of the main objects of the proposed reforms, which is that the direction of University education should henceforward be "under European control" and that the Universities should therefore be "under the domination of the Government through such a new constitution as may be established by legislation" I should like to know what Dr Mackichan has to say to this blunt disclosure by a paper which even he will not deny is both largely official and Anglo-Indian.

Dr Mackichan has admitted that the question of second-grade Colleges is "a question which scarcely touches a University like ours, which has only one Second-grade College affiliated to it and which for a number of years and long before any Commission was heard of, has steadily discouraged the recognition of any College which does not reach up to the standard of a University degree" Dr. Mackichan has however tried to hint that the University has not done what it should have in the matter of affiliation. But before I go to that question, I should like to contravert what he has said about Second-grade Colleges in the Universities of the other Presidencies. He says that "there can be no doubt that a Second-grade College is, in many cases, only a high school enlarged, and in some cases a high school injured, and that such institutions cannot generally hope to satisfy the tests as to equipment and efficiency which are held to be necessary" I wonder if in saying this Dr. Mackichan remembered the history of the Colleges which take the highest rank in this Presidency. I wonder if he remembered that nearly all of them rose to their present station from enlarged, but I hope not injured, high schools. Elphinstone College arose by a separation in the year 1856 of the professorial element from the Elphinstone Institution, and the normal class attached to the High School became a separate College. St Xavier's College owes its origin to the development and growth of the St Mary's Institution and the St Xavier's High School. The Deccan College also arose in the same way. Originally started in 1821 as a Sanskrit College out of the funds set apart for Dakshnas to Brahmans by the Peshwas, in 1837 some branches of Hindu learning were dropped, the study of the vernacular and of the English language was introduced, and after having been amalgamated with the English School in 1851 it arose in its present form in 1857 by a separation of the College division

from the School division But above all, what is the history of the Wilson College over which the Vice-Chancellor so worthily presides now? It began life as the school designated the Free General Assembly's Institution and in 1861, says our University Calendar, the higher section was affiliated to the University and the institution was recognised as teaching the entire Arts course Its old habitation was in the somewhat unhealthy district of Khetwadi and it was only in 1882 that Dr. Mackichan being on furlough was authorised to obtain subscriptions towards the erection of a building for the College department which would be separately known as Wilson College. The present site in Chowpatty and a grant of Rs 83,000 from Government enabled him to complete the present College buildings which were formally opened by Lord Reay in 1889. The history of the other Arts Colleges in the Presidency, the Gujrat College, the Baroda College, the Rajaram College, the Fergusson College is the same The history of the Dayaram Jethmal Sindh College is especially instructive A large committee of public-spirited Indians succeeded by hard canvassing in raising a sum of Rs. 1,00,000 besides promises of Rs 28,000 towards the annual income of the College, to which Government agreed to contribute Rs. 10,000, Sind Municipalities Rs. 11,000, and Sindh Local Boards Rs. 7,000 Even then, it could be opened only and was recognised up to the First B A. Examination only What a misfortune it would have been for Sindh, so detached from the rest of the Presidency, had the promoters of the College waited till they had raised funds for such a fully equipped First-grade College as the Commission have now fallen in love with? I venture to say that, it is through Second-grade Colleges that the benefits of full First-grade Colleges have been realised for the Presidency and it would be an evil hour for the progress of education in this Presidency, if the possibilities of such development were closed for ever. A little less of the talk about efficiency and a great ~~and~~ more of practical recognition of the practical necessities of a progressive country, would have enabled the Commission to see what immense mischief would result from their proposals about secondary Colleges I do not deny that in allowing free growth to Second-grade Colleges a door may be opened to the establishment of cheap and comparatively inefficient institutions, but the check on them should arise, not from their abolition but from a system of well-regulated University examinations; and after all I am not ashamed to advocate as wide an expanse of knowledge, if I may use the words of the Educational despatch of 1854, though not of the highest order.

I now come back to the question of affiliation. How has the Bombay University performed its function in that respect? A correspondent in your paper who has chosen to remain anonymous, has dragged Mr. Selby in this controversy. He says that Mr. Selby informed the Commission that "of late the Senate has been very lax in the matter of affiliation and has given affiliation to any body who takes the trouble to ask for it." We have all the highest respect for Mr. Selby and nobody is more admired for his sturdy liberalism. I am sure that your correspondent is labouring under some misapprehension. The facts are absolutely otherwise. Leaving Elphinstone, Deccan, St. Xavier and Wilson Colleges alone as being recognised before 1870, the dates of the recognition of the remaining Colleges are as follows --Gujrat College in 1879, Rajaram College in 1880, Baroda College in 1881, Fergusson College in 1884, Samaldas College in 1885, Dayaram Jethmal College in 1887, and Bahudin College in 1901. The Samaldas, Baroda, Rajaram and Bahudin Colleges are Colleges in Native States and I may mention that the Bahudin College was formally opened by H. E. Lord Curzon on the 3rd of November, 1900. The Gujrat and Sindh Colleges were Colleges of which the affiliation was actively promoted by Government. It would be seen that, with the exception of the Bahudin College no College has been recognised by the Bombay University since 1887. It is true that temporary recognition was given to the Maharashtra and Maratha Colleges as a trial in 1897 but it was not renewed. So also temporary recognition was given to what was called the Collegiate Institution. But the remarkable fact about the recognition of that institution was that it was the educational experts on the Syndicate who supported it, while I know that some of the native non-educational syndics were strongly against its affiliation and it was owing to their absence from Bombay that opposition was not offered to such affiliation. It was, however, disaffiliated within a very short time and I may be permitted to overcome my modesty so far as to say that, I myself either moved or seconded a resolution in the Senate in that behalf. I think a review of these facts entitles me to say that the Senate has administered its functions of affiliation with great care and caution and, not a little of the credit for promoting such action belongs to the much decried non-experts serving on the Senate and Syndicate. I do not think Dr. Mackichan can fortify his defence of the report of the Commission in this respect by proof of any shortcomings of the Senate of the Bombay University. I am afraid I find myself again in the position

of the theatrical manager who has to plead for the very last farewell performance after announcing a farewell one I must crave permission to trouble you with one more letter which I trust may be the very last

CHIMANLAL H. SETALVAD.

IV

14th Mar 1903.

TO THE EDITOR OF THE TIMES OF INDIA

SIR—I have reserved for this letter the strongest and most interesting instance of the careful and circumspect manner in which the Bombay University has discharged its function of affiliation. In 1898 the Taylor High School of Poona applied for its recognition in Arts for the purpose of the Previous and Intermediate Examinations, and one of the two fellows who had to countersign the application was no other than the Rev. Dr. Mackichan. In the Syndicate, Dr Mackichan recommended recognition up to the Previous, but in spite of his support the Syndicate refused to make the necessary recommendation to the Senate. I cite this instance to show that, in relying upon educational experts to steer the University carefully it is not at all improbable that the reed would prove a broken one.

With regard to courses of Study, I am sure Dr. Mackichan will admit that up till now both the Syndicate and the Senate have always employed the best expert authority at their disposal to frame them. I think he will also admit that in appointing committees for this purpose, the Syndicate has several times been obliged to invoke the assistance of fellows not in the educational line, in consequence of the dirth of educational experts with the necessary qualifications. I myself remember how more than once we had to press into our service the late Mr Justice Ranade, in spite of failing health, the pressure of his judicial duties and his multifarious engagements.

Up till now I have been striving to show that, whatever the defects of our educational system and however imperfect its products, the blame cannot rest upon that part of the system which forms the constitution of the Senate and the Syndicate. But, assuming for a moment that there was any validity in the objection about the unwieldy character of the Senate and the non-expert character of the Syndicate which it elects, it is a wonder to me why, even then, legislation is thought necessary except on a supposition which, I am told, no Indian has a right to entertain. It must not be forgotten

that under the present law the Senates are the product of the exercise of the judgment and discretion of his Excellency the Governor in Council, and if any body is responsible for bringing about a state of things which is now decried as terrible, it is Government and Government alone. Is the new legislation then meant to wrest from Government the freedom of action which till now was left to it? Is it meant that Government have for once been tried and found wanting? Is it meant that Government must be deprived of the power of selection hitherto left to their judgment and discretion, and that the only remedy is to tie their hands by legislation? We have been always told in our Legislative Councils, whenever we have opposed the resort to the judgment and discretion of the executive Government and demanded legislative instructions that, it was monstrous to suggest any doubt as to the fitness of Government in that respect. I remember that, in the Supreme Legislative Council, Lord Curzon, on one occasion, denounced as ungenerous an insinuation that the Indian Government and its officials could not be trusted to exercise properly any discretion which the law might vest in them. Are the Government of India themselves now going to say that the heads of the different local Governments could not be trusted to fulfil adequately the power of nominating fellows within a wise limit. If that be so, and if it is the local Governments that have broken down in properly discharging the trusts reposed in them, surely it might be well argued that the same reasons militate against making over to them the Universities bound hand and foot, for, no impartial person will deny, that the inevitable tendency of the recommendations of the Commission is to strengthen the control of Government and make the University practically a department of Government. If it be argued that the Indian Government do not admit any distrust of the local Governments, then surely no legislation is required even for the purpose of reducing the present number of fellows as much as may be desirable. Government have only to abstain from filling up vacancies for some time, and they can reduce the number to whatever limit they wish.

I do not propose to speak at any length as to how the Bombay University has discharged its functions of prescribing courses of studies and standards of examination. This is a subject on which infinite diversity of opinion has always prevailed and will always prevail, and it would be a most mischievous reform which would endeavour to set one pattern for all India. They must change according to change of thought and requirements at different times. I

see the President of the Commission himself now disclaims all idea of stereotyping courses of study throughout the country. However that may be, I think everybody who has any close or intimate knowledge of the working of our Syndicate, is perfectly aware that it is not with courses of study and standards of examination there is any reason to find fault. I make bold to say that, so far as this University is concerned, they have always been well considered and all reasonable changes have been introduced in them which the progress of the time required. But the maintenance of the standards of examination is a thing which does not depend upon programmes of studies but is largely swayed by the character of the students who are presented for examination. I am quite willing to admit that the character of the standards has depreciated from time to time, and that attempts to raise it have been occasionally frustrated. But those who are aware of the real facts are thoroughly cognisant that the blame of this lies on the officials and the authorities of Colleges. It is they who have come over and over again before the Senate against the strictness of examinations and against alterations of standards. If it is remembered that the Colleges in the Presidency are competitive bodies, if it is remembered that there is a natural desire in the principal and professors of every College to find a favourable place for their own College in the lists of successful candidates, it will be realised that this is no unnatural phenomenon. The truth of the whole matter is that it is because the Colleges are not equipped to rise to higher standards that the efforts of the University to raise the standards have proved futile.

I venture to say that the Universities Commission has tried to put the saddle on the wrong horse. It is not the Senate and the Syndicate that require to be reformed, it is not the number of fellows which has done any mischief, it is not the noisy native fellows as they have been denominated, that have been to blame, but, if I may be permitted to speak out openly and frankly, it is Government that have failed in doing their obvious duty in supplying well-equipped model Colleges. Of the Colleges affiliated to the Bombay Universities, there is only one Government Arts College in Bombay and one in Poona, the Deccan. They take the first rank in the Presidency, and still how inadequately equipped they are. It is true that, now and then, they have by chance obtained the services of some first class men like Sir Alexander Grant, Professor Wordsworth, Professor Selby, &c. I am willing to acknowledge that there are some really good

men now. But with insufficient number and with inadequate specialisation, they have been treated as maids of all work, and Government have not hesitated to over and over again play shuttlecock with them in history, logic, mathematics and other subjects. Then, with regard to the Gujrat and the Sindh Colleges which were meant to serve the provinces of Gujrat and Sindh with the assistance of Government, how miserably they have been endowed and how utterly they are underequipped. The attention of Government was frequently called to their obvious duty, in giving more adequate and substantial help to make these Colleges what they should be, but Government have always turned a deaf ear to all applications of that sort. Surely, if they did nothing else, Government ought to have long ago developed these four Colleges into the models, well managed, well equipped, and well furnished such as the Commission thinks the Colleges in India should be. Is it then wonderful that the products of these Colleges do not turn out as well as may be desired. I strongly maintain that if only Government had done their duty in this respect, if they had provided models furnishing standards of efficiency, the other private and aided Colleges in the Presidency might be safely left to be dealt with by the University as they do now and still with the same courses of study and standards of examination, the University with its present constitution of the Senate and the Syndicate would have done even more beneficial work than it has done. It is not the University that requires reform. It is the Government Colleges that require it. A good deal is talked about the prevalence of cram. It has often been pointed out that there is a good deal of cant about this complaint of cram and the mischief of cram is largely exaggerated. But admitting that it should be checked to a certain extent, it is not the University that is responsible for its prevalence. In this Presidency a strong effort was made to apply the only remedy which can do away with the necessity of cram and turn out our graduates better masters of some if not of all subjects than they are now. The much decried Bombay Senate did its duty manfully in this respect, and in spite of abuse and opposition, carried resolutions for instituting what are called examinations by compartments. The movement was headed by men like the late Mr. Justice Ranade and thoughtfully supported by all the fellows who are conversant with the conditions and circumstances of the education of Indian boys. But, again, it is Government that is responsible for barring the way to a reform which would have to a very great extent dealt with the mischief that is said to

occur from cram. Some of the educational experts on the Senate and the Syndicate were unable to accept their defeat and even resorted to imputations of personal motives in the press and ultimately led Government to refuse sanction to the proposals. A more mischievous and more disastrous piece of obstruction was never perpetrated than this strangling of a project which had been carefully devised to raise the status of the graduates turned out by the University. In Madras the system of examinations by compartments of a more radical character than the one proposed in this Presidency, has been working for some time. When the Madras Senate met together to consider the recommendations of the Commission, including their pronouncement against examination by compartments, the Vice-Chancellor Dr. Miller who presided, without question one of the most able, eminent and experienced educationists in all India, deliberately left his chair to raise his voice as emphatically as possible against a measure which he pronounced to be utterly retrograde, and fraught with the heaviest mischief to the cause of education in the Madras Presidency. It is not likely that a gentleman like Dr. Miller would speak out against the abolition of examination by compartments if the system was one calculated as some of the educational experts in this Presidency were never tired of repeating, of leading to a depreciated degree. I was a careful observer of the arguments brought forward on that occasion, and I keenly followed all the discussion that took place in regard to it, and I have never still heard an argument which constituted a sound objection to the introduction of examination by compartments. I remember Father Dreckman being hard pressed by one of the Indian Syndics to formulate any really serious argument against the proposal, when, the only reply that could be elicited from him was that its acceptance would disorganise their Colleges and upset all their existing arrangements with regard to classes. It was upon this that he met with the retort that your correspondent Indian referred to in his letter that, then you suppose that the University is made for the Colleges. It will be seen that your correspondent has absolutely misunderstood the drift of this retort. Surely, the colleges ought to be able to adapt themselves to all such regulations as the University may consider essential for the development of sound collegiate education. In this sense it is monstrous to say that the University exists for the Colleges, that is to say, to adapt itself to the inadequate and inefficient equipments of the existing Colleges.

This brings me to the last observation with which I wish to close this correspondence. Nothing will be more disastrous in a

country like India than to entrust its educational destinies in the hands of a close educational autocracy—an autocracy which must for years be essentially European. In America, in England and on the Continent, it may be left with a pretty amount of safety to educational experts to steer the vessel of higher education, although I fully agree with the view expressed by Mr. Sydney Webb in his article in the *Nineteenth Century* on the London University, about the dangers of doing so even there. Because the educational experts there must be of the country and must be of the people with whom they have to deal. In India it is absolutely otherwise. The very best and the most sympathetic Europeans cannot hope to possess that intimate knowledge of the capacity, the acquirements, the circumstances of the Indian youth which Indian educated graduates can possess intuitively and from close experience. Europeans can never adjust the educational system to their needs and requirements. In India, therefore, it is absolutely natural that the Senates should possess preponderating numbers of its own educated classes, with enough of European expert element to just serve them for guidance. It is also to be remembered that experience has taught us that the University in the hands of educational experts employed in the work of education in the Presidency in the circumstances in which it exists, will be liable to perpetual demoralisation and to lead to that depreciated degree which is so unjustly imputed to Indian reformers. The educational institutions over which they preside are competitive institutions, and, as I have said before, it is only natural that they should run a race for successful achievement. An expert Syndicate and an expert Senate will lead to the evils of expert examiners even more than it is now, and expert examiners of that character are apt to reduce the standards and course of study to pass their students in as large numbers as possible. There have been brilliant exceptions to such a tendency, but taking the average as it has been in India, I am not prophesying too much when I say that there would be steady demoralisation of the kind I indicate. My last word is that the recommendations of the Commission be assigned to the capacious pigeon-holes which Government possess in such numbers, let them improve their model colleges, bring out the best available educational talent from England, and the problem they have set themselves to solve will be solved more efficaciously and more truly than if the whole report of the Commission was transferred into a legislative Act.

APPENDIX I.

BOMBAY UNIVERSITY SENATE.

UNIVERSITIES COMMISSION REPORT.

THE HON. MR. P. M. MEHTA'S SPEECH.

(SENATE MEETING 14TH FEBRUARY, 1903.)

Mr. Vice-Chancellor and Gentlemen of the Senate,—I have been a Fellow of the University for over thirty-five years, being one of the young men, fresh from College, whom Sir Alexander Grant—Principal of the Elphinstone College, Director of Public Instruction, and Vice-Chancellor of the University—thought might be usefully associated in participating in the work of the University which had manufactured them. During this long period I do not remember a more momentous matter brought for the consideration of the Senate than the one which had been referred to us for our opinion by the Local and Imperial Governments. Of all the measures inaugurated by the great statesmen responsible for the consolidation of British rule in India, none has been so fruitful of blessings both to England and this country as the gift of education—blessing them that gave and them that took. It has conduced in innumerable ways, direct and indirect, to the welfare, progress, and development of the country, and at the same time it has contributed in no small measure to strengthen the foundations of the Empire, giving them both stability and permanence. These beneficial results were achieved by the operation of the policy and principles laid down in the famous Educational Despatch of 1854, our Educational Magna Charta, leading (among other things) in 1857 to the establishment of the three Universities of Bengal, Madras, and Bombay. In the letter of the Government of India of 24th October, 1902, now before us, the Governor-General-in-Council has “considered it desirable to disclaim emphatically any intention of receding from the policy set forth in this Despatch, that it is important to encourage private enterprise in the

matter of education," and to declare that "their adherence to it remains unshaken" I respectfully wish that the Government of India had equally emphasised another principle laid down in the Despatch, of equal, if not greater efficiency

PROMOTION OF GENERAL EDUCATION

In endeavouring to determine "the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India," the Despatch, noting with satisfaction the attainments of some of the natives of India in English literature and European science, proceeds to observe—"But this success has been confined to but a small number of persons, and we are desirous of extending far more widely the means of acquiring general European knowledge 'of a less high order,' but of such a character as may be practically useful to the people of India in their different spheres of life, and 'to extend the means of imparting this knowledge' must be the object of any general system of education" I venture to think that in no portion of the Despatch are the sagacity and statesmanship of its authors more conspicuous than in this. They laid down no misleading 'efficiency' test to narrow and restrict the wide spread of education—to erect a solitary minaret rising in a vast desert—but they deliberately preferred a wide expanse of general knowledge even though not of the highest order. They clearly understood that in the circumstances of a country like India, it was necessary to expand the popular basis of higher education as fraught with better promises to the welfare and progress of the country. When the University Commission moralise in the concluding paragraphs of their report that "efficiency must be the first and paramount consideration" and that "it is better for India that a comparatively small number of young men should receive a sound liberal education than that a large number should be passed through an inadequate course of instruction leading to a depreciated degree," they approach the problem, not from a statesman's but from the point of view of a pedagogue. Proverbs and maxims are now recognised to be more misleading than true, and the worst of its kind is the proverb that "little knowledge is a dangerous thing" All knowledge is little when you compare it with higher, but little is better than no knowledge at all. The logical consequence of the proverb would be to discredit primary education altogether, and to abolish all secondary schools unless they led perforce to Colleges. The wisdom of the authors of the Despatch of 1854, recognising the utility of expanding the popular basis of higher education, has

been amply justified by the results. It is now admitted by all dispassionate observers that the work of the Universities established in pursuance of it has tended more and more to raise and purify public life and public administration throughout the country by turning out a large body of doctors, engineers, lawyers, judges and magistrates.

SPLENDID OUTBURSTS OF LOYALTY

It was the fashion at one time to say—and perhaps the fashion is lingering still—that this education was creating seditious discontent. It is now emphatically proved that such an accusation was the outcome only of passion and prejudice. I shall never be tired of pointing out that the splendid outbursts of loyalty, sincere and spontaneous, that signalled recent occasions, the death of the revered Queen-Empress and the accession of his present Majesty,—that still follows, with enthusiastic affection, the tour of T R H the Duke and Duchess of Connaught, are the direct outcome of the spread of higher education on a popular basis, filtering its influence from strata to strata of Indian society. As I have had occasion to say elsewhere, it is true the soldier is abroad, preserving peace and tranquility throughout the realm, but it is equally true that his task has become easy because the humble schoolmaster has also been abroad, transferring the feeling of gratitude for the maintenance and preservation of peace into a sentiment of earnest, devoted and enlightened loyalty such as has amazed and astonished the advocates of the sedition theory. A policy and a system which has worked so beneficially in all directions, is one which ought not to be disturbed without a careful, cautious and thorough examination. I wish to speak with all respect of the able and accomplished men who composed the Indian Universities Commission, but I am not aware that they are men who possessed any special or commanding qualifications for the task entrusted to them. Unfortunately they have not considered it necessary to base or fortify their conclusions upon the evidence which they collected in a hurry as they rushed from place to place. They have chosen to exercise, as they put it, “an independent judgment on the mass of material at (their) our disposal, and to select for examination those proposals which appear to be of an immediately practical nature.” The great importance of the subject, I venture to think, demanded a different treatment, and it can be no matter for complaint if the recommendations of the Commission have no more weight attached to them than those of any other seven men throughout the Kingdom of equivalent qualifications, of whom there are hundreds, on subjects on which the most eminent men of English and Continental Universities are not yet agreed.

RECOMMENDATIONS OF THE COMMISSION.

I do not propose to go into a detailed discussion of the recommendations of the Commission which, as the Government of India say in their letter, outline a comprehensive scheme of administrative and legislative reform. I confess that the way in which they arrive at their recommendations about what may be described as the constitutional portion of them is most disappointing. They admit that they "are not disposed to confirm the sweeping condemnation which has sometimes been passed upon our University system," but they proceed to add that "while we consider many of the criticisms passed on the Indian Universities are not deserved, we have come to the conclusion that in many directions there is scope for improvement." Nobody will deny that there are many errors and shortcomings in our educational system. But the Commission do not care to show, except in the briefest and most superficial manner, how the most serious of these faults will be remedied by their proposals. They lay them down 'ex cathedra,' but they have neither shown that these faults have proceeded from any defect in the present constitution of the University, nor that the changes they propose are likely to set them right. The burden of proof rests on those who impeach the working and utility of the present system, and it is not enough to say that some other theoretic arrangements will work better. I have always been told that the genius of the English people has always abhorred the academic manufacture of constitutions and systems in the manner of the Abbe Sieyès, and that the secret of their success in peaceful progress has lain in dealing only with the offending or corrupted parts. Now it is curious that in the lengthened discussions which took place a few years ago in the Senate and its Select Committees led by many of the most cultured and accomplished men who have illustrated this University by their labours—and I may mention that you, Mr. Vice-Chancellor, were not the least prominent amongst them, and that you acted as Secretary of the last Select Committee on the subject—there was substantial and almost overwhelming agreement that the present Bombay University system had worked admirably; that the maximum number of fellows should be 200, exclusive of ex-officio fellows; that the Syndicate should have no statutory recognition except as at present through the bye-laws; that the Senate should have full control and power; that the Syndicate should be its executive committee of management, and that any changes in its constitution should be left to be worked out by the Senate through the power of framing bye-laws,

THE NOMINATION OF FELLOWS

The only reform that was strongly advocated was a generous introduction of the elective principle in the nomination of Fellows. Nothing has been brought out by the Commission which can induce us to alter the conclusions to which we—and I include you, Mr Vice-Chancellor, in the number—then arrived. To my mind, there is no occasion to tinker our present constitution. The fact is that the Commission has missed to give adequate and emphatic prominence to the great remedy for all the defects and shortcomings of our educational system for higher education. It was pointed out years ago by Sir Alexander Grant and Sir Raymond West and by many of us in later times. No Commission was required to tell Government that before any other reform was taken in hand it was most essential to put the Government high Schools and Colleges intended to serve as models of such institutions, in a fit condition to do their full work. As Sir Raymond West more than once pointed out, our present Schools and Colleges are grossly insufficiently equipped and grossly insufficiently provided with necessary appliances and materials. I appreciate as well as any other person the importance of elevating educational ideals, but this object can be secured, without impairing the popular basis, by providing well-equipped and well-supplied models. Whatever there is of unsatisfactory in the turnout of our University system is mainly due to the default of Government in this respect. So far back as the sixties, Sir Alexander Grant put his finger on this weak point "Were but two per cent. on the Presidential revenues allowed to Bombay, the whole aspect of the Department and the Universities might, in my opinion," he pathetically pleaded, "be speedily changed for the better." I will venture to say that if Government would be pleased to spend the needful moneys on fully and properly equipping our high Schools and Colleges, we may safely leave, as they are, our Senates though said to be unwieldy, and our Syndicates though not statutory. In the evidence I gave before the Commission I took the liberty of pointing out, with the aid of tables of Fellows prepared by my friend Mr. Setalvad, that there was more talk than substance in the complaint about the unwieldy and non-expert character of our Senate. I confess I saw with surprise that our Vice-Chancellor had joined in the insinuations contained in the 42nd para of the Commission's Report, where they say that their reformed Senate will be, in the main, a body of experts, and it will be protected against the incursion of voters who are brought together in large numbers only by the prospect of an election or "by a debate

on some question which has been agitated out of doors." On behalf of this Senate I repel the observation as inaccurate, as illiberal, and as intolerant, leaving alone the charitable side of the question.

A MATTER OF INTENSE WONDER.

With regard to the administrative reforms recommended by the Commission, it has never ceased to me to be a matter of intense wonder that the seven accomplished gentlemen composing the Commission should have seriously set to work to recommend for all time courses of study for the Arts and Science degrees. These are matters in regard to which infinite diversity of opinion prevails among the most eminent men of Europe and America, and I do not think that any seven men among the most distinguished in India could be allowed to dogmatise on what the courses of teaching should be in all the Indian Universities. I should have judged that the work could only be properly left to the constituted bodies in each University to arrange from time to time in the light of increasing experience and in consonance with local circumstances, conditions and requirements. I think it would be a calamity to lay down one pattern for the whole country. I wonder what would be said if the Universities of England and Scotland and Ireland,—Oxford and Cambridge, Edinburgh and Glasgow and Dublin—were invited to conform to a pattern of courses of teaching and studies arranged by a roving Commission even of the best seven men of the three kingdoms. So far from conforming to one pattern, it is of great advantage in this country that we have local Universities in the different Presidencies who can carry out their own valuable experiments in the light of local experiences. (Applause.)

APPENDIX II.

Report of the Committee appointed by the Senate to consider and report on the letters from the Government of Bombay communicating the observations of the Governor-General in Council on certain points dealt with in the Report of the Indian Universities Commission.

After a very careful discussion and consideration of all the points on which the Government of Bombay invite the Senate to state their views, the Committee recommend to the Senate, for adoption, the following propositions .—

1. That the Senate, being of opinion that the Senate as at present constituted has on the whole worked well and that the various necessary elements, and especially educational and Government interests, are adequately represented on it, disapproves of the recommendation to abolish the present Senate and appoint a new one consisting of 100 members. That the Senate, however, recommends that the number of Fellows be limited to 200, exclusive of *ex-officio* Fellows, as was proposed in the draft Bill prepared by Sir Raymond West, the reduction to be made in the following manner : only one-half of the vacancies occurring in every year should be filled till the number is reduced to 200, and after the reduction is effected no more nominations should be made than there are vacancies.

2. That the Senate recommends that a liberal proportion, say one-half of the Fellowships to be filled in each year, should be filled by election by graduates, and approves of the recommendation that election by graduates should have Statutory recognition. That provision should be made, as far as possible, for a proportionate representation of the different Faculties.

3. That the Senate disapproves of the recommendation to make Fellowships tenable for five years, and is of opinion that it will, besides, to a certain extent, marring the independence of Fellows, entail the loss of some very useful members who will not be prepared to undertake the trouble of standing for election at the end of every five years. That the Senate is of opinion that the tenure of a Fellowship should as at present be for life, but that a Fellow not attending any meeting of the Senate for a period to be fixed in that behalf should by reason of such absence lose his Fellowship.

4. That the Senate is of opinion that the Bombay Syndicate of 15 members as at present constituted has worked well, and that the present Bombay system should be substantially maintained.

5. That the Senate disapproves of the recommendations (i) to ensure a Statutory majority of College Professors in the Syndicate, and (ii) to make the Director of Public Instruction an *ex-officio* member and Vice-Chairman of the Syndicate. That the Senate is of opinion that certain recommendations of the Commission regarding the constitution of the Senate and the Syndicate, if carried out, will tend to impair the independence and thereby diminish the authority and usefulness of the University.

6. That the Senate disapproves of the recommendation that the power to affiliate and disaffiliate colleges should rest entirely with the Syndicate and Government, irrespective of the Senate, and is of opinion that the rules for recognition of Institutions should be based on the lines of the present regulations of the Bombay University in that behalf.

7. That the Senate disapproves of the recommendation that the Syndicate should prescribe a minimum rate of fees for affiliated colleges.

8. That the Senate disapproves of the recommendation that no second grade colleges should be affiliated in future and that the present second grade colleges should either be turned into full colleges or cease to exist. That the Senate agrees with the Government of India that, if the requirements of efficiency are satisfied, there is no reason why second grade colleges should be refused affiliation.

9. That the Senate is unable to approve of the recommendation that only such schools should be recognised as are recommended by the Educational Department, and it is of opinion that the question of the recognition of schools should be left to the uncontrolled decision of the University.

10. That the Senate disapproves of the recommendation to make the appointment of Registrar subject to the approval of Government, and prefers the system of appointing a biennial half-time Registrar working with the assistance of a whole time Assistant Registrar, to the proposal of a whole time Registrar.

11. That the Senate is strongly of opinion that each University should have full power and liberty to lay down and settle its own courses of studies and examinations according to local needs and circumstances, and that it should have such power and liberty specially in reference to matters contained in Sections 117, 119, 133 (as summarised in (5) Medicine, page 68), 162 (as summarised in (2) Matriculation, page 69), 166 (as summarised in (1) Private Students, page 69) and 174 of the Commission's Report.

12. That the Senate is unable to approve of (i) the exclusion of History and Political Economy from the compulsory Arts Course ; (ii) the exclusion of French as an alternative for a classical language except for female students ; and that the Senate is of opinion that Elementary Science should be retained in the Matriculation Examination.

13. That as regards the question of the Previous Examination, the Senate, as has already been stated in proposition 11, is of opinion that all such questions must be determined by the local University, but so far as the present Senate is concerned, it thinks that in a four-years' course the abolition of the Previous Examination is most undesirable.

14. That the Senate is of opinion that there should be no minimum age limit for appearance at the Matriculation Examination, but that, if there is to be a limit, it should be 15 years as recommended by the Commission.

15. That the Senate disapproves of the recommendation to have a central College of Law and to give it the monopoly of legal education.

16. That the Senate is of opinion that the test of efficiency propounded by the Commission is misleading, and it strongly thinks 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 this country.

With regard to proposition 4, the undermentioned members of the Committee hold the opinion that at least one-half of the Syndicate should consist of members who are or have been actually connected with colleges, or that, in the alternative, Principals of a certain number of colleges at the centre of the University should be *ex-officio* members :—

Lieutenant-Colonel H. P. Dimmock, M.D., Mr. Principal M. Macmillan, B.A., the Rev. F. Dreckmann, S.J., the Rev. R. Scott, M.A., Professor O. V. Muller, M.A., and Dr. Sorab K. Nariman, M.D.

PHEROZESHAH M. MEHTA, M.A.
M. MACMILLAN, B.A. (Principal, Elphinstone College).
SORAB K. NARIMAN, M.D.
VASUDEV J. KIRTIKAR.
D. G. PADHYE, M.A.
BHALCHANDRA KRISHNA, L.M.
SHAMRAO VITHAL.
H. P. DIMMOCK (Principal, Grant Medical College).
CHIMANLAL H. SETALVAD, B.A., LL.B.
M. H. HAKIM.
H. M. MASINA, F.R.C.S.
GOKULDAS K. PARAKH, B.A., LL.B.
F. DRECKMANN, S.J. (Principal, St. Xavier's College).
R. SCOTT, M.A. (Professor, Wilson's College).
OSVALD V. MULLER, M.A. (Professor, Elphinstone College).
RUSTAM K. R. CAMA, B.A., LL.B.
H. S. DIKSHIT, B.A., LL.B.
DAJI ABADI KHARE, B.A., LL.B.
JAMIETRAM NANABHAI, B.A., LL.B.

24th January 1903.

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FIRST REPORT

OF THE

INSTITUTION FOR THE ENCOURAGEMENT

NATIVE SCHOOLS

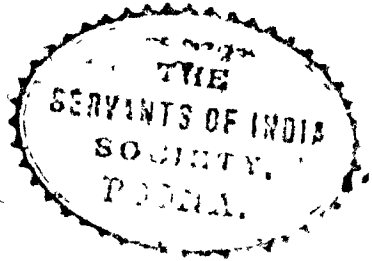
IN INDIA;

WITH

A LIST

OF

SUBSCRIBERS AND BENEFACTORS.



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1818.

FIRST REPORT,

&c.

ABOUT ten months ago we submitted to the Public a few brief Hints relative to the Native Schools, in a small tract bearing that title; in which, after pointing out the necessity for establishing Schools throughout the country, with the kind of knowledge proper to be communicated, and briefly sketching a plan for establishing and superintending Schools, of this kind, we intimated our intention to attempt realizing this plan, to as great an extent as means and opportunity would permit. The result of this attempt, as far as ten months' trial warrants the application of the term, we now beg leave to submit to the Public

In endeavouring to realize the plan, we were sensible that many difficulties were to be met, and many obstacles to be surmounted. To the natives, the parties most interested, and whose cordial concurrence was essentially necessary, the plan was entirely new; and their prejudices against any thing which appears to deviate from the ancient and beaten track, are too well known to need mentioning. But, in this case, prejudice might find powerful auxiliaries, in the dislike with which the introduction of new ideas would be viewed by those who set no value on improvement, and the suspicion with which the most sincere professions of concern for their welfare would be regarded from foreigners, by those who, themselves little accustomed to feelings of this nature, would find it difficult to account for others interesting themselves so deeply in the happiness of their fellow men. This rendered the most prudent care necessary in the development of a plan,

which, from its confining itself to the Bengalee language, held out no allurements as a bait to cupidity, but merely professed to inform and improve the minds of the rising generation, and add to their present scanty stock of general knowledge.

Notwithstanding all these circumstances, the reception which the plan has met with, has been such as greatly to exceed our previous expectations. On its being known that it was in contemplation thus to communicate instruction, town after town, and village after village in the neighbourhood around, requested that schools might be established among them, till, in this short space of time, the whole number of schools opened on this plan amounts to little less than a hundred.

That such a cordial concurrence in the plan, on the part of the natives, was absolutely necessary to success, will be evident to all who reflect, that could they, in any instance, have been so swayed by persuasion as to send their children to be thus instructed for a day, or a week, it would have been impossible for persons wholly unconnected with Government, and destitute of every kind of authority, to have prevailed on them to continue their children from month to month at school, unless they had really approved the plan. It is natural that parents, who had thus committed their offspring to the care of foreigners, should ask the opinion of their neighbours respecting this step. These neighbours moreover would, in many instances, be Brahmans, and in some cases men of real information. Every thing, therefore, that had the slightest appearance of inveigling a simple unsuspecting parent thus to send his children to school, must, in a very few months, have been discovered, to the complete disappointment of the hopes of those who had thus attempted to avail themselves of temporary deception. The continuance and monthly increase of these Schools, therefore, must form a testimony alike satisfactory to those who have conducted the plan, and honourable to the parents who have so candidly interpreted their intentions.

So fully convinced were we, indeed, of the necessity of obtaining the concurrence of the learned and respectable among the natives, that wherever it appeared convenient we previously submitted the Tables, &c. to the examination of the most learned men of the place where a school was requested. This was particularly the case at Bali, a village about six miles N. W. of Calcutta, which is said to contain no less than five hundred households of the brahman cast.* To the most respectable among these we submitted our various lessons, &c. who after due examination, declared, that they could see nothing in them, the learning of which would injure the rising generation. The consequence of this was, that the school opened was in a little time completely filled; and this circumstance at Bali gave a sanction to the plan, which in its effects extended itself to many villages around. Indeed, after a few examinations of this kind, the wish for schools became so strong, as to leave nothing farther to be desired on that head. The principal inhabitants of many villages and places around consulted with each other, ascertained how many children would be able to attend school, and selected a proper person to be instructed in the plan, without our knowing any thing of their design, till a deputation of the inhabitants applied personally to us, expressing their wish for a school, and presenting to us the man they had selected as a Schoolmaster, attended in some instances by a number of the children who were anxious for instruction. In one instance of this kind a circumstance occurred, rather curious, but strongly characteristic of the diversity of opinion which pervades the whole country. From a village about twelve miles from Serampore, a deputation of respectable natives arrived, requested a school, and presented to us for instruction a man accompanied by several of his intended scholars. We cheerfully granted their request, and accordingly placed the man in the normal school, to be instructed in the plan. The next day a still

* Bali contains fourteen *Choubarries*, or Schools for Sanskrit literature. The Almanack annually compiled by the pundits there, has, for generations, been in equal repute with that of the pundits at Nudda.

more numerous deputation appeared from the same village, with another man accompanied by a greater number of children, who expressed their wish to be placed under this man's care. In these circumstances, as the other man was already admitted, we told them that we would place both the men under instruction, and after two months' trial, would select the one who should appear to have made the greatest proficiency. This gave apparent satisfaction to all parties. When the two had finished their term of probation, as both appeared capable men, we stationed one of them in his own village, and placed the other over a school in another village about two miles distant.

It was to be expected, indeed, that when the new plan of teaching should be fully developed, there would appear something like opposition. Still, except in one solitary instance, nothing like effectual opposition has been experienced. At Areedow, after the school had been opened about a month, the inhabitants insisted that the old *mumpsimus* should be retained, and that the children should be instructed after the manner prescribed by *Shoobhunkur*; a *kayusta*, who about a hundred years ago drew up, in Bengalee rhyme, a few rules respecting arithmetic and the modes of address to be used in writing letters. As this would have frustrated completely the design of the Institution, no hesitation was made about giving up the school in question. It was afterwards found that a rich native was averse to the school, whose influence extended throughout the village. This, however, is the only instance wherein opposition has so far prevailed as to prevent the continuance of a school. Even where a number of reports have been raised, purporting, that the children would be ultimately kidnapped and sent to some foreign land whence they would never return, &c. &c. these reports have only occasioned temporary distresses, while every day's experience of the children's returning from school, safe and sound, has tended to convince the too credulous parent of their fallacy.

In the "Hints" we expressed our opinion in favour of the School-houses being built by the natives themselves, to guard against the sinking of capital in building a number, and to give the natives themselves an interest in the continuance of the School. In this case, however, our hopes have been anticipated by the desire of the natives to obtain schools. In not a few instances, some opulent family have offered the family *Mundeer* or temple for the use of the school, their prejudices not feeling at all shocked at the idea of turning a place devoted to worship, into a school of instruction. In other instances, the master has received a trifling advance, to be repaid from his monthly wages, in no instance exceeding twelve rupees; with which, and a little assistance from his private friends, and in some cases from the inhabitants themselves, he has erected a room sufficiently commodious. Thus, instead of sinking a capital of four or five thousand rupees in opening a hundred schools, which might have been easily done had we commissioned the natives to build school-rooms at our expense, scarcely a thousand rupees have been expended thus in the whole of the circle.

So favourable a reception having been given to these schools, the work of Superintendance became an object of peculiar attention, as every thing depended on its efficiency; while the habits of a great proportion of the masters, combined with the love of gain so characteristic of the native mind, united to render this exceedingly difficult. The importance of the object, however, made it appear worth the labour to study it as a system. The Assistant Secretary, therefore, under whose province, as General Superintendent, it properly fell, devoted himself for some months almost wholly thereto; and a system of superintendance was formed, by which each school was visited at least twice in the week by different persons in succession, who were quite unconnected, and whose different accounts of the number of pupils, &c. compared with and checked by each other, formed also a check on that given by the master at the end of the month, whose pay these accounts regulated. This method has been

steadily pursued, and accompanied with a severe mulct in cases of deception, and in one or two instances of high delinquency with dismissal, and we hope that they may ultimately be brought to see that honesty is the best policy. As on Superintendance depends so much of the success of the plan for improving and enlightening the minds of our Indian fellow-subjects, it may not be improper to enter somewhat into detail on this head from year to year, that gentlemen in every part of India may avail themselves of these ideas, should they wish to extend the system by establishing and superintending schools within their own circle: an event exceedingly to be desired, as in this way, the blessings of knowledge may gradually be diffused throughout the whole of India.

It will be obvious that the kind of Superintendance already mentioned refers chiefly to the *number* of the children thus instructed; a most important point, as this regulates the pay of the masters, and hence, the due appropriation of the funds. This, however, would not of itself be sufficient to secure the *progress* of the children, as the number might be accurately known, and well kept up, and yet the children remain nearly stationary in their progress. The plan sketched in the "Hints," however, was soon found to furnish the means for ascertaining and securing the improvement of the youth, even in the highest and most important of those ideas so essential to the enlargement of their minds. It will be evident to the reflecting mind, that nothing is done towards imparting ideas, and little towards improving the children in orthography, till they are able to write from dictation the various epitomes drawn up for their use. It was therefore found desirable to make a discrimination in the schools on this head, and to regulate the master's wages by the proficiency of the children, so as greatly to increase the sum given for those who were brought so far forward as to be able to write upon paper, and to keep it very low for the tuition of the rest.

This measure was attended with the happiest effects: it in a great measure took away from the masters the temptation to swell the schools in point of numbers, as the price given for all incapable of writing from dictation was now so small, as scarcely to repay the labour and care required in a system of deception capable of eluding discovery. It also gave them an interest in their pupils not felt before; their diligence and ability became the master's real gain, as a school of eighty children, who, by their own and the master's diligence, were brought forward so as to write from dictation, were, in a few months, worth more than double the sum to him that they were on entering the school. But, above all, it brought their progress into a shape fully capable of being ascertained by the means formerly suggested, *the introduction of paper books for writing*, the process of which is nearly as follows:

In the first instance, a number of books are made at Serampore, exactly of a size, and containing such a quantity of paper, capable of bearing the ink on both sides, as that two shall be written out in a month in the regular course of school business. This preparatory step being taken, the boys reported by the master capable of writing from dictation on paper (always full as great a number as are really able), are examined in the various Elementary Tables, and if they can both read and write them from dictation with sufficient readiness and accuracy, paper books are given them; if not, they remain some time longer at the elementary tables. In these books they have to write every lesson from dictation four times, which in some measure fixes on their minds the ideas conveyed in these various epitomes; and every lesson they thus write being *numbered* in the printed epitome, they retain this number in writing them from dictation. When these books are finished, they are sent to the general superintendant at Serampore, with the boy's name affixed by whom they have been written. There they are entered in two ways; first an entry is made, that on such a day, such a number of books were received from the school at ———, which entries, cast

up at the end of the month, regulate the master's wages, he being paid for as many pupils writing on paper as there are pairs of those books written out within the month; no boy being suffered to write more than his quantum of two, or if he does, the master being paid for no more. After this, each book thus written is entered against the boy's name in the general register, the entry importing that on such a day of the month, a book was received from such a boy, written, say from No. 19 to No. 43 of the *Dig-dursuna*, from No. 14 to No. 26 of the *Jyotish*, or brief introduction to astronomy; or from No 11 to No. 29 of the *Jumidaree Papers* (hereafter described). By means of this entry, the extent of a boy's progress for six months, or a whole year, can be ascertained at a glance by only turning to his name; and the reality of it, with the most perfect ease, on a visit to the school by some European superintendant thoroughly acquainted with the language and conversant with the various epitomes used, as two or three questions on any one of them already written from dictation, will discover the boy's real progress, as well as ascertain his capacity for the comprehension of ideas, and the degree of attention he has given to these various sentences while thus repeatedly writing them.

These books being thus entered, they undergo an examination, for the sake of ascertaining other points essential to the improvement of the children. They are now delivered to a person familiar with every sentence of the various elementary works thus written, who examines them as to writing, orthography, and general correctness. If the book be written carelessly, some pages upside down, &c. it is thrown out altogether, and the master loses the half of the month for that pupil. If the handwriting be greatly inferior in three or four books successively, the boy is dismissed from the class which writes on paper, and the master loses a pupil in the superior and most profitable class. If the orthography be defective beyond a certain degree, the boy is marked as a subject for animadversion. If two or three books appear evidently written by the same hand, this furnishes

a subject for enquiry when the master comes to receive his wages. But if the book be written in a fair full hand, and pretty correctly as to matter and orthography, the writer is considered as having deserved well; and the book is returned to him with a signature of approbation, to be shewn by him to his parents, relatives, and acquaintance, at his own will. By these methods the progress of the children is ascertained; and the master is stirred up to diligence, from the assurance that his efforts will neither be unnoticed nor unrewarded, and thus an efficiency is in some degree imparted to the whole system; while the ideas contained in the various elementary epitomes are in the mean time gaining that entrance to the mind, which their being carefully read and calmly written four times successively may be naturally expected to give them, as far as conveyed in language clear and perspicuous.

The chief objection to this plan arises from the *expense of the paper*. When it is considered, however, that forty of these books are furnished for the rupee, that no more than two are at any time permitted to be written in a month, and that in the most diligent attendance chasms will be unavoidably occasioned by illness, or by the various festivals and holidays of the country, respecting which the children are left perfectly at the command of the parents, the number of books written out annually by any individual cannot exceed twenty on the average, the price of which will be only *Eight Annas* yearly. And when the almost invaluable purposes answered by this small expense are fully weighed, we apprehend that scarcely any expense incurred in these schools will be found to turn to a higher account.—On this head it is needless to add more at present, particularly as the whole plan is to be regarded as mere matter of experiment. The success, however, which has attended these first attempts is such as to convince us, that efficient superintendance is far from being so impracticable as we were once ready to imagine.

From the Account of Schools given in the Appendix, the number of the Schools under the care of the Institution will appear to be One Hundred and Three, and the number of children who have actually attended, Six Thousand Seven Hundred and Three. It is on the average of the actual attendance from month to month that this number is formed, that being the true criterion of a school, as it is possible for a multitude of children to give in their names as pupils, who afterwards scarcely ever appear at school. The number on the books of the Institution far exceed Ten Thousand; for in some cases a hundred and fifty have given in their names, where the regular attendance has seldom exceeded eighty; but the number of those who actually attend is obtained from comparing the reports of the different messengers and superintendants, who visit the school independently of each other, with the number given by the masters at the end of the month. From these various accounts the number who actually attend has been ascertained with pretty considerable certainty.

But while we thus confine the number to those found at school from day to day, it must be evident that these are not the only children who reap advantage from the system. Many children possibly come to school three days in the week, who, from being absent on the days that the number is taken, are not reckoned; and if numbered by the master among those who attended during the month, still his account is regulated, or more properly corrected, by those of the different messengers and superintendants, who are ignorant of the number given in by each other. But these children, who may attend only three days in the week, are not to be classed with those who derive no benefit from the Institution. Three days occupied in carefully writing from dictation ideas calculated to impress and enlighten the mind, cannot be unimportant to a sensible Hindoo youth; they may, on the contrary, enable him to bear away ideas which may furnish him with matter for reflection to the end of life. It should also be considered that the absence from school which causes this numerical diminution of those under tuition, is not so confined to one

identical fourth of the youth under tuition, as that they are regularly absent, while the others regularly attend without losing a day. Every one acquainted with the native mode of working, knows that the most diligent and steady among them still have their seasons of absence from labour, which even the love of gain cannot make them wholly forego. If therefore nearly seven thousand be found constantly attending school, we may with safety suppose that there are between two and three thousand who occasionally attend, and thus avail themselves of the instruction imparted in at least an inferior degree.

The obstacles to constant attendance, indeed, are at all times numerous. In addition to their more general festivals, common to the whole country, every marriage and funeral feast, those drains to the substance of the poor and the industrious, is sure to detain from school not only all the sons, and brothers, and cousins of the family, but all who can get a plentiful meal on these to them sacred occasions. To expel on this occasion, would be foreign to the design of the Institution, and cruel on the part of its Committee of Managers, as it would be inflicting a heavy punishment on a youth for merely following the opinions of his parents ;—and any reproof short of expulsion would only tend to embitter the minds of the youth, and lower the authority of the Institution. This waste of time must therefore be left to find its own cure in the more enlarged ideas unobtrusively communicated by the present plan of instruction. In addition to these obstacles, the rainy season presents those of a natural kind which are not easily surmounted. A school which includes the youth of three or four small villages, has in some parts of the rainy season been rendered almost inaccessible, except in small canoes formed by a large cocoa tree hollowed out. These circumstances, in the last months of the rains, injured the attendance of the children in a very considerable degree. This difficulty was greatly augmented by the late mortality, which affected the villages scarcely less than the great towns, and in some instances fell

heavy on the children, nine dying in one school in the course of a few days.

The field which these schools occupy is formed chiefly by the towns and villages within thirty miles of Calcutta. At Cutwa and in its neighbourhood, a few have been established under the superintendance of Mr. W. Carey, jun. The desire for schools in these parts indeed is very as strong, may be seen from the manner in which those about Cutwa are filled, but a fear of exceeding our means has constrained us, though with regret, to turn a deaf ear to the intreaties from these quarters. At Dacca, too, seven were opened under the superintendance of Mr. O. Leonard in the beginning of the year, but the same reason constrained us ultimately to restrict the number to five * It is to our own neighbourhood that our attention has been hitherto chiefly confined; and in the towns and villages around we have found a readiness to receive instruction, which has been gratifying in a high degree.

It will be seen in the statement given in the Appendix, that beside the schools already mentioned, Sixteen have been opened and afterwards discontinued from various causes. One of them failed through the opposition made by the inhabitants to the new mode of teaching, as has been already mentioned. Two more sunk so low through the intestine divisions in the villages, that we did not think it right to continue the expense for so small a number as attended. Two others were discontinued, because the children were called forth to the labours of the field; and two at an inconvenient distance were dropped, till our funds would admit of establishing others in the neighbourhood, and thus lessen the expense of visiting these singly. But no less than Nine have been discontinued for the present on account of the incapacity of the masters. The inhabitants of most of these places, however, unwilling to give up the hope of a school, have begged to

* There are also two or three schools opened in the neighbourhood of Moorshedabad, under the superintendance of Mr J.W. Rickett's.

retain the school furniture till other masters should be instructed in the system, of whose capacity there was greater hope. To their request we have in most instances acceded.

From adverting to the towns and villages in the country we are naturally led to remark, that the schools in the interior are always better attended than those on the banks of the river. This can easily be accounted for by those who consider the real state of things. The instruction afforded being in that language wherein it can become efficient, the language of the country, it presents to view merely an extension of knowledge and ideas, without the allurements formed by those expectations of wealth, almost inseparably connected in the native mind with the acquisition of English. In Calcutta, therefore, where their own schools are more numerous, and where a knowledge of writing and arithmetic in their own mode is comparatively easy of attainment, a new school in the Bengalee language has little in it of an attractive nature to those unacquainted with the superior instruction it is calculated to afford, particularly when offered them by foreigners, whose motives they may suspect, and whose knowledge they may regard with contempt. From hence it might be expected that Calcutta itself would be much less favourable to schools of this kind, than the large towns and villages situated in the interior of the country. Here the wealthy, the learned, and the respectable exhibiting nothing to view but their own language, a thorough acquaintance with this appears a desirable acquisition, while the prospect of gain from a knowledge of English being more distant, the expectation is far more languid. Add to this, that in the country the means of instruction are afforded in a far less degree than at Calcutta, and therefore appear the more valuable; that the progress made by any youth is quickly known, and any ideas communicated are quickly circulated through a large village, and if at all attractive, their value is more readily appreciated. Hence we have found towns and villages in the country welcome schools with by far the greatest readiness; hence, too, they have steadily resisted all the reports

which have been idly or maliciously circulated to the prejudice of the plan, so that in no one instance has a school been deserted merely through fear.

This earnest desire expressed for schools in the interior of the country has constrained us, in some instances, to support a school quite to a disadvantage in point of expense. It will be obvious to any one, that were only the most populous towns or villages in a district selected, and all the smaller places neglected, the schools would appear to far greater advantage in point of numbers and of cheapness, as a house, a master, &c. must be provided for the village school as well as for that in a large town. This renders a small school of thirty or forty children more disadvantageous, because more expensive; since, with so small a number, it is scarcely possible to keep the expense within the bounds we rigidly prescribe, Three Rupees annually for each pupil, including the house, the master, books, tables, and superintendance. But the inhabitants of many villages which consist chiefly of husbandmen, have entreated so earnestly for a school, when a more populous place has had one for some time established, that it seemed almost cruel to refuse their children that instruction which they possessed no other means of obtaining. We have therefore yielded to their wishes, and continued a school, for some time only, for thirty children; and in one or two instances, till the labours of the field reduced the number of children as low as twenty, when we thought we were not authorised to incur that expense any longer for so small a number. It is possible, however, that something may in future be done in cases of this kind, to meet the earnest wishes of both parents and children, by Ambulatory Schools, which shall remain in these villages during those months wherein the children enjoy the greatest leisure, and then be removed till the more favourable season return.

The comparative coolness of desire for schools in Calcutta, however, is compensated by another circumstance: many of the more wealthy natives having read the compendiums used in the

schools, have been exceedingly desirous of obtaining them for the use of their own children at home. Their having in them truths and facts at least new, if not interesting, has attracted the notice of the natives so much in Calcutta and its vicinity, that of the Dig-dursun, a general view of authentic facts, we have been obliged in these few months to put to press a second edition. Should this desire to become acquainted with the ideas taught in the schools of the Institution increase, which is not improbable, it may in some degree effect the work of schools in Calcutta without incurring the expense. It is of little consequence through what medium the natives obtain a knowledge of reading and writing in their own language, if this when attained can be rendered subservient to their advancement in knowledge, and their gradual improvement in private and public virtue,

The pleasure and satisfaction expressed relative to these schools by both parents and children, and the inhabitants in general of the various towns in which they have been established, exceed any thing of the kind we have ever witnessed before. Religious instruction can never be duly appreciated till its design and tendency be fully known, till which period (which often involves a lapse of years) it appears with a dubious aspect to the ignorant and suspicious. But happily learning is in the highest degree of repute throughout India; and even one of the "twice born," though regarded with a respect more than human, still doubles his own worth, and the value of every gift presented him, by the addition of learning; and the instruction of youth, which in their highest seminaries of learning is always gratuitous (learning being above all price), is esteemed a work of the most meritorious kind. Hence the complacency expressed by our Hindoo neighbours in these schools exceeds every thing we have seen expressed by them on any other occasion; the admission of his child into one of these schools is esteemed by a parent a far greater thing than the gift of a few rupees; and the satisfaction manifested by the children, would delight the heart of any friend of man by whom it could be witnessed. Whoever is recognized by them as connected

with these schools, instead of being shunned, as Europeans often are, is instantly approached, and saluted by them with a countenance beaming with delight;—and on a visit, cocoa-nuts, plantains, and fruits of every kind supposed to be agreeable, are poured forth to welcome the person whom they so much esteem their friend.

Nor is it unpleasant to see the children of brahmans avail themselves of these schools in so great a degree. While the suspicion which an attempt to ascertain minutely the cast, &c. of the children might have excited in the beginning, has prevented our ascertaining the exact number of each cast and profession who attend school, as we at first intended, and as we may possibly hereafter do with perfect ease, we have reason to believe that the number of brahman children who attend, very far exceeds the proportion they bear to the other inhabitants of India. In some schools nearly one-fourth, and in others, if the masters may be credited, full one-third, are the children of brahmans. The number of those already invested with the poita we can ascertain; but many of the children of brahmans who attend have not become actually of the “twice born*,” and these are not to be distinguished from the rest. To see youths, invested with the sacred thread, thus mingle with their school-mates in their various exercises, and in numerous instances give place without chagrin to their superior merit, when they rise in their respective classes, is highly gratifying. No wish has ever been expressed by them to be formed into a separate class; nor do we recollect a single instance of a brahman youth’s having left the school in disgust because classed with soodras. It is pleasing to observe the desire after knowledge thus far equalizing the different casts among the Hindoos; and it naturally carries forward the mind to the period, when the chief distinction regarded among them shall be that which flows from superior knowledge and virtue.

* It is the investiture with the poita which the Hindoos deem equivalent to a second birth. Hence the term *dwija*, “twice born,” so often applied to brahmans in the Hindoo writings.

In some instances Girls have wished, and have been permitted, to partake of the instruction imparted by the Institution. Under the eye of a teacher in whom peculiar confidence has been reposed, some have been admitted, and have gone through their exercises, separated from the boys by a mat partition. More female pupils could have been obtained, had it appeared desirable; but in the infancy of the Institution, it appeared best to depart as little as possible from those ideas which have acquired authority and veneration. Now indeed, while it is in the highest degree desirable to dispel ignorance from the female mind among the Hindoos, are we certain that a sudden and complete exchange of that reserve and exclusion to which they have been so long habituated, for the boldness they might acquire by mingling with boys, before their minds are duly prepared by imbibing superior principles, would be altogether desirable. We would rather hope, that as the system advances, some plan may be adopted which may communicate to them the blessings of knowledge, without the sacrifice of that modest reserve, which, if not real virtue, is among the Hindoos virtue's best preservative.

It may be expected that something should be said here on the head of Proficiency. The various instances given in the Appendix, however, in which a few months have carried the children through all the Elementary Tables, and in some instances to the Jyotish, the Dig-dursun, &c. sufficiently evince their aptitude to learn. It is indeed but justice to the character of the Hindoo youths to say, that *in general there is among them no deficiency of a mental kind*; and that, if they can only be persuaded to resist the temptations in the way of their constant attendance at school, their improvement is certain. In no instance has expulsion been resorted to for dulness and idleness, and the instances have been very few wherein reproof has been merited. In their writing from dictation the epitomes given, many instances have occurred wherein they have actually committed them to memory. In a word it may be said, that, with few exceptions, to the mind of a Hindoo youth knowledge is as grateful as pleasant food to the palate.

It may not be improper to give a brief account of the progress made this year towards completing the system of Elementary works briefly mentioned in the "Hints" The first thing that demanded our attention was the Tables, respecting which, when used in the different schools, a small degree of observation was sufficient to convince us that they were susceptible of much improvement. The following is the order in which they now stand.—First, a double series of the Alphabet is given, one in the natural order, and another classing the letters according to their formation, those which are angular being placed together, and afterward the rest, so as to assist the learner in distinguishing from each other the letters nearly alike in shape.—The *Banas* follow, or the Consonants united in succession to the different Vowels—Then the *Phoras*, or the various Compound Consonants so united as to exclude the inherent vowel. All these form four Tables, and with the figures include seven hundred and sixty characters, forming a complete display of their alphabetic system. These are followed by nearly five hundred words of two and three syllables, formed by the vowels and simple consonants to the exclusion of all the compounds; and by two tables of reading lessons. To these succeed about five hundred words more, containing the *Phoras* or combined consonants arranged according to the number of syllables, from one to five; which are also followed by tables of reading lessons, intended to familiarize these combinations to the pupil. The whole form Sixteen Tables,—and here, the alphabetic system being thus given at large and exemplified both in spelling and reading lessons, it appeared best to terminate the tables in the large type, and to reserve the other spelling lessons for the octavo size, to avoid swelling the expense for the teak boards.

2. As the Bengalee, as well as the other languages of India, is derived immediately from the Sungskrit, it appeared desirable to give youth an idea of the manner in which their language is formed. With this view a thousand more of the most common words are given, arranged in Etymological order; the root being given

first, and then the various words in common use formed from it by the different prepositions, and formative terminations. These are so numerous, that about sixty of the most common roots, as *kri*, "doing," *da*, "giving," *ngya*, "knowing," &c originate the whole thousand. This method is as pleasing to a native, as an alphabetic classification of words is to us; and it serves insensibly to convey to youth in general, an idea of the formation of their own language, which has hitherto been confined to those acquainted with Sanskrit.

3. To follow these, and form easy lessons for Reading, we have given a selection of such Fables from Æsop as appeared most likely to convey instruction to the minds of Hindoo youth; which are printed in the octavo form rather than in that of the tables, to lessen the expense. Certain Anecdotes from History are added, illustrative of justice, fidelity, probity, and humanity.

4. On Penmanship as a distinct article, there is perhaps less to be said in Bengalee than in most other languages. The printed alphabet has been so recently formed from the written character, that the variations are far less than in those countries where the two characters have been separated for any length of time. The written alphabet, indeed, has not yet assumed a difference of position; when formed correctly, it is as fully rectangular as the printed character. The indistinctness observable in writing, therefore, arises much more from the carelessness and inaccuracy of the writer, and the corrupt forms of letters introduced, than from any real discrepancy between the printed and the current character; which indistinctness is increased by the omission of the few diacritic points the alphabet possesses, and not seldom by many words being idly written in continuous succession with scarcely any space between them, as well as by an orthography in which scarcely two natives agree. In proportion to their being accustomed to reading and writing, these faults will gradually disappear, as they have in general from English chirography. For the sake of facilitating the acquisition of Penmanship, how-

ever, we have had a fair transcript of the Alphabet carefully written, and neatly cut in wood, about four times as large as our largest types, that the letters may be seen at a distance; a thing highly convenient when the class of beginners is large, as copies of this alphabet can be easily discerned almost from any part of the school.

5. In Arithmetic much assistance has been found necessary; It was mentioned in the "Hints" that an elementary system of arithmetic on the European plan had been drawn up and translated into Bengalee, including both the simple and compound rules as far as the Rule of Three, and illustrated with proper examples in the denominations of money and measures familiar to the natives. To bring this into general use, however, was the difficulty; as the masters, trained up alone in their own, could not be expected to be expert in the European method, to which the two months' instruction in the plan could not be adequate, had their attention been wholly devoted to arithmetic; when it requires a year's application on the part of a sensible English lad to acquaint himself with all the rules, simple and compound, from Numeration to the Rule of Three. No step appeared better, therefore, than to instruct in the European method two or three able men well skilled in Bengalee arithmetic, and send them round to the various schools, that they might instruct the Monitors in the English mode of solving questions in these rules. This method has been adopted with a considerable degree of success.

But in addition to this, it was necessary that the Hindoo youth should be thoroughly instructed in their own accounts, particularly in those which are included in the "Jummedaree Papers." These papers, formed from time immemorial on the state of a country wherein nearly every man either lets out or rents a certain portion of ground, contain a multitude of forms by which land is measured, leased out, or let from year to year. As this land varies in price according to its quality, the use to which it is applied,

and even the various trees which it contains, the most minute account is kept of the quantity which falls under each denomination from year to year, and of the varied rent that each kind ought to pay. This renders these Jumeedaree Papers exceedingly important; while they moreover include all the forms of Conveyancing which they possess, as well as their modes of keeping their accounts respecting land. Aware of this, we have procured an authentic and complete copy of the most approved forms, and digesting them into their various divisions, nine in number, after correcting them as to orthography and grammar, have put them to press for the use of these schools. They occupy scarcely less than two hundred pages; and scarcely any thing of the nature of arithmetic can be more important to them, as they interest all from the humble cottager to the largest landholder. These, therefore, added to the knowledge of the fundamental rules of arithmetic which is communicated to them, qualify them for every kind of business in the country connected with numbers, and raise their knowledge of accounts beyond any thing hitherto known among them. The effect of this in communicating a clearness of idea of matters of general concern, and in enabling them to guard against imposition, must impart to the simple inhabitants of the villages a degree of satisfaction they scarcely enjoyed before; while the innocuousness of this acquisition is such, that although it may open the way of an ingenious youth to a place of trust and confidence in his own village or neighbourhood, it holds out no temptation to disdain the plough and the homely cot, and sally forth in quest of imaginary wealth. Meanwhile the writing of these papers from dictation is not without its use in other ways: as they are now rendered correct they serve to improve youth in orthography; and as the law of the schools is, that part of the day alone shall be given to writing these, while the other part shall be devoted to writing the various compendiums, they form a happy check on the cupidity of the parents, and the versatility of the pupils, inclined as they are to consider their work as done when they are perfect in the Elementary Tables and the rudiments of Arithmetic, and to leave school as accomplished scholars on the least temptation of a lucra-

tive nature. As the writing of these papers from dictation, therefore, occupies a full year, this affords time for them to become pretty fully acquainted with the various compendiums they in the mean time write out and study.

6. It is well known that the Hindoos are extremely fond of their children's writing Names. Upon this exercise they enter, in their own schools, as soon as they can form the alphabet with its various combinations; and dry as it is, it forms their chief employ the remainder of the time they spend at school. To furnish them with something perfectly consonant with their own ideas, we have drawn up a short compilation under the name of the *Shastru-puduli*, containing the names of the most eminent Sungskrit writers, and of the works they have written. It begins with the four Vedas collected by Vyasa; the Sam, the Yujoor, the Rik, and the Uthurva Vedas; and then enumerates the *Uspavedas*, as the *Ayoor-veda*, on medicine; the *Dhunoor veda*, on military science, &c. The six Dursuns or systems of philosophy are then mentioned, and their respective founders, as the Sangkhya, originated by *Kupila*; the *Patunjulee*, by *Patunjulu*, (both described as atheistic, and excluding the idea of a Creator from the formation of the world,) the Vedanta system, by *Vyasa*; the *Nyaya*, by *Goutuma*; the *Meemangsha*, by *Jymini*; and the *Vyshe-shika*, by *Kunada*, with the names of the most eminent commentators on these different systems. Then follow the various writers on jurisprudence, beginning with *Manoo*; a short account of the *Pooranus*, or the fabulous history of the Hindoos, compiled by *Vyasa-deva*; the principal writers on Astronomy, beginning with *Bhaskura*, together with their works; their Medical writers, *Charakmoonee* and others; their chief Poets, commencing with *Valmiki*, the author of the *Ramayana*; their writers on Rhetoric, *Murmartha*, *Viasha-natha*, and others; and lastly, their most eminent Grammarians and Lexicographers, from *Panini* the father of Sungskrit grammar to *Umura-singha* the author of the *Umura-kosha*.

This summary is compressed into a very few pages; and while it gratifies their taste for writing names, it furnishes them with a succinct view of the literature of their own country, and renders familiar to all facts hitherto known only to the learned among them. The objection, that this tends to give them exalted views of their own country, has little in it of real weight. It is correct fact which must form the basis of knowledge, and if India has produced authors eminent in various branches of literature, no good can arise from robbing the nation of its due praise by concealing the fact: but good may arise from this being brought fully before the mass of Hindoo youth. Who can say that a kindred spirit may not arise among them, which, furnished with materials unspeakably superior in the knowledge of the western world and of the Sacred Scriptures, may in some future day illuminate the whole of India with the light of truth.

7. To meet the native taste for copying letters, a number of Letters have been drawn up, correct as to orthography and grammar, and suitable in point of style. The first six of these are on common business, but the others are written as from a youth at school to his parents, giving them an account of what he is studying, and pointing out the advantages arising from knowledge. To these letters are prefixed the metrical directions of *Shoobhunkur*, relative to the proper mode of addressing the various ranks and degrees of men—these have been long current in the country, and finding them on examination to be valuable, we thought we could not do better than correct the orthography, and meet the popular wish by introducing them into the schools.

8. The *Dig-dursuna*, or General View; (from *dig*, the points of the compass, and *dursuna*, view) is a Miscellaneous Selection of Truths and Facts, relative to history and chronology;—to natural objects, as the clouds, the air, water, snow, ice, metals, &c.—to morality, the nature of man; the creation and government of the world, &c. expressed in short sentences, unconnected with each other, each one containing some fact or maxim.

These sentences, being thus complete in themselves, are arranged promiscuously, with the view of rendering the work the more agreeable. This repository therefore, which can be enlarged to any size deemed convenient, can receive any of those facts which the knowledge now possessed of natural science, &c. has brought fully to light, as well as any ideas on the subject of morality which it may be desirable to convey. It may therefore supply, for the present, the place of the Compendiums of Ethics, and of Facts relating to Natural Sciences. Of the ease with which important ideas can be introduced, the following sentences given therein, though not perfectly in succession, may form a specimen.

“ The world was created nearly six thousand years ago.”

“ The highest mountain in the world is not more than five miles above the level of the sea.”

“ Every drop of water contains multitudes of living insects.”

“ The sun, moon, and stars, are inanimate; they can neither speak nor understand.”

“ God has created of one blood all the nations of the earth.”

“ God has created the bodies and the spirits of men.”

“ Every human body is formed for a particular human spirit; and every human spirit has its separate and peculiar body.”

“ It is appointed unto all men once to die, and after that the judgment.”

“ A little child is capable of thinking, and reflecting, ‘ Who made me, and why was I made?’ but beasts are incapable of thought and reflection.”

“ There are only three oceans in the whole world, the Indian ocean, the Pacific ocean, and the Atlantic ocean.”

To one with whom they have been familiar from his childhood, these ideas may appear trivial and unimportant; but they furnish a sensible Hindoo youth with correct ideas on points the most important to the human mind. To those whose whole system of belief and practice is built on the supposition that the earth has existed millions of years;—that mount Soomeroo, the abode of the gods, is thousands of miles in height;—that there are seven dwcepas or continents, with as many oceans intervening to part them;—that the divine being, and the spirits of men and of beasts, form but one universal spirit;—that souls undergo eight millions of births or transmigrations, if the number be not commuted by works of merit;—the mind's being preoccupied with correct ideas of this nature cannot be unimportant. A slight circumstance, which occurred a few months ago, shews also that they are not wholly without their effect. Two or three schoolmasters, steady men, came to us one day, wishing to know how they should account to their pupils for the length of Rama's life, eleven thousand years, if the world itself had been created only six thousand. They were told in reply, that it would have been easy for us to have said the world was created six *hundred* thousand years ago, instead of six thousand, had we not supposed they would prefer accuracy in every thing laid before them to fancy and fiction. That relative to their chronology, we could only say, it had not as yet been examined by the pundits of the surrounding countries; but the account we had given them of the time which had elapsed since the creation, had been examined by the pundits of all the different nations of Europe, who had fixed on this as the most accurate and just, and as such we had laid it before them, supposing they would prefer certainty to mere conjecture. Whether this reasoning convinced them or not we cannot say; but they appeared to acquiesce in its justness, and since then we have heard nothing from them of the difficulty of reconciling the longevity of Rama with the Euro-

pean account of the creation, nor has there been any kind of interruption in the schools over which they preside.

9. We have completed and printed a concise View of the Solar System, preceded by a short account of such of the principles of attraction and the laws of motion, as the solar system involves. This epitome, after describing the sun, the moon, and the various planets, notices the causes of the day and night, of eclipses and of the tides. It is accompanied with a glossary, explaining in familiar Bengalee every technical term, and every word not in general use. In some of the schools, the whole of this brief epitome has been committed to memory by the elder pupils. Copies of it have also been desired by respectable natives in Calcutta for the use of their children at home

10. We have at length been able to bring to press an Epitome of Geography, describing the situation, extent, population, and present state of the various countries in the world, beginning with Asia. It is prefaced with an Introduction, laying down the principles on which geography is founded, and the technical terms applied to the various parts of the earth with relation to their form, size, &c. As the epitome is intended for Bengal, this country is first described; then follow those countries in Asia which lie N., E., and W. of it. Europe follows Asia; then Africa is described, and lastly America. The longitude, as reckoned from Greenwich, is however retained, for the sake of any who may hereafter consult an English geographical author. In this Epitome, while Asia is acknowledged as the birth-place of mankind, and the scene of those transactions most important to the race, an attempt is made to do justice to Europe relative to its present superiority in the earth; and to assign Britain her due place amongst the nations. Care is also taken to point out the comparative happy or miserable state of the various countries, as governed by equitable laws and enlightened by science, or on the other hand subjected to the mere caprice of their rulers, and involved in ignorance and vice. It is translated into Bengalee,

and is now in the press. To render it the more useful, a map of the world has been prepared, with the names of the various countries, &c. in the Bengalee character. We hoped it would have accompanied the epitome; but the difficulty in the execution will render it some months later.

The last work mentioned in the "Hints," as desirable in these schools, a Compendium of General History and Chronology, is begun; but as it will of course exceed in size any of the preceding works, it will be some time before it can be completed. That it will be pretty large must be evident; for the view it should present to the Hindoos of the great events which have taken place since the creation, however brief, should be sufficiently clear to bring every age distinctly before them, and indeed every nation that has distinguished itself on the great theatre of human affairs.

This will be followed by a Vocabulary, which will include all the difficult words used in the various compendiums, alphabetically arranged. As many of these are scientific terms, this will form a considerable addition to the present stock of words in current use. It is, indeed, only words less common, or words used in a peculiar sense, which need explanation. In a person's vernacular language, far less of explanation is needed than we are ready to imagine. If we recur to our own acquisition of our vernacular tongue (of the chief words in which there must have been a time when we were ignorant), we shall probably find, that those of us best acquainted with the language never consulted a dictionary for five hundred words;—and possibly all the words we ever heard our tutors explain, do not amount to half that number. The fact is, that reading brings a person almost insensibly and yet thoroughly acquainted with the words of his own language: by viewing words in their several connections, we obtain a far clearer idea of their force and meaning than we could obtain by the most laborious application to a dictionary. If we furnish these youth, therefore, with sufficient of pleasant matter for

reading, little assistance will be needed, either from a learned teacher or from a vocabulary, beyond the explanation of uncommon or technical terms. By reading, a youth will acquire a far better idea of common words as they occur to his own reflection, than he could obtain from the prolix explanation of the most learned instructor.

The great object at present, therefore, seems to be, that of conveying ideas fitted to form and enlarge the mind, in as little room and as few words as shall be found consistent with perspicuity. That this requires both labour and judgment every one must be aware who has made the attempt; but that it is an object attainable, at least by repeated trials, and a continual regard to improvement, few will deny: and that in the present instance it is worth all the labour it may cost, will be no less clear to those who consider that the enlightening of India, and indeed of nearly the whole of the east, may be the ultimate fruit under the blessing of a gracious Providence. Nothing can be of greater importance to nations sunk in ignorance than diffusing among them just and correct ideas of themselves, as *creatures* formed in their very nature for immortality, and placed in the state of probation by the wise, impartial, and almighty Author of their being,—as *related* to each other in social life,—and as *connected* with the rest of mankind, both in point of time and place. And while multitudes of volumes may be profitably written to illustrate this threefold relation, it is possible to condense the facts and truths on which it rests into a very small compass. When, therefore, in addition to the ignorance into which these countries are sunk, we consider the little taste they have at present for reading, and the aversion excited by the sight of a ponderous volume, we shall be convinced that it is well worth the labour to strip simple facts and truths of every thing extraneous, express them in the most perspicuous terms, and arrange them in the most agreeable manner, if by these means youth can be allured to the reception and study of truths so important to their present and future welfare.

The mode of throwing into short sentences, not burdensome to the memory, things desirable to be remembered, is also congenial with their own ideas. Though conveying ideas in verse is common among the lower classes, still this is the method preferred in their philosophical and grammatical works of highest reputation. Of this the *Moogdhubodha* furnishes an instance, which employs nearly eleven hundred *sutras*, or short maxims, to convey the doctrine of Sungskrit grammar, all of which every child devoted to the study of that language is expected to commit to memory, with their Sungskrit comment or explanation annexed. Half this number of sentences may be made to convey, in the current language of the country, nearly every truth and fact, both moral and scientific, which it is at present desirable to impart to a Hindoo youth; and were he even to commit these to memory, he might, in less than half the time devoted to the Sungskrit grammar, furnish his mind with a treasure of ideas, which, duly improved by reflection, might enable him hereafter to illuminate all around him. In the present deficiency of taste for reading, therefore, it is not easy to say how ideas could be more easily diffused than by epitomes of this kind, carefully improved from year to year, till rendered complete as to their subjects, and unexceptionable in point of style and arrangement. To these may at any time succeed more enlarged treatises to the highest advantage, and thus the seeds of knowledge and virtue, early sown in the mind, be gradually nourished till they ripen into individual virtue and national happiness; in which important work we hope for the most valuable assistance from our highly esteemed friends in the "Calcutta School Book Society," formed in the course of the present year.

From these circumstances we can easily appreciate the advantages which the youth of India are likely to reap from a steady perseverance in this system of education. On their superior improvements in reading, writing, and arithmetic, it is needless to enlarge:—their having all the compounds in their alphabetic

system distinctly expressed, and exemplified both in spelling and reading, must necessarily give them a knowledge of it which they will carry with them through life, and the value of which will be evident to those who consider how much the thorough knowledge of an alphabetic system allures to the study of even a foreign language; their having above ten times the quantity of matter laid before them which they had in their own schools, must necessarily improve them in reading; their perpetually copying a correct and fair exemplar, must also render them superior in the art of writing; and their improved knowledge of arithmetic cannot but give them an immediate superiority in the management of their own accounts, while it habituates them to, at the least, one species of sound and conclusive reasoning, that built on the doctrine of numbers.

But we frankly acknowledge that, important as these advantages are, they do not form our chief object in thus attempting to introduce the present system of education. These are but the elements of knowledge; they form merely the avenue to that fair temple to which we would fain lead our Hindoo youth; and one happy means of accomplishing this object will be furnished by the facility they will thus acquire of reading the printed character. The circumstances in which most of the natives stand who have been trained up in their own schools, renders this a work of exceeding great difficulty. As they have previously never seen anything but a manuscript, and that possibly in small quantity as well as ill written, it is not easy to find a man who can read the printed character with any readiness, notwithstanding its superior clearness and regularity; which is not surprising when we consider that, even to a man of study, the reading of a character which three or four days' close application might familiarise, is often a remora in the way of improvement from year to year, merely because sufficient resolution cannot be mustered up to devote these very few days to its complete acquisition. If it be thus with the Europeans, who to superior vigour of mind unite strong motives for study, how

much more must it be so with a native, who has scarcely tasted the sweets of knowledge! But this obstacle must be overcome before knowledge can find its way to the Hindoo mind in any considerable degree. What would Europe have been even now, had it been confined till this day to the perusal of a small portion of ill-written manuscript? When, therefore, every particle of that information which expands the mind must come through the printed character, were no superior ideas gained at school, the familiarizing of this medium to them from early youth would form an important step towards improvement; particularly when it is considered, that this acquisition, once made, is scarcely ever lost as long as sight remains.

We cannot but hope, however, that, in some instances at least, *superior ideas* will be imbibed by the youth thus instructed. Their having before them correct ideas of the size and figure of the earth—of the solar system—the various nations of the world—of past transactions—of the nature of man, a future state, &c. must leave some traces on the mind; as, however new some of these ideas may seem to them, still, if conveyed in easy language, they cannot be completely unintelligible. And if it be said that the few pages set before them at school are not likely to contain ideas sufficient to imbue the mind, it may be replied that five or six hundred pages, (no less than which all cannot be brought that has been already enumerated), are not so contemptible a number. And if they were fewer, it should be recollected, that a fact or a truth conveyed in a very few words, may be expanded by reflection till it shoot forth in a thousand ramifications. Ideas conveyed in a profusion of words, or accompanied by long explanatory comments, are not those which have always sunk deepest into our own minds. Certain leading facts, certain important maxims, conveyed perhaps by the voice of a parent, or by some exemplar which gave us just ideas of fair writing, have remained engraven on the mind through all the future vicissitudes of life, and have exerted an influence in forming our characters beyond all the vo-

lunes we may have read. Why should we suppose the mind of a Hindoo youth to be formed so differently from our own as to render this impossible? particularly when the novelty of these ideas—the pleasing sensations accompanying their reception—his leisure—and his having so few other ideas to solicit his attention, all combine to fix them in the mind?

Nor is another circumstance unworthy of notice;—the error this system insensibly but really produces on the feelings of the youths thus instructed, and even on those of their parents. It has been already said, that the communication of knowledge is universally approved among the Hindoos, as good in its own nature, and that the instruction of youth is esteemed an act unequivocally beneficent. While the children, therefore, receive with so much pleasure the instruction imparted to them, both parents and children feel an increasing conviction that there are those who really care for their welfare. The ideas of respect and esteem, if not of gratitude, which are thus excited, are naturally transferred to the nation from whose good will towards them these benefits arise, who are therefore contemplated as taking a cordial interest in their welfare, since they seek their advancement in knowledge. Few things, indeed, are more likely to secure the attachment of the people of India, than the establishment of schools among them in a manner completely free and unconstrained; not, indeed, as the act of government imperatively demanding obedience, but as an act of kindness emanating from the philanthropy of the nation under whose fostering care they are placed (by divine Providence) and extending the benefits of all which wish it, without being compulsory on any. This effect of the system we have already, in some degree, witnessed by comparisons that have been made between this mode of conduct and that of their Mahomedan conquerors, who made no attempt to diffuse knowledge among them, but rather laboured in various ways to extinguish what little they already possessed; and this contrast leaves a strong impression on their minds, by no means unfavourable to those

whom they thus regard as their real friends; an impression which, we trust, is gaining strength with every returning year.

On the whole, therefore, when we consider the progress now made by the Hindoo youth in the common attainments of reading, writing, orthography, and accounts; the superior ideas they are imbibing relative to things connected with both their duty and their welfare; their happily familiarising themselves in the printed character, with the medium through which knowledge may hereafter be poured in upon them to any extent; and unite with these the impression which the system of instruction leaves on their minds of the cordial good will borne them by the nation thus seeking their welfare, as well as of its superiority to themselves in knowledge and power, we are ready to hope, that the benefits resulting therefrom will be ultimately found such as to repay all the labour and expense attending their communication.

Not is it an unimportant circumstance that these benefits are conferred in a way which leaves the natives in their proper sphere of life, and in the enjoyment of their respective callings, without disturbing their minds by the desire of seeking doubtful wealth through a knowledge of English. We once feared that a system unattended with any allurements of this kind, and which merely held out an increase of knowledge through the cultivation of their own language, would not be found sufficiently interesting to the natives in general; while we clearly saw, that to mix with it any idea of imparting English, even as the reward of diligence, would be ruinous to the system by the expence it would entail, and scarcely less so to the minds of those who might cherish this expectation. As the knowledge of English is viewed by the natives in general as the high road to aggrandisement, each of them as he distils labour might attain, by the ability of writing and calculating with neatness, together with a few English phrases, would if this were true, be able to add some useful ideas thereby to their native stock of know-

ledge (for who of them could comprehend a page of any sound English author) but their minds would be instantly raised above the hammer, the chisel, and the plough; and they would sally forth in hordes in quest of that wealth, which possibly one in a thousand among their neighbours might formerly have realised. The injurious effects of this course would soon have been manifest: relative to the English copyist, the market would have been over-stocked in a tenfold degree, while every year would have increased the number. Nine out of ten, therefore, unable to find honest employment, and with their knowledge of English incapable of returning to the axe or the plough, must either have dragged out a miserable life in the utmost want and distress, or have added to the general profligacy of manners, by having recourse to nefarious methods of obtaining the support nature imperiously demands. Such, it was foreseen, must have been the effect of corrupting the simplicity of the native mind, by holding out as an allurement, the idea of their being taught English, or even to write the English character. We determined, therefore, to steer clear of this rock in the beginning, whatever reception the system might meet;— and the manner in which it has been received has fully evinced, that nothing beyond a frank and candid disclosure of the object, is wanting to interest the Hindoos in their own improvement.

Perhaps some may be ready to ask, Would it then be injurious to attempt imparting a knowledge of the English language to the natives of India? Would not this be the most effectual way of enlightening their minds, and securing their mental and moral improvement? To this we would reply with due diffidence, because we are aware that wise and excellent men have entertained different opinions on this important subject. To us it does not appear perfectly clear, that even the ability of reading every thing contained in the English language, would so infallibly prove a blessing to the native mind in its present imbecile state. Whether the strong meat on which a well educa-

ted Briton can feed with delight, or the less innocuous food which his sound judgment can either digest, or throw off without injury, would be equally innocuous to the mind of an Hindoo; we would not venture to say; but we think that to set before them in their own language, the judicious selection of mental food, easy of digestion, and suited to strengthen the understanding and nourish the best affections of the mind, has at least its advantages in their present unimproved state, *o need and blood*

But, the impossibility of conveying to them *o knowledge* of English available to mental and moral improvement, without incurring an insupportable expense, must be obvious to all who duly weigh the subject. Little is done here, unless such a knowledge of English be imparted, as shall enable natives to read a valuable author with a degree of ease: for that which cannot be done with ease by a Hindoo, *o want in of* not being done to any great extent. But, what expenditure of money could impart this knowledge to a thousandth part of the population of Bengal? And if this were imparted to so few, would these propagate their knowledge of the language? Would they converse in English with their neighbours, or even their own families? What classical scholar in Europe converses in Latin with his family and domestics? This knowledge of English, thus imparted with so much expense, would be propagated only in a very small degree; and the next generation of Indo-English scholars must be formed by the same means and nearly at the same expense, and thus in perpetual succession to the end of time. *o of the difficulty* of rendering any European language than familiar to the natives of India, the case of the Portuguese language may convince us. It is more than three hundred years since the language was introduced into India, and the nation who spoke it possessed a pre-dominating influence over much of India, for a longer period than we have as yet done. Yet at this day, in those places most fully under their influence, how many natives are there to be found capable of deriving moral instruction from a book written in the Portuguese language? Has not the natives language so

completely prevailed, even among themselves, as to render them far less capable of receiving instruction from a work in the Portuguese language than from one in Bengalee.

How ill adapted, indeed, any foreign language is for conveying ideas which shall raise and renovate a whole country, may be seen from what has actually taken place in Europe. At the dawn of the Reformation, the bulk of the inhabitants were not more ignorant, as low in point of knowledge, as the present inhabitants of India. To what, then, is Europe indebted for its present state of general knowledge and civilization? To the culture of Latin in every charity school and cottage throughout Europe? It is to be feared, that had not the learned condescended to lay aside Latin altogether as the medium of general instruction, and to employ for this purpose the dialects of the different countries, Europe would not, at this time, have been in its present improved state. Yet there can be no comparison between the knowledge of Latin then diffused throughout Europe, and that of English now diffused throughout India. Thousands were well acquainted with that language, and divine service was performed therein throughout Christendom. Moreover, it formed the basis of the most popular and extensive languages in Europe, whilst, with the exception of a few terms, almost too mutilated to be recognized, scarcely an English word is to be found in any of the languages of India. Were any language beside the dialects of the country to be chosen as the vehicle for the diffusion of general knowledge, the Sanskrit has the fairest claim, understood as it is in every province, and originating, as it does full eight words out of ten, in most of the dialects throughout India. Yet to employ even this ancient language as the medium of diffusing general instruction, would be still consigning India to ignorance, whatever pains might be taken to secure the cultivation of the language.

But while the attempt to render English the medium of instruction to the numerous millions of India must evidently prove inefficient, it is by no means certain that it would prove equally

unvarious. Though years of instruction might fail to impart that knowledge of the language which would avail to any purpose of moral improvement, a few months' instruction, yet enough to enable a youth to write the Roman character with neatness, might prove quite sufficient to unsettle the mind from the paternal employ, and to render him completely dissatisfied with his proper occupation. But the happiness of life depends with the relish for the village fare and its homely joys, and thus thousands might be allured to imaginary affluence, and with scarcely less certainty to real misery. For the thickening crowd to find employment in the counting-houses of warehouses of Europeans, would be impossible beyond a certain extent; and though absolute want might be less terrible to a Hindoo than to a European, yet the calls of nature must be felt and misery inevitably follow.

But the misery resulting from this attempt to form the natives into Indo-English scholars, would not terminate with them, it would extend to a great part of our Christian population. At the present moment, within a few miles of the Presidency, may be found a body of Christian youth not very far short of two thousand, either supporting themselves by the use of the pen, or in a train of preparation for that employ. The claims which these have on us for this employment are numerous and powerful. They profess the same religion, speak the same language, are the same in habit and mode of life, and are capable of being formed to a high degree of moral excellence. If there be, then, superior emolument and respectability attached to the use of the pen, why not consign these advantages to them? Why not kindly take them by the hand, pity their involuntary deficiencies, enlarge their minds, watch tenderly over them, and encourage them in the paths of righteousness and honour, infusing into them that generous concern for the interests of others which may render them valuable auxiliaries in the work of doing good? For giving them an almost exclusive preference in employment of this kind, both reason and humanity plead. It is a Hindoo

youth be imparted, in his own language, ideas which tend to improve his understanding and enlarge his mind, without disturbing him in his paternal occupation by awakening insatiable cupidity, what injury is done him?—Is he not placed in better circumstances than his father, by his ideas being enlarged, and his powers aroused to a greater exertion in his own calling? Contrast this for a moment with the situation of the body of Christian youth just mentioned. Can they, like the natives around, find ease and comfort in recurring to a paternal employ? Will every degree of help bring them near to *paternal enjoyments*? And if, this withheld, they cannot procure support by the pen, can they recur, like the Hindoo, to a manual occupation? Do not circumstances render this impossible? and if not impossible, unavailing to their support? Surely these ideas will be allowed their just weight in the minds of the judicious, who will at once see, that if thousands of natives be drawn from their proper employments by the golden expectations inspired through their being able to copy an English letter, there cannot long, as has been already hinted, be employment for all, and in this case the man whose language, dress, and habits assimilate him with his European employer, must be the sufferer, while the native in reality gains nothing by exchanging the peaceful cot and the social village circle for his new English employ,—but the loss of contentment, and that pollution of mind which arises from the inordinate love of gain.

While, therefore, nothing can be more reasonable, and few things more to be desired, than that every native of India who possesses wealth and sufficient leisure, should be encouraged to add the English language to his other acquisitions, and to enrich his mind with all the treasures it contains; this can with the judicious form no argument for expending the funds originated by benevolence, in a vain attempt to impart a knowledge of this language to the natives in general. To a gentleman of leisure and fortune in England, the knowledge of Greek is doubtless of the highest value, as tending to enlarge and elevate his

mind; few, however, would deem this a sufficient reason for attempting to introduce that admirable language into the Sunday and Charity Schools throughout the three Kingdoms.

Perhaps some may be ready to ask, if this system of instruction neither makes them Christians nor Britons, what does it affect; since it leaves the natives as completely Hindoos as before? To this we reply by frankly acknowledging, that, in our view, to make any one a real Christian is not the work of man, but of God, who alone creates men "anew in Christ Jesus;" nor do we hope to transfer the natives of India to Britons. This is the very nature of the country; and the blessings so richly poured upon it by divine Providence; wholly forbids. The inhabitants of a country where, on the average, five or six hours labor daily will furnish all the necessaries of life, can by no course of instruction, no diffusion of knowledge, acquire that daring hardihood of mind, that persevering industry, that firmness of soul, possessed by those, whom the circumstances of country and situation constrain to devote daily twelve hours of assiduous labor to the attainment of the same object. The calls of nature satisfied with that the bodily exertion? what shall ever prevail on the natives of India to undergo the distress of the rest? or enable him to acquire the habits generated by such a course of arduous exertion? A Hindoo, therefore, must ever remain a Hindoo, inferior to the European by the force of all those habits which his superior exertions have rendered natural to him: a superiority the value of which is not merely two-fold, as though numerically restricted to two, but ten-fold; for when circumstances embody mental energies, the transition from thought to action, it will be effected ten-fold. It is not, however, reasonable to the rigid and rigid Asiatic. But it does not follow that the Hindoo must be forever inferior to his European neighbor; he may sit under the shadow of a great tree, and be gradually enlightened and improved, and should be gradually form a juster idea

of himself and the various objects around him—of the earth on which he lives, the orbs which give him light, and above all the great Author of his being—he may imbibe a higher sense of duty, and that love of knowledge and investigation which may lead him ultimately to search with candor the Scriptures of truth, if not to receive them with all readiness of mind. And long before that period, knowledge may remove prejudices, and originate a superior correctness both of ideas and of conduct, which may be of the highest advantage to society.

If, then, instruction calculated gradually to produce those happy effects can be conveyed in the language of the country, with a permanence and an extent of diffusion afforded by no other method—and at an expense small beyond any thing ever known in any other nation—if the schools conveying instruction be welcomed by the poor among the natives, and encouraged by the rich, what remains but that efforts be made thus to extend instruction as widely as possible? Nor should the extent of the field create discouragement. If the field be wide, the spirit of exertion is increasing; and if even the attempts now made be continued with steadiness and vigor, they will be far from being inefficient. The schools mentioned here, by no means include the whole now in operation: those under the care of the Rev. Mr. May, Lieut. Stewart, and other highly esteemed friends, all promote the same important object; and the number of children in Bengal now actually under instruction, must amount to Twelve or Thirteen Thousand. Give, then, to each of these three years' tuition, and allow them afterwards, on the average, thirty-six years wherein to mature and diffuse around them the ideas imbibed at school (and thirty-six years on the average is surely not too long a space of life for the smaller half of mankind, who have survived the perils of infancy and early childhood), and how many members of society, fraught with these ideas, will even the present exertions produce, before the first number instructed will have quitted the stage of life? If they be renewed every three years, the number thus instructed in

thirty-six years cannot be less than a Hundred and Fifty Thousand. Suppose, further, that each of these becomes in time the master of a family, into whose minds he in some degree pours the ideas he himself imbibed at school, and we have a Hundred and Fifty Thousand Families imbued with these ideas, and ready to propagate and extend them after the parent is dead. Go one step farther still, and suppose that this man imparts these ideas to only three of his neighbours who are heads of families, (and in some cases one man may impart them to thirty,)—and how likely this is, those will perceive who consider, that though a man cannot impart to his neighbours a language newly acquired by himself alone, he can with ease impart new ideas; and that men often feel a high degree of pleasure in thus doing—what then will this set before us as the effect of the efforts now made? No less than Six Hundred Thousand Families, imbued with valuable sentiments and prepared to propagate them. Such, then, is the gradual but ultimately rapid progress of knowledge when once imparted. Were it not so, how could new ideas have spread through so great a part of Europe in thirty or forty years, at the time of the glorious Reformation?

But have we not reason to hope that efforts of this nature will increase, and that the opulent among the natives of India themselves will generously share in the work of enlightening their own countrymen? It is with unspeakable satisfaction that we state certain facts calculated to nourish this hope. It appearing probable that a plan, which had so entirely the welfare of their own countrymen for its object, would, if rightly understood, meet the approbation of the liberal among the natives in Calcutta, a brief statement, explaining its nature and design, was a few months ago drawn up and translated into Bengalee by the Assistant Secretary. This was circulated among those of the greatest respectability, and the effect of it was such as to afford us the highest encouragement, as will be seen in the pleasing addition of Native Benefactors to the list of subscribers at the end.

Nor is this the only instance of the kind which has come to our knowledge. A letter from a highly esteemed friend at Delhi, received about two months ago, acquaints us that a number of respectable natives in that city, on being informed of the efforts now made to enlighten the native mind, had expressed their readiness to assist in forming an association for the support of a native school on an extensive scale in that city, as soon as a suitable plan should be furnished. — And within the past month, our minds have been cheered with another proof, that the candid and liberal among the natives of India are capable of the most generous concern for the welfare of their own countrymen. Jeya-Narayana Ghoshala of Benares, a man of enlightened mind, to whom intelligence of the exertions now making found its way, has, we are given to understand, devoted no less a sum than Forty Thousand Rupees to the establishment of a School, from which nothing that tends to inform the mind shall be excluded; but in the various languages he has appointed to be taught therein, every compendium of morals and science, and every work that conveys information, are to be admitted without hesitation. The interest of this sum is to be for ever applied to this important object, under the management of a committee chosen from among his own countrymen. If such be the effects of the generous care already manifested for the improvement of our Indian fellow subjects, what may we not expect from that perseverance herein, which shall overcome all prejudice, and commend itself to the minds of all! Should the wealthy among the natives once thoroughly interest themselves in the improvement of their countrymen, (and what can be more reasonable?) the object may be viewed as almost certain of accomplishment. Little would be requisite beyond a wise and discreet fanning of the generous flame, could it once be effectually kindled among them.

Encouraged then by the cheering prospect, and by the candid and liberal manner in which these imperfect attempts have been already received, the Managers of the Institution feel determined to persevere in their endeavours to render the system of native

instruction thoroughly efficient. They are not unacquainted with the difficulties they have to surmount before this can be accomplished; on the contrary, they feel conscious that, after every effort has been made, they shall still need the utmost exercise of candor from those who support them. They recollect that in England the system of instruction was not brought to its present degree of perfection in a day, nor without the most strenuous efforts; and they cannot but perceive that the obstacles this country presents are far greater than any thing surmounted in Britain. There, those who wish to communicate and those who need instruction are of the same nation, speak the same language, profess the same religion, and have the same habits and ideas: here, they whose instruction is sought are of a different nation, and differ wholly in point of religion from those who seek their welfare; while their habits and ideas are almost as opposite as light and darkness. There, the friends of humanity live in the midst of those whom they wish to serve, can visit a school daily, and at once rectify any deviation from order; here, with the exception of those in the towns and villages on the banks of the river, which form but a small part of the whole country, the labour of visiting schools is almost more than a European constitution can sustain. There, men of sprightness and intelligence can be obtained as masters; but here, instruction must be conveyed wholly by the books and the system: for the masters are at present nearly as destitute of the ideas it is desirable to convey, as the pupils themselves; and if a regard for their own interest overcomes their aversion to any thing new, it does not remove their cupidity, nor prevent their attempting to gratify it in a variety of ways against which it is necessary constantly to guard. These circumstances, therefore, will have their due weight with the candid and judicious, who will rather sympathize with, than harshly censure, those who have these difficulties to meet. They will not, therefore, expect in a day, that perfection relative to order and method in these schools, which can only be the result of years' unwearied perseverance.

But a most important, we had almost said *the* most important point, is already gained in the readiness of the natives to encourage these schools. Every other difficulty is of minor consideration, and requires nothing beyond steady perseverance gradually to surmount it. The children's *writing* the various compendiums will infallibly secure a degree of proficiency, as they cannot write them correctly in a fair hand, without previously acquiring the ability so to do, nor copy deliberately and repeatedly sentences expressing important ideas, without some traces of them being left on the mind: and if this be secured, whether they sit in exact order or not while writing them, is a consideration of inferior importance. That in a school of five or six hundred in England the most exact order is necessary, will be granted, as it is essential to lessening the expense; but in this country, in schools of sixty or seventy, though highly desirable, it is not so important, at least in the beginning, that every thing else should be sacrificed to secure it, if the compendiums be written, without which the master is not paid, the object of the schools is in a great measure accomplished.—Indeed, were these various epitomes not wholly written out at school, which can however be secured, were the youths merely to acquire there the ability of *reading* them readily, and to receive them as a reward on their quitting school, even this would secure the diffusion of the ideas contained in them throughout the country.

Meanwhile it is evident that every returning year will render the work of schools more easy of accomplishment. The natives will become more and more desirous of knowledge, as the instruction of each individual perpetuates the desire to the end of his race, the father being almost certain of desiring that instruction for his son of which he has tasted himself. And in the Monitors of the various schools, and even in the most sensible and active among the other children, will in a few years be found Teachers far superior to those now employed;—teachers who, acquainted with the arrangement of a school, and familiar with every sentence and idea in the various compendiums endeared

to them by the recollections of youthful days, will scarcely need the inducement which binds the present masters, a fixed though moderate salary in their own neighbourhood, but, *with* it, will almost certainly prefer to any other employ, the work of imparting to others those ideas which were the source of so much pleasure to themselves. We may therefore reasonably hope, that a few years' perseverance will overcome the chief difficulties, and plant in this country, so abundantly crowned with the bounties of Providence, and so degraded by the prevalence of ignorance and vice, ideas that can never die, because built on indubitable facts and truths immutable in their nature.

The Managers beg leave to offer their warmest thanks to those generous friends, who, unsolicited, have stepped forward beyond their highest expectation, and enabled them, in the very infancy of the Institution, to realize the plan in so great a degree; and they look forward with humble confidence to future support in this work, as long as the funds intrusted to their care shall be faithfully and prudently applied. They expect, that this year they shall have instruction to impart to at least Ten Thousand youths and children, and possibly to a greater number, unless they wholly disregard the earnest applications continually made to them for new schools. But they trust they shall be able so to arrange things, that the expense shall not exceed Three Rupees annually for every youth thus instructed, including that of tables, books, and paper, of masters and particular superintendance: and below this they fear it will not be easy to bring the expense of village schools containing from seventy to forty children, which afford so little advantage in point of numbers, though among the most valuable in point of efficiency. In such circumstances, indeed, instruction of the kind given, has never been imparted in any nation at so small an expense; nor would it be possible to do it even in India, were not the general superintendance wholly gratuitous, and the strictest economy

obtained throughout every department of the Institution. In a field so wide, however, the strictest economy becomes the highest wisdom, and the efficiency imparted to the efforts of benevolence, more than overpays the requisite care and labour. In superintending the schools under their immediate care, therefore, and in assisting others to extend the system in any part of India, their future efforts will be bounded only by their ability.

Nor do they feel discouraged by the vastness of the field before them. They have found by experience, that an attempt of this nature a blessing from heaven is often granted beyond all previous expectation; and in addition to the efforts of the friends of humanity in India, which in liberality are surpassed in no other country; they have reason to hope that Britain will stretch forth the helping hand to India respecting Schools; as she has already done respecting Translations of the Scriptures, of which schools seem almost a necessary appendage; for what can be more natural than to wish that an ability to read the Scriptures may be imparted to those into whose language they are translated? In perusing the proceedings of a meeting held at Glasgow in November last, we observe with peculiar satisfaction that Indian Schools had already attracted their attention, although the plan for conducting them was not fully developed. What, therefore, it is known with what cheerfulness the natives receive them, and with how much liberality they are supported in India, there can be no doubt that, both in the British Isles and America, our Indian youth will find the warmest advocates, and the efforts of benevolence here be powerfully seconded by those who so amply enjoy themselves the blessings of knowledge, both human and divine. The field, indeed, is worthy of every exertion which can be made: while in extent is almost equal to Europe when formerly enveloped in the greatest darkness, the efficiency of individual exertion is such, that a donation of even five or six Rupees, may secure the communication of the most

valuable ideas, to an individual—to a whole family—to many families, and possibly for generations to come.

Signed, in behalf of the Managers of the Institution.

J. MARSHMAN,

Secretary.

*Serampore,
October 31, 1817.*

P.S. From letters the Managers have received, they have reason to believe, that there are gentlemen in various parts in India who would feel great satisfaction in establishing schools in their own neighbourhood. Were two, or three gentlemen, therefore, in any part of the country, to unite for this purpose, a few schools might be supported and superintended by them with scarcely any trouble or expense. And to assist such local associations with advice,—with any of our tables and books, or in any way we were able, would afford us the highest pleasure, as few things would tend to diffuse instruction more effectually throughout the whole of India. Were it desired, also, we would cheerfully print for them annually, any brief Abstract of Receipts and Disbursements they might wish to circulate in their own neighbourhood. To assist gentlemen in this important object, it is our intention to draw up, at our first leisure, a small Manual, detailing the method of organizing and superintending a native school, which shall be cheerfully sent to any gentleman who may request a copy.

* * Subscriptions and Donations to this Institution will be
thankfully received by Messrs. FLETCHER, ALEXANDER, and
Co Bankers, London; W. BURLS, Esq., No. 56, Lothbury,
London; by W. HOPE, Esq., Hope Street, Liverpool; and by
the Rev CHRISTOPHER ANDERSON, Edinburgh.

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. RICHURA. 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** **JICHHA-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 13.
- 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 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 68.

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.

MELYA. 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.

VASHAINA-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.

PR/SADA-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.

KAKOOR/YA. 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
Anunda-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
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Compton, H. Esq. (<i>Annually</i>)	50
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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
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Harrington, J. H. Esq. ..	300
Hickman, Lieut. Col. G.	50
Hickman, Lieut. J. P. ..	10
Ifome, R. Esq. (Annually) ..	200
Home, R. Esq. ..	100
Jamerson, J. Esq. ..	50
Kalee-Shunkara-Ghoshala, (Annually)	50
Kalee-Shunkara-Ghoshala, ..	150
Kashee Natha-Varoojya, (Annually)	50
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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
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Morton, W. Esq.	100
Nunda-Koomara-Vusoo, (Annually) ...	50
Oliver, Ensign James,	10
Ooma-Churuna Varoojya, & Tarinet-Churuna-Varoojya (Ann) ..	50
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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
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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
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Stewart, Hon. C. F.	100
Tapp, Capt. H. T. (<i>Annually</i>)	25
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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

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REPORT
OF
The Ranade Industrial
AND
Economic Institute, Poona.

To,

THE CHAIRMAN, GOVERNING BOARD,
The Ranade Industrial and Economic Institute,
POONA.

Sir,

I have the honour to submit my report on the working of the Techno-Chemical Laboratory of the Ranade Industrial and Economic Institute for the year 1914.

During the year under report, the major portion of Mr. Limaye's time was taken up by the investigation of Tarwad bark. The chief point under investigation was the percentage of Tannin in the Tarwad barks grown in different localities. For this purpose Mr. Limaye had to visit about a dozen places in the Poona, Ahmednagar and Sholapur Districts and the Phaltan state. During his visits, he collected the different samples of barks himself in order to be sure about the kind of bark subjected to investigation. Side by side with this he has made inquiries as to whether barks of different ages could be obtained in order to ascertain the variation in tannin contents with the age of the plant. He has found that in the majority of cases the plants are cut and barked before they reach the age of two years. Arrangements are now made to grow Tarwad plants and keep them for a sufficiently long period in order to elucidate information on this point; but it will take more than 2 years before anything can be definitely said in this matter.

As a result of the investigation of barks grown in different localities, Mr. Limaye has found that there is not much variation in the tannin contents as one would be led to suppose on the strength of a publication of the Imperial Institute, which says "The samples gave extreme variation in the amount of astringent principle and therefore of commercial value." The actual variation is found not to go beyond about 4%.

About 9 commercial samples also were analysed and it was found that their yield corresponded to that of the samples collected by Mr. Limaye, and so it appears that the commercial stuff is of a nearly pure character.

The detailed investigation and its results are printed as an appendix to this short report, and therefore there is no necessity of dealing on it at any greater length.

Mr. Mulay, who was mentioned in last year's report, worked practically throughout the year under report in this laboratory, on glass analyses and preparation of "coregum." This last substance is of immense use in hollow castings and is generally imported from foreign countries. Mr. Mulay has successfully prepared this useful substance out of very cheap raw material, and hopes to put it in the market at cheaper rate with the help of Messrs. Kirloskar Bros. of Kirloskarwadi, for whom practically he had taken up the problem.

Some preliminary inquiry was gone through in order to find a vegetable substitute for animal tallow used in sizing. It is a matter of common knowledge that the use of tallow in sizing is objected to by a large number of consumers of textile fabrics. It was on this account that this problem of finding a substitute was put before Mr. Limaye, whose inquiries do not hold out a hope towards a successful solution in the near future.

Analytical work of a general nature was also undertaken at the request of different firms and gentlemen. Amongst these to whom this Institute had proved its usefulness may be mentioned:—The Hind Candle Works Bombay, The Indian Alkolaidal Co. Bombay, The Diamond Soap Co. Bombay, The Zandu Pharmaceutical Works Bombay, Dr. Sardesai and Mr. M. G. Bavadekar, Poona and Mr V. K. Soman of Mehekar.

This short account will show that the work of the Laboratory is being gradually appreciated by people who are engaged in different Industries. The progress is a slow one, but to accelerate it is not, on account of several reasons, entirely in the hands of the managers.

I have the honour to be

Sir,

Your most obedient servant,

Poona, }
May 20th 1915. }

K. R. KANITKAR,

Hony. Director.

REPORT
OF
The Ranade Industrial
AND
Economic Institute, Poona.

To,

THE CHAIRMAN, GOVERNING BOARD,
The Ranade Industrial & Economic Institute,
POONA.

Sir,

I have the honour to submit my report on the working of the Techno-chemical Laboratory of the Ranade Industrial and Economic Institute, Poona, for the year ending 31st December 1915.

In a paper on 'Tarwad Bark' submitted with the last year's report two difficulties were pointed out in connection with its probable future use. The first was about its yield per acre. This requires cultivation of the plant on a sufficiently large plot of ground, which could not be taken up during the year under report.

The second point was about the form in which the tanning material available in it could be put on the market. At present the bark is brought in the market as such. Another form in which it could be brought in the market is its extract. To ascertain this the bark was extracted under various conditions and it was found that the solid extract thus obtained contained 50 to 55% of tannins, and it is thought possible to prepare an extract of 60% tannin content under suitable conditions. This shows the possibility of putting the tannins in Tarwad bark in the market in a handy form instead of the bulky bark.

The next problem taken in hand was that of preparing thymol from ajowan seed. After a preliminary inquiry as to the availability of the raw material &c, samples were obtained from different localities and they were subjected to distillation. From the distillate thymol was extracted and it was found that the yield was from 1.2 to 1.7% on the weight of the seed. This percentage was found to be in agreement with published results. This showed that the process was a right one. It was, therefore, thought desirable to extract thymol on a moderately large scale. Calculations based upon experiments performed for the purpose showed that the cost of production was about Rs. 10 per lb. of thymol excluding the interest on capital and depreciation of the plant while the rate at which thymol was sold in the bazar at the time was from Rs. 10 to Rs. 12. This showed only a very small margin of profit and so dealers in chemicals did not show any inclination to buy this stuff manufactured locally. But recently the price of thymol has considerably increased and so intending investors may find it profitable to take up the industry.

These two items kept Mr. Limaye engaged till the end of July. He was next asked to collect statistics about the possibility of essential oils on this side of the country. The information collected by him showed that large quantities of Rosa oils were exported to foreign countries every year. He was, therefore, sent to different places to study the process of extracting Rosa oils and to see whether any improvement could be effected therein. His report on the working condition of the places where the oils are distilled shows that certain modification of the distilling apparatus could be introduced with profit.

Other kind of work that kept him engaged from time to time was in the form of inquiries made by several gentlemen engaged in various industries. A few of them that were successfully worked out may be mentioned.

A gentleman from Sholapur inquired about the possibility of preparing card-board slates. A suitable composition was prepared and the gentleman was shown the method of putting it on. As a side issue of this inquiry card-board black boards were also successfully prepared and are in daily use in one of the schools here.

A local furniture merchant was short of wood polish on account of the war. He applied to the Institute for help and was shown the method of preparing the same. He is now preparing and using it for his own purposes in large quantities and at a price that obtained before the beginning of the war.

During the year under report five gentlemen were given facilities to work out problems in connection with their own business. One of them prepared silver nitrate for photographic purposes. Another prepared Phosphorus sesquisulphide for safety matches.

The third performed certain experiments on extracting starch from Jowar and glue from bones. Preservation of plant juices and preparation of enzymes from them was taken up by the fourth gentleman. Analytical work required in soap industry was taught to a gentleman who has invested his own money in soap manufacture.

Over and above these the Institute carried on analytical work of a general character but pertaining to different lines of business followed by the inquirers. The number of such inquiries made during the year came up to twenty.

The short account of the work done in the Techno-Chemical Laboratory shows that the Institute is becoming more useful year by year and it is hoped that its utility will get increased as its work gets widely known.

I have the honour to be,
Sir

Your most obedient servant

K. R. KANITKAR,
- *Hony. Director.*

POONA, }
April 26, 1916. }

APPENDIX.

'Tarwad' Bark.

Western India at the present time produces three tanning materials of importance,—'babul' bark, 'tarwad' bark, and myrabolans. Of these the third is the only one which enters largely into international trade, being produced in the forests of the Western Ghats &c. and exported to the extent of from forty to fifty lakhs of rupees annually. The other two are also forest products chiefly,—or rather the produce of waste lands which would under different conditions of climate and soil, cover themselves with forest. The treatment of hides usually carried out in the tanning commonly done in Western India is obtained by using all the three materials mentioned, and the actual system used is described in Mr. Guthrie's recent report on tanning in the Bombay Presidency to the local Government: 1910.

Of the three tanning materials named, the one about which least is known both as regards its amount, its value and its possibilities, is 'tarwad' bark, the product of the perennial shrub, *Cassia auriculata*. This shrub grows largely on waste land throughout India, and is never cultivated. It is often the only plant, beyond a thin coating of grass and weeds, which occurs on the many square miles of uncultivated land in the Deccan, and the plants are regularly cut and the bark obtained in many parts of the Nizam's Dominions, the eastern Bombay Deccan, and other parts of the semi-arid tract of Central and Peninsular India. Though the production and trade is very general, there is no means of determining its amount, as the only records issued class all tanning barks' together. These, as already stated, consist 'babul' and 'tarwad,' but what proportion of the trade consists of each bark it is impossible to tell. As, however, the chief sources of the two barks are largely coincident, a discussion of the combined trade will give some idea of its nature, though the total figures are incorrect.

Practically there is no export at present by sea. Neither of these barks enter into international trade. As we shall see later, 'tarwad' has been several times examined in Europe, but no trade has resulted. On the other hand, a considerable quantity is sent annually from the Bombay Presidency to Madras, amounting in value to about Rs. 60,000 on the average.

The barks are imported into the Bombay Presidency from Central India and Rajputana, and from the Nizam's Dominions. The actual value of the imports from 1903-04 to 1912-13 being as follows :—

Date.		Value of Imports Rs.	Mds.
1903-04	—	2,02,637	86,667
1904-05	—	2,15,109	85,498
1905-06	—	2,16,991	85,442
1906-07	—	1,15,306	45,005
1907-08	—	1,83,592	73,244
1908-09	—	1,56,527	62,506
1909-10	—	2,90,224	1,13,092
1910-11	—	1,99,310	77,629
1911-12	—	1,80,432	69,375
1912-13	—	96,789	37,357

Within the Bombay Presidency the material produced is used locally or sent to the Konkan, chiefly, if not entirely, to the Thana District, including Bombay. The extent of this internal trade is shown by the following figures:—

Date		Import into Konkan (excluding Bombay Port)		Imports into Bombay (Port)
1903-04	—Mds	110,620	—	19,969
1904-05	—	117,789	—	22,515
1905-06	—	168,202	—	40,618
1906-07	—	183,275	—	20,496
1907-08	—	180,777	—	28,854
1908-09	—	172,378	—	30,601
1909-10	—	110,630	—	31,653
1910-11	—	94,371	—	10,972
1911-12	—	137,464	—	10,344
1912-13.	—	193,702	—	6,087

This is, in accordance, with the fact that the only large tanneries in Western India are in or near Bombay, and these are the great users of *tarwad* and other tanning barks.

Method of obtaining the Bark.

I have already stated that *tarwad* bark is obtained over all the drier regions of Central and Peninsular India. For the purpose of finding out the method adopted and the conditions of trade, I visited a number (twelve) of centres in the Poona, Ahmednagar, and Sholapur districts of the Bombay Presidency and in the Phaltan State. As a result it is clear that the whole of the commercial bark is obtained from one type of plant,—*Cassia auriculata*. The usual method adopted is to wait until the annual growing period of the plant is completely over, and the stems have become completely woody and covered with brown bark. If the stem remains in any way green, the bark is much inferior. In fact the older the bark, the better it is usually considered in the market, and if the plants are not cut each year, but left for longer, the amount of tannin in it gets greater, for some years at any rate. The following figures of analyses of bark for plants of various ages from a variety of places illustrate this point. The age in many cases is not absolutely certain, and depends (when more than a year) on local information.

Age	Percentage of tannin.
1 year (4 samples) —	15.7 per cent.
2 years (5 samples) —	16.7 per cent.
3 years (3 samples) —	17.8 per cent.
6 years (1 sample) —	17.4 per cent.

The cutting and barking operations are in the hands of low caste people, chiefly *dhors* (or tanners) or *chambhars* and Mohammedans. In fact it may be said that these classes practically do the whole of the collection and barking of the plants. The arrangements in the waste lands or so-called 'forests'

under Government control are usually such that the right to collect the stems for bark is sold by auction, and the successful bidder (generally a shop-keeper or *dalal*) either employs day labour for collecting and barking the plants, or pays by the amount of bark produced. In places where a *dalal* cannot be found to undertake the control of the business, a local *chambhar* or Mahomedan merchant sets up a *dhadi* as it is called. That is to say, he announces that he will pay a definite amount to any one who brings him say five seers of bark. The rate usually obtained for this amount, - or very fair day's work, - is 3 to 4 annas.

The collection and barking of the stems is a matter for the hot weather. The stems of the previous year's plants are not sufficiently mature for collection until the cold weather is well advanced,—say till January or February at the earliest, and the work of collection and barking goes on from that time until the rains. The actual barking is sometimes continued in the early part of the rainy season.

The process of cutting and preparing the bark as at present conducted is a very simple one. The plants are simply cut down a few inches from the ground, one or two small branches being left on each plant to keep the stump alive,—so that it may grow again during the next monsoon. This is said to be advisable though hardly necessary. The leafy part of the stem is removed at once, and either on the spot or at home the remainder is beaten with a wooden mallet on a hard surface till the bark becomes loose. The process as usually conducted is very crude and simple,—and the pieces of bark have, thereafter, only to be picked out and left exposed to dry. If the drying is not complete the bark tends to become mouldy on keeping and to take a dark colour which reduces its value very considerably.

The average yield of dry bark on the weight of the stems comes to about ten per cent.

Previous Investigations on the Bark.

The value of *tarwad* bark as a tanning material has been locally recognised for a long time, but despite the fact that it has been often recommended to tanners in Europe, it has received little attention on even investigation.

Its composition was first examined, so far as I can find, by the authors of the *Pharmacographia Indica** who found the young bark to yield 28.3 per cent of aqueous and 24.8 of alcoholic extract containing respectively 11.9 and 14.2 per cent of tannin. The tannin gave a greenish precipitate with ferric salts, and contained 4.1 per cent of ash.

A more serious examination was made by Jenks in 1896, and a considerable number of samples of bark were examined with results as follows, the extractions being made at 15°C. in Procter's apparatus.

Bark from	Total Soluble matter %	Tannin extract %	Non-tannins in extract %	Ash %
(1) Small boughs 1" diameter	17.37	11.29	6.08	1.03
(2) Young shoots.	11.63	6.98	4.65	0.82
(3) Stem—3 years old	15.18	10.22	4.96	0.36
(4) Roots.	16.55	0.24	16.31	2.97
(5) Commercial sample (supplied by Procter)	18.53	16.32	2.21	0.91

One of the most disappointing of documents in connection with *tarwad* bark is contained in a review published in the *Agricultural Ledger* in 1896, † based on the results of a circular issued by the Government of India regarding the bark.

* *Pharmacographia Indica*. Vol. I. Page 617.

† *Agricultural Ledger*. No. 2 of 1896.

“It will be seen that, so far as *Acacia Arabica* and very nearly *Cassia auriculata* as well, are concerned, the results of the present inquiry have been negative. We have been told that the plants do not occur in the forests. That information is valuable as emphasising the direction in which an extended future trade must be conducted. They are road-side and village plants. The present review has been issued as a key to the collections received up to the 15th of June 1896. It is believed that without some sort of abstract of the opinions advanced and particulars as to the condition under which the specimens were collected, the chemists might find it difficult to conduct his investigations. It is now proposed to extend the inquiry to the Agricultural Districts and District Officers, and ultimately it may be hoped that an extensive series of samples will be brought together, and much new and interesting particulars, which, when combined with the report to be furnished by the Research Department of the Imperial Institute, will be of considerable value to the people of India.” As regards some of the statements in the above review, one can only say that they are not true. As regards many of the forest reserves in the Deccan and Central India, *larwad* is a common plant, and much of the Indian supply is obtained from these forest areas whose produce is regularly sold.

I have not seen the results of the enquiry, except in so far as it is stated that after examination by the Imperial Institute* the samples gave extreme variations in the amount of astringent principle and hence of commercial value.

The next investigation was made by Hooper † who cleared up the reason for the diversity in the analysis of the bark and hence in its value. He pointed out that this was due chiefly if not entirely to the age of the plants from

* Imperial Inst. Tech. Reports 1903 by Dunstan.

† Agric. Ledger 1902 No. 1 27.

which the bark was taken. The bark of young plants examined by him gave 20.35 per cent total extract containing 11.92 per cent tannin. Old plants on the other hand, furnished bark yielding 29.0 per cent of extract with 20.12 per cent of tannin. He was so impressed with its value that he placed it fourth in value in his list of Indian tanning barks as follows :—

- (1) *Terminalia chebula* bark containing 28.6% tannin.
- (2) *Rhizophora macronata* bark „ 26.9% tannin.
- (3) *Cerriops candolleana* bark „ 26.2% tannin.
- (4) *Cassia auriculata* bark „ 23.0% tannin.

These percentages are apparently maxima.

Other determinations made at about the same period by Leather who found 15.5 per cent of tannin, with much non-tannins, and Hummel who found 20.5 per cent of tannin. Procter,* in discussing bookbinding and upholstery leathers, considered *tarwad* tannage as very unsatisfactory and unsuitable.

The most recent inquiry is that made by P. V. Mehd,† who studied the influence of temperature on extraction with the following results :—

Temperature of Extraction.	Tannin in Extract (average %)	Non-tannins in Extract (average %)
30–40°C	— 15.6	10.9
40–50°C	— 16.6	11.2
50–60°C	— 19.7	11.6
85–90°C	— 22.0	11.3

He considered that when blended with myrobalans and used to tan a piece of English market hide, it gives a mellow tannage, light colour, and very good leather, which would compare quite favourably with any other blends at present in common use.

* Rept. Soc. Arts, 1904.

† The Indian Guild of Science and Technology year book 1912.

In view of the very unsatisfactory character of the information available, it was evident that a much more complete inquiry must be made,—and this could only be done on the spot, where fresh samples were available. The following data are the result of our inquiry into the matter.

Collection of the Bark.

The barks used in the investigations now to be described were collected from twelve different centres in the *tarwad* yielding tracts of the Deccan. These tracts are essentially in the drier parts of the East Deccan, where the rainfall ranges from twenty to twenty five inches on the average, and where the heaviest rainfall takes place in September. The Western Deccan, where the rainfall is heavier, and the heaviest rainfall takes place in July is not an appreciable source of the bark though the plant is not uncommon. The characteristic rainfall of the *tarwad* bark producing tracts is shown in the following average rainfall figures for Ahmednagar and Bijapur which are fairly typical.

	Ahmednagar Inches.	Bijapur Inches.†
January	0·27	0·05
February	0·12	0·05
March	0·15	0·26
April	0·40	0·81
May	1·16	1·18
June	4·73	3·55
July	3·03	2·40
August	3·60	3·37
September	6·75	6·46
October	3·12	4·41
November	0·89	1·29
December	0·44	0·55
Total	<u>24·66</u>	24·38

* Bombay Gazetteer XVII B.

† Bombay Gazetteer XXXIII B.

In these districts the plant employed was always botanically identical. No two species, and no two varieties of *Cassia* were ever found for the purpose of preparing *tarwad* bark.

Bark was collected from twelve centres for the present investigation; they are as follows :—

(1) Poona District.

(a) *Baramati* —The neighbourhood of Baramati is one of the richest in the Deccan so far as soil is concerned, but also one of the driest and most uncertain. Until the Nira Canal was constructed it was one of the tracts in which famines were most frequent. The cannal has altogether changed the economic condition of the tract, but apart from irrigated land it still remains extremely dry and uncertain. *Cassia auriculata* abounds all over the neighbourhood, but of course grows with much more vigour near the canal than elsewhere. Some of these plants, grown on deep but not specially irrigated land, and which, hence, were large and vigorous were taken. They were two years old,—and two sets of samples were taken,—the first being specially selected highly vigorous plants, and the other the average plants under the above conditions.

(b) *Yevat*:—This is a village, about 25 miles east of Poona, just within the regular *tarwad* tract, and with the characteristic climate. One sample (Godbole's farm) was obtained from land near Dr. Godbole's farm, the other was from the waste land in which it usually occurs.

(c) *Poona* —Tarwad occurs commonly round Poona, but it lies outside the usual tract, being too far to the west and not having the characteristic type of rainfall. The sample taken was, however, known to be three years old, and is interesting for this reason.

(d) *Charoli* —Near Alandi 13 miles from Poona
The plants here enjoyed a sort of protection being quite away from the road side and grew to a height of 8 to 10 feet. Two samples were collected. The plants were quite mature being about 3 years old.

2. Sholapur District.—The whole of the Sholapur District represents typical *tarwad* conditions.

(a) *Madha*.—The plants from this centre were young ones only one year old, from waste land.

4 Ahmednagar District

Ahmednagar is one of the large trading centres in *tarwad* bark and the district is full of it. The actual samples used were commercial ones obtained from a *dalal* in the town. Two qualities were obtained, No. 1 costing there Rs 7/8/- per palla (240 lbs.) and the other Rs. 7/0/- per palla. The bark is usually sorted by the merchants into grades, as indicated by these prices.

<i>Pangarmal</i>	} On the road from Ahmednagar to Shegaon.
<i>Khuspuri</i>	
<i>Miri</i>	

At one time there was a flourishing trade in this bark round these villages, but now the villagers complain of a scarcity of plants and high wages.

4 Phaltan State.

This is another typical *tarwad* tract and samples were obtained from 2 centres. These were *Chiradwadi*, where two years old plants were used, and *Kuroli* and *Munjavali* (where the 6 year old plants were obtained.)

5. Nizam's Dominions :—One sample of the bark was obtained at *Parthan* a town on the left bank of the *Godavari* and just within the boundary of the Nizam's Dominions. Here the plants are sold by auction to the highest bidder and there is a considerable trade in the bark.

Tandur:—From a *dalal* at this Ry. Station (44 miles from Wadi Junction) a commercial sample of bark produced in the Nizam's Dominions was obtained.

Whenever possible the method adopted was to ascertain from the people themselves the plants which they would collect for tanning. Such plants were then collected from a defined plot under careful supervision. The terminal leafy branches were removed, and wherever possible the remaining stem was divided into two parts, and separately barked. The upper part of the plant gave one sample, the lower a second sample. The exact age of the plants could not be ascertained. They were usually from one to three years old, and in one case six years old. The height of the plants ranged from four to seven feet, and all the samples were collected between March and June.

The samples after collection were allowed to dry in the usual manner, and then used for the experiments which follow.

Soluble Matter and Tannin in the bark.

The samples thus obtained were analysed by the method recommended by the International Association of Leather Trade Chemists (I. A. L. T. C.),—this process described in Allcen's Commercial Organic Analysis 1911 Edition Vol. V, page 71, being exactly followed except that the extraction of the bark was finished at 70°C.

The actual results obtained are shown in the following table :—

Locality	Age of plants	Moisture	Total soluble Matter	Soluble non tannin	Tannin	Non-tannin Tannin
		%	%	%	%	%
Kuroli & Munjalvali	About 6 years	11.3	27.37	9.92	17.45	0.56
Charoli (1)	3 years.	8.86	29.00	10.64	18.37	0.58
Charoli (2)	"	9.52	27.86	10.52	17.34	0.60
Poona	3 years	10.55	30.10	12.24	17.86	0.68
Chiradwadi (Phaltan)	2 years.	8.3	28.35	10.44	17.91	0.58
Yevat	"	9.43	26.40	9.81	16.59	0.59
Baramati (Canal) 1	2 years selected plants	10.68	29.82	10.19	19.63	0.52
Baramati (Canal) 2	Average plants	11.19	26.79	9.88	16.90	0.58
Paithan-	2 years	11.2	25.16	8.90	16.26	0.54
Yevat (Godbole's farm)	2 years	13.4	25.10	9.40	15.70	0.60
Miri-	1 year	11.05	25.31	9.15	16.16	0.56
Pangarmal-	1 year	11.1	23.58	8.38	15.20	0.55
Madha-	1 year	11.1	24.91	8.82	16.09	0.54
Khuspuri-	1 year	12.75	24.86	9.55	15.31	0.62

The results thus obtained present several points of interest. In the first place the proportion of tannin and its purity is much more constant than we had been led to expect. The complaint in the report of the Imperial Institute already quoted on the subject is the extreme variability of the product. This variability is certainly not due to a variation in the raw material. The amount of tannin does not vary

more than from 15.2 to 19.6 per cent and the proportion of non-tannin to tannin more than from 0.52 to 0.68. The plants from the different districts do not show any constant and special characters.

Secondly, there seems to be a tendency already referred to (see page 9) for the percentage of the tannin to increase as the plants get older. The amount rises from 15.7 % to 17.8% between one year old plants and those three years old, or an increase of 13 + per cent.

On the other hand the purity that is to say, the relationship between the tannin and soluble non-tannin, seems independent of the age of the plant. The average proportion at each age of plants is shown in the following figures:

*Non-tannin
tannin.*

6 year old plants.	—	.56
3 year old plants.	—	.62
2 year old plants.	—	.57
1 year old plants.	—	.57

A good deal of interest attaches to the character of the bark obtained from the upper and hence younger part of the plants, and from the lower part of the same plants, and in a number of places the plants were barked in two portions. The following results were then obtained :—

	Part of plants	Moisture	Total soluble matter	Soluble non-tannin	Tannin	Non-tannin
		%	%	%	%	%
Chatoli (1) (3 years)	Upper	8.87	28.6	10.7	17.9	0.59
	Lower	8.85	24.4	10.6	18.8	0.59
do. (2) (3 years)	Upper	9.45	27.0	10.4	16.6	0.63
	Lower	9.60	28.7	10.6	18.1	0.58
Baramati (1) (3 years selected plants)	Upper	11.07	28.3	9.9	18.4	0.54
	Lower	10.30	31.4	10.4	20.9	0.50
Baramati (2) (3 years average plants)	Upper	10.37	25.1	9.2	15.2	0.58
	Lower	12.00	28.4	10.5	17.9	0.58

The lower part of the plant is considerably better in every case in point of containing more tannin, the average working out is as follows:—

	Total soluble matter	Tannin	Non-tannin. <hr/> tannin
	%	%	%
Upper part of plants	27.2	17.2	0.58
Lower part of plants	29.5	18.9	0.55

The bark of the lower part of the plants thus contains on an average 8.0 per cent more soluble matter, and 10.0 per cent more tannin than the bark from the upper part. This difference in favour of the older and stouter bark is well recognised commercially, and a higher price is given for the larger sized pieces of bark, which have probably come from larger stems.

Examination of commercial samples.

So far I have considered the samples of bark collected by cutting the plants and preparing the bark myself. And the question at once arises as to how far the bark actually on the market is similar in character. A number of samples were, therefore, purchased in the market, representing the ordinary commercial material obtained from a much wider range of country than I was able myself to collect. They include the produce of the Bombay Deccan, the Nizam's Dominions, Khandesh, Northern Gujarat, and Rajputana. The figures for price are those in the Poona, Bombay or Ahmednagar markets.

Locality.	Price per palla (240 lb.)	Moisture	Total soluble matter	Soluble non- tannin,	Tannin	Nontannin tannin
	Rs a p.	%	%	%	%	
I. Obtained in Poona market						
(1) From Phaltan	8-0-0	7.8	22.6	5.8	16.8	0.24
(2) In 1912		13.2	81.41	6.8	14.6	0.46
(3) In 1914	7-8-0	8.3	23.03	7.6	15.5	0.48
II Obtained in Bombay market						
(1) From Phalna (Rajputana)	9-0-0	9.6	26.0	7.9	18.1	0.43
(2) From Jath State	8-4-0	12.3	24.4	7.0	16.8	0.45
(3) From Sholapur-Bijapur	7-12-0	10.9	25.8	9.3	16.5	0.56
(4) From Dhond	7-8-0	11.1	23.2	7.4	15.8	0.47
(5) From Nandgaon (Khandesh)	8-0-0	10.7	26.0	9.2	16.8	0.54
III. Obtained in Ahmednagar market						
(1) Local	7-0-0	13.3	23.2	8.9	14.4	0.61
(2) Local	7-8-0	12.8	25.4	10.0	15.4	0.65
IV Obtained from Palanpur (North Gujarat) through Mr. P. V. Mehd						
		11.6	25.3	6.5	18.7	0.34
V. Obtained at Tandur (Nizam's Dominions)						
	7-8-0	10.6	23.7	6.1	17.6	0.34

The total amount of tannin in these samples differs very little. Except for a sample bought in Poona in 1912, the percentage of tannin matter only varies from 15.5 to 18.7, the highest figure being reached by sample from Northern Gujarat. On the whole these samples give a higher degree of tannin purity than those I collected from the plants, only the lowest grade samples showing a proportion of

soluble non-tannins to tannins of over .6. The price, on the whole, follows very closely the tannin percentage, showing how skilful the merchants are in estimating the value of the bark.

I have now considered the sources of supply, the quantity of bark probably available, the average composition of the bark, and the extent to which the composition varies. This consideration has brought to light two great difficulties in obtaining for this very excellent tanning material the wide use which its merits warrant.

The first of these difficulties is that the quantity available is limited, and as the bark at present is a jungle product only, and is collected from the jungle, it cannot be increased very much unless it will pay to cultivate the plant for the sake of bark. The price in the bazar is on the average about Rs. 7/8/- per *palla* of 240 pounds and the amount paid at present to the people who actually collect is Rs. 6/- per *palla*. The collection is usually a family matter the men cutting and collecting the stems and the women breaking it up and obtaining the bark. At this rate of payment the return is very small and those who do it simply regard it as a secondary occupation for the hot weather when no other work is available. It cannot be, therefore, collected on a more extensive scale at the present price, and if its production is to increase, its price must rise,—or it must be cultivated as a crop. It is to be arranged for experiments in the growth of the plant as a crop, in order to see the quantity which could be produced per acre. A knowledge of this is necessary before we can come to any conclusions with regard to its possibilities as a tanning material of the future.

The second difficulty is that the percentage of tannin contained in the bark is not very large. I know of no tanning material as poor as this which is exported long distances in the original form. It is essential, if it is to be intro-

duced into general, as apart from local use, that extract should be prepared and the tannin exported in this form.

Before concluding I must thank Dr. Harold H. Mann for the keen interest he took while the above inquiry was proceeding and for his help in writing this report.

D. B. LIMAYE,
Asstt. Director.

The Ranade Industrial
AND
Economic Institute, Poona.
Statement of Accounts
for the year 1914-15 & 1915-16.

Receipts			Disbursements		
Rs	a	p	Rs	a.	p
82,552	12	10	3,920	11	9
40	0	0	79,450	10	6
126	0	0	83,371	6	3
25	0	0			
627	9	5			
83,371	6	3			

Details of the Balance.

Rs.	a.	p.	
450	0	0	Govt. 3 p. c. Promissory Note of face value of Rs. 500.
58,115	9	0	Govt. 3½ p. c. Promissory Notes of face value of Rs. 59,500.
3,891	8	0	Bank of Bombay, Poona, Current a/c.
10,389	1	7	Indian Specie Bank (in liquidation).
6,159	6	0	Deccan Bank, Poona "
109	4	0	Unrealized subscriptions.
335	13	11	Balance in hand (Rs. 97-9-6 with the Asstt. Director & Rs. 238-4-5 with the Asstt. Secretary.)

79,450 10 6 Total.

Poona, 31st May 1916.

K. R. GODBOLE,
Joint Secretary.

* Interest on Government Promissory Notes of Rs. 60,000 for 2 years ending 31-3-16 is still to be realised.

Details of Expenditure.

Items.	1914-15 Amount.			1915-16 Amount.		
	Rs.	a.	p.	Rs.	a.	p.
Apparatus	50	9	3	97	11	2
Chemicals	237	12	1	227	2	9
Deadstock and Furniture ...	125	0	0	4	4	6
Establishment	372	11	6	384	10	0
Library (purchase of books) ...	80	11	0	48	11	0
Lighting	24	7	3	6	5	3
Postage & Stationery ...	17	5	3	6	14	0
Printing	45	12	0	0	0	0
Rents & Taxes	117	1	0	117	1	0
Staff (Asst. Director at Rs. 75 per month)	900	0	0	900	0	0
Scholarships	0	0	0	0	0	0
Buildings	0	0	0	2	8	6
Repairs	0	0	0	3	2	6
Travelling Expenses	94	7	0	54	15	9
Miscellaneous (cheque Book) ...	0	0	0	1	9	0
Totals...	2065	12	4	1854	15	5
Total...				3920	11	9

K. R. GODBOLE,
Joint Secretary.

**THE
INDIAN ECONOMIC SOCIETY,
BOMBAY.**

**First Annual Report
1916.**

OFFICE:—

**Servants of India Society's Home,
GIRGAUM, BOMBAY.**

1917.

Printed at the Bombay Vaibhav Press, and published at the office of the Indian
Economic Society, Servants of India Society's Home, Sandhurst Road,
Bombay by C. S. Deole

Managing Committee.

President.

J. B. Patil, Esq.

Vice-Presidents.

Sir Bhalchandra Krishna, Kt The Hon'ble Sir Ibrahim Rahim- toola	Sir Narayan Chandavarkar, Kt The Hon'ble Mr. V. J. Patil N. V. Gokhale Esq.
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Members.

The Hon'ble Mr. O. V. Mehta, M. A., LL. B.	Dr. Jivraj N. Mehta, M. D. (London)
Shet Katansey Dharamsey.	Jamnadas D. Dharamsey, Esq. B. A.
M. R. Jayakar, M. A., LL. B., Bar-at-law	Shankarlal G. Banker, Esq., LL. B.
G. K. Doodhar, Esq., M. A., (Member, Servants of India Society).	Umar Sobani, Esq.
J. R. Gharpure, Esq., B. A., LL. B.	Lalshankar Harprasad, Esq.
Shet Govindlal Shivlal Motilal.	Hormasjee S. Spencer Esq., LL. B.
	I. I. Mashrawala, Esq., B. A.
	T. A. Kulkarni Esq., B. A.
	M. D. Altekar, Esq., M. A.

Treasurers.

Baban Gokhalay, Esq.	R. R. Nabar, Esq., B. A. Member, Stock Exchange Bombay
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Secretaries.

N. M. Muzumdar, Esq., B. A., B. Sc., (Econ) (London)	O. S. Doole, Esq., B. A. (Member, Servants of India Society, Bombay)
Gulabchand Develhand, Esq.	

Auditor.

E. L. Thosar, Esq., F. L. A. (London).

Certified Accountant.

THE INDIAN ECONOMIC SOCIETY, BOMBAY.

FIRST ANNUAL REPORT.

*(For the year beginning with 1st of January 1916
and ending with 31st of December 1916.)*

At a representative meeting of the citizens of Bombay, held at the Servants of India Society's Home, Bombay, on 27th November 1915, this Society was formally established under the name of "The Indian Economic Bureau". But when the General Body met; on 11th February 1916, to consider the Rules and Regulations drafted by a Committee appointed for the purpose, they unanimously adopted the present name viz. "The Indian Economic Society". The aims and objects of the Society are set forth in detail in a statement which was issued to the Press and which runs as follows :—

"It has been observed by many critics of Indian thought and life that the traditional partiality of Indians for things spiritual has made them think rather indifferently of many aspects of national well-being, which have been wrongly regarded as of inferior importance on the ground that they secure only the material regeneration of the country, as contrasted with its spiritual welfare. As a consequence of this habit of thinking, very scanty attention has so far been accorded to the study of the conditions on which the material welfare of the country depends. Thought has hitherto been more or less stagnant in such departments of inquiry, with the result that India which was once

proverbially rich has now come to be one of the poorest countries in the world. It is obvious that unless the Indian people wake up and bestir themselves to find out the root-causes of their dismal poverty, India is likely ever to remain so. It is, however, an encouraging feature of the present times that the angle of vision both of the people and of the Indian Government is undergoing a gradual change and things contributing to the 'mundane' prosperity of the country are no longer regarded as unworthy of the thought and attention of Indian patriots; nay, it has now been conceded as axiomatic that a fair measure of material prosperity is a *sine qua non* of national progress.

As a product of such changing views the *Indian Economic Society* has been established in Bombay with the object of affording facilities for an accurate and scientific study of Economics, of the nature of economic development, and of the forces and conditions which, in the peculiar circumstances of India, will constitute a fostering environment in that behalf. The Society also aims at the formation and dissemination of correct economic ideas, utilizing for the purpose, in a thoroughly practical manner, all the information already available, and will also devise means for collecting first-hand information regarding the industries and commerce of the country with a view to the removal of difficulties in the way of their promotion and development.

There is no doubt that the science of Economics is yet in its infancy even in Europe. It is much more so in India. Notwithstanding the same, as a science, the subject needs to be studied carefully, before right theories can be effectively promulgated about the economic condition or development of the country. One sometimes hears it said that we in India have had enough of theory, and that what is wanted at present is practical work. Such a remark, whatever its value may be in the case of questions other

than economic, is hardly correct when applied to Economics, which, as said above, has hitherto been one of the most neglected subjects of study in India. It is, no doubt, true that the Indian Universities have lately begun to stimulate its study by founding chairs of Economics, but the attempt is recent and it will be long before it can be said that adequate attention is being paid to that subject in India. Even in a city like Bombay, the Sydenham College of Commerce and Economics was only recently founded, and though it is doing and is likely to do much good work in the field of its operation, there is no doubt that its work, in spite of its special value, needs to be supplemented.

Economics is pre-eminently a practical subject, and, therefore, the Indian Economic Society will endeavour, among other things, to bring together students of Economics and practical business men, by organizing periodical discussions on economic subjects. Such discussions will, it is expected, from the little experience the Society has already had, lead to very beneficent results. Among other things, they will serve to give the members an opportunity of discussing in the light of practical experience, various subjects affecting the material welfare of the country and to inform and educate public opinion by disseminating the ideas and information gathered in the course of such discussions, by means of pamphlets and leaflets published in English and in the vernaculars.

The Society will also establish and maintain a Bureau of information on economic subjects, which will consist, *inter alia*, of a Library and, if possible, a small Museum containing specimens of raw materials and finished products. The Library will include books, periodicals and official publications relating to the finance, industries and trade of India and of other countries.

The Society also hopes to give due attention to what may be called "Applied Economics". India, it will be

conceded, has largely suffered owing to the application of Western theories without proper discrimination. Though Western theories are not always inapplicable to India, Indian conditions being peculiar, they will have to be applied with care and with all the necessary modifications, due regard being had to the special merits of questions under consideration. Theories imported wholesale without consideration of the political and social condition of the people and of the stage of development of the country, are likely to do more harm than good. The Society will, therefore, bestow the utmost care and thought on questions that fall within the scope of its deliberations before suggesting any measures for improvement.

The Society does not for the present intend to start a Journal of its own, though it may be desirable and necessary to do so later on. It will, however, seek the co-operation of other associations working in the same field of inquiry. It has been thought desirable that the membership and the work of the Society should not be limited to any one part of India, though it is believed that, from the nature of things, the Society will find it easier to accord a fuller measure of attention to questions and conditions affecting the Bombay Presidency.

The task that the Society has set before itself is by no means easy and its success will depend upon the sympathy and co-operation of its members as well as that of the public and the Government. The Society, therefore, appeals to the people of this presidency and of other provinces, who have the economic development of the country at heart, to help it in its work either by assisting it with donations or by joining it and participating in its activities."

1. Periodical Discussions on Economic Subjects.

The first step taken by the Society was to arrange periodical discussions on economic subjects. After the

adoption of Rules, only ten months of the year under report were available during which discussions on the following five subjects were held:—

1. *Indian Financial Administration*
(initiated by Prof. N. M. Muzumdar, B. A., B. Sc. (Econ.) (London), Bat-at-Law.)
2. *India's Trade After the War.*
(initiated by Prof. V. G. Kale, M. A., Fergusson College, Poona.)
3. *The State in relation to Indian Industries.*
(initiated by Mr. C. S. Deole, B. A., Member, Servants of India Society, Bombay).
4. *Chemical Industries in Germany.*
(initiated by Dr. S. M. Sane, B. Sc., B. A., (Allahabad), Ph. D. (Berlin).
5. *State Vs. Company Management of Railways.*
(initiated by Mr. J. K. Mehta, M. A., Secretary, Indian Merchants' Chamber and Bureau.

Though only five discussions were arranged, still the meetings held, were eight in all as the first discussion was adjourned twice and the third once. Every time about five to six speakers took part and on the whole, the discussions proved to be very interesting and instructive. These discussions are serving one very great useful purpose. They are helping to popularize subjects which have hitherto been a sealed book to many.

II. Library.

The work next undertaken by the society was the formation of an Economic Library. A Library containing books on all the most important Economic subjects was a great desideratum which the Society has tried to supply in its own humble way. During the year under report the

Society spent Rs. 1,598-2-9 on the Library which now contains (400) Volumes arranged under the following heads :—

- (a) General Economics and History of Economics.
- (b) Indian Economics.
- (c) General Politics.
- (d) Indian Politics.
- (e) Money, Banking, Credit and Currency.
- (f) Trade, Commerce, Industry and Tariff.
- (g) Finance.
- (h) Railways.
- (i) Land Problems.
- (j) Reference Books.
- (k) Statistics and Sociology.
- (l) Miscellaneous.
- (m) Pamphlets.
- (n) Parliamentary Publications.
- (o) Periodical Publications of the Govt. of India.
- (p) Periodical Publications of the Provincial Governments.
- (q) Important Economic and other departmental Publications of the Government of India.
- (r) Annual Statistical Abstracts and other Publications of Foreign Countries.
- (s) Reports of different Institutions.
- (t) Magazines.

The selection of books has very carefully been made by the Library Committee consisting of Prof. N. M. Muzumdar, Prof. M. L. Tannan & Mr. C. S. Deole and the best

thanks of the Managing Committee are due to these gentlemen. The Library has been largely availed of, by the of the Members Society and especially by the M. A. students and the students of the Sydenham College of Commerce and Economics. In all 250 volumes were issued during the year.

The Tribune of Lahore and the Young India of Bombay are received free of cost for which the Committee offer their sincere thanks to the proprietors of these newspapers. The Society subscribes to the following journals :—

1. The Economist (London).
2. „ Statist (London).
3. „ Capital (Calcutta).
4. „ Commerce (Calcutta).
5. „ Wealth of India (Madras).
6. „ Economic Journal (London).
(Journal of the Royal Economic Society).
7. The Indian Journal of Economics (Allahabad).
8. The Journal of the Royal Statistical Society (London).
9. The Bengal Economic Journal (Calcutta).
10. The Mysore Economic Journal (Bangalore).
11. Indian Industries and Power. (Bombay).

III. Publications.

To facilitate the study of Economic questions, the Society has decided to publish pamphlets on different subjects. Hitherto it has published two, one on the “Indian Financial Administration” by N. M. Muzumdar Esq., B. A., B. sc. (Econ.) (London). and the other on “The State in relation to Indian Industries” by C. S. Deole, Esq., B. A., member, Servants of India Society. The third on “Indian Banking Problems” by N. K. Joshi Esq. B. A., F. L. A. A., will soon be published.

IV. Questions suggested to the Indian Industrial Commission.

In reply to a circular letter, No. 6536, dated 1st July 1916, of the Government of Bombay, asking for replies to certain questions, the Society submitted the following suggestions for the consideration of Sir Thomas Holland, the President of the Indian Industrial Commission, who was then to visit Bombay:—

(1). Well-equipped Technological Institutes should be established in the different provinces for the purpose of imparting information and instruction in the technique of the various industries of the Country. Industrial schools should also be established widely in every important town or centre of industry. Committees consisting of the representatives of the important industries of the country and experts, should be established to guide the working of these institutes.

(2). Experimental factories run on business lines should be started by Government at different centres in the country, in order to stimulate the development of new industries by giving demonstration and information about the requirements, actual working, and possibilities of such industries.

(3). An all-India Economic Survey should be undertaken by Government with a view to ascertaining the natural resources of the Country, and systematizing the information available. Such information should, moreover, be made available at moderate cost in the vernaculars of the provinces.

(4). The question of the fiscal policy of the Government of India should be included in the terms of reference of the Commission.

(5). The reserves of the Government of India should be located in India; and these reserves with the balances

should be made available for the development of indigineous Industries, if necessary, through the industrial banks.

(6) In order to remove the shyness of Indian Capital, guarantee of interest, under reasonable conditions, should be given by Government.

(7) The question of Railway Rates should be thoroughly inquired into, the principle of classification examined, and the rates be so adjusted as to meet the requirements and assist the growth of indigineous industries. The question of risk, settlements of claims &c. should also be gone into.

(8). A department of Commerce and Industry should be established in every province under a Secretary to Government assisted by experts, and acting under the directions of an Industrial committee consisting of the representatives of the Industry and Commerce of the province.

(9). The possibilities of the supply of hydro-electric power should be inquired into.

(10). Special attention should be given to the utilization of bye-products, and the promotion of chemical industries.

(11). Industrial museums and technical libraries should be established as widely as possible.

(12). Colleges of Commerce, like the Sydenham College of Commerce and Economics, Bombay, should be established in the different provinces, and run on broader basis, such as that of the London School of Economics.

13. No Patents, Designs &c. should be registered in India unless they are to be worked within India.

14. Particular attention should be paid to the development of Ship-building by giving subsidies and other facilities to Shipping Companies using ships built in India.

15. Excise duties levied on articles required for industrial purposes should be refunded.

16. Profits accruing from new industries should be exempted from the income-tax during a certain period.

V. Information solicited from owners or managers of Indian Industrial concerns, :—

The circular letter, referred to in the above section, encouraged the Society to collect first hand information for the purpose of preparing a memorandum to be submitted to the Indian Industrial Commission. The object of the Society was to ascertain the difficulties of people engaged in the manufacture of industries and the allied trades. With this object in view they sent round the following questions to 100 different owners or managers of Indian industrial concerns.

QUESTIONS :

(1). What is the name of your concern and when was it started ?

(2). What do you manufacture or deal in ?

(3). What is the present position of your concern, in the matter of (a) ownership, (b) capital, (c) banking accommodation, (d) average annual output (quantity and value), (e) average annual return on capital invested by owners.

(4). Whence do you get your raw material ?

(5). What are the facilities or otherwise in the matter of (1) the quantity, (2) the quality, (3) the regularity of supply and (3) the transport of your raw material ?

(6). Do you stand in need of any help from Government by way of

(1) Expert advice.

(2) Demonstrations.

(3) Financial assistance by way of advances or guarantee of interest.

(4) Bounty.

(5) Road communication.

- (6) Railway communication.
- (7) Provision of sidings.
- (8) Special concession on Railways.
- (9) Exemption from any tax on the Industry ?
Please state reasons in support of your answer.

(7). What is the condition and what are the requirements of your labour supply, with regard to

- (1) Expert management
- (2) Skilled labour
- (3) Unskilled labour
- (4) Average wages
- (5) Quantity of labour
- (6) Regularity of labour ?

(8). Do you think there is any scope, for,

- (1) The extension of your business
- (2) The utilisation of waste and bye-products ?
Please state reasons in support of your answer.

(9). Are there any special difficulties that hinder the progress of your industry ?

(10). Is there any new industry which, in your opinion, could be started at your place ? If so, please state the special advantages that might help it.

(11). What is the nature of the demand for your goods ? Is it an artificial and temporary demand, or a normal and regular one ?

(12). From what part of India or the world, does the demand come ?

(13). What steps have you taken to put your goods on the market, and with what results ?

(14). Do you get adequate transport facilities for sending out your goods, by rail, river, canal or sea? If not what reasonable facilities could you suggest?

(15). Are you hampered by any railway rates or freights? If so can you indicate the direction in which they could be readjusted in your particular case;

(16). Does foreign competition affect you? If so, how?

(17). Are there any foreign tariffs against your goods, which hamper the the growth of your industry?

(18). Will the imposition of an import duty on goods imported into this country which compete with yours, help you in any way?

(19). Is there any other information that you would like to offer?

VI. Manufacturers' Difficulties.

Of the 100 different concerns to which the questions were sent, only 14 sent replies which will be sifted and collated for preparing a memorandum to be submitted to the Indian Industrial Commission. In general the difficulties of Indian manufacturers may be briefly summarized as follows:—

(1) The Match manufacturers complain of the "difficulties and hindrances" in getting wood. The Forest Department does not help them. In the rainy season their difficulties increase hundredfold.

(2). Sugar Manufacturers suffer for want of permission to make rum as they are unable utilize their waste and bye-products.

(3). Absence of expert advice and excessive Railway rates appear to be the general difficulties of the manufacturers except the Mill-Owners. Such concessions as are allowed, do not materially help the manufacturers, they (concessions) being mostly for large quantities and long distances. Besides, importing centres like Bombay and Calcutta have better concessions than inland places.

(4) Foreign competition has seriously affected the Hosiery department of some of the Mills. Excise duty on cotton goods should be abolished.

(5). Articles required for manufacturing purposes, especially, rectified spirits, should be allowed to come into the country duty-free.

(6). Labour is almost wholly unskilled and its supply uncertain.

(7). Banking accommodation is very scanty.

VII. Evidence before the Indian Industrial Commission.

Two representatives of the Society have been invited by the Indian Industrial Commission to submit evidence before it. Mr. J. B. Petit, President of the Society and Mr C. S. Deole, one of the Joint Honorary Secretaries, have been deputed by the Managing Committee to give evidence before the Commission when it visits Bombay in November next. A Committee for the purpose of drafting a memorandum have been appointed who have almost finished their work. There is yet time between now and November when the Commission will visit Bombay, and therefore, members are requested to favour the representatives with suggestions, if any, so as to enable them to acquit themselves satisfactorily.

VIII. Marathi Class in Economics.

In order to spread and popularize the knowledge of Economics it has been resolved by the Managing Committee to start Marathi, Gujrathi and English classes to teach a popular course in Economics as soon as gentlemen, able and prepared to undertake the work, become available. At present, only the Marathi class has been started and the work of conducting it has been entrusted to Messrs C. S. Deole, B. A., and M. D. Altekar, M. A.,

The class began work on Sunday, the 5th of November 1916, and has, since then, been meeting for an hour, every

Sunday, at 8-30 A. M. (S. T.), at the Servants of India Society's Home, Sandhurst Road, Girgaum, Bombay. Admission to the class is open to all Marathi-knowing people, and in order to test the earnestness of those who join it, a nominal fee of Re. 1/-, per quarter, is charged. The number on the Register has been 38, and the average attendance during the last two months of the year under report, during which the class was held, has been 25 which is very encouraging. Those that avail themselves of the class come from the following classes;—merchants, commission agents, college students, clerks, co-operators, jobbers and mill hands. The class has met with greater success than was expected.

IX. Free Supply of Government Publications.

Supply of Government publications is a great necessity with bodies like this Society, as they are the only principal source of Economic facts available in the country. Without them, the Society cannot hope to do much useful work. At present, the Society buys all such publications, but in the near future they hope to get them free. The application of the Society for the free supply of Government publications is before the Government of Bombay and the Society trusts that it will be considered favourably.

X. Membership of the Society.

The Society started with a membership of 45 only, which, at the end of the year, rose to 173. There are two Patrons, ten Life-members, thirty-one Ordinary Members of class A, twenty-two Ordinary Members of class B and one hundred and eight Ordinary Members of Class C. The total membership, at the end of the year, shows that the institution is becoming popular and if members persevere in their activities, it will become more so in course of time. An institution of the type was badly wanted and the Managing Committee trust that the Society has filled up a gap in the public life of Bombay.

XI. General Meetings and Meetings of the Managing Committee.

General Meetings :—Besides the Preliminary Meeting, one general Meeting of the Society was held at which the Constitution and Rules and Regulations of the Society were adopted.

Managing Committee.—There were in all eleven meetings of the Managing Committee held during the year.

XII. Financial Position :—

The audited statement of accounts, attached hereto, will, it is gratifying to note, show that the financial position of the Society is satisfactory so far as the year under report is concerned. But this should not lead the members to suppose that the financial position of the Society will also be the same in the current year. The total income of the Society during the year was Rs. 5844-4-0, out of which, such a large sum as Rs. 4150-0-0 was received by way of contributions from Patrons and Life-members, which cannot be expected to be the case in the current year unless the members exert themselves to the utmost. An establishment costing over Rs. 700 a year will have to be maintained and Rs. 1,000/- will have to be spent on the Library to keep it up to date. Besides, some five hundred rupees will be required for research work. While the income of the Society from subscriptions will come to about Rs. 1,400/- only. That means there is likely to be a deficit of Rs. 800 to 900 which cannot be met unless donations and contributions are brought in or the membership of the Society is increased. In any case, the situation is rather difficult and the Managing Committee hope that liberal-minded people will help the Society either by assisting it with donations or becoming its members. With a view to placing the Society on a sound financial basis, a Reserve Fund of the amount of Rs. 3,000/- may be created out of the balance in hand.

INDIAN ECONOMIC SOCIETY.

Income and Expenditure a/c for the 10 months ended 31st December 1916.

Dr.

Cr.

EXPENDITURE.				INCOME.									
				Rs.	A	P.				Rs.	A	P.	
To	Printing charges	...	...	175	8	0	By Contributions from Patrons						
	„ Postage	...	...	43	13	6	and Life-Members	...	...	4,150	0	0	
	„ Stationery	...	..	16	15	3	„ Subscription from Members						
	„ Meeting and Lectures	..	..	40	12	0	of class A including arrears.	616	8	0			
	„ Salary	...	..	335	3	0	„ Subscription from Members						
	„ Miscellaneous	...	..	12	7	0	of class B including arrears.	270	0	0			
	„ Balance	...	..	5,219	9	3	„ Subscription from Members						
							of class C including arrears.	558	0	0			
							„ Donations	...	...	1,444	8	0	
							„ Sale proceeds of Publications	...	...	100	0	0	
							„ Fees from Marathi Class in Economics				21	7	0
							„ Interest on current and fixed deposit a/c				32	0	0
											96	7	0
	Total Rs	..		5,844	4	0					544	4	0

Balance sheet on 31st December 1916.

<i>Liabilities.</i>				<i>Assets.</i>			
	Rs.	A	P.		Rs.	A	P.
Creditors	464	4	0	Office furniture	135	12	0
Funds of the Society at the close of year.	5,219	9	0	Library books	1,598	2	9
				Subscription in arrears	259	8	0
				Interest due	90	0	0
				Cash —			
					Rs.	A	P.
				On fixed deposit a/c with the			
				Bank of India Ltd. ...	2,000	0	0
				On current account	1,536	10	7
				In hand	63	11	11
					<u>3,600</u>	<u>6</u>	<u>6</u>
Total Rs. ...	5,683	13	0	Total Rs. ...	5,683	13	8

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Audited and found correct.

B. L. THOSAR,

F. L. A. A. (Lond)

Certified Accountant,

Honorary Auditor,

Bombay, 30th April 1917.

R. R. NABAR, B. A.,

Treasurer.

APPENDIX A.

ORDINARY GENERAL MEETING.

The First Ordinary General Meeting of the Indian Economic Society, Bombay, was held on Wednesday, the 9th May 1917, at the Servants of India Society's Hall, Bombay, to transact the following business :—

- (1) To receive and adopt the annual report and the audited statement of accounts.
- (2) To consider and amend certain Rules under Rule No. 28.
- (3) To elect the Managing Committee and the Auditor for the ensuing year.

A fairly large number of members was present. Sir Bhalchandra Krishna was elected to the chair. The meeting commenced with the reading of the proceedings of the last General Meeting which were signed by the Chairman. Then the first Annual report was read by Mr. C. S. Deole, one of the Joint Honorary Secretaries of the Society.

The Chairman requested the members to offer observations, if any, on the Report, which were briefly as follows :

The record of work done by the Society during the very first year of its existence was satisfactory. It had not only exerted itself in the field of economic thought, but also had helped the development of industries by carrying on investigations and collecting information about the difficulties of Indian Manufacturers. The Library built up by the Society had been most valuable and the Society could be said to have made a fair start towards the proposed goal.

The Report was adopted on the motion of Mr. F. A. Kulkarni seconded by Mr. H. S. Spencer.

Mr. C. S. Deole proposed and Mr. Peerbhoy seconded that the quorum of seven required by Rule 14 for meetings

of the Managing Committee be reduced to 5. This was adopted unanimously.

Mr. M. D. Altekar proposed and Mr. A. S. Wagh seconded that the words "Managing Committee" be substituted in the place of the word "Office-Bearers" in the last para of Rule 11. This was adopted unanimously. Afterwards the propriety of Rule 18 was discussed and it was retained as its operation was considered necessary for the execution of Rule 19.

After the above amendments were made, Mr. I. I. Mashruwalla proposed and Mr. S. B. Dave seconded the resolution appointing the following Office-Bearers, which was carried unanimously.

PRESIDENT	... J. B. Petit, Esqr.
VICE-PRESIDENTS.	Sir Bhalchandra Krishna, Kt. Sir Narayanrao Chandavarkar, Kt. The Hon'ble Sir Ibrahim Rahim- toola, Kt. The Hon'ble Mr. V. J. Patel. N. V. Gokhale, Esq., M. A., LL. B.
SECRETARIES	... N. M. Muzumdar Esq., B. A., B. Sc. (Econ.) (London). C. S. Deole, Esq., B. A. Gulabchand Devchand, Esq.
TREASURERS	... Baban Gokhale, Esq. R. R. Nabar, Esq.
AUDITOR	... Mr. B. L. Thosar, F. L. A. A., (London) certified accountant.

On the motion of Mr. Baban Gokhalay, seconded by Mr. Gulabchand Devchand, the following members of the Managing Committee were elected :—

- (1) The Hon. Mr. C. V. Mehta, (2) M. R. Jayakar, Esq., (3) G. K. Devadhar, Esq., (4) Shet Govindlal Shivlal Motilal, (5) J. R. Gharpure, Esq.,

(6) Shet Ratansey Dharamsey, (7) Dr. Jivraj Mehta, (8) M. D. Altekar, Esq., (9) Hormajee Shapoorji Spencer, Esq., (10) Shankarlal Bankar, Esq., (11) T. A. Kulkarni, Esq., (12) Jamnadas D. Dharamsey, Esq., (13) Umar Sobani, Esq., (14) Lalshankar Harprasad, Esq., (15) Iswardas Ichharam Mashruwalla, Esq.

The proceedings terminated with a vote of thanks to the chair, to the retiring Committee and to the Auditor.

APPENDIX B. LIST OF MEMBERS

OF

The Indian Economic Society, Bombay.

—:o:—

PATRONS.

Shet Govindlal Shivlal Motilal | Mr. Baban Gokhalay.

LIFE-MEMBERS.

<p>Mr J. B. Petit. Shet Ratansay Dharamsey. Mr. Jamnadas D. Dharmsey, B. A. ,, Shankarlal Bankar, M. A. ,, Umar Sobani. ,, D. F. Cama.</p>	<p>Mrs. Jaijibai J. Petit Mr. M. R. Jayakar, M. A., LL. B. Bar-at-law. Mr Rajaram Tukaram. Dr. Jivraj N. Mehta M. I. (London).</p>
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ORDINARY MEMBERS OF CLASS A.

<p>The Hon. Sir Ibrahim Rahmatulla. Mr. J. R. Gharpure, B. A., LL. B. The Manager Hukumchand Mills, Indore. Shet Hansraj P. Thackersey. The Hon. Mr. C. V. Mehta.</p>	<p>Mr. Vaman Shridhar Apte. ,, Prabhshankar Devshankar Acharya. ,, Dhondo Krishna Sathe, B. A. ,, Mavji Govindji Sheth. ,, Kanayalal Ranachhodbhai Dave, B. A.</p>
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Mr. Lalshankar Harprasad.
The Hon. Rao Bahadur Narayan
Krishna Kelkar.
Mr. Advani Krishen Jotsing.
Shet Khimji Cooverji.
Mr. Gulabchand Devechand.
Prof. Vaman Govind Kale, M. A.
Mr. Fazul Ibrahim Rahimtoola.
„ V. Y. Shewade.
Sir Narayan G. Chandavarkar.
„ Motilal Vallabhji.
„ Osman Sobani.
Dr. Sir Bhalchandra Krishna
Bhatawadekar.
Mr. Jagjeevan Vallabhadas
Oodessi.
„ Kapilram H. Vakil.

Mr. Padamsingh Narshinghbal
Dutia.
„ T. Ragvia.
„ Ishwardas Ichharam Mashru-
walla, B. A.
„ Balubhai T. Desai, B.A. LL.B.
Rao Saheb Ambashanker Uttam-
ram Malji.
Mr. Uttamlal Keshavlal Trivedi,
B. A., LL. B.
Mr. Laxuman Ganesh Khare, B.A.
Mr. Vasudeo Govind Bijapurkar,
M. A., LL. B.
„ G. H. Divekar.
„ Tikamdas K. Jeswani, M. A.
„ G. Ahmed Khan.

ORDINARY MEMBERS OF CLASS B.

Mr. S. R. Sathé.
Dr. V. N. Bhajekar, F. E. C. S.
Ed.
Mr. N. M. Muzumdar, B. A. B. Sc.
„ Vishvanath Prabhuram
Vaidya.
„ Yeshvantrao Govind Gurjar.
„ Rastomji Framji Kharas.
„ Bhukhandas B. Desai.
„ Vishvanath Ganapat Dalvi,
B. A., LL. B.
„ Vishnu Balkrishna Pandit,
L. C. E.
„ S. K. Kelavkar, B. A., LL. B.
„ Venkat Ram.
„ P. K. Telang.

Mr. Jivanlal Chimanlal Setalvad.
„ Ramchandra Raoji Nabar,
B. A.
Prof. M. L. Tannan, Bar-at-law.
Mr. Kushal Tulaksi Shah.
„ Jamshed N. R. Mehta.
„ Chimanlal Keshavlal Godha-
viwala
„ B. N. Bhajekar, B. A. LL. B.
„ Purushottam Krishna Khid-
kikar.
„ Merwanji Jamshedji Antia,
M. A., LL. B.
Dr. Miss Nagubai Moreshwar
Joshi.
Mr. Krishna Kant Malaviya.

ORDINARY MEMBERS OF CLASS C.

Mr. G. K. Devadhar.
„ A. O. Chatterji.
„ T. A. Kulkarni.
„ L. B. Nayak, B. A.

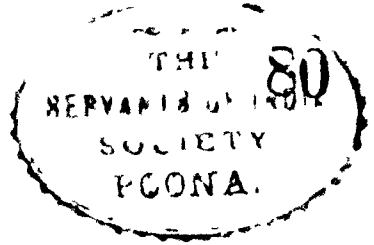
Mr. A. V. Thakkar, L. C. E.
„ N. V. Gokhale, M. A., LL. B.
„ Motilal Kanji.
„ Narayan Krishna Joshi.

- Mr. Gopaljee Ranji.
 „ Dattatraya Anant Telang, B.A.
 „ Vishnu Govind Bijapurkar.
 „ R. S. Padbidri.
 „ H. V. Shrivantiah.
 „ Mahadeo Ramchandra Tambe.
 „ O. S. Deole
 „ N. B. Vibhakar, Bar-at-law.
 „ M. D. Altekar, B.A.,
 „ K. J. Dubhash.
 „ K. M. Thakore.
 „ Yeshwant Sakharam Chowdhari.
 „ Govind Narayan Potdar.
 „ Tapidas Durlabhdas Sanghvi.
 „ Vyasrao V. Rodda, B.A.
 „ V. N. Seshadri.
 „ Sahjram Gurbamel Lalwani.
 „ A. V. Krishnamurti, B.A.
 „ V. K. Ranade
 „ Parshuram Purshottam
 Agharkar.
 „ Ramchandra Anantram
 Mudaliar.
 „ Brij Mohan Kulshrestha.
 Mr. Prtamdas Kundanmal
 Lalwani
 „ S. H. Naidu
 „ S. N. Bhalchandra
 „ K. Narayan Ayengar
 „ Ganesh Shivaram Ranade.
 The Hon Mr. R. P. Paranjpye.
 Mr. Ramchandra Ganesh Pradhan.
 „ Vasant Narayan Naik, M.A.
 „ Balwant Laxuman Dhapre.
 „ Mohammed Abedin Peerbhoy.
 „ Mangesh Venkatesh Kulkarni.
 „ Amritlal O. Desai.
- Rao Bahadur Ganesh Krishna
 Chitale.
 Mr. Vaikunth Lalubhai Mehta,
 B.A.
 „ Murigeyya Sidharamayya
 Bagoji.
 Prof Pestonji Ardeshir Wadia.
 Mr. Nagarji VasANJI Desai.
 „ Dattaram Ganpat Dalvi,
 M.A., LL.B.
 „ Bhalchandra Nilkanth
 Bhagwat.
 „ Motilal Gulabdas Khandwala.
 „ T. K. Krishna Nayar.
 „ Mancherji Adarji Dalal.
 „ Dhurajlal Motilal Vakil,
 B.A., LL.B.
 „ Lalooobhai R. Parekh
 „ Emain Narayanmurti
 „ Sultan I. Jannahomed
 „ Hormasji Shapoorji Spener
 Sundram V
 „ Manekram Nanaabhoj
 Talpade.
 „ Burzor R. Bomanji
 „ Chandrashankar Narmada-
 shankar Pandye.
 „ K. G. Govind Pillai
 „ Natvarlal Shivshanker
 Shukla.
 „ Sambhaji Bhagujee.
 „ Atmaram Sitaram Wagh.
 „ S. V. Palekar, B.A., LL.B.
 „ Mahadeo Rajaram Tarkunde
 „ Shambhoolal Bacherlal Dave.
 Dr Pheroazshah Nasarvanji
 Daruvala, B.A., LL.B.
 Mr Syed Abdullah Brelvi, M.A.,
 LL.B.

- Mr. Shankar Laxuman Wakday.
 „ Naranji Vithaldas Thakkar
 Prof Keshao Ramchandra
 Kanitkar, M. A., B. Sc.
 Mr Vishvanath Dinkar Lamaye.
 „ Jayasukhlal Krishnalal
 Mehta
 „ Shripad M. Varde, B. A.,
 LL. B
 Khan Bahadur Adarjee Mancher-
 ji Dalal, B. A.
 Mr Dinkarrao Narbheram Desai
 „ Bhawanudas Narondas Moti-
 vala.
 „ Jaywant Vithalrao Varde
 „ Dattatraya Shridhar Kanet-
 kar
 Mrs. Avantikabai Gokhalay.
 Mr Khanderao Nanabhai
 Talpade.
 „ Devidatt Pant.
 „ Dinkar Ramrao Ugrankar.
 „ Nabibux Pirbux Munshi.
 „ R. S. Prabhu.
 „ Shivailal Harilal Vasavadh.
 „ Indulal Kanayalal Yajnik.
- Mr. Keshev Trimbuk Karulkar
 „ Vinayak Narayan Manohar
 „ Madanlal Jekisonlal Gajjar,
 M. A.
 „ Yeshwant Krishna Kelavkar.
 „ Baburao Narayan Kanade
 „ Raghunath Chintaman
 Sohani.
 „ Anant Ganesh Sathye, M. A.
 LL. B
 „ Shankar Pundhk Varde.
 „ Vithal Krishna Khuperkar,
 B. A.
 „ Kesarinath Shamrao Rele.
 „ Shridhar Laxuman Tambe.
 „ Rustomji Dadyba Bilimoria.
 „ Hari Shrikrishna Deva,
 L. M. & S
 Dr. Shirang Moreshwar Sane.
 Rao Saheb Ganesh Nagesh
 Sahasrabudhe.
 Mr Hari Keshev Gole, B. A.
 „ Govind Chimanaji Bhate.
 The Hon. Mr V. J. Patel.
 Mr. Vishnu Narayan Kumbhare.
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INDIAN WOMEN'S UNIVERSITY.
POONA.

INDIAN WOMEN'S UNIVERSITY.

It was the success of the Japan Women's University that put into Prof. Karve's mind the idea of Women's Universities for different provinces of India. He developed this idea in his presidential address at the National Social Conference held in December last at Bombay. In the meanwhile, Mr. M. K. Gadgil, Prof. Karve's friend and colleague, offered a handsome contribution of Rs. 1,000/- annually for ten years for an Arts College at Hingne Budruk on the newlines, and Miss Krishnabai Thakur (now Mrs. Saralabai Naik), Lady Superintendent of the Mahilashrama at that time, promised Rs. 4,000/- being the amount of B. G. Godbole memorial fund, for the purchase of books to serve as the nucleus of a library for the College. Encouraged by these promises Prof. Karve approached the Managing Committee of the Hindu Widows' Home Association with his idea of a separate University for women speaking Marathi. The Committee took up the idea enthusiastically and formulated a scheme, sent it to the members of the Association and it was finally discussed and adopted, with a few changes, at a meeting of the Association on the 13th of February 1916. The only important change was that of the name of the University. The name as originally proposed by the Managing Committee was "Maharashtra Women's University"; but some important

The number of Ordinary fellows shall be sixty. Of these, thirty shall be elected by electorate (a), twenty-four by electorate (b), and six by electorate (c).

Qualifications for fellowship:—

No person can become an Ordinary Fellow unless he is either

- (a) An M. A., M. Sc., M. D., M. S., M. C. E., or LL. M., of an Indian or any other University, or
- (b) A graduate of more than ten years' standing of any University, or
- (c) One who is or has been an Ordinary Fellow of an Indian or any other University, or
- (d) A person of special distinction, recommended by the Syndicate of the Indian Women's University;

Provided every such person has his name on the electoral roll of the electorate (a) or (b).

Electorates:—

- (a) Members of the Hindu Widows' Home Association.
- (b) Graduates of Indian or other Universities or persons recommended by the Syndicate under clause (d), paying not less than Rs. 10 per annum or Rs. 300 in a lump sum to the Indian Women's University.

- (c) Sympathisers who pay not less than Rs. 5 per annum or Rs. 150 in a lump sum to the Indian Women's University.

N. B.—No person shall have his name registered on (b) or (c) electoral roll, unless he has accepted the aims and objects of the University, and no one shall exercise his right as a voter until he has paid his subscriptions for such period as may be provided for in the bye-laws.

No change shall be made in the above rules except with the consent of three-fourths of the total number of Fellows,

A Provisional Committee consisting of Profs. D. K. Karve, (Chairman), G. C. Bhate, H. G. Limaye, K. R. Kanitkar, Miss Krishnabai Thakur and Messrs. N. C. Kelkar and M. K. Gadgil, (Secretary), was formed by the Association and the above scheme was entrusted to this Committee for being worked out. The Committee carried on the work vigorously and in the course of three months and a half brought the University into existence. According to the scheme electorate (a) consisting of the members of the Hindu Widow's Home Association, was already there and had about 400 members. The other two electorates were to be newly formed. About 760 voters were registered in class (b) and 500 in class (c). In all 264 voters from electorates (a) and (b) offered themselves as candidates for fellowship. A list of these was sent round to all the voters of the three elec-

torates. As a result of the poll, the following sixty persons were declared elected as Fellows, and now they form the Senate of the Indian Women's University.

- 1 The Hon'ble Principal R. P. Paranjpye, Poona.
- 2 Prof. D. K. Karve, Poona.
- 3 *Miss Krishnabai Thakur, M.A., (now Mrs. Saralabai Naik) Indore.*
- 4 Dr. Sir R. G. Bhandarkar, Poona.
- 5 Mr. M. K. Gadgil, Poona.
- 6 Mr. N. C. Kelkar, Poona.
- 7 Prof. G. C. Bhate, Poona.
- 8 Prof. V. K. Rajawade, Poona.
- 9 *Mrs. Saraladevi R. Chaudhari, Lahore.*
- 10 Prof. W. B. Patwardhan, Poona.
- 11 Prof. H. G. Limaye, Poona.
- 12 Prof. K. R. Kanitkar, Poona.
- 13 Mr. H. R. Divekar, Poona.
- 14 The Hon'ble Mr. M. B. Chaubal, Bombay.
- 15 *Mrs. Vidyagauri Ramanbhai M. Nilkantha, Ahmedabad*
- 16 Prof. P. K. Teang, Benares.
- 17 Mr. H. N. Apte, Poona.
- 18 The Hon'ble Mr. T. H. Setalwad, Bombay.
- 19 Rao Bahadur Wamanrao M. Kolhatkar, Nagpur.
- 20 Prof. C. G. Bhanu, Poona.
- 21 Dr. Jivraj N. Mehta, Bombay.
- 22 Dr. H. S. Deva, Poona.
- 23 Rao Bahadur S. V. Patwardhan, Poona.
- 24 *Mrs. Srirangamma, Bangalore.*

- 25 The Hon'ble Mr. V. S. Srinivasa Sastri, Madras.
 26 Dr. M. G. Deshmukh, Bombay.
 27 Prof. D. L. Sahasrabudhe, Poona.
 28 Mr. N. M. Joshi, Bombay.
 29 *Mrs. Margaret E. Cousins, Madras.*
 30 The Hon'ble Mr. B. S. Kamat, Poona.
 31 Rao Bahadur Dr. P. V. Shikhare, Poona.
 32 The Hon'ble Mr. Ramanbhai M. Wilkantha,
 Ahmedabad.
 33 Mr. S. G. Devdhar, Satara.
 34 Dr. K. K. Joshi, Poona.
 35 Principal N. K. Dixit, Baroda.
 36 The Hon'ble Mr. D. V. Belvi, Belgaum.
 37 Mr. G. A. Natesan, Madras.
 38 Prof. A. B. Dhruva, Ahmedabad.
 39 Pandit Shivanath Shastri, Calcutta.
 40 Prof. C. R. Reddy, Mysore.
 41 Mr. Justice T. V. Seshagiri Aiyer, Madras.
 42 Rao Bahadur R. P. Godbole, Poona.
 43 Principal B. Sanjiva Rao, Allahabad.
 44 Dr. V. A. Sukhtankar, Indore.
 45 Dr. Y. G. Nadgir, Bombay.
 46 Mr. G. S. Sardesai, Baroda.
 47 Dr. V. C. Gokhale, Poona.
 48 Mr. R. G. Pardhan, Nasik.
 49 Prof. S. L. Ajrekar, Poona.
 50 Mr. J. R. Gharpure, Bombay.
 51 Dr. R. V. Khedkar, Poona.
 52 Mr. D. G. Dalvi, Bombay.
 53 Prof. N. S. Panse, Poona.

- 54 Prof. S. G. Sathe, Poona.
 55 Rao Bahadur G. K. Chitale, Ahmednagar.
 56 Principal P. T. Shrivasa Aiyengar, Vizagapatam.
 57 Mr. V. T. Agasho, Poona.
 58 Mr. A. S. Dalvi, Poona.
 59 Principal K. Venkata Ratnam Naidu, Cocanada.
 60 Dr. Y. G. Apte, Gwalior.

The Provisional Committee prepared the Agenda paper for the first meeting of the Senate, drafted courses of studies and sent them to the members of the Senate. The first meeting of the Senate was held in the Fergusson College, on the 3rd and 4th of June 1916. Forty-one out of sixty Fellows attended the meeting which consisted of three sessions. At this meeting the University was formally inaugurated and its regular work might be said to have commenced from that day. The following are the important items of business done at the meeting.

Appointment of office-bearers.

Chancellor: Dr. Sir. R. G. Bhandarkar.

Vice-Chancellor: The Hon. Principal R. P. Pranjpye.

Registrar: Prof. D. K. Karve.

Syndicate: The Chancellor, the Vice-Chancellor, the Registrar, and the Principals of affiliated Colleges and 7 other members. The present members are: Dr. J. N. Mehta, Mr. N. C. Kelkar, Prof. S. G. Sathe, Prof. H. G. Limaye, Prof. G. C. Bhate, Prof. K. R. Kanitkar and Prof. V. B. Patwardhan.

Examinations.

The college course is to consist of three years with an examination at the end of each year.

Admission to the college is to be made on the result of the Entrance Examination. The amount of knowledge required shall be generally equivalent to that at the Bombay University Matriculation Examination.

Syllabus.

Entrance Examination.

Necessary subjects: English, Vernacular, History and Domestic economy and hygiene.

Optional subjects, of which any *two* are to be chosen: Classical language (higher course), Physical Sciences, Natural Sciences, Mathematics (Algebra and Geometry), Hindi, Geography, Drawing (higher course), Music (higher course), and Needle Work (higher course).

The following are some of the studies prescribed by the Syndicate for the Entrance Examination to be held in April 1917

English Prose.—World at War ; Hereward the Wake.

English Poetry.—Traveller ; Lyric Selections.

(This course is the same as that of the Bombay University Matriculation Examination.)

Marathi Prose.—मोचनगड, साकेतिसाचे वरिष्ठ.

Marathi Poetry —Vaman's वनसुधा, वेणुसुधा, रुक्मिणीपात्रिका, भामाविलास, लोपासुधा; Ramdasa's कविवर्णन, मनाचे श्लोक, सत्संगति; Shridhar's अक्रूरगमन, अभिमन्युवध; Mahapatra's गोपीचंद्र; and Moropant's सावित्री आरुषान, all from नवनीत (navanit).

History of England —Subject treated on the lines of Ransome's History of England.

History of India —Sardesai's शाहीपयोगी भारतवर्ष.

Certificate subjects: Classical language (elementary course), Arithmetic, Drawing or Music (elementary course), Needle Work (elementary course).

First year Examination.

NECESSARY SUBJECTS.

English, Vernacular, History of India and Administration of British India.

The following are some of the studies prescribed by the Syndicate for the first year's Examination to be held in March or April 1917.

English, First Paper.—Goldsmith's "She stoops to conquer" and Scott's "Ivanhoe" (School edition).

English Second Paper.—Arnold's "Light of Asia," Tennyson's "Enoch and Arden," and an essay.

Marathi Prose — चिडणिसांची शाहूमहाराजांची बखर, कपनगरची राजकन्या.

Marathi Poetry — मुक्तेश्वर बनर्षी १००० ओळी, काव्यामोड १००० ओळी.

History of India — सरदेसाई यांची मराठी रियासत

Administration of British India —

Home Government, Supreme Government, Provincial Government District Administration, Legislative councils, Education and justice, as treated in Hale's book.

Second year Examination.

NECESSARY SUBJECTS.

English, Vernacular, History of the British Empire and British constitution, Domestic Economy and Hygiene (higher course).

*Third year Examination.***NECESSARY SUBJECTS.**

English, Vernacular, Sociology, Psychology and study of child-mind.

OPTIONAL SUBJECTS FOR ALL YEARS.

One of the following optional subjects is to be studied continuously for three years: Classical Language, Ethics and Philosophy, Mathematics, Drawing and Painting, Music, Physical Sciences, Natural Sciences, English, Education, Comparative Religion, History and Economics.

Miscellaneous.

The Mahilashrama (Girls' High School) and the Mahila Path-shala (Women's College) conducted by the Hindu Widow's Home Association, Poona, were recognised and affiliated.

Second class return Railway fare was sanctioned as travelling allowance to outside Fellows attending the meeting of the Senate for those who would claim it.

The work of framing rules and regulations for the conduct of the University has been entrusted to the Syndicate which body has been authorised to add members from the senate for the purpose if necessary. The Syndicate intends to propose changes in the constitution to secure equitable representation for the different electorates and to form a new electorate of patrons and benefactors. The Syndicate may also suggest other changes that may be deemed necessary.

The Indian Women's University has made two prominent departures from the established order of things. The first is the medium of instruction which shall be one of the vernaculars of India and the second is the change in the courses of study. It is very difficult for any thing not in accordance with the usual routine to get itself understood and appreciated. No body likes to take the risk of trying new experiments. Hence it will be difficult for the new scheme to attract a large number of students to it in the near future. The certificates and degrees given by this University will have only the value attached to them in public estimation. It will thus be seen that the scheme will be tried on its own merits and it may take a long time before its intrinsic worth is fully appreciated.

There is again the great difficulty about funds. It was stated in the first appeal issued by the Provisional Committee that the University was being started without practically a single rupee to its credit. The Committee, however, had faith in the educated middle class, who, the Committee remarked, would never fail them in the hour of need. Their contributions may not go a great way but they can give a decent start to the work and may help in keeping it alive till it comes to be appreciated by wealthier people and more substantial help is secured from them. The Syndicate is glad

to note that this faith was not ill-placed and the educated middle class responded to the appeal in a remarkable manner.

It is only a humble beginning that has been made. The present is hardly a time suitable for any kind of new enterprise. But giving a right direction to the education of women, and spreading it over a wider area, are matters so important that waiting any longer on account of any cause whatsoever would be simply suicidal. Fortunately, the Mahila-shrama and the Mahila Pathashala are working enthusiastically to make the scheme a success. They have been able to secure the services of a well-qualified staff of teachers and professors as will be seen from the following list:--

- Prof. D. K. Karve, B. A.
- „ H. R. Divekar. M. A.
- „ N. M. Athavale. M.A.
- „ S. V. Joshi, B.A.L.L.B.
- „ G. M. Chiplunkar, M.A.
- Prof. (Miss) Shantabai Herlekar, B. A.
- Mr. M. K. Gadgil, B. A.
- „ V. G. Mayadeo, B. A.

There are five students in the First Year's Class of the Mahila Pathashala ; one of them has passed the Matriculation Examination of the Bombay University and the other four were admitted after they had passed the Entrance test held under the direction of the Syndicate of this University. The

Mabilashrama has adopted the Entrance Examination course of this University and will prepare students for that examination from this year. Candidates may prepare for the examination privately.

The Syndicate hopes that this initial stage of trial and stress will be over in a few years and the University will begin to make its way towards attaining a recognised position in the educational system of the country.

By order of the Syndicate,
D. K. KARVE,
Registrar,
Indian Women's University.

Appendix.

Japan Women's University.

(Extracts from the Occasional Reports No. 2 on the Educational System of Japan by the Hon'ble W. H. Sharp, M. A.)

Instruction of a more advanced character is given in some of the mission schools, but the leading institution of this kind is the Japan Women's University, opened in 1900. Mr. Naruse, the founder, spent three years in the study of female education in America, and two more in Japan itself, after which, in 1895, he made his scheme public. His object was to secure at least £ 30,000 for initial expenses and endowment, and he met with much support from prominent men, including Count Okuma, who felt that it was both logical and right that women should receive equal education with men, should they so desire. The number of those who think otherwise is diminishing, but conservatives may be met with in the schools as much as elsewhere, who depreciate the work of the Women's University, and declare that girls only crowd to it at present out of a fashion or out of curiosity. By 1899 enough money had been collected to justify a start; an architect gave his services gratuitously, a plot of land had also been given, and by April 1900 the new University was ready to begin work, with lecture-rooms, laboratory, three residences for professors, and two dormitories. From the beginning the applications for admission were beyond all possible accommodation, and work was started with 300 students in the University departments, and with 500 more in the attached girls' school. The total is now 1,150, and the institution is able to support itself out of the fees and the donation fund. The education given should be, in Mr. Naruse's opinion, on Japanese and not purely foreign lines; at the

same time girls require not only accomplishments, but also intellectual discipline, for they are members of society and citizens, and as such their powers of observation and judgment should be cultivated. On the other hand, school life must not disqualify them for home life, hence the dormitory is split up into quite a number of "homes" each containing not more than 25 girls under a matron. Here they cook and wash for themselves, set tables, decorate rooms, etc., as they would at home. Those who desire to learn foreign ways may be admitted to a special dormitory under a foreign professor. Altogether 600 are accommodated in the dormitories, a fee of 2 shillings, with a boarding charge of 12, being charged each month. The annual tuition fee is 55 shillings, payable in three instalments, in addition to which 11 shillings are taken for "school expenses," and music students pay for the use of harmonium or piano. The best may be made honour students, and excused the fee.

The staff of the University includes a president, a dean, a council of six under Count Okuma, and two bank presidents as treasurers. The professors number 39, of whom 5 are ladies. The subjects provided for are as follows:— Japanese literature (9), Chinese literature (2), Oriental history, Japanese history (2), physiology, Japanese etiquette, European fine arts, constitution and civil code, natural history, drawing and painting (2), child-study, English (6), ethics (3), education, applied physics and chemistry, economics, history (2), philosophy (2), psychology (2), pedagogy (2), horticulture, Japanese art, tea ceremony, piano, hygiene, physical training. In addition there are instructors in the violin (2), in Japanese instruments, tea ceremony, flower arrangement, foreign cooking (2), Japanese cooking and fencing.

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MEMORANDUM

AND

ARTICLES

OF THE

KARNATAK COLLEGE ASSOCIATION

DHARWAR.

Karnatak Printing Works, Dharwar:-1915. c, n 254 c, 508,

The University proper has three departments, domestic science, Japanese literature, and English literature, to which it is hoped in time to add pedagogics, art, music, science, and calisthenics. The three departments are attended by 300, 200, and 77 students respectively, from which it will be seen that the Japanese element far outweighs that which may be called foreign. Candidates for admission must be over 17 and have completed the preparatory course, or a five year's course at a girls' school, and must provide a responsible householder of Tokyo, of over 30 as a surety. Each course covers 3 years, the subjects being divided into necessary and optional-

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Students are promoted by the faculty on the results of their daily work, whilst graduation is determined by the same body on the daily work and graduation essays. The first batch of graduates was turned out in 1904; 55 came from the domestic science department, 59 from the Japanese and only 6 from the English. The last continued their studies further, with the view of becoming teachers. In any regular subject a course of post-graduate study may be pursued under the guidance of the professors concerned for not more than 3 years, or post-graduate students may attend such regular lectures as may suit them.

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Memorandum

OF

The Karnatak College Association.

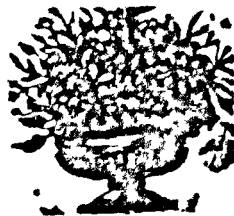
1. The name of the Association shall be "The KARNATAK COLLEGE ASSOCIATION DHARWAR."

2. The object of the Association is — To collect funds and to take the necessary steps for the establishment of an Arts College at Dharwar, for making provision for higher education.

3. Subject to the rules & regulations, a copy of which is filed here-with, the management of the Association shall be entrusted to a central committee consisting of members varying from 10 to 30. The Committee at present consists of 17 members, whose names are given below,—

1. The Hon. R. B. S. K. Rodda,
Member of the Legis. Council, Bombay.
2. K. G. Kalghatgi Esq.
Retired Dy. Collector, Dharwar.
3. S. S. Kamalapur Esq.
Ret. Nat. Asst. Commissioner, Dharwar.
4. The Hon. Mr. D. V. Belvi,
High Court Pleader, Belgaum.
5. R. P. Bengeri Esq. Retired Dy. Collector, Hubli.
6. K. R. Walvekar Esq. Pleader, Hubli.

7. Rao Saheb Raghavendraro Kembhavi,
Pleader, Bijapur.
8. Mr. Gadigeyya Honnapurmath,
Pleader, Dharwar.
9. Rao Saheb P. N. Pandit,
High Court Pleader, Sirsi.
10. The Hon. Rao Saheb Venkanna Naik Halgeri,
Ranebennur
11. Rao Saheb Malleshappa Fakirappa Manvi,
Merchant & Landlord, Gadag.
12. Mr. Chenbasappa A. Neeleé,
Merchant & Landlord, Hubli.
13. N. G. Kargudri Esq., B. A. LL. B. Pleader,
Dharwar.
14. Mr. V. S. Yatgiri, Retired Mamlatdar,
Ranebennur.
15. H. R. Desai Esq., B. A. LL. B. Pleader, Dharwar.
16. Y. B. Jathar Esq., B.A., LL. B. Banker, Dharwar.
17. B. H. Shirhatti Esq. L.M. & S, Dharwar.



RULES

OR

The Karnatak College Association-

**The object
of the Association.**

The object of the Karnatak College Association, hereinafter called the Association, is to collect funds and to take the necessary steps for the establishment of an Arts College at Dharwar.

Membership

2. The qualification for membership of the Association is and shall be the payment of a donation of not less than Rs. 100 to the funds of the Association.

3. The members of the Association shall consist of all sympathisers, who may express a desire to become members and who having qualified for enrolment in the manner herein provided, are enrolled as members.

4. The entire management of the Association shall be in the hands of the Central Committee of Members, varying from 10 to 30, elected from among themselves by the General Body of the Association. The qualification for Membership of the Central Committee of the Association is and shall be the payment of a donation of not less than Rs. 200 to the funds of the Association.

5. The Association shall choose from among the members of the Central Committee the following officers:—

- (1) A Chairman.
- (2) A Treasurer.
- (3) An Hon. Secretary.
- (4) A Joint Secretary.

6. The Central Committee shall be authorized to appoint two auditors from outside their body, for a half-yearly audit of the accounts of the funds and the remuneration of the auditors shall not exceed Rs 50 a year.

7. Vacancies in the Central Committee caused by resignation or otherwise, shall be filled up by election by the remaining members of the Committee.

8 The general body of Members shall elect a President of the Association.

The Property of the Association

9 The control and disposal of all the Funds of the Association, and all the accumulations of income over and above such amount, as may be retained under clause 11 for working expenses by the Central Committee, shall be vested in the General body of Members of the Association.

10. The whole of the property of the Association shall be invested in the name of the Association, by the Treasurer in the Bank of Bombay for safe custody Any surplus cash that may remain shall be deposited in the Post Office Savings Bank by the Treasurer.

11. The Central Committee shall be empowered at their discretion to retain and expend any sum not exceeding Rs. 200 in any one year as they may consider necessary for the furtherance of the object of the Association and to recoup amount as may be found necessary, from time to time.

12. Ordinarily the business of the Association shall be conducted by correspondence, but on the written requisition of the President or of at least thirty (30) members of the Association a meeting of the General Body shall be convened by the

Central Committee, for considering any proposal for the furtherance of the object of the Association. One month's notice of the date on which and the time and place at which the General Body will meet shall be given by the Secretary to every member of the Association in India, whose address is known or is on record. The period to count from the date on which any such notice is despatched by the Secretary.

13. The Central Committee shall, however, meet at least once in three months at Dharwar, to examine an abstract statement of the entire income and expenditure of the Association, during the preceding quarter which shall be presented by the Secretary, and to review the financial position of the Association. They shall also frame such bye-laws as are consistent with these rules, or cancel or modify any subsidiary rule or rules previously made and conduct such other business as may be necessary in connection with the Association.

14. Copies of the proceedings of the Central Committee shall be printed and supplied to every Member of the Association for information.

15. The Central Committee shall be empowered to appoint Sub-Committees from amongst the members of the Association and invest them with such powers as the Committee may deem fit.

16. All subsidiary rules, acts and proceedings thereunder of the Central Committee may be modified or rescinded by a resolution or resolutions of the General Body in meeting assembled, provided such resolution or resolutions have the support of at least 6 per cent of the total

number of members on the roll of the Association.

17. Members of the General Body may vote by proxy. The proxies should, however, be attested by a Magistrate in the usual way.

18. Eight Members including the Chairman and Secretaries shall form a quorum at a meeting of the Central Committee.

**Authority
of the Central
Committee to
accept or re-
ject proposals**

19. The Central Committee shall be empowered to initiate any action in furtherance of the object of the Association. They shall, however, be bound to consider any proposition in furtherance of the object of the Association, which may be suggested by not less than 50 Members of the Association. If they consider the proposal to be expedient they shall take action, but if they do not consider it expedient they shall inform the proposers of their decision. If the proposers shall not be satisfied with the decision of the Central Committee and shall express a wish for the proposal to be submitted to the suffrage of the General Body, the proposal shall be circulated to all Members of the Association, who can be communicated with, together with a statement of the views of the Committee, and their votes on the proposal invited. If the majority in favour of the proposal shall exceed 25% of the number of votes recorded the Committee shall be bound to take action accordingly.

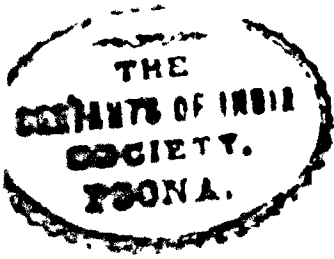
20. The names of all persons who make a donation of not less than Rs. 5000 to the Fund of the Association shall be recorded and published as Benefactors of the Association, unless desired otherwise by the donor.

21. The collection of subscriptions shall cease at the discretion of the General Committee.

22. The Central Committee alone shall have the right of passing formal receipts for donations and subscriptions received. The receipts shall be signed by the Chairman, one Member of the Central Committee and the General Secretary and Treasurer. Provisional Receipts, in printed forms supplied by the Central Committee, may be passed by Local Secretaries and others, who are authorised by the Central Committee to issue such receipts. But final receipts will be issued from the Central Office with the least possible delay.

23. The Central Committee shall circulate quarterly, a statement of accounts showing the receipts & expenditure of the previous quarter, and the Capital and Revenue Balances in the hands of the Trustees and of the Committee. The statement shall be accompanied by a brief report of the transactions of the quarter and on any matter of general interest to the Members, when this is considered necessary.

24. The Central Committee when elected shall continue as long as the Association continues.



National Education
Pamphlet No. 1.

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PRINCIPLES OF EDUCATION

WITH A SCHEME APPLYING THEM TO NATIONAL EDUCATION IN INDIA

Dedicated to Parents, Guardians and Teachers

BY

ANNIE BESANT

*Chairman of the Executive Committee,
Board of National Education*

THE SOCIETY FOR THE PROMOTION OF NATIONAL EDUCATION
NADRAS, S., 1918.

This publication is issued under the authority of the Board of National Education as a useful contribution to educational work in the country. Neither the Board as a whole, nor the Society, nor any individual member, is to be considered as necessarily agreeing with every view expressed in publications approved of by the Board as useful.

GEORGE S. ARUNDALE,

January, 1918.

Registrar.

PRINCIPLES OF EDUCATION

THE principles of Education, its natural bases in the human constitution, are permanent, while their applications must be local, adapted to the conditions of time and place. Hence while the Natural Law of Education must be recognised, there should be freedom in experiment and flexibility in application, so that we may discover the best methods available to us for the moment, and use them until we find better ones. By following the Natural Law, we shall facilitate the evolution of the child into the adult, working with Nature not against her; that is, Education will be recognised as a science, and not a haphazard dragging up of youth, consisting chiefly in forcing into them knowledge from outside, instead of helping them to unfold and utilise the capacities they have brought with them into the world. As Happiness increases the life-forces and Pain diminishes them, as Love energises and inspires to Right Action, while Fear paralyses faculty and inspires Hate, Happiness and Love should be the atmosphere inbreathed by the young, whether in the Home, the School, or the College.

As man is a spiritual being, manifesting in the external world as Intelligence, Emotion and Activity, the Education of the young must help the inspiring Life to unfold itself, and must train the organs of Intelligence, Emotion and Activity; that is, must be religious, mental, moral, and physical. Any so-called education which omits any one of these four departments of human nature is imperfect and unscientific, and its outcome will be a human being deficient in one or more of the groups of capacities on the balanced evolution of which the extent of his usefulness to Society depends.

But the introduction of the word "Society," reminds us that Education is not the training of an isolated individual, but of an individual living within a social order, the happiness of which depends on the recognition by each that he is not an isolated but an interdependent being. Society is a congeries

of interdependent individuals, every one of whom has his place and his functions, and on his due discharge of the latter the right working of the whole depends. Hence Education must consider the youth as the embryonic citizen, with social duties and social responsibilities, must see him in relation to his environment—the Home, the School, the College—and from his earliest years must train him, as boy or girl, to feel himself as a part of his country, with his duties and responsibilities to the Motherland; that is, he learns to serve the Motherland in the Home, the School, the College, as a foundation of, and as a preparation for—not as apart from—the wider and fuller service, as man or woman, in the larger world. We must evoke the sense of duty, by showing the pupil that duty is a debt he owes, first to the parents, the brothers and sisters, the servants, who have protected him in his helplessness, have surrounded him with affection, and on whom his nurture and happiness still depend. We must evoke the sense of responsibility by showing him how his thoughts, feelings and actions affect his environment, and then react on himself. Needless to say we do not teach these principles to the child, but they must be understood and practised by parents and teachers, so that they may base their education of the child on knowledge, and vitalise it by example.

This duality, the evolving life and its environment, must be borne in mind throughout education, as its subject matter will be distributed under these two heads.

The first includes the evolution of the individual *quâs* individual, the drawing out of all he has in him, thus raising him in the scale of evolution. The second is that which the old Greeks called Politics, a word which has been narrowed down in a most illegitimate fashion in our modern days to the strifes of political parties, a degradation of a noble word which used to include all the relations of a man to his environment; in that older sense we shall use it here, in order that the unity of the relation of man to his environment may be realised—the unfolding consciousness recognising, and therefore becoming related to, a larger and larger environment, the Home, the School, the College, the City, the Province, the State, the Race, Humanity, the World. There is no break in principle; the first three are a preparatory stage for the second three, and this whole six for the remaining three; the infant, the youth, the young man is the

embryonic citizen, to be born into the outer world truly, but shaped and nourished in the womb of the mother, himself all through.

Let us first consider the objects of each department of education.

OBJECTS

Religious Education.—The object is to clear away the obstacles which hinder the natural instincts of the unfolding Life—Love to God (Life-Side) and Service of Man (Politics-Side). These obstacles are summed up in the idea of separateness, the essence of spirituality being Unity.

Mental Education.—The object is to develop and train the powers of Intelligence as an aspect of the evolving Life. On its Life-Side it develops and trains those powers, such as observation, memory, co-ordination, reasoning, judgment, the clarity of thought and its lucid expression. Its Politics-Side is a knowledge of the evolution of Society to its present condition, and a clear vision of the next stage of its progress.

Moral Education.—The object is to develop and train the powers of Emotion as an aspect of the evolving Life. Morality is "the science of harmonious relations," and on its Life-Side it is Truth, harmony between the smaller and the larger Self in Will, Emotion and Action, showing itself in the virtues of accuracy and honesty in intellectual matters, and in the effort to realise the ideal intellectually chosen. On its Politics-Side, it is Love, and includes all the social virtues, the sense of duty and responsibility.

Physical Education.—The object is to develop, train and co-ordinate the nervous, muscular and glandular elements into digestive, respiratory, circulatory, reproductive and nervous systems, with their special organs of action as an aspect of the evolving Life. The Life-Side is to provide a sound and well-balanced and well-controlled body, as the physical basis for religious, mental and moral activities. All of these are conditioned by the physical body, are distorted, or rendered excessive or deficient, by physical disturbances, mal-co-ordination, excess or deficiency of physical vitality. The Politics-Side is the use of this for service in such of the nine stages above-mentioned as are embraced in the individual consciousness.

NATURAL FACTS

The early ~~evolution~~ of the human being falls into three natural periods of seven years each, ending at the ages of 7, 14, and 21. Pupilage and Studentship ought to cover these, and at 21 the young man and woman should be fit to face and profit by the Education of the outer world.

First Period, Birth 1 to 7.—Chiefly Physical. The Senses predominate, and the passions are stimulated chiefly by the contact of the sense-organs with external objects; hence the Education should train the senses by accurate observation of natural objects and of the happening of definite sequences, leading later to the evolution of the reasoning faculties, for the training of which the brain has not yet developed—but is preparing—the necessary physical basis. The greatest possible freedom should be given to the child, consistent with protection from serious injury to himself or others, so that he may show his natural capacities, and they may be drawn out by opportunities provided for them. The passions, hardly yet to be called emotions, must be gently trained. The nutrition of the body is all-important, as serious errors in this vitiate and shorten the whole future life.

Second Period, 7 to 14.—Chiefly Emotional. The Emotions predominate, and the mental faculties are excessively coloured by them; hence the Education should be directed chiefly to their training and control, so that when the period of puberty arrives the boy and girl may understand the broad facts of human physiology, and may have gained a mental control of the emotions. The reasoning faculties are germinal and should be developed but not overstrained, the mental education being mainly the accumulation of facts, gained by observation and experiment, and the training of the memory by their co-ordination, the acquiring of languages, formulæ, and the like—studies which depend largely on memory.

Third Period, 14 to 21.—Chiefly Mental. The mind, accustomed to observe and well-stored with facts, has the materials of knowledge. It is now to work upon them. This is the period for the developing and training of the reasoning faculties of co-ordination, of judgment, passing to the serious study of Logic, Philosophy, Science and Art.

A GENERAL SCHEME
FOR
NATIONAL EDUCATION IN INDIA

GENERAL SCHEME

In all schools the medium of instruction will be the Mother-tongue of the District. English will be taught as a second language throughout the Secondary and High Schools. The hours at school should be from 7 A.M. to 6 P.M. Tuition 7 to 10 and 2 to 4. Food, Rest and Games 10 to 2 and 4 to 6. (The hours will vary in different parts of India. The principle is to have rest, not brain-work, after the chief morning meal.)

The day's work should begin and end with a short religious service with singing.

School Education is divided into *Primary*, class I, A and B, ages 5—7. *Lower Secondary*, classes II, III and IV, ages 7—10. *Higher Secondary*, classes V, VI, VII and VIII, ages 10—14. *High*, classes IX and X, ages 14—16. The *Higher Secondary* will be closed by an examination, and from this point boys entering on crafts and industries should pass into Technical Schools. The *High* will also be closed by a School-Leaving examination. Those who enter professions such as engineering, the higher grades of agriculture and of business and commerce, teaching, arts, science, medicine, etc., will pass an additional year in a University Preparation Class, whence they enter a College by passing an Entrance Examination, taking their degree in three years, i.e., at 20 years of age, and entering on post-graduate studies thereafter.

Girls' Education will be the same as that of boys in the Primary and Secondary stages, except that needlework, music and cookery will form a part of the Manual Training in the Secondary stages, and in the Higher Secondary, household economy, hygiene, home science and first aid will take part of the time devoted to literature, history and geography by those who intend to pass into High Schools. So many girls leave school at 12 and 14 years of age that it is necessary at present to make these modifications. Thus we have.

PERIODS

1. Birth to end of 7th year (English, 7th birthday).—*Primary Education.*

(a) Birth to end of 5th year—Home

(b) Sixth and seventh years—Primary School.

2 7th to end of 14th year (14th birthday)—*Secondary Education*

A sound general education, without specialisation, closed by a certificate examination. The education should be a judicious balance between theoretical and practical instruction.

3 14th to end of 21st year (21st birthday) or beyond—*Higher Education*

(This branches out into three sub-periods according to the future chosen by or for the student.)

(i) 15th to end of 16th year (16th birthday) High Schools, either completing the School Course, or leading to the University, of various types.

(a) Ordinary High Schools, including a practical department, and offering various alternative subjects according to the career chosen by the student.

(b) Technical High Schools, including School of agriculture, trade, business, etc.

Both closed by a school-leaving certificate examination.

Students passing on to the University do not go up for this examination but take a further year, with the examination at its close.

(ii) 17th year, in a preparatory class for admission to the University, at the end of which there is an entrance examination.

(iii) 18th to end of 20th year—the University, including business, agricultural, teaching, science, arts, engineering and other departments in appropriate Colleges.

Closed by degree examinations, and leading to post-graduate studies.

GENERAL OUTLINE OF STUDIES

[*Parents and Teachers should acquaint themselves with the systems of Froebel, Pestalozzi and Montessori, and the investigations of Binet.*]

FIRST PERIOD, CHIEFLY PHYSICAL

HOME. Life-Side. The care of the body must dominate all other considerations, and for the poor and neglected, pre- and post-natal clinics are essential. From birth, regularity of habits should be formed, and the infant should be carefully watched, but not be constantly in the arms or lap. He should be left to crawl about and surrounded at a little distance with brightly coloured or shining objects, awakening curiosity and exertion to reach them. He should not be put on his feet nor helped to walk; his own efforts are best and safest. At about 3, increased opportunities of choice should be put in his way, to draw out his faculties and aid originality. He should be encouraged to observe and to make his own little experiments. He should learn to know the parts of his own body, arms, legs, hands, feet, eyes, ears, nose, mouth; should count his fingers and toes, to his own great amusement.

At 4, his play may be a little organised, but the organisation must never be forced on him, but rather offered when he feels a want, and begins to grope for its satisfaction. Above all, a little child must never be harshly spoken to, nor frightened. Fear breeds deceit, because of the helplessness of the child, surrounded by people bigger and stronger than himself. The great virtue of Truth will be naturally evolved in the absence of fear. Little outbreaks of temper should be met by catching the attention with some pleasant object.

Politics-Side. Home Politics is the evocation of the love instinct, and the gentle direction of it to find pleasure in sharing, and pain in holding for itself alone. Every movement of the child to *give* should be met with smiles and caresses, while grasping as against another should result in sadness of look. The play of children together should be used to help them to feel their interdependence, the happiness of harmonious relations and the pain of discord. The opportunity for doing

little services should be given, and the child encouraged to help all around it, to be kind to animals, plants, etc., to be clean, neat and orderly, because these habits make the home pleasant for everybody.

PRIMARY SCHOOL. *Class I, A and B. Infc-Shta.* Play is the method of teaching, largely based on the observation of objects, and on their inter-relations, their number, their shape, their colour, their use. Dexterity of finger should be developed by the making of objects. The school-room should be scattered over with attractive objects, which stimulate curiosity and desire to imitate, and thus evoke the creative power of dawning intelligence and shaping touch. The child should wander about freely, and choose for himself the objects which attract him. The teacher should watch him, should help him only when eager effort begins to be discouraged by failure. The child will learn largely by imitation. He will learn exactitude by discovering that badly made things won't work. He will learn that success waits on obedience to conditions, and that impatience, anger, petulance, do not change the nature of things but only ensure failure. Reading and writing will be learned by play, if the opportunity be given as soon as the child wants to do either. It has been found by experience that if a child is given cut-out written letters to play with, and is guided to trace them with his finger many times, the desire to imitate awakens, and he asks for paper and pencil and repeats the motions so often made, thus producing the letters; he teaches himself to write. Reading may begin with short nouns accompanied by pictures, the word being pronounced by the teacher and thus associated with the picture. If the word and its picture are on a block, the blocks may, after a time, be jumbled together and the child picks out any word named.

Stories should be used as means of teaching religious and moral lessons, and class singing of stotras and bhajans. It is very desirable that each school should have one or more shrines according to the faiths of the pupils, where the children could go as a part of their religious education, and be trained in their own forms of devotion. Drawing and modelling should be encouraged. The four rules of simple arithmetic should be taught by objects.

Politics-Side.—Primary School Politics are only an extension of Home Politics, of usefulness and helpfulness, now showing these to people who are at first strangers. The circle of service is enlarged. The child should put away neatly in their own places all the objects he has used, that others and himself may find them easily next day. He should clear away any rubbish he has made, and help to leave the room neat and clear.

The school should have a compound for games, exercises, dancing and class movements with descriptive songs. All these help the child to see and feel that co-operation and harmony make the exercises pleasant to all, while the absence of these in any spoils them for all. Little gardens should be given to the children, and they should be led to observe birds, insects and flowers.

The child will, unconsciously, practise in the home the ways learned in the school, school and home thus reacting on each other.

Great care must be taken not to tire the child, to see that he is properly nourished, that he develops no bad habits, and, remembering his imitativeness, his teachers should be chosen with scrupulous attention to their manners, accent, and general refinement and gentleness. During these years and during the second period, the child is chiefly receptive, and his whole life is strongly influenced by his surroundings. Character appears and tendencies are developed. No later efforts can wholly eradicate impressions made during these plastic periods.

SECOND PERIOD, CHIEFLY EMOTIONAL

YEARS 7 TO 10 LOWER SECONDARY SCHOOL. *Classes II, III, IV.*

Religious Education

Life-Side.—The idea of God as a loving Father, who has shared His Life with us and with all things. Stories, stotras and bhajans.

Politics-Side.—This sharing of life as a reason for helping all around us, shown by stories taken from the lives of great religious Teachers and philanthropists.

Intellectual Education.

Life-Side.—A good foundation for knowledge of the Mother-Tongue, by reading, composition (story-telling by teacher

and reproduction by pupil, observations of simple objects, etc.). Samskrit, Pali, or Arabic, very elementary. The classical languages of India, Samskrit, Pali, Arabic, should be taught (as English now) from the standpoint of such modern teaching methods as Berlitz, Gouin and similar methods. No declensions and rules should be taught at first. The child should first learn the names of the objects which surround him, then simple phrases concerning the life which he actually lives among these objects, leading on to simple conversation. Only after real interest is aroused in the language as a *spoken* language should rules of grammar be begun. English, by conversation, and telling easy stories. Nature-study, such as life-history of plant and animal, observations and experiments. History and geography, by pictures of places in India and stories about them, the making of models and maps, beginning with school compound, immediate surroundings of houses, roads, fields, etc. Arithmetic, easy problems, Indian money, weights and measures, simple bills, simple geometry and measuring. Pictures and models to be plentifully used, and to be carefully chosen to develop the sense of form and colour, and the appreciation of beauty.

Politics-Side—Constant reference during teaching to the interdependence shown in common languages, history and geography. Duty to those nearest to us as service of Motherland.

Moral Education.

Life-Side.—Stories, illustrating truth, devotion, courage, honour, fortitude, etc.

Politics-Side.—Laying stress on all around us as our larger family, with stories of self-sacrifice, of duties to elders, equals, and youngers, of kindness to animals and plants. Inculcation of duty of service by examples of it, and of love and pride in country by stories illustrating these from Indians great in literature, art, science, wars, and social service.

Physical Education.

Life-Side.—Care of bodily cleanliness; value of healthy body; self-control; orderliness; reaction of anger, jealousy and other passions on health. Drawing and modelling. Gymnastic exercises. Breathing, elementary manual training.

Politics-Side.—Concerted exercises with music, drill, games wherein co-operation is necessary to success. Duty and pleasure of using knowledge and skill to help the more ignorant and clumsy

YEARS 10—14 HIGHER SECONDARY SCHOOL. *Classes V, VI, VII, VIII.*

Religious Education.

Life-Side.—Outline, illustrated by stories, of the chief doctrines of the pupil's religion

Politics-Side.—The fundamental unity of religions. Sufferings caused by intolerance and bigotry

Intellectual Education.

Life-Side—More advanced teaching of Mother-Tongue, literary and colloquial. Sanskrit, Pali, or Arabic. English, by reading of simple modern stories with plenty of dialogue, letter-writing, copying extracts of good modern authors. Nature-study, including anatomy and physiology of human body, dissection of plants, and their growth. Physical geography, including elementary physics and chemistry. Indian history and historical geography, including preliminary outline of Indian political, economic and industrial geography. Indian life in different periods of history such as Chandragupta I and II, Mughal, etc. Outlines of the geography of the world. Higher Arithmetic. Elementary Algebra and Geometry

Politics-Side.—Here, again, the unity of the Nation under superficial differences must be the spirit of the intellectual instruction. Stress should be laid on the political, economic and industrial conditions. Pupils in these classes should learn to help and teach those in the lower classes.

Moral Education.

Life-Side.—Fuller teaching on the virtues needed to make the good man, and

Politics-Side.—The good citizen. Civics and Æsthetics will be introduced.

Physical Education.

Life-Side.—Instruction in the physiology of sex—plant, animal, human. The individual and national need of

Brahmacharya in student life. Danger of errors in the great transition from boyhood to manhood. The body to be trained in muscular strength, hardness, and athletics, before the danger-zone is entered. Indian exercises to be practised daily. Carpentry, basket-work and the use of tools to be practised. First Aid to be taught.

Politics-Side.—Continuation of Lower Secondary. Duty to the Motherland of making and keeping vigorous health. The self-control of true manliness. The training of the playground in co-operation, discipline, obedience and the leadership of merit all-important.

THIRD PERIOD, CHIEFLY MENTAL

YEARS 14—16 HIGH SCHOOL. *Classes IX, X*

Religious Education.

Life-Side.—Fuller teaching on chief doctrines of the pupil's religion.

Politics-Side.—Mutual respect among religions. The special value of each of the great religions. Their relation to each other in India.

Mental Education.

The type of education during these two years of school life will to some extent depend upon the after career the pupil is expected to adopt. There will be a certain specialisation, in the sense that boys studying in different High Schools will study different subjects according to the careers for which the High School is a preparation. On the other hand, certain subjects will be common to all High Schools.

Life-Side—Common Subjects. Further instruction in the Mother-Tongue. English, by composition, reading of suitable classical prose writers, *e.g.*, Ruskin, and poets, and including readiness of expression in reading and writing. General science, including further physics and chemistry, applied physical geography, further anatomy and physiology of human body, with more detailed instruction in First Aid. Further Indian history and historical geography. Further algebra and geometry. A short course in elementary psychology.

Special Subjects to be included in the curricula of

(1) AN ORDINARY HIGH SCHOOL

(a) *Arts Division*.—Sanskrit, Arabic or Pali. A more specialised course in (a) Mother-Tongue, (b) English, (c) Indian history and historical geography History of the British Empire

(b) *Science Division*.—Sanskrit, Arabic or Pali. A more specialised course in (a) Mother-Tongue, (b) English, (c) Physics, Chemistry, etc., (d) Algebra and Geometry, including Trigonometry and Mensuration, with the elements of Surveying. Further Nature Study.

(c) *Teachers' Division*.—Pedagogy, further Psychology, School Management. A course in the principles of Physical Training. Domestic Science. Where possible, practice in Teaching. Further Nature Study

(2) A COMMERCIAL HIGH SCHOOL

Commercially useful foreign languages, business forms, book-keeping, commercial arithmetic, office methods, commercial law, type-writing and shorthand, commercial history and geography

For girls, food supplies and cooking.

(3) A TECHNICAL HIGH SCHOOL

Same as - in Science Division of an Ordinary High School, omitting Sanskrit, Arabic or Pali, and adding (a) Industrial history, (b) Elementary Engineering, (c) Mechanics, (d) Electricity.

(4) AN AGRICULTURAL HIGH SCHOOL

All subjects to be taught with special reference to their bearing upon rural daily life Mathematics, including book-keeping, land surveying and mensuration. Experimental Science (Physics and Chemistry) with special reference to Agriculture (boys), domestic science (girls). Elements of mechanics, with special reference to agricultural machines. Nature Study and gardening. Elements of sanitation and engineering.

The above courses indicate in outline the kind of education suggested. But other types of High Schools might also be useful, e.g., Art High School, for music, drawing, painting; etc.

Politics-Side.—The various subjects should not only be taught from the point of view of their value to the individual, but equally with reference to their constructive value as regards the growth of the Nation. The elements of Social Science should be understood in outline.

Moral Education.

Life-Side.—Further training in aesthetic development, including artistic appreciation.

Politics-Side.—The encouragement of the chivalrous spirit. Elder boys who show signs of the true political spirit should be appointed monitors and prefects.

Physical Education.

Life-Side.—Manual training, shop practice and laboratory work constitute the physical side in the case of scientific and related subjects. Continuation of the instruction under this head as given in earlier years.

Politics-Side.—A fuller understanding and practice of the work in the Secondary stage. Parliaments, Debating Societies, Social Service Leagues, Night Schools, etc., are invaluable media for the expression of student-citizenship. Emphasis should be laid on the value to the community and Nation of the special profession for which the student is preparing. The teacher will continually lay stress on the essential dignity of all true labour, of whatever kind.

THE SEVENTEENTH YEAR. Special preparatory class for College careers.

Attached to each High School there will be a preparatory class for students proceeding to the University. The University will comprise all types of colleges—business, agricultural, arts, science, teachers' training, etc.—and in the various preparatory classes the students will be grounded in such special knowledge as may be required to be known before they begin the three years' College course. These special classes lead to an Entrance Examination to be conducted jointly by the University authorities and selected members of the various school staffs.

SCHOOL AND COLLEGE POLITICS

It will be seen that School Politics should form a natural daily part of the school life, consisting in co-operation and in

all forms of service. The students in the High Schools should learn to take interest in the life of the poor of the town, and should be trained to give help in festivals, in town and village accidents, and in the teaching in the primary and night-schools. They should be encouraged to seek and utilize opportunities of service, and learn to see in all service of the poor, the suffering, and the younger, the Service of the Motherland, and to use these also as the training for higher Service by practice and by the gaining of knowledge.

Boys at School should be encouraged to join the Indian Boy Scouts Association, at College, Cadet Corps should be formed for regular drill.

In the College, they should continue in the path of Service, and should also attend public lectures on sanitation and kindred topics touching the health of the people, on social reforms, legislative problems, on the condition of the masses and how to help them, on the questions with which they will have to deal when they leave the College for the wider life of men. Equipment for public life must be largely gained in pre-graduate and post-graduate studies, for to rush into action unprepared and unequipped is folly.

VILLAGE DEPARTMENT

Schools in small villages need to be arranged in a fashion somewhat different from those which are intended to send their pupils on into Secondary and High Schools. The Village School is usually all the School the boys and girls enjoy, save in the exceptional cases of brilliant pupils.

The day's work should begin with the singing of a bhajan by the children, and a short prayer. Reading as before explained, and writing, the lessons very short, with drill, dances or games between them. Simple arithmetic, as before, by objects. A lesson on flowers, leaves, grains, seeds, animals, brought by the children, to be chatted over. Geography by a map of the village in damp sand, fields, houses, well, tank, temple, and the paths and roads leading away to other places. Gardens, how to prepare the soil, to sow, to weed, to water, to train plants. On wet days the making of baskets, learning to sew, to knot, to drive in a nail, a screw, to mend utensils, etc.

At 8 or 9 years of age, half the school-time should be spent in the working sheds attached to the school, where the village trades should be taught. The gardens lead up to agriculture, to be taught in land set apart; in the school, the growth of the plant, why it drains the soil, and how to make the loss good, in the field, examples of plants in manured and exhausted soil. How to dig deeply, to graft, to prune. The care of animals, and kindness to them, will be part of the training. The carpenter's shed takes some of the boys, and they learn to make tools and simple articles used in the village. Others to the weaving shed, learning the use of simple improvements that increase output.

Both boys and girls from about 10 should learn how to bind up a cut, where and how to put on a ligature to check dangerous bleeding, how to bandage a sprained wrist and ankle, how to make and apply a poultice, what to do in cases of the bite of a dog, horse or snake, the sting of a scorpion, hornet or wasp, a bad scratch, a burn. The need of scrupulous cleanliness in all dressing of wounds.

Sanitation, domestic hygiene, cookery, washing, house-cleaning, should be learned and practised by the girls, while the boys are in the work-sheds.

The teachers should mark any pupil with special gifts, that he or she may go on to a secondary school, but the large bulk will have all their schooling in the village, and the instruction should aim at making the village life interesting. The school-house should form, in the evening, the village club, and lectures might be given to help the adults, often eager to learn.

It is suggested that these village schools should form a separate department of the Board's work. Boys in the High School of a neighbouring town should be induced to help the villagers and their children as a way of serving the Motherland. For instance, round Madanapalle six Village Schools are growing up, built and managed by the boys.

NOTES ON SECONDARY EDUCATION

By G. S. ARUNDALE, M.A., LL.B.

THE following subjects are to be studied during this period, some being taken up later and others from the beginning

Religion.—From the standpoint of the individual, religious instruction should acquaint the pupil with the lives of great spiritual teachers and with his duty to reverence them according to their advice and example. By means of stories the virtues of devotion, kindness, etc., should be strengthened. The details of ceremonial and other aspects of religion do not come within the province of the secondary school. Religion must also be taught as a unifying force and therefore as a motive for social service, through the example of the great spiritual teachers, all of whom lived and worked for others.

Physical Instruction.—The purpose of physical instruction is to enable the pupil to build a healthy body, by means of exercises and games, so that the body may be a servant and not a master. The purpose and value of a healthy and well-controlled body should be clearly explained, and theoretical study should lead up to the elements of physiology and hygiene. Singing might usefully be included under this head. Pupils should be trained to realise the value of a healthy body as an essential factor in success and happiness in life, and the teacher should study the value of rhythmic exercises as aids to self-control.

Politics.—The pupil should begin to learn that he is a member of the social order, depending upon it for his well-being, and sharing with others the common heritage of the past. The beginnings of the conscious realisation of his membership in the community will be gained when the child first goes to school, and this later period is a connecting link between the home and the wider surroundings, with which he will later on come into contact.

Individually, the study of politics removes selfishness and narrow interests from dominating motive; while, socially, the study of politics shows him how to become an intelligent and responsible member of the community in its varying aspects—*e. g.*, home, school, college, village, town, province, Nation, etc.

Nature Study and Science.—The basic value of Nature Study and later on of more formal sciences is (1) to enable the pupil to understand the life around him, and his relation to it, through observation and experiment; (2) to co-operate with Nature intelligently, so that the various kingdoms of Nature may live and grow harmoniously together. By the study of

Nature the pupil learns also to appreciate growth *qua* growth, and gains a sense of the majesty and grandeur of life. He learns to realise the essential unity of life and of his part in the mighty whole.

One of the special values of Nature Study is that the pupil becomes encouraged to emulate the observed inventiveness, resourcefulness and adaptability of Nature.

From about eleven years of age the pupil may take up physiography, including the necessary experimental physics and chemistry. These studies should also arouse in the pupil a sense of the value of industry in human life and in the dignity of productive work.

Indian History and Geography.—First in the form of stories, and gradually leading to local history, with excursions. Preliminary outline of Indian political, economic and industrial geography. A study of Indian life at different periods of history, and under the varying geographical and other conditions of modern life. Outlines of the elementary geography of the world. Indian history should be taught so that it gives the student a full sense of the value and dignity of the National characteristics, and awakens a pride in the history of the country's past.

Each Province might be allowed to lay stress on its own provincial history.

Mother-Tongue—Apart from the need of all subjects being taught in the pupil's own Mother-Tongue, efforts should be made to lay the foundations of a good knowledge of the Mother-Tongue, both from the literary standpoint and from the point of view of the language as a medium for the expression and communication of thought. Careful study of the Mother-Tongue influences refinement of speech and accuracy of expression.

English.—Con conversationally from eight years of age, and more definite study during the last three years of secondary education. The object of the study of English is not merely to facilitate intercourse, trade, etc., but to introduce the Indian pupil to the spirit of the English race, so that the useful elements in the growth of the English-speaking peoples may be assimilated in the life of India.

Mathematics.—Practical geometry from the age of seven years, as also arithmetic. The object of the study of mathematics is partly to discipline the mind and partly to train the reasoning and classifying faculties, training the student also to enter and understand the world of abstract thought. The study of mathematics leads to the understanding of the laws of Nature both as they affect the individual and as they affect society.

Manual Training.—Including drawing, modelling and possibly painting.

Carpentry, basket-work and the use of tools, gardening, etc., might all come under this head and a graded course should be established. For the pupils who leave school at the age of fourteen years, and especially in rural schools, great importance should be attached to this subject.

It should be added that all study is but a preparation for service, whether in the narrower surroundings of the home, in the wider surroundings of the school and college, of village or town, or the even wider service of the Nation or the Empire. Teachers should encourage their pupils to give of that which they have learned. The elder children should help the younger, the less ignorant should teach those who have few if any opportunities for acquiring knowledge. The school thus becomes a centre for giving as well as for receiving, and vitally benefits its surroundings. From early years the child should therefore understand that every subject of instruction is not only a means toward self-development, but an avenue through which service may be rendered to others, just as he himself is helped by parents and teachers.

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प्राथमिक शिक्षणोत्तेजक संस्था,
कवलापुर, सं० सांगली.

द्वितीय वार्षिक रिपोर्ट

मिति चैत्र शुद्ध १ ते फाल्गुन वद्य ३० शके १८३९
श्रीमहावीर शक २४४३।४४ सन १९१६।१७

भाऊ आग्ना बुरले—जां० ज० सेक्रेटरी—प्रा० धि० संस्था,
यांनी सभेस तादर केला.

प्रकाशक

आण्णाभाऊ शिवाजी मुळे दी. ए. यांनी मु० कवलापुर
सं० सांगली येथे प्रसिद्ध केला.

मुद्रक

शंकर नरहर जोशी यांनी चित्रशाला म्हीनप्रेस
८१८ सदाशिव पुणे लिटि येथे छापला.

व्यवस्थापक मंडळी.



- श्रीयुत रा. रा. आण्णाराव आप्पाजी मुळे, वी.ए. कवलापुर, अध्यक्ष.
- १) तुकाराम शांताप्पा राडे, कवठे उपाध्यक्ष.
- १) अनंत नाना मुळे, कवलापुर कोषाध्यक्ष व सेक्रेटरी हु. नि. मंडळ.
- १) भाऊ आण्णासा बुरले, जनरल सेक्रेटरी.
- १) यशवंत आणा पाटील, ब्रह्मनाळ.
- १) आप्पा भाऊ मोर्चे, नांदे.
- १) आप्पा दादा पाटील, दुबगांव.
- १) गणोजी लक्ष्मण पाटील, कवलापुर
- १) परभोजी गणोजी पाटील, ,,
- १) विठोजी गोविंद पाटील, ,,
- १) देवेंद्र शांतीनाथ उपाध्याय, ,, सेक्रेटरी वि. व. गृह.

इतर कार्यकारी मंडळी.



- श्री. रामराव प्रभोजी पाटील, कवलापुर सेक्रेटरी व्यायाम शाळा.
- १) गंगाराम संतराम लाड, ,, ,, उद्योग शाळा.
- १) वासुदेव मोरेश्वर केळकर, ,, ,, मुलींची शाळा.
- १) रामु गंगाराम कोशी, ,, ,, रावर्चाची शाळा.
- १) व्यंकटेश राणेश कुलकर्णी, ,, ,, चर्चा मंडळ.
- १) देवेंद्र शांतिनाथ मुळे, ,, ,, वाचनालय व औषधालय.
- १) तुकाराम बापूजी पाटील, भाऊ आप्पा राडे. } ऑडिटर्स.
- १) रामकृष्ण नारायण कुलकर्णी. }

प्राथमिक शिक्षणोत्तेजक संस्था,
कवलापुर, सं० सांगली.



द्वितीय वार्षिक रिपोर्ट.



सके १८३९ श्रीमहावीर सके २४४३-४४.

नाहीं परोपकारापरि दुसरें थोर पुण्य हें वचन
मत्य असे, तरि विद्यादानाशीं तुल्य पुण्य आणिक न ॥
ऐश्र्वर्य—बल-धनादिक सौख्यें प्रसवे समस्त जी कांहीं,
तो विद्या जो देई तें वद काय तें दिलें नाहीं ? ॥

जगाच्या कल्याणा संताच्या विभूती ।

देह कष्टवीति उपकारें:—

तुकाराम

जगाचा चौथाई प्रदेश व लोकसंख्या ज्या साम्राज्याने व्यापली आहे, ज्याचे सर्व भर्माचे, बर्णाचे व भापेचे नागरिक आहेत, ज्याचा विस्तार पृथ्वीच्या सर्व भागांवर पसरलेला असल्याने त्यावर चंद्रसूर्य केव्हांही मावळत नाहींत, ज्याचे आरमार जगांत बलवत्तर आहे, ज्याचा दर्जा जगाला मान्य आहे, अशा ब्रिटिश साम्राज्याने चिमुकल्या राष्ट्रांच्या संरक्षणार्थ व अखिल जगांत शांतता प्रस्थापित करण्याकरितां जर आपलें शस्त्र उचललें नसतें तर बेल्जिम्, सर्बिया, मॉटेनिग्रो, रूमानिया, इटली ग्रीस वगैरे बरोबर आणखी किती छोटेखानी राष्ट्रांचे सैतानी जर्मन महत्काकांझेला बळी पडले असते याची कल्पना कोणी केली आहे काय ? आज जवळ जवळ ४ वर्षे जर्मन रानडुकराची मुसांडी थोपवून बरून ब्रिटिशसाम्राज्याने किती राष्ट्रांचे प्राण वांचविले याचा कोणी विचार केला आहे काय ? असा विचार केल्यास ब्रिटिश साम्राज्य युद्धांत पडल्याचें खरें महत्त्व कळून येतें. साम्राज्यांतोळ सर्व प्रजाजनांच्या हिताकरितां, त्यांच्या सुखाकरितां, व्यापारोन्नतकरितां व आपल्या अढळ व भयाभितपणें चालत आलेल्या मानाकरितां आणि विशेषतः दुष्ट

जर्मन कैसरच्या स्वार्थी व राक्षसी महत्वाकांक्षेला चांगले धाब्यावर बसवून त्याच्या डोळ्यांत झणझणीत अंजन घालण्याकरिता, हे ब्रिटिश सरकार युद्धांत सामील झाले. अशा सरकारांस श्रीमतांनी द्रव्यदारे, मुखवस्तु गृहस्थांनी वॉरलेन घेऊन व इतर लोकांनी अवाढीवर जाऊन प्रत्यक्ष रणांगणावर मदत - करावयास नको काय ? यावेळीं सरकारास मदत करावयाची नाही तर आपला काय उपयोग ! तर प्रत्येकानें अग्ना वेळीं तन, मन, धनच नव्हे तर प्राणमुद्दां अर्पण करण्यास एका पायावर तयार असलें पाहिजे. या संस्थेला १०१५ इ. चें सरकारांस सहाय्य करता आलें, याबद्दल आनंद वाटतो. अशा या शांतता व स्वातंत्र्यप्रिय आणि प्रगतिदक्ष ब्रिटिश साम्राज्यास लौकरच परमेश्वर या दारुण युद्धांत यश देवो, अशी परमेश्वर चरणीं करुणा भावून, मी प्रस्तुत रिपोर्टाकडे बळतो.

कवलापुरच्या प्राथमिक शिक्षणोत्तेजक संस्थेचा जन्म होऊन दोन वर्षां झाली. ज्या कठिण परिस्थितीत तिचा जन्म झाला त्याहूनही कठिणतर परिस्थिति युद्धामुळें आज अखिल जगाला भासत आहे. युद्धाचा भीषण वणवा खेड्यापाड्यांतील लोकांनामुद्दां ताप देत आहे. हा ताप भापण्याचा बर्माभी-तर असता तर पृथ्वीतलावर असा कोणोही मनुष्य सांपडला नसतां कीं ज्याला या तापाची बाधा झाली नाही. हा ताप शांत करण्याकरितां दररोज हजारों शिपाई आपलें रक्त शिंपत आहे, कोट्यवधि रुपयांची आहुति दिली जात आहे, कुटुंबे, खेडी, शहरे, पार काय देश मुद्दां बळी दिले जात आहेत. पण वणवा निवृत्त्याचें वाजूस राहून, अनेक इंधन मिळाल्याप्रमाणें तो प्रखरतर वाढूं लागला आहे. अशा वेळीं दावामीच्या ज्वालांनीं अर्थाप न आसलेल्या पण तापमय अशा ठिकाणीं, आपल्या नवीन जन्मलेल्या पिढ्याच एकादी लावी पक्षीण आपल्या पंखाखालीं रक्षण करतांना पाहून कोणाच अंतःकरण कळवळणार नाही ? व त्याचा बचाव करण्यास कोण पुढें सर सावणार नाही ? या संस्थेची अक्षरशः अशीच स्थिति झाली आहे. तिच्या जन्मवेळ तर वाईट लागलीच, पण तिच्या बाल्यावस्थेंतही तिच्या शनि सोडीत नाही, या दारुण युद्धाच्या मडक्यांत होरपळण्याच्या बेतांत असलेल्या ह्या चिमुकल्या अर्भकाचें रक्षण करण्यांत संस्थेचे चालक लावी पक्षिणी-प्रमाणें आपली पराकाष्ठा करीत राहतील. स्वतःची आहुति देण्यापूर्वी या बालसंस्थेच्या नखालाही हजा होऊं देणार नाहीत, याबद्दल तिळमात्र शक्य नको. तरीपण अग्ना कठिण प्रसंगीं आपल्यासारख्या घोरोदात, उदार,

विद्वान् व दानदूर आश्रयदात्यांच्या मदतीवरच संस्थेचें जीवित अवलंबून आहे, हें चालक केव्हांही विसरणार नाहीत. “ गांवचे लोक या कामी घरेच उदासीन दिसतात. ” हें शैराबुकांतील मे० राव० देसाई मामलेदार साहेबांचें वाक्य किती मार्मिक व सत्य आहे. सूक्ष्म निरीक्षणानें योग्य अनुमान काढण्यांनं मामलेदार साहेबानी आपलें चानुर्यच नव्हे तर संस्थेबद्दल कळकळही व्यक्त केली आहे. बहुधा असल्या ग्रामसंस्था मुख्यत्वेकरून स्थानिक मदतीवरच अवलंबून असतात. अशा मदतीच्या अभावीं वाहेरच्या मदतीची अत्यंत आवश्यकता असते. कारण मातेला दूष येत नसल्यास दाईच्या अंगर वाहेरच्या दुधाशिवाय मुल केव्हांच जगणार नाही. पण आपलें मुल सर्वस्वी दुसऱ्यांच्या मदतीवरच अवलंबून रहावें, असे इच्छिणाऱ्या मातेस ज्याप्रमाणें लोक नांवे ठेवतील, त्याप्रमाणेंच या बालसंस्थेच्या उत्कर्षाच्या आड येणाऱ्या अंगर त्याबद्दल उदासीन असलेल्या कवलापुरच्या नागरिकास इतर लोक दूषण दिल्याशिवाय राहणार नाहीत. मग यांतच त्यांना भूषण वाटत असल्यास देव जाणें ! “ सत्य संकल्पाचा दाता भगवान् । सर्वं करी पूर्ण मनोरथ ॥ ” या साधुक्तीचा अवलंब करून व भावेष्यकाऱ्याच्या उत्पत्ति-शिल्लराकडे डोळे लावून, निरपेक्षबुद्धिने व धैर्याने चालक अडळ कार्य करीत राहतील अशी मला आशा आहे.

या संस्थेची प्रथम वार्षिक सभा ता० २१-४-१९१७ रोजीं अभियुत रा. बालचंद्र रामचंद्र कोठारी बी. ए. यांच्या अध्यक्षतेखाली भरली होती. भद्र प्रसंगीं प्रो. लट्टे, एम्. ए. एल्. एल्. बी. बेळगांव मि. पाटील बेळगांव, मे. राव. जाधवरव एम्. ए. एल्. एल्. बी. कोल्हापुर, राव. दोंगरे बी. एस्. सी. एल्. सी. ई. कोल्हापुर, ब्रह्मचारी पं. शीतल प्रसादजी मुबई, मि. परांजपे एज्युकेशनल इन्स्पेक्टर सांगली, मि. कुलकर्णी डे. ए. इ., मि. सावंत, रिसालदार बुधगांव, रा. चौगुले प्रोप्रायटर महावीरप्रेस बेळगांव, मि. अभ्यंकर बी. ए. एल्. एल्. बी. सांगली, डॉ. देव एल्. एम्. आणि एस्. पुणे, रा. चोपडे जैन कीर्तनकार मिलवडी, या शिवाय सांगली, दुधगांव, नांदे, ब्रह्मनाळ, कोल्हापुर, कवठे, मिणचे वगरे त्यांच्या गांवची मंडळी व आसपासच्या खेऱ्यांतील लोक मिळून दोन्हीजण जनसमूह हजर होता. सभेंत विद्वान् व्याख्यात्यांचीं अंगणें होऊन खालील आशयाचे ठराव पास झाले. (१) प्राथमिक शिक्षण सक्तीचें व मोफत करावें. (२) शाळेंस जाण्यायोग्य प्रत्येक मुलास शाळेंस पाठविण्याचा

प्रयत्न करण्याकरितां प्रत्येक गांवांत अशाच प्रकारची संस्था स्थापण्याचा गांवोगांव उपदेश करावा. (३) स्त्रीशिक्षणाचा प्रसार अधिक होण्याकरितां प्रत्येक मोठ्या खेड्यांतून मुलींची शाळा स्थापण्याबद्दल सरकारांस विनंति करावी. (४) दारू, गांजा, अफु वगैरे दुर्व्यसनं व तंबाकु, चहा, कॉफी वगैरे व्यसनांपासून लोकांना उपदेश करून परावृत्त करावे. (५) वॉर फंडास मदत करून, वॉरलोन देऊन व प्रत्यक्ष लढाईवर जाऊन ब्रिटिशसरकारांस युद्धप्रसंगी मदत करावी. (६) मुखपृष्ठाच्या आंतील बाजूस छापलेल्या गृहस्थांचे व्यवस्थापक व कार्यकारी मंडळ असावे. वगैरे ठराव पास झाल्यानंतर संस्थेस मदत म्हणून २०० रु. चे आंकडे पडले. हारतुरे अत्तरगुलाब अर्पण केल्यावर राष्ट्रगीत म्हणून समा विसर्जन झाली.

१. रात्री मुद्दाम आमंत्रण करून बोलावलेले प्रसिद्ध जैन कीर्तनकार रा. मी. तात्या साहेब चोपडे यांचे सुश्राव्य व संगीतप्रचुर कीर्तन झाले. मूर्तिपरीषद् भरविणे अशक्य झाल्यामुळे विशेषतः स्त्रीशिक्षणास अनुसरूनच मूर्तीची कीर्तन केले. सदर प्रसंगी ५०० वर पुरुष मंडळी होतीच पण ३।४ शें स्त्रियांनीहि बुवांच्या उपदेशाचा लाभ घेतला.

कवलापुरच्या कांहीं जैन पुढाऱ्यांनी दक्षिण महाराष्ट्र जैन सभेस गत-साली कवलापुरास आमंत्रण केलें, व बेळगांवासच तिची बैठक होणार असें जाहीर झालें होतें, तरी सदर सभेच्या चालकांनी हें आमंत्रण स्वीकारून सा. २२-४-१९१७ हा दिवस मुकर केला व एकदम सर्वाना आमंत्रण-पत्रिका पाठविल्या. न्यायप्रमाणें दुसऱ्या दिवशीं या सभेकरितां आणखी बरीच मंडळी आली. यांत कोल्हापुराहून मि. आळतेकर बी. ए. उगार, कद्रे, व जैन बोर्डिंगचे विद्यार्थी, बेळगांवाहून रावसा. चौगुले बी. ए. एल्. एल्. बी., दावणगिरीहून श्री. ब्रह्माप्या तवन्नपनावर, माणगांवाहून रा. आ. दा. वाटील, रुकडोंहून रा. किर्णिंगे व कवठ्याहून रा. खाडे वगैरे मंडळी आल्या होत्या.

या सभेची दुपारी सुरवात होण्यापूर्वी सकाळी प्रा. शि. संस्थेच्या विद्यमानें येथील महार चावडीपुढील पटांगणांत महार, मांग, चांभार वगैरे असंख्य लेखलेल्या २००।३०० लोकांची सभा भरविली होती. सदर प्रसंगी सुयोग्य ब्रह्मचारी पं. शीतलप्रसादजी यांनी एक तासभर सुश्राव्य स्त्रीतिपर उपदेश केला. नंतर रा. कौठारी यांनीही त्यांच्या असंख्यत्वाचा निषेध करून मनुष्यकीर्तीत येण्याकरितां शिक्षण व स्वच्छता यांचा अवलंब

करण्याचा त्यांना उपदेश केला. मि. ता. पा. पाटील यांनी त्या लोकांना समजेल अशा भाषेत बोलून त्यांच्या मनावर चांगला परिणाम केला. शेवटी रा. आण्णाराव मुळे यांनी सर्वांचे आभार मानल्यावर सभेचे काम संपले.

दुपारी द.म. जैन सभेस सुरवात होऊन संध्याकाळी सभेचे काम संपले. याच रात्री येथील पतपेढीच्या विद्यमाने रावसा० जाधवराव यांचे "पतपेढी" या विषयावर व्याख्यान करविले. त्यांनी पतपेढीची उपयुक्तता आपल्या वक्तृत्वपूर्ण वाणीने लोकांच्या मनास पटविली.

याप्रमाणे दोन दिवस व्याख्यान द्वारे शानामृताचा वर्षाव करून सर्व पाहुणे मंडळी आपापल्या गांवी परत गेली.

कवलापुरांत अशा महोत्सवाचा पहिलाच प्रसंग असल्याने चालकांनी खर्चाकडे विशेष लक्ष दिले नाही. या खर्चाचा बराच भाग चालकांपैकी तिघा-चौघांनीच सोसला, हे त्यांस भूषणावह आहे. त्यांनी आपली नावे प्रसिद्ध करून नयेत असे सांगिल्यामुळे, मला ती आपणांस कळवितां येत नाहीत.

गतसाल, आंखलेल्या कार्याशिवाय एक विशेष महत्वाचे कार्य संस्थेकडून येदा झाले आहे. ते कार्य म्हणजे गांवची खानेसुमारी होय. कोणत्याही प्रकारची सुधारणा करण्यापूर्वी आपण आहेत कोठे हे जाणणे फार आवश्यक असते. खानेसुमारीपासून सुधारणा करण्याकरितां आपणांस भांडवल मिळते. याच भांडवलावर सुधारणेचा व्यापार थाटावयाचा असतो. एका देवळांत कांहीं तसबिरी लावलेल्या पाहून त्या कोणाच्या आहेत! म्हणून एकानें दुसऱ्यास विचारलें. ज्या भक्तांनीं समुद्रांत बुडतांना या देवाचा धांवा केला व आपले प्राण वांचविले त्यांच्या या तसबिरी आहेत असे दुसरा म्हणला. त्यास पाहिला म्हणाला:—हे ठीक आहे. पण जे या देवाचा धांवा करूनही बुडून गेले त्यांच्या तसबिरी कोठे आहेत! हा प्रश्न ऐकून दुसरा खट्टूच झाला.

याच प्रमाणे ज्या गांवांत १५०११७५ मुलें शालेस गेल्यास शाळा अगदी चांगल्या प्रकारें चालल्याची लोक बदाई मारतात, त्यांना ७००।८०० मुलें उनाडपणांत घालवितात याची वाट काय! असे विचारातांच त्यांचे झोळे उघडतात. करितां चांगल्या बरोबर वाईटही गोष्टी पाहिल्यास एखाद्या कृत्याची चांगल्यांत गणना करावी की वाईटांत करावी, हे लौकर कळते. या करितां नुसते चांगलेच पाहून चालणार नाही. त्या बरोबर प्रचलन वाईटाचीही गणती झाली पाहिजे. खानेसुमारी केल्याने आपल्या स्थितीची कशी खरी कल्पना येते, हे खालील माहिती वरून दिसून येईल:—

परिशिष्ट (क) वरून कळून येईल की कवलापुरची जनसंख्या ४१३७ असून त्यांत २११४ पुरुष व २०२३ स्त्रिया आहेत. संबंध जातीचे लोक किती व त्यांपैकी साक्षर किती, हे पुढील आंकड्यावरून समजेल.

<u>मराठे १४०५,</u>	<u>जैन ३००,</u>	<u>लिंगायत ७१२,</u>
साक्षर २०५	साक्षर ८४	साक्षर १०४

<u>ब्राह्मण ८४,</u>	<u>इतर हिंदु ७३३,</u>	<u>अस्पृश्य मानलेले ९०३,</u>
साक्षर ४६	साक्षर १११	साक्षर ७८

परंतु पुरुषांत फक्त ४३ व बायकांत केवळ १ मुशिक्षित आहे व पुरुषांत फक्त ५२४ व स्त्रियांत केवळ ६० साक्षर आहेत. म्हणजे मुशिक्षितांचें प्रमाण पुरुषांत शेंकडा दोन व स्त्रियांत दोन हजारांत एकही पडत नाही. ही अज्ञानाची स्थिति किती शोचनीय आहे ! तसेंच ज्यांना लिहितां वाचतां येतें अशांचें प्रमाण पुरुषांत शेंकडा २४ आहे व बायकांत शेंकडा २ आहे. कोण ही अक्षरशून्यता ! हेच अक्षरशून्यतेचें प्रमाण जातवार पाहिल्यास असें दिसून येतें की ब्राह्मणांत शेंकडा ४५ जैनांत शें. ७२, लिंगायतांत शें. ८५, मराठ्यांत शें. ८६, इतर हिंदूंत शें. ८५ व अस्पृश्यांत शें ९२ लोक अक्षरशून्य आहेत.

१. विद्यार्थी--वसतिगृह.

गेल्या वर्षी २१ विद्यार्थी विद्यार्थी-वसति गृहांत होते. पैकी ३ नी शाळा सोडली, २ परगांवी गेले, ४ घरी राहिले व ५ यंदा नवीन आले. गंधांस असलेल्या विद्यार्थ्यांत ४ हिंदु, ६ जैन, ५ लिंगायत व २ महार जातीचे आहेत. परीक्षेच्या वेळी हजेरीपटावर १७ विद्यार्थी होते, पैकी ३ नवीन असल्याने परीक्षेस बसले नाहीत. १४ पैकी ११ पास झाले व २ नां वरच्या वर्गांत प्रमोट केलें. हा परीक्षेचा परिणाम शाळेंतील इतर विद्यार्थ्यांच्या परिणामाशी ताडून पाहिल्यास असें दिसून येईल की वि० व० गृहांतील विद्यार्थी शेंकडा ७१ पास झाले व शाळेंतील विद्यार्थी शेंकडा ५३ पास झाले. यावरून वि० व० गृहाची उपयुक्तता किती आहे याची कल्पना होईल. वि० व० गृहाच्या सेक्रेटरीचें काम मि. देवेंद्र शांतिनाथ उपाध्याय यांनी केलें याबद्दल त्यांचे आभार मानले पाहिजेत. तसेंच वि. व. गृहांत शिक्षण देण्याचें काम सदर सेक्रेटरी, मि. भाऊ आण्णा बुरले, देवेंद्र शांतिनाथ मुळे व सौ० मालतीबाई आण्णायव मुळे यांनी केलें. याबद्दल त्यांचे

आभार मानावेत तितके थोडेच आहेत. इंग्लिश शिक्षणाकरता प्रत्येक विद्यार्थ्यांमार्गे दरमहा बारा आणे देऊन एका इंग्लिश शिक्षकाची योजना केली होती. पण मि० व मिसेस् मुळे येथे आल्या बरोबर त्यांनी हे काम आपल्याकड घेतले व दररोज नियमाने २॥ तास प्रमाणे काही महिने शिक्षण देऊन इंग्लिश शिकणाऱ्या विद्यार्थ्यांचा अभ्यास इतका उत्तम करून घेतला की थोड्याच महिन्यापूर्वी इंग्लिश शिक्षणास सुरुवात केलेल्या विद्यार्थ्यांसुद्धा सर्व विद्यार्थी चांगल्याप्रकारे पास झाले. याबद्दल मिसेस्. मुळे यांचे आभार मानले पाहिजेत. त्या सध्या पुण्यास मडिकल स्कूल मध्ये शिकत असल्याने यदा इंग्लिश शिकणाऱ्या विद्यार्थ्यांस त्यांच्या शिकवणीचा लाभ होणे शक्य नाही, म्हणून एका पगारी इंग्लिश शिक्षकाची नेमणूक करून ही अडचण दूर करण्याचा विचार आहे. यांतूनच जर कवलापुरच्या सुदैवाने येथे इंग्लिश शाळेची मजुरी मिळेल तर दुधांत साखर पडल्यासारखे होईल. कारण सध्या संस्थेचे व इतर मिळून सुमारे २५।३० विद्यार्थी इंग्लिश शिक्षणाकरिता दररोज परगावी स्वेपा घालीत आहेत व इंग्लिश शाळेच्या अभावो किती तरी विद्यार्थ्यांना मराठीच शिकवे लागत आहेत. ही गैरसोय दूर करण्याकरिता सध्या मस्था कंबर बांधीत आहे. तरी पण हा बोजा उचलून धरण्यास सांगली सरकार लौकरच तयार होईल अशी संस्थेच्या चालकांस फार फार आशा आहे व ती बाळगणे, मुलांच्या शाळेच्या अनुभवावरून गैर आहे असे कोणासही म्हणतां येणार नाही.

२. वाचनालय.

यदा वाचनालयांत खाली दिल्याप्रमाणे वृत्तपत्रे व पुस्तके येत असून त्याचा फायदा संस्थेचे विद्यार्थी व काही ठराविक १०।१५ समासदांव्यतिरिक्त इतरांनी घेतला नाही. गांवातील ५०० सुशिक्षित अगर साक्षर स्त्रीपुरुषांपैकी फक्त ३०।४० नीच वाचनालयाचा फायदा घेतला व इतरांनी तो घेतला नाही, यावरून वाचनाभिरुचीचा अभाव व्यक्त होत नाही काय ? व्यवस्थित रीतीने चाललेल्या व ज्याला त्याला बळेच वाचण्याचा आग्रह करणाऱ्या वाचनालयाची ही स्थिति तर अव्यवस्थित व बेजबाबदार रीतीने चालविलेल्या दुसऱ्या नाममात्र वाचनालयाची काय अवस्था असेल याची कल्पनाच करावी ! व्यवस्था ठेवण्याची जबाबदारी न घेतां निराळे वाचनालय असावेच अशी हांव बाळगणाऱ्या गृहस्थांवरच याबद्दल बराच दोष

असला तरी लोकांची अनभिरुचिही दोषास्पद आहे. लोकांची वाचनामिष्टता बलबत्तर असती तर सेक्रेटरींचा नामधारीपणा फार दिवस टिकण्या नगता ! करितां ज्यांना साधारण लिहितां वाचतां येतें त्यांनीं यापुढें एकाही दिवस वाचनाशिवाय दवडूं नये, अशी चालकांतर्फे माझी सर्वांना विनंति आहे.

सध्यां संस्थेच्या वाचनालयांत इंदुप्रकाश हें दैनिक मुबोधपत्रिका, *मान सागर, दीनमित्र, जैनमित्र, शानप्रकाश, जागरूक, विश्वबंधु मिळून ७ माता-हिकें, प्रगति आणि जिनविजय हें पाक्षिक, नवयुग, उद्यान, शालग्रामक, व्यायाम, आनंद, *भारतसेवक व मुबोधमाल्य अर्शा ७ मासिक पुस्तकें आणि सुरसग्रंथमाला व सरस वाङ्मयरत्नमाला हीं द्वैमासिकें घेत असतात. यापैकी बरीच मोफत अगर कमी किंमतीत येतात, याबद्दल सदर संपादकांच ही संस्था फार आभारी आहे.

घटसालीं वाचनालयांत एकंदर ३०१ पुस्तक होती तीं यंदा ४०५ झाली आहेत. त्यांत १०० धार्मिक, ९८ नाटक व कादंबऱ्या, २५ चरित्रें, ११ निबंध, १० काव्यें, ४ नैतिक, ४७ शालोपयोगी व इतर ३० आहेत. ११ रु. चें फक्त एक पुस्तक संस्थेमार्फत विकत घेतलें. बाकीचीं ६२१ रु. किंमतीचीं १०३ पुस्तकें खालील गृहस्थांकडून मोफत आली आहेत. त्याबद्दल त्यांचे आभार मानणें इष्ट आहे.

शेट माणिकचंद्र उपदेशकसंस्था, सोलापुर,	पु० ५१ किं. १३१
रा. तात्या नेमिनाथ पांगळ मुंबई,	पु० ९ किं. ११॥-
,, अनंत नाना मुळे कवलापुर,	पु० ६ किं. ११
पं. वासुदेव नेमिनाथ उपाध्याय, बारामती,	पु० १ किं. ३.
रा. आण्णाराव अप्पाजी मुळे. बी. ए. पुणे,	पु० ९ किं. ५.
रा. काशीराम गोमंदराम मारवाडी कवलापुर,	पु० २ किं. ४॥२
रा. देवेंद्र शांतिनाथ मुळे, ,, ,,	पु० ३ किं. २॥३
सत्यशोधक समाज कोल्हापुर,	पु० १२ किं. १०॥१
रा. बळवंत चंदापा घावते, सांगली,	पु० १ किं. ११
रा. विश्वंभर रामा क्रीडी कवलापुर,	पु० २ किं. १००
,, तवनापा बाळा उपाध्याय ,,	पु० २ किं. १००
,, अप्पाजी भाऊ बुरळे ,,	पु० २ किं. १००
,, बंडू शांतापा बुरळे . . ,,	पु० १ किं. १.
	<hr/>
	१०३ ६२१

वाचनालयाच्या सेक्रेटरीचें काम रा. देवेंद्र शांतिनाथ मुळे यांनी केल्या-
बद्दल ते प्रशसेस पात्र आहेत.

३. चर्चामंडळ.

यंदा चर्चामंडळतर्फे १३ पाक्षिक सभा व ७ जाहीर सभा भरविण्यांत
आल्या. पाक्षिक सभांची माहिती परिशिष्ट (अ) मध्ये दिली आहे. जाहीर
सभांची हकीकत अशी आहे.

पहिली जाहीर सभा ता. २७-४-१७ रोजी महार शाळेंतील बक्षिस
समारंभा निमित्त रा. परभोजी गणोजी पाटील यांच्या अध्यक्षतेखाली झाली.
संदर्भ प्रसंगी रा. आण्णाराव आप्पाजी मुळे यांनी समयास अनुरूप शिक्ष-
णाम उत्तेजनपर असा महार विद्यार्थ्यांना उपदेश केला. त्यांना खाऊ वांटल्या
नंतर अध्यक्षांचे आभार मानून समारंभ आटोपला.

दुसरी जाहीर सभा ता. १५-५-१७ रोजी रा. बापू आप्पाजी पाटील
यांचे अध्यक्षते खाली महार शाळेतच भरली होती. भारत निराश्रित सहाय-
कारी मंडळाचे उपदेशक रा. धनाजी व विष्णू हे मुद्दाम आल्यामुळे ही
सभा बोलवली होती. त्या दोघांची "अस्पृश्य लोकांची उन्नति" या विषयावर
उत्कृष्ट भाषणे झाली. रा. उपाध्याय हेही समयास अनुरूप बोलल्यावर अध्य-
क्षांनी समारोप केला. या प्रसंगी गावांतील सर्व पुढारी मिळून १५० श्रोतृवृंद
हजर होता,

तिसरी जाहीर सभा ता. १६-७-१७ दिवशी मे. रा. सा. डी. आर.
नरगुंदे मामलेदार यांच्या अध्यक्षतेखाली मुलींच्या शाळेंत मुलींना उत्तेजना-
दाखल बक्षिस देण्याकरिता सभा भरली होती. त्या समयी अध्यक्षानी व रा.
ए. ए. मुळे, बी. ए. यांनी भाषणद्वारे उपदेश केला याबद्दल संस्था उभ-
यतांची आभारी आहे.

चवथी जाहीर सभा ता. २०-१०-१७ दिवशी चावडीत मे. रा. सा.
एच. पी. खाडीलकर. स्पे. ड्यु. ऑफीसर यांच्या अध्यक्षते खाली रा.
असि. डे. ए. इन्स्पेक्टर मि. कुलकर्णी यांचे "शिक्षण" या विषयावर
व्याख्यान झालें. सभेस ३००-४०० जनसमूह जमला होता. वक्त्यांनी शिक्ष-
णाविषयी बऱ्याच कळकळीने उपदेश केला. याबद्दल अध्यक्ष व वक्ते यांची
संस्था फार आभारी आहे.

पांचवी जाहीर सभा ता. १२-१२-१७ दिवशी "अवरडे" निमित्त रा.
तगारे स्टेशन मास्तर बुधगांव यांच्या अध्यक्षतेखाली वि. व. गृहांत भरली

१. यावेळीं अध्यक्षांनी हल्लीं चावूं असलेल्या महायुद्धांत आपण सर्वांनीं मिळून आपल्या दयाळू ब्रिटिश सरकारास मदत करावी असा ठराव सर्वां नुमते पास करून घेतला. यावेळीं अजमासें २००-३०० जनसमूह हजर होता. शेवटीं पंचम जॉर्ज बादशाहांच्या जयजयकारांत सभेचें काम आटोपलें.

सहावी जाहीर सभा श्रीमच्छंकराचार्य, करवीर, मठ यांना मानपत्र देण्या करितां चावडीत ता. १९-१२-१७ रोजीं भरली होती. या वेळीं रा. मुळे, मि. चक्रवर्ती, ब० बुद्रुकट्टी स्वामी वगैरेंचीं मागणें झाल्यावर स्वामी महाराजांनी संस्थेच्या उपयुक्ततेबद्दल भाषण केले. या प्रसंगीं श्रीमच्छंकराचार्य मठ करवीर यांचे बरोबर स्वस्तिश्री जिनसेन स्वामिमहाराज, व जडी स्वामी महाराज हे ही हजर होते. या त्रिवर्गांनीं मिळून संस्था पाहिली व तिचे भाषण पर्यंत झालेले काम व तिची उपयुक्तता जाणून त्यांनीं जे सहाय करणें त्याबद्दल ही संस्था त्यांची अत्यंत ऋणी आहे.

सातवी जाहीर सभा ता. २८-३-१८ दिवशीं सकाळीं श्री. गणेश रानाथ अभ्यंकर, बी. ए. एल् एल्. बी. वकील, सांगली यांच्या अध्यक्षतेखाली "होलिका संमेलना" निमित्त चावडीत झाली. त्यावेळीं अध्यक्षांनीं हल्लीं होणाऱ्या बीभत्स प्रकारांस आळा घालण्याविषयी अत्यंत कळकळीन उपदेश केला व आपापसांत सहकारितां वाढवा, प्रेम वृद्धिंगत करा, सार्वजनिक काम करण्याची हौस बाळगा वगैरे वराच परिणामकारक उपदेश केला. मगम अजमासें ५००-६०० लोक जमले होते.

दुपारीं माळावर विद्यार्थ्यांच्या शर्यती झाल्या. त्यांतही विद्यार्थ्यांनीं वर्गीय प्रवीणता दाखविली. या समयीं अध्यक्षांनीं विद्यार्थ्यांनां बांधणी वाटणें शिवाय संस्थेमार्फत ही पारितोषिकें दिलीं.

४. रात्रीची शाळा.

यंदा प्लेग व मुगी यामुळें कांहीं दिवस ही शाळा तहकूब ठेवावी लागली होती. विद्यार्थी अज्ञान असल्यामुळें त्यांना एकाएकी विद्येची गोडी लागत नाहीं. म्हणून या शाखेचा रयत लोकांनीं घ्यावा तितका फायदा घेतला नाहीं. रा. रामु गंगाराम कोष्टी यांनीं सेक्रेटरीचें काम पाहिलें व रा. बळवंत सांबळा मुळे व सेक्रेटरी यांनीं मिळून रात्रीं शिकविण्याचें काम वजावळें याबद्दल उभयतांचे आभार मानले पाहिजेत. यापुढें अधिक मंडळी या शाखेचा फायदा घेतील अशी आशा आहे.

५. मुलींची शाळा.

या शाखेचा सर्व बोजा सांगली सरकारानी आपल्याकडे घेतला याबद्दल सस्था त्यांची फार आभारी आहे, या शाळेत सध्या ३५ मुली शिकत आहेत. मुलींच्या शाळेकरिता एका स्वतंत्र इमारतीची व स्त्री अध्यापिकेची फार जरूर आहे. ही उणीव सांगलीचे शिक्षणप्रिय अधिपति व स्त्रीशिक्षणाच्या पुरस्कृती श्री० राणीसाहेब लौकरच दूर करतील अशी फार फार आशा आहे.

यंदा दोनदां खाऊ, पाठ्या पुस्तके व पोलकी संस्थेतर्फे मुलींना देऊन त्यांना शिकण्यास उत्तमप्रकारे प्रोत्साहन दिले आहे. या शाखेच्या सेक्रेटरीचे काम रा. केळकर हेडमास्तर यांनी केले याबद्दल संस्था त्यांची आभारी आहे.

६. व्यायाम शाळा.

गतसालप्रमाणे विद्यार्थी संध्याकाळी माळावर जाऊन क्रिकेट, फुटबॉल, आठ्यापाठ्यादि खेळ खेळत होते. तसेच त्यांच्या उंच व लांब उड्यामारणे, मैल दोन मैल पळणे, कासरा ओढणे इ० शर्यतीहि होत असत. शाळा उशीरा सुटत असल्यामुळे विद्यार्थ्यांना व्यायामाकरिता पुरेसा वेळ मिळत नसतो. ही अडचण दूर करून शाळेतफंदी कांदी, खेळांची सोय केल्यास विद्यार्थ्यांवर अनंत उपकार होतील. शाळेची वेळ बदलून ती ११ ते ५ ठेवल्यास बाहेरगांवच्या विद्यार्थ्यांचा त्रास कमी होऊन, व्यायामासही पुरेसा वेळ मिळेल. रा. रामराव प्रभोजी पाटील यांनी या शाखेचे काम पत्करल्याबद्दल त्यांचे आभार मानले पाहिजेत.

७. उद्योग शाळा.

गेल्या वर्षी या शाखेतर्फे रा. देवेंद्र शांतिनाथ मुळे व रा. ज्ञानु हरी गुरव या दोघांना शिवणकामाचे शिक्षण घेण्यास पाठविले होते. ते शिक्षण संपवून यंदा स्वतंत्र काम करू लागले आहेत. त्यापैकी एकजण संस्थेच्या विद्यार्थ्यांना यंदा शिवणकाम शिकवू लागला आहे. या शिवणकामाच्या शिक्षणाकरिता शिवण्याच्या यंत्राची जरूरी लागल्याने संस्थेतर्फे एक सिंगर मशीन सवलतीने खरेदी करण्यांत आले. सध्या थोड्याच महिन्यांत ३४ विद्यार्थ्यांना शिवण कामाची थोडीबहुत माहिती झाली आहे. या शिक्षकांने ही आपला वेळ व्यर्थ न दवडतां १४ कोट, ७१ शर्ट, ७० सदरे

११ पोलक्री, २ बंड्या, ६ परकर, १ हजार, ४ फॉक व २९ चांदा इतके कपडे उत्तम प्रकारें शिवून दिले. त्याबद्दल अगदी माफक दर आकारण्यांत येऊन सुमारे ३१ रु. आले. दोरा, बंडलें, मुया, मेझरटीप, गुप्ता, कातरी, इस्त्री वगैरेकरितां यंदा सुमारे २० रु. खर्च आला. पुढच्या वर्षी एखादा दुसरा विद्यार्थी शिवणकामांत पूर्ण तयार झालेला दाखवितां येईल अशी उमेद आहे.

खर्चाच्या भीतीनें सुतार कामाचा धर्म यंदा काढतां आला नाही म्हणून फार वाईट वाटतें. पण हा उणीव येत्या जुलैमध्येच भरून निघेल अशी आशा आहे. (पुढील साली वीणकाम शिकण्याकरितांही कांहीं विद्यार्थी बाह्य गांवीं पाठविण्याचा विचार आहे.)

गेल्यासालाप्रमाणें यदाही मुलांकडून फुलझाडें लाववून त्यांची निगा काढविण्यांत आली. जाग्याच्या अभावीं फक्त कुंड्यामधूनच असा प्रयोग करणें भाग पडलें. शेतकीचे शिक्षण देण्यास प्रयोगाकरितां कांहीं एकर जमान मध्यम पाहिजे आहे ही उणीव सांगलीचे विद्वान व विवेकपूर्ण अधिपति लौकरच दूर करताल अशी पूर्ण आशा आहे.

८ औषधालय.

गेल्या साली कबूल केल्याप्रमाणें सांगलीचे रा. धावते यांनी हा मिजासोपिच औषधांची १५ रु. किंमतीची पेटी व तत्संबंधी माहितीचे पुस्तक मा. १ दिले, याबद्दल संस्था त्यांची आभारी आहे. याशिवाय संस्थेच्या या शाखेचा तर्फे यदा १७८॥' ची औषधे खरेदी करण्यांत आली. यापेकी बरीच औषधे शिल्लक असून यंदा रु. २५८॥१. इतकी रक्कम औषधे विकून आली. संस्थेच्या विद्यार्थ्यांना व इतर गरीब विद्यार्थी व माणसे यांना औषधे अगदी मोफत दिलीं, हें येथे विसरतां कामा नये. यंदा या औषधालयाचा फायदा ३१४ रोग्यांनीं पैसे भरून व १३९ रोग्यांनीं मोफत घेतला. म्हणजे ४५३ रोग्यांना औषधालयाचा उपयोग झाला. तरी अद्यापि बऱ्याच लोकांना या औषधालयासंबंधी माहिती नसल्यानें अधिक लोक त्याचा लाभ घेऊं शकले नाहीत. जाहिराती देऊन व पाठ्या तयार करून ही उणीव लौकरच दूर करण्यांत येईल. औषधे देणें, पैशांचा हिशोब ठेवणे वगैरे काम रा. देवेंद्र मुळे यांनीं व त्यांच्या गैरहजरीं उपाध्याय वगैरे मंडळींनीं पाहिलें. याबद्दल त्यांचे आभार मानणे अवश्य आहे.

१ दुर्व्यसन-निवारक मंडळ.

या शाखेतर्फे वेळोवेळीं पाक्षिक सभामधून अपशब्द न वापरण्याबद्दल, व्यमनांस थारा न देण्याबद्दल वगैरे उपदेशद्वारे सांगण्यांत येत असून होलिका-सम्मेलन मरवून दरवर्षी होणाऱ्या बीभत्स प्रकारांस चांगलाच आळा घातला आहे, हें गेल्यावर्षी व यंदा भरलेल्या होलिकासम्मेलनास जमलेल्या ४००।५०० शांतचित्त जनसमूहावरून कोणालाही कळून येईल. यंदा रा. अभ्यंकर वकील सांगली यांच्या उपदेशाचा अपूर्व परिणाम झाल्याचें दिसून आलें. अशा प्रकारे शैक्षणिकच नव्हे तर नैतिक उन्नतिही होत चालल्याबद्दल अभिमानपूर्वक आनंद व्यक्त करतां येईल. या शाखेचें काम रा. अनंत नाना मुळे यांनीं केलें याबद्दल ते अभिनंदनास पात्र आहेत.

उपदेशक व वसूल

यंदा संस्थेच्या उपदेशकांपैकी रा. आण्णाराव मुळे यांनीं कोल्हापुरास रा. चव्हाण यांच्या विनंतीवरून एक तासभर अशा " ग्राम " संस्थाची उपयुक्तता या विषयावर व्याख्यान दिलें व प्रा. शि. संस्थेची हकीकत सांगितली. याचा परिणाम लौकरच कोल्हापुरकरांनीं शेतकरी शिक्षणसंघ स्थापन करण्यांत झाला. याबद्दल येथील चालकांना फार आनंद वाटतो. त्याचप्रमाणें रा. खाडे यांच्या आग्रहावरून आण्णाराव मुळे प्रभृति मंडळी फवळ्यास जाऊन त्यांनीं तेथें संस्थेसंबंधीं उपयुक्त माहिती दिली व अशाच प्रकारच्या संस्थेची सुरवात म्हणून " जिनराज मोफत वाचनालय " उघडलें.

यंदा संस्थेस ज्यांनीं ज्यांनीं मदत केली त्या सर्वांची ही संस्था फार फार ऋणी आहे. त्यांत विशेषतः मिस् ताराबाई रजपूत स्त्री सॅडो, प्रो. शेलार यांनीं आपल्या सर्कशीचे सांगली व मुंबई मुकामी उत्पन्न देऊन संस्थेला कायमची ऋणी केली आहे. मिस् ताराबाई यांना संस्थेतर्फे प० कुमार दिग्विजय सि० यांच्या हस्ते एक बहुमोल सुवर्णपदक अर्पण करण्यांत आलें. या समयी पंडीतजींनीं व रा. आण्णाराव मुळे यांनीं संस्थेची प्रेरकाना माहिती करून दिली व अशा प्रकारच्या संस्था गांवोगांव निघाल्या व्हेजेत असा उपदेश केला. याबद्दल पंडितजींची ही संस्था आभारी आहे. मुंबईस सर्कस संपल्यावर रा. आण्णाराव मुळे यांनीं प्रो० लठ्ठे यांच्या हस्ते प्रो० शेलार यांना बहुमानपूर्वक हारतुरे अर्पण करितां प्रेक्षकांना असाच उपदेश

केला. प्रो. लड्डे यांनीही समयोचित लहानच भाषण करून संस्थेची उप-युक्तता लोकांच्या निदर्शनास आणून दिली. याबद्दल त्यांची संस्था आभारी आहे. तसेच स्वस्तिश्री जिनसेन स्वामी, श्रीमन्निरंजन जडी स्वामी, रा. रामा गृह्य राम तेली व श्री० विरुपाक्ष चोळापा स्वामी हे ३ वर्ग लाहफू मॅबर झाल्याबद्दल यांची ही संस्था ऋणी आहे.

यंदा ज्या गांवानी संस्थेस मदत केली त्यांत शाहूपुरी व कोल्हापुर यांना अप्रस्थान दिलें पाहिजे. येथील फक्त व्यापारीवर्गानें मुळे प्रभृति मंडळीच्या याचनेस मान देऊन जी सुमारे ३२५ रु० ची मदत केली तिजबद्दल संस्था त्यांची फार ऋणी राहिल. ही मदत सदर धनिक व्यापारी अखंड चालवो अशी त्यांना अत्यंत नम्रतापूर्वक प्रार्थना करितो. या वेळी रा. राघोबा गेटे, लडुगे, कळंत्रे वगैरे मंडळींनी जे कष्ट सोसले त्याबद्दल त्यांना धन्यवाद दिले पाहिजेत. त्याचप्रमाणें रा. यशवंत आपणा पाटील, नरसगोंडा पाटील, तमदलगे, आप्पा देवगोंडा व जिनगोंडा देवगोंडा पाटील, आळतें यांनी वसुलाचे वेळीं भ्रम घेतल्याबद्दल व रा. उपाध्याय यांना सहाय केल्याबद्दल तेही स्तुतीस पात्र आहेत.

मागच्या वर्षी सभेच्या कामास व वेळोवेळीं सांगलीकर मंडळींनी जी अंतःकरणपूर्वक मदत केली त्याबद्दल ते प्रशंसने पात्र आहेत. रा. तुकाराम बापुजी पाटील, रामकृष्ण नारायण कुलकर्णी व भाऊ आप्पा शेंटे यांनी यंदा ऑडिटरांचें काम केलें याबद्दल त्यांचे आभार मानले पाहिजेत.

रा. भाऊ रामगोंडा पाटील यांनी संस्थेला दोन सुर्च्या व दोन रूद्र दिले याबद्दल त्यांचेही आभार मानले पाहिजेत. मागच्या वर्षीप्रमाणें यंदाही संस्थेस रा० आप्पा महादाप्पा खोत व देवेंद्र मुळे यांनी इमारत मोफत वापरण्यास दिली, याबद्दल त्यांची ही संस्था फार ऋणी आहे. तसेंच ज्या सद्गृहस्थांनी संस्थेस भेट देऊन अभिप्राय दिले त्यांचेही ही संस्था अंतःकरणपूर्वक आभार मानते. (परिशिष्ट ब पहा.)

विनंति.

संस्थेची चतंत्र इमारत असणें अत्यंत आवश्यक आहे. याकरितां यदा इमारतफंडास सुरूपत केली पाहिजे. या कामी सधन गृहस्थांनी उदार अंतः-णानें व सद्दळ हाताने जव्याचा पुरवठा केला पाहिजे. हें काम एका दोषांचे नव्हे. प्रत्येकानें यथाशक्ति जपला हिस्सा घातला पाहिजे. संस्था कौशल्यही

एका जातीकरितां नाहीं. तिचा उपयोग सर्वाकरितां आहे. तरी उदार आश्रयदात्यांनीं आतां अंत पाहूं नये. लग्नकार्यांत व इतर प्रसंगी जो द्रव्याचा अप-व्यय होतो तो थोडा कमी केल्यास पुष्कळ मदत करतां येईल. तरी मडळींनीं

“ अयं निजः परोवेति गणना लघुचेतसां ।

उदारचरितानां तु वसुधैव कुटुंबकम् ॥ ”

या वाक्याचा अर्थ लक्षांत घेऊन संस्थेस मदत करावी अशी चालकांतर्फे माझी सर्वास हात जोडून विनंति आहे.

हा रिपोर्ट मी चालकांतर्फे नम्रतापूर्वक सादर करितो. तरी तो आपण मंजूर कराल अशी मला आशा आहे.

कवलापुर,

ता० २३-६-१९१८.

आपला नम्र,

भाऊ आण्णा बुरले.

ऑ. जनरल सेक्रेटरी,

प्रा. वि. सं० कवलापुर.

अभिप्राय परिशिष्ट (व).

रा० वालचंद रामचंद कोठारी बी. ए. पुणे:—संस्थेचे काम फारच उत्कृष्ट रीतीने चालत असून या गांवांतील बरीच मंडळी उत्साहाने व स्वार्थ-त्यागपूर्वक हें काम करीत आहे. भिन्न भिन्न जातीच्या व धर्माच्या लोकांनीं हें शिक्षणविषयक कार्य इतक्या नेटाने चालविलेले पाहून कौतुक वाटते, व त्यांचें अनुकरण गांवोगांवच्या लोकांनीं केल्यास सार्वजनिक प्रगतीचें काम क्षपाट्याने होईल याबद्दल खात्री वाटते. ता० २३-४-१९१७.

ब्रह्मचारी पं० शीतलप्रसादजी, मुंबई:—उत्तम कार्य करणारी ही संस्था पाहून आनंद झाला. तिच्या सर्व शाखा फार उपयुक्त आहेत....ही संस्था यशस्वी होवो असें मी इच्छितो. ता. १३-४-१९१७.

मे० राव० खाडिलकर स्पे. ड्युटी ऑफिसर सांगली:—..... संस्थे-तील टापटीप चांगल्या प्रकारची असल्याचें दिसून आले.... गांवांतील शिक्षणसंस्थांत ही एक चांगली भर पडली. संस्थेस ऊर्जितवस्था प्राप्त होवो असें मी इच्छितो. १३-१०-१७.

रा. जी. व्ही. कुळकर्णी अॅ. डे. ए. इन्स्पेक्टर सांगली:-आज रोजी संस्थेतील रात्री शिक्षणाच्या विद्यार्थ्यांची चांचणी घेतली. मुलांची तयारी बरी आहे. रात्रीचा शाळेची उणीव संस्थेच्या चालकांनी भरून काढली हे त्यांना अत्यंत भूषणावह आहे. ते अत्यंत उमेदीने काम करितात....सर्व लोकांची सहानुभूति अत्यंत इष्ट आहे. ता. १४-१०-१७.

रा. चक्रवर्ती एम्. ए. प्रायव्हेट सेक्रेटरी, श्रीमच्छंकराचार्य मठ करवीर:-संस्थेच्या अध्यक्षांचे विनंतीवरून शंकराचार्यांनी संस्था पाहिली..... संस्थेच्या उद्देशानुरूप काम झाल्यास गांवची व विशेषतः तरुण पिढीची उन्नति खास होईल. रा. आण्णाराव मुळे व त्यांचे मित्र यांचे अभिनंदन करून संस्थेचे अभीष्ट चिंतितो. १९-११-१७.

श्रीमन्निरंजन जड्डी स्वामी मठ कलबुर्गी:-सर्व जातीच्या मुलांना प्राथमिक शिक्षण योग्य तऱ्हेने देण्यांत येते.... चालक काळजीपूर्वक काम करणारे असून त्यांना योग्य प्रकारे मदत मिळण्याची अवश्यकता आहे. १९ १२ १७

स्वस्तिश्री जिनसेन स्वामी, कोल्हापुर:-... शिक्षणाचे पवित्र काम निष्कामबुद्धीने चालक करितात हे पाहून मनास आनंद वाटला. ही संस्था उत्तम प्रकारे चालो असा आमचा आशिर्वाद आहे. २०-१२-१७.

रा. दातार बी. ए. इन्स्पेक्टर पोस्ट ऑ० कोल्हापुर:-...चालकांचा उत्साह व उद्योग-स्तुत्य आहे. मागसलेल्या लोकांचे शिक्षणाचे अभि वृद्धिस या संस्थेचा फार उपयोग होईल.

मे. रावसा० नरगुंदे धी. ए. मामलेदार सांगली:-... गांवच्या लोकांकडून उत्तेजन मिळावे तसे मिळत नाही. हे लोक इतके भ्रम घेतात त्याचा फायदा रयत लोकांनी अवश्य घ्यावा. ११-३-१८.

रा. ग. र. अभ्यंकर बी. ए. एल्. एल्. बी., सांगली:-...संस्था पाहिली, फार उत्तम आहे. व्यवस्थापकाची कळकळ, हास व शिक्षणाबद्दलचे प्रेम फार स्पृहणीय आहे. विद्यार्थ्यांचे खेळ पाहिले, यांतही त्यांनी पुष्कळ प्राविण्य संपादन केले आहे. या मंडळींनी चालविलेला प्रयत्न फारच भूषणावह आहे. लोकाभ्रय व संस्थानच्या अधिपतीचा आभ्रय मिळाल्यास या गावास या संस्थेपासून फारच उपयोग होईल, व अशा तऱ्हेच्या उत्तेजनांस ही संस्था सर्वस्वी पात्र आहे. ता. १८-३-१८.

मे. रावसा. तैसाई मामलेदार मिरज प्रांत ता० सांगली:-...संस्थेचे कागदपत्र हिशेब वगैरे सर्व पाहिले. त्यावरून संस्थेचे काम फार काळजी-

पूर्वक चाललेले दिमून आले. 'चालक' मंडळी उत्साहाने व 'निरलसपणे' काम करितात, हे त्यांस अत्यंत भूषणावह आहे. अशा प्रकारच्या संस्थेस 'द्रव्यबल' विशेष पाहिजे व ते जितके स्थानिक असेल तितके चांगले. परंतु गावचे लोक या कामी बरेच उदासीन दिसतात. कालांतराने या संस्थेची उपयुक्तता लोकांचे निदर्शनास येईल व ही स्थिती पालटेल अशी मला आशा आहे.
... १९-४-१८.

रा. विठ्ठल रामजी शिंदे बी. ए. भा. नि. स. मंडळीचे ज. सेक्रेटरी मुंबई व मि. पाताडे:—लहान खेड्यांत राहूनही शहरांतील मोठमोठ्यांना लाज-विणारी अशी कामे विनबोभाट करणारी ही लहानशी मंडळी व तिची उपयुक्त कामे, पाहून आम्हांस फार संतोष झाला. निरनिराळ्या शाखांचे काम पाहिले. त्यांत वसतिगृहांचे काम फार आश्चजनक वाटते. वसतिगृहांत १६ मुले आर्मी आज प्रत्यक्ष पाहिली. तेली, कोष्टी, माळी, धनगर, मराठे, जैन वगैरे सर्व मागासलेल्या जातींच्या कोंवळ्या विद्यार्थ्यांची समान काळजी घेण्यांत येते. खान करणे, आंथरुणाची वगैरे नीट व्यवस्था ठेवणे व इतर लहानसान खासगी कर्तव्याची जाणीव लहानपणापासून उत्पन्न करणे इ. गोष्टींमध्ये या संस्थेचा फार उपयोग होईल. सर्व चालक अत्यंत विनयशील, सहनशील व उद्यमशील दिसले. संस्थेत २ महार विद्यार्थ्याही पाहून आम्हांला आनंद झाला. संस्थेला उत्तरोत्तर घुरेशी मदत मिळो व देशकार्य अधिक घडो अशी प्रार्थना आहे. २४-५-१९१८.



संस्थेस १९१७।१८ सालीं मदत केलेल्या मंडळींची नांवे.
लाईफ्‌मॅम्बर वर्ग पाहिला.

रुपये.

१८० मिस् ताराबाई रजपूतस्त्री सॅडो

१०० प्रो० तुकाराम गणपत शेलार मालक कालेंकर सर्कस.

२८० एकूण

लाईफ्‌मॅम्बर वर्ग ३ रा.

५१ श्रीमन् निरंजन जडीस्वामी गुरु बसवस्वामी मठ कलबर्गी.

५१ स्वस्तिश्री जिनसेन स्वामी महाराज मठ कोल्हापूर.

३० श्री. रामचंद्र तुकाराम तेली, कवलापुर

३० ,, विरुपाक्ष चोळापा स्वामी, "

१६२ एकूण

सहाय्य कर्त्ता कोल्हापुर

२५ श्रीमच्छंकराचार्य करवीर मठ.

२५ एकूण

सभासद वर्ग १ ला.

कोल्हापूर.

१५ श्री० भूपाल आपाजीराव जिरगे

१५ ,, तात्या आपा वणकुद्रे

१५ ,, शेठ जादोजी मारिणजी

१० ,, शिवराम बाबाजी उपा-
ळाविकर

२५ ,, शेठ हिराभाई तुळजाराम

१० ,, शेलाजी वणाजी

१० ,, शांतापा दादा हेरवोबाडे
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१० ,, शेठ माणिकचंद मोतीचंद
कवलापुर.

१५ श्री० विठोजी गोविंद पाटीड

१० ,, अनंत नाना मुळे

१० ,, मालक नाट्यकला प्रवर्तक
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१३० एकूण

सभासद वर्ग २ रा.

कोल्हापुर व शाहुपुरी.

- ५ रायब. महादेव गणेश डोंगरे
 ५। श्री० तवनापा आपाराम पाटणे
 ५ ,, देवेद्र नरसापा डुणुंग
 ५ ,, आण्णा बाबाजी लडगे
 ५ ,, शेठ चिमणलाल भगुमाई
 ५ श्री० कृष्णाजी लक्ष्मण देसाई
 ५ ,, भाऊ भीमराव पाटील
 ५ ,, राघोबा भोंडीबा रोटे
 ५ ,, भाऊ बाबाजी चौगुले
 ५ ,, बळवंत सखाराम मुळे
 ५ ,, शेठ वल्लभदास जयराम
 ५ ,, लक्ष्मण बाळकृष्ण कोरेगांवकर
 ५ ,, शेठ मुंदरजी लबाशेठ
 ५ ,, नाना बाबाजी रोटे
 ५ ,, बाळकृष्ण नाना पिराळे
 ५ ,, रामचंद्र सातापा संगान
 ५ ,, कृष्णापा सखाराम जिरगे
 ५ ,, महादाजी गणेश करमरकर
 ५ ,, तवनापा आपाजी जिरगे
 ५ ,, केशव मार्तंड चिपडे
 ५ ,, गणपतराव शिंदे
 ५ ,, दत्तात्रय, रामशेठ पाटील
 ५ ,, हरी गाबाजी मुळे
 ५ ,, आण्णा बाबाजी कद्रे
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 ५ ,, मल्हापा शांतापा जिरगे
 ५ ,, आण्णा बाबाजी पाटील
 ५ ,, अनंत जिनापा कद्रे

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 ५ ,, शेठ सखाराम देवीचंद
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 ५ ,, ,, जहांगीरजी बाहिरामजी
 ५ ,, ,, हरनेद्र वैजनाथ
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 ५ श्री० तात्या नेमिनाथ पांगळ
 ५ ,, म्योनेजर डेकन स्टोअर्स
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 ५ ,, बालचंद रामचंद कोठारी
 ५ ,, आण्णाराव आप्पाजी मुळे
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 ५ ,, आपा देवगाँडा पाटील
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 ५ ,, तात्या देवराव देसाई
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 ५ ,, गणेश रघुनाथ अभ्यंकर
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 ५ ,, यशवंत आण्णा पाटील
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 ५ श्री. गणोजी लक्ष्मण पाटील
 ५ ,, गंगाराम संतराम लाज
 ५ ,, भाऊ आपा शेठे
 ५ ,, तुकाराम बपूजी पाटील

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४ श्री० शेठ रतनचंद राजाराम	२ ,, नाना केरु पाटील
३१ ,, भाऊ बाबाजी कटगे.	२ ,, भाऊ कुंडलीका पाटील
३ ,, सुवराव नेमाणा गारे	हुबळी.
३ ,, इश्वर गणु खोत लांडे	२ ,, रायापा नवदूर
३ ,, शेठ धोंडीलाल भिकामाई	दुधगांव.
३ ,, ,, माणिकचंद खेमचंद	२ ,, नाभिराय बाबगोंडा पाटील
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२ ,, शेठ डोंगरचंद मुळचंद	२ ,, नाना रावजी येडेकर
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२ ,, त्र्यंबक कृष्ण शिराळकर	२ ,, रायगोंडा आल्गोंडा पाटील
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३ ,, गोपाळ दत्तात्रय सोनटके	३ ,, बापूसाहेब परांजपे डे. ए०
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३ प्रो० अण्णाराव बाबाजी लठे	बारामती.
२ श्री० देवेद्र फडयापा चौगुले	२ पं० वासुदेव नेमिनाथ उपाध्याय
२ ,, चम्पूडराय दादा पत्रावळे	राशिवाडे.
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४ श्री० शेठ गोडुलदास भाधवजी	२ श्री० बाळाराम तुकाराम पाटील

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- २ श्री० आपा अमृता पाटील
 २ श्रीम० गंगाबाई जिनगौडा पाटील
 २ श्री० राघु आदापा साजणे
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 २ ,, अवरडे फंडाकडून.
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 २ ,, शांतापा जिन्नापा मुळे
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 २ ,, भाऊ सिद्धाणा मुळे
 २ ,, बाळा बाबाजी पाटील
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- २ रा. आप्या भाऊ मोचें

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 १ ,, शेठ आवदेअल्ली हासनअल्ली
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 १ ,, हरीभाऊ चव्हाण
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 १ ,, दादा पदमाणा पाटील
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 १ ,, रामा आपा माळी
 -11- ,, तुकाराम हरी बेडते
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 ११४॥= उद्योग शाळाखातें.
 १४॥- मुर्लीची शाळाखातें.
 १४६= व्यायाम शाळाखातें.
 ८३ = फर्नीचर खातें.
 १७६=॥ दुर्व्यसन निवारक मंडळ खातें.

५१६॥=॥

८९६॥=॥१ शिल्क साल अन्वेर.

१४१३॥-११

पाक्षिक सभा परिशिष्ट (अ).

ता. मा. स.	अध्यक्ष.	विषय.	मुख्य वक्ते.	उपवक्ते
६- ४-१७	श्री. अनंत नाना मुळे.	एकी.	श्रीयुत आण्णाराव आप्पाजी मुळे, बी. ए.	०
३- ६-१७	„ आण्णाराव आपाजी मुळे, बी. ए.	प्रामाणिकपणा.....	„ अनंत नाना मुळे.	३
८- ७-१७	„ वासुदेव मोरेश्वर केळकर, हंड मास्तर.	वाचन.	„ देवेंद्र शांतिनाथ उपाध्याय.	१
२९- ७-१७	„ आण्णाराव आप्पाजी मुळे, बी. ए.	{ मुलांची व मुलींची शाळा एकत्र असावी काय? }	{ सौ. मालतीबाई आण्णाराव मुळे. „ देवेंद्र शांतिनाथ मुळे }	४
५- ८-१७	(हा वादविवाद २ आठवडे चालला.)			
२६- ८-१७	„ गंगाराम संतराम लाड.	नीति शिक्षणाचें महत्त्व.	„ व्यंकटेश गणेश कुलकर्णी.	२
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२३- ९-१७	„ रामा तुकाराम तेर्ला.	विद्यार्थ्यांना उपदेश.	„ अध्यक्ष.	१
७-१०-१७	„ भाऊ आण्णापा बुरले.	तरुण पिढीचे कर्तव्य.	„ उपाध्याय.	१
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२७- १-१८	(बुकर टी वॉशिंग्टनचा फोटो.)	दीर्घोद्योग.....	„ विद्यार्थ्यांचे निबंध.	१
१७- २-१८	„ गंगाराम संतराम लाड.	विद्येची महति.....	„ उपाध्याय.	
२४- २-१८		जैनधर्म.	„ पं. बाहुबली शास्त्री यांचे व्याख्यान.	

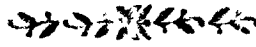
प्राथमिक शिक्षणोत्तेजक संस्था, कवलापुर.

संपूर्ण माहितीची खानेसुमारी सन १९१८ इसवी. परिशिष्ट (क)

१		२				३				४				५											
५ वर्षांतली मुले.		६ ते १२ वर्षांपर्यंतची मुले.				१३ ते १८ वर्षांपर्यंतची मुले.				१९ ते ३५ वर्षांपर्यंतचे पुरुष.				३६ च्या पुढील वयाचे पुरुष.											
विवाहित	अविवाहित	विवाहित	अविवाहित	विधूर	शाळेस जाणारी	शाळेस न जाणारी	विवाहित	अविवाहित	विधूर	मुशिक्षित	साक्षर	निरक्षर	विवाहित	अविवाहित	विधूर	मुशिक्षित	साक्षर	निरक्षर	विवाहित	अविवाहित	विधूर	मुशिक्षित	साक्षर	निरक्षर	
२	४१५	१२२	२१९	३	१५५	१७९	६७	११४	४	१७	८१	८७	१५७	४२	५०	५४	१४१	५५४	३६७	३	१४९	२६	८३	५१०	
एकूण ४१७		एकूण ३४४				एकूण १८५				एकूण ६४९				एकूण ५१९				एकूण २११४							
* ५ वर्षांतल्या मुली		६ ते १५ वर्षांपर्यंतच्या मुली				१३ ते १८ वर्षांपर्यंतच्या मुली				१९ ते ३५ वर्षांपर्यंतच्या स्त्रिया.				३६ च्या पुढील वयाच्या स्त्रिया.											
विवाहित	अविवा.	विवाहित	अविवा.	विधवा	शा. जा.	शा. न.	जाणान्य	विवा.हित	अविवा.	विधवा	मुशिक्षित	साक्षर	निरक्षर	विवा	अविवा.	विधवा	मुशिक्षित	साक्षर	निरक्षर	विवा	अविवा	विधवा	मुशि	साक्षर	निरक्षर
७	३६५	२३४	१६७	१८	३८	३८१	१४८	४	९	१	७	१५३	११८	०	११५	०	८	६२५	१६९	०	६८	०	७	६३०	
एकूण ३७३		एकूण ४१९				एकूण १६१				एकूण ६३३				एकूण ४३				एकूण २०२३							

* स्त्रियांच्या १ नंबरच्या कोष्टकात ३ वर्षांची एक मुलगी विवहा भाग.

शिवण कामाचा वर्ग.



पा. वि. संस्था कवल्यापुरच्या उद्योगशाळेतर्फे सवलतीने शिवण काम शिक्षकांचे जाईल व शर्ट, शोट, जॅकेट, पॅट यॉगरे कपडे, भातक दराने, सुंदर व वैशाल्य रीतीने शिवून दिले जातील. शिवण काम शिक्षकांचे विद्याभ्यासी रा. देवेद्र शांतिनाथ मुळे, यांजकडून समक्ष अगर पत्रद्वारे माहिती मिळवामी.

सुतार कामाचा वर्ग.

पा. वि. संस्था कवल्यापुरच्या उद्योगशाळेतर्फे लौकरच सुतार कामाचा वर्ग सुरू होईल, या येथे सुतार व सुरेख फर्नीचर किरायातशीर भावाने तयार करून मिळेल. सुतार काम शिक्षकांचे विद्याभ्यासी जनरल सेक्रेटरी कडून समक्ष अगर पत्रद्वारे सुलभा विचाराया.

पाहिजे.

पा. वि. संस्थे मध्य इंग्लिश शिकविण्याकरिता व सुपरिटेण्डेंटचे काम पाहण्याकरिता माहितीकरिता शिकलेल्या एक हुणार, समाजकार्यरक्षक व उद्योग-प्रिय शिक्षक पाहिजे. पगार लायकीप्रमाणे मिळेल. उमेदवारांनी आपल्या माहितीकरिता रा. आपणाराव आपणजी. मुळे, बी. ए. २६५ रास्ते पेठ मुणे शहर, यांना समक्ष भेटावे अगर पत्रव्यवहार करावा.

इंग्लिश शिक्षणाची उत्तम सोय.

मराठी ७ इयत्ता पर्यंत अभ्यास झालेल्यांचा एका वर्गात इंग्लिश ३ इयत्तांचा अभ्यास करवून घेण्याचा लौकरच संस्थेमार्फत एक स्पेशल वर्ग सुरू होणार आहे. थोड्या खर्चात व एका वर्गात इंग्लिश ३ इयत्तांचा खर्च मिळवून देण्याचा या वर्गाचा फायदा घेऊ इच्छिणाऱ्या विद्याभ्यासी जनरल सेक्रेटरी यांजकडून माहिती मिळवून घेऊ पाहिल्या तारखेच्या आंत फौसहिन अर्ज पाठवावेत.

मराठी ५ वी घरोघर इंग्लिश शिकू इच्छिणाऱ्या विद्याभ्यासीकरिता प्रा. वि. संस्थेतर्फे दुसरा एक वर्ग सुरू होणार आहे. मराठी शाळेत राहून इंग्लिश शिकण्याच्या सोयीचा फायदा घेऊ इच्छिणाऱ्या विद्याभ्यासी जुने पाहिल्या तारखेच्या आंत आपली नावे दाखल करावीत.

संस्थेचे उद्देश.



१. प्राथमिक शिक्षणाचें महत्त्व मागमलेल्या लोकांच्या मनात तब्यस्त त्यांचा प्रसार करणें.
२. मुसंगति व देखरेख यांच्यायोगें अश्लील प्रकारांपासून धनधर्म व विद्यार्थ्यांचीं मनं दूर रहादील व त्यांची नीतिमत्ता वाढेल वशाप्रमाणें त्यांम शिक्षण देणें.
३. त्यांच्या ठायीं स्वाभिमान, विद्याभिरुचि, उपयोगप्रियता धार्मिक शिक्षण गुण उत्पन्न करणें.
४. नियमितपणें व्यायाम करवून, वारंवार शयनेसिध्द व इनाम देणारा क्रोणी आजारी पडल्यास तसो औषधोपचार करून वशाची शक्ती वाढवून निरोगी, सुदृढ व सशक्त बनविणें.
५. गरिब विद्यार्थ्यांस मदत करणें.
६. उद्योगधंद्यांचें शिक्षण देणें.
७. स्त्रीशिक्षणाचा प्रसार करणें.
८. शाळेत न जाणाऱ्यांच्या शिक्षणाची सोप रात्रीची शाळा घडवून घेणें.
९. पारंपरिक सभा भरवून विद्यार्थ्यांमध्ये सभादीर्घणा, भावार्थीत्व व प्रत्येक धलेम्बनकला आदि गुण उत्पन्न करणें व इतर लोकांस सुयोग्य मार्ग प्रसन्न करणें.

विनंति,



शिक्षणप्रिय स्त्रीपुरुषांस चाळकांची अशी नम्र विनंति आहे कीं त्यांनीं जस जस, धनार्थीपैत्री कोणत्याही प्रकारें संस्थेस मदत करावी व प्रत्येक महान मोठ्या गांवांत अशी संस्था स्थापून शिक्षण, मौज्ज्य व नागरिकत्वादि गुण प्रत्येक व्यक्तींत उत्पन्न करण्याचें ध्येय वाळगावें. हें ध्येय साध्य झाल्यास हिंदुस्थानची खरी उन्नति झाली असें म्हणतां येईल संस्था स्थापय्यास आण गारी कसलीहि माहिती जनरल सेक्रेटरी मोठ्या आनंदानें देतील.

C
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p 810

SOME THOUGHTS
ON
PRIMARY EDUCATION.

A PAPER

READ BY

JAMIETRAM NANABHAI, B.A., LL.B.,

ADVOCATE OF H. M.'S HIGH COURT OF JUDICATURE AT BOMBAY,

ON

23rd October, 1896,

BEFORE

The Ahmedabad Educational Conference.

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1896.

SOME THOUGHTS

ON

Primary Education.

AN educational officer of long standing, whom I had the pleasure to listen before coming up here, while narrating his experience, in response to an invitation from the Surat Delegates, my friend Moulvi Abdul Kader and myself, remarked that we devote less of our care and attention to our children than to our animals. That this startling statement is true to a great extent must be admitted boldly and frankly, if any reforms are to be made. The reason for such a state of things is not far to seek. Keen competition and the hard struggles of life for bread engross most people. Others more or less in affluent circumstances, blinded by the race after gold, cannot see anything else. Of the few—the very few—who remain, a great many are disqualified by old age, with hardly any energy left in them. The rest may be said to have some knowledge of the ways and means of bringing up their children. And such persons are so few and scattered far and wide, that united action, which is one of the essentials of any successful agitation, be it in politics or in matters educational, is well nigh impossible. Hence it is that our children are allowed to be treated far worse than animals. If the case were not so, we would rebel in a body against the evils of the present system of education, at least so far as primary education is concerned, to which I will mostly confine my observations. But our difficulty does not end here. The other party who ought to be equally concerned labours also under peculiar difficulties. Our great *ma-bap, the parens patrie*, has its attention distracted and its means limited by its many sided activities and wants. The impossibility of attending to so many things at the same time has led to the appointment (to imitate a legal phraseology) of the keeper of the educational conscience of Government. Without in the least depreciating their valuable

services, I make bold to say that this keeper of the conscience—I mean the Director of Public Instruction—and his staff, have not succeeded in doing their best. They ought to have gone on dunning the Government every now and then for more and **more grants** to establish new schools and improve the old; they should press upon Government—who in India are the greatest landlord—the desirability of devoting a little less time, energy and money to sterile politics, and of not wasting our good money on that most inhuman of human institutions, *viz.*, war and military expeditions; then our educational grants would bear favourable comparison with those in the civilized countries of the world. They might take a lesson from their military brethren who have surpassed them (*i.e.*, the educational officers) in this direction, and who have succeeded in extorting larger and larger grants. Ours is a nobler cause; and the enemy, *viz.*, Ignorance—the common enemy of mankind—more powerful than its offspring, the bubonic plague at Bombay, or the impending famine, deserves to be put down and stamped out at any cost. Money so spent is never wasted. With more money and efficient education, the lamentable neglect of our children would be a thing of the past. This false economy is a danger to the state and to its inhabitants. “It is because of the evil propensities of men,” says Mr. Smiles in his book on Thrift (pp. 75, 60), “that the costly repressive institutions of modern governments exist. Ignorance arms men against each other, provokes gaols and penitentiaries; police and constabulary. * * *

The physiologist may discuss the laws of health, and the Board of Health may write tracts for circulation among the people; but half the people cannot so much as read, and of the remaining half but a very small proportion are in the habit of *thinking*. Thus the laws of health are disregarded; and when fever comes, it finds a wide field to work upon: in undrained and filthy streets and backyards—noisome, pestilential districts—foul, uncleaned dwellings, large populations ill supplied with clean water and pure air. There death makes fell havoc. * * *

Give the people knowledge—give them better education—and thus crime will be abated, drunkenness, improvidence, lawlessness, and all the powers of the evil will, to a certain extent, disappear.” More money after education ultimately would effect a saving under the head of law and justice, and increase the yield of other taxes as the material condition of the people would improve considerably. But the ways of our *ma-bap* are sometimes inscrutable! It will not

allow others to spend as far as it can. I do not know how much truth there is in the statement that, if any school ceases to levy fees or reduces the scale of fees, Government will cease to pay or reduce its grant. Only six months ago I proposed that **primary education** be made **free**. The Surat Municipality would not have had to spend more than about three thousand rupees a year. There was not a single member who denied the desirability of such a step; nor was want of funds pleaded as an excuse, but my proposal was voted against and lost on the only ground that the Government grant would be withdrawn; and this was urged against me by one who had served as a teacher for a long time, and by one who probably knows more about these things. Such a statement may be based upon truth or not—at present I have no means to ascertain. But an authoritative denial widely published and circulated that Government will not withdraw or reduce its grant in case fees are abolished or reduced would be an agreeable surprise, for, who could not believe in the said statement, when one finds a similar policy enunciated after a good deal of deliberation. The rules made under Section 24 of Bombay Act VI. of 1873 leave the Municipalities practically at the mercy of Government as to the scale of fees to be levied. Rule 10 (1894 Dec., *Bombay Government Gazette*, Part I, p. 1233) forbids either increase or reduction of fees without the previous consent of Government.

Again, this penny-wise and pound-foolish policy of parsimony prevents the possibility of employing really good and **fit teachers**. When one looks to the fact that first impressions last longest, that, to use Pope's words, just as the twig is bent, so is the tree inclined; that at a tender age the child has got no reasoning powers to follow the *precepts* of the teacher, but has only the ability to imitate his *example*; that it is the teacher who is the soul and life of his school, that teaching the youngest is the most difficult task, and requires the utmost care and attention from the best of teachers; that it is the teacher who makes or mars the child; that, as observed by Dr. Mathew Arnold, an expert in educational matters in his report for the year 1858, truly able teachers find it possible to inspire children with a genuine interest in their work, a good taste and a self-respect, which is the highest office of education to inspire—when one looks to these facts, it must be admitted that the qualification of the teacher becomes a *sine qua non*, and that a teacher carrying a salary not more

than that of a day labourer, however clever he may be, is worthless. Always in pecuniary difficulties, he thinks of extra income only. Somehow he manages to keep the sons of pliant rich persons at the bottom of the class, with the invariable result of securing private tuition, notwithstanding the contrary orders of the department or his superiors. These pupils now find their places changed. Instead of being at the bottom, they are at the top of the class, whether they deserve or not. This is the first lesson that of injustice that they learn. The second lesson they learn is, that they can smooth their way to better places by pecuniary payments. The gentlemen of Surat, who had been good enough to favour me with their views in order that I may put them before you, one and all laid no little stress upon the necessity of moral education, which no one denies. I have no doubt that well written books on morality are very useful. But they are neither the sole nor the most potent factor in moral elevation. An ounce of practice is worth more than a pound of unmeaning talk.

The Honourable Mr. Chimanlal, who preceded me, has gone over many of the chief points on which I intended to address you at some length. As I fully agree with him, I will not travel over the same ground again, but will confine myself to noticing some of the points that he did not touch upon.

The present **classification** in schools requires reconsideration. Putting together boys in one class according to standards they are learning is harmful, as this arrangement neglects individual differences. Classes should be formed according to the subjects that have to be learnt. Suppose reading, arithmetic and history have to be learnt. One may be well up in arithmetic and very backward in the other subjects; another may be backward in arithmetic and well up in the other subjects. The result, according to the present system, is a retardation of the progress of both. The one has to wait till the other makes up his deficiencies; whereas it would not be so if the classification were based on principles of individual attainments in special subjects. One who had a special aptitude for arithmetic would not find his progress in that branch retarded by having to wait for the slow scholar. This principle of classification is recognized in the English Code for 1896 (Art. 101, [a], [v] elementary subjects and [e], [ix] class subjects).

As to the ways of **teaching**, no one denies that kindergarten system is the best. But firmly wedded to our old ways, we stick to them

though convinced to the contrary. Even in small matters we take years to improve. Teachers are frequently transferred on trivial grounds, e.g., to give them two or three rupees increase of pay. Such transfers prejudice the interest of boys. Another factor that regulates our teaching is **the system of examinations**, which may be said practically to command "**cram.**" When one remembers that success in life, the object with which education is sought, depends most upon the useful practical applications, and not upon the disordered store of knowledge stocked in one's brains; that for such applications it is essential that one's faculties should be developed systematically; he cannot but concede that it ought to be the first and the foremost duty of an examiner or an inspector to see whether the mental food received has been digested and assimilated, or whether the knowledge received is power or merely a semblance of it. Yet this is exactly what he does not do. It is easier to determine quantity rather than quality. And if what I was told at Surat be true, that the Department required the inspector to examine a certain number of schools within a certain period, he must hurry over his work and attend to quantity only. The natural consequence of such an arrangement must inevitably encourage and enforce cramming. Professor William James, of the Harvard University, shows clearly how cramming is a bad mode of study. "I mean by cramming," says he, "that way of preparing for examinations by committing 'points' to memory during a few hours or days of intense application immediately preceding the final ordeal, little or no work having been performed during the previous course of the term. Things learnt thus in a few hours, on one occasion for one purpose, cannot possibly have formed many associations with other things in the mind. Their brain processes are led into by few paths, and are relatively little liable to be awakened again. Speedy oblivion is the almost inevitable fate of all that is committed to memory in this simple way, whereas, on the contrary, the same materials taken in gradually, day after day, recurring in different contexts, considered in various relations, associated with other external incidents, and repeatedly reflected on, grow into such a system, from such connection with the rest of the mind's fabric, lie open to so many paths of approach, that they remain permanent possessions. This is the *intellectual* reason why habits of continual application should be enforced in educational establishments."* With such practices, baneful in every

* Principles of Psychology, 1891 Edu., Vol. I., p. 663.

way, and specially injurious to **health**, it is but proper that after examinations there should be a vacation to give rest to overworked brains. A sound mind requires a sound body. For a sound body some sort of **exercisè** is necessary, whether it be the gymnasium or the outdoor games or sports and these, though I would not say should be made compulsory, at least should be treated as if they were one of the subjects in the school studies, and should have a certain position assigned to them in the timetable, and the hours so spent should count as study. Next, the **hours of tuition** for infants should be reduced.

As to the **time** best suited **for study**, the opinion of Dr J. C. Browne is worth quoting. "Every observant man and woman," says he, "knows that the mind is clearer and stronger in the morning than it is later in the day, and that the nerves are steadier before the meridian than after it, and one would naturally conclude that this universal law had been held well in view in all educational arrangements, the pressure of mental work being made to follow the curve representing the diurnal changes in brain function. At one time, probably, this was so, and at a first glance it might seem that it is so still. School hours fall mostly in the early part of the day, but a little enquiry will reveal that the heaviest part of school work is not generally performed at that time. If any boy or girl be asked, 'What is the most trying part of your school work?' the invariable answer is, 'Preparation': and if the further question be put, 'When do you do your preparation?' the almost invariable answer is, 'In the evening.' This is a state of matters that is to be condemned from a medical and from an economical point of view. The most severe brain effort that the child is called on to perform, that which involves most strain and concentration of attention, that opening up of new ground on which progress must greatly depend, is reserved for the period when brain function is almost at its lowest ebb, and when all the vital powers are exhausted by the exertion of the day. The most severe and important intellectual labour is undertaken just when it is sure to be most injurious and least remunerative. Evening preparation of lessons, if faithfully performed, must be prejudicial to the fatigued brain, and is not even rendered innocuous by a long interval of recreation between it and school work. It often induces sleeplessness, and a long train of attendant evils, and contributes largely to the nervousness and debility which are becoming so common amongst school children, par-

ticularly in towns, while it fails in securing advancement at all equal to what might be got from a much less strenuous and protracted study earlier in the day.

The most arduous mental work required of a child ought to be imposed on it when its mind and body are in their prime vigour, between 9 a.m and noon, and certainly nothing but the lightest work should devolve upon it after 5 p.m. To the medical eye preparation seems to be peculiarly the work which should be carried on in school with the constant assistance of the master, whose special mission is to explain difficulties, to remove obstacles, evoke interest, and stimulate endeavour. It is perhaps because some masters do not take this view of their office, but fancy that their duty is performed when they prescribe tasks, listen to the repetition of them, scatter over them a few critical remarks, and diffuse around them that magnificent moral influence which is not after all a good substitute for hard work, that tutors and evening*governesses have so often to be employed to help boys and girls with their preparation, and that parents have to take upon themselves the real drudgery of teaching." Further on he says that "Spring is the time when there should be a relaxation of pressure on the highest nerve centres of children, when more rest and less work should be enjoined, when strong stimulation and severe exercise should be carefully avoided. But in this, as in so many other educational matters, physiological indications have been not only disregarded, but contravened, for in most schools the hardest work for the year is reserved for this perilous season. Examinations, which are generally held at the end of the summer term, have to be prepared for, and so special diligences and concentration are demanded, and both pupil and teacher often feel the injurious effects of over exertion. * * *

Education judiciously conducted may go on safely in spring as in other seasons, but there should be no extra labour nor competitive excitement then, while for the fragile, mobile, and scrupulous children there should be an abatement of the tasks exacted from them in winter.

When children, during early spring or summer, exhibit very marked excitement or prostration, or are attacked by any of those trifling ailments which are often neglected, but which are very significant, such as swollen tonsils or glands, the work of education should be interrupted."*

* The Book of Health, edited by Malcolm Morris, 3rd Edn., pp. 310-13.

These extracts are very instructive. As these are matters that appertain specially to the domains of medical science, I a layman do not propose to enlarge on them, but the extracts prove conclusively the necessity of appointing **medical visitors** to schools as recommended by Drs. Nilkanthrai and Joseph Benjamin. At first sight people may raise various kinds of objections to the scheme, but ultimately it is a suggestion likely to be adopted in the near future, as the public attention will gradually be drawn to the good effects of such a step.

Coming now to the head of **arithmetic**, I find that much time is wasted in mechanical and useless operations and in unravelling of riddles, puzzles, and conundrums. Mr. Lalshanker will excuse me for saying that most of the miscellaneous examples in his arithmetic fall under this category. In life outside the school these riddles are not required, and it is hoped that the Educational Department will not, now that its attention has been drawn to the point, require them from the students. The neglect of this principle explains the contempt which **business men express for the arithmetic learnt in our schools**. Boys waste a great deal of time in calculating impossible fractions of a pie. **Absolute mathematical accuracy is not required in such cases, and an approximate calculation method should be taught, as approximations suffice for mercantile purposes where rapidity of working is considered essential, and not absolute mathematical accuracy as to fractions of pies.** One has simply to cast a cursory glance at the answers to the examples at the end of Mr. Lalshanker's arithmetic for higher standards—a book which, I am informed, is taught in our schools—to verify the statement made by me. As an illustration I may cite only the examples on interest given on p. 222 (1896 Edn.) and the answers on p. 380. Fractions of pies are calculated to an impracticable extent. Some of the answers carry the fractions so far as nine decimal places, and some have nine figures in the denominator. After this it is impossible for any one to refute the charge levelled against our system of education, that life inside the school is divorced from life outside it. As a further illustration of the failure to recognize this principle, I may be permitted to refer to the **शुद्धि**, which should be reduced considerably. A boy of 8 years of age is certainly never in want of a ready answer as regards gold or land, nor about ordinary things weighing more than a maund at the utmost. His senior by a year, too, does not require this and other things. But to crown all, a boy of 12 years of age is required to be a walking encyclopædia.

in mental arithmetic. He must know the formulæ required by a petty as well as a wholesale dealer in all sorts of things; he must know those required by a goldsmith, by a dealer in cloth, by a surveyor of land, by a timber merchant for measuring the cubic contents of timber, whether square or round, and ascertaining its value, by a seller of paper, by a sower of wheat, and by a dealer in pearls. As if this were not enough torture, he must be able to do the service of a table for calculating wages, of an exchange table, and of an interest calculating table in all its complications. Instead of all these useless things, which do no good directly or indirectly to, but rather harm boys of twelve and thirteen years of age, we might prescribe some knowledge of the rules of health, as recommended by Dr. Mathew Arnold in his Report for 1876. If no text-books exist, Government will find no difficulty in getting them prepared.

Now we come to the last but not the least important subject on which I will address you. Let me at the very outset assure you that I do not deny that the **Gujarati Reading Series** contains lessons that are admirable in a certain way; but that must not blind us to the defects, some of which I observed while casting a cursory glance over them. I do not propose here to dwell exhaustively on all the lessons and all the books, but will take them up as random samples, and I hope, after you have heard my remarks, you will agree with me that it is desirable that the subject deserves more thorough and searching investigation.

Standard III. prescribes the Fourth Departmental Book. The majority of boys who learn this book I find from statements obtained from various municipal schools in Surat to be between the ages of 8 and 10. Lessons 32 and 40 forbid the speaking of lies, enjoin true speaking, and treat of *express* and *implied* lies and *suggestio falsi* and *suppressio veri*. Lesson 70 is about politeness, and is full of abstract propositions. Lesson 116 requires the children to use the faculty of discrimination, which they can hardly be said to have developed at this stage to an extent to enable them to understand the difference in the power of God and man. The former *creates something out of nothing*, while the latter simply *discovers, arranges, or transforms things existing*. Lessons 112 to 115 treat of prosody, and are simply beyond their powers of comprehension. When the public raise the cry that the present system is a severe strain on the powers of the students, when they point

out that the present reading series requires to be modified, they are silenced by the reply that the series is the best, has stood congenial for a long time, and that this is the test of its superiority, and that what the reformers desire is a highly Sanskritized series. This reply will be welcomed only by those who will not see or understand things for themselves. The slightest knowledge of the elements of psychology reveals the fact that the teaching of prosody to boys of 8 or 10 years of age is a task which no teacher can succeed in, and to make up for the show of the examination, he must make the children "cram" up the thing without understanding a bit of it. A task beyond their comprehension excites no interest, and they find it irksome, but they must go through it for fear of punishment. What is this work against will if it is not slavery in disguise? Does it not produce the disgust of books and learning, and of teachers and of schools? How happy do they feel when released from schools, which are more of prison houses than places of pleasure! In vain do we read the admonitions to make learning a pleasure. So long as we work in a wrong way it will cause pain and mental as well as bodily injury. Children are not made for the books or for the schools, but the books are intended for the children. The books ought to be fit for their ages, and they have not to fit themselves for the books. And what wonder is it, seeing that their learning consists almost in a rabble of words and a study of things, that the so-called education does not develop their faculties, but only consists in filling their brain with the presentment of a quantity of ill-digested grammar, arithmetic, and mere collection of letters. Manu (II. 159) enjoins—"Created beings must be instructed without giving them pain, and sweet and gentle speech must be used." But how, then, can such ways of instruction proceed "without giving pain," and how can the teacher, who must be vexed beyond measure at the stupidity of the children not to comprehend his explanations, be expected to use "sweet and gentle speech." Lesson 10 of the same book is on the words *अज्ञानं, धर्म* and *अज्ञानं* may be explained in meaning books, but it is explaining one unknown term by another. It treats the subject of obedience to parents—in an abstract form, and is an appeal to reason and powers. It is more like the speech of an advocate trying to convince a judge. It says parents ought to be obeyed, firstly, because—secondly, because—; and so on. Anyone who has attempted a study of the human mind will at once perceive that the place for this lesson is rather in the last book of the series. Knowledge proceeds from

out that the present reading series requires to be modified, they are silenced by the reply that the series is the best, has stood competition for a long time, and that this is the test of its superiority, and that what the reformers desire is a highly Sanskritized series. This reply will be welcomed only by those who will not see or understand things for themselves. The slightest knowledge of the elements of psychology reveals the fact that the teaching of prosody to boys of 8 or 10 years of age is a task which no teacher can succeed in ; and to make up for the show of the examination, he must make the children "cram" up the thing without understanding a bit of it. A task beyond their comprehension excites no interest, and they feel it irksome, but they must go through it for fear of punishment. What is this work against will if it is not slavery in disguise ? Does it not produce the disgust of books and learning, and of teachers and of schools ? How happy do they feel when released from schools, which are more of prison houses than places of pleasure ! In vain do we read the admonitions to make learning a pleasure. So long as we work in a wrong way it will cause pain and mental as well as bodily injury. Children are not made for the books or for the schools, but the latter are intended for the children. The books ought to be fit for their ages, and they have not to fit themselves for the books. And what wonder is it, seeing that their learning consists almost in a rabble of words and not a study of things, that the so-called education does not develop their faculties, but only consists in filling their brain with the prescribed quantity of ill-digested grammar, arithmetic, and mere collection of hard words. Manu (II. 159) enjoins—"Created beings must be instructed without giving them pain, and sweet and gentle speech must be used." But how, then, can such ways of instruction proceed "without giving pain," and how can the teacher, who must be vexed beyond measure at the stupidity of the children not to comprehend his explanations, be expected to use "sweet and gentle speech." Lesson 10 of the same book is on morals. २५१३१, ५५ and २५१५१२ may be explained in meaning books, but that is explaining one unknown term by another. It treats the subject—obedience to parents—in an abstract form, and is an appeal to reasoning powers. It is more like the speech of an advocate trying to convince a judge. It says parents ought to be obeyed, firstly, because—; secondly, because—; and so on. Anyone who has attempted a study of the human mind will at once perceive that the place for this lesson is rather in the last book of the series. Knowledge proceeds from

exact idea of what I mean : વા પ્રવાહી છે, માટે જમ પાણીમાં પથરો નાંખીએ, ત્યારે તેમાં લેહરોનાં કુંડાળાં ઉપરા ઉપરી થવા માંડે છે, ને તે લેહરો છેટેના પાણીને હલાવે છે, તેથી ત્યાં હાથ રાખ્યો હોય. તે ને ઉપર અથડાય છે, તેમજ નગારા ઉપર ઢાંડીઓ ઠોકીએ, તે તે નગારા ચામડું ધરથર ધુન્ને છે, તેને લીધે વાહાલે છે, અને કાનમાનોવા માંહેની ચામડી ઉપર અથડાય છે તેથી આપણને આશ્રમ પડે છે કે ક્રલાણી નાદ કે સાદ થયે.

Lessons 10 in the fifth book (અખખાનાં છપ્પા), 123 in the seventh book (મનઉપદેશ), and lesson 38 in the sixth book are very difficult of comprehension and should be omitted. The last mentioned lesson, *viz.*, 38, does not appear to have been understood even by the editors of the series themselves, for at the top of it they have placed a wrong title. It is headed મરણને ભય છે માટે પ્રભુને ભજવે. We should worship God because there is fear of death. There is nothing, so far as I can see, in the lines that follow, which show that this is the idea to be conveyed by the lines ; on the contrary, the whole argument tends to show that this world is all unreal, and the only real thing worth attaining is God, and therefore he should be worshipped. Another ground on which I would advocate the removal of this and the like lessons altogether from the series is this, *viz.*, that they unduly depress the spirit of growing children who want something that is lively. We are told father, mother, sister, brother, wife, and other relations and wealth and palatial dwellings are worth nothing. They are mere dreams. These ideas may be good for old people, but for the young the description of the burning of the dead and the other things mentioned therein would bring about, in most cases, the disease which I think doctors call "melancholia."

The following extract from the lesson will convince how unfit it is for boys learning the book. ધરની નારી કંથ વળાવી તરત ખીન્નને ગઇ is too much for a child of this age. It certainly is not the object of the series to advocate widow re-marriage with a vengeance, or to instil in young minds a disgust for women. The following lines present such a horrid picture to the child, that no comment is required besides reading them :—

ઉપર કુલડાં ક્રૂરકરે ને હોઠે શ્રીકૃણ ચાર,
 ઠીક કરી એને ઠાઠીમાં ઘાટ્યા પછી પુટે પડે પોકાર રે
 * * * * *
 ખોરી ખોરીને ખાળશે જમ દોઢું ગાયે હુવાર —

More I will not reproduce. The world is meant—at least the infant world—for happiness and the glorification of God, and not for the horrors or miseries of which there is no lack.

Of moral lessons the books contain enough so far as numbers go. Abuse argumentative lessons should be omitted as they do no good. Instead of recommending the various virtues in the abstract, I think lives of eminent men may with great advantage be substituted, and many of the present lessons might be omitted to make room for them.

Yesterday it was asserted here that the children of the present generation do not show that amount of respect to their parents as was done by those of the older generations. I for myself am inclined to think that there is some truth in this statement, though it may be greatly exaggerated. However, on this point I will not make any emphatic statement, as I have not had an opportunity of thoroughly going into the question, but I am afraid and regret that the fault here lies in our reading series. I must strongly protest against the harm that some of the lessons, like Lesson 66 in Book IV., are calculated to inflict on the young students. This single lesson alone is enough to make a family miserable. Children of tender years who believe every word that is in print to be absolutely true are taught practically to disobey their parents. All the good effects of injunctions about obeying and respecting our parents is at once done away with. એ ચાલ સારો નથી. એ કેવી ગાંડાણ! એ કહ્યા ડાપણની રીત! એ ગાંડી રીત છે. એ કેવું બોલું દેખાય છે! એ કેવો ઉંઘો ચાલ છે! એ ધુખાઈ છે! એ તો ધણીજ ધુખાઈ છે. Language such as this and all in one single lesson concerning the practices of our parents and elders certainly results in throwing aside all respect for the parents and elders. Human beings are not perfect; parents may follow wrong practices, but is this lesson meant for the improvement of the child or the punishment of the parents? The evident tendency is to leave the parents at the mercy of their children. Faults of parents are to be approached very tenderly. But this lesson establishes an exception to the general rule of obedience to parents. The result of this lesson, read along with others inculcating obedience to parents, may be summed up shortly, thus—"Obey your parents, except when their orders are improper." And who is to determine whether the order is proper or improper? No solution is offered to this question anywhere in the series, and the result is, our children of ten or twelve sit in judgment over us and pronounce our orders to be improper. I will not go into details, but may say that this lesson is not a solitary instance. I contend that the reading series is not the place where an editor should be allowed to play the *role* of a social reformer, and I protest that it

certainly is not the place where he should be allowed to abuse us in the most unbridled fashion in the face of our children. I have no desire here to enter into a controversy about the old customs ; some may think them wrong, others may differ from that opinion. But, while we are thus vilified, I regret to find that there is not in the whole series a single lesson which would make one say from his innermost heart—"This is my own, my native land."

The Madras Parliament Transactions

We bring the Light that saves, we bring the Morning Star.
Freedom's good things we bring you,
Whence all good things are.

No. 1

Compulsory Elementary Education

Act 1 of 1915

With the Speech of the Secretary for Education

(MR. C. P. RAMA-SWAMI AIA., I.A., F.R.S.)

On the Second Reading of the Bill

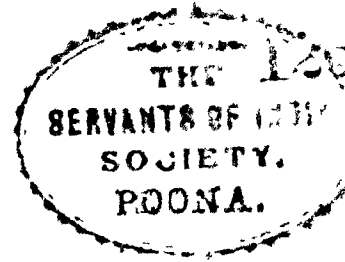
On 17th April 1915

THEOSOPHICAL PUBLISHING HOUSE

ADYAR, MADRAS, INDIA

1915

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COMPULSORY ELEMENTARY EDUCATION

ACT I, 1915

WHEREAS it is expedient to make provision for the Compulsory Elementary Education of children and for securing the adequate fulfilment of parental responsibility in regard thereto

It is hereby enacted as follows :

1. This Act may be cited as "The Compulsory Elementary Education Act I, 1915."

2. The terms "Government of India," and "Local Government" have the same signification as defined in the Government of India Act X of 1897.

The term "Elementary Education" means such courses in reading, writing, arithmetic and some kind of manual training as may be prescribed from time to time by the Local Government for Elementary Schools with the previous sanction of the Government of India.

The term "Managers" includes all persons who have the management of any Elementary Schools.

The term "Magistrate" has the same signification as in the Criminal Procedure Code V of 1898.

The term "Teacher" includes every person who forms part of the educational staff of a school.

The term "Parent" includes a guardian natural testamentary or appointed by virtue of any statutory or legal authority and every person who is liable

under the law to maintain or has the actual control over or custody of any child.

The term "Elementary School" means any School, or branch or department thereof at which elementary education is imparted which School has been or shall be certified under the provisions of this Act.

3. The Local Government shall prescribe from time to time the areas which shall be "school districts" for the purposes of this Act and specify the Local Authorities which shall exercise jurisdiction over such areas. The Local Authority may be a District or Taluq Board or Municipal Council or Union or Panchayat.

4. Each Local Government shall within five years from the passing of this Act provide for every school district a sufficient number of Elementary School, available for all the children resident in such district for whose elementary education provision has not been otherwise made.

5. The Local Government shall after making such enquiry as may be necessary publish a notification of their decision as to the available number of Schools for each district and the amount and description of the school accommodation if any required for the district and within five years thereafter shall supply the deficiency in school accommodation by the construction or provision of such new Schools or by the enlargement of existing Schools in such manner as may to it seem expedient and all Schools recognised by or created under the provisions of the Act shall be included in a list of certified Schools to be published annually by the Local Government.

6. No fees shall be charged for the instruction of any child in any certified School provided by the Local Government under § 4.

7. It shall be the duty of the parent of every child not less than 5 years of age and not more than 10 years to send such child to a certified School or to cause such child to receive (unless there exists some reasonable excuse therefor) efficient elementary education and on failure of such parent to perform such duty he shall be liable to such penalties as may be provided herein.

8. No person shall take into his employment any child who ought to be at School under this Act.

Every person who contravenes this provision shall be liable to a fine not exceeding Rs. 10 for each such offence.

9. A person shall not be deemed to have taken any child into his employment contrary to the above provision if it is proved to the satisfaction of the Magistrate having cognizance of the case that such employment does not interfere with the efficient elementary education of such child.

10. The Local Government may make rules from time to time for the grant free of cost to every child or parent of such child of certificates of proficiency of a child and of the due attendance of the child at a certified School.

11. (a) For every School district the Local Authority shall appoint a School Attendance Committee to be constituted in such manner as may be prescribed by bye-laws framed in that behalf by the Local Government.

(b) It shall be the duty of the School Attendance Committee subject to any bye-law framed in that behalf by the Local Government to secure the attendance of every child in the School District that ought to be at school.

(c) The Local Authority may take such steps as they think fit for the provision of meals for children in attendance at any school within their jurisdiction.

(d) It shall also be the duty of the School Attendance Committee to prefer a complaint to the nearest Magistrate if the parent of any child fails or neglects to provide efficient elementary instruction for his child without any reasonable excuse and if any employer violates the provision of § 8.

12. The Magistrate if satisfied of the truth of the complaint may order that the child do attend some specified certified elementary school named in the order being either such as the parent may select or if he does not select any then such school as the Magistrate may think expedient or may adjourn the enquiry for adequate arrangements to be made for the efficient elementary education of the child otherwise.

13. If such order is not complied with by the parent of any child without any reasonable excuse such as continued illness of the child or the absence of a proper School in the locality or the seasonal needs of agriculture or proof that the child is under efficient instruction otherwise he shall on complaint made by the local authority be liable on each conviction to a fine not exceeding Rs. 10.

14. All the certified Elementary Schools within a School District shall be subject to the control and

supervision of the Local Authority having jurisdiction over it and the Local Authority shall appoint where necessary such managers as may be requisite for the Schools.

15. Nothing in this Act shall affect any special endowment or the discretion of any trustees in respect thereof provided that where under any trust relating to an endowment the income thereof has to be applied in whole or in part for the purpose of an Elementary School the said income shall be paid to the Local Authority.

16. The Government of India shall provide the funds necessary for carrying into effect the provisions of this Act inclusive of the provision of the agency for inspection and for the training of all teachers in respect of Elementary Schools certified under this Act.

17. The Local Authority shall be liable to contribute towards the working expenses of the Schools under its jurisdiction a sum not exceeding one-third of such expenses the proportion in each case being fixed by the Local Government after due notice to the Local Authority and hearing its objections if any. The working expenses referred to herein shall not include any expenses in respect of the building of the School or of the agencies for inspection or the training of teachers for the School.

18. The Local Authority shall levy such rates as may be necessary to enable it to make the contribution referred to in § 17 and to make provision for meals as contemplated under § 11 (c).

19. The Local Government shall have full power and authority after due notification to frame such

regulations as may be necessary to carry into effect the objects and provisions of this Act including regulations for defining and enforcing the duties and obligations of local authorities and School Attendance Committee.

Mr. C. P. Ramaswami Aiyar, on moving "That this Bill be now read a second time" said :

MR. SPEAKER, SIR :

I consider it specially fortunate and appropriate that the first full discussion which takes place on the reading of a Bill for the second time in this House, should be with reference to the Bill to make provision for Compulsory Elementary Education, because I think, Sir, that there is no measure more fraught with consequences of the utmost value for the future of the country, and giving the necessary fundamental basis for its progress than a Bill for Compulsory Education. Just this morning I received from my friend Mr. Hydarî, the Secretary for Education in the Nizam's Government, a copy of his speech delivered before the first Hyderabad Education Conference, over which he lately presided. In it he foreshadows the purpose of the Nizam's Government to bring in measures for extending free education throughout the State, and in his speech, which is far-reaching in its effect, occur the following most remarkable words : "The foundation of all education is primary education, and it is our duty to promote it. All cannot be wholly educated, but it is certainly necessary that all should know how

to read and write, and our endeavour should be that among the subjects of the Nizam there should not be a single subject who did not receive primary education. We must seek the assistance of the various Local Boards." He then goes on to outline the scheme of primary education. He does not outline a scheme for compulsory education, for the State is somewhat backward, but in that daring speech he goes very far towards making out a strong case for the spread of free education throughout the Nizam's Dominions. That is indicative of the tendency prevalent now throughout the country. The late Mr. Gokhale, that consummate and cautious statesman, when he introduced his Elementary Education Bill, sought, in the first instance, to make Education neither completely free nor compulsory. He thought of the limitations he had to work under. He was aware also that if he brought in a Bill for free and compulsory education, objection on the score of inconveniences, administrative and other, would be raised, and he would have no chance even of obtaining a hearing. Hence he was content to begin with a permissive rather than a compulsory Bill.

Sir, this House is unhindered by the difficulties which were before Mr. Gokhale and is, therefore, able to lay down certain principles which though they might not come into operation to-morrow or the day after, yet outline what in our minds is a necessary reform. We ask that this reform should be placed on the Statute Book hereafter, so that in course of time by the operation of the statute we may have a country full of freely and compulsorily educated children. I

do not think there are many real difficulties in the way of Government in enacting such a measure as this, and I propose to meet in the course of my remarks the objections that may be raised.

Before doing so, I shall deal with the remarks of Mr. Gokhale, when he introduced his Bill in 1911. It is necessary to ascertain what has been done in the country before and since he spoke, and how the Government of India has felt that Mr. Gokhale in his Resolution of 1910, as well as in his Bill of 1914 made out a strong and irrefutable case, and how they have been trying to meet his wishes, though they said that his Bill was chimerical. Now, we are all aware, Mr. Speaker, that in 1911 the Elementary Education Bill was brought before the Imperial Legislative Council. Before the fate of that Bill in 1907, the number of Primary Schools was 102,947, and after the Bill these had been gradually increased and in the famous Government of India Resolution, which appeared in *The Gazette of India* on the 22nd February, 1913, outlining the educational policy of the Government, the Government of India said: "It is the desire and hope of the Government of India to see in the not distant future some 91,000 Primary Public Schools added to the 100,000 which already exist for boys, and to double the 4½ millions of pupils." In March 1914, the Government of India published a statistical table of educational progress. Children of school-going age are reckoned at 15 per cent of the population. That percentage was suggested by Mr. Gokhale, and it may be taken as roughly correct. Taking 15 per cent of the whole population as the school-going

population, there were 26·8 per cent and are now 28·4 per cent of boys of this school-going population undergoing education. Of the girls, the percentage of 4·7 has been raised to 5. Taking both together, the percentage attending schools has risen from 16 to 17 to 18·7. This works out, in proportion to the total population of the country at 2·8, and we have attending public and private and vernacular institutions, destined for primary education, 6,333,355 children. That is the state of things which exists now since the time of the Resolution of 1910 and the Bill of 1911 moved by Mr. Gokhale in the Imperial Legislative Council. We, therefore, have still this spectacle, that out of a total population of 340 and odd millions in this country, and confining ourselves to that portion of the population which resides in British India, properly so-called, we have a percentage of 2·8 who attend schools, and when Mr. Gokhale spoke only 1·9 per cent were attending schools. Then did Mr. Gokhale, in language inimitable, point out the misery that would befall India if this state of things should be allowed to continue.

It is said that a measure for free and compulsory education in the present state of the country must be chimerical. Well, Sir, in England what has been attempted and what has been done? In the course of about 12 years, between 1870 and 1882, the problem was solved. Before 1870, the position of education in England was not very different from the position of education in India now. From the early days there had been Elementary education of some kind or other in England, but the help the Government was rendering

to education was mainly by means of grants-in-aid. These grants were given to the Education Commissioners, or Charity Commissioners. Practically the grants were much like the grants-in-aid given to aided institutions in this country. In 1833, it was for the first time the grant-in-aid was given, and in 1883 an Educational Department was constituted by an order in Council. Up to 1870, therefore, in England the help that Government rendered to education was by grants-in-aid and these were mainly given in furtherance of the activities of the National Church. The Church was the educating machinery, and the help the State rendered was to give subventions to charities. Therefore, the problem was not very different from the problem which faces the educationists of India. In 1870 onwards and before 1882 the problem was solved, and how was it grappled with? In 1870 the Statute 33 and 34 Victoria c. 75 was passed, which instituted certain bodies, whose duty it was to supply adequate school accommodation and to supplement deficiencies in private efforts. This enactment was what is called "permissive compulsion". It was the duty of certain bodies to supply schools. It was not the duty of anyone to send pupils to the schools. Having got schools, in 1870 it was thought necessary to give School Boards powers to frame bye-laws to bring about a system of compulsory attendance. They had only made a provision for an adequate supply of schools sufficient to house all the students who might attend schools, and it was decided by that Act that nothing would be imposed on the primary schools, and that Act also left perfectly

vague the definition of school so as to embrace all agencies, however loosely brought together, all agencies however elementary in their character, which might work for primary instruction. It is also noteworthy that in 1870, a conscience clause was introduced in the system of State education, both in State and denominational schools. Thereby section 74 relating to the provision of School Boards, the Act empowered those Boards to pass bye-laws to impose compulsion on the children between the ages of 5 and 13, raised to 14, in 1900. Six years later it was found possible in England to enact by the 39 and 40 Victoria c. 99 that it was the duty of every parent to send his child to school. It was also enacted that no employer should employ any child between the ages of 5 and 14, unless primary education was imparted to it. Within four years after the introduction of that measure, compulsion in all its force was brought into operation, and it was provided that the School Attendance Committees constituted under the Act of 1876 had to compel the parent to send his child to school. In 1880 a compulsion, which had been permissive was made absolute. Now, therefore, between the years 1870 and 1880, it was found possible in England to introduce a system of free and compulsory education. In 1891, in order to further aid the system of free instruction, they constituted a fee grant, so as to provide for free instruction at 10s. a year for children between 3 and 15 years of age, and in the year 1897 in the Voluntary Schools Act further provision was made for the needs of the children. In 1902, was passed a great codifying enactment, under

which local education authorities were constituted. They were the County Councils in cases of Counties, and Boroughs in cases where there are Boroughs. These have the control of education, and the local education authority in England had to provide the necessary money from the rates.

I am laying a certain emphasis on this, because in England under the Act of 1902, it was the local education authority that had to provide for the upkeep of the schools and all the powers of the School Board Committees were vested in the local education authorities. All that could be expected of any country in the way of provision for free and compulsory education, one would imagine, had been made already in 1902, by the enactments of the subsidiary measures, but English statesmen did not stop there. In 1907 they passed a Bill for supplying meals to the school-going children, for starving children cannot be taught. Therefore, in pursuance of the course of wise statesmanship, the English statesmen found it necessary to provide meals for school-going children, and under the Act of 1907 the local education authorities were empowered to take steps for providing meals for the children attending Elementary Schools. That is, roughly outlined, the progress of the Education Acts in England; as a result of the enactments between 1870 and 1907, by successive and rapid measures, there has been an introduction of free and compulsory education under which the bodies and the minds of the children have been taken care of.

Let us now take Japan.

The beginnings of Elementary Education in Japan were made in 1872. The Emperor issued a rescript, which was quoted by Mr. Gokhale, and I crave leave to quote it here :

“It is designed henceforth that education should be so diffused, that there may not be a village with an ignorant family, or a family with an ignorant member.”

In Japan before 1872 the proportion of children attending school to the whole population of the school-going age was 28 per cent. In 20 years that percentage has been raised to 92. By the year 1896, when the census was taken in Japan, it was found that 92 per cent of the boys of the school-going age were receiving, or had received, elementary education. In Japan they first tried the experiment of education not being made compulsory. It was found that that system would not work, and it was stated by Mr. Gokhale that you might say that you are making education free, but unless it is compulsory the system will not work. Within 28 years after the rescript, by 1900, education had become both free and compulsory in Japan. Now Japan is far away, and it has been said often that Japan is westernised. But in Baroda after education was made free and compulsory, we find that in the year 1913, 96 per cent of the whole population attend schools whereas the percentage in British India is less than 2 per cent; when Mr. Gokhale spoke in 1907, it was 7½ per cent, when he spoke later it had become 8·6, and the proportion of pupils attending elementary schools in the Baroda is four times as much as that

in British India. Now, if that is possible in Baroda why is it not possible in British India ?

What has been the history of primary education in India? In 1854 a despatch was issued that the general diffusion of useful knowledge was one of the primary functions of Government and therefore it was definitely accepted as a State duty to impart Primary Education. The Commission of 1882 was appointed to enquire how far the policy of the 1854 despatch had been carried into practice. Even then 1·2 per cent of the school-going population attended schools. Then came Mr. Gokhale's resolution which summed up all the learning on the subject and gave all the statistics available to us. He there proved that 1·9 per cent was attending schools whereas in 1882 it was 1·2. He pointed out the slow increase in the growth of primary education. He pointed out in trenchant words that the expenditure from Provincial funds on education was absolutely incommensurate when compared with the expenditure on other heads. He laid stress on the civil expenditure and on the Army. As regards the expenditure on the Army, I will not say anything, but the expenditure on education was grossly incommensurate with the expenditure in the Civil Department. Up to 1910, 93 lakhs were spent on education, whereas the advance in Land Revenue was eight crores, and in the Civil Department eight crores, and the capital outlay on Railways was about 15 crores. The figures speak for themselves. When Mr. Gokhale brought forward his Resolution in 1910 his object was to enforce the principle laid down in the English

statute of 1870. But he restricted compulsion to boys alone. He made the period of attendance to be from six to ten years. He also insisted that compulsion should be introduced until 33 per cent of the school-going population actually attended schools. He was aware that Government would shortly and vehemently oppose the principle of imposing elementary education on the people. Therefore, he said, that if 33 per cent of the school-going population attended schools his object would have been attained. And he laid down the principle that the State should bear two-thirds of the expenditure on education, the local bodies bearing the balance. He also pointed out that it is absolutely necessary that there should be a separate Secretary for Education. Before the Council met in 1911, when the Elementary Education Bill came on the legislative anvil, that suggestion was availed of, and the Department of Education was constituted. Now, we know what the fate of that Bill has been. The question is whether the time has not arrived for the enunciation of the general principle both in regard to boys and girls, whether education ought not to be made free and compulsory. I am aware that when Mr. Gokhale spoke in 1910, he said that though he felt that the education of girls was as important as, if not more important than, the education of boys, in order to lift the cloud of ignorance from the country, yet, seeing the opposition, he would not make his Bill operative on the girls; but if the problem is to be grappled with, it seems to me that it cannot be grappled with adequately without trying to educate girls as well as

boys. If we are suffering from the ignorance of ages, from manifold sources of evils, and if that suffering is attributed, as it is rightly attributable, to ignorance mainly, then that ignorance is most deep seated and most productive of evil consequences when prevalent in the girl, because she becomes a mother, and the mother of the family is the person who is the educating factor in it. And no State can adequately fulfil its responsibility in making education really widespread in the land, unless it educates the future mothers. And it is impossible to suppose that in a Bill of this kind the insistence on imparting education between the ages of 6 and 10 can be said to be unreasonably high in the case of girls; on this no controversy can arise.

The Bill before the House has been drafted on definitely basic principles. The first is: education ought to be compulsory. Secondly: education ought to be given free. Thirdly: it ought to be imparted to girls as well as to boys; and fourthly: the State and the local authorities ought to take responsibility in respect of the maintenance of the Schools. What is the machinery which has been contemplated in the Bill? It consists of the following bodies: The Government of India, Local Governments, the Local Authority, the School Attendance Committee, the Magistrates. The duties of the Government of India are to provide funds. Section 16 states that the Government of India shall provide the funds necessary. It was a moot question whether the incidence of expenditure ought to be Local or Imperial. Mr. Gokhale, in the debate on his Bill, put the

proportion at two to one. He said that their expenditure on education with reference to the State ought to be $\frac{2}{3}$ and from the local authorities $\frac{1}{3}$. It has been pointed out that as the local authorities, constituted at present, are subject to financial restrictions, and having regard also to the difficulties in the way of Provincial Governments in the distribution of Revenues, Imperial and Provincial, it will be impossible to expect the Local Authorities or Provincial Governments to provide more than a third of the working expenses. As far as the capital outlay such as the provision of schools, the provision of agencies for the instruction of teachers and the inspection of schools, etc., it was felt that that was an Imperial duty, and therefore it was thought that it was the duty of the Imperial Exchequer to bear the expenditure. Whether it is Imperial or local, the taxpayer must pay it. Having regard to the very limited means at the disposal of the local authorities, and the poverty of the local authorities, it was felt that the Imperial Government should come down with the capital expenditure in providing schools. Therefore, in section 16, it is provided that the Government of India shall provide schools, and also make provision for the training of teachers. Under that head would come the building of the schools, and the provision of agencies for the inspection and the training of teachers. Undoubtedly this is a large order, but unless the Government of India takes up this, the problem cannot be solved. In addition to that, the Government of India should bear two-thirds of the working expenditure. On this matter there has been

a considerable difference of opinion. It has been said that there should not be double taxation. The local authority should not levy a local education cess. On the other hand, it was urged that our local authority ought to be responsible for the working of educational institutions under its control and superintendence, and, therefore, the whole of the working expenses should be borne by the local authority. It was felt, having regard to the poverty of the students, the State should bear two-third of the expenses, and in order to secure adequate recognition, and to see that the local authorities should rise to the occasion, it was felt that they should bear a third of the expenditure, and that has been laid down in section 17. It was felt that in the case of certain authorities, they might be too poor even to pay one-third the expenses and, therefore, it was laid down that in cases of backward tracts, or in cases where the local authorities cannot meet the demands, even less than a third of the expenses might be demanded of them. Therefore, the duty of the Government of India under this Bill is to provide funds as laid down in section 16, and to provide agencies for inspection and training of teachers. The Local Government's duties are these that, under section 17, it should provide for the local authority contributing its share of the expenditure and investigating whether the local authority can or cannot bear the expenditure.

It was its duty to provide for the inspection of schools. Under section 3, it will be noticed, the country will be divided into School Districts for the purposes of this Act. The Local Government will

prescribe the School District and the authority which will have control. The local authority will be as defined in the definition clause (section 2). Having regard to the size of each School District, it is open to the Local Government to fix the authority who should have control over the schools. Then a most important provision is made by sections 4 and 5. There ought to be an investigation held in each School District. Steps should be taken to see how many schools there ought to be in each School District. This is exactly a copy of the English enactment of 1870, which laid down that within a limited period it should be the duty of the Government to supply school accommodation, so that it might not be said that in any locality a boy of the school-going age cannot attend a school. In addition to providing accommodation and the building of schools, they have to keep the school up to the mark. They have to keep them working at their best, and they have a list of certified schools. Thus the certified schools alone shall be schools in which elementary education should be imparted. The local authority should be the District Board, or the Municipal Council, which would be the authority to work this Act. They exercise all control. They should appoint a School Attendance Committee. This was also taken from the English Act of 1870. A number of persons of responsibility and of status in the locality are constituted as the School Attendance Committee, so that they might be able to compel every boy to attend school. It is provided that in cases where a parent fails to do his duty, the School Attendance Committee, being a body

acquainted with the people of the locality, will bring the defaulting parent before the Magistrate. Provision has also been made in section 11 (c) for giving meals for children in attendance at any school. If you have to make education free and compulsory, it is no good in this country of poverty to make a boy go to school without meals. A half-starved boy cannot attend school and learn. Therefore, it is made obligatory on the local authority to provide meals for the child. One meal a day is provided and that will be the lunch. That is the case in England. It is perfectly patent that a half-starved boy can never take advantage of an enactment like this. The local authorities should also have the power to levy such cess or education rate, so as to come up to the one-third standard. Then section 9 says: "A person shall not be deemed to have taken any child into his employment contrary to the above provision if it is proved to the satisfaction of the Magistrate having cognisance of the case that such employment does not interfere with the efficient elementary instruction of such child." Now these are the machinery by which the Bill is to be worked. The duty is on the parent himself, and that is the pivot of the Bill. That duty is laid down in section 7. The original draft contained the ages of 5 and 14, but as this Bill is intended both for boys and girls, it was altered to 6 and 10 as a beginning. Between the ages of 6 and 10 every parent is under an obligation to send his child to a certified school. He is at liberty to choose his own school, but the only excuse which would enable him not to send his child to school will be the excuses

such as those referred to later on, namely : " continued illness of the child or the absence of a proper school in the locality or the seasonal needs of agriculture or proof that the child is under efficient instruction ". (Section 13.) It has also been contemplated under the Act that the instruction which will be imparted in the schools, should be not merely the three R's, but also some kind of manual training. More and more attention will be paid to this as this education goes on. In America the system is made compulsory. It was felt in America that to obtain the best out of every boy, education of the hand, the eyes and the brain ought to be co-ordinate. Therefore, it was thought that unless the parent makes arrangements for the instruction of his child in the three R's and manual training he should be subject to certain penalties. That is the duty of the parent. Analogous to that duty is the duty of the employer not to take into his employment any child who ought to be at school under this Act. It is provided in this Bill that if a person employs a boy between the ages of 6 and 10, when he can derive benefit from this system of education, he is liable to certain penalties. In weaving centres, for instance, I know children perform light tasks, which bring considerable sums of money to the parent, and this task does not become a strain to the boy, and gives help to the family. In order to meet this, it is provided that the elementary education which is obligatory on the child shall not prevent such employment of the child as shall not interfere with his education. These are the duties of the various persons. As regards fees, you will find in section 6 that no fee

will be charged. This Bill does not provide denominational or religious schools. It is not proposed to take away the right to demand fees in private schools, but in schools provided by the Local Government there should be no fees charged. In the end the Bill aims at making education free and compulsory by imposing on the State the duty of providing for the upkeep and capital expenditure in respect of education, and making it incumbent on the local authority, having control over the School District, to contribute a third of the expenditure.

Now, in respect of almost every one of these provisions, countries which might be said to be unprogressive have made very great headway indeed. In Germany education has reached a high level. In the course of 15 years, the United States was able to bring about good results, and I have pointed out that in Japan much good has been achieved. In Ceylon a Commission sat in 1905, with reference to this matter, and within a few years 6·6 per cent went to school. There is absolutely no excuse for delaying an enactment of this kind in the face of these facts. The expenditure, it has been pointed out, per head of population in the United States is 16 cents, in Japan 1·25, in Baroda sixpence, and in India it is one penny. That is the relative conception of the State duty taken by the various Governments. If the Government of India recognised that it ought to spend one penny per head, when these other States spend so much, all I can say is that the State here has an inadequate conception of its duty in this matter. As far as I have said, the question is one of finance. It

was pointed out by some of the critics in 1907 and 1911 that the cost will be prohibitive. What is the cost? In 1910, 1.36 crores was spent in respect of this matter, and Mr. Gokhale said, with reference to a resolution, four more crores ought to be spent in this direction. He, therefore, said that 5.36 crores would be necessary, when the experiment came to its logical conclusion. Assuming that the girls are more than the boys, the total expenditure will be about 11 crores, whereas the capital expenditure on railways is 15 crores, and the capital expenditure in the Civil Department is 8 crores, and the Land Revenue advanced 8 crores. So far as education is concerned, the advance had been during the period of ten years, prior to 1911 it was 36 lakhs. What are 96 lakhs in comparison with 8 crores and 15 crores, and is it too much to expect the State to spend 10 crores on education? It was stated by Mr. Gokhale that the country will submit to an enhancement of the salt duty. He said that the country would submit to this, having regard to the blessings of education which would follow. It seems to me that the experiment might be made without any difficulty at all in the near future.

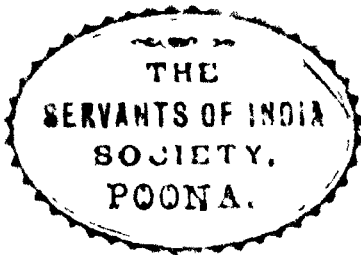
I have omitted to deal with the penalties. The penalties are contained in sections 8 and 13. Now I have very little more to say except by reiterating that the only way by which education can be made compulsory is to make it free, and unless it is free there is no use trying to make it compulsory. Unless the Government spends more money, it is impossible for the experiment to fructify. I conclude by

quoting these stirring words of Mr. Gokhale. He said.

“Of all the great National tasks, which lie before the country, and in which the Government and the people can co-operate to the advantage of both, none is greater than this task of promoting the universal diffusion of education in the land, bringing by its means a ray of light, a touch of refinement, a glow of hope into lives that sadly need them all.”



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INDIAN
EDUCATIONAL POLICY 1913

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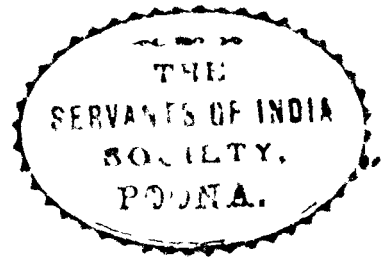
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INDIAN
EDUCATIONAL POLICY, 1913

*BEING A RESOLUTION
ISSUED BY THE GOVERNOR GENERAL IN COUNCIL
ON THE 21st FEBRUARY 1913*



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INDIAN EDUCATIONAL POLICY, 1913.

HIS Most Gracious Imperial Majesty the King-
Comprehensive systems of education. Emperor, in replying to the
address of the Calcutta University
on the 6th January 1912, said —

“ It is my wish that there may be spread over the land a network of schools and colleges, from which will go forth loyal and manly and useful citizens, able to hold their own in industries and agriculture and all the vocations in life. And it is my wish, too, that the homes of my Indian subjects may be brightened and their labour sweetened by the spread of knowledge with all that follows in its train, a higher level of thought, of comfort and of health. It is through education that my wish will be fulfilled, and the cause of education in India will ever be very close to my heart.”

2. The Government of India have decided, with the approval of the Secretary of State, to assist Local Governments, by means of large grants from imperial revenues as funds become available, to extend comprehensive systems of education in the several provinces. Each province has its own educational system, which has grown up under local conditions, and become familiar to the people as a part of their general well-being.

In view of the diverse social conditions in India there cannot in practice be one set of regulations and one rate of progress for the whole of India. Even within provinces there is scope for greater variety in types of institutions than exists to-day. The Government of India have no desire to centralise provincial systems or to attempt to introduce a superficial uniformity. Still less do they desire to deprive Local Governments of interest and initiative in education. But it is important at intervals to review educational policy in India as a whole. Principles, bearing on education in its wider aspects and under modern conditions and conceptions, on orientalia and on the special needs of the domiciled community, were discussed at three important conferences of experts and representative non-officials held within the last two years. These principles are the basis of accepted policy. How far they can at any time find local application must be determined with reference to local conditions.

3. The defects of educational systems in India are well known and need not be re-stated. They have been largely due to want of funds. Of late years there has been real progress in removing them. In the last decade* the total expenditure from all sources on education has risen from 4 crores to nearly $7\frac{1}{4}$ crores. The progress has been especially great since Lord Curzon's government introduced large measures of educational reform. In the last four years the number of those under instruction has increased from about $5\frac{1}{3}$ to millions. Again, the formerly crushing weight

The need of true perspective.

* i.e., 1901 to 1911.

examinations has been appreciably lightened; a commencement has been made in the reform of university and college organisation; and the grants from public funds to private institutions have almost doubled in the past nine years. These facts speak for themselves. Nor must the great benefits, which education has conferred on India, be ignored or minimised. Criticism based on imperfect analogies is often unjust. It is not just, for instance, to compare Indian systems still for the most part in their infancy with the matured systems of the modern western world, or to disregard the influences of social organization and mentality. Again the common charge that the higher education of India has been built up on a slender foundation of popular education and that its teaching agency is inefficient, is one that might have been levelled against every country in Europe at some period of its history. India is now passing through stages taken by other countries in their time.

4. In the forefront of their policy the Government of India desire to place the formation of the character of the scholars and under-graduates under tuition. In the formation of character the influence of home and the personality of the teacher play the larger part. There is reason to hope—in the light of acquired experience—that increased educational facilities under better educational conditions will accelerate social reform, spread female education and secure better teachers. Already much attention is being given to religious and moral education in the widest sense of the term, comprising, that is, direct religious and

moral instruction, and indirect agencies such as monitorial or similar systems, tone, social life, traditions, discipline, the betterment of environment, hygiene, and that most important side of education, physical culture and organised recreation.

5. The question of religious and moral instruction was discussed at a local conference held in Bombay and subsequently at the imperial conference held in Allahabad in February 1911. Grave differences of opinion emerged as to the possibility or advantage of introducing direct religious instruction into schools generally, and apprehensions of difficulty in the working of any definite system were put forward. Doubts were also expressed as to the efficacy of direct moral instruction when divorced from religious sanctions. In the matter of moral teaching, however, the difficulties are undoubtedly less than in the case of religious teaching. The papers laid before the conference indicate that not a little moral instruction is already given in the ordinary text-books and in other ways. The Government of Bombay are engaged upon the preparation of a book containing moral illustrations, which will be placed in the hands of teachers in order to assist them in imparting moral instruction. Excellent materials for ethical teaching are available in the Mahabharata, the Ramayana, portions of Hafiz, Sadi, Maulana Rumi and other classics in Sanskrit, Arabic, Persian and Pali. The Government of India while bound to maintain a position of complete neutrality in matters of religion observe that the most thoughtful minds in India lament the tendency of existing systems of edu-

cation to develop the intellectual at the expense of the moral and religious faculties. In September 1911 they invited Local Governments other than the Bombay Government to assemble local committees in order to consider the whole question. Such committees are still at work in some provinces. For the present the Government of India must be content to watch experiments and keep the matter prominently in view. Enlightened opinion and accumulated experience will, it is hoped, provide a practical solution to what is unquestionably the most important educational problem of the time.

6. There has been real progress of late years in the provision of hostels. In the last decade the numbers both of hostels and of resident male students have nearly doubled, and now stand at over 2,200 and over 78,000 respectively. The Government of India desire to see the hostel system develop until there is adequate residential accommodation attached to every college and secondary school in India. But a hostel of itself will not achieve the desired end unless effective means are adopted for guiding students and assisting them in their work and in their recreation. Already in some first-class institutions in the country admirable arrangements have been made on European lines to secure the full benefits of the residential system. Again it is reassuring that traditions are growing up, that meetings of old boys are held, that debating and literary societies are becoming more common. All these require help which will in many cases best be organised in connection with the hostel system. Much

Indirect agencies, e.g.,
hostels, school buildings,
traditions, etc.

has also been done of late to improve school buildings, but a large number of thoroughly unsuitable, not to say mean, squalid and insanitary buildings still exist in India. These will be replaced, as funds permit, by modern buildings designed upon sanitary lines and with a view to avoid overcrowding and to facilitate the maintenance of discipline. The Government of India hope that the time is not far distant when educational buildings will be distinguished as the most modern and commodious buildings in the locality, and scholars in India will have the advantages in this respect of scholars in the west. The influence for good of clean, well-arranged buildings with the concomitant domestic discipline can scarcely be exaggerated.

7. The claims of hygiene are paramount not only in the interests of the children themselves, though these are all-important, but also as an object-lesson to the rising generation. Hitherto want of funds and the apathy of the people have been responsible for the comparatively small attention paid to hygiene. In some provinces a simple course of instruction in hygiene is prescribed, at some period of the school course, but the lessons are often of too formal a type, are not connected with the life of the pupil, and fail to form his habits or to enlist his intelligence in after-life in the struggle against disease. In some areas there is a general inspection of school premises by a medical authority; but it is believed that little is done for the individual inspection of school children and that medical advice has not always been enlisted in regard to the length of the school day, the framing of curricula, and

such matters. The Government of India commend to Local Governments a thorough enquiry, by a small committee of experts, medical and educational, into school and college hygiene. The scope of the enquiry will no doubt vary in different parts of India, but the following seem to be important matters for investigation :—

- (i) The condition of school houses, hostels and other places where pupils reside, from the point of view of sanitation.
- (ii) The professional examination of building plans from the hygienic point of view.
- (iii) The introduction of a simple and more practical course of hygiene, whether it should be a compulsory subject in the various schemes of school-leaving certificates, and whether it should be recommended to universities as part of their matriculation examination.
- (iv) The inspection, where possible, of male scholars, with special reference to infectious diseases, eyesight and malaria.
- (v) The length of the school-day, home-studies, and the effect upon health of the present system of working for formal examinations.
- (vi) The requirements in the way of recreation grounds, gardens, gymnasia, reading rooms, common-rooms, etc.
- (vii) The inspecting and administrating agency required, the possibility of co-operation

with existing organisations and the provision of funds.

Other cardinal principles of policy

8. Other cardinal principles of policy may here be stated—

- (1) The steady raising of the standard of existing institutions should not be postponed to increasing their number when the new institutions cannot be efficient without a better-trained and better-paid teaching staff.
- (2) The scheme of primary and secondary education for the average scholar should steadily, as trained teachers become available, be diverted to more practical ends, *e.g.*, by means of manual training, gardening, outdoor observation, practical teaching of geography, school excursions, organised tours of instruction, etc.
- (3) Provision should be made for higher studies and research in India, so that Indian students may have every facility for higher work without having to go abroad.

9. The provision of facilities for research cannot be postponed. In almost every branch of science and the arts, in philosophy, history, geography, language, literature, economics, sociology, medicine, public health, agriculture, biology, geology, botany and in all the sciences applied to industry, not to particularise more closely, there is a wide untrodden field awaiting research. Among the essentials are good libraries, laboratories and collections, ample leisure and freedom in study,

Research.

systematic collaboration of professors and students, an atmosphere engendered by the simultaneous working of many minds on numerous but interdependent branches of research. Only when they know the methods of research by which the knowledge they are to impart is secured and tested are teachers fully equipped for their work in the more advanced stages of education.

10. The propositions that illiteracy must be broken down and that primary education has, in the present circumstances of India, a predominant claim upon the public funds, represent accepted policy no longer open to discussion. For financial and administrative reasons of decisive weight the Government of India have refused to recognise the principle of compulsory education; but they desire the widest possible extension of primary education on a voluntary basis. As regards free elementary education the time has not yet arrived when it is practicable to dispense wholly with fees without injustice to the many villages, which are waiting for the provision of schools. The fees derived from those pupils who can pay them are now devoted to the maintenance and expansion of primary education, and a total remission of fees would involve to a certain extent a more prolonged postponement of the provision of schools in villages without them. In some provinces elementary education is already free and in the majority of provinces liberal provision is already made for giving free elementary instruction to those boys whose parents cannot afford to pay fees. Local Governments have been requested to extend the

**Primary Education.
Compulsory and free
education not practi-
cable.**

application of the principle of free elementary education amongst the poorer and more backward sections of the population. Further than this it is not possible at present to go.

11. For guidance in the immediate future, with the necessary modifications due to local conditions, the Government of India desire to lay down the following principles in regard to primary education :—

**Primary Education.
General principles.**

- (i) Subject to the principle stated in paragraph 8 (1) *supra*, there should be a large expansion of lower primary schools teaching the three R's with drawing, knowledge of the village map, nature-study and physical exercises.
- (ii) Simultaneously upper primary schools should be established at suitable centres and lower primary schools should where necessary be developed into upper primary schools.
- (iii) Expansion should be secured by means of board schools, except where this is financially impossible, when aided schools under recognised management should be encouraged. In certain tracts liberal subsidies may advantageously be given to *maktabs*, *patshalas* and the like which are ready to undertake simple vernacular teaching of general knowledge. Reliance should not be placed upon "venture schools," unless by subjecting themselves to suitable management and to inspection they earn recognition.

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- (iv) It is not practicable at present in most parts of India to draw any great distinction between the curricula of rural and of urban primary schools. But in the latter class of schools there is special scope for practical teaching of geography, school excursions, etc., and the nature-study should vary with the environment, and some other form of simple knowledge of the locality might advantageously be substituted for the study of the village map. As competent teachers become available a greater differentiation in the courses will be possible.
- (v) Teachers should be drawn from the class of the boys whom they will teach; they should have passed the middle vernacular examination, or been through a corresponding course, and should have undergone a year's training. Where they have passed through only the upper primary course and have not already had sufficient experience in a school, a two years' course of training is generally desirable. This training may in the first instance be given in small local institutions, but preferably, as funds permit, in larger and more efficient central normal schools. In both kinds of institutions adequate practising schools are a necessary adjunct, and the size of the practising school will generally determine the size of the normal school. As teachers left to themselves in villages are

liable to deteriorate there are great advantages in periodical repetition and improvement courses for primary school teachers during the school vacations.

- (vi) Trained teachers should receive not less than Rs. 12 per month (special rates being given in certain areas); they should be placed in a graded service; and they should either be eligible for a pension or admitted to a provident fund.
- (vii) No teacher should be called on to instruct more than 50 pupils, preferably the number should be 30 or 40; and it is desirable to have a separate teacher for each class or standard.
- (viii) The continuation schools known as middle or secondary vernacular schools should be improved and multiplied.
- (ix) Schools should be housed in sanitary and commodious but inexpensive buildings.

12. While laying down these general principles the Government of India recognise that in regard to primary education conditions vary greatly in different provinces. In the old province of Bengal, for instance, where there is already some sort of primary school for a little over every three square miles of the total area of the province, the multiplication of schools may very well not be so urgent a problem as an increase in the attendance and an improvement in the qualifications of the teachers. In some parts of India at the present

time no teacher in a primary school gets less than 12 rupees a month. In Burma all conditions are different and monastic schools are an important feature of the organisation. Different problems, again, present themselves where board schools and aided schools respectively are the basis of the system of primary education. Nor must it be supposed that the policy laid down in these general terms for the immediate future limits the aspirations of the Government of India or the Local Governments. Indeed the Government of India hope that the day is not far distant when teachers in primary schools will receive considerably higher remuneration, when all teachers will be trained, and when it will be possible to introduce more modern and elastic methods in primary schools.

13. Vernacular continuation schools are the only entrance to more advanced study which does not demand acquaintance with a foreign language; and it is in them that competent teachers for primary schools will be prepared. Technical and industrial progress also is likely to create numerous openings for men with a good vernacular education. In certain provinces owing to the popularity and cheapness of English education these institutions have declined. But in the whole of India in the last decade the number of schools has increased from 2,135 to 2,666 and that of their scholars from over 177,000 to close on 257,000. The Government of India believe that these schools will become much more popular and useful when they are placed on a sound footing; they also think that it would be an advantage if an advanced vernacular course could be

provided at selected centres for students desirous of becoming teachers in these continuation schools.

14. In some provinces special classes have been opened in secondary English schools for scholars who have been through the whole course at a vernacular continuation school in order to enable them to make up ground in English. There is much experience to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally. The Government of India recommend arrangements on the above lines to all Local Governments and Administrations which have not already introduced them.

15. It is the desire and hope of the Government of India to see in the not distant future some 91,000 primary public schools added to the 100,000 which already exist for boys and to double the $4\frac{1}{4}$ millions of pupils who now receive instruction in them. For purposes of present calculation a sum of Rs. 375 per annum may be taken as a rough approximation of the probable average cost of maintenance of a primary board school. This figure provides for two teachers, one on Rs. 15 and one on Rs. 12 per month and Rs. 4 per month for the purchase of books and stationery, petty repairs, prizes and for necessary contingencies. This is, however, only an average figure for the whole of India. In India as a whole the average cost of a board or municipal school is at present Rs. 315 per annum. In Bombay the average cost of a primary school under any kind of management is now about Rs. 437, but this figure includes the cost of the higher classes, which in some

other provinces are classed as middle or secondary vernacular classes.

16. The education of girls remains to be organized.

Education of girls. In 1904 the Government of India remarked that peculiar difficulties were encountered in this branch of education owing to the social customs of the people, but that as a far greater proportional impulse is imparted to the educational and moral tone of the people by the education of women than by the education of men, liberal treatment had been accorded for girls in respect of scholarships and fees. This policy has been continued. Efforts have been also made, not without success, to bring education, through the agency of governesses, within the reach of *purda* ladies, to increase the number of ladies on the inspecting staff and to replace male by female teachers in government and aided schools. The number of girls under instruction has risen from 444,470 in 1901-02 to 864,363 in 1910-11. But the total number still remains insignificant in proportion to the female population. The Government of India believe, however, that in certain areas there are indications of a swiftly growing demand for a more extensive education of girls.

17. The immediate problem in the education of girls is one of social development. The existing customs and ideas opposed to the education of girls will require different handling in different parts of India. The Governor General in Council accordingly hesitates to lay down general lines of policy which might hamper Local Governments and Administrations, and has preferred to call for schemes from each province; but he

commends the following principles for general consideration :—

- (a) The education of girls should be practical with reference to the position which they will fill in social life;
- (b) It should not seek to imitate the education suitable for boys nor should it be dominated by examinations;
- (c) Special attention should be paid to hygiene and the surroundings of school life;
- (d) The services of women should be more freely enlisted for instruction and inspection; and
- (e) Continuity in inspection and control should be specially aimed at.

18. The difficulty of obtaining competent school-mistresses is felt acutely in many parts of the country. In this connection it has been suggested that there is a large opening for women of the domiciled community, who have a knowledge of the vernacular and who might be specially trained for the purpose.

19. The importance of secondary English and in particular of high school education is far-reaching. Secondary education of one grade or another is the basis of all professional or industrial training in India. The inferior output of secondary schools invades colleges and technical institutions and hinders the development of higher education. At the Allahabad conference the directors of public instruction unanimously regarded the reform of secondary English schools as the most urgent of educational problems. The improvement

**Secondary English
Education.**

of secondary English education has for some time occupied the attention of the Government of India and the Local Governments and it is hoped in the near future to remedy many defects of the present system.

20 In the last nine years the number of secondary schools has increased from nearly 5,500 to over 6,500 and the number of scholars from 622,000 to 900,000. The policy of Government is to rely so far as possible on private enterprise in secondary education. This policy, laid down in the despatch of 1854, was restated and amplified by the Education Commission of 1882, which, while doubtful as to how far the process of withdrawal on the part of Government should be carried, agreed that, whatever degree of withdrawal from the direct provision of education might be found advisable, there should be no relaxation of indirect but efficient control by the state. The admixture of private management and state control was again emphasised in the resolution of 1904. To this policy the Government of India adhere. It is dictated not by any belief in the inherent superiority of private over state management but by preference for an established system and, above all, by the necessity of concentrating the direct energies of the state and the bulk of its available resources upon the improvement and expansion of elementary education. The policy may be summarised as the encouragement of privately managed schools under suitable bodies, maintained in efficiency by government inspection, recognition and control, and by the aid of government funds.

21. Some idea of the extension of private enterprise may be gained by the reflection that, of 3,852

high and middle English schools, only 286 are government institutions. These figures, however, cover many types of schools, from the most efficient to the least efficient. Admirable schools have been and are maintained by missionaries and other bodies. But the underlying idea of the grant-system, the subvention of local organised effort, has not always been maintained. Schools of a money-making type, ill-housed, ill-equipped, and run on the cheapest lines, have in certain cases gained recognition and eluded the control of inspection. Schools have sprung into existence in destructive competition with neighbouring institutions. Physical health has been neglected and no provision has been made for suitable residential arrangements and play-fields. Fee-rates have been lowered; competition and laxity in transfer have destroyed discipline; teachers have been employed on rates of pay insufficient to attract men capable of instructing or controlling their pupils. Above all, the grants-in-aid have from want of funds often been inadequate. No fewer than 360 high schools with 80,247 pupils are in receipt of no grant at all, and are maintained at an average cost of less than half that of a government school, mainly by fee-collections. Especially do these conditions prevail in the area covered by the old provinces of Bengal and Eastern Bengal and Assam; a result due, no doubt, to the rapid extension of English education beyond the ability of the Local Governments to finance it. In Bengal and Eastern Bengal the number of high schools is greater than in the rest of British India put together, and the cost of their maintenance to public funds is proportionately less

than a third of the cost prevailing in other provinces. A special inquiry showed that out of some 4,700 teachers in privately managed high schools in these areas about 4,200 were in receipt of less than Rs. 50 a month, some 3,300 of less than Rs. 30 a month, while many teachers of English and classical languages drew salaries that would not attract men to superior domestic service. The great variations in conditions in different parts of India point to the difficulty of making any but the most general statements about the results of private enterprise and the special measures that are needed to assist it to perform efficiently its work in the educational system.

22. Subject to the necessities of variation in deference to local conditions the policy of the Government of India in regard to secondary English schools is—

Secondary English
Schools. General prin-
ciples.

- (1) To improve the few existing government schools, by—
 - (a) Employing only graduates or trained teachers;
 - (b) Introducing a graded service for teachers of English with a minimum salary of Rs. 40 per month and a maximum salary of Rs. 400 per month;
 - (c) Providing proper hostel accommodation;
 - (d) Introducing a school course complete in itself with a staff sufficient to teach what may be called the modern side with special attention to the development of an historical and a geographical sense;

- (e) Introducing manual training and improving science teaching.
- (2) To increase largely the grants-in-aid, in order that aided institutions may keep pace with the improvements in government schools on the above-mentioned lines, and to encourage the establishment of new aided institutions where necessary.
 - (3) To multiply and improve training colleges so that trained teachers may be available for public and private institutions.
 - (4) To found government schools in such localities as may, on a survey of local conditions and with due regard to economy of educational effort and expense, be proved to require them.

23. The Government of India also desire that the **grant-in-aid rules should be made more elastic so as to enable each school, which is recognised as necessary and conforms to the prescribed standards of management and efficiency, to obtain the special assistance which it requires in order to attain the fullest measure of utility.** As larger grants become available and as the pay and the personnel of the teaching staff are improved, it will be possible for the inspecting officer to concentrate his attention more and more upon the general quality of instruction. Full encouragement can then be given to improved and original methods of teaching and courses; and gradually the grant-earning capacity of an institution will come to be judged on grounds of

general efficiency and desert rather than by rigid rules of calculation.

24. The introduction of a school course complete in itself and of a modern and practical character, freed from the domination of the matriculation examination, was recommended in the first instance by the Education Commission of 1882. In some provinces and particularly in Madras real progress has been made towards the accomplishment of this reform. The figures for 1901-02 and 1910-11 are:—

	1901-02		1910-11.	
	School Final (candidates)	Matriculation (candidates)	School Final (candidates).	Matriculation (candidates).
Madras and Coorg	194	7,682	7,317*	782
Bombay	1,162	3,731	1,360	3,766
United Provinces	} 452	{ 1,704	946	2,206
Central Provinces			538	702

In other provinces the school final examination has not yet been established except for special purposes. The total number of candidates in 1910-11 for the school final examination or leaving certificate in all British provinces was 10,161; that of candidates for matriculation was 16,952.

25. The principal objects of the school final examination are adaptability to the course of study and avoidance of cram. In those provinces in which a school final examination or school-leaving certificate has not been introduced the Government of India desire that it should be instituted as soon as practicable. They suggest for the consideration of Local Governments and

Secondary School-leaving certificate.

English Certificate.

* School-leaving certificate.

Administrations further developments of the system in regard to the character of the tests by which certificates are granted at the end of the school course. Before proceeding further, however, they restate and emphasise the three principles laid down by the Indian Universities Commission in paragraph 170 of their report.

“(1) The conduct of a school final or other school examination should be regarded as altogether outside the functions of a University.

(2) It would be of great benefit to the Universities if the Government would direct that the matriculation examination should not be accepted as a preliminary or full test for any post in Government service. In cases where the matriculation examination qualifies for admission to a professional examination the school final examination should be substituted for it.

(3) It would be advantageous if the school final examination could, in the case of those boys who propose to follow a University career, be made a sufficient test of fitness to enter the University. Failing this, the best arrangement would appear to be that the matriculation candidate should pass in certain subjects in the school final examination, and be examined by the University with regard to any further requirements that may be deemed necessary.”

26. The value of external examination cannot be overlooked. It sets before the teacher a definite aim and it maintains a standard; but the definite aim often unduly overshadows instruction, and the standard is necessarily narrow and in view of the large numbers that have to be examined must confine itself to mere

examination achievement, without regard to mental development or general growth of character. On the other hand the drawbacks of external examinations are becoming more generally apparent, and attention was prominently drawn to them in the Report of the Consultative Committee on Examinations in Secondary Schools in England. They fail, especially in India, in that they eliminate the inspecting and teaching staff as factors in the system, that they impose all responsibility upon a body acquainted but little (if at all) with the schools examined, that they rely upon written papers, which afford no searching test of intellect, no test at all of character or general ability, and that they encourage cram.

27. A combination of external and internal examinations is required. The Government of India consider that, in the case of a school recognised as qualified to present candidates for a school-leaving certificate, a record should be kept of the progress and conduct of each pupil in the highest classes of the school, and that the inspector should enter his remarks upon these records at his visits and thus obtain some acquaintance with the career of each candidate during the two or three years before examination. These records, together with the marks obtained by pupils at school tests, would be valuable and would supplement a test conducted partly through written papers on the more important subjects of instruction, but also orally and with regard to the pupil's past career. The oral examination would be conducted by the inspector in consultation with members of the staff. A large increase in the superior inspecting staff would be

required to work a system of this kind and safeguards would be necessary to protect teachers from undue influences; the Government of India are prepared to assist, with such grants as they may be able to afford, the introduction of any such system which may be locally practicable. The school-leaving certificate systems of Madras and the United Provinces fulfil many of the requirements of the reform in view, but their precise characteristics may not be found altogether suitable in other areas. Some such system, however, as has been sketched above, adapted to local conditions, would, it is believed, be most beneficial and do more than anything else to foster a system under which scholars would be taught to think for themselves instead of being made to memorize for examination purposes. Next to the improvement of the pay and prospects of teachers, which must accompany and even precede its introduction, this is perhaps the most important reform required in secondary English education.

28. No branch of education at present evokes greater public interest than technical and industrial instruction. Considerable progress has been made since 1904 Existing educational institutions have been overhauled and equipped for new courses. Scholarships tenable in Europe and America have been established. Thanks to the generosity of the Tata family, seconded by liberal financial aid from the Government of India and His Highness the Maharaja of Mysore, an Indian Institute of Science, designed upon a large scale, has been established at Bangalore; it was thrown open

to pupils in 1911. The establishment of a Technological Institute at Cawnpore for the chemistry of sugar manufacture and leather, for textiles and for acids and alkalis, has been sanctioned. Industrial schools have been opened in several provinces. Altogether the number of technical and industrial schools has risen since 1904 from 88 to 218, and the number of pupils from 5,072 to 10,535.

29. The system of technical scholarships tenable abroad is still on trial, and a committee is examining the whole question in England. It is not always easy to arrange suitable courses of study; and study abroad puts the pupils at a disadvantage in removing them from the environment of Indian trade conditions. From the information available it appears that, of 73 scholars sent abroad, 36 have not returned to India while 18 are at present industrially employed in India.

30. The policy to be pursued in regard to technical and industrial education was discussed at the Allahabad conference. The Government of India accept the conclusions of that conference that progress should continue along the lines generally followed hitherto, *viz.*, that—

(1) The Indian Institute of Science, which provides for research, the application of new processes and the production of thoroughly trained managers, should be developed, as opportunity offers, and become eventually a complete faculty of pure and applied science;

(2) The larger provincial institutions, which attract students from different parts of India, and afford instruction in practical methods of management

and supervision, should in the first instance specialise along lines converging on local industries—a plan which will prevent overlapping and make for economy. Subsequently, as industries arise and the demand for managers and foremen increases, other and more varied courses may be found necessary;

(3) The lesser industrial schools, minor weaving institutions, such of the schools of art as have an industrial bent, the artisan classes in Bengal, and trade schools generally, should be permanently directed toward such industries as exist in the localities where the institutions are situated.

31. The question has arisen as to how far educational institutions should develop on commercial lines. It has been decided that while educational institutions should in no case trade on commercial lines, in certain cases instruction in industrial schools may be supplemented by practical training in workshops where the application of new processes needs to be demonstrated. In certain cases, also, it will be necessary to purchase and maintain experimental plant for demonstrating the advantages of new machinery or new processes, and for ascertaining the data of production.

32. Quite recently Lieutenant-Colonel E. H. de V. Atkinson, R.E., principal of the Thomason College, Roorkee, and Mr. T. S. Dawson, principal of the Victoria Jubilee Technical Institute, Bombay, were deputed to enquire how technical institutions can be brought into closer touch and more practical relations with the employers of labour in India. Their report contains many sug-

gestions which are under consideration, and emphasises the necessity of studying the demand for technically-trained men, of attracting Indian capital to industrial enterprise and of supplementing tuition at college by a period of apprenticeship. It also indicates that, while the field of employment or occupation in the highest grades is at present limited, the outlook for Indians is generally hopeful, provided the necessity for preliminary practical training is fully realised.

33. There are four government schools of art in India with some 1,300 pupils, of which two are mainly industrial schools or schools of design. Interesting developments are the rise at the Calcutta institution of a new school of Indian painting, which combines Indian treatment of subjects with western technique, and the foundation of an architectural branch in the institution at Bombay. But much remains to be done in connection with the indigenous art industries. This matter requires careful expert consideration. The Government of India will address Local Governments on the subject and for the present content themselves with advocating the importance and urgency of preserving for, and in, India scientifically arranged collections of the products of its ancient and modern arts and crafts. The understanding and appreciation of eastern art-work in Europe and America is draining good specimens in increasing volume into the public collections of those continents.

34. The relation of museums to the educational systems of India was discussed at the conference held at Simla in

Museums.

July 1911 Much valuable work has been done by the zoological and geological sections of the Indian Museum at Calcutta, which are now equipped on modern lines. The archæological section of the same museum has recently been reorganised under the direction of Dr. Marshall, Director-General of Archæology. In provinces outside Bengal also there has been good progress in the right direction, but in the case of most local museums there is need of better equipment and a stronger staff. One of the most urgent needs in India is an ethnographic museum under scientific management designed to illustrate Indian civilisation in its varied phases. Otherwise students in the future will be compelled to visit the museums of Paris, Berlin, Munich and other places in order to study subjects, which should clearly be studied best on Indian soil. The Government of India will consult expert opinion on the subject; as at present advised they are inclined to favour the formation of a museum of Indian arts and ethnography at Delhi. Their accepted policy, though some overlapping is inevitable, is to develop local museums with special regard to local interest and to concentrate on matters of general interest in imperial museums. How to make museums more useful educationally and secure greater co-operation between museum authorities and educational authorities is a matter on which they have addressed Local Governments.

35. The present scheme of agricultural education originated under Lord Curzon's government and is, in fact, only seven years old. Previous to the year 1905, there was

no central institution for research or teaching and such education as was then imparted in agriculture was represented by two colleges and three schools, in a more or less decadent condition. Very few Indians then had any knowledge of science in its application to agriculture and still fewer were capable of imparting such knowledge to others. In the year 1905 a comprehensive scheme was evolved under which arrangements were made both for the practical development of agriculture by government assistance and also for teaching and research in agriculture by subjects connected with it. A central institution for research and higher education was established at Pusa. The existing schools and colleges were reconstituted, improved and added to. Farms for experiments and demonstration were started, and as time went on, a change was effected in regard to agricultural education in its earlier stages. As now constituted the scheme of agricultural education has three main features, *viz.*, (a) the provision of first class opportunities for the higher forms of teaching and research, (b) collegiate education and (c) the improvement of secondary and primary education.

36. The institute at Pusa, maintained at a cost of four lakhs a year, has 37 Europeans and Indians on its staff, engaged partly in research, partly in post-graduate education and the instruction, through short courses, of students or agriculturists in subjects which are not regularly treated in provincial institutions. There are now six provincial institutions, containing over 300 students and costing annually between five and six lakhs of rupees. Practical classes for agri-

culturists have also been established at various centres in several provinces. In the ordinary elementary schools, formal agriculture is not taught; but in some provinces a markedly agricultural colour is given to the general scheme of education.

37. **Veterinary Education.** Veterinary research is carried on at the Bacteriological Laboratory at Muktesar. The scheme of veterinary colleges has been thoroughly reorganised since 1904. There are now four such institutions, with 511 students, as well as a school at Rangoon. These institutions meet fairly well the growing demand for trained men.

38. **Forestry Education.** The College at Dehra Dun has recently been improved; and a research institution has been established in connection with it. Indians can here obtain an education in forestry which approximates to that ordinarily obtainable in Europe.

39. **Medical Education.** Instruction in the western system of medicine is imparted in five recognised colleges and fifteen recognised schools in British India. These now annually produce between six and seven hundred qualified medical practitioners. A Medical Registration Act has recently been passed for the presidency of Bombay, under which passed students of such schools are entitled to become registered; and a similar Act is now under consideration in the presidency of Bengal. In Calcutta there are four self-constituted medical schools, the diplomas of which are not recognised by

the Government of India. Among recent developments may be mentioned the establishment of an X-ray institute at Dehra Dun, and the formation of post-graduate classes in connexion with the Central Research Institute at Kasauli. These latter include training in bacteriology and technique and preparation for special research; classes of practical instruction in malarial technique are also held twice a year at Amritsar under the officer in charge of the malarial bureau.

40. Other projects are engaging the attention of the Government of India, including the institution of a post-graduate course of tropical medicine. The practical want of such a course has long been felt, and the Government of India are now in communication with the Secretary of State regarding its establishment in the Medical College at Calcutta. The Calcutta University have expressed their willingness to co-operate by instituting a diploma to be open to graduates who have taken the course in tropical medicine. A scheme for a similar course in Bombay is also under consideration. The Government of Madras have submitted a scheme for the construction of a pathological institute and the appointment of a whole-time professor of pathology with a view to improve the teaching of that subject at the Madras Medical College. Other matters which are likely to come to the front at no distant date are the improvement of the Medical College at Lahore and its separation from the school, the improvement of the Dacca Medical School and the provision of facilities for medical training in the Central Provinces.

41. The subject of medical education is one in which the Government of India are deeply interested. It is also one that may be expected to appeal with special force to private generosity. A problem of particular importance is the inducement of ladies of the better classes to take employment in the medical profession and thus minister to the needs of the women, whom the *purda* system still deters from seeking timely medical assistance. One of the hindrances hitherto has been that Indian ladies are able to obtain instruction only in men's colleges or in mixed classes. With a view to remedying this defect and commemorating the visit of the Queen-Empress to Delhi, certain of the princes and wealthy landowners in India have now come forward with generous subscriptions in response to an appeal by Her Excellency Lady Hardinge, who has decided to merge in this project her scheme for a school for training Indian nurses and midwives. The Government of India are considering proposals to found a women's medical college and nurses' training school at Delhi with the help of a subvention from government. Proposals are also under consideration for assisting the National Association for supplying female medical aid to the women of India (the Countess of Dufferin's Fund) to improve the position of their staff.

42. There has been a marked development of legal education in the last decade.

Legal Education. First it has been concentrated. In 1901 there were 35 institutions, colleges, classes and schools, containing 2,800 students. At the present time there are 27 institutions with a slightly larger

number of students. The Madras and Bombay presidencies, Burma and the Central Provinces each possess a single institution; and in Bengal the instruction for the degree of bachelor of law has been restricted to certain colleges, although other institutions are still recognised for the pleadership examination. A law college has been established on a liberal scale under the University of Calcutta. This concentration has resulted in greater efficiency and greater expenditure. In 1901, the cost to government was a little over Rs. 7,000 and the total cost was $1\frac{1}{4}$ lakhs. At present the cost to government is over Rs. 45,000 and the total cost over Rs. 2,83,000. Secondly the courses have been remodelled and in some cases lengthened. The Government of India will be glad to see an extension of the policy of concentration and improvement. They also desire to see suitable arrangements made for the residence and guidance of law students.

43. There has recently been a considerable ex-

Commercial Education. expansion in commercial education.

Nine years ago there were ten colleges with less than 600 students, and government spent less than Rs. 4,000 upon these institutions. At the present time there are 26 institutions, three of which are under the management of government, the enrolment is now over 1,500 and the expenditure from provincial funds is over Rs. 22,000. The standard attained in the majority of these institutions is not, however, high, and the instruction given in them prepares for clerical duties in government and business offices rather than for the conduct of business itself. A project for a commercial college of a more advanced

type in Bombay has been sanctioned and the Government of India are considering the question of making arrangements for organised study of the economic and allied sociological problems in India.

44. Good work, which the Government of India desire to acknowledge, has been done under conditions of difficulty by the Indian universities; and by common consent the Universities Act of 1904 has had beneficial results; but the condition of university education is still far from satisfactory, in regard to residential arrangements control, the courses of study and the system of examination. The Government of India have accordingly again reviewed the whole question of university education.

45. It is important to distinguish clearly on the one hand the federal university, in the strict sense, in which several colleges of approximately equal standing separated by no excessive distance or marked local individuality are grouped together as a university-- and on the other hand the affiliating university of the Indian type, which in its inception was merely an examining body, and, although limited as regards the area of its operations by the Act of 1904, has not been able to insist upon an identity of standard in the various institutions conjoined to it. The former of these types has in the past enjoyed some popularity in the United Kingdom, but after experience it has been largely abandoned there; and the constituent colleges which were grouped together have for the most part become separate teaching universities, without power

of combination with other institutions at a distance. At present there are only five Indian universities for 185 arts and professional colleges in British India besides several institutions in Native States. The day is probably far distant when India will be able to dispense altogether with the affiliating university. But it is necessary to restrict the area over which the affiliating universities have control by securing, in the first instance, a separate university for each of the leading provinces in India, and secondly, to create new local teaching and residential universities within each of the provinces in harmony with the best modern opinion as to the right road to educational efficiency. The Government of India have decided to found a teaching and residential university at Dacca and they are prepared to sanction under certain conditions the establishment of similar universities at Aligarh and Benares and elsewhere as occasion may demand. They also contemplate the establishment of universities at Rangoon, Patna and Nagpur. It may be possible hereafter to sanction the conversion into local teaching universities, with power to confer degrees upon their own students, of those colleges which have shown the capacity to attract students from a distance and have attained the requisite standard of efficiency. Only by experiment will it be found out what type or types of universities are best suited to the different parts of India.

46. Simultaneously the Government of India desire to see teaching faculties developed at the seats of the existing universities and corporate life encouraged, in order to promote higher study and create an atmosphere from

Higher studies.

which students will imbibe good social, moral and intellectual influences. They have already given grants and hope to give further grants hereafter to these ends. They trust that each university will soon build up a worthy university library, suitably housed and that higher studies in India will soon enjoy all the external conveniences of such work in the west.

47. In order to free the universities for higher work and more efficient control of colleges, the Government of India are disposed to think it desirable (in provinces where this is not already the case) to place the preliminary recognition of schools for purposes of presenting candidates for matriculation in the hands of the Local Governments and in case of Native States of the durbars concerned, while leaving to the universities the power of selection from schools so recognised. The university has no machinery for carrying out this work and in most provinces already relies entirely on the departments of public instruction which alone have the agency competent to inspect schools. As teaching and residential universities are developed the problem will become even more complex than it is at present. The question of amending the Universities Act will be separately considered.

48. The Government of India hope that by these developments a great impetus will be given to higher studies throughout India and that Indian students of the future will be better equipped for the battle of life than the students of the present generation.

49. The chiefs' colleges advance in popularity. In
 Chiefs' Colleges. developing character and imparting ideas of corporate life they

are serving well the purpose for which they were founded. They are also attaining steadily increasing intellectual efficiency, but the Committee of the Mayo College, Ajmere, have decided that it is necessary to increase the European staff. The post-diploma course has on the whole worked satisfactorily and there is now a movement on foot to found a separate college for the students taking this course. Such a college may in the future become the nucleus of a university for those who now attend the chiefs' colleges.

50. The grave disadvantages of sending their children to England to be educated away from home influences at the most impressionable time of life are being realised by Indian parents. The Government of India have been approached unofficially from more than one quarter in connection with a proposal to establish in India a thoroughly efficient school staffed entirely by Europeans and conducted on the most modern European lines for the sons of those parents who can afford to pay high fees. No project is yet before them, but the Government of India take this opportunity to express their sympathy with the proposal and, should sufficient funds be forthcoming, will be glad to assist in working out a practical scheme.

51. Few reforms are more urgently needed than
 Training of teachers. the extension and improvement of
 the training of teachers, for both
 primary and secondary schools in all subjects including, in the case of the latter schools, science and oriental studies. The object must steadily be kept in view that eventually under modern systems of education no teacher should be allowed to teach without a certificate

that he is qualified to do so. There are at present 15 colleges and other institutions for the instruction of those who will teach through the medium of English; these contain nearly 1,400 students under training. There are 550 schools or classes for the training of vernacular (mainly primary) teachers, and their students number over 11,000. The courses vary in length from one to two years. The number of teachers turned out from these institutions does not meet the existing demand and is altogether inadequate in view of the prospects of a rapid expansion of education in the near future. The Government of India desire Local Governments to examine their schemes for training teachers of all grades and to enlarge them so as to provide for the great expansion which may be expected, especially in primary education.

52. As regards training colleges for secondary schools some experience has been gained. But the Government of India are conscious that the subject is one in which a free interchange of ideas based on the success or failure of experiment is desirable. The best size for a practising school and the relations between it and the college; the number of students in the college for which the practising school can afford facilities of demonstration without losing its character as a model institution; the nature of, and the most suitable methods of procedure in, practical work, the relative importance of methodology and of psychological study; the best treatment of educational history, the extent to which it is desirable and practicable to include courses in subject matter in the scheme of training, especially courses in new subjects such as

manual training and experimental science; the points in which a course of training for graduates should differ from one for non-graduates; the degree to which the body awarding a diploma in teaching should base its award on the college records of the student's work—these and other unsolved questions indicate that the instructors in training colleges in different parts of India should keep in touch with each other and constantly scrutinize the most modern developments in the west. Visits made by selected members of the staff of one college to other institutions and the pursuit of furlough studies would seem especially likely to lead to useful results in this branch of education.

53. The Government of India have for some time had under consideration the improvement of the pay and prospects of the educational services, Indian, Provincial and Subordinate. They had drawn up proposals in regard to the first two services and approved some schemes forwarded by Local Governments in regard to the third, when it was decided to appoint a Royal Commission on the Public Services of India. The Government of India recognise that improvement in the position of all the educational services is required, so as to attract first-class men in increasing numbers, and, while leaving questions of reorganisation for the consideration of the Commission, are considering minor proposals for the improvement of the position of these services. They attach the greatest importance to the provision for the old age of teachers, either by pension or provident fund. Teachers in government institutions and, in some areas, teachers in schools managed

by local bodies are eligible for these privileges. But it is necessary to extend the provision in the case of board and municipal servants and still more in the cases of teachers of privately managed schools, for the great majority of whom no such system exists. It is not possible to have a healthy moral atmosphere in any schools, primary or secondary, or at any college when the teacher is discontented and anxious about the future. The Governor General in Council desires that due provision for teachers in their old age should be made with the least possible delay. Local Governments have already been addressed upon this subject.

54. The defective state of the education of the **Education of the domiciled community.** domiciled community has long been remarked. Many suggestions have from time to time been made for its improvement. An influential committee, presided over by Sir Robert Laidlaw, is now collecting funds for the schools of all denominations except Roman Catholic schools. As in the case of secondary English education and for similar reasons the policy has been, and is, to rely on private enterprise guided by inspection and aided by grants from public funds. The Government of India have never had any intention of changing their policy. But in order to discuss the whole question and to obtain definite practical suggestions of reform they assembled an influential conference at Simla last July.

55. The recommendations of the conference were numerous and far-reaching. The Government of India are prepared to accept at once the view that the most urgent needs are the education of those children who do not at present attend school and the improve-

ment of the pay and prospects of teachers. They are also disposed to regard favourably the proposal to erect a training college at Bangalore with arts and science classes for graduate courses attached to it. They recognise that grants-in-aid must be given in future on a more liberal scale and under a more elastic system. They will recommend to Local Governments the grant of a greater number of scholarships to study abroad. The proposals to re-classify the schools, to introduce leaving certificates, to include in courses of instruction general hygiene and physiology, special instruction in temperance and the effects of alcohol on the human body, and the several other detailed proposals of the conference will be carefully considered in the light of the opinions of Local Governments when they have been received.

56. The suggestion was put forward and largely supported at the conference that European education should be centralised under the Government of India. This suggestion cannot be accepted. Apart from the fact that decentralisation is the accepted policy of government, the course of the discussion at the conference showed how different were the conditions of life of members of the domiciled community in different parts of India, and how these differences necessarily reacted on their educational arrangements. The Government of India are convinced that although some difficulties might be removed, more would be created by centralisation.

57. The figures and general remarks contained in this resolution are general and applicable to all races and reli-

gions in India, but the special needs of the Muhammadans and the manner in which they have been met demand some mention. The last nine years have witnessed a remarkable awakening on the part of this community to the advantages of modern education. Within this period the number of Muhammadan pupils has increased by approximately 50 per cent. and now stands at nearly a million and a half. The total Muhammadan population of India is now 57,423,866 souls. The number at school accordingly represents over 16.7 per cent. of those of a school-going age. Still more remarkable has been the increase of Muhammadan pupils in higher institutions, the outturn of Muhammadan graduates having in the same period increased by nearly 80 per cent. But while in primary institutions the number of Muhammadans has actually raised the proportion at schools of all grades among the children of that community to a figure slightly in excess of the average proportion for children of all races and creeds in India, in the matter of higher education their numbers remain well below that proportion notwithstanding the large relative increase. The facilities offered to Muhammadans vary in different provinces, but generally take the form of special institutions, such as *madrassas*, hostels, scholarships and special inspectors. The introduction of simple vernacular courses into *maktabs* has gone far to spread elementary education amongst Muhammadans in certain parts of India. The whole question of Muhammadan education, which was specially treated by the Commission of 1882, is receiving the attention of the Government of India.

58. The Government of India attach great importance to the cultivation and improvement of oriental studies.

Oriental studies.

There is increasing interest throughout India in her ancient civilisation, and it is necessary to investigate that civilisation with the help of the medium of western methods of research and in relation to modern ideas. A conference of distinguished orientalist held at Simla in July 1911 recommended the establishment of a central research institute on lines somewhat similar to those of L'Ecole Française d'Extrême Orient at Hanoi. The question was discussed whether research could efficiently be carried on at the existing universities; and the opinion predominated that it would be difficult to create the appropriate atmosphere of oriental study in those universities as at present constituted, that it was desirable to have in one institution scholars working on different branches of the kindred subjects which comprise orientalia and that for reasons of economy it was preferable to start with one institute well equipped and possessing a first-class library. The Government of India are inclined to adopt this view and to agree with the conference that the central institute should not be isolated, that it should be open to students from all parts of India and that it should as far as possible combine its activities with those of the universities of India and different seats of learning. The object of the institute as apart from research is to provide Indians highly trained in original work who will enable schools of Indian history and archæology to be founded hereafter, prepare *catalogues raisonnés* of manuscripts, develop museums and build up re-

search in universities and colleges of the different provinces. Another object is to attract in the course of time *pandits* and *maulvis* of eminence to the institute and so to promote an interchange of the higher scholarship of both the old and the new school of orientalist throughout India. But before formulating a definite scheme the Governor General in Council desires to consult Local Governments.

59. While making provision for scholarship on modern lines, the conference drew attention to the necessity of retaining separately the ancient and indigenous systems of instruction. The world of scholarship, they thought, would suffer irreparable loss if the old type of *pandit* and *maulvi* were to die out before their profound knowledge of their subjects had been made available to the world; and encouragement rather than reform was needed to prevent such an unfortunate result. Certain proposals for encouragement were made at the conference, *viz.*,—

- (a) Grants to Sanskrit colleges, *madrassas*, *cols*, *patshalas*, *maktabs*, *pongyi kyaungs* and other indigenous institutions in order to secure better salaries for teachers and to enable students by fellowships or scholarships to carry their education to the highest point possible;
- (b) The appointment of specially qualified inspectors in orientalia;
- (c) The provision of posts for highly trained *pandits* and *maulvis*;
- (d) The grant of money rewards for oriental work.

The Government of India hope to see the adoption of measures that are practicable for the maintenance and furtherance of the ancient indigenous systems of learning and have called for proposals from the Local Governments to this end.

60. The functions of local bodies in regard to education generally and their relations with the departments of public instruction are under the consideration of the Government of India. But it is clear that if comprehensive systems are to be introduced expert advice and control will be needed at every turn. The Government of India propose to examine in communication with Local Governments the organisation for education in each province and its readiness for expansion. A suggestion has been made that the director of public instruction should be *ex officio* secretary to government. The Government of India agreeing with the great majority of the Local Governments are unable to accept this view, which confuses the position of administrative and secretariat officers; but they consider it necessary that the director of public instruction should have regular access to the head of the administration or the member in charge of the portfolio of education. The Government of India wish generally to utilise to the full the support and enthusiasm of district officers and local bodies in the expansion and improvement of primary education; but the large schemes, which are now in contemplation, must be prepared with the co-operation and under the advice of experts. A considerable strengthening of the superior inspecting staff, including the appointment of specialists in

science, orientalia, etc., may be found necessary in most provinces. In Madras an experienced officer in the education department has been placed on special duty for two years to assist the director of public instruction to prepare the scheme of expansion and improvement in that province, and the Government of India would be glad to see a similar arrangement in all the major provinces should the Local Governments desire it.

61. In the resolution of 1904 it was stated that arrangements would be made for periodical meetings of the directors of public instruction in order that they might compare their experience of the results of different methods of work and discuss matters of special interest. The Government of India have already held general conferences at which the directors attended and they are convinced that periodical meetings of directors will be of great value. While each province has its own system it has much to learn from other provinces, and, when they meet, directors get into touch with new ideas and gain the benefit of experience obtained in other provinces. The Government of India are impressed with the necessity not only of exchange of views amongst experts, but also of the advantages of studying experiments all over India on the spot; and in a letter of the 7th July 1911, they invited Local Governments to arrange that professors of arts and technical colleges and inspectors of schools should visit institutions outside the province where they are posted, with a view to enlarging their experience.

62. Such in broad outline are the present outlook
Conclusion. and the general policy for the
near future of the Government of

India. The main principles of this policy were forwarded to His Majesty's Secretary of State on the 28th September 1911, and parts of it have already been announced. It was, however, deemed convenient to defer the publication of a resolution until the whole field could be surveyed. This has now been done. The Governor General in Council trusts that the growing section of the Indian public which is interested in education will join in establishing, under the guidance and with the help of government, those quickening systems of education on which the best minds in India are now converging and on which the prospects of the rising generation depend. He appeals with confidence to wealthy citizens throughout India to give of their abundance to the cause of education. In the foundation of scholarships; the building of hostels, schools, colleges, laboratories, gymnasia, swimming baths; the provision of playgrounds and other structural improvements; in furthering the cause of modern scientific studies and specially of technical education. in gifts of prizes and equipment; the endowment of chairs and fellowships; and the provision for research of every kind there is a wide field and a noble opportunity for the exercise on modern lines of that charity and benevolence for which India has been renowned from ancient times.

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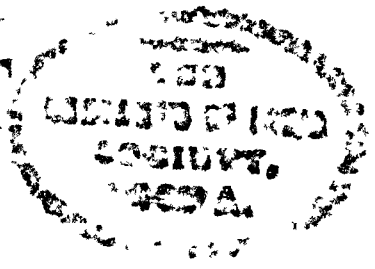
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REPORT



OF THE

Deccan Education Society

POONA

FOR

1916-17

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POONA

Printed at the Arya-Ehushan Press.

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1918.

THE
DECCAN EDUCATION SOCIETY, POONA.

Established 24th October 1884

AND

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

C
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POONA.
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- 24.* V. K. Joag, M A
- 25 Mr. H. G. Limaye, M A

(*Secretary*)

* Member of the Governing Body.

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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.

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

Report

OF

The Council.

—:o:—

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 commoditious.

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-

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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	1443
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	...
Priests and Bhikshuks	...	21	Miscellaneous	...
Artists	..	0	Students who are self-	0
			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.